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GOVERNMENT OF INDIA
MINISTRY OF EDUCATION
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MINISTRY OF EDUCATION



GOVERNMENT OF INDIA
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CHAPTER I

INTRODUCTORY

In November 1963, the two Ministries of Scientific Research & Cultural Affairs and Education were merged to form a combined Ministry of Education with two Departments—the Department of Education and the Department of Science. The two Departments were later abolished with effect from the 29th February 1964, by a Presidential Order and the present composite Ministry of Education came into being, under the charge of an Education Minister assisted by two Deputy Education Ministers and one Minister of State, whose post now ceases to exist with effect from 29th October 1965. The Social Welfare Division, which formerly was part of the Ministry of Education, was transferred to the new Department of Social Security under the Ministry of Law created in accordance with the Presidential Order dated the 14th June 1964. During the year 1965-66, 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.

2. *Scope and Functions.*—In India, under the Federal Constitution education for the most part is managed by the State Governments. The Union Government have responsibility for the maintenance of four Central Universities, institutions of national importance and others for professional, technical and vocational training and for promotion of research and coordination and determination of standards in higher education or research. The Directive Principles of the Constitution enjoin on the Union Government to provide free and compulsory education to children up to 14 years of age, to develop, enrich and spread the federal language, Hindi, as also to develop other modern Indian languages. 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.

2.1. 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, the Indian Council of Cultural Relations and 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 Union and State Governments work together in the formulation, implementation and evaluation of the various programmes.

3. *Organisation.*—The Ministry is at present organised into 12 divisions and a few units. The work relating to libraries has been centralised and placed under a new Division. The divisions are headed by Deputy Secretaries/Deputy Educational Advisers. A copy of the Administrative Chart of the Ministry is attached. A list of subordinate offices of the Ministry and the autonomous organisations under its administrative control is given in Annexure I. The Staff Inspection Unit of the Ministry of Finance is at present assessing the staff requirements of the Ministry.

4. *The Advisory Bodies.*—The Ministry of Education is guided in its policy and programme in the various fields of education, science 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), 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 boards and committees for dealing with specific problems in greater detail. A list of important advisory bodies which functioned during the whole or part of the year 1965-66 is given at Annexure VII. The work of such advisory bodies is reported in its proper context in the relevant chapters of this report.

5. *Fourth Five Year Plan.*—The total outlay for Education in the fourth Plan has been tentatively fixed by the National Development Council at Rs. 1,260 crore which has been distributed among various stages of education, *viz.*, Elementary Education—Rs. 398.50 crore, Secondary Education—Rs. 279.17 crore, University Education—Rs. 132.45 crore, Scholarships—Rs. 55.00 crore, Social Education—Rs. 71.00 crore, Technical Education—Rs. 252.70 crore, Cultural Programmes—Rs. 16.18 crore and Others—Rs. 55.00 crore.

5.1. During the fourth Plan, the enrolment drive will be intensified at the elementary stage to bring the maximum number of children in schools towards the achievement of the Constitutional Directive. At the secondary stage, science education, vocational education and diversification of courses, have been given due emphasis to make education terminal at this stage. At the university stage, admission would be restricted to those who can really benefit by higher education. Schemes of qualitative improvement will receive the highest priority in all sectors of education. Special measures for girls'

education have been included to accelerate girls enrolment in order to remove disparity between boys and girls. It is proposed to link education more intimately with other programmes of economic development during the fourth Plan. There will be a bias to manual work and productivity at all stages.

6. Present Progress and Further Targets in various Sectors

6.1. *Elementary Education.*—Efforts to expand educational facilities for children at the primary stage have been continued throughout the third Plan. According to the present information, as against the original target of 152.92 lakh children, the additional enrolment in classes I to V at the end of the third Plan is expected to be 165.02 lakh. Thus it is expected that the number of school-going children in these classes will rise at the end of 1965-66 to 514.67 lakh. This will bring the total percentage of school-going children in the age-group 6-11 at the end of the third Plan to 78.5 against 62.3 at the end of second Plan. For the middle stage (Class VI-VIII), the target of additional enrolment during the third Plan was 35 lakh children. It is now expected that 43.77 lakh additional children will be enrolled in these classes. Thus the enrolment at this stage at the end of 1965-66 is likely to go up to 110.33 lakh. This will bring the percentage of children attending schools in the age-group 11-14 to 32.4 as against 22.4 at the end of the second Plan.

6.1.1. Provision has been made in the fourth Plan for an additional enrolment of 19 million children in the age-group 6-11 and 8 million children in the age-group 11-14. This will bring the percentage of school-going children in the age-group 6-11 to 93.1 and in the age-group 11-14 to 47.4. Special measures are being taken to enrol more girls, and it is expected that the percentage of their enrolment to their population in the age-group 6-11 will be 81.5 by 1971. In the age-group 11-14 the corresponding percentage will rise to 29.6.

6.1.2. Besides enrolment of additional school-going children, the Union Ministry of Education has incorporated a large number of schemes for the qualitative improvement of schools. These include conversion/orientation of primary schools to Basic type, improving the working of the existing Basic schools, giving a work-bias in all other elementary schools and improvement of teacher training institutions. With a view to bring about increased enrolment at this stage, mid-day meals will be supplied in a much larger number of elementary schools. Besides, free supply of textbooks will be made to poor and needy children. Since no improvement can succeed without adequately trained teachers, efforts will be made to clear the backlog of untrained teachers by correspondence courses and by increasing the intake capacity of the existing training institutions.

6.2. *Secondary Education.*—The increase in enrolment at the secondary stage during the third Plan has been phenomenal. At the end of the second

Plan there were 30.17 lakh students in classes IX-XI. This number is expected to rise to 53.76 lakh at the end of the current Plan. A substantial provision has been made at the secondary stage for providing vocational courses of a terminal character (including agricultural courses). Nearly 40 per cent of the outlay in this sector has been apportioned for the various schemes of improvement and diversification of courses at this stage. Besides, a provision of Rs. 28.50 crore has been made for the development of science education in this sector.

6.3. *Women's Education.*—The Union Government is making concentrated efforts to advance the education of girls and women. As a result of several steps taken by the government to encourage women's education during the third Plan, it is envisaged that by the end of the Plan 56.4 per cent of girls at the primary stage, 17.0 per cent at the end of middle stage will be in schools. The progress in enrolment of girls in secondary schools has also been satisfactory. The number of girls in classes IX-XI was 5.53 lakh at the end of the second Plan and this is expected to rise to 11.50 lakh at the end of third Plan. The percentage of girls in the age-group 14-17 at the secondary schools will be 7.7 per cent.

6.3.1. For the acceleration of girls' education an allocation of Rs. 26.10 lakh (Rs. 25 lakh for States and Rs. 1.10 lakh for Union Territories) has been made under the Advance Action Programme of the fourth Plan.

6.4. *Higher Education.*—The total enrolment at the university stage (other than technical and professional) is likely to increase from 7.32 lakh to about 12 lakh by the end of the Third Plan. A target of 5 lakhs of enrolment has been fixed for this sector during the fourth Plan. At the university stage, there will be more emphasis at consolidation. During the fourth Plan, generally no new university is proposed to be established. Instead, University Centres would be set up, each within a complex of colleges with an enrolment of about 10,000, where facilities for academic work of university standard are made available in respect of libraries, laboratories and teachers. A provision of Rs. 10 crore has been made in the fourth Plan for this purpose. In addition, a provision of Rs. 20 crore has been made for the improvement of affiliated colleges.

6.5. *Technical Education.*—In the field of technical education, a total provision of Rs. 250.70 crore has been proposed with a view to increasing the output of engineers and technicians for meeting the requirements of development of various sectors. Sufficient provision has been made for expanding training capacity of a large number of existing engineering and technical institutions and for the establishment of 6 large-sized engineering colleges and 18 polytechnics in different parts of the country.

6.6. *Cultural Relations.*—The Union Ministry of Education continued to develop closer and deeper cultural relations with other countries both at governmental and non-governmental levels and supported and strengthened the programmes of Unesco in education, science and culture. Today,

India has cultural relations with nearly 80 countries and spends about Rs. 5 million annually. Through an exchange of cultural delegations and exhibitions and participation in international programmes, efforts have been made to project India's cultural heritage abroad and to bring to India the cultural heritage of other countries.

7. *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 stages and in all aspects, except legal and medical 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 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 the scientific field are acting as consultants to the Commission. The Unesco, the British Council and the USAID have assisted in securing the services of these experts from abroad.

7.1. The Commission formed itself into twelve task forces and a number of working groups, each dealing with a particular aspect of education. Experienced educationists from all over the country have been associated with these working groups and the task forces. The Commission has visited almost all the States in the country to gather firsthand information and it is expected to submit its report by the 30th June, 1966.

8. *Indian Educational Service.*—All the State Governments have agreed in principle to the formation of the Indian Educational Service. 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. A Resolution regarding the constitution of the Service was moved and adopted in the Rajya Sabha at its sitting on the 30th March 1965. The State Governments/ Union Administrations have now been requested to intimate the number and details of the posts proposed to be included in the Service and to give their comments on the tentative scheme prepared for the constitution of the Service.

9. *Review of Standing Charges.*—The budget estimates for the year 1966-67 relating to the grant of the secretariat proper, including the standing charges, were discussed in detail, at a meeting of Secretary, Joint Secretary and officers of the Associated Finance in connection with the general 15 per cent cut in the budget estimates which were consequently reduced considerably. The Secretaries Committee also reviewed the estimates. As the budget estimates for 1966-67 had been reviewed by the Secretaries Committee, no further review of the standing charges by the Internal Economy Committee of the Ministry was considered necessary.

10. *Budget.*—In accordance with the general economy measures, the grant for the secretariat of the Ministry has been reduced. The relevant budget and revised estimates for 1965-66, and 1966-67 are as follows:

Budget for	Revised Estimates	Budget Estimates
1965-66	for 1965-66	for 1966-67
Rs. 91,26,000	Rs. 83,71,000	Rs. 82,74,000

10.1. As against the total sanctioned grant of Rs. 123.87 crore for the Ministry as a whole (including the provisions made by the Ministry of Education in the Demands operated by the Ministries of Home Affairs and Finance) for 1965-66 both under Plan and non-Plan, the revised estimates have been fixed at Rs. 127.91 crore. It is proposed to include a provision of Rs. 109.85 crore in the budget estimates for 1966-67.

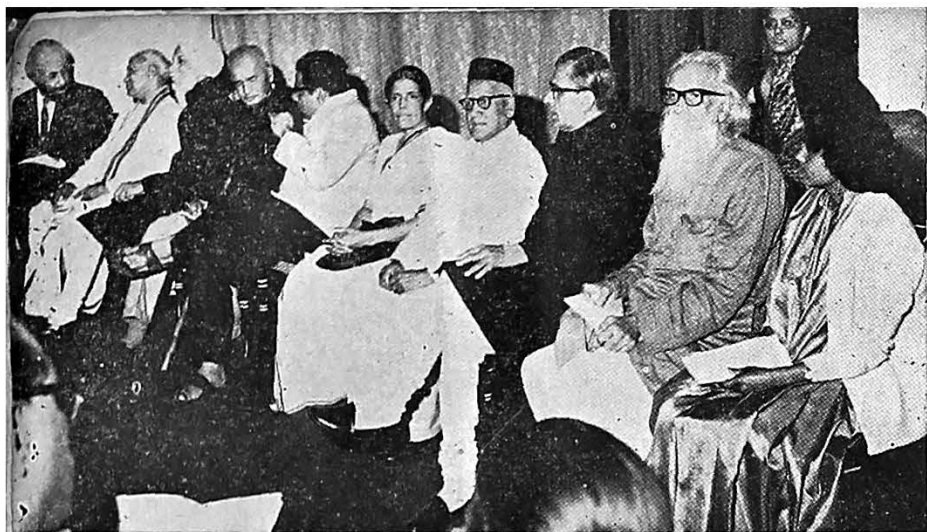
Shastriji At the First Meeting
of the National Committee
for Gandhi Centenary



An Open-Air Performance
by National Fitness Corps
Students



Shastriji Receiving National
Flag from Everest Expedition
Heroes



A Group of Sahitya Akademi Award Winners



President Presents National Awards to Teachers



Deputy Education Minister at a Central School

CHAPTER II

SCHOOL EDUCATION

The Union Government implements projects for training and research in selected fields of school education mainly through the National Council of Educational Research and Training. It provides financial assistance to voluntary organisations engaged in making significant experiments in school education. It also provides financial assistance to State Governments (a) for expanding facilities for free and compulsory education for all children up to the age of 14, and (b) for improving the quality of education imparted in schools. A significant measure in this field has been the setting up of State Institutes of Education with 100% central aid. Quantitative expansion and qualitative improvements thus go side by side along with the other special schemes in the field. The various schemes under School Education have been classified into six categories, viz.,

- (A) Expansion of School Education
- (B) Improvement of School Education
- (C) Training of Teachers
- (D) Education of Girls and Women
- (E) Special Schemes for School Education
- (F) General

A. EXPANSION OF SCHOOL EDUCATION

2. *Expansion of Primary Education (Age-group 6-11).*—Article 45 of the Constitution enjoins on the State to endeavour to provide free compulsory and universal education for all children until they complete the age of 14 years. In pursuance of this directive principle, the third Five Year Plan made provision for additional enrolment of 152.92 lakh children in classes I-V. According to the present trends, the enrolment in these classes is likely to increase by 165.02 lakh and reach an enrolment of 514.67 lakh by the end of the current plan. The number of school-going children in these classes will form 78.5 per cent of the total population in this age-group. Of these, the number of girls will be 181.76 lakh (56.4 per cent of the girls in the country in this age-group) and boys 332.91 lakh (99.9 per cent of the boys in this age-group).

2.1. Although there has been a steady increase in the facilities for primary education the pace in respect of enrolment of girls has been somewhat slow. Also the progress in the enrolment of children of scheduled tribes and others living in scattered and inaccessible areas has been slow. There are also regional imbalances between one State and another and also within the same State. The States of Bihar, Jammu & Kashmir, Madhya Pradesh and Rajasthan continued to be relatively backward in this

respect as compared to other States. U.P. has made a special and successful effort recently to raise itself out of this relatively backward category.

3. *Expansion of Middle School Education (Age-group 11-14).*—In classes VI-VIII the total enrolment at the end of the second Plan was 66.56 lakh or 22.4 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 per cent of the population in this age-group. It is expected that by the end of the third Plan the enrolment figure will rise to 110.33 lakh, forming 32.4 per cent of the age-group 11-14. The enrolment of girls at this stage will be 28.35 lakh forming 17.0 percentage of the girls in the age-group 11-14, whereas the boys will be 81.98 lakh (*i.e.* 47.2 per cent of the population of the corresponding age-group).

4. *Expansion of Secondary Education.*—There has been a significant increase in the enrolment of students at the secondary stage also, during the third Plan. The number of secondary schools which stood at 6,682 in 1949-50 and 17,257 at the end of the second Plan is expected to be about 25,000 at the end of the third Plan. The enrolment in classes IX-XI is expected to increase from 28.87 lakh at the end of the second Plan to 53.76 lakh at the end of the current Plan. In terms of percentage the increase will be from 10.6 to 17.6 in the age-group 14-17. The number of girls in classes IX-XI which stood at 5.47 lakh at the end of the second Plan is expected to rise to 11.50 lakh at the end of the third Plan, an increase from 4.1 per cent in 1960-61 to 7.7 per cent at the end of 1965-66. The corresponding increase for boys in terms of percentage is from 16.7 in 1960-61 to 27.1 in 1965-66.

4.1. This expansion in secondary education necessitated considerable development of the existing facilities for the improvement of standards in schools. The Union Government have initiated further measures for improving the quality of education imparted in schools, by taking up a crash programme for the improvement of science teaching and vocational courses in secondary schools. Other centrally sponsored schemes such as, strengthening of educational and vocational guidance services, establishment of State Evaluation Units were also continued during 1965-66. The mid-term appraisal (1963) of the third Plan revealed that many of the States were not in a position to make adequate provision for improvement schemes due to the urgent needs of expansion schemes. State Institutes of Education have, therefore, been set up to organise special activities, training programmes and research for qualitative improvement of elementary education in particular. The State Governments were given assistance for setting up model multipurpose schools and also for improving the working of agricultural streams of multipurpose schools. The details of these schemes are given in subsequent paragraphs.

5. *Legislation for Compulsory Education.*—The State Governments have enacted suitable laws or revised the old ones for free and compulsory

education. The Governments of Andhra Pradesh, Assam, Gujarat, Madhya Pradesh, Mysore, Punjab, Rajasthan and West Bengal have already brought their legislation up-to-date in line with the Delhi Primary Education Act, 1960. Provisions for enforcing compulsory attendance also exist in other States. On this point the thinking in the country generally is reflected by the C.A.B.E. resolution to the effect that education even in the relatively backward pockets should develop through provision of more facilities rather than through legislative compulsion.

6. *Fifth National Seminar on Compulsory Primary Education.*—The Seminar was held in May 1965, at Nainital (U.P.). A review of the progress of elementary education during the third Plan was made State by State. It was noted that though the enrolment targets visualised for the third Plan would be exceeded, there would be a shortfall in the enrolment of girls. The Seminar, therefore, suggested targets for enrolment in respect of boys as well as for girls in classes I-V to be achieved by advanced/advancing States during the fourth Plan.

6.1. The Seminar suggested special measures for encouraging the enrolment of girls and the children of scheduled tribes and other backward communities. Measures for reducing wastage and stagnation at the elementary stage were discussed. Steps for mobilising community effort for improving elementary schools were outlined. The Seminar also made recommendations for improving the working of Basic schools and the re-orientation of all non-Basic schools to the Basic pattern.

B. IMPROVEMENT OF SCHOOL EDUCATION

7. *Basic Education.*—For the elementary stage of education, the pattern of Basic education has been accepted for the country as a whole and as a consequence of this decision all elementary schools as soon as may be practicable, are to be converted to the Basic pattern. The pace of progress of Basic education has not been either uniform or fairly rapid. In 1950-51 there were 33,379 junior Basic schools (classes I-V) which rose to 78,937 in 1962-63. During the same period the number of senior Basic schools (classes I-VIII or VI-VIII) increased from 351 to 16,745 (a five-fold increase). In 1950-51, the total enrolment of pupils in senior Basic schools increased from 66,482, to 39,34,072 by the end of 1962-63. The corresponding increase of pupils in the junior Basic schools during this period was from 28,46,240 to 1,03,74,622. Basic teacher training institutions have increased from 157 in 1950-51 to 1,115 in 1962-63. There has also been a corresponding increase in the direct expenditure on Basic education from 5.48 crore in 1951-52 to Rs. 32.53 crore in 1961-62.

7.1. The main difficulties coming in the way of rapid progress of Basic education are : (a) lack of financial resources, and (b) shortage of trained personnel. The programme of '6 orienting elementary schools towards Basic pattern' envisaging introduction of Basic education activities in non-Basic schools, pending their ultimate conversion, is also being implemented by the States and Union Territories. The activities introduced as a rule are

such as do not involve large financial outlay or specifically trained personnel. To bridge the gap that exists between the Basic and non-Basic schools existing side by side, some States have introduced common syllabus incorporating the best features of the two systems.

7.2. The Central Advisory Board of Education at its meeting held in October 1965 reviewed the progress in Basic education. The Board endorsed the following recommendations made by the National Board of Basic Education :

- (1) Education at the elementary stage throughout the country should progressively and as quickly as possible be enabled to conform to the concept of Basic education. The changeover will have to be phased and taken up in a planned manner on the following lines : (a) The existing Basic schools should be strengthened and developed fully to become effective models of Basic institutions of a high standard. (b) Other elementary schools should progress towards the same goal by the introduction of crafts and activities selected carefully so as to suit local environments. There should be no instance on the introduction of spinning in every Basic school; in many of the rural schools and even in some urban schools, horticulture or kitchen-gardening should be an appropriate as well as useful craft. The utility aspect of articles produced by students was also stressed by members. (c) In establishing new schools, care should be taken to introduce a craft from the very beginning so that no schools which are neither Basic nor production-oriented are set up. Local pressure for starting new schools should be converted into a people participation in the provision of facilities for introduction suitable crafts at an appropriate stage.
- (2) At the secondary stage, the following measures should be adopted : (a) Post-Basic schools should be an integral part of the system of education at the secondary stage. (b) As in the case of elementary schools, the existing post-Basic schools should be specifically strengthened to rise to a high standard and in other secondary schools production-centred and other programmes should be introduced as a continuation of the system of Basic education at the elementary stage. (c) All teacher training institutions should be strengthened and improved so that the teachers trained therein are competent to impart instruction on the lines indicated above. (d) Educational administrators should be suitably oriented to supervise and guide the development of a sound system of elementary education based on the concept of Basic education.

7.2.1. The Board also made a few other suggestions, namely (1) to increase the duration of the teacher training course so that the trained

teacher attains confidence and competence to impart good education, (2) to make effort to relate teaching with experience to the maximum extent possible, and (3) to reconsider the scales of pay for elementary teachers in relation to the pay of secondary school teachers.

8. *Mid-day Meals Programme.*—The School Meals Programme was introduced during 1962-63 with the object of providing mid-day meals to children in elementary schools. International organisations such as CARE, UNICEF and Catholic Relief Services provide food commodities like corn-flour, liquid oil, milk powder, etc. as free gifts. The Union Government, however, meet 1/3 of the total expenditure incurred by the State Government for the operation of the programme.

8.1. At present, nearly 9.0 million children are covered under the programmes operated by CARE and Catholic Relief Services. 86,92,000 pupils under CARE programme in thirteen States, namely, Andhra Pradesh, Kerala, Madras, Mysore, Gujarat, Punjab, Rajasthan, West Bengal, Pondicherry, Orissa, Madhya Pradesh, Maharashtra and Uttar Pradesh and Bombay Municipal Corporation have been provided with food commodities. The Catholic Relief Services operate similar programmes in the Union Territories of Delhi, Himachal Pradesh, Andaman and Nicobar Islands and Goa, and 2,51,364 children were covered by the scheme. By the end of the third Plan, the target for providing mid-day meals is for 10 million children.

9. *State Institutes of Education.*—The centrally sponsored scheme known as 'State Institutes of Education', which was initiated in the year 1963-64 was continued during the year under review. This scheme is designed to ensure improvement in the quality of education particularly at the primary and the middle school levels. State Institutes of Education have been established in all the States, except Nagaland. Measures to start similar Institutes in Nagaland and in the bigger Union Territories are under consideration.

9.1. During the period under review, two half-yearly conferences of the directors/principals of S.I.E.'s were held and the various recommendations made at these conferences are being implemented by the Union Government, the State Governments and the State Institutes.

9.2. A sum of Rs. 25 lakh has been provided in 1965-66 as assistance to the State Governments for the State Institutes of Education. The budget provision for this scheme for the year 1966-67 is Rs. 20 lakh, which will be utilised for further developmental activities of the SIE's.

10. *Science Education.*—A centrally sponsored scheme was introduced in September, 1964, for the improvement of secondary education in the third Plan. The aim of this special scheme is to provide facilities for the teaching of elective science in as many secondary schools as possible and general science to all students who do not offer elective science as one

of their subjects. Under the scheme central assistance is given on 100 per cent basis to States for the strengthening of science laboratories and the training of science teachers and the establishment of science education units.

10.1. An amount of Rs. 150 lakh was sanctioned to different States during 1964-65 and a further sum of Rs. 250 lakh has been allotted to them during the current year. It is estimated that fifty per cent of high and higher secondary schools, established up to the end of the Second Five Year Plan period, will be strengthened with the help of the central funds made available to the States under the scheme. The work is proposed to be continued and completed in the first two years of the fourth Plan.

10.2. In the fourth Plan a special effort will be made to improve the teaching of science at all stages of school education in all States and Union Territories. While the teaching of elective science in secondary schools will continue to receive attention as before, a comprehensive scheme has been prepared for the teaching of general science to all pupils at the elementary stage and also to such pupils at the secondary stage as do not wish to study elective science. The main features, among others, of the scheme are, preparation of improved syllabi and instructional material including textbooks, improving science education in teacher training institutions, supply of laboratory equipment to all teacher training institutions and to a large number of selected secondary, middle and primary schools etc. The National Council of Educational Research and Training will prepare the revised syllabi, textbooks and other teaching aids which will be adapted for use in States and Union Territories with the assistance of the State Institutes of Science Education.

10.3. UNICEF and UNESCO have evinced interest in the project. UNICEF has further offered to provide part assistance for supply of equipment to selected training institutions and schools in the country and also for meeting the cost of training of personnel at different levels.

11. *Strengthening of Multipurpose Schools.*—An important programme towards the reconstruction of secondary education recommended by the Secondary Education Commission was the establishment of multipurpose schools. The main purpose of these schools is to divert such students as do not possess aptitude for higher education, but at the same time have sufficient aptitude for creative work. The Union Government, therefore, introduced in 1962 a centrally sponsored scheme with the main object of developing intensively selected multipurpose secondary schools all over the country to serve as model schools. It also aims at the improvement of the library services of all multipurpose schools. The scheme consists of : (1) development of model multipurpose schools at 50% central assistance subject to a maximum of Rs. 2 lakh per school; (2) supply of a set of selected reference books to the libraries of multipurpose secondary schools at 100% central assistance.

11.1. The proposals of 18 schools, inclusive of five schools in the Union Territories, have been approved for development in the third Plan. A total sum of Rs. 5.35 lakh was sanctioned up to March, 1965. The assistance during 1965-66 is expected to be around Rs. 13 lakh. Besides, the expenditure over the supply of selected reference books in diversified courses is expected to be a little over Rs. 14 lakh. Special assistance (Rs. 25.45 lakh) has also been given in 1965-66 to State Governments for strengthening the vocational content in agricultural streams of multipurpose schools and post-Basic schools.

12. *State Bureaux of Educational and Vocational Guidance.*—This scheme was initiated in the year 1962-63 and was continued as a centrally sponsored scheme during the year 1965-66. Bureaux of Educational and Vocational Guidance have been established in all States (one in each State) except Madras, Jammu & Kashmir and Nagaland. These bureaux provide guidance services to the students of secondary schools all over the country. Before the close of the current financial year, it is proposed to sanction Rs. 6.50 lakh to the State Governments in adjustment of expenditure incurred on the State Bureaux during the year 1965-66.

13. *State Evaluation Units.*—This scheme was also continued as a centrally sponsored scheme during the year 1965-66. Evaluation units have been established in all States (one in each State) except Madras, Jammu & Kashmir and Nagaland. These units, generally speaking, undertake studies and investigations on the problems of evaluation and suggest suitable methods for bringing about examination reforms. The Central Examination Unit, which has been established in the Directorate of Extension Programmes for Secondary Education, assists the State Evaluation Units in their task. Besides, it conducts workshops and seminars for the benefit of training college lecturers and others.

14. *Sahitya Rachnalayas.*—With a view to train authors, writers and publishers in the technique of preparing better books for children, the Union Ministry of Education has been implementing a scheme of organising Sahitya Rachnalayas on Children's Literature. The scheme was kept in abeyance since October 1962. It has been revived on a restricted scale with effect from 1964. Administrative approval to hold one Sahitya Rachnalaya in Gujarat State was issued in 1965.

15. *National Prize Competition of Children's Literature.*—With a view to encouraging production of good books for children, the Ministry of Education has been holding since 1954 a National Prize Competition for Children's Books in all the modern Indian regional languages as well as in Hindi, Sindhi and Urdu. During the year the Eleventh Prize Competition was conducted and prizes were awarded on 14 books in various languages.

C. TRAINING OF TEACHERS

16. *Training of Primary School Teachers.*—With the expansion of educational facilities in the third Plan continuous steps have been taken by the Union Ministry of Education to increase training facilities for elementary teachers, and the number of training institutions in the country now stands at about 1,360. At the end of the third Plan, there will be about 16.40 lakh teachers in the country teaching at the primary and middle school stages. Of these, about 73.2% will be trained as against 64.5% at the end of the second Plan. In some States like Madras, Kerala and Punjab the supply of trained teachers is adequate, while in States like Assam and West Bengal the percentage of trained teachers is quite low.

16.1. During the fourth Plan it is envisaged that about 270 lakh additional pupils will be enrolled at the elementary stage. This will necessitate the creation of about one lakh additional training places in teacher training institutions for elementary teachers. The Union Government, therefore, gave Rs. 127 lakh as financial assistance to the State Governments during 1965-66 to provide for the creation of about 6,800 additional seats in the existing training institutions.

16.2. The training facilities have expanded a great deal since independence, but no sustained effort has been made to improve the quality of training imparted in them. A majority of the institutions lack properly qualified staff and physical facilities such as hostels, libraries, laboratories and audio-visual equipment. In the fourth Plan substantial provision has been made for a centrally sponsored scheme to develop these institutions to a minimum standard considered essential for their efficient functioning, and to develop selected teacher training institutions to a very high standard.

16.3. *Correspondence Courses for Primary School Teachers.*—The high percentage of untrained teachers in some of the States is mainly due to the inadequacy of training places in these States. For clearing the backlog of about 4,00,000 untrained teachers already working in elementary schools, it is proposed to establish correspondence courses; to begin with they are proposed to be started in six States.

17. *Training of Secondary Teachers.*—The number of teachers teaching at the secondary stage at the end of the current Plan is expected to be 2.10 lakh. Of these, 60.6% are trained teachers. The facilities for training of teachers in some of the States like Assam and West Bengal are inadequate. Accordingly, under the advance action programme, a sum of Rs. 48 lakh was given to the State Governments to create about 2,150 additional seats in existing training colleges. In the fourth Plan the additional enrolment in classes IX-XI is expected to be 38 lakh and it will be necessary to create about 73,000 additional training places. Provision for the expansion of facilities for the training of secondary teachers is being made in the fourth Plan. Provision has also been made for improving physi-

cal facilities of training institutions at this stage, to enable them to reach the minimum required standard in respect of hostel, library and laboratory facilities.

17.1. *Correspondence Courses for Secondary Teachers.*—The high percentage of untrained teachers in some of the States is mainly due to the inadequacy of places in secondary training colleges. For clearing the backlog of over 1 lakh untrained teachers, already working in secondary schools, the National Council of Educational Research and Training has decided to start correspondence courses for secondary teachers in the four Regional Colleges of Education and the Central Institute of Education, Delhi. It is also proposed to establish in 1966-67 correspondence courses in two universities, viz., Baroda and Calcutta.

C.I. STATUS AND WELFARE OF TEACHERS

18. *Ameliorative Measures for Primary School Teachers.*—Efforts were continued during the year by the Union Government to impress upon the State Governments the necessity for improving the emoluments and service conditions of teachers at all stages. The Government has also stressed upon the State Governments the need to remove disparities between the emoluments of teachers in aided schools and those in Government schools. It is encouraging to note that the State Governments are not only trying to improve the salary scales of teachers but are also making efforts to remove the disparity between the emoluments of the teachers working in government and non-government schools, to the extent possible. While the Governments of Assam and Bihar have raised the pay scales of matriculate trained teachers, that of Uttar Pradesh has increased the present emoluments of teaching and non-teaching staff of educational institutions. The question of emoluments of teachers was also discussed in the Education Ministers' Conference (June 5th and 6th, 1965), at Srinagar, where it was agreed that teachers' salaries may be improved urgently for raising the standards of education.

18.1. A provision of Rs. 5 crore has been made in the fourth Plan (State sector schemes) for incentive payments and awards to teachers of elementary schools. The Union Government have also been stressing the need for adoption of the Triple Benefit Scheme (Pension, Provident Fund and Insurance) by the State Governments. Andhra Pradesh, Bihar, Kerala, Madras, Mysore and Uttar Pradesh have introduced this scheme.

19. *National Awards for Teachers.*—The scheme was instituted in 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 carries with it a certificate of merit and a cash payment of five hundred rupees. During 1965-66 ninety teachers were granted the awards.

19.1. To be eligible for the award a teacher has to have 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 of the teacher by a Central Committee on the basis of recommendations made by State Committees.

19.2. A budget provision of Rs. 73,000 (Rs. 48,000 under non-Plan and Rs. 25,000 under Plan) exists for the scheme for 1965-66.

20. *National Foundation for Teachers' Welfare.*—The foundation was set up in 1962 under the Charitable Endowments Act, 1890 with the object of providing relief to teachers and also 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.

20.1. The funds of the Foundation are made up of the contributions paid by the Union and State Governments and the collections made by the States Union Territories on the occasion of the Teachers' Day which is celebrated on the 5th September every year. The State Governments/ Union Administrations have been authorised to start the programme of assistance under the scheme of the Foundation with effect from the 5th September, 1964, the 1964 Teachers' Day. Up to 1st September, 1965 a sum of Rs. 4,33,000 has been given as assistance to teachers in various States/Union Territories.

D. EDUCATION OF GIRLS AND WOMEN

21. As a result of several steps taken by the Government to encourage women's education during the third Plan, it is envisaged that by the end of the Plan, 56.4 per cent of girls at the primary stage, 17.0 per cent at the middle stage and 7.7 per cent at the secondary stage will be in schools.

21.1. *National Council for Women's Education.*—The Council continued to advise the Union Government on various matters relating to women's education, to promote the activities of the State Councils for Women's Education, and to maintain contacts between the Government and the various organisations working in this field. To ensure a faster pace of expansion of educational facilities at all stages during the fourth Plan, the Council at its seventh meeting recommended that (i) special programmes as proposed in the Working Group's Report should be adequately provided for in the central sector, and safeguards should be devised against diversion of these funds to other sectors; (ii) requisite expenditure from the general provision for education should be ensured for promoting girls' education at all stages and in all sectors; and (iii) elementary education for girls should be free in pockets where it is still on a fee-paying basis and primary education should be provided on a universal

basis, latest by the end of the fourth Plan. The Council further recommended that separate financial and physical targets should be shown for girls' education in the primary, middle and secondary stages and these targets should also be set up on an annual basis at State, district and block levels, realistically assessing both the potentiality of the area as well as the available resources, in the fourth Plan.

21.2. For the acceleration of girls' education, an allocation of Rs. 26.10 lakh (Rs. 25 lakh for States and Rs. 1.10 lakh for Union Territories) has been made under the advance action programme of the fourth Plan.

21.3. With a view to educating public opinion and organising propaganda for the spread of girls' education it is proposed to hold four seminars on programmes and policies regarding girls' education, and to produce a film on Banasthali Vidyapeeth and another film giving brief glimpses of important educational institutions in the field of secondary and higher education.

E. SPECIAL SCHEMES FOR SCHOOL EDUCATION

22. *Central Schools.*—In pursuance of a recommendation of the Second Pay Commission, the Union Government formulated the Central Schools Scheme for providing educational facilities to the children of transferable Union Government employees and of other floating population. The scheme, started in 1963-64, envisages the establishment of about 100 higher secondary schools, in a phased manner, at selected centres in the country. 89 schools (as in Annexure VI) have been established so far, with an enrolment of nearly 36,000 children.

22.1. The schools under this scheme cater, in order of priority, to the needs of the children of Union Government employees (including defence personnel), members of all-India services, employees of autonomous and semi-autonomous bodies fully financed by the Union Government, and other floating population. The medium of instruction in such schools is 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 incorporating some of the good features of public schools, without being expensive. Some of the salient features attempted in these schools are : qualified teachers, improved teacher-pupil ratio, well-equipped laboratories, good libraries, a large range of electives in the humanities and science subjects, and moderate cost to the parents. Steps are also being taken to provide residential accommodation to a part of the students, with subsidised boarding facilities for low-income Union Government ex-employees at a number of these schools. (Such hostels have already been started at Fatehgarh, Bareilly and Lansdowne, where accommodation was made available by the regimental authorities concerned.) 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 JCO's and OR'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. A society named 'Central Schools Organisation' has been registered on 15-12-1965, to run these schools.

22.4. A total amount of Rs. 1.34 crore exists in the current year's budget as revised estimates for giving grants to these schools and an amount of Rs. 1.81 crore has been provided in the budget estimates for the year 1966-67. The programme of construction of buildings for these schools, envisages a school building, hostel and teachers' quarters for each school. But due to paucity of funds and also the recent cuts imposed during the emergency, adequate financial provision for the full programme of construction could not be made and expenditure on new buildings has been restricted to Rs. 20 lakh during 1965-66.

23. *Central Institute of English, Hyderabad.*—The main object of the Central Institute of English is reformulating the objectives of English teaching in India, modernising the methods of teaching English, and promoting in schools and colleges a reasonably correct and useful achievements in English as a second language. The Institute has trained about 900 teachers as key personnel who in their turn have trained teachers of English in their own areas in short courses organised by extension centres under the Directorate of Extension Programmes for Secondary Education or by the universities and State departments of education. It has also published many research articles and monographs on various aspects of English teaching.

23.1. The Institute has taken up research projects on contrastive studies of English *vis-a-vis* modern Indian languages. The Institute has since completed contrastive study of Hindi and English phonology, contrastive study of Tamil and English phonology and Indian English pronunciation. 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 also being assisted by British or American experts.

24. *Education for Tibetan Children.*—The Union Government set up the Tibetan Schools Society under the chairmanship of the Education Minister with the object of providing education to Tibetan refugee children. Under the aegies of the Society, 7 residential and a number of day schools in the resettlement colonies have been set up for the education of

the Tibetan children. The residential schools are located at Simla, Mussoorie, Dalhousie, Pachmarhi, Mount Abu, Darjeeling and Kalimpong. The residential school at Mussoorie is being raised to higher secondary standard from next year and is being affiliated to the Central Board of Secondary Education, New Delhi. In such a school, the Society is providing free education, free board and lodging, books, clothes and other daily necessities of life. The syllabi of these schools have been brought up to the standard prevailing in Delhi schools to prepare the students for higher secondary examination of the Central Board of Secondary Education.

24.1. In the resettlement colonies, the Society is running three primary and one middle schools in Bylakuppe, two primary schools in Changlang (NEFA), one middle school at Tezu (NEFA), one primary school in Mainpet (Orissa) and three primary schools at Chandragiri in Orissa State. In these schools, the children are getting free education and mid-day meals, but they live with their parents.

24.2. In January, 1966, there were 5,013 students (3,729 students in residential schools and 1,284 students in day schools) against 4,440 students (3,290 in residential schools and 1,150 students in day schools) in April, 1965. This number is likely to increase to 5,300 by the end of the current academic year i.e. March, 1966.

24.3. There are 6 Tibetan principals and 7 headmasters in residential schools. The Tibetan principal lookafter the religious, cultural and daily life in the hostel of a residential school. The Tibetan Schools Society has also appointed an assistant headmistress in the Tibetan Refugee School, Dalhousie, where there are a large number of students in a separate campus. The total number of teachers (both in residential as well as day schools) are 205 which also include the Tibetan teachers who are required to teach the Tibetan language to Tibetan children. The over-all management is vested in the Special Officers of the Ministry of External Affairs. The salient features of the school are preservation of Tibetan culture; (including dance and music) and faith and welfare of Tibetan children by Tibetan foster parents.

24.4. *Grants to Tibetan Homes Foundation.*—(i) The Society also gives grant-in-aid to Tibetan Homes Foundation, Mussoorie for 405 children at Rs. 50 p.m. per child admitted in the 15 homes who attend the Tibetan Refugee School, Mussoorie, as day scholars. (ii) Grant was given to the Inchey School at Sikkim for 147 children, up to September, 1965 and to 347 onwards. This grant has increased from Rs. 67,694 in 1964-65 to Rs. 97,725.37 during 1965-66. (iii) To the Kalakshetra School, Adyar (Madras), grant is being given for 29 children @ Rs. 50 per month per child for school education.

24.5. *Educational-cum-Vocational Training Institute, Pachmarhi.*—To solve the problems of over-age students in primary classes who would never teach the higher secondary stage, an Educational-cum-Vocational

Institute has been set up at Pachmarhi where liberal educational-cum-vocational training would proceed simultaneously. The capital expenditure on this Institute during the year 1965-66 shall be approximately Rs. 4 lakh.

24.6. *Budget.*—The revised budget for the Society for 1965-66 is Rs. 44 lakh. The yearly expenditure during 1964-65 was Rs. 35.61 lakh (only Government aid).

25. *Assistance to Voluntary Organisations in the Field of School Education.*—There are four schemes under this programme :

- (i) Assistance to Voluntary Organisations working in the field of Pre-Primary, Primary and Basic Education. Five institutions were given Rs. 31,000 as grants.
- (ii) Assistance to Voluntary Organisations working in the field of Secondary Education. Grants for construction, laboratory equipment etc. were given.
- (iii) Assistance to Voluntary Organisations working in the field of Women's Education. Rs. 80,000 were sanctioned as instalment grants for the construction of hostels, to 10 institutions.
- (iv) Assistance to Selected Good Residential Schools. Out of Rs. 5,97,800 sanctioned to five institutions, Rs. 2,75,000 were released.

F. GENERAL

26. *Central Advisory Board of Education.*—The 32nd session of the Central Advisory Board of Education was held at Chandigarh on 28th and 29th October, 1965. The Board considered the reports of the Standing Committees and, *inter alia*, the recommendations regarding promotion of science education at the school stage, and the need for greater stress being laid on the vocational content in so far as diversified courses were concerned. The Board also reviewed the progress of Basic education in different parts of the country and suggested appropriate measures for adoption at the elementary and secondary stages. In the field of social education they indicated the special measures required to be taken to step up the programme on a massive scale. The general features of the fourth Plan of educational development and re-orientation of educational policies and plans in view of the emergency were also considered.

27. *Education Ministers' Conference.*—A conference of Education Ministers was held at Srinagar on 5th & 6th June, 1965. Important items discussed in the conference related to the fourth Five Year Plan, emoluments of teachers, indiscipline in educational institutions and the recommendations of the Sapru Committee on higher education etc.

28. *Maintenance/Raising of N.C.C. Troops in Public, Residential and Regimental Schools.*—The Ministries of Defence (Director-General, National Cadet Corps) and Education are sharing the expenditure in the maintenance and raising of N.C.C. troops in public, residential and regimental schools. The budget provision under the 'Plan' and 'Non-Plan' categories during the current year are of the order of Rs. 2,00,000 and 97,000 respectively.

29. *Gift of Printing Paper for School Textbooks.*—The Governments of Sweden and Australia have been giving us annually 8,000 tons and 2,000 tons of printing paper respectively since 1961-62. The supply from Australia is a part of Australian aid to India under the Colombo Plan. This paper is utilised for printing of school textbooks for free distribution to poor and needy children.

30. *Ladakh Institute of Higher Studies.*—The Ladakh Institute of Higher Studies, Delhi, has continued to function as a school-level institution. This Institute has been imparting modern education to the students of the border areas *i.e.* Ladakh, Himachal Pradesh, Spiti, Kulu, NEFA, Bhutan, Sikkim etc. without disturbing their traditional culture. 87 students from border areas are at present studying at the Institute. The Directorate of Education, Delhi, has been providing necessary assistance and exercising supervision of this institution. This Institute is receiving grant-in-aid on a hundred per cent basis for its maintenance from the Delhi Administration. All the students are receiving scholarships.

31. *Central Board of Secondary Education.*—The Central Board of Secondary Education under its present constitution has been functioning since 1-7-1962. 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.

31.1. The Board conducts higher secondary examinations with a common syllabus and common medium of examination, and is intended to cater to the educational needs of the children of the Union Government employees who have to move from one State to another in the course of their official duties 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 the State Government concerned, if such an institution is in receipt of a regular grant from the State Government.

31.2. There are at present 523 schools which are affiliated to the Board comprising 393 schools in Delhi, 3 in Andaman and Nicobar Islands, 86 Central Schools, 1 in Teheran and 40 at other places in the country. For these schools the Board has conducted during 1965 six types of examinations in which nearly 22,000 candidates appeared.

32. *Assistance Rendered to Displaced Students From Pakistan.*

32.1. *Indo-Pakistan Agreement on the Issue of Educational Certificates to Displaced Persons.*—In accordance with the agreement, 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. 2,410 certificates have been furnished to Pakistan nationals against 2,431 applications, the outstanding cases being only 21 fresh applications. The Government of Pakistan, on the other hand, have furnished 3,870 certificates against 4,399 applications. 529 fresh applications from Indian nationals are outstanding with that Government besides 270 old applications sent prior to the Agreement in 1957.

32.2. *Financial Assistance to Displaced Students from Pakistan.*— Under the scheme, financial assistance in the form of freeship 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 and the entire expenditure is met by the Government of India. This scheme is being continued to avoid any undue hardship to such students as were in the midst of their courses. During the year the total financial assistance is expected to amount to Rs. 5,11,800.

32.3. *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. 5,81,817 has been recovered/remitted by the Directorate up to 31st October, 1965. 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.

G. FINANCIAL PROVISIONS

S. No	Scheme	Provision for 1965-66		Provision for 1966-67
		Original	Revised	
(1)	(2)	(3)	(4)	(5)
		Rs.	Rs.	Rs.
1.	Correspondence Courses for Elementary School Teachers ..	—	—	6,00,000
2.	Correspondence Courses for Secondary School teachers ..	—	—	3,00,000
3.	Second All India Educational Survey	—	—	5,00,000
4.	Seminars and Conferences	15,000	10,000	10,000
5.	Promotion of Science Education ..	—	—	11,500*
6.	Central Institute of English, Hyderabad			
	(a) Developmental Expenditure ..	4,00,000	3,03,000	2,14,000
	(b) Maintenance and Running of the Institute	2,90,000	3,52,000	2,90,000
	(c) Ford Foundation Projects ..	4,44,000	4,27,000	3,39,000

(1)	(2)	(3)	(4)	(5)
6(a)	Central Advisory Board of Education	13,000	13,000	10,000
7.	Assistance to Voluntary Organisations working in the field of Secondary Education	6,00,000	2,50,000	A provision of Rs. 20,00,000 has been made for a consolidated scheme of "Assistance to Voluntary Organisations working in the fields of Primary, Basic and Secondary Education including Women's Education".
8.	Assistance to Strengthen Selected Good Residential Schools in the Country	4,00,000	4,00,000	—
9.	Assistance to Voluntary Educational Organisations working in the field of Pre-Primary, Primary and Basic Education	4,00,000	2,00,000	—
10.	Subsidy towards the Interest charged on Loans for Construction of Hostels by Educational Institutions	4,35,000	2,15,000	Nil
11.	National Council for Women's Education	10,000	7,500	5,000
12.	Improvement of Secondary Education	2,50,00,000	2,50,00,000	2,50,00,000
	(i) Strengthening of Science Laboratories			
	(ii) State Institutes of Science Education			
	(iii) Development of School Libraries ..			
13.	Strengthening of Multipurpose Schools	20,00,000	20,00,000	—
14.	State Institutes of Education	30,00,000	25,00,000	20,00,000
15.	State Evaluation Units	5,00,000	3,00,000	3,00,000
16.	Bureau of Educational and Vocational Guidance	9,55,000	6,50,000	3,00,000
17.	Production of Literature for Children and Teachers (Organisation of Sahitya Rachnalayas)	10,000	10,000	60,000
18.	Mid-day Meals Programme	80,00,000	80,00,000	—
19.	Raising of New N.C.C. Units in Public Residential Schools in Education (Plan)	2,00,000	2,00,000	—
20.	Do. (Non-Plan)	97,000	97,000	8,25,000
21.	Paper for Textbooks and Gift Reference Books received from Australia	29,50,000	29,50,000	The Australian Government have discontinued further supply of paper as from 1 965-66
22.	Do.	71,000	71,000	

(1)	(2)	(3)	(4)	(5)
23.	National Prize Competition of Children's Books in Regional Languages	40,000	30,000	20,000
24.	National Prize Competition of Children's Books (Hindi, Sindhi and Urdu)	34,600	30,000	20,000
25.	Financial Assistance to Displaced Students from East Pakistan (Non-Plan)	4,06,000	4,06,000	4,00,000
26.	Financial Assistance to Displaced Students from West Pakistan (Non-Plan)	33,600	33,600	25,000
27.	Remission/Write-off of Educational Loans to Displaced Students (Non-Plan)	7,000	1,300	2,500
28.	Financial Assistance to Displaced Students paid through the Social Welfare and Rehabilitation Directorate (Non-Plan)	—	5,200	4,200

*This is a non-Plan provision and is intended to meet the "local costs" of the UNESCO expert who has come over to assist us in the project for the expansion of science education at the school stage in the country with the collaboration of UNICEF.

CHAPTER III

NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

The National Council of Educational Research and Training is engaged in developmental programmes of research, training and extension in education. It undertakes, promotes, aids and coordinates educational research, organises pre-service and in-service training and extension and disseminates information on the latest educational techniques and practices. It sponsors or organises surveys of national importance and lays special emphasis on the investigation of immediate problems in Indian education.

2. During the year under report the Council has sponsored or itself undertaken about 30 major research projects. It has run over 65 training courses, seminars and conferences. It has held a National Convention of Extension Services.

A. NATIONAL INSTITUTE OF EDUCATION

3. *Organisation and Scope.*—The National Council works through its main agency, the National Institute of Education. The NIE consists of 11 Departments and four Regional Colleges of Education. Through its departments of research, training and extension, the NIE emphasises the development of research and of technical competence implied in field work. The Regional Colleges stress, among other things, multipurpose school education and seek to train the teachers required by our schools.

3.1. The departments of the National Institute of Education are at present housed in many buildings in various parts of Delhi. With a view to facilitating better coordination in the various departments, particularly in developing training programmes, the Council has decided to set up a building for the National Institute of Education. The master plan of this building, is estimated to cost Rs. 2.74 crore, including the cost of land.

4. *Documentation Centre.*—It has been decided to set up a Documentation Centre to provide research workers, teachers and educational administrators with such services as up-to-date information on research work, a medium to make known their researches outside, a comprehensive summary of literature in books and articles to help to improve understanding of existing problems of education, and reference material in educational research. The Centre is estimated to cost Rs. 32.75 lakh. Action to set it up will be initiated in 1966-67.

5. *Educational Survey Unit.*—To apprise educational planners and administrators of the position of education in the States and Union Territories in India, the Union Ministry of Education decided to conduct a Second

Educational Survey. (The First Educational Survey was conducted in 1957.) This task was entrusted to the National Council that, in turn, set up a unit called the Educational Survey Unit. The Unit started functioning from 1st September, 1965, and has planned its surveys under three different phases.

5.1. Under the first phase, which is in progress, it is proposed : (a) to revise the data of the First Educational Survey in terms of the distribution and the size of habitation; (b) to delimit the school areas of the existing primary, middle and high/higher secondary schools; and (c) to collect data required for the preparation of district development plans for education. The present survey is extended also to urban areas. An intensive training programme was held at Poona from 8th November, 1965 to 20th November, 1965 for all the State Survey Officers responsible for conducting the survey in their respective States.

5.2. The second phase of the survey envisages an intensive study of 102 community development blocks all over the country for the existing conditions of educational institutions—primary, middle and secondary schools, colleges, engineering institutions at degree and diploma levels and other institutions (that may be decided later)—for staff, their qualifications, experience and age, enrolment and wastage, physical facilities in buildings, libraries and equipment.

5.3. In the third phase, it is proposed to study a few industrially developing areas in manpower requirements, and educational needs and demands.

6. *School Buildings Design Unit.*—School buildings at present are generally unsatisfactory, because in many cases they lack an organised and technical approach and design, proper use of materials, economics, etc. It has, therefore, been decided to establish a School Buildings Design Unit to advise on all aspects of design, economics and construction of school buildings, to evolve low-cost and easy-to-build models and designs, to carry out developmental research in this field on a continuing basis and to serve as a clearing house of technical information on school buildings. Action to establish the Unit will be taken in 1966-67.

7. *Research Fellowships.*—A main function of the National Council is to promote research by training research workers in various branches of education. For this purpose, the Council has instituted a scheme to award research fellowships—junior fellowships of the value of Rs. 300 p.m. and senior fellowships of Rs. 500 p.m. The junior fellowships will be awarded for research at the post-M.Ed. stage and senior fellowships at post-doctoral stage. During 1966-67, it is proposed to award 15 senior fellowships and 60 junior fellowships.

8. *Central Science Workshop.*—Further progress in organising the Workshop to undertake fabrication of prototype and experimental version of the apparatus for teaching has been made. Some essential machine tools have been installed and have started working in the newly completed buildings at the NIE campus. Fabrication of items of experimental equipment is

in progress. Preparation to organise a big capacity in men and materials for fabricating a full range of teaching equipment meant for trials in Delhi schools under the Unesco science teaching project, has made satisfactory progress. Steps have also been taken to organise a production unit for the large-scale production of approved items of teaching equipment.

9. Central Examination Unit.—Important studies and experiments undertaken during the year included the try-out of improved procedures for practical examinations in collaboration with the Rajasthan Board of Higher Secondary Examination; a try-out of oral examination procedures in collaboration with the Delhi Directorate of Education and the Central Board of Secondary Education; the study of examination systems at different levels; an analysis of the Rajasthan Board results, following the introduction of improved question papers in three core subjects of the Rajasthan Board of the Higher Secondary Examination. The Central Test Pool, that is engaged in the development of test material, was augmented by the inclusion of diagnostic tests. An all-India workshop for the development of test material was held in January, 1966.

B. RESEARCH

10. NIE-HEW Research Projects.—Under the International Cooperative Research Programme of the U.S. Office of Education (Health, Education and Welfare), the National Council has undertaken to carry out nine research projects on significant subjects in education. The projects being worked out in different departments of the NIE are : (i) A survey of secondary schools in India to locate the areas where the secondary education programme needs to be strengthened; (ii) Achievement motive in high schools and training for it to see the effect of training teachers on the level of achievement motivation in boys; (iii) Scholastic aptitude test in Hindi for grades VIII and XI to measure their scholastic aptitude for higher studies; (iv) Evaluative criteria for inspection and supervision of secondary schools to survey and analyse the current inspection and supervision practices and to develop a set of evaluative criteria; (v) Wastage and stagnation in primary and middle schools in India to ascertain their extent and to analyse the causes; (vi) Survey of Achievement in mathematics at three levels of school education through the tests of mathematics in all the languages of the country; (vii) A study in costs of education in India for the period 1951-61 to study the growth of educational expenditure in India during the period 1951-61 in a comprehensive fashion and to suggest ways and means to remove disparities; (viii) Identification and incidence of talents in elementary and secondary schools through the tests measuring various factors and aptitudes, verbal, numerical, scientific; and (ix) Curriculum and teaching of general mathematics in higher secondary schools (The project has been completed and a report on it is likely to be completed by the end of February, 1966).

11. *Other Research Projects.*—In addition to the HEW projects, the National Institute of Education has a large number of research projects that it has continued to conduct either independently or in collaboration with other agencies in India. The Council has also undertaken major research projects to assist the Education Commission in its task.

11.1. *Curriculum Projects.*—At the request of the Education Commission, the Department of Curriculum, Methods and Textbooks in collaboration with the Department of Science Education and the National Institute of Basic Education developed a comprehensive curriculum for school classes and sent the documents to the Commission.

11.2. *Reading Projects.*—Two readers— a Primer and Book I—are now under print. With the readers, two teachers' manual and two workbooks are also in press. In addition, two studies, one on vocabulary and the other on concepts, have been completed.

11.3. *A Study of Elementary School Teachers.*—This has been undertaken on behalf of the Education Commission. A report on teachers working in schools situated in rural areas is complete.

11.4. *A Comparative Study of the B.Ed. Syllabus Prescribed by Different Universities.*—This study will enable universities to benefit by the experience of other universities and so modify, where useful, their own syllabuses.

11.5. *Study of Administrative Organisation.*—A study of administrative organisations of educational systems in different States has been undertaken by the Department of Educational Administration. The investigation will cover the administrative framework at headquarters, at divisional and district levels, the constitution and functions of advisory and statutory bodies, financing educational development programmes under the Five-Year Plans and service conditions of teachers.

11.6. *Developmental Norms of Indian Children between 2½ and 5 Years of Age.*—This is a collaborative project between the Department of Psychological Foundations and the professors of education and psychology in Madras, Hyderabad, Bombay, Ahmedabad, Allahabad, and Calcutta. This is the first careful study in India on a large scale and is expected to reveal how Indian children develop. The project has also set the pattern of co-operative research in education.

11.7. *Research and Programmed Learning.*—The objective here is to compare the method of programmed learning with the conventional method used in our schools.

11.8. The National Institute of Basic Education has conducted an intensive study with a view to planning elementary teacher education in Rajasthan and West Bengal.

11.9. A study of the syllabuses of agriculture as a craft in Basic training schools has been undertaken by the National Institute of Basic Education, with a view to evolving a model syllabus.

11.10. The National Fundamental Education Centre has undertaken research on the growth of literacy in India. This has been done on behalf of the Education Commission.

11.11. The Department of Science Education has produced a draft syllabus of science for elementary classes I to IV, and in individual subjects (physics, chemistry, and biology for classes V to X).

C. EDUCATIONAL INSTITUTIONS UNDER THE NCERT

12. *The Central Institute of Education.*—The Central Institute of Education under the NCERT has arrangements for the B.Ed., M.Ed. and Ph.D. courses. During the year under report, 122 students passed B.Ed. and 18 candidates M.Ed. degree courses. One candidate was awarded the Ph.D. degree by the Delhi University.

12.1. The Council sanctioned the payment of scholarships of Rs. 200 to all M.Ed. students of the CIE and also awarded scholarships of the value of Rs. 150 and Rs. 100 to 50 per cent of the students on the rolls of the B.Ed. classes, during the current year.

12.2. For the first time, NCERT has sanctioned a scheme of a two-year M.Ed. course on a part-time basis. This facility has been provided for in-service teachers and administrators, who wish to improve their qualifications.

12.3. The Council has also sanctioned a scheme to start a B.Ed. Correspondence Course. All arrangements for the course are complete and it was inaugurated on 31st January, 1966.

13. *Regional Colleges of Education.*—The three Colleges at Ajmer, Bhubaneswar and Mysore started their first sessions from 1963-64 and the fourth at Bhopal started its first session from 1964-65. The first batch of students will be out in 1967 at Ajmer and Bhubaneswar. The output of teachers is to date 470 in the one-year course.

13.1. *The Courses.*—During the academic session 1965-66, the following were added to existing courses in various colleges : (a) Mysore : two four-year integrated courses, one each in technology and science and a one-year course in home science; (b) Bhopal : a four-year integrated course in technology and a one-year course in fine arts.

13.2. *Four-Year Courses in Commerce, Agriculture and English.*—At its last meeting the Governing Body of the NCERT decided that the colleges should start four-year courses in commerce, agriculture and English, in addition to the two four-year courses in science and technology, already started. Meetings of the working groups were held to draft syllabuses for the four-year courses in commerce, agriculture and English. The college at Mysore will start the four-year course in commerce; the college at Ajmer in agriculture; and that at Bhubaneswar the four-year course in English from the next academic session.

13.3. *Summer School-cum-Correspondence Courses.*—A scheme of summer school-cum-correspondence courses has been approved for implementation by the four Regional Colleges from May 1966 to clear the backlog of untrained teachers. Each college will initially admit 200 students.

D. TRAINING AND ALLIED PROGRAMMES

14. *The Department of Teacher Education* has conducted short courses for extension workers of the State Institutes of Education, and has run a short training course to train college lecturers selected as investigators for conducting on-the-spot studies connected with the Second National Survey of Secondary Teacher Education.

15. *The Department of Educational Administration* has planned an in-service training programme for educational administrators. As part of this, a training programme for principals of secondary teachers colleges of the Northern Zone i.e. Jammu and Kashmir, the Punjab, Himachal Pradesh, Uttar Pradesh and Rajasthan, was organized in June, 1965.

16. *The Department of Psychological Foundations* has conducted courses in research methodology, education and vocational guidance, early childhood education and short courses for lecturers in training colleges and departments of psychology.

17. *The National Fundamental Education Centre* has organized a five-month training course for ten district officers in charge of social education and three 12-day training courses for adult literacy instructors of the Indo-Tibetan Police Force under the Ministry of Home Affairs. It has also conducted seminars for the provision of reading materials for neo-literates in the organization of library service, as well as a national seminar on tribal education in India.

17.1. In order to develop "operational" norms of education for adults based on the establishment of a network of "polyvalent centres" to serve community development block and industrial centres, an agreement was signed between the Government of India, Ministry of Education, and UNESCO to set up a Central Adult Education Organisation as part of the National Fundamental Education Centre. Under this agreement, the services of experts will be made available to the National Fundamental Education Centre.

18. *The National Institute of Basic Education* has conducted a one-week conference of principals of Basic training colleges and officers-in-charge of Basic education in the States. It has also run a national workshop for craft educators of teacher-training institutions.

19. *The Department of Science Education* has run 49 summer institutes for secondary school teachers. These were conducted in association with the University Grants Commission and the United States Agency for International Development. Of the 49, seven were in biology, 13 in chemistry, 13 in physics and 16 in mathematics. Nearly 2,000 secondary school teachers were trained at these institutes in new methods of teaching science to school children.

19.1. One hundred and sixty-one new schools have been selected by the Science Education Department of the NIE, for grants to establish science clubs in their schools during the past year.

19.2. The Science Talent Search Scheme examination for 1965 was conducted with a total of 6,395 candidates of whom 325 students were selected for the award of scholarships and another 190 for the award of certificates of merit. As part of the follow-up programme, five summer schools of one-month's duration were held in May, 1965 at Delhi, Bhubaneswar, Meerut, Hyderabad and Poona.

19.3. Under the UNESCO Programme of Assistance a Planning Mission visited India to study programmes of science and mathematics education in secondary schools and submitted a report. A second team of experts is at present working with the Science Department to implement the recommendations of the first commission.

20. *The Directorate of Extension Programmes for Secondary Education* has taken up the major programme of strengthening secondary school libraries by providing assistance to the State Departments. In order to encourage enterprising teachers to make their educational experiences and experiments widely known, a Programme of Seminar Readings, initiated in 1962-63, has been regularly conducted and the screening of papers for 1964-65 has been completed. Training courses for coordinators of extension services departments are an important part of DEPSE's training work. A training course was planned to train 50 coordinators.

21. *The Central Examination Unit* organised the first two-month training course on educational evaluation in October-December, 1965. It also organised a two-week training course-cum-workshop for lecturers of the training colleges of Maharashtra.

E. EXTENSION SERVICES

22. *Field Units*.—With expansion in the programmes of NCERT, field and research programmes in the departments of NIE have considerably increased in the recent past. In research projects of an all-India character, data need to be collected from the States. At present, there is no machinery in the States through which the departments of NIE can implement field

programmes efficiently and swiftly. In view of this, it has been decided to establish 20 field units—one each in the 16 major States and three Union Territories of Delhi, Himachal Pradesh and Manipur and one in DEPSE itself to develop and try out new techniques in educational extension. Each unit is expected to cost Rs. 1.50 lakh recurring per annum and Rs. 1.50 lakh non-recurring for initial equipment. A small beginning will be made in 1966-67.

22.1. A major function of DEPSE is to coordinate, guide and supervise the work of extension services departments located in secondary training colleges. At present, there are 83 extension services centres and 23 units attached to the secondary training colleges in India. Besides, an Extension Research Centre has been established in DEPSE, with a view to taking up studies, investigations and pilot projects to improve the quality of work in educational extension.

22.2. In primary education, 15 more extension services centres were opened in the State Institutes of Education.

23. *The National Convention on Educational Extension.*—On the eve of the completion of ten years of organised systematic in-service education of teachers in India, a four-day National Convention on Educational Extension was held at Delhi from December 27 to 30, 1965. About 200 delegates from all over the country, representing the secondary and primary extension services departments, State institutes of education, State evaluation units, State departments of education and other agencies connected with extension work, attended. The main purpose of the Convention was to discuss the strength and weakness of educational extension, and to find ways to improve programmes and activities of extension services departments in India. The programme also included a discussion on "A brief report of the assessment of 43 extension services departments".

24. *Examination Reforms.*—The most significant aspect of the Central Examination Unit's work with Boards of Secondary Education and other public examination agencies has been that during 1965-66 some agencies have begun introducing examination reforms into their question papers and scoring procedures in collaboration with the Unit. The Board of Secondary Education, Rajasthan introduced an improved type of examinations in the core subjects of the secondary school certificate and higher secondary (Part I) examinations. The Boards in Gujarat and Madhya Pradesh have taken similar steps.

24.1. As preparatory steps towards this, the Unit organised seven workshops in six States, training 282 paper-setters for the higher secondary examinations, two workshops training 120 paper-setters for the middle school examinations and two workshops training 130 paper-setters for the cooperative home examination project of 20 Delhi schools.

F. AUDIO-VISUAL EDUCATION

25. *Seminars*.—A two-day seminar was conducted on 24th and 25th September, 1965 by the National Institute of Audio-Visual Education to acquaint teachers with the use of audio-visual aids for teaching.

25.1. A seminar on audio aids for the teaching of English was organised from 23rd to 25th November, 1965 to stress the importance of teaching correct English and the part audio aids could play in doing so.

26. *Graphic Charts and Filmstrips*.—The Institute produced emergency packets during the month of September-October, 1965—the period of confrontation with Pakistan. Seventeen charts on biology have been developed and are being evaluated for mass production. Besides these, a number of charts and posters for package entitled "A.V. Posters" have been brought out to highlight audio-visual concepts and techniques for teacher education.

26.1. Filmstrips were produced on a wide range of scientific topics like : (i) Expansion of Solids, (ii) Archimedes' Principles, (iii) Pascal's Law, (iv) Simple Machine I, (v) Velocity and Acceleration, (vi) Pulleys, (vii) Expansion of Liquids and Gases, and (viii) Pollination.

26.2. The programme for the production of films through the Films Division of the Ministry of Information and Broadcasting progressed. Some of the films, among others like "Land Birds"; "Circles (Mathematics)"; "Guidance Services in Schools" and "Science Talent Search Scheme" have been completed and released.

27. *Exhibition*.—An exhibition of audio-visual materials was organised by the Institute on the occasion of the Conference of Asian Ministers of Education at Bangkok Thailand from 22nd to 29th November, 1965.

27.1. The Exhibition entitled "The Nehru Legend" depicting Nehru's life went round the Regional Colleges of Education at Mysore, Ajmer and Bhopal. Another exhibition, received from the Government of the USSR under the Cultural Exchange Programme of the Ministry of Education, and dealing with educational development in that country was sent to various universities in India.

G. TEXTBOOKS

28. *Model Textbooks*.—During the year under report, the National Council continues to prepare and bring out model textbooks in different subjects at the school level of education. For this purpose, the Central Committee for Educational Literature set up panels and editorial boards

for 13 school subjects and teacher training. These textbooks are proposed to be brought out in English and Hindi and translated into regional languages by the State Governments. In addition, and in collaboration with the Central Institute of English, Hyderabad, the Council is bringing out textbooks in English at school level.

28.1. The textbooks brought out to date include : (1) Three out of the seven sections of the biology textbooks for higher secondary schools, and (2) Two books in Hindi—*Kavya Sankalan* and *Gadya Sankalan*. All these books have been prescribed with effect from 1965-66 by the Central Board of Secondary Education for schools affiliated to it. While the books on physical geography, practical geography, elements of electrical engineering, engineering and drawing are under print and are expected to be out in 1966-67, those in commerce and other fields are at varying stages of preparation and production.

H. PUBLICATIONS

29. *Programmes*.—The publication programme of the National Council of Educational Research and Training includes textbooks and instructional materials, yearbooks, research monographs, brochures, reports, besides low-cost Indian editions of American titles.

29.1. *Reprints of Foreign Publications*.—An important project undertaken this year was reprinting Indian editions of 16 titles originally published by the School Mathematics Study Group of the U.S.A. These consist of eight students texts—four in mathematics, two in algebra and two in chemistry—and eight accompanying teachers manuals. These evaluation brochures published by the Educational Testing Service, Princeton, New Jersey, were also published as low-cost Indian editions.

29.2. *Year books*.—A revised edition of the First Yearbook of Education was undertaken. Part I of the Yearbook, relating to the progress of education at the Centre and in Union Territories, has been published. Part II, devoted to progress of education in the States, is in press. The Third and Fourth Yearbooks, that are being finalised, are devoted to educational research and secondary education respectively, and are expected to be published in 1966.

29.3. *Periodicals*.—The Council has decided to rationalise its journals and periodicals. Of the seven journals brought out at present, it has been decided to continue to publish "School Science" as an independent periodical, and to amalgamate the other six journals into one monthly journal entitled, "Journal of the National Institute of Education". The first issue of the combined journal will appear in July, 1966. Another periodical, that is a half-yearly research journal of high quality—"Indian Educational Review"—is expected to appear in Spring, 1966.

29.4. *List.*—Publications brought out by the Council and its Units include textbooks, books on educational research and books and pamphlets on training, extension, educational documentation, administration, finance and other aspects of immediate educational importance to India. The National Council has also made a beginning in the production of supplementary reading for secondary schools. A list of publications brought out by the NCERTS is given in Annexure V.

I. FINANCIAL PROVISIONS

Sl. No.	Scheme	Provision for 1965-66		Provision for 1966-67 (Rs. in Thousand)
		Original (Rs. In thousand)	Revised	
1.	National Council of Educational Research and Training—National Institute of Education	4,317	4,880	5,497
2.	Directorate of Extension Programmes for Secondary Education	550	525	260
3.	Department of Educational Administration	160	181	60
4.	National Institute of Audio-Visual Education	600	510	180
5.	National Institute of Basic Education	165	192	25
6.	National Fundamental Education Centre	80	54	300
7.	Regional Colleges of Education	8,000	8,346	4,500
8.	Science Education	2,295	1,281	1,125
9.	Department of Curriculum, Methods and Text-books	413	462	300
10.	Department of Psychological Foundations	602	594	120
11.	Teacher Education	180	165	—
12.	Educational Survey	—	125	170
13.	Department of Foundations of Education	68	27	—
14.	Central Institute of Education	—	130	178
15.	<i>Grants-in-aid</i>			
	<i>i.</i> Research projects	500	424	3,150
	<i>ii.</i> Extension projects etc.	2,640	2,375	
	<i>iii.</i> Science Clubs, fairs etc.	430	430	
	<i>iv.</i> Dev. of Norms	—	319	
16.	Documentation Centre	—	—	50
17.	School Design	—	—	50
	Total	21,000	21,000	15,965

CHAPTER IV

EDUCATION IN THE UNION TERRITORIES

The Ministry of Education is handling at the Union Government level education in the Union Territories of Andaman and Nicobar Islands, Dadra and Nagar Haveli, Delhi, Goa, Daman and Diu, Himachal Pradesh, Laccadive, Minicoy and Amindive Islands, Manipur, Pondicherry and Tripura. The Territories of Goa, Daman and Diu, Himachal Pradesh, Manipur, Pondicherry and Tripura have their own legislatures, and powers, to the extent specified in the Government of Union Territories Act, 1963, are enjoyed by the respective Governments.

2. To give impetus to education, particularly in the backward territories, there is a liberal provision for grant of scholarships.

3. Brief report on the progress of education during 1965-66 in the 9 Union Territories is given in the following paragraphs.

A. ANDAMAN AND NICOBAR ISLANDS

A-1. *Expansion and Improvement.*—During the year under review there were 114 primary/junior Basic schools (including 3 newly started this year) 7 middle schools and 3 higher secondary schools in the Islands. There has been a steady increase in enrolment as indicated below :

	Enrolment 1964-65	Enrolment 1965-66
Primary Stage	8,743	9,151
Middle Stage	1,092	1,795
Secondary Stage	1,100	1,450

A-2. *Education of Girls.*—There is one higher secondary school exclusively for girls. In order to promote girls' education, several concessions are being given to the students. There is a provision for stipends for girls. Education is free and textbooks are supplied free of charge to needy girls. Concessional rates in the bus attached to the girls higher secondary schools are being given. Besides, snacks/midday meals are being provided on all working days.

A-3. *Development of Science Teaching.*—General science is a compulsory subject in primary and middle classes. Science as an elective subject has been provided in the higher secondary classes. Steps are being taken to augment the equipment provided for the science laboratories. To improve science teaching in the two higher secondary schools at Port Blair science talent search contest has been organized and science fairs have been arranged.

A-4. *Scholarships*.—Scholarships are being given for post-matric studies on the main land.

A-5. *Teachers Training Programme*.—There is only one primary school teachers training institution in the Islands, with an intake capacity of 24 trainees. For training at the degree level, teachers are sent to the mainland.

A-6. *N.C.C./A.C.C.*—The following table shows the comparative position of the N.C.C. Units as in 1964-65 and 1965-66.

	1964-65				1965-66			
	Officers	Cadets	Boys Units	Girls Units	Officers	Cadets	Boys Units	Girls Units
Jr. Div. N.C.C. Army Wing for Boys	2	100	2	—	—	—	—	—
Jr. Div. N.C.C. Army Wing for Girls	1	50	1	1	1	50	—	1
Jr. Div. N.C.C. Naval Wing for Boys	1	95	2	—	3*	195*	4*	—

A-7. *Achievements during the Third Five Year Plan*.—The main achievements during the Third Plan relate to the expansion of educational facilities at the primary stage. 38 new primary schools were established and 42 primary school buildings were constructed. It has been possible to increase the enrolment at the primary stage to 93.47% for boys and 88.57% for girls.

A-8. *Prospects for the Fourth Five Year Plan*.—In the fourth Plan stress will be laid on expansion, development and improvement of school education.

A-9. *Budget*.—The expenditure on education for the year, 1965-66 is estimated at Rs. 10,03,000 for Plan schemes and Rs. 11,43,700 for non-Plan items. For the next year the expenditure is expected to be Rs. 12,50,000 for Plan schemes and Rs. 16,84,300 for non-Plan items.

B. DADRA AND NAGAR HAVELI

B-1. *Expansion and Improvement*.—During the year under report, a number of new schools were opened/upgraded at all stages and there were 61 primary/junior Basic schools, 17 senior Basic schools and 2 high schools. According to the present enrolment the number of school-going children is as follows :

	Enrolment 1964-65	Enrolment 1965-66
Primary Stage	3,237	2,823
Middle Stage	2,287	2,645
Secondary Stage	302	348

*All the wings are now converted into Naval Wings as per the latest decision of the N.C.C. Directorate except the Girls Army Wing (Jr. Division).

B-2. Girls Education.—There are no educational institutions exclusively for girls. All the primary and secondary schools provide co-education.

B-3. General Science.—General science is a compulsory subject up to standard VII. In high school it is compulsory up to standard X while in standard XI Science is an elective subject. The science laboratories are adequately equipped.

B-4. Scholarships and Other Concessions.—Education is free at all stages in this Territory. Besides, other concessions are also given to the school-going children, viz., (a) adivasi and poor non-adivasi pupils are supplied free textbooks, note books, slates and pens and one pair of clothings; (b) midday meal is being supplied to the children; and (c) the Administration is running one hostel for adivasi pupils from the interior parts of the territory.

B-5. Teachers Training Scheme.—There is no training institution in the Territory. The teachers are being sent for training to the neighbouring states.

B-6. N.C.C.—There is 1 N.C.C. Jr. Division.

B-7. Adult Literacy.—Adult literacy classes are held in cooperation with the Block Development Office, Silvassa. Towards the close of 1964-65, 96.6 per cent of the adult population was illiterate. During 1965-66, 3.00 per cent of adults have been made literate and the present percentage of literate adults is 3.7.

B-8. Achievements during the Third Plan.—Education is free in the Territory. In the beginning of the third Plan there were only 53 primary schools and 2 high schools. Now the number of schools has increased to 61 primary/junior Basic schools; 17 senior Basic schools and 2 high schools.

B-9. Prospects of Fourth Plan.—It is proposed to start one high school for girls in the Territory.

B-10. Budget.—The expenditure on education for the year 1965-66, is estimated at Rs. 5,31,800 for Plan items and Rs. 27,000 for non-Plan Items. For the next year the expenditure is expected to be Rs. 5,31,800 for Plan items and Rs. 37,600 for non-Plan items.

C. DELHI

C-1. Expansion and Improvement.—To meet the growing demand for educational facilities there has been further expansion in the number of schools, either by upgrading the existing primary and middle schools or by opening new schools. During the year under review, 891 primary schools, 421 middle schools and 393 higher secondary schools and 10 higher

secondary multipurpose schools have been working. There has been a marked increase in the number of students enrolled as indicated below :

	Enrolment 1964-65	Enrolment 1965-66
Primary Stage	2,34,302	2,40,000
Middle Stage	1,71,244	1,97,000
Higher Secondary Stage	2,81,393	2,92,916

C-2. Education for Girls.—There are 372 primary, 185 middle, 152 higher secondary and 4 higher secondary multipurpose schools exclusively for girls. In order to encourage education among girls the concessions have been provided by way of (a) free transport to girl students from surrounding rural areas to a centrally situated school, and (b) scholarships granted to women trainees willing to serve in rural areas for studying at training institutions. Besides, the concessions given by the Delhi Municipal Corporation and the New Delhi Municipal Committee have been continued.

C-3. Science Teaching.—The following steps have been taken to improve science education : (i) General science has been made a compulsory subject in primary and middle classes; (ii) Science as an elective subject has been introduced in 230 higher secondary schools; (iii) The setting up of science workshops, holding of science talent search contests and conduct of seminars on science subjects have been undertaken.

C-3.1. In addition to the above, under the scheme of Science Centre-cum-Central Workshop, the following activities are being carried out : (1) Seminars for physics, chemistry, biology and mathematics teachers to give the knowledge in respective fields; (2) Junior science talent search examination has been conducted and 800 students participated; (3) To encourage the science club activities, the zonal and central science fairs are being organised; (4) To nurture and develop the talented students in science, a programme of practical work has been arranged at the science centre on Sundays; and (5) The visits to the places of scientific interest have also been arranged. A provision of Rs. 4.214 lakh has been made in the budget for 1966-67 for the establishment of second science centre and the expansion of existing one.

C-3.2. There is a provision of teaching science subjects in 230 schools out of 392 higher secondary schools. The provision of the following schemes has been made in the fourth Five Year Plan :

Name of the Scheme	Total Estimated Cost for the 4th Plan	Plan Out- lay for 1966-67
	Rs. in Lakh	Rs. in Lakh
1. Introduction of Science in Higher Secondary Schools	31,825	4,15
2. Improvement of Facilities for Teaching of Science in Existing Schools	20,950	4,190
3. Provision of General Science in Middle Schools	5,814	4,842
	<u>58,589</u>	<u>13,182</u>

C-3.3. During the fourth Five Year Plan, it is proposed to revise the curriculum in science and to provide new books according to this syllabus to school children with the help of the Department of Science Education, NCERT by 1968-69.

C-4. *Scholarships*.—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. In addition, the students belonging to scheduled castes, children and dependents of political sufferers, teachers, goldsmiths and defence services personnel have been granted exemption from payment of tuition fees up to higher secondary stage. The scheduled caste students who prosecute post-matric studies in Delhi colleges and whose parents'/guardians' income is less than Rs. 300 p.m. are also granted exemption from payment of fees. The concessions given by the Delhi Municipal Corporation and the New Delhi Municipal Committee have been continued.

C-5. *Teachers Training*.—There are six teachers training institutes—3 each for primary school teachers and secondary school teachers—with a total intake capacity of 499 and 270 respectively. During the year 1965-66 the intake capacity of the training institutes was increased by 42 in primary school teachers training institutes and 37 in secondary school teachers training institutes.

C-6. *N.C.C./A.C.C.*—The following table shows the comparative position of the N.C.C. Units as in 1964-65 and 1965-66 :

	1964-65				1965-66			
	Officers	Cadets	Boys Units	Girls Units	Officers	Cadets	Boys Units	Girls Units
Sr. Div. N.C.C.	94	20,000	28	4	96	26,650	28	4
Jr. Div. N.C.C.	184	10,550	136	28	146	16,400	136	27
A.C.C.	1,450	7,700	1,450	—	1,450	87,000	1,450	—

C-7. *Adult Literacy Programme*.—The schemes introduced for adult education in the Territory include : (1) Starting of a Janta College for Women; (2) Provision for further education of adults; and (3) Eradication of illiteracy in the rural areas. Towards the beginning of 1964-65, 36% of the rural adult population was illiterate. During 1964-65 and 1965-66, 25,398 adults have been made literate and the present percentage of rural literate adults has risen to 77%.

C-8. *Achievements Made during the Third Five Year Plan*.—By the end of third Five Year Plan the children in the age-group 6-11 are expected

to be enrolled on a hundred per cent basis, children in the age-group 11-14 up to 81.7% and children in the age-group 14-17 up to 45.1%.

C-9. *Prospects of the Fourth Five Year Plan.*—In the fourth Five Year Plan improvement in the quality in the field of education has been stressed. With this end in view it is proposed to start a State Training Institute. The percentage of enrolment in the age-groups 11-14 and 14-17 is proposed to be increased to 87% and 55% respectively.

C-10. *Budget.*—The educational expenses of the Delhi Administration for the current year are expected to amount to Rs. 4,54,35,600 for non-Plan items and Rs. 2,55,85,260 for Plan schemes. For 1966-67 the provision proposed is Rs. 7,74,98,600 for non-Plan items and Rs. 64,44,200 for Plan items.

D. GOA, DAMAN AND DIU

D-1. *Expansion and Improvement.*—During the year under review there were 811 primary schools, 139 middle schools, 128 high schools and 1 higher secondary school. According to the present enrolment the number of school-going children is as follows:

	Enrolment 1964-65	Enrolment 1965-66
Primary Stage	91,709	95,138
Middle Stage	14,613	18,368
Secondary Stage	7,771	9,415

D-2. *Girls Education.*—There are 7 primary schools, 23 middle schools and 22 high schools exclusively for girls.

D-3. *Science Teaching.*—General science is a compulsory subject in primary/middle and high classes. 65 high schools have adequate science laboratory equipment. Steps are being taken to augment the laboratory equipment in the remaining high schools. Science talent search contest and establishment of science clubs have also been taken up as special measures to improve science teaching.

D-4. *Scholarships.*—Scholarships are given to students in the primary and secondary classes. Scholarships are also given to students studying in local colleges and in engineering colleges outside the Territory.

D-4.1. A few foreign scholarships granted by the former regime are also continuing. Besides, the other concessions allowed include: (1) free education to the children of defence services personnel, and (2) exemption from payment of fees to scheduled caste students, children of displaced goldsmiths, children of political sufferers and children of primary and secondary school teachers.

D-5. *Teachers Training.*—There are 2 institutions for training of primary school teachers with a capacity of 130 seats per annum. There are also 2 institutions for training of graduate teachers.

D-6. *N.C.C./A.C.C.*—There are at present 6 Sr. Divisions of the N.C.C. and 12 Jr. Divisions for Boys and 1 Senior Division for Girls.

D-7. *Adult Literacy.*—Under the scheme of eradication of illiteracy introduced for adult education in the territory 4,278 adults have been made literate in 1964-65.

D-8. *Achievements During the Third Plan.*—Free and compulsory education with mother tongue as the medium of instruction has been introduced at the primary level. As against 176 government schools before liberation, there are now 716 government schools. The number of secondary schools has increased from 78 to 191. There were no colleges in the Territory before liberation except one medical school. After liberation now there are 4 non-government arts and science colleges in the Territory.

D-9. *Prospects for the Fourth Plan.*—In the fourth Five Year Plan measures to improve girls education and to expand teachers training facilities are proposed to be included.

D-10. *Budget.*—The educational expenses of the Goa Administration for the current year are expected to amount to Rs. 9,18,500 for non-Plan items and Rs. 1,15,65,700 for Plan schemes. For 1966-67 the provision proposed is Rs. 99,90,100 for non-Plan items and Rs. 49,50,000 for Plan items.

E. HIMACHAL PRADESH

E-1. *Expansion and Improvement.*—To meet the growing demand for educational facilities there has been further expansion in the number of schools, either by upgrading the existing primary, middle and high/higher secondary schools or by opening new schools. During the year under review, 3,192 primary schools, 325 middle schools, 76 high schools and 52 higher secondary schools have been working. There has been a marked increase in the number of students enrolled as indicated below :

	Enrolment 1964-65	Enrolment 1965-66
Primary Stage	1,33,246	1,45,000
Middle Stage	29,299	33,000
Secondary Stage	10,917	12,000

E-1.1. There are 6 degree colleges in the Territory with a total enrolment of 2009 (1608 boys and 401 girls). Evening classes have been added in one of the colleges. A regional centre for postgraduates studies has also been started at Simla by the Panjab University.

E-2. *Education for Girls.*—In order to encourage education among girls the concessions provided include free dresses, cloth, attendance scholarships and pre-selection scholarships.

E-3. *Science Education*.—Arrangements for teaching science as an elective subject exist in 42 higher secondary schools in the Territory. General science up to class X is taught in all the higher secondary schools.

E-4. *Teachers Training*.—At present there is 1 training college for B.Ed. with 125 seats; 5 junior Basic training schools with 100 seats each and 5 junior Basic training units attached to secondary schools with 50 seats each. The training college has facilities for training of oriental teachers (Sanskrit and Hindi teachers) with 50 seats and junior teachers for home science with 40 seats.

E-5. *Adult Literacy*.—During the year under review 332 centres have been started under the adult literacy scheme programme. A pilot project on adult literacy is being implemented in Ghumarwin block in district Bilaspur. A target of 1100 adults to be made literate has been achieved. This has been organised through 11 teachers training institutions. Literacy material in the shape of primers, slates and slate-pencils are supplied free of cost.

E-6. *N.C.C./A.C.C.*—The National Fitness Corps Programme is being introduced in all middle and secondary schools during the current year. The organisation for N.C.C. is being strengthened by providing additional staff.

E-7. *Budget*.—The educational expenses of the Himachal Pradesh Administration for the current year are expected to amount to Rs. 1,81,33,000 for non-Plan items and Rs. 95,17,000 for Plan schemes. For 1966-67 the provision proposed is Rs. 2,56,56,000 for non-Plan items and Rs. 38,75,000 for Plan items.

F. LACCADIVE, MINICOY AND AMINDIVE ISLANDS

F-1. *Expansion and Improvement*.—During the year under report there were 16 junior Basic, 11 senior Basic, 2 high schools and 1 higher secondary school in the Islands. There has been a steady increase in the enrolment. According to the present enrolment the number of school-going children is as follows :

	Enrolment 1964-65	Enrolment 1965-66
Primary stage	3,822	3,831
Middle stage	1,099	1,040
Secondary stage	373	392

F-2. *Education of Girls*.—There are 4 junior Basic and 5 senior Basic schools exclusively for girls. The concessions given to girl students have been continued.

F-3. *Science Teaching*.—General science is a compulsory subject in primary, middle and high school classes. The high schools have been provided with adequate laboratory equipment.

F-4. Scholarships.—Education is free at all stages in the Territory. Liberal scholarships are also granted to all students (boys and girls) pursuing higher education in institutions on the mainland.

F-4.1. Other concessions granted include the following : (a) Two sets of school uniforms free of cost are supplied to each boy and girl student attending the school; (b) Writing materials and school textbooks are supplied free of cost; and (c) Midday meals are supplied to junior and senior Basic school children.

F-5. Teachers Training Programme.—Teachers from this Territory are sent outside for training purposes. At present 18 teachers are undergoing teacher's training on the mainland.

F-6. N.C.C.—At present there are 3 Junior N.C.C. Divisions in the Islands.

F-7. Adult Literacy Programme.—Reading-room-cum-libraries have been established in all the Islands. Dailies, periodicals and books are supplied to these libraries free of cost by the Administration. Adult literacy classes are conducted. For 1965-66 there is a provision of Rs. 1,50,000 under the central scheme of adult literacy crash programme. The scheme is under the process of implementation.

F-8. Achievement Made during the Third Five Year Plan.—At the beginning of the third Five Year Plan there were 16 schools including 1 high school with a enrolment of 3719. By the end of the third Five Year Plan the total number of schools including 1 nursery, 2 high schools and 1 higher secondary school is 31 with 5263 pupils on rolls.

F-9. Prospects of the Fourth Five Year Plan.—In the fourth Five Year Plan stress will be laid on expansion, development and improvement of general education. It is proposed to open a teachers training school. 4 high schools and 1 girls high school are proposed to be opened during the fourth Plan period.

F-10. Budget.—The educational expenses for the current year are expected to amount to Rs. 4,76,000 for non-Plan items and Rs. 8,53,700 for Plan schemes. For 1966-67 the provision proposed is Rs. 4,74,600 for non-Plan items and Rs. 9,87,500 for Plan items.

G. MANIPUR

G-1. Expansion and Improvement.—To meet the growing demand for educational facilities there has been further expansion in the number of schools, either by upgrading the existing primary, middle, high or higher secondary schools or by opening new schools. During the year under review, 2,267 primary/junior Basic schools, 365 middle/Sr. Basic schools, 131 high schools and 18 higher secondary schools, and 2 higher secondary

multipurpose schools have been working. There has been a marked increase in the number of students enrolled as indicated below :

	Enrolment 1964-65	Enrolment 1965-66
Primary Stage	80,200	86,200
Middle Stage	24,550	26,750
Secondary Stage	11,800	12,800

G-2. Education for Girls.—There are 287 primary/junior Basic, 20 middle/Sr. Basic, 10 high schools and 1 higher secondary school exclusively for girls. In order to encourage education among girls the steps taken are : (a) stipends, (b) attendance scholarships, (c) financial assistance to poor and needy, and (d) free supply of textbooks to poor and needy students.

G-3. General Science.—General science is a compulsory subject in primary, middle and high classes. Science as an elective subject is provided in 3 higher secondary schools. To improve science teaching in schools science talent search contest has been organized.

G-4. Scholarships.—The important scholarships given by the Administration are : (1) Merit Scholarships (2) Scheduled Caste Scholarships (3) Scheduled Tribe Scholarships (4) Economically Backward and Lower Income Group Scholarships, and (5) Scholarships in Engineering and Music.

G-4.1. The following other educational concessions are given :

- (a) Education is free up to class VIII;
- (b) Education is free to the tribal and scheduled caste students at all stages of education;
- (c) Monetary aid is given to the poor and needy tribal and scheduled caste students of elementary stages of education.

G-5. Teachers Training.—There are six training institutions for training of primary school teachers and one institution for training of graduate teachers. During the year, 1965-66, the intake capacity of the existing training institutes was increased by 145 in primary school teachers training institutions and 15 in secondary school teachers training institutions.

G-6. N.C.C. and A.C.C.—The following table shows the comparative position of the N.C.C. Units as in 1964-65 and 1965-66 :

	1964-65				1965-66			
	Officers	Cadets	Boys Units	Girls Units	Officers	Cadets	Boys Units	Girls Units
Sr. Div. N.C.C.	17	2,843	3	—	19	3,540	4	1
Jr. Div. N.C.C.	29	1,550	22	7	54	7,000	43	11
A.C.C.	20	1,200	16	4	—	—	—	—

G-7. Adult Literacy Programme.—The schemes introduced for the adult education in the Territory include (1) opening literacy centres, and (2) opening of village libraries. During 1965-66 about 5,000 illiterate adults have been made literate.

G-8. Achievements Made during the Third Five Year Plan.—In order to meet the shortage of trained teachers 1 Basic teachers training college was started and also the intake capacity of the existing training institute was increased. At the higher secondary level 10 high schools have already been converted into higher secondary schools and 1 school converted into a multipurpose school. At the university stage 1 women's college was opened and post-graduate classes were started at the D. M. College, Imphal.

G-9. Programme of Fourth Five Year Plan.—Emphasis has been laid on the qualitative improvement of education during the fourth Five Year Plan.

G-10. Budget.—The educational expenses of the Manipur Administration for the year 1965-66 are expected to amount to Rs. 1,53,00,000 for non-Plan items and Rs. 37,18,000 for Plan schemes. For 1966-67 the provision proposed is Rs. 2,16,06,000 for non-Plan and Rs. 28,00,000 for Plan items.

H. PONDICHERRY

H-1. Expansion and Improvement.—During the year under report there were 242 primary/junior Basic schools, 74 middle/senior Basic schools, 39 high schools and 1 higher secondary school. The enrolment figures are as follows :

	Enrolment 1964-65	Enrolment 1965-66
Primary Stage	19,872	20,510
Middle Stage	22,585	24,556
Secondary Stage	17,606	18,697

H-2. Girls Education.—There are 13 primary/junior Basic, 19 middle and 12 high schools exclusively for girls. The steps taken to encourage girls education are as follows : (a) No fee is charged from girls up to and inclusive of XI standard in government schools; (b) Attendance scholarships at the rate of Rs. 2 p.m. are given to girls in primary schools; and (c) Free supply of stationery and clothing at the rate of Rs. 30 per annum to poor girl students in secondary schools.

H-3. Science Teaching.—General science is a compulsory subject in primary/middle and high school classes. Steps are being taken to augment the equipment of science laboratories of the high schools. To improve science teaching in the schools, science talent search contest and seminars/fairs on science subjects have been conducted.

H-4. *Scholarships*.—With a view to helping meritorious students to continue their studies the scholarships in operation were: (1) merit scholarship for post-matric studies, and (2) scholarships to the children of the political sufferers.

H-4.1. In addition, the other educational concessions given included: (1) free education for the children of defence personnel; (2) exemption from payment of tuition fees for the children of the N.G.O.s and of those whose income is below Rs. 1,500 per annum in government as well as in private schools up to XI standard; and (3) supply of free books and stationery to poor students studying up to and inclusive of III standard.

H-5. *Teachers Training*.—There are 2 institutions for training of primary school teachers. Graduate teachers of the Territory are deputed to the neighbouring States.

H-6. *N.C.C./A.C.C.*—There are at present 4 boys companies and one girls company in the territory.

H-7. *Adult Literacy Programme*.—The Education Department is conducting one adult education centre for labourers imparting education up to primary level and one adult literacy centre, while evening classes for adults are being held. During 1965-66, 250 adults were made literate out of 1050 on rolls.

H-8. *Budget*.—The expenditure on education for the year 1965-66, is estimated at Rs. 55,44,600 for Plan items and Rs. 38,63,000 for non-Plan items. For the next year the expenditure is expected to be Rs. 38,98,000 for Plan items and Rs. 66,95,000 for non-Plan items.

I. TRIPURA

I-1. *Expansion and Improvement*.—To meet the ever growing demand for educational facilities in the Territory a number of new schools were opened/upgraded at all stages during the year under review. During the year under report, 1399 primary/junior Basic schools, 136 junior high/senior Basic schools, 6 high schools and 64 higher secondary schools have been working. There has been a marked increase in the number of students enrolled as indicated below:

	Enrolment 1964-65	Enrolment 1965-66
Primary Stage	1,20,304	1,24,873
Middle Stage	11,898	13,956
Secondary Stage	28,882	30,155

I-2. *Education for Girls*.—There are 2 junior high, 1 senior Basic, 3 high schools and 8 higher secondary schools exclusively for girls. In order to encourage education among girls the concessions provided included: (1) free education up to class XI, (2) attendance scholarships for the students of rural area in primary stage, (3) book grants, and (4) liberal sanction of school stipends to girls students are made.

I-3. Science Teaching.—General science has been made a compulsory subject in (i) primary, (ii) middle, and (iii) high classes (excepting class XI). Science as an elective subject is provided in classes IX and X in high and classes IX to XI in higher secondary schools. 61 higher secondary schools and 9 high schools have been supplied with science equipment during 1965-66.

I-3.1. Special measures taken to improve science teaching in the schools were : (a) A science promotion unit for the development of the science teaching is being set up; (b) Science talent search contest is held every year; (c) Seminars and fairs are organised; and (d) Short course training for science teachers are being organised.

I-4. Scholarships.—The scholarships and other educational concessions allowed in the territory were : (1) Scholarships/Book grants are provided liberally; (2) Full exemption is given from payment of tuition fees up to class VIII; (3) In some schools midday meals are provided (guardians have to bear a part of the expenditure thus incurred); and (4) Children of the defence service personnel have also been covered under the above concessions.

I-5. Teachers Training.—There are 5 institutions for training of elementary school teachers with an intake capacity of 550 and there is one institution for training of graduate teachers for secondary schools with an intake capacity of 60.

I-6. N.C.C./A.C.C.—The following table shows the comparative position of the N.C.C. Units as in 1964-65 and 1965-66 :

	1964-65			1965-66		
	Officers	Boys Units	Girls Units	Officers	Boys Units	Girls Units
Sr. Div. N.C.C.	113	1113	266	12	1313	266
Jr. Div. N.C.C.	42	1600	500	56	3000	500

I-7. Adult Literacy Programme.—The schemes introduced for adult education in the Territory included : (a) Starting of new 100 adult literacy centres; (b) Setting up of a pilot project for adult literacy; and (c) Production of literature for new literate.

I-8. Achievements Made during the Third Five Year Plan.—During the Third Plan emphasis was laid on the expansion of facilities in all stages of education. At the end of the Plan the percentage of enrolment of children of the age-groups 6-11 and 11-14 is expected to be 88 per cent and 35 per cent respectively.

I-9. Prospects of Fourth Five Year Plan.—In the fourth Plan stress will be laid on expansion, development and improvement of general education.

I-10. Budget.—The educational expenses for the current year are expected to amount to Rs. 1,77,01,000 for non-Plan items and Rs. 69,41,000 for Plan. For 1966-67 the corresponding provision proposed is Rs. 2,67,22,000 and Rs. 30,00,000.

CHAPTER V

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 organisations for development purposes and operate some programmes of international cooperation for the development of certain aspects of higher education in India.

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 by this Ministry as well as the U.G.C. to six of the nine institutions 'deemed' to be universities under Section 3 of the University Grants Commission Act, 1956 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 institutions viz. the Indian Agricultural Research Institute, New Delhi, and the Tata Institute of Social Sciences, Bombay, at present receive grants from the concerned Ministries. Grants to other non-statutory and non-affiliated institutions of Higher Education of 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 1965-66 to meet this challenge is given here.

A. CENTRAL UNIVERSITIES

2. Some of the significant developments in the four Central universities—Aligarh, Banaras, Delhi and Visva-Bharati in the matters of expansion and improvement of quality of education are briefly indicated here.

3. Aligarh Muslim University

3.1. *Promulgation of Ordinance to Amend the Aligarh Muslim University Act.*—Consequent upon the disturbances that took place in the University Campus on 25th April, 1965, the President of India promulgated the Aligarh Muslim University (Amendment) Ordinance on 20th May, 1965 thereby

introducing major changes in the administrative set-up of the University. The Ordinance was replaced by the Aligarh Muslim University (Amendment) Act, 1965 in September, 1965. Long-term legislation to amend the University Act and Statutes is under consideration.

3.2. *Academic Reforms and New Courses.*—It is proposed to bifurcate the Faculty of Arts into the Faculty of Humanities and Social Sciences.

3.3. Courses in Indian Humanities have been expanded to include specialisation in History and Philosophy besides Sanskrit, Arabic and Persian and the creation of a separate Department of Linguistics has been sanctioned.

3.4. The Archaeological Excavations conducted by the Department of History at Atranji Khera have continued, and received international recognition during the year. The University Grants Commission have also sanctioned additional staff and equipment for developing field work in Archaeology.

3.5. The Department of Physics has continued to re-model its syllabi including laboratory work and a project type of laboratory work has been introduced in the post-graduate class.

3.6. The Special Sub-committee for Nematode Parasites of Cotton has established a centre for study of Nematode Parasites in the Botany Department. A project on Entomology costing Rs. 1,76,884 has been finalised with the help of experts of the U.S. Department of Agriculture in India.

3.7. Other important developments in the university relate to : (i) the selection of the Department of Geology for research in Himalayan Geology (ii) introduction of a diploma course in advanced mathematics and (iii) a new scheme of "Composite Drug Research".

4. Banaras Hindu University

4.1. *Amending Bill.*—The Banaras Hindu University (Amendment) Bill was considered by the Joint Committee set up by the Parliament and passed by the Rajya Sabha in November, 1965.

4.2. *New Departments.*—During 1965-66 in the Faculty of Medical Sciences five new Departments of Microbiology, Ophthalmology, Radiology, Forensic Medicine and Paediatrics were created. In the Faculty of Music & Fine Arts during the same year six new Departments of Vocal Music, Instrumental Music, Musicology, Painting, Plastic Art, and Applied Arts were created. In addition to the above Departments, a separate Faculty of Commerce has also been established.

4.3. *Future Programmes.*—Proposals for development of Campus, consolidation of the existing facilities in the various departments and of the Colleges of the University, introduction of many new courses, improvement of cadre and number of students in various colleges, construction of hostels and residential accommodation for teachers and other members of the staff of the University have been formulated and included in the University's programme for the fourth Five Year Plan.

5. University of Delhi

5.1. Increase in the Number of Students in the University.—From about 30,000 in 1964 the number of students in the University has gone up to well over 33,000 in 1965-66. This means a rate of growth between 8 and 10 per cent. The number of post-graduate students is a little above 5,000 and the percentage of women students is about 40. The number of students on the rolls for Ph.D. shows a steady increase from 679 in 1963 to 809 this year, 27 per cent of the latter number being women. The number of Ph.D. Degrees awarded this year was 50 as against 33 last year.

5.2. New Colleges, Departments and Courses.—Two new colleges were started during the year : (1) Government College for Women, Timarpur; and Government College, Moti Bagh (Evening Classes). A new Department of Chinese Studies was established in the University during the same period and started functioning at Timarpur. The new courses instituted include : (a) Certificate Course in Officer Supervision for Women; (b) Diploma Courses in Modern Arabic, Swahili and Spanish; (c) Evening Classes for M.Ed.; (d) Correspondence Course for B.Ed.; (e) B.E. Tech. Course in the Faculty of Tech. (Electrical, Mechanical and Civil); and (f) Certificate in Punjabi.

5.3. Research and Other Projects.—In the Department of Zoology an important research project entitled 'Physiology of Reproduction' having a valuable bearing on population control, is in progress with the assistance of the Ford Foundation.

5.3.1. The Department of Hindi runs a Directorate of Translation which has been entrusted with the responsibility of translating the standard works in zoology, mathematics and political science. Two volumes have already been brought out, other 5 are almost ready for printing and still 6 in the process of translation.

6. Visva-Bharati

6.1. New Courses of Studies and Publications.—As a progressive step towards the development of a Department of Science, B.Sc. Honours Courses in Botany and Zoology have been started during the year.

6.1.1. The Department of Philosophy and Religion has brought out two issues of its newly started 'Journal of Philosophy'. The first issue of the 'Rabindra-Jijnasa' (Tagore Survey) has been published under the auspices of the Rabindra-Bhavana (Institute of Tagore Studies and Research). The recently defunct Hindi journal 'Visva-Bharati' has been revived with financial assistance received from the Bissessurlal Halwasiya Trust.

6.2. New Buildings.—The major construction works completed during the year included : (i) Hostel for Vidya-Bhavana (College of Post-graduate Studies and Research); (ii) 'Nandan' housing the Kala-Bhavana (College of Fine Arts and Crafts) and Museum etc.; (iii) A spacious stage with modern equipments and a commodious auditorium; (v) Extension of

'Vichitra' (vi) Annexe to Sree-Sadana (Girls' Hostel); and (vii) Extension of hostels at Santiniketan and Sriniketan.

6.3. *Future Programme.*—The University proposes to start degree courses in: (i) Music and Dance and (ii) Fine Art and Crafts from the 1966-67 academic year.

6.3.1. The major constructions proposed to be taken up during 1966-67. include: (i) Library Building and (ii) Boy's Dormitory (Sishu Vibhaga).

7. Jawaharlal Nehru University

7.1. A provision of Rs. 70 lakh was made in the current financial year for initial expenditure on the establishment of the proposed Jawaharlal Nehru University in New Delhi.

7.2. The provision is being utilised for acquisition of about 600 acres of land in the South of Delhi where the new University is proposed to be located. The Bill for the incorporation of the University has since been passed by the Rajya Sabha.

8. *Central University for the Hill Areas of the North-Eastern Region of India.*—The 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 recommended the establishment of a Central University in Shillong to meet the requirements of higher education of the people of hill areas of Assam, Nagaland, NEFA and Manipur. The recommendation has been accepted by the Ministries of Education, External Affairs and Home Affairs, the Planning Commission and the University Grants Commission. The State legislature of Assam has already passed the requisite resolution.

8.1. A provision of Rs. 1 crore has been made in the budget estimates for 1966-67 for Jawaharlal Nehru University as well as the proposed Central University for the North-Eastern Region of India.

B. INSTITUTIONS DEEMED TO BE UNIVERSITIES.

9. During the year under report no institution was declared as "deemed" to be a university under Section 3 of the University Grants Commission Act. The Ministry of Education has so far declared nine institutions of all-India importance, as 'deemed' to be universities within the meaning of Section 3 of the U.G.C. Act of 1956. The institutions declared as such so far are: (1) Jamia Millia Islamia, New Delhi; (2) Gujarat Vidyapeeth, Ahmedabad; (3) Gurukul Kangri, Hardwar; (4) Kashi Vidyapeeth, Varanasi; (5) Indian School of International Studies, New Delhi; (6) Indian Institute of Science, Bangalore; (7) Indian Agricultural Research Institute, New Delhi; (8) Birla Institute of Science and Technology, Pilani; and (9) Tata Institute of Social Sciences, Bombay.

9.1. *Jamia Millia.*—During the year 1965-66 the Jamia Millia continued to receive grants from the Ministry of Education on cover-the-deficit basis. A

sum of Rs. 12 lakh towards maintenance grants and Rs. 50,000 towards matching grants for development schemes have been provided during 1965-66. The institution provides education from the nursery stage to the graduate level and in addition maintains a teachers' college and a rural institute.

9.2. Gujarat Vidyapeeth, Ahmedabad, Gurukul Kangri, Hardwar and Kashi Vidyapeeth, Varanasi were paid maintenance grants as well as development grants for the activities for which the institutions have been 'deemed' to be universities by the University Grants Commission, during the year under report. It has, however, been decided that in future maintenance grants to these institutions will be paid by the Ministry of Education and development grants by the University Grants Commission, as before.

C. UNIVERSITY GRANTS COMMISSION

10. As in the past the Commission continued to provide assistance to universities and colleges for their development programmes, for improving the quality and standard of teaching, for purchase of books and equipment, expansion of library facilities, construction of hostels and staff quarters etc., in pursuance of its responsibility for the promotion and coordination of standards of teaching, examination and research. The Commission has had to meet the twin problems of quality and quantity in view of the increase in the student population in universities and colleges.

11. *New Universities.*—During the year under report the University of Dibrugarh in Assam came into existence. The Commission also agreed to the proposal of the State Government of Gujarat for the setting up of two new universities at Surat and Bhavnagar in view of certain special circumstances and the fact that the proposal for the two new universities had been included in the third Plan of the State accepted by the Government of India.

12. *Development of Humanities and Science Subjects.*—During the current year it is expected that the grants amounting to Rs. 1.30 crore will be released to the universities for the development of departments of Humanities (including Social Science). For the development of departments in Science, the grants released to the universities are of the order of Rs. 1.42 crore. These grants are released for the purchase of equipment, library books, buildings and appointment of staff.

13. *Centres of Advanced Study.*—The scheme of the establishment of centres of advanced study in the universities continued to make steady progress during the year under report. Grants amounting to Rs. 42.09 lakh were sanctioned to the Centres of Advanced Study—17.17 lakh for centres in science subjects and Rs. 24.92 lakh for centres in humanities.

13.1. During the year, of the 16 eminent Soviet experts in different fields of specialization invited to visit India, 9 experts have arrived so far. During this period 24 fellowships in addition to the two allocated against the savings

from 1963-64 fellowship programme have been allocated to different centres/departments in the universities. 31 recommendations have been sent to Unesco. A sum of \$20,500 non-convertible currency has been allocated to different centres for the purchase of special scientific equipment.

14. *hostels*.—The Commission has approved during 1965-66 the construction of 14 hostels for men/women students which would provide accommodation for 1,257 men and 419 women. The estimated cost of the hostels is Rs. 82.73 lakh, the Commission's share being Rs. 71.72 lakh. So far funds to the extent of Rs. 54 lakh have been released.

15. *Teachers' Hostels*.—During the year the Commission has approved the proposals of seven universities for construction of nine blocks consisting of about 140 flats. The Commission's assistance for these blocks is limited to Rs. 24 lakh. So far the Commission has released Rs. 28.58 lakh during 1965-66 for the teachers' hostels approved in the third Plan.

16. *Staff Quarters, Guest Houses, Health Centres and Students Houses*.—Proposals from two universities for construction of staff quarters estimated at Rs. 4.25 lakh were approved during the year, the Commission's share being limited to Rs. 3.60 lakh. Rs. 40.14 lakh have been released to the universities for construction of quarters approved in the third Plan. Grants amounting to Rs. 3.00 lakh and Rs. 2.00 lakh were paid to 14 and 11 universities respectively for the construction of Guest Houses and establishment of Health Centres. The Commission also approved the establishment of Students' Houses in 7 universities and grants amounting to Rs. 2.75 lakh were paid to 5 universities for the purpose.

17. *Development of Post-graduate Education in Affiliated Colleges*.—During the year 15 additional postgraduate departments in science in 8 colleges were assisted under this programme and grants totalling 9.39 lakh were sanctioned. Similarly 4 colleges were selected for the development of postgraduate departments in Humanities during 1965-66 and grants amounting to Rs. 8.00 lakh are expected to be released to these colleges.

18. *Three-year Degree Course*.—Except the University of Bombay and the State universities in U.P. all other universities which are providing undergraduate courses in Arts, Science and Commerce have adopted the three-year degree course pattern. Up to December 1965 the Commission had approved an expenditure of Rs. 23.65 crore for the implementation of the three-year degree course scheme in 41 universities and 733 colleges. The Commission's share of this expenditure is estimated to be Rs. 12.02 crore (Rs. 6.65 crore non-recurring and Rs. 5.37 crore recurring). Non-recurring grants amounting to Rs. 5.58 crore and recurring grants amounting to Rs. 2.10 crore were disbursed up to 31 December, 1965 for the implementation of the scheme in the universities and colleges concerned.

19. *Financial Assistance for Affiliated Colleges*.—The following grants were approved for affiliated colleges for different purposes in 1965-66 :

- (a) Rs. 22.99 lakh to 24 affiliated colleges for construction of men's hostels,
 (b) Rs. 9.56 lakh to 8 colleges for the construction of women's hostels,
 (c) Rs. 12.87 lakh to 30 colleges for the expansion of library facilities,
 (d) Rs. 21.33 lakh to 33 colleges for the expansion of laboratory facilities,
 (e) Rs. 7.94 lakh to 14 colleges for the construction of staff quarters,
 (f) Rs. 3.83 lakh to 12 colleges for the establishment of non-resident students' centres, and (g) Rs. 18.15 lakh for text-book libraries given to 177 more colleges.

20. *Scholarships and Fellowships.*—Under the scheme of Research Scholarships in Humanities/Sciences the following scholarships and fellowships have been awarded during the current financial year :

Scheme	Awards made	Grants paid
Research Fellowships in Science		Rs.
Senior	27	9,94,819.42
Junior	97	
Research Fellowships in Humanities		
Senior	21	7,34,911.39
Junior	68	
Research Fellowships in Engineering and Technology	32	3,11,333.37
Scholarships for Hons. & Post-graduate Studies in Arabic & Persian	20	12,094.12

21. *Students' Home.*—During 1965-66 the Commission approved the establishment of students' homes in 7 universities and grants amounting to Rs. 2.75 lakh were paid to 5 universities for the same purpose.

22. *Utilisation of the Services of Retired Teachers.*—Under the scheme 24 teachers have been selected for assistance during the current year. The estimated expenditure on the scheme during 1965-66 is Rs. 8.18 lakh.

23. *Financial Assistance for Research/Learned Work.*—Under the scheme the Commission selected 344 teachers for limited assistance (not exceeding Rs. 5,000) for the purchase of special apparatus (or for fabrication) special chemicals, books, field work etc. The estimated assistance to be provided during 1965-66 under this scheme will be of the order of Rs. 3.24 lakh.

24. *Improvement of Salary of Teachers.*—During the year under report, Utkal University also agreed to introduce the scales of pay for teachers recommended by the University Grants Commission, thus bringing the number of universities which have agreed to implement UGC scales to 43. The Commission also agreed to provide assistance for the implementation of the UGC scales to the Gujarat Vidyapeeth, an institution 'deemed' to be a university. About 5,000 university teachers are likely to benefit from the scales. The Commission on the recommendation of the Government of India agreed to continue its assistance towards the revision of salary scales of technical teachers in engineering and technological departments/institutions maintained by the universities for a further period of 2 years.

25. *Summer Institutes, Summer Schools etc.*—During the summer of 1965, 87 summer institutes were organised in cooperation and collaboration with US Agency for International Development and the British Council and various universities. These included : 49 for school teachers; 29 for college teachers (including one for teacher educators); 4 for the teaching of English language; 3 for talented students; 1 for Agriculture; and 1 for Physics for college teachers.

25.1. More than 3,100 teachers from schools and colleges participated in the programme and grants amounting to Rs. 30.60.lakh were paid to the universities for organising summer institutes.

26. *Exchange of Teachers.*—The scheme of exchange of teachers initiated in pursuance of the recommendations made at the seminar on National Integration organised by the University Grants Commission was continued during the current year. Under this scheme proposals for assistance for implementing this scheme from the Universities of Poona, Burdwan, Bihar, Nagpur and Punjab were accepted and grants amounting to Rs. 16,323 released to the universities.

27. *Travel Grants.*—Grants amounting to Rs. 2,00,000 are estimated to be paid to 40 universities during the current year for providing travel grants to teachers and research scholars for visiting centres of research in pursuance of their research work of undergoing specialised training in their fields. Besides partial financial assistance is also provided to university college teachers for attending international conferences abroad and the number of teachers covered under this scheme during the current year is 42.

D. RURAL HIGHER EDUCATION

28. *Present Position.*—The scheme of Rural Higher Education was launched in 1956, with the object of providing higher education, after the secondary stage, to the rural youth in a rural environment and including in them a spirit of service to the community and sympathy for the rural way of life, besides training them for careers in the rural development programmes of the Central and State Governments. Fourteen rural institutes are at present functioning in various parts of the country under this scheme and providing one or more courses approved by the National Council for Rural Higher Education.

29. *Achievements During Third Five Year Plan.*—Four new Rural Institutes at Wardha (Maharashtra), Hanumanamatti (Mysore), Thavanur (Kerala) and Indore (Madhya Pradesh) have been established. The other ten Rural Institutes, which were in existence at the beginning of the third Five Year Plan, have been developed by addition of courses, improvement of physical facilities like libraries, laboratories etc. The Post-Diploma Course in Rural Economics and Cooperation has been started in two Rural Institutes and that in Rural Sociology and Community Development in three

Rural Institutes. An advanced Course for Health Inspectors has been started at one Rural Institute. The Diploma Course in Rural Services (Education)—a concurrent course of general education and teaching—has been started at one Rural Institute on an experimental basis.

30. *Grants and Stipends.*—Central grants at the rate of 75 per cent and 50 per cent (75 per cent for Post-Diploma Courses), respectively, of the approved non-recurring and recurring expenditure are given to all the Rural Institutes except Jamia Rural Institute, New Delhi, which is receiving Central grants on cover-the-deficit basis. Kasturba Rural Institute, Rajpura, is at present voluntarily not receiving any Central grants. Central grants are also given to the Rural Institutes for the award of stipends to 20 per cent (additional 5 per cent for girl students) of Rural Services Courses of the students on roll in each class. Grants (recurring and non-recurring) amounting to Rs. 19,26,671, and stipend grants amounting to Rs. 60,950 were released to the Rural Institutes from 1st to 31st December 1965. A provision of Rs. 34.40 lakh has been made for the purpose for the year 1965-66.

31. *Recognition of Diplomas/Certificates awarded by National Council for Rural Higher Education.*

31.1. The Post-graduate Diplomas in (i) Rural Economics and Co-operation and (ii) Rural Sociology and Community Development have so far been recognised by the Government of India and some State Governments as equivalent to the M.A. degree of an Indian University for purposes of employment under them.

31.2. The Diploma in Rural Services has so far been recognised by the Government of India and most State Governments as equivalent to the first degree of an Indian University for purposes of employment under them. This Diploma has also been recognised by 32 universities for purposes of admission to certain post-graduate courses.

31.3. The Diploma in Civil and Rural Engineering has also been recognised by the Government of India and most State Governments for purposes of employment to subordinate posts and services under them. The Jadavpur University and the Delhi College of Engineering have recognised this Diploma for admission to the part-time degree course in engineering and the National Diploma Course, respectively.

31.4. Certificates (Sanitary Inspectors and Agriculture Science) have also been recognised by most State Governments for purposes of employment to various posts under them.

31.5. The Diploma in Rural Services (Education) which is being conducted at Karma Veer Hire Rural Institute, Gargoti, on an experimental basis, has been recognised as equivalent to B.A.B.T. for purposes of employment as teachers in secondary schools or Assistant Educational Inspectors by the Government of Maharashtra.

32. *Examinations.*—The total number of candidates who took the annual and supplementary examinations for the various diplomas/certificates

conducted by the National Council for Rural Higher Education in April and October, 1965 was 1161. Of these 838 were declared successful.

E. OTHER SCHEMES AND ACTIVITIES OF THE MINISTRY

33. *Correspondence Courses*.—The University of Delhi started Correspondence Courses for B.A. (Pass) Degree in September, 1962. Of the 1112 students who sought admission during the first year, 209 students took the B.A. (Pass) examination in September 1965 and 130 students were declared to have passed the examination. During 1963-64, 1410 fresh students were admitted and this number further rose to 1930 during 1964-65 and to 3,000 during 1965-66.

34. *Evening Colleges*.—During 1964-65 grants amounting to Rs. 52,280 were released to four Evening Colleges in Punjab and one evening college in Madhya Pradesh through the UGC. under the Central scheme of assistance in setting up evening colleges, included in the third Five Year Plan. During the year under report, of the 20 colleges applying for assistance under this scheme 5 were considered eligible for the grant.

35. *Loans for the Construction of Hostels*.—The Ministry of Education continued to operate the two schemes viz. (i) Loans to Universities and Delhi Colleges for the construction of hostels and (ii) Loans to State Governments Union Territory Administrations for the construction of hostels to affiliated colleges. An expenditure of Rs. 2,90,000 has been incurred so far during 1965-66 in the implementation of these schemes.

36. *Grants to Voluntary Organisation for the Construction of Hostels in big Cities*.—During 1965-66 a grant of Rs. 25,000 for the purpose has been given so far to each of the four organisations: (1) Shri Jagadguru Gurusiddheshwar, Mahavidyarthi, Prasada Nilaya, Belgaum; (2) K. P. Trust, Allahabad; (3) Sharda Stree Samaj, Bangalore and (4) Chatrawas Samiti, Udaipur. A grant of Rs. 23,000 has also been given to the S.N.V. Sadanam Trust, Ernakulam for the same purpose.

37. *Scheme for Assisting Indian Authors and Publishers*.—The republication of cheap edition of foreign text-books in India has necessitated the introduction of suitable measures to safeguard the interests of Indian authors. A scheme has been formulated to republish standard educational works by Indian authors in low-priced editions. Only publications written or translated in English are eligible for assistance under the scheme for the present. There is a provision of Rs. 1,50,000 for the year 1965-66 for giving subsidy to Indian authors and publishers to enable them to reduce the prices of the selected books to one third of the original. Twenty three books have so far been approved for republication under this scheme.

38. *Equivalence of Degrees*.—For purposes of employment to posts and services under the Central Government, recognition of Indian and foreign degrees/diplomas is made in consultation with the Union Public Service

Commission and the Ministry of Home Affairs. During 1965-66, the question of giving recognition to the degrees and diplomas of the accredited universities in the U.S.S.R. and Nepal was finalised. Necessary notification in respect of the equivalence of the degrees and diplomas of both these countries will be issued shortly by the appropriate authority.

39. *Grants to Educational Institutions and Organisations.*—Grants were paid by the Ministry of Education to non-statutory and non-affiliated institutions of higher education which are doing work of special importance for developing educational activities and introducing new ideas and techniques in education. Sri Aurobindo International Centre of Education, Pondicherry, K.S.M.Y. Samiti, Lonavala, Kenya Gurukul Mahavidyalaya, the Lok Bharati, Sanosara, have been paid maintenance and other grants of Rs. 1,34,700, Rs. 3,693, Rs. 15,000 and Rs. 16,844, respectively. A budget provision of Rs. 10,000 for giving grants for its development activities and Rs. 32,000 for giving grants-in-aid to meet the deficit in its recurring expenditure has been provided for the Inter-University Board of India for the year 1965-66.

40. *Institute of Russian Studies, New Delhi.*—One of the impediments in closer collaboration between the Governments of the U.S.S.R. and India has been the lack of facilities for the teaching of Russian language and literature. There are only about twenty universities in the country with mainly part-time facilities for certificate and diploma courses in Russian language at an elementary level. There has, therefore, been a long felt need for an institution providing facilities for advanced study and training in the Russian language and literature and also for the training of teachers in that language. In order to meet this need, an Institute of Russian Studies was set up in New Delhi on the 14th November, 1965 in collaboration with the Government of the U.S.S.R. The Institute managed at present by an autonomous body registered under the Societies Registration Act No. XXI of 1860, has been located temporarily in the campus of the Indian Institute of Technology, Hauz Khas, New Delhi. It will eventually form a constituent unit of the Jawaharlal Nehru University when it is established.

40.1. The Institute has started with a one year full-time intensive course of training in Russian language: 93 students have been admitted to this course.

4.1. *Indian Institute of Advanced Study, Rashtrapati Nivas, Simla.*—An Institute of Advanced Study has been established at Rashtrapati Nivas, Simla, to provide facilities for advanced study and research to teachers and research workers of universities and similar organisations in the field of the Humanities, Indian Culture, Social Sciences, Natural Sciences and Comparative Religion. The Institute was inaugurated by the President of India on the 20th October, 1965 and functions as an autonomous body registered under the Societies Registration Act No. XXI of 1860. To start with the Institute

will concentrate on advanced study and research in seven fields viz. (i) Philosophy and Comparative Religion, (ii) Aesthetics and History of Art, (iii) Comparative Philology and Linguistics, (iv) Pure Mathematics, (v) European Studies, (vi) Western and Central Asian Studies and (vii) Indian and South-East Asian Studies.

42. Indo-U.S. Agreement for Financing Educational Exchange Programme.—The Government of India have agreed to reimburse to the United States Educational Foundation the taxes and duties paid by it to the American grantees coming to India under this programme. A sum of Rs. 9,00,000 has been provided for this purpose during 1965-66.

F. ASSISTANCE FROM FOREIGN BODIES

43. Schemes for Republication of Standard Educational Works

43.1. The Indo-American Scheme of Republication of Standard Works.—This Scheme is being implemented by the USIS on behalf of the American Embassy in cooperation with the Ministry of Education. All expenses are provided from PL-480 funds. There is an Indo-American Board, set up in 1961, consisting of 14 members (equal members representing Government of India and the Government of the U.S.A.), to decide all policy issues regarding the publication programme under this scheme.

43.1.1. Books on Humanities, Sciences and Technology are selected and evaluated in the context of the needs of university students. The republished books cost about 1/3rd of the original American price. The Indo-American Scheme continued to make progress. About 100 books have been republished under this Scheme during the year 1965-66.

43.2. 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 implementation of this scheme, the U.K. Government has appointed an Advisory Committee, of three experts just as in the case of the Indo-American Scheme. The price of each selected book is about 1/3rd of its original price in the U.K. About 30 more books have been reprinted in this series during the current year.

43.3. The Pergamon Press Scheme.—An agreement, in principle, has recently been signed 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 the designated organisations. For undertaking the publication programme under this scheme, the Ministry of Education has so far designated three organisations :

(a) The Statistical Publishing Society, Calcutta; (b) The National Council of Educational Research and Training, and (c) The Panjab University.

43.4. *The Indo-USSR Scheme.*—A scheme has been formulated and is being implemented 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. Under this programme, the Joint Indo-Soviet Board consisting of 5 Indian and 5 Soviet members under the Chairmanship of the Education Secretary of the Government of India has been set up to consider policy questions involved in translation, adaptation, publication and distribution in India of standard Russian educational works. The Board has had two meetings so far, the first in January, 1965 and the second in December, 1965. Twenty textbooks and twenty seven reference books have been so far approved for republication under this programme.

G. GENERAL

44. *Model Act for Universities Committee.*—The report submitted in February, 1965 by the Committee on 'Model Act for Universities' under the Chairmanship of Dr. D. S. Kothari was sent to all the State Governments and universities for suitable action.

44.1 So far as the Central Government is concerned the recommendations of the Committee will be taken into consideration while amending the Acts of the Central universities.

45. *Committee of M.P.'s on Higher Education.*—The report of the Committee of Members of Parliament on Higher Education, under the Chairmanship of Shri P. N. Saprú, was brought out in July, 1964. The Committee's main recommendation regarding transfer of university and higher education to the concurrent list is under the consideration of State Governments. So far eleven of them have sent their replies. Final decision in the matter will be taken on receipt of the replies from all the State Governments. The other recommendations of the Committee are also still under consideration of this Ministry.

46. *Exchange of Teachers.*—During the year 1965-66, 6 Russian Language teachers came to India under the Indo-Soviet Cultural Exchange Programme and were posted to various universities/higher institutions in India for a period of one/two years. One Reader in Telugu in Andhra University went to Leningrad State University to teach that language for a period of one year under this programme.

H. FINANCIAL PROVISIONS

The total revised budget provision for 1965-66 covering all grants and financial assistance by the Ministry of Education in the field of higher education was in the order of Rs. 17.61 crore as against similar provision of L26Edu./65—5

Rs. 14.32 crore for 1964-65. A broad break-up of the grants and financial assistance given by the Ministry of Education is given below :

Sl. No.	Scheme	Provision for 1965-66		Provision for 1966-67
		Original	Revised	
1	2	3	4	5
		Rs.	Rs.	Rs.
1.	Grants to Institutions of Higher learning of all India Importance (Plan)	5,00,000	4,00,000	3,00,000
2.	Grants for Instituting Evening Colleges and Correspondence Courses (Plan)	6,00,000	2,00,000	2,00,000
3.	Advances to State Governments—Construction of Hostels by Affiliated Colleges (Plan)	8,00,000	5,00,000	5,00,000
4.	Advances to Union Territories (M/Education) Plan—Construction of Hostels by Affiliated Colleges (Plan)	1,00,000	1,00,000	1,00,000
5.	Misc. Loans & Advances (M/Edu) Universities and Constituent Colleges of Delhi University for Construction of Hostels and Staff Quarters (Plan)	7,00,000	2,00,000	2,00,000
6.	Grants to Voluntary Organisations for Construction of Hostels in Big Cities (Plan)	2,00,000	2,00,000	2,00,000
7.	Grants to Non-Govt. Arts Colleges, Affiliated Colleges, Deshbandhu College, Kalkaji, New Delhi (Non-Plan)	55,000	55,000	50,000
8.	Establishment of Indian Institute of Advanced Study, Simla (Plan) ..	6,00,000	6,00,000	12,50,000
9.	Grants to the Institute of Gandhian Study for promotion of Research in Gandhian Philosophy (Plan)	25,000	25,000	25,000
10.	Other Expenditure—Gandhian Philosophy (Plan)	10,000	10,000	10,000
11.	Other Grants—Institution of Lectures by Prominent Persons on the Teaching of Mahatma Gandhi and Shri Jawaharlal Nehru (Plan) ..	23,000	23,000	23,000
12.	Special Development Grant to Jammu & Kashmir University (Plan) ..	—	—	15,00,000
13.	Centenary Awards and J&K Medals (Plan)	3,300	6,300	3,300
14.	Grants to Panjab University for its Rehabilitation at Chandigarh (Plan)	5,00,000	3,00,000	—
15.	Grants to Institute of Russian Studies, New Delhi (Plan)	1,000 (Token grant)	4,00,000	10,00,000
16.	Jamia Millia Islamia (Plan) (Non-Plan)	— 14,00,000	50,000 12,00,000	75,000 12,00,000
17.	Cheap Publication of Text Books (Plan)	1,50,000	1,00,000	2,50,000

1	2	3	4	
18.	Educational Conferences (Plan) ..	30,000	30,000	50,000
19.	Inter University-Board (Plan) ..	10,000	10,000	25,000
	(Non- Plan) ..	32,000	32,000	32,000
20.	Gujarat & Kashi Vidyapeeths (Plan)	—	—	8,00,000
21.	Refund of Income tax & Custom Duty (Non-Plan)	3,00,000	9,00,000	4,00,000
22.	University Grants Commission (Plan)	11,05,00,000	11,05,00,000	11,05,00,000
	(Non- Plan)	4,58,36,000	5,00,00,000	4,25,98,000
23.	Rural Higher Education (Plan) ..	26,38,600	22,16,400	18,00,000
	(Non-Plan)	12,82,600	13,22,600	11,45,000
24.	Jawaharlal Nehru University (Plan)	70,00,000	65,38,000	1,00,00,000*

*This also includes provision for the Central university for the North-Eastern Region of India.

CHAPTER VI

TECHNICAL EDUCATION

The post-independence period witnessed a significant expansion in the field of Technical Education, as is evident from the increase of student enrolment and the setting up of a large number of technical institutions. In order to augment the facilities for post-graduate studies in Engineering and Technology in the country, the Government established a chain of 5 higher technological institutions known as the Indian Institutes of Technology, located at Khargpur, Bombay, Madras, Kanpur and Delhi. Besides a number of engineering colleges (including Regional Engineering Colleges), polytechnics etc. were also opened at various places in the country. Financial investment in technical education after independence has also correspondingly increased many fold. At the end of the first Plan, investment in technical education was of the order of Rs. 20.2 crore. During the second Plan the investment was of the order of Rs. 49.0 crore and in the third Plan Rs. 142.0 crore.

2. *Admission Targets.*—The targets fixed under the third Five Year Plan for admission into the technical institutions were revised from 20,000 in the first degree and 40,000 in the diploma courses to 25,000 and 50,000 respectively. Against these revised targets, the admission in 1965-66 were of the order of 23,000 in the degree courses and 43,000 in diploma courses. During the year, about 10,100 graduates and about 17,500 diploma holders passed out of the technical institutions.

3. *Part-time Courses.*—Under the scheme of part-time diploma courses in engineering, 18 centres, against 25 originally approved, have been set up to conduct part-time courses for diploma in engineering for the benefit of persons working in industry and other technical establishments. A scheme for the provision of part-time degree courses for diploma holders working in industry and establishments has also been approved. Under this scheme, it is proposed to set up about 30 centres spread all over the country. It has also been suggested to the State Governments that in case they are not able to start part-time degree courses, they may start part-time courses for A.M.I.E. examination. So far 11 engineering colleges have been selected for the purpose, out of which two have already started conducting part-time courses—one at Jadavpur University for part-time degree course and the other at Regional Engineering College, Rourkela, mainly providing facilities for A.M.I.E. course. In addition, the College of Engineering, Osmania University and College of Engineering, Delhi have been conducting the part-time degree courses.

A. ENGINEERING COLLEGES AND POLYTECHNICS

4. *Engineering Colleges.*—The revised third Five Year Plan for technical education provides for the establishment of 23 new engineering colleges

(including Regional Engineering Colleges) and 94 polytechnics. 18 engineering colleges were started in the first four years of the Plan period. During 1965-66, three more colleges were started at Agartala (Tripura), Hyderabad (A.P) and Salem (Madras). The remaining two engineering colleges *i.e.* Regional Engineering College in Assam and Engineering College in Goa are expected to start during the first phase of the fourth Five Year Plan. The total number of colleges functioning in 1965-66 was 133.

4.1. *Polytechnics.*—As regards polytechnics, 68 were started in the first four years of the Plan period. During 1965-66, 7 more polytechnics were set up at Amritsar, Gonda, Basti, Asansol, Bulsar, Damoh and Sanawad bringing the total number of such institutions to 274. Although all the 94 polytechnics envisaged in the third Five Year Plan have not been started, the physical target for admissions could be achieved by expansion of the facilities in the existing polytechnics.

4.2. The State Plans also provide for establishment of 24 polytechnics for women, out of which 17 have started functioning.

4.3. In addition to the engineering colleges and polytechnics, 17 Junior Technical Schools were started in different parts of the country during 1965-66. The total number of Junior Technical Schools at present functioning is 103.

B. HIGHER TECHNOLOGICAL INSTITUTES

5. *Indian Institutes of Technology.*—The Indian Institutes of Technology have been established with the object of training high grade engineers and technologists required for the industrial development of the country. The five Institutes are governed by the provisions of a common Act of Parliament and their work is coordinated through a Council of the Indian Institutes of Technology. The Council has recently recommended that these institutions should concentrate their efforts on post-graduate courses and research and provide facilities for a much larger number. At the undergraduate level, their aim should be to improve the quality and standard of education. In 1965-66, 1,551 students were admitted to the five Institutes of Technology in the first year class of the degree courses in engineering and technology. The distribution of the admission at various Technological Institutes located at different places was—Kharagpur : 386, Bombay : 340, Madras : 240, Kanpur : 310 and Delhi : 275. The total student enrolment at the five Institutes was 7,984. The progress of the Institutes during 1965-66 is given below :

5.1. *Indian Institute of Technology, Kharagpur.*—During the year the total student enrolment at the Institute was 2,363. 395 students qualified for Bachelor's degree and 169 students for Master's degree and post-graduate diplomas. 14 candidates were awarded Doctorate degrees. In addition to regular post-graduate courses in various fields of engineering and technology, the Institute continued to conduct short-term courses in modern foundry practice.

5.2. *Indian Institute of Technology, Bombay.*—The total student enrolment was 1,897 in 1965-66. 185 candidates qualified for the Bachelor's degree, 101 for Master's degree and 6 for post-graduate diplomas. Four were also awarded Doctorate degrees.

5.2.1. The Institute received, during the year under report, a transistorised Computer from the USSR under the Unesco Programme and a Computer centre is in the process of establishment.

5.2.2. Eight Unesco experts are working at present at the Institute, in addition to 6 technicians made available by the Government of the USSR under the bilateral agreement. Eleven teachers of the Institute under various foreign aid programmes are abroad for advanced studies or training.

5.3. *Indian Institute of Technology, Madras.*—The student enrolment at the Institute was 1,440. 115 graduates passed out during the year under report. The Institute started a new five-year degree course in aeronautical engineering.

5.3.1. Under the Agreement with the Government of Federal Republic of Germany, the Institute has received equipment worth Rs. 1.7 crore. 8 German experts and 5 German technicians were working at the Institute.

5.4. *Indian Institute of Technology, Kanpur.*—The student enrolment during the year under report was 1,100. The first batch of 66 candidates was awarded degrees of the Institute. Equipment worth Rs. 112 lakh and books worth Rs. 8 lakh have so far been received by the Institute under the USAID Programme. 30 US experts are working at the Institute and 4 staff members have been sent abroad for training.

5.5. *Indian Institute of Technology, Delhi.*—The student enrolment during the year was 1,184. Under the Colombo Plan, 8 professors and 4 expert-technicians were working at the Institute. 12 members of staff of the Institute were sent for advanced study/training to the U.K. The Institute also received Rs. 42.51 lakh worth of equipment and books.

C. OTHER ALL-INDIA INSTITUTES

6. *School of Planning and Architecture, New Delhi.*—During 1965-66, the School admitted 103 students to different courses. Total student enrolment was 475.

7. *Indian School of Mines, Dhanbad.*—The total student enrolment at the School during 1965-66 was of the order of 580. Recently, one Russian expert has joined the School to assist in organising the Petroleum Engineering Department. The School is doing useful research work specially in the field of Geology and Geo-Physics. The School offers courses at degree level in : (1) Mining Engineering; (2) Applied Geology; (3) Geo-Physics; and (4) Petroleum Engineering.

8. *National Institute of Training in Industrial Engineering.*—The National Institute of Training in Industrial Engineering has been established to provide facilities for training in different aspects of industrial engineering

such as work study and measurement, production planning and control etc. for the benefit of supervisors and engineers working in the industry. The Institute has already conducted 32 courses ranging from 2 to 10 weeks in different aspects of Industrial Engineering. 416 persons have taken advantage of these courses.

8.1. The Institute is receiving substantial assistance from the UN Special Fund.

9. *Indian Institute of Science, Bangalore.*—The Indian Institute of Science, Bangalore has at present a student strength of 894. A number of members of the staff visited foreign countries to deliver lectures, attend international symposia etc. 26 foreign scientists visited the Institute, on invitation, to give technical and scientific talks.

10. *All India Institutes of Management, Calcutta and Ahmedabad.*—In view of the importance of management studies for increased productivity, two All India Institutes of Management at Calcutta and Ahmedabad have been set up in collaboration with the State Governments concerned, industry and Ford Foundation. The entire foreign exchange component of this scheme is met out of the Ford Foundation grants.

10.1. The Ahmedabad and Calcutta Institutes have admitted 125 and 108 candidates for the various courses in management respectively. The Institutes are also doing very useful research work in the field of management.

11. *Administrative Staff College of India, Hyderabad.*—The College is continuing its normal 12-week residential courses in general management for Senior Executives. The College has so far trained about 1,325 persons. Provision is being made for short-term functional courses and for consultancy and research.

D. TECHNICAL TEACHERS TRAINING PROGRAMME

12. The programme for training of teachers for engineering colleges initiated in 1959 was continued during 1965-66 with additional provisions made for training centres. The Centres offering facilities during the year were the five Indian Institutes of Technology, Roorkee University, M. S. University of Baroda, Jadavpur University, Calcutta, College of Engineering Poona, College of Engineering, Guindy, Bengal Engineering College, Howrah and the School of Planning and Architecture, Delhi. Out of the 266 candidates selected for training during the year only 122 joined. During 1965-66, 52 candidates completed their training and were assigned to different engineering colleges for regular appointment. The total number of teachers so far trained under the programme is 306. It is proposed to continue the activities at the same level during 1966-67. A provision has been made for training of about 1,300 additional teachers for degree institutions during fourth Five Year Plan.

12.1. In view of the acute shortage of teachers in the polytechnics, the All India Council for Technical Education recommended the establishment

of 4 Regional Centres for training of teachers for polytechnics. These four Centres will be located at Bhopal, Chandigarh, Calcutta and Madras. The four institutions are expected to start functioning during 1966-67 with an admission capacity of about 60 each. It is envisaged that these institutions should provide two types of courses, one of 18 months' duration for those having degree in engineering and the other of about 2½ years duration for those having diploma qualifications. It is further proposed that, these institutions may be managed as autonomous organisations under the Societies Registration Act, 1860.

12.2. In addition to the provision made under the Teachers Training Programmes, it is proposed to encourage the State Governments and other technical institutions to depute their existing teachers to take up advanced and higher courses for improving their qualifications.

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

13. Provision has been made for fellowships, scholarships and stipends for scientific research and practical training, the details of which are given under the Chapter on Scholarships.

F. GENERAL

14. *Re-publication of Standard Works on Engineering/Technological Subjects.*—At present the students studying in technical institutions are facing difficulties in procuring suitable textbooks at reasonable prices. In order to assist the students, the Government has launched a scheme in collaboration with foreign Governments like the USA, the USSR and the UK to produce cheap textbooks for the benefit of Indian students.

15. *All India Council for Technical Education.*—Regional Committees, Boards of Studies and other Expert Committees of the All India Council for Technical Education held a number of meetings during the year under report and formulated detailed plans for improvement and development of existing institutions, establishment of new institutions, courses of studies etc.

16. *Grants and Loans.*—During 1965-66, in addition to the grants normally payable to the five Institutes of Technology, a grant of Rs. 8.5 crore is expected to be sanctioned to State Governments and technical institutions for various schemes of technical education under the Five Year Plan. It is also expected that loans amounting to about Rs. 2.07 crore will be sanctioned for construction of students hostels.

G. FINANCIAL PROVISIONS

Scheme	Provision for 1965-66		Provision for 1966-67
	Original	Revised	
Technical Education Schemes	2,432.26	2,208.35	2,299.51

(Figures Rs. in lakh)

CHAPTER VII

SCIENTIFIC DEPARTMENTS AND SURVEYS

Scientific research is of crucial importance to the development of any nation. It is more so in the case of a developing country like India since increased productivity and better standards of living are closely linked 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. *Encouragement to Scientific Societies/Associations and Research Institutes.*—With a view to encouraging scientific research, the Union Ministry of Education continued to give grants to a number of private scientific research institutions, associations, scientific academies and societies for the maintenance and advancement of their work. The grants are paid to the scientific bodies for expanding and enlarging their activities for active research work, publishing scientific journals and literature, holding conferences, symposia and seminars and instituting research fellowships, establishing laboratories and purchasing equipment, furniture and library books. Grants are also given for mountaineering expeditions.

3. *National Committees.*—The National Committees for the International Council of Scientific Unions and the following disciplines of Science continued to function : Pure and Applied Physics; Radio Sciences; Geodesy and Geophysics; International Quiet Sun Year; Oceanic Research; Biochemistry; Crystallography; History of Sciences; Geography; International Hydrological Decade; Biological Sciences; and Pure and Applied Chemistry. The scope and functions of National Committees, generally speaking, are to plan, execute, coordinate and promote activities and establish liaison with international bodies in their respective fields.

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

5. *Encouragement to Research Scholars and Eminent Scientists*

5.1. *Research Scholarships.*—Twenty-two training research scholarships to the Indian Association for the Cultivation of Science, Calcutta, 10 to Bose Institute, Calcutta, and 6 to Birbal Sahnii Institute of Paleobotany,

Lucknow, continued to be allotted to enable research scholars to conduct research during the year at the respective institutions.

5.2. *Partial Financial Assistance to Eminent Scientists going Abroad.*—Financial assistance varying from Rs. 1,500 to 2,500 each was given to 21 Indian scientists to enable them to participate in International conferences etc.

6. *Indian Scientific Liaison Cell, High Commission for India, London.*—The Scientific Liaison Cell continued to function in the Education Department of the High Commission for India in London under the Educational and Scientific Adviser. The functions of the Cell 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; and (iii) to facilitate exchange of scientific information and experimental material.

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 not; (b) all patents and inventions of other departments of the 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. The annual production from commercial exploitation of researches is increasing and the total value of production based on processes licensed by the Corporation up to 31st March 1965 is Rs. 8.50 crore which has resulted in foreign exchange saving of Rs. 6.80 crore.

7.2. *Licences Negotiated.*—During the period 1st April to 31st December, 1965, 37 licence agreements for the commercial utilization of various processes developed at different Laboratories/Institutes were negotiated.

7.3. *NRDC Development Projects.*—The progress of various projects instituted by the Corporation is given below :

7.3.1. *Integrated Protein Projects.*—The erection of the plant has been completed and preliminary trials are in progress.

7.3.2. *Fluidized Bed Technique for Textile Processing Project.*—Further work on the project regarding 'fundamental studies on heat and mass transfer in counter fluidized beds' has been undertaken from PL 480 Funds at Sri Ram Institute for Industrial Research for the period 1965-66.

7.3.3. *Phthalic Anhydride Project.*—Phthalic Anhydride produced from pilot plant trials was sent to a number of leading paint manufacturers and users to assess the suitability of the project. Consumer acceptability reports

are quite encouraging and numerous parties have asked the Central Fuel Research Institute to meet their demand for more than 10 tons per month.

7.3.4. *Fat Liquors and Synthans Project.*—The Central Leather Research Institute, Madras has handed over its pilot plant for the manufacture of Fat liquors and Synthans to NRDC pending procurement of requisite plant and machinery from abroad due to non-availability of foreign exchange. It is hoped that the necessary foreign exchange will be made available to the NRDC during 1966-67.

7.4. *Progress of Processes Already Licensed.*—During the year commercial production of the following was started :

Sl. No.	Process	Laboratory/Institute
1.	Graphite Crucibles (Carbon Bonded)	National Metallurgical Laboratory, Jamshedpur.
2.	Carbon Free Ferro-Alloys	Do.
3.	Graphite Crucibles (Clay Bonded)	Do.
4.	Plasticizers for PVC Resins	Council of Scientific and Industrial Research Scheme at Sri Ram Institute for Industrial Research.
5.	Pouch Piercer	Individual.

8. *International Scientific Unions.*—India continued to be a member of the International Council of Scientific Unions and also 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 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 International Council of Scientific Unions, India continued to receive scientific literature of value to scientific organisations in the country for keeping themselves posted with the latest scientific developments in other countries.

9. *Scientific Delegations.*—The third General Assembly of the International Quiet Sun Year held in Madrid from the 3rd March to 3rd April, 1965 was attended by two Indian scientists, viz., Dr. K. R. Ramanathan, Physical Research Laboratory, Ahmedabad, and Dr. A. P. Mitra, National Physical Laboratory, New Delhi.

9.1. Dr. T. R. Govindachari, Director, CIBA Research Centre, Bombay was deputed to attend the 23rd Conference of International Union of Pure and Applied Chemistry held in Paris from the 2nd to 9th July, 1965.

9.2. Two representatives of the Indian Science Congress viz. the late Dr. B. N. Prasad, M. P., President, Indian Science Congress Association, Calcutta, and Shri M. G. Raja Ram, Joint Secretary, Union Ministry of Education, attended the 127th meeting of the British Association for the Advancement of Science held at Cambridge from the 1st to 8th September, 1965.

10. *Indian Science Congress.*—The 53rd Session of the Indian Science Congress, under the Presidentship of the late Dr. B. N. Prasad, M.P., was held at Chandigarh from the 3rd to 9th January, 1966. The session was inaugurated by Dr. S. Radhakrishnan, President of India. Among the large number of scientists who attended the Congress there were 33 eminent scientists from other countries.

11. *Scheme for Vijnan Mandirs.*—The Vijnan Mandirs were 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 vital problems affecting their daily life. 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 was added, bringing the total number to 50.

12. *Summer Schools.*—Three summer schools were organised by the Union Ministry of Education during June-July 1965 to enable the scientists to get together for valuable exchange of views and experience. These were :

- (1) A Summer School in forensic science held at Bangalore from the 14th to 25th June, 1965, was attended by 22 participants.
- (2) A Summer School in experimental botany in India at Ootacamund from the 28th June to 10th July 1965 which was attended by 22 participants.
- (3) A Summer School in metallurgy (ferrous metals) at Shillong from 12—24, July 1965. Seventeen scientists took part in it.

13. *Production of Popular Scientific Literature.*—The scheme for popularization of science envisages the grant of financial assistance for the production of reasonably cheap and simple books and journals on popular scientific

subjects in Indian languages and also for bringing out translations of such literature from English and other foreign languages into regional languages. Financial assistance under this scheme was sanctioned for the publication of 9 books of popular scientific nature during the period under report.

B. SURVEYS

B. I—SURVEY OF INDIA

14. *Topographical and Development Project Surveys.*—During 1965-66 about 70% of the field potential was engaged on topographical surveys for the Ministries of Defence and External Affairs and the remaining personnel on development project surveys undertaken during the third Five Year Plan. Survey work was also undertaken in Nepal under the Colombo Plan. Briefly, the work done was as follows:

(a) Topographical surveys in Andhra Pradesh, Assam, Bihar, Gujarat, Himachal Pradesh, Jammu & Kashmir, Madhya Pradesh, Maharashtra, Mysore, Orissa, Punjab, Uttar Pradesh and West Bengal.

(b) Joint work along the Indo-East Pakistan Boundary in Mizo Hills—Chittagong Hill Tracts Sector; boundary demarcation between Bhutan and Assam and West Bengal; landing and approach charts of various aerodromes; geodetic triangulation/astronomical observations in Assam, Nicobar Islands, Laccadive Islands, Gujarat, Maharashtra and Mysore; magnetic observations in Assam, Tripura, Bihar, Bhutan, Uttar Pradesh, West Bengal, Jammu & Kashmir, Punjab, and Rajasthan; gravity observations in Rajasthan, Madhya Pradesh, Maharashtra, Madras, Bihar, Orissa, Andhra Pradesh and Gujarat; tidal observations in the coastal areas of Gujarat, Maharashtra, Mysore and Orissa and precision levelling in Andhra Pradesh, Maharashtra and West Bengal.

(c) Surveys in connection with the following development projects were undertaken with assistance from the U.N. Special Fund: Inchampalli Reservoir (Andhra Pradesh), Umium Umtru (Assam), North Koel (Bihar), Daman Ganga (Gujarat), Narmada (Gujarat), Chalipuzha (Kerala), Aghanashini (Mysore), Kalinadi (Mysore), Ken (Madhya Pradesh), Konta (Madhya Pradesh), Dembu (Madhya Pradesh), Bodhghat (Madhya Pradesh), Annas (Rajasthan), Wakal (Rajasthan), Indravati (Orissa), Manibhadra/Gania (Orissa), Tikarpara (Orissa), Dobra (Uttar Pradesh) and Kishav Dam (Uttar Pradesh).

(d) Surveys in connection with the following projects were also undertaken: (i) Goalpara, Neamati and Majuli Flood Control Projects and Barak Project in Assam; (ii) Kosi and Bhavanathpur Limestone Region surveys in Bihar; (iii) Kotar Lands surveys in Gujarat; (iv) Ferozepore Canal, Bursar Tunnel and Sawalkot Project in Jammu & Kashmir; (v) Tawa and Lohandiguda Projects in Madhya Pradesh; (vi) Kumbhi, Kesari, Dhanni, Pench,

Wardha Foundry Forge Plant and Koyna Dam Projects and Forest Surveys in Maharashtra; (vii) Aquem Ward and Porvorim plateau surveys in Goa; (viii) Vishnu Prayag, Pancheshwar/Rameshwar, Maneri Bhali Tunnel and Tehri Power House Projects in Uttar Pradesh; (ix) Siul, Sutlej, Ghog and Giri Bata Projects in Himachal Pradesh; (x) Taldih Iron Ore and Mahanadi Right Bank Resettlement projects in Orissa.

14.1. To cope with the survey tasks of the Ministry of Irrigation and Power, the raising of one additional circle, nine field parties and one drawing office was approved.

15. *Participation in Conferences.*—The Department participated in three conferences/seminars held in India including the All India Surveying and Mapping Seminar in New Delhi in April, 1965.

16. *Training of Officers Abroad.*—Nine officers underwent or were undergoing specialized training abroad—two in photogrammetry and one in electronic computer programming and computation in the U.K.; two in photogrammetry at the International Training Centre for Aerial Surveys, Delft, Netherlands; one in cartography in Germany; one in photogrammetry in France; one in the advanced techniques of mapping and survey work in the U.S.A. and one in photogrammetry in Canada.

17. *Publications.*—Various topographical and geographical maps, project maps, weather charts, approach and landing charts, cantonment maps, tide table 1966, departmental and extra-departmental books and pamphlets were published by the Department. Some of the maps published by the Department are : (i) Railway Map of India in English on 1 : 3.5 M scale; (ii) Railway Map of India in Hindi on 1 : 3.5 M scale; (iii) Political Map of India in Hindi on 1 : 4.5 M scale; and (iv) Outline Map of India and Adjacent Countries in Hindi on 1/16 M scale.

18. *Grant-in-aid.*—An *ad hoc* grant-in-aid of Rs. 7,695 was given to the Junior High School, Hathibarkala, Dehra Dun. The school was taken over under the Central Schools Scheme of this Ministry with effect from 28th June, 1965.

19. *Pre-Investment Surveying, Mapping etc.*—The plan of operation for the pilot production and training centre for pre-investment surveying, mapping and training centre for pre-investment surveying, mapping and training was signed by the representatives of the Government of India, of the United Nations Special Fund and the United Nations on the 16th August, 1965. Orders have been placed for some of the equipment to be supplied by the U.N. Special Fund.

20. A Forest Party has been raised in the Department as a part of the project for pre-investment survey of forest resources undertaken by the Ministry of Food and Agriculture with assistance from the U.N. Special Fund, to carry out detailed survey of areas of high potential for forest raw materials in certain States.

B. II—NATIONAL ATLAS ORGANISATION

21. During the year, four plates of the main English edition of the National Atlas, viz., Bhopal, Nagpur and Bombay on 1 : 1 M scale of the 'Physical' series and Bhopal on 1 : 1 M scale of the 'Transport and Tourism' series were printed. A large number of other maps are at various stages of compilation, final drawing and printing.

B. III—ANTHROPOLOGICAL SURVEY OF INDIA

22. Important scientific activities of the Anthropological Survey of India during the period include the following :

23. *Physical Anthropology*.—The 'All India Anthropometric Survey' project, started in 1960, proposed to undertake 12 measurements and several anthropological observations on the bodies of at least 60,000 individuals. Upto 1965 about 36,800 individuals had been measured in various States. During the period under review field investigations were carried out in the States of Gujarat, Madhya Pradesh, Maharashtra, Orissa and Uttar Pradesh.

23.1. Another project entitled '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. During the period under review a large number of crania and mandibles were measured.

23.2. Longitudinal growth study with X-ray photographs were made on the Bengali children to show individual variation of growth rates of Bengali children belonging to different socio-economic groups in Barisha and Sarsuna villages in 24-Parganas district of West Bengal.

23.3. In connection with genetic study, field investigation was carried out at Leh (Jammu & Kashmir).

23.4. Dermatoglyphic data were also collected from certain caste groups of Nadia district of West Bengal.

23.5. An exploratory survey was carried out in the Punjab for undertaking an extensive study of the inhabitants of Lahaul and Spiti districts.

23.6. Investigations on colour blindness among Marathi-speaking school-going children of Nagpur city and on infant feeding and infant growth in Midnapore district (West Bengal), were carried out.

23.7. In the Osteological laboratory restoration, cleaning, re-construction and preservation of the pre-historic human remains from Nagarjuna Konda (Andhra), Burzhom (Kashmir), Rugar (Punjab), Pandu Rajar Dhibi (West Bengal) and Kaushambi (U.P.) were carried.

23.8. Excavation of human skeletons was done at Haripur, Suri and at Pandu Rajar Dhibi in West Bengal.

24. *Cultural Anthropology*.—Field data were collected in Goalpara, Nowgong and in the United Mikir and North Cachar Hill districts of Assam in connection with the ethnographic work among the Rajbanshi, Lalung and the Dimasa Kachari tribes respectively.

24.1. Field investigations were carried out among the Khasis of Assam, the Oraon of Ranchi (Bihar) and Naulias of Puri (Orissa) to collect basic demographic and ethnographic data.

24.2. Field studies were carried out to study the Onge of the Little Andaman Island, the Kolams of Adilabad district, Andhra, the Kotas of Nilgiri Hills, and the Mulu Kurumbas of Kerala.

24.3. Field investigation was carried out in Manbhum areas, West Bengal to study the Kharia dialect.

25. *Photography, Drawing and Modelling Section*.—Photographic documentation of the cultural life of the Kachari of North Cachar Hills, the Lalung of Nowgong district, and the Khasis of Assam and other tribal life of Rajasthan, Andhra, and Madhya Pradesh and Mysore was carried out; and Cinephotography films on the cultural life of the Khasi of Assam, Toda of Nilgiri Hills and the Darronge fair in Assam-Bhutan border were taken.

26. *Miscellaneous*

26.1. Under the Indo-Soviet Cultural Exchange Programme 1965-66 the Anthropological Survey of India proposes to send one anatomist for a period of 3 to 6 months to the USSR for specialization in the field of Palaeoanthropology.

26.2. Seventy-eight research papers in Cultural Anthropology and 22 research papers in Physical Anthropology have been completed during 1965.

26.3. English technical terms were being rendered into Tamil, Hindi and Bengali languages.

26.4. A revised map of India showing the district-wise distribution of the Scheduled tribes based on the 1961 Census is under preparation.

27. *Plans and Programme for the Year 1966-67*.—It is proposed to indicate work in 12 fields including: (1) Anthropometric Survey of Different Population Groups of India, (2) All India Craniometric Survey, (3) Survey of Population and Fertility, (4) Genetic Survey, (5) Ethnographic Study of a few Tribes of India, (6) Study of Stereotypes and Inter-Group Relations in Calcutta and in South India, (7) Linguistic Survey of the following Indo-Aryan Dialects: Kurmal of West Bengal, Mal Paharia and Saraki of Bihar, (8) Study of Festivals and Ornaments in India from the Culture Survey data collected by the Department from all districts of India

and (9) Preparation of a Tribal Map of India showing the district-wise distribution of the Scheduled Tribes.

B. IV.—BOTANICAL SURVEY OF INDIA

28. *Explorations*.—Five explorations were carried out during the year : notably in Trishuli group of mountains, unexplored medicinal and other plants of the different areas of Bhutan, the Great Nicobar Islands (a joint expedition still in progress) and areas likely to be submerged by construction of dams.

29. *Research Work*.—Sixty-one papers on various botanical research including those relating to economic and medicinal values of Indian plants were published. Some of the research schemes are : (1) Ecological studies of Saurashtra, Digha, South Kanara and low-lying areas of Calcutta; (2) Phytochemical screening, studies on saponins, Pharmacological investigations and Pharmacognostic studies; (3) Taxonomical studies in Annonaceae, Leguminosae, Solanaceae, Magnoliaceae, Boraginaceae and Aralliaceae of India. Floristic Survey of Tripura, Purulia district, Jalpaiguri district, Eastern Dandakaranya and in many other areas.

30. *The Indian Botanic Garden*.—Considerable developmental activities were initiated during the period under report. More than 169 packets of seeds of ornamental, economic and botanically important species of plants were obtained from various countries on exchange basis and many of them germinated. Significant development has been made in the Rose Garden, Rock Garden, Canna collections, Succulent Garden and the maintenance of the Great Banyan Tree. Steamer service to the Indian Botanic Garden across the River Hooghly, which was discontinued about a decade ago, was resumed during the year.

30.1 Foundation stone of the Central National Herbarium airconditioned building inside the Indian Botanic Garden was laid by the Union Education Minister, Shri M. C. Chagla, on the 24th July, 1965. Work on pile foundation of the building is in progress.

31. *Development of Orchidaria*.—A large number of orchids were added to existing collections in : (i) National Orchidarium, Shillong, (ii) Orchidarium, Shevroy Hills, Madras, and (iii) Orchidarium, Indian Botanic Garden.

32. *Scientific and Cultural Exchange*.—It is proposed to send three officers of the Botanical Survey of India for two to three months to the USSR for training in systematic botany and taxonomy under the 1965-66 Indo-Soviet Cultural Plan. It is also proposed to send two officers to Liverpool and Edinburgh Universities under the Colombo Plan for training in systematic botany. Close collaboration was maintained with Indian universities and lectures were delivered in different universities by officers of the Survey. The publications of the Botanical Survey, namely Bulletins and Reports, were supplied to all the universities in India.

33. *Research Scholarship Scheme.*—Ten Research Scholarships (8 Botanical Survey of India Scholarships and 2 Government of India Scholarships) at Rs. 250 per month sanctioned for the Survey were continued.

34. *Proposed Activities During the Year 1966-67.*—The Botanical Survey has a comprehensive programme for 1966-67 including: (i) The building projects for the Central National Herbarium, (ii) Development of the existing Experimental Gardens, (iii) Development of National Orchidarium, Shillong, Orchidarium at Shevroy Hills and in the Indian Botanic Garden, (iv) Maintenance and further development of the Indian Botanic Garden, (v) Exploration of the areas likely to be submerged by construction of dams in different States and (vi) Explorations in Bhutan, Nicobar Island, and unexplored and underexplored regions of India.

B. V.—ZOOLOGICAL SURVEY OF INDIA

35. *Explorations.*—Explorations and faunistic survey were conducted in NEFA, Western Ghats (for study of aquatic beetles), Cuttack and Bhubaneshwar area, Northern parts of Uttar Pradesh, Calcutta, coastal areas of Mysore, Kerala and Madras, Motichur forest and timber forest of Dhra Dun; Saurashtra and areas in the neighbourhood of Patna.

36. *Research Work and Publications.*—Thirty papers were published by the staff of the Department on the various fields of study and 36 more papers were under preparation. A list of publications brought out during the year is given in Annexure V.

37. *Scientific and Cultural Exchange.*—The work on the two Unesco schemes of establishing Central Card Index of Zoological specimens of South Asia and of Key Zoological collection centre for South Asia as the Zoological Survey of India was continued. The Unesco has granted a further amount of U.S. \$ 2,000 for the first scheme.

37.1. Cooperation and exchange of publications and visits with universities continued as before.

37.2. The Zoological Survey of India also rendered identification and advisory service to 86 parties in India and to 4 parties abroad.

37.3. Three Superintending Zoologists are likely to be sent to the USSR for a period of 2 months for study of fauna and for work in the Zoological laboratories in that country under the Indo-Soviet Cultural Exchange Programme 1965-66.

38. *National Zoological Collection.*—A total of 4,650 specimens belonging to 1,744 species were added to the National Zoological Collections.

39. *Future Programme.*—In addition to conducting local surveys, the Zoological Survey of India proposes to undertake faunistic survey of the Great Nicobar Islands, NEFA and Bhutan area. Subject to the funds being

available, the Zoological Survey of India proposes to set up a Regional station in Andaman and Nicobar Islands.

D. FINANCIAL PROVISIONS

Sl. No.	Scheme	Provision for 1965-66		Provision for 1966-67
		Original	Revised	
		Rs.	Rs.	Rs.
1.	Grants-in-aid to Scientific Societies and Institutes	54,84,000	57,48,900	53,86,500
2.	National Research Professors			
	(i) Payment of Salaries	2,03,200	2,33,000	2,33,000
	(ii) Expenditure on Research Work	—	1,60,310	1,55,225
3.	Partial Financial Assistance to Indian Scientists Going Abroad	40,000	50,000	20,000
4.	Scientific Liaison Cell, London	42,000	39,000	37,000
5.	National Research Development Corporation	13,55,000	7,55,000	15,00,000
6.	International Scientific Unions	1,21,000	1,21,000	1,24,000
7.	Expenditure on Non-official Members of Scientific Delegations	40,000	10,000	20,000
8.	Vijnan Mandirs	5,96,000	5,86,600	1,00,000
9.	Summer Schools	1,20,000	45,000	60,000
10.	Popularisation of Science	25,000	25,000	25,000
11.	Survey of India	4,30,58,000	4,13,76,800	4,23,68,700
12.	National Atlas Organisation	8,45,000	8,35,000	8,58,000
13.	Anthropological Survey of India	15,70,200	14,27,300	14,92,900
14.	Botanical Survey of India	33,05,000	29,39,200	30,53,500
15.	Zoological Survey of India	29,03,000	23,98,500	24,95,300

CHAPTER VIII

COUNCIL OF SCIENTIFIC AND INDUSTRIAL RESEARCH

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

- (a) to promote, guide and coordinate scientific and industrial research in India including the institution and the financing of specific researches.
- (b) to establish, develop and assist special institutions or departments of existing institution for scientific study of problems affecting the industries and trade in India.
- (c) to establish and award research studentships and fellowships.
- (d) to utilise the results of the researches conducted under the auspices of the Council towards the development of industries in the country.
- (e) to establish, maintain and manage 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) to collect and disseminate information in regard not only to research but also to industrial matters generally, and
- (g) to publish scientific papers and a journal of industrial research and development.

1.1. The Union Ministry of Education serves as a coordinating Ministry between the various Ministries of the Government of India and the Council of Scientific and Industrial Research. The main source of the finance of the CSIR is the grants-in-aid by the Union Government. The administration of the Council is vested in the Governing Body of which the Prime Minister is the President and the Minister for Education, the Vice-President. The Director-General is the Principal Executive Officer of the CSIR. The Governing Body is composed of eminent scientists, industrialists and officials with adequate representation from other research organisations such as Atomic Energy Establishment, Defence Research Development Organisation and Universities etc. In all scientific matters, the Governing Body is assisted by the Board of Scientific and Industrial Research (BSIR). The BSIR is composed of scientists, industrialists and experts in different fields of science and technology. The Board is assisted by Research Advisory Committees and Specialist Committees in matters pertaining to

the programme, planning and utilisation of research, technical manpower and assessment of *ad hoc* research schemes, fellowships etc.)

2. *National Laboratories, Institutes and Organisations.*—The number of National Laboratories/Institutes/Technical Units/Research Centres and other organisations under the CSIR which was 38 at the beginning of the year 1965-66 stands at 40 in January 1966, the additional ones being : (1) Structural Engineering Research Centre, Roorkee and (2) Industrial Toxicology Research Centre, Lucknow.

2.1. The laboratories of the Council have oriented their research programmes project-wise with specific objectives and time targets. The efforts of the laboratories have been concentrated in the following areas : (i) Defence, (ii) Imports Substitution/Elimination, (iii) Industrial Technology, (iv) Food and Agriculture, and (v) Basic Objective Research. The number of such projects in all the laboratories total 1,372.

2.2. The Governing Body of CSIR has approved the setting up of National Institute of Oceanography. The Institute will be assuming responsibility for the Units of the Indian Programme of the International Indian Ocean Expedition. The Director, Indian Ocean Expedition will be re-designated as the Director, National Institute of Oceanography.

2.3. The Indian Institute for Biochemistry and Experimental Medicine, Calcutta has been renamed as Indian Institute of Experimental Medicine.

2.4. A Statement giving the names of the National Laboratories/Institutes/Centres and Organisations under the CSIR along with their functions is given in *Annexure III*.

3. *Technical Units at Headquarters.*—At the Headquarters of the CSIR, the following technical units have been set up : (i) Research Co-ordination, Industrial Liaison and Extension Services Unit (including Defence Co-ordination Unit and Patent Unit); (ii) Survey and Planning of Scientific Research Unit (including International Collaboration Bureau); (iii) Central Design and Engineering Unit; and (iv) National Register Unit. The progress of each of these Units is given in the following paragraphs.

3.1. *Research Co-ordination, Industrial Liaison and Extension Services Unit.*—This Unit maintains suitably documented information regarding the programmes and progress of research in the National Laboratories/Institutes and Universities and assists internal coordination between the Laboratories/Institutes of the CSIR. The Unit also maintains external co-ordination with other research organisations such as Railways, Indian Council of Agricultural Research, Directorate General of Technical Development of the Ministry of Industry, Ministry of Health and other departments and organisations responsible for planning the industrial development of the country. With a view to ensuring closer contacts between research and industry, organising a feed back of problems for scientific

investigations to the Research Laboratories and having proper technical information service, a Technical Information Centre for Chemical Industry, has been established at Bombay in collaboration with the Indian Chemical Manufacturer's Association for catering to the needs of the chemical industry.

3.1.1. A 'Get-together' of research and industry, was organised on December 20-21, 1965 at New Delhi primarily with the object of outlining the work required to be carried out by the research organisations to attain self-sufficiency and also to delineate areas in the industry where indigenous 'know-how' was adequate or needs to be supplemented. About 1,000 delegates from all over the country representing various interests associated with research and industry attended the meeting. About 400 papers were presented and discussed in Working Groups and recommendations were drawn up for implementation. Follow-up action is being taken to implement these recommendations.

3.1.2. The Unit continues to issue a quarterly 'Information News Letter'. A new bulletin entitled 'Data on Research Utilisation' is being released monthly which contains information regarding the research projects sponsored by the industry, testing and analysis facilities offered consultation service and steps taken for demonstration and dissemination of results of research by the laboratories of the Council.

3.1.3. *Defence Coordination Unit.*—This Unit was set up in 1962 to act as a focal point of reference for scientific and technical problems of defence interest in which National Laboratories could assist. The Unit in collaboration with defence has identified a large number of problems and referred to National Laboratories for development, a majority of which have since been successfully completed. While 26 items are now on pilot-plant production and being supplied to the Defence, technical assistance has been rendered to Defence for a number of other problems. In the wake of recent hostilities with Pakistan, the work has been intensified with a view to develop indigenous substitutes for imported raw materials on a crash basis. The number of defence projects currently being handled by the Unit on behalf of National Laboratories is nearly 200.

3.1.4. *Patent Unit.*—This Unit renders assistance to inventors in the laboratories of the Council as well as those undertaking sponsored research, in drafting patent application and filing them both in India and abroad. It also maintains a patents' inspection centre. Ninety-nine patent applications were filed in India and 14 in foreign countries during 1965. Thirty two patent applications were accepted and twenty four sealed during the year in India. In foreign countries, four applications were accepted and six sealed.

3.2. *Survey and Planning of Scientific Research Unit.*—The functions of the Survey and Planning of Scientific Research Unit include carrying

out investigations in the problems of planning, organisation and management of scientific research with special reference to the CSIR and its National Laboratories/Institutes. The work of the Unit continues to develop in different directions and it has published a series of six Survey Reports, brochures on the fourth Five Year Plan of the CSIR and, "Science in India".

3.2.1. *International Scientific Collaboration Bureau.*—A Bureau has been set up in the Council of Scientific and Industrial Research for strengthening contacts and collaborations between the scientific organisations and scientists in India and those of other countries particularly the developing countries. Agreements for exchange of senior and junior scientists have been entered into by the Council with the German Democratic Republic, Berlin, the British Council (U.K.) and the German Academic Exchange Service, West Germany. Scientific cooperation agreements with Yugoslavia, Poland, Hungary, Czechoslovakia etc. are in various stages of negotiation.

3.2.2. To give effect to the Indo-UAR Scientific Cooperative Agreement, a meeting of the Joint Scientific Board was held in January, 1965 at Cairo under the Chairmanship of Shri M. C. Chagla, Minister for Education and Vice-President, CSIR and the recommendations of the Joint Scientific Board are being implemented.

3.3. *Central Design and Engineering Unit.*—Created in 1963 with the object of providing assistance to the National Laboratory in the translation of laboratory results into industrial application etc., this Unit has initiated a number of projects in collaboration with public and private sector organisations, and these are: (a) Based on the pilot plant work carried out at the NML, Jamshedpur and the preliminary offers received from number of firms, final specifications for all the major equipment required for magnesium metal plant were prepared; (b) Designs for one unit for the distillation of 200 tonnes of mentha/year at Chakrohi in Jammu have been completed; (c) A rose Distillation Unit for distillation of 30 kg. of roses per batch has been designed for CIMPO, Lucknow; (d) A semi-commercial plant to produce 250 tonnes per annum of synthetic tanning agents has been designed for CLRI, Madras; (e) Two steam distillation stills having capacities of 250 and 500 kg. per batch each of celery seed were designed for a private party; (f) The Unit also undertook complete design of three projects namely manufacture of: (i) 1,800 tonnes/year of metanilic acid, (ii) 750 tonnes/year of metaaminophenol, and (iii) 200 tonnes/year of paminosilycyclic acid. The estimated total cost of these three projects is Rs. 94.69 lakh which is the lowest among the tenders received by them, and (g) A survey and techno-economic study has been carried out for various catalysts needed for the manufacture of fertilizers and refining of the petroleum feed stock. The project report for production of three tonnes of potassium chloride at Kandla was modified. The work on installation is in progress.

3.4. *National Register Unit.*—The National Register Unit serves as clearing house for information pertaining to Indian scientists, engineers, technologists and medical personnel at home and abroad. At present about 2,75,000 persons are enrolled in the General Register. It also maintains a special section for 'Indians Abroad' which registers Indian scientists and technologists with foreign qualifications and training. Over 11,000 persons are enrolled in the 'Indians Abroad' section. The Unit undertakes manpower research to study the general and particular trends of utilisation of personnel in various disciplines. It also brings out 'Technical Manpower Bulletin' which contains research reports etc. The Unit also renders employment assistance for foreign qualified scientists and engineers.

4. *Publication and Information Directorate.*—The details are given in Annexure V.

5. *Indian Languages Unit.*—The Indian Languages Unit (formerly Hindi Unit) continued to publish the popular Science monthly Hindi journal "Vigyan Pragati". It is proposed to publish 'Vigyan Pragati' in different regional languages. Preparations are being made to start its publication in Tamil, Telugu and Marathi in the first instance. On the request from the National Book Trust of India, this Unit has undertaken to prepare manuscripts of about a dozen books on popular science subjects in Hindi on their behalf. Manuscripts of three books on (1) Vitamins, (2) Outstanding Scientists and (3) Antariksh Yatra are almost ready.

5.1. The work of translation of "Wealth of India" into Hindi has also been undertaken. Provisional Glossary of the subject titles (in 4 parts) containing 6,000 terms has already been published and circulated for comments. With a view to feeding the language press with information relating to scientific and technological developments and research in the country and abroad, a Science Information Service has been started in Hindi and Marathi.

6. *Indian National Scientific Documentation Centre (INSDOC).*—The demand for the documentation services offered by the INSDOC substantially increased during the year. More than 16,000 requests were received for supply of copies of scientific papers, 174 requests for compilation of bibliographies on scientific topics and 636 requests for translation of scientific papers from foreign languages into English. The Centre also organised training courses in: (i) Documentation and Reprography and (ii) Technical Translation during the year under report.

6.1. The INSDOC Centre at Bangalore has initiated document procurement and photocopying service. It has full range of reprographic equipment received through Unesco.

7. *Collaboration between the National Laboratories/Institutes and Universities.*—Steps that have been taken for bringing about 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 Committee as members for selecting 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 1965-66, CSIR supported: (1) School of Earthquake Engineering at the Roorkee University; (2) School of Dyestuff Technology at the University of Bombay; and (3) Manufacture of some biochemicals in India at Vallabhai Patel Chest Institute, Delhi.
- (v) The 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.
- (vii) Twenty-three laboratories of the CSIR are recognised by the universities as Institutions for higher studies for award post-graduate study and research.

8. *Grants-in-aid for ad-hoc Research Schemes at Universities and Scientific Research Institutes etc.*—Besides fostering research in its own National Laboratories/Institutes etc. the CSIR provides grants-in-aid for research schemes in universities, technical institutions and industrial laboratories. During the year 1965-66 grants-in-aid for 668 research schemes were given.

8.1. *Grants-in-aid for Retired Research Scientists.*—The Council made suitable grants to 44 retired research scientists in various universities/research institutes during 1965-66 for continuing their scientific research.

8.2. *Grants-in-aid for Emeritus Scientists.*—Grants to Emeritus Scientists for continuing their research work after their retirement are also made by CSIR. The number of such Emeritus Scientists during 1965-66 is 9.

9. *Fellowships.*—Details of the scheme are mentioned under the Chapter on Scholarships:

10. *Scientists' Pool*.—The Pool set up in 1958, provides temporary placements to Indian Scientists, technologists, engineers, doctors and social scientists returning from abroad after higher training and also Indian scientists with higher Indian qualifications. Registrants in the 'Indians Abroad' section of the National Register who do not have any employment in India are considered automatically for selection. Those who have high qualifications from Indian universities are also considered on the basis of applications invited, usually at the beginning of each year. About 1000 persons were selected to the Pool during 1965, bringing the total selected to 4,200. Some of them are still abroad. Many have secured regular employment in India.

10.1. The Government of India have decided that "all approved scientific institutions should be authorised to create a certain number of supernumerary posts to which temporary appointment can be made quickly from the scientists working and studying abroad". The Public Undertakings have also been advised to have supernumerary posts specially in research units which should, if necessary, be established in such undertakings. The details of the placements and selection of candidates as on 1-12-1965 are given in Annexure IV.

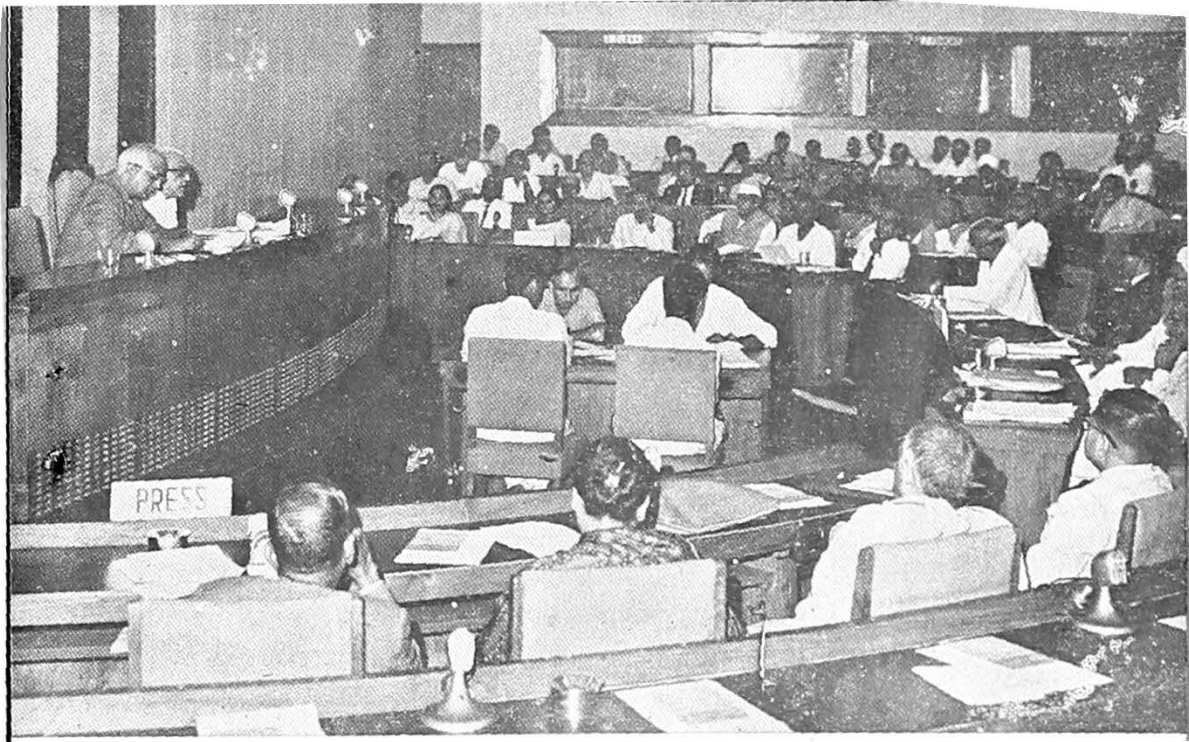
11. *Cooperative Research Associations*.—The Council has been rendering financial and technical assistance to industry with a view to encouraging scientific research on problems of particular interest to them. It provides financial assistance towards both capital and recurring expenditure to the 'Co-operative Research Associations' formed by the industry.

11.1. In addition to ten (Cooperative Research Associations), three relating to the Textile Industry and one each for Silk and Art Silk, Plywood, Rubber, Paint, Wool, Tea and Cement, the Research Association for Jute was formed during the year. Opinion survey for formation of Research Associations for Radio-electronics and cable industries has also been undertaken.

FINANCIAL PROVISIONS

Sl. No.	Scheme	Provision for 1965-66		Provision for
		Original	Revised	1966-67
(Rupees in lakh)				
I. Grants-in-aid to CSIR				
1.	Recurring Grant	844.560	935.244	1,047.750
2.	Capital Grant	494.550	650.634	546.118
3.	Cost of aid under			
	*(a) T.C.A. Programme		0.020	
	(b) Colombo Plan	1.790	1.540	5.470
TOTAL (3)		1,339.900	1,586	5,470
II. Loan		10.000	10.000	10,000

*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.



Inauguration of the Two-day Conference of the Indian National Commission for Co-operation with Unesco



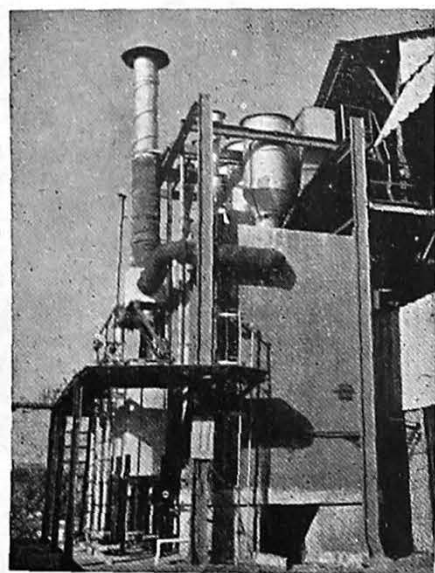
Soviet Minister for Education Joins his Indian Counterpart to Inaugurate the Institute of Russian Studies

Deputy Education Minister Inaugurating Third Sanskrit Elocution Contest at Varanasi



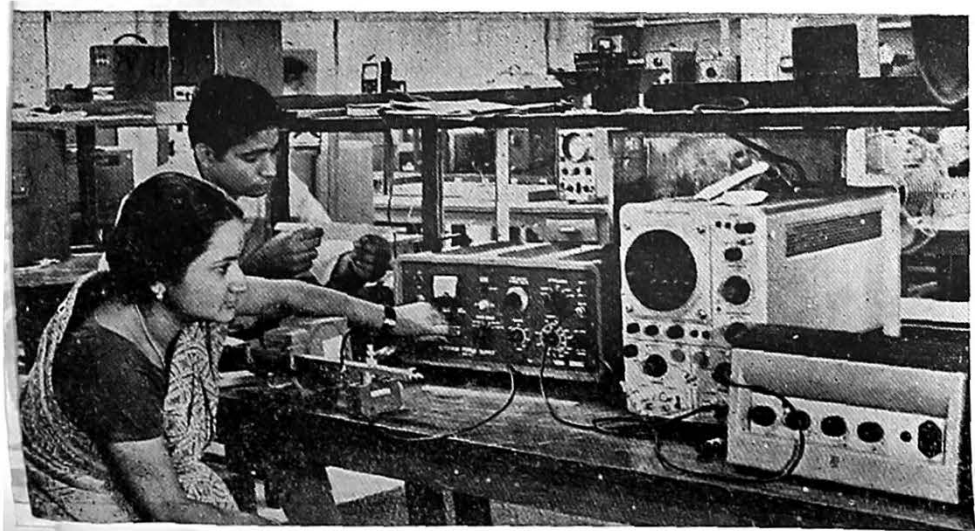


**Education Minister at the Get-together
of Research and Industry**



**Newly Fabricated Coal Fertilizer Plant at
Jealgora**

**Students at Work at an Electrical Engineering
Laboratory of an Indian Institute of Techno'02v**



CHAPTER IX

SCHOLARSHIPS

The Union Government formulated a number of plans for the grant of scholarships for study in India and abroad. The programme received considerable impetus during the third Five Year Plan. The Government planned to raise the number of scholarship considerably during the fourth Five Year Plan, but due to paucity of funds as a result of national emergency, the number had to be reduced considerably during 1966-67. For example, against 16,000 national scholarships, originally proposed to be given in 1966-67, over and above the existing 2,650, it will now be possible to give only 1,150 additional awards. Under the National Loan Scholarships Scheme, it was originally proposed to give during 1966-67, 29,600 scholarships over and above the existing number of 26,500, but due to paucity of funds, even the existing number had to be reduced to 18,000. It is, however, hoped that the shortfall during 1966-67 will be made good during subsequent years of the fourth Plan.

2. The schemes of scholarships in the fields of education and science are designed to serve the twin purpose, firstly 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 development in these fields, to help to improve the standard of teaching and research, and to meet the shortage of trained personnel. Scholarships in the cultural field are awarded 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, they give similar scholarships to nationals of foreign countries.

3. The various schemes of scholarships 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

4. *National Scholarships Scheme for Post-Matric Education.*—The scheme was instituted in 1961-62 with 2,400 scholarships in each year of the Third Plan—1,800 at school leaving stage, 400 at post-intermediate stage and 200 at post-graduate stage. In 1965-66 the number of scholarships, as in the previous year, was 2,650—with 1,820 at school leaving stage, 400 at post-intermediate stage and 430 at post-graduate stage. Some changes have been made in the scheme in 1965-66 for speedier selection of scholars and expeditious payments to them. The quota of each State/Union Territory was worked out on the basis of population and communicated to examining bodies in advance. Entitlement cards were supplied to the examining bodies to enable the scholars to join institutions of their choice anywhere in India without payment of admission and other fees. Under the revised payment procedure, an authorised officer in a State/Union Territory draws payment in respect of scholars immediately on receipt of the relevant documents and sends the same to the heads of the concerned institutions who in turn deposit the same in local treasuries and draw on them every month according to need.

5. *Scholarships for the Children of Primary and Secondary Schools.*—Instituted in 1961-62, the scheme provides for the award of 500 scholarships each year during the third Plan to children of primary and secondary school teachers. All the 500 scholarships for 1965-66 have been utilised. The number has been increased to 720 during 1966-67.

6. *National Loan Scholarships Scheme.*—Instituted in 1963-64, the scheme provides for the award of interest-free loan scholarships to needy students tenable for the completion of the course. Maximum limits of loan vary with the stage of education at which it is given. The loan is recoverable in monthly instalments commencing one year after the loanee secures employment or three years after the termination of scholarship whichever is earlier. 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. In the year 1965-66 the minimum percentage of marks for eligibility under the scheme has been reduced from 60 to 50. It is hoped that all the 26,500 awards allotted under the scheme during 1965-66 will be utilised. Due to the paucity of funds the number of awards has been reduced to 18,000 only during 1966-67.

7. *Post-Matriculation Scheme.*—The scheme has been replaced by the National Scholarships Scheme. The previous 230 students continued their studies during 1965-66.

8. *Post-graduate Scholarships in Humanities.*—The 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.

9. *Post-graduate Scholarships in Science.*—This scheme 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.

10. *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 200 fresh scholarships each year. The all-India test for 1965-66 awards was held in September, 1965 and the selections have been finalised. In all 690 students are studying under the scheme at present. The number of awards during 1966-67 remains 200.

B. SCHOLARSHIPS TO YOUNG WORKERS IN DIFFERENT CULTURAL FIELDS

11. Designed to provide opportunity to talented young persons of outstanding promise for advanced training in Hindustani music (vocal and instrumental), Karnatak music (vocal and instrumental), classical Western music, Rabindra Sangeet, Folk song, Bharatnatyam, Kuchipudi, Kathakali, Kathak, Manipuri, Odissi, Folk dance, Drama and Fine arts (Painting and Sculpture), 50 fresh scholarships are awarded every year. Due to emergency, the number has been reduced from 50 to 25 for 1965-66 and the same number will be continued during 1966-67. The normal duration of the scholarship is 2 years with a provision for extension by 1 or more years in exceptional cases. The value of each scholarship is Rs. 250 p.m.

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

12. Administered by the State Governments and Union Administrations with Central assistance, facilities under the scheme provide, *inter alia*, the following concessions to children of political sufferers: (a) special consideration in the matter of admission and award of freeships and half-freeships in all recognised primary, Basic, middle and high/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 50 : 50 basis, while in the case of Union Administrations the entire expenditure is met by the Centre.

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

13. The scheme was instituted in 1955-56 to expand study of Hindi in non-Hindi speaking States and to make available to them trained personnel for the teaching of Hindi and for other posts where knowledge of Hindi was required. The number of awards, which was 10 in 1955-56, has been increasing every year. During 1965-66, 1,000 scholarships have been given. The number of fresh awards has been reduced to 500 during 1966-67.

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

14. Forty scholars of previous years continued their studies under the scheme. In addition, 37 fresh scholars have been selected for the award of scholarships during the year 1965-66.

15. *Award of Merit Scholarships to Students Studying Sanskrit in High/Higher Secondary Schools.*—About 1,000 merit scholarships are awarded through State Governments each year. The value of each scholarship is Rs. 10 per month. About Rs. 2.97 lakh were paid to State Governments/Union Administrations for payment of scholarships to selected students under this scheme.

F. FELLOWSHIPS/GRANTS OFFERED BY SURVEYS AND C.S.I.R.

16. Survey

16.1. *Anthropological Survey of India.*—Ten Senior Fellowships tenable for two years @ Rs. 400 per month with a maximum amount of Rs. 1,000 per annum for contingent expenditure and on travelling are available for the study of subjects relating to Anthropology. Ten Junior Fellowships tenable for two years @ Rs. 250 per month with a maximum amount of Rs. 1,000 per annum for contingent expenditure and on travelling are also available for the same purpose.

16.2. *Botanical Survey of India.*—Fellowships and scholarships for conducting research and surveys in botany are available. Under the scheme, two fellowships @ Rs. 400 p.m. and eight scholarships @ Rs. 250 p.m., each tenable for three years, are given each year.

16.3. *Zoological Survey of India.*—Fellowships and scholarships for conducting research and surveys in Zoology are available. Under the scheme two fellowships tenable for 3 years @ Rs. 400 p.m. and ten scholarships tenable for 1 year @ Rs. 250 p.m. are given each year.

17. C.S.I.R.

17.1. *Fellowships.*—With a view to help in maintaining an adequate supply of talented young people with post-graduate training in science and

technology, the C.S.I.R. instituted in 1958 a 'scheme' of granting senior and junior fellowships tenable both at the National Laboratories of the Council of Scientific and Industrial Research and the universities and other academic institutions throughout the country. At present, 379 senior and 1074 junior research fellows are working at the universities, national laboratories, and other research organisations. These include seven senior and two junior research fellowships for the Indian Languages, Science Reporter and Survey and Planning Units of the Council.

18. Six candidates sponsored by different oil companies have been awarded scholarships for study of different courses in technical institutes/universities in the U.K. These scholarships are tenable for a period of two years initially with possibility of extension for another year on the recommendation of the guide. The scheme for the award of Stanvac Scholarships tenable in the U.S.A. has since been discontinued.

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

19. *Practical Training.*—Since technical education is not completed without properly organised training, the Union Ministry of Education in close co-operation with industry and other establishments has organised practical training for a large number of students passing out of the technical institutions with a view to prepare them for gainful employment. Accordingly, the Ministry has instituted a Practical Training Stipend Scheme. Under this scheme, the senior stipend has been enhanced from Rs. 150 p.m. to Rs. 250 p.m. This stipend is meant for graduates in engineering undergoing practical training. The junior stipends, which are meant for the diploma holders, have also been enhanced from Rs. 100 to Rs. 150 p.m. During 1965-66, arrangements have been made for 725 graduates and 1006 diploma holders for training in industry.

19.1. According to the present Mining Regulations, it is necessary that mining engineering graduates and diploma holders undergo a practical training in mines. A Directorate of Practical Training in Mining has therefore been functioning at Dhanbad. It is hoped that the Directorate would be able to arrange practical training for 1000 graduates and diploma holders during 1965-66.

20. *Merit-cum-Means Scholarships.*—During 1965-66, 1850 scholarships at the degree level and 1750 at the diploma level have been instituted to students in indigent circumstances. It is proposed to strengthen the scheme during the fourth Plan. Under this scheme, a scholarship of Rs. 75 p.m. is paid to students prosecuting degree course and Rs. 50 for diploma course.

21. *Research Training Scholarships and Research Fellowships Scheme.*—Under the Research Training Scholarships Scheme, which aims to promote scientific and industrial research in the universities and other institutions and

train research workers, 900 scholars are working at different centres. A scholarship of Rs. 250 p.m. is given to the scholars and these scholarships are tenable for a period of 3-4 years.

21.1. To encourage brilliant, young scholars to do research in science at the highest level, research fellowships of Rs. 400 p.m. for a period of 3-5 years are awarded to Doctorate degree holders. Eight post-doctoral research fellows are at present working under this scheme.

22. *Scholarships to Cadets from Union Territories at the Rashtriya Indian Military College.*—Under this scheme, two scholarships are awarded to cadets belonging to Union Territories studying at the Rashtriya Indian Military College Dehra Dun. It has now been decided to discontinue this scheme with effect from the term commencing from August, 1965. The payment of scholarships will, however, be continued in respect of those cadets who had already been granted scholarships under this scheme till they complete their study in the College.

SECTION II

SCHOLARSHIPS FOR INDIAN NATIONALS FOR STUDY ABROAD

A. GOVERNMENT OF INDIA SCHEME

23. *Foreign Languages Scholarships Scheme.*—Under the scheme, scholarships have been given for specialisation in Arabic, Chinese, French, German, Spanish, Rumanian, Swahili, Italian, Japanese, Russian, Turkish, Persian, Burmese, Indonesian and Pushto languages. The question of continuance of the scheme beyond 1964-65 is under consideration. No selections were made during the year 1965-66.

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 up to 3 years and are tenable in a country where adequate facilities in the subject of study/training/research exist. Of the 5 scholars selected in 1964-65, one has left for the U.S.A. and another has declined the offer. The admission of the remaining 3 candidates is being finalised. Due to tight foreign exchange position the scheme will be in abeyance in 1965-66 and 1966-67.

25. *Partial Financial Assistance 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 for which adequate facilities are not available in India, but are still in need of some financial assistance. During 1965-66, regular loans have been sanctioned to 42 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 there in urgent need of funds. Fiftyfour students were benefited through emergency loans given by the Indian Missions during 1965-66.

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 an 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 6 years and during the year under report scholarships have been offered to India by the following countries :

26.1. *Australia*.—Five nominations had been made for the awards to be made in 1966. The Australian authorities have not yet finalised the selection. Five nominations have been invited for the 1967-68 scholarships.

26.2. *Canada*.—Out of the 12 candidates nominated for the scholarships offered by the Government of Canada for 1965-66, 8 were finally selected and they left for Canada. Forty candidates have been nominated for about 20 awards for 1966-67.

26.3. *Ceylon*.—Out of 3 candidates nominated to the Government of Ceylon only one candidate has been selected for 1965 awards. The Government of Ceylon has invited 3 nominations for 1966.

26.4. *Ghana*.—The two candidates nominated for the 1965 awards have been finally selected. Two nominations have been invited for 1966 awards.

26.5. *Hongkong*.—The Government of Hongkong did not select the candidate nominated for 1965 awards offered by them.

26.6. *Jamaica*.—The Government of Jamaica have not yet intimated their decision on the two nominations made for 1965 awards. Two nominations have been invited for 1966 awards.

26.7. *Newzealand*.—The Government of Newzealand have not so far intimated their final decision on the 5 candidates nominated for 1966 awards. Five nominations have been invited for 1967 awards.

26.8. *Nigeria*.—One candidate has been selected for 1965 awards against 2 nominations made. Two nominations have been invited for 1966 awards.

26.9. *United Kingdom*.—Thirtyseven scholarships offered by the Government of the United Kingdom for 1965-66 against 67 nominations made have been utilised. Sixtyseven nominations for about 40 scholarships for 1966-67 have also been made.

26.10. *United Kingdom Teacher Training Bursaries.*—Eighteen Teacher Training Bursaries offered by the Government of the United Kingdom for 1965-66 have been utilised. Fiftysix candidates have been nominated against 50 nominations asked for Bursaries offered by the Government of the United Kingdom for 1966-67.

C. SCHOLARSHIPS OFFERED BY FOREIGN GOVERNMENTS/INSTITUTIONS/ ORGANISATIONS

27. During 1965-66, 395 offers of fellowships and scholarships have been received from Foreign Governments/Institutions and Organisations. A countrywise account of these is given below :

27.1. *Austria.*—The Austrian Government offered six scholarships for 1965-66 for post-graduate studies in science/humanities and medicine. Three of the selected candidates have since left for Austria. Two have declined the offer while one has not been approved by the Austrian Government. An offer of 4 scholarships for 1966-67 has been received and is being processed.

27.2. *Belgium.*—An offer of 5 fellowships was received from the Government of Belgium for post-graduate studies during 1965-66 in science, humanities and agriculture. Three of the selected candidates have left for Belgium. The remaining candidates are yet to be approved by the Belgian Government.

27.3. *Czechoslovakia.*—An offer of 5 scholarships for post-graduate studies in science, engineering, humanities and fine arts during 1965-66 was received. All the selected candidates have been asked to join the course commencing from February, 1966.

27.4. *Finland.*—Against the offer of 2 scholarships from the Government of Finland, one scholar has already gone and is undergoing training in Paper Technology in Finland.

27.5. *France (For Higher Studies).*—The Government of France offered twenty scholarships for Indian Nationals for higher studies during 1965-66 in humanities, science, technology, fine arts, agriculture, medicine, architecture and town planning and veterinary science. Of these 20 candidates, 12 have already gone. Of the remaining eight, two declined the offer on personal grounds and the remaining six candidates are likely to go during the next few months.

27.5.1. *For Specialised Training.*—The Government of France offered 32 scholarships for Indian Nationals for specialised training during 1965-66 in archaeology, museology, medicine, public health services, applied scientific research, radio, television, cinema, statistics, general planning, French language, archives, organisation and methods of teaching of scientific/technological/educational subjects, mathematics, entomology, engineering and technology. Of the 32 scholars, approval in respect of

31 candidates, has been received and the awards have been announced to them. Approval of the remaining candidate is awaited. Of the 31 candidates, 10 have already left for France. Finalized training programme of the remaining candidates is awaited.

27.5.2. *For Specialised Training in Theatre, Arts and Music.*—The Government of France have offered 2 scholarships for Indian Nationals for specialised training in Theatre, Arts and Music in France during 1965-66. Both the selected candidates have gone to France.

27.6. *Scholarships offered by M/s. Demag A. G. Duisburg for Training in Iron & Steel Works (W.G.).*—Out of the three scholarships offered for 1965, two scholars have already reached West Germany, and the third is expected to leave shortly.

27.7. *Fellowships Offered by the German Academic Exchange Service for Advanced Work/Research 1965.*—Out of the three fellowships offered by the German Academic Exchange Service authorities for post-graduate studies in West Germany for the benefit of ex-Indian scholars, only one could be utilised. One of the two remaining scholars declined the offer and the other proceeded to Canada on his own. The fellowship is of three months' duration.

27.7.1. An offer of 18 scholarships received for 1966 for advanced work and research/studies, in different scientific and cultural fields and humanities has been accepted, and nominations sent to the German Academic Exchange Service authorities. Their acceptance is awaited.

27.7.2. The German Academic Exchange Service have also offered sixteen scholarships for the benefit of teachers of seven specified universities, and one engineering college of degree standard at the rate of two from each university/college. The offer is under consideration.

27.7.3. One scholar has been selected against the offer of one scholarship received from the Federal Republic of Germany for training in Cartography in 1965-66. The selected candidate is expected to leave for West Germany shortly.

27.7.4. The German Academic Exchange Service offered 24 scholarships for 1965-66 for advanced work/research and studies in different fields. Out of 24 candidates nominated, 20 have already left for the Federal Republic of Germany, two are expected to leave during 1966, and the remaining two declined the offer.

27.8. *German Democratic Republic Scholarships for Post-graduate Studies/Research, 1965.*—Against the offer of ten scholarships, 5 scholars have already left for East Germany and 4 are yet to leave India. In the case of one candidate, acceptance of nomination by the German Democratic authorities is awaited.

27.8.1. *German Democratic Republic Scholarships for Practical Training, 1965.*—Against the offer of 30 scholarships received from the German

Democratic Republic authorities, all the 30 nominees have been accepted by the host country. They were required to reach East Germany by 12th January, 1966.

27.8.2. *German Academy of Physical Culture Leipzig Scholarships, 1966.*—Three nominations were made under this scheme. Their acceptance is awaited.

27.8.3. *German Democratic Republic Scholarships for Specialised Training of Physicians, 1964-65.*—Five scholarships were offered under the Scheme. Two of the five nominations made have been accepted by the German Democratic Republic authorities so far. One of these 2 scholars has already reached East Germany. The other is expected to leave in 1966. Acceptance of the remaining 3 nominations by the German Democratic Republic authorities is awaited.

27.9. *Hungary.*—The Hungarian Government (Technical Assistance Board) originally offered 10 scholarships for 1965-66 for training of Indian Nationals in Hungary and subsequently increased the number to 14. Of these, 6 candidates have proceeded to Hungary and 3 will leave India in February, 1966. Final approval in respect of the remaining 5 candidates is still awaited from the Hungarian Government.

27.10. *Iraq.*—The Government of Iraq offered 4 scholarships for post-graduate studies. The selected candidates will proceed to Iraq as soon as their placements and the final approval of the Iraqi authorities are received.

27.11. *Italy.*—The Government of Italy have offered five scholarships in Architecture and Town Planning, Radio, Tele-communication and Industrial Chemistry for the year 1965-66. All the five selected candidates have gone to Italy.

27.11.1. *Italian Institute for Economic Development (ISVE) Scholarships 1965-66.*—The Italian Institute for the Economic Development (ISVE) offered three scholarships for Indian nationals for further studies/specialisation in the subjects of Introduction to Development Problems; Methodological Instruments of Development; Development Policy, Co-ordination and Planning and Sectorial Analysis of Italian Economic Development. Two of the three selected candidates have gone. Approval of the third candidate is still awaited.

26.12. *Japan.*—Two offers of six scholarships each were received for 1965-66 and 1966-67 for post-graduate studies in Science, Agriculture, Engineering and Japanese language. Four of the candidates selected for 1965-66 have since left while those selected for 1966-67 are awaiting placement.

27.12.1. *Research Institute of Electrical Communications Tohoku University, Japan.*—Against the offer made by the Institute, 2 Indian

scholars were nominated during 1965-66. One scholar has left for Japan and the other is not likely to avail himself of the offer.

26.13. *Netherlands*.—An offer from the Government of Netherlands of 24 fellowships for 1965-66 and ten fellowships for 1966-67 was received for courses in Engineering and Social Sciences. Fifteen of the selected candidates for 1965-66 have left while those for 1966-67 are awaiting placement.

27.14. *Norway*.—The Government of Norway through the aegis of Norwegian Agency for International Development (NORAD) offered scholarships without any number specified for post-doctoral research in Norway. Out of the 5 candidates recommended by the Government of India, the Norwegian authorities approved two but only one has proceeded to Norway and the other has since declined the offer.

27.15. *Poland*.—An offer of five fellowships has been received for post-graduate course in Town & Country Planning in Poland for 1966. Selection has been finalised. The selected candidates were expected to commence their course by February 1966.

27.16. *South Korea*.—The candidate selected against the offer of a scholarship by the Republic of South Korea is expected to reach Seoul in January, 1966.

27.17. *Spain*.—The Government of Spain have offered one scholarship. The details of the fields of training are awaited. The offer is under consideration.

27.18. *Sweden*.—The Swedish Government acting through the Swedish International Development Authority offered ten fellowships for 1965-66 for post-graduate study/research in Technology, Medicine, Natural Sciences, Veterinary Science, Agriculture and Forestry. Of the ten selected candidates, eight have already gone and the remaining two will go next year.

27.19. *Turkey*.—Out of six candidates recommended by the Government of India, four candidates have been approved by the Government of Turkey. All the candidates were expected to reach Turkey in January, 1966.

27.20. *U.A.R.*.—The UAR Government offered 15 scholarships for Islamic and Religious Studies in Arabic for 1965-66. The selected candidates will proceed as soon as their placements are finalised.

27.21. *Unesco-Scholarships/Fellowships Programme, Thailand*.—The offer of scholarships/fellowships has been received from the Government of Thailand for 1966 without any number specified for India. The offer is being processed for the subjects of Painting, Sculpture and Archaeology. Against their last year's offer four candidates were nominated by the Government of India, but the Thai Government have not accepted any of

them. They have instead extended the period of training for another term in respect of the previous year's candidate from India.)

27.22. *U.S.S.R.*—The Government of the U.S.S.R. offered 50 scholarships for post-graduate studies/research and for training of teachers in Agriculture, Medicine, Surgery, Paediatrics, Pharmacy, Physical Education, Russian Language and Literature and some selected branches of Humanities, Science, Engineering and Technology. Against the 50 scholarships offered by the Soviet Government under the above scheme 34 candidates have availed themselves of the scholarships and 16 selected candidates declined the offer. Of these 16 scholarships, 12 have been utilised by way of granting extension to 12 scholars already studying in that country under the previous schemes and 4 scholarships for Diploma course have been granted to 4 Indian students who are already studying there.

27.23. *U.S.S.R. (People's Friendship University, Moscow)*.—The People's Friendship University, Moscow offered 35 scholarships for Diploma courses in Engineering and Technology and five for Aspirantura courses. Accordingly the Government of India recommended 40 candidates and kept 24 on the reserve list. The authorities at the Lumumba University approved 40 candidates. Out of them only 34 joined the University. In addition to these candidates one candidate was admitted against the quota of last year.

27.24. *Apprenticeships offered by M/S Rolls Royce, Ltd., London (U.K.)*.—Under this scheme, seven apprenticeships (3 Graduate and 4 Engineering) offered by M/S Rolls Royce were utilised during 1965-66. The offer of seven apprenticeships have been received for 1966-67. Selection is in progress.

27.25. *Science Research Scholarship of the Royal Commission for the Exhibition of 1851 and the Rutherford Scholarship of the Royal Society (1966 Scheme)*. Science Research Scholarship of the Royal Commission for the Exhibition of 1851 offered for the year 1965-66, has been utilised. The offer for the year 1966-67 has been received. Selection is in progress.

27.26. *Imperial Relations Trust, U.K.*—Two fellowships have been offered by the Imperial Relations Trust, U.K. for the year 1966-67. The scheme is being processed.

27.27. *Confederation of British Industry*.—Under this scheme, 6 scholarships are offered every year for training of Indian nationals in various branches of Engineering in the British industries. Of the 6 scholars under the 1965 offer, 2 are already taking training in the U.K. The remaining 4 are expected to leave shortly. An offer of 6 scholarships has been received for 1966, and the selections are in progress.

27.28. *British Council Scholarships*.—The British Council offers ten scholarships for study in the U.K. every year. Ten scholars are undergoing

studies in the U.K. under the 1965-66 scheme. Offer of 10 scholarships for 1966-67 has been received and the selections are in progress.

SECTION III

SCHOLARSHIPS FOR SCHEDULED CASTES, SCHEDULE TRIBES ETC.

A. SCHOLARSHIPS SCHEME FOR POST-MATRICULATION STUDIES IN INDIA

28. 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 been decentralised and it is now handled 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 Central Government. For the implementation of the scheme in 1965-66 funds amounting to Rs. 222 lakh were placed at the disposal of the State Governments and Union Administrations (This is in addition to the sum of Rs. 246.93 lakh to be given by the Department of Social Security).

B. OVERSEAS SCHOLARSHIPS FOR SCHEDULED CASTES, SCHEDULED TRIBES ETC.

29. Under the scheme, 12 scholarships per year for study abroad are available to students belonging to Scheduled Castes, Scheduled Tribes, denotified, nomadic, and semi-nomadic tribes and lower income group students. During 1965-66, 56 scholars of the earlier batches continued their studies abroad. Government has approved the continuance of the scheme from 1965-66 to 1969-70. Applications for 12 awards for 1965-66 have been invited.

C. PASSAGE GRANTS FOR SCHEDULED CASTES, SCHEDULED TRIBES, ETC.

30. *Twelve Passage Grants.*—Four each for scheduled castes and scheduled tribes, 1 for denotified, nomadic and semi-nomadic tribes and 3 for lower income group students are available every year for such candidates who are in receipt of scholarships which do not provide free passage. During 1965-66, 9 passage grants have been sanctioned to students belonging to scheduled castes and lower income group and the case of 3 candidates are under consideration.

SECTION IV

PROGRAMME OF EXCHANGE OF SCHOLARS

31. With a view to promoting cultural relations with foreign countries, the Government of India have entered into agreements on the exchange of

scholars with certain countries. Brief details of the programmes now in force are given in the following paragraphs :

31.1. *International Association for Exchange of Students for Technical Experience.*—Offers of 19 places for practical training abroad of Indian students were received under the I.A.E.S.T.E. Scheme, 1965—eight from West Germany, one from Spain, six from the U.A.R., two from Japan, one from Argentina and one from Yugoslavia. Fourteen candidates were duly selected by the Indian National Committee of the I.A.E.S.T.E.—seven for Germany, two for Japan, one for Spain and four for the U.A.R. Out of these only two candidates have so far been accepted by West Germany. They, however, expect to accept the remaining five by next summer. Japan has also given similar assurance. Spain has expressed her inability to accept the nominee this year. No reply has so far been received from the U.A.R.

31.1.1. Against the Government of India's offer of 35 places for the training of foreign students from the member-countries under the I.A.E.S.T.E. Scheme, 17 candidates were accepted. Out of these eight trainees, four from Germany, one each from Japan, the U.K., France and Denmark have undergone training in India during 1965. Two more trainees—one French and one German—are expected to come shortly.

31.2. *Bulgaria.*—Five candidates were nominated of whom three have been approved so far. They are likely to leave shortly. Approval of the remaining two is awaited.

31.3. *Ceylon.*—Nomination for two scholarships under the 1963-64 programme was made and the same was approved by the Ceylonese Government. Certain clarifications have been sought and offers will be sent to selected candidates after these are received.

31.4. *Greece.*—The Government of Greece offered two scholarships for 1965-66. The selected scholars are likely to leave for Greece shortly.

31.5. *Poland.*—The Government of Poland offered five scholarships for advanced courses in National Economic Planning. Candidatures of four were approved. Scholars are studying in Poland. Nominations against five scholarships for post-graduate studies/research have been sent and approval is awaited. Nominations for twentyfive scholarships for practical training have been sent and approval is awaited.

31.6. *U.A.R.*—Under the Exchange Programme with the U.A.R., nomination of ten candidates has been sent and approval is awaited. Against one scholarship for a nominee of the Aligarh University, nomination has been sent. The approval of the Government of the U.A.R. is awaited.

31.7. *Yugoslavia.*—Against the offer of five scholarships, four scholars have gone to Yugoslavia.

SECTION V

SCHOLARSHIPS FOR FOREIGN NATIONALS FOR STUDY IN INDIA

32. *General Cultural 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. During 1965-66 the number of scholarships was increased from 140 to 220. Against the available awards, 200 have been availed of and the scholars are studying in India. In all, about 560 foreign students are studying at present under the scheme. The number of scholarships has been reduced to 110 for 1966-67 due to national emergency.

33. *Commonwealth Scholarships/Fellowships Plan.*—A fresh offer of 45 scholarships and 5 fellowships was repeated this year to all the Commonwealth countries, the last date for receipt of nominations being 31st December, 1965. Nominations are, however, still being received.

Against the offer of 1965-66 batch, 27 scholars/fellows came to India and joined their respective courses. Four scholars already in India were awarded fresh scholarship/fellowship. There are at present 56 Commonwealth scholars/fellows studying in India under the scheme.

33.1. *Short-term Visits to India by Senior Educationists.*—Under this Scheme Mr. Shehu Abubaker Daura, Provincial Education Secretary, Nigeria, Dr. (Miss) Rosette Renshaw, Asstt. Prof. of Music, McGill University, Canada and Mr. E. B. Musominari, Regional Inspector of Schools of Uganda visited India.

33.2. *Training of Craft Instructors in India.*—Under the scheme, six bursars completed their training at the Central Training Institute for Craft Instructors, Howrah and returned to their respective countries. Against the offer of ten awards for the year 1965-66, ten candidates were selected and they joined their respective courses on 1st October, 1965. It is proposed to repeat a fresh offer of 10 awards for the year 1966-67.

34. *Scholarships Scheme for West German Nationals.*—Twenty scholarships were offered in 1962-63 to Government of the Federal Republic of Germany for post-graduate study/research of West German Nationals in India. Four more West German Nationals came to India during 1965-66. In all 13 West German Nationals have so far come to India. Of these, 6 have already returned to West Germany after completing their research work in India and the remaining scholars are studying here.

35. *Government of India French Fellowships Scheme.*—The scheme provides for the award of 6 Fellowships to French Nationals for study in India every alternate year. Five French nationals are studying in India under the 1964-66 scheme. It is proposed to award 6 Fellowships under the 1966-68 scheme.

36. *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 for study in Humanities, Sciences, Medicine and Nursing and are earmarked for one male and one female scholar. Dr. Davis S. Murry has been awarded a Fellowship and is at present in India. It is proposed to repeat the offer for the year 1966-67.

37. *Reciprocal Scholarships Scheme.*—Against 35 scholarships which were offered for 1965-67 to nationals of foreign countries, 13 scholars (two each from Netherlands, Denmark, Sweden and Austria and one each from Uruguay, Norway, Belgium, Czechoslovakia and Chile) have arrived in India during 1965. More scholars are expected to arrive during 1966. In all 28 foreign scholars are continuing their studies in India under the scheme.

38. *Programme of Exchange of Scholars between India and Foreign Countries.*

38.1. *Bulgaria.*—Nominations of three candidates against the offer of three scholarships have been received and placements are being arranged for them.

38.2. *Ceylon.*—An offer of an *ad hoc* scholarship has been made to a scholar from Ceylon. Four scholars are continuing their studies in India.

38.3. *Greece.*—Two Greek nationals who were offered scholarships in 1964-65 are continuing their studies here. An offer of two scholarships for 1965-66 has been made to Greece and nominations are awaited.

38.4. *Poland.*—Two scholars under 1964-65 are studying in India. 3 nominations against the offer of 5 scholarships for 1965-66 have been received. Candidature of one has not been accepted. Placements for the remaining two are being made.

38.5. *Rumania.*—Two scholarships for 1965-66 have been offered and nominations are awaited.

38.6. *U.A.R.*—Against the offer of 10 scholarships for 1965-66 nominations of 8 candidates have been received and placements are being arranged for them.

38.7. *Yugoslavia.*—Against the offer of five scholarships, nominations have been received and placements are being arranged for them. Four scholars of 1963-64 batch are continuing their studies in India.

38.8. *U.S.S.R.*—Fifteen scholars of 1965-66 batch are studying in India at present.

39. *Indian Council for Cultural Relations—Grants to Foreign Scholars.*—The Council has given a grant to Professor Philibert, Professor of Hindi and Bengali in the International Centre of Foreign Languages, Paris for studying Hindi and Bengali in India. Mrs. Ranee Renouf Hall, an art

critic from California, U.S.A. and Prof. B. Brattinga, a noted designer of the Netherlands also availed of the grants from the Council.

39.1. Mr. Peter Hodge of the Department of Social Administration, London School of Economics for studying developments taking place in India in the field of community development and Professor Andre Mercier of the Institute of Theoretical Physics, University of Berne, Switzerland were given travel grants by the Council during the year.

FINANCIAL PROVISIONS

Sl. No.	Scheme	Provision for 1965-66		Provision for 1966-67
		Original	Revised	(Rs. in lakh)
1.	National Scholarship Scheme	75.00	75.00	109.00
2.	Scholarships for Children of Primary and Secondary School teachers	15.00	15.00	19.50
3.	National Loan Scholarships Schemes	418.62	355.00	418.00
4.	Post-matriculation Scheme	3.00	1.90	0.69
5.	Scholarships in Residential Schools	16.57	8.825	13.00
6.	Scholarships for Young workers in Cultural Fields	2.97	2.97	1.90
7.	Scholarships and other facilities for Children of Political Sufferers	10.00	10.00	8.00
8.	Scholarship Schemes for Scheduled Castes, Scheduled Tribes and other Backward Classes for Post-matriculation Studies in India	221.63	221.185	221.185
9.	Overseas Scholarships for Scheduled Castes, Scheduled Tribes and Lower Income Group Students and Passage grants	2.00	2.00	3.00
10.	Foreign Languages Scholarships Scheme	1.25	1.38	0.55
11.	Union Territories/Overseas Scholarships Scheme	1.43	1.43	1.00
12.	General Cultural Scholarships scheme	22.77	22.77	22.00
13.	Scholarships to Students from non-Hindi speaking States	11.32	13.08	14.20
14.	Research Scholarships to Products of Traditional Sanskrit Pathshalas	1.25	0.83	1.00
15.	Indian Scholars going abroad against scholarships offered by the foreign governments and organisations (Non-Plan)	1.489	1.25	1.20
16.	Foreigners for Studies in India (Non-Plan)	4.362	4.20	8.00
17.	Foreigners for Studies in India (Plan)	5.631	4.13	0.506
18.	Partial Financial Assistance (Loan) Scheme	1.10	2.10	0.935
19.	Union Territories Scholarships for Studying at the Rashtriya Indian Military College, Dehradun	0.085	0.10	0.10

CHAPTER X

SOCIAL EDUCATION, READING MATERIALS AND LIBRARIES

A. SOCIAL EDUCATION

The scope of social education is comprehensive. It aims at providing education for adult population—and acquaints people with the ever-changing currents in social, economic and political life of the nation. The programme of Social (adult) education including adult literacy is the responsibility of the State Governments and Union Administrations. The Ministry of Education coordinates various programmes and provides supporting services and conducts pilot projects relevant to the programme of social education in the country as a whole.

1.1. One major step taken for eradication of illiteracy during the year under report is the starting of pilot projects on adult literacy in most of the States, with a provision of Rs. 11.25 lakh. Replies received so far indicate that the State Governments have taken action to start the pilot projects. The details about the important activities during the year are given in the following paragraphs :

2. *Workers Social Education Institute, Indore.*—The Institute continued to provide social education to industrial workers, consisting mainly of music, drawing, English and Hindi literacy and handicraft classes. The Mahila Kendras situated at Banganga, Pardeshipura, Nandanagar and Nehrunagar have been transferred to the Indore Mill Mazdoor Sangh and two new Mahila Kendras have been started in Jinci and Badli Gwal Toli. It has been decided to open one more Institute during the fourth Five Year Plan.

3. *Vidyapeeth Programme.*—The project of establishment of *Vidyapeethas* which was started in Mysore State with the help of Ford Foundation has been completed and six *vidyapeethas* were established with their assistance.

4. *Standing Committee of the C.A.B.E. on Social Education.*—The Standing Committee on Social Education of the Central Advisory Board of Education was reconstituted and its meetings were held at New Delhi on 6th and 7th August, 1965.

5. *Assistance to Voluntary Educational Organisations in the Field of Social Education.*—During 1965-66, 14 voluntary educational organisations were assisted to the extent of Rs. 96,870 for the development of their activities in the field of social education and libraries.

B. READING MATERIALS

6. *Prize Competition for Books for Neo-literates.*—During the year, authors of 40 prize-winning books/manuscripts under the Eleventh Prize

Competition were paid the prize money of Rs. 500 each. Copies of some prize-winning books of 8th, 9th and 10th Competitions were purchased for free distribution to Community Development and N.E.S. Blocks, Social Education Centres and School Libraries through the State Governments/ Union Administrations. Eleven translations of additional prize-winning books of the previous competitions were also approved for the purchase of 1,500 copies each during the year. 210 entries have been received for the Twelfth Prize Competition, the result of which will be announced in April-May, 1966.

7. *Unesco Prize Competition for Books for New Reading Public.*—During the year, authors of 17 prize-winning books under the IV Unesco Competition for books for New Reading Public were paid the prize money of Rs. 1,100 each. 1,500 copies of one prize-winning book were purchased during the year. Copies of other prize-winning books are likely to be purchased during the next financial year for free distribution among Social Education Centres, Community Development and N.E.S. Blocks and Libraries etc. through the State Governments/Union Administrations.

8. *Direct Production of New Books.*—The third volume of the popular Hindi encyclopaedia entitled "Gyan Sarovar" was published by the Publications Division, Ministry of Information and Broadcasting during the year.

9. *Popular Literature Committee.*—The Committee held two meetings to finalise the results of Eleventh Prize Competition for books for neo-literates and Fourth Unesco Competition for books for new reading public.

10. *Sahitya Shivirs.*—Two Sahitya Shivirs have been organised during 1965-66 in the States of Gujarat and Madhya Pradesh to train authors in the technique of writing books for neo-literates.

11. *National Book Trust.*—The National Book Trust was set up in 1957 and now functions as an autonomous body with the object of producing and promoting the production of good literature and to make such literature available to the public at moderate price. The Trust has taken up the publication of the series of books namely : (1) India—the Land and People; (2) National Biographies; (3) Popular Science; (4) Outstanding Books of the World; and (5) Popular History Series. It is proposed to bring out books in the above series in all the Indian languages besides Hindi and English.

11.1. Under the Series "India—the Land and People" 50 titles have been selected after consultation with the Board of Honorary Editors in the different fields and the assignments have been made to competent authors.

11.2. The Hindi translations of the "Flowering Trees" and "Assamese Literature" are under print. The other manuscripts are also at various stages of preparation.

11.3. In the National Biography series a tentative list of 80 titles has been prepared, to be expanded further to 100 or more. The fields covered are Religion and Philosophy, History and Social Work, Literature, Art and Music and Science. Biographies of Political Leaders will also be included. Assignments of about 25 titles have been finalised. The first book "Biography of Guru Govind Singh" by Dr. Gopal Singh under the series is going to the Press shortly.

11.4. Under the 'Popular Science' series 3 manuscripts have been prepared by the C.S.I.R. It is now proposed to assign more titles to outside authors directly by the Trust.

11.5. In the series "Outstanding Books of the World", a set of 34 books has been selected for being translated into various Indian languages. The number will be expanded to 100. Since the books under this series are not likely to be sold in the open market, a scheme to get the books published in cooperation with the publishers by subsidising their publication is being worked out.

11.6. Under the "Popular History" series it is proposed to bring out a "Popular History of India" in 2 or 3 volumes and about a dozen books on history of those countries which have either influenced or were influenced by India in one way or the other.

11.7. Besides the publications covered under these series, the Trust has released twelve books during the year so far in addition to 108 books already published previously. A list of publications brought out by the Trust is given in Annexure V.

12. *Exhibition and Seminars.*—The First National Book Fair proposed to be held at Bombay in April, 1966 had to be dropped owing to emergency. It is now proposed to hold the book fair by the end of 1966.

12.1. The Trust has organised the National Hindi Book Exhibition at Lucknow from February 24 to 28, 1966. From there the exhibition will move to Banaras, Patna, Allahabad, Jabalpur, Bhopal, Jaipur and Chandigarh. About three to four thousand selected Hindi books published during 1964-65, will be displayed at this Exhibition.

12.2. It is also proposed to hold a seminar on Hindi publishing and its problems during the Exhibition Week at Lucknow. About 50 delegates from different organisations are being invited to take part in it.

12.3. To further strengthen the activities of the Trust, an allocation of Rs. 30 lakh is proposed during the fourth Five Year Plan in addition to its normal expenditure.

C. LIBRARIES

13. The Union Government maintains and develops some libraries of all India importance, like National Library, Calcutta. It also carries out programmes for developing library services to foster literacy. In addition,

Central Secretariat Library functioning as a part of Ministry of Education, caters to the needs of all Ministries and Departments and also carries out useful documentation of education and other literature. An account of activities of various libraries etc. are given in this section.

14. *National Library, Calcutta.*—The following is the progress registered during the year in its different sections :—

14.1. *Acquisition.*—The total number of volumes accessioned during the period was 31,170. The number of books received under the provisions of the Delivery of Books and Newspapers (Public Libraries) Act, was 18,647. 6,825 volumes were acquired through gift and exchange.

14.2. *Processing.*—The number of volumes fully processed during the period was 37,627, including publications in European and Indian languages and official documents.

14.3. *Library Service.*—2,81,493 readers visited the Reading Rooms. New members for the Reading Room and the lending Section were 3,413 and 1,168 respectively. Special facilities were offered to 244 research scholars for their study. 2,013 volumes were either lent to or borrowed from libraries and learned institutions in India and abroad on the basis of inter-library loan. Lending Section arranged for the supply of photocopies of research material to both Indian and foreign scholars. Reference and Research work were also continued.

14.4. *Bibliographical and Reference Work.*—113 short bibliographies containing 7,697 entries were compiled on the requests from readers.

14.5. *Preservation of Books.*—The total number of volumes (a) bound was 11,544, (b) mended was 2,501 and (c) fumigated was 2,435.

14.6. *Other Activities.*—An exhibition of French books on Science and Literature was arranged in November, 1965 on the occasion of the presentation of 54 French Books by the French Ambassador in India.

14.7. *Publications of the Library.*—A Bibliography of Indology—Volume II, (Part II) has been published.

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

15.1. *Compilation of Indian National Bibliography.*—Five volumes of 'Indian National Bibliography' in Roman scripts were brought out between April to December 1965 by the Indian National Bibliography Unit of the Central Reference Library.

15.2. The language fascicules of the Bibliography, which were compiled and edited by the staff of the Indian National Bibliography Unit, were published in Bengali, Gujarati, Malayalam and Marathi by the State Governments concerned.

15.3. The five issues of the Indian National Bibliography in Roman Script and the language fascicules of the Bibliography are expected to be published during January—March, 1966.

16. *Khuda Baksh 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 Government of India. With a view to declare the Library as an institution of national importance, a Bill was introduced in Parliament on the 16th August, 1965.

17. *Central Library, Town Hall, Bombay.*—An *ad hoc* committee was set up by Government of India, in order to assess the needs of the Central Library, Town Hall, Bombay in the matter of accommodation, staff and equipment etc. for a period of 5 years starting from 1966-67. The Committee met in Bombay on the 13th December, 1965.

18. *Connemara Public Library, Madras.*—The Union Government has agreed to share with the State Government expenditure on the construction of additional accommodation for the Connemara Public Library, Madras, which is a recipient library under the delivery of books and newspapers (Public Libraries) Act, 1954, to the extent of 2/3rd of the actual cost subject to a maximum of Rs. 6.25 lakh. The remaining expenditure will be met by the Government of Madras. The State Government was authorised to incur an expenditure not exceeding Rs. 3 lakh as Central Government share during the year 1965-66.

19. *Delhi Public Library.*—The registered membership of the Library increased from 94,000 to 1,36,710 and the stock of books from 2,58,327 to 3,23,979. The average daily turn over of books also increased from 12,800 to 16,000.

20. *Central Secretariat Library.*—This library continued to render useful service to all the Ministries and departments of the Central Government during the year. The following statistics broadly indicate the volume of work handled during the year :

Accessions—	Books	4,200
	Documents including Pamphlets	8,302
	Periodicals titles	1,030
	Reference queries (nearly)	9,067
	Loans	1,42,064

20.1. Nearly 25 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 Educational Literature
3. Current Administration Literature
4. Central Secretariat Library
5. India and Her Neighbours.

D. FINANCIAL PROVISIONS

Sl. No.	Name of the Scheme	Provision for 1965-66		Provision for 1966-67
		Original	Revised	
		Rs.	Rs.	Rs.
1.	Workers Social Education Institute, Indore.			
	(Plan)	35,000	35,000	50,000
	(Non- Plan)	32,500	32,500	30,800
2.	Mysore State Vidyapeeth Programme (Plan)	—	—	—
3.	Assistance to Voluntary Educational Organisations in the field of Social Education			
	(Plan)	5,00,000	5,00,000	4,00,000
4.	Assistance to Voluntary Organisations for the Production of Literature for neo-literates.			
	(Plan)	25,000	25,000	Nil
5.	Production of Literature for Neo-literates.			
	(Plan)	60,000	2,000	1,35,000
	(Non- Plan)	90,000	90,000	80,000
6.	Sahitya Shivirs for training of authors in the technique of writing for neo-literates.			
	(Plan)	51,000	38,400	25,600
7.	National Book Trust	6,00,000	6,20,000	7,04,000
8.	National Library, Calcutta	21,34,800	21,05,000	22,76,000
9.	Central Reference Library, Calcutta	2,54,800	2,52,600	2,68,400
10.	Khuda Bakhsh Oriental Public Library	91,000	72,000	1,28,000
11.	Central Library, Bombay	3,00,000	—	3,00,000
12.	Connemara Public Library, Madras	3,00,000	3,00,000	3,00,000
13.	Delhi Public Library, Delhi	10,51,000	10,51,000	11,00,000
14.	Institute of Library Science	10,000	—	1,00,000

CHAPTER XI

PHYSICAL EDUCATION, GAMES, SPORTS AND YOUTH WELFARE

A. PHYSICAL EDUCATION

Consolidation and extension of the programmes initiated during the second and third Plans continued to be the salient feature of the various schemes recommended for inclusion in the fourth Five Year Plan. The implementation of the National Fitness Corps Programme, an Integrated Programme of Physical Education evolved in accordance with the recommendations of the Kunzru Committee, received special attention during the year under review. This Programme consists of a basic compulsory curriculum including a minimum of physical and cultural activities well woven into the fabric of educational system. Provision has been made for the improvement of training colleges of Physical Education in collaboration with the State Governments.

2. *National Fitness Corps Programme.*—Consequent upon the acceptance of the recommendation of the Kunzru Committee that there should be one integrated programme of Physical Education at the school stage, the Union Ministry launched an integrated programme, named, 'National Fitness Corps.' The new programme combines in it the best features of the existing three programmes viz., Physical Education, National Discipline Scheme and Auxiliary Cadet Corps hitherto operating at the school level. An illustrated Handbook, outlining the N.F.C. syllabus for the schools has been published. As a measure of first priority, it has been suggested to the States that all the high and higher secondary schools should be covered under this programme during the current year and the middle schools are to be covered during the period of the fourth Five Year Plan in a phased manner.

2.1. It has been decided that, as soon as possible, the National Discipline Scheme Instructors, hitherto employees of the Central Government, will be transferred to the States for the implementation of the NFC programme. Reorientation of in-service teachers to the new programme is essential and to that end over 15,000 physical education teachers/National Discipline Scheme instructors have already been put through a reorientation course. The reorientation training programme is to be continued during the fourth Plan period with a view to reorienting all the teachers in the schools who will be responsible for implementing the programme.

2.2. The National Discipline Scheme Directorate, a subordinate office of this Ministry has been renamed as 'National Fitness Corps Directorate' and will confine its role to providing guidance, coordination of training programme and other activities with a view to ensuring uniform implementation of the programme. The two Central Training Institutes of the NFC Directorate will continue to train teachers in the new Programme.

3. *Lakshmbai College of Physical Education, Gwalior.*—The College continues to expand its activities. The college buildings, including the auditorium, are nearing completion and the construction of a swimming pool and gymnasium is also in hand. 85 and 14 students were admitted during the year to the 3-year degree course and the 2-year master's degree course respectively.

4. *National Physical Efficiency Drive.*—A two-day seminar of State Liaison Officers was held in August, 1965, at Bhopal, in which problems faced by the States in popularizing the Drive were discussed. The Drive was organized all over the country during the period October 1965 to January 1966. The target of participants fixed is 16 lakh and the figures of actual participation are awaited from the States.

4.1. The Fifth All India Competition for the National Awards in Physical Efficiency was organized at Gwalior in February, 1966.

5. *Grants-in-Aid to Private Physical Education Training Institutions.*—Under the Scheme, grants are admissible to private Physical Education Training Institutions for play-grounds, hostels, gymnasia, administrative blocks, etc. Owing to the ban on projects involving constructional activity, in the context of the present emergency, only small grants under the scheme could be sanctioned to institutions whose projects had already been approved and which required funds for completing them. During the fourth Plan period the Scheme is being classified as a 'Centrally Sponsored Scheme' and its scope is being enlarged to cover the Government institutions as well.

6. *Promotion of Research in Special Branches of Physical Education including Yoga.*—The Scheme consists of four main items:

6.1. *Promotion of Yoga.*—The Yogic institutions of all India character continued to receive assistance under the Scheme for the promotion of Yoga.

6.2. *Preparation of Popular Literature.*—Further progress has been made in the preparation of popular literature on Games and Sports and the approved manuscripts on Kabaddi, Basketball, Badminton and Swimming, have been forwarded for publication to the National Institute of Sports, Patiala. The proposal regarding preparation of textual literature on Physical Education and Recreation is under examination in Lakshmbai College of Physical Education, Gwalior.

6.3. *Promotion of Research in Physical Education.*—The research/study projects already approved for assistance continued to make steady progress. The fresh proposals received in this behalf are being examined in consultation with the Research Sub-Committee of the Central Advisory Board of Physical Education, and Recreation.

6.4. *Promotion of Recreation.*—The Central Advisory Board of Physical Education and Recreation at its last meeting held in December, 1965,

set up a Sub-Committee to examine the question of drawing up a programme of recreational activities. A Seminar of experts on Recreation is also being organized in February 1966 to discuss *inter alia* the training programme for Recreation Leaders at Lakshmi Bai College of Physical Education, Gwalior.

7. *Duke of Edinburgh Award Scheme.*—The scheme which 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 has been favourably received in the country. The winners get three graded standards of awards in the form of certificates and medals. Seven States have set up Committees to look after the implementation of the scheme and a few institutions, selected by the State Governments for participation in the scheme, have been recommended to this Ministry. The names of these institutions will be transmitted to the Head Office in London.

8. *Central Advisory Board of Physical Education and Recreation.*—The Central Advisory Board of Physical Education and Recreation, on which all the States are represented, has been reconstituted for a further term of three years with effect from 28-8-1965. The Board at its 16th meeting held in December, 1965 in New Delhi endorsed the action taken by the Union Ministry of Education for the implementation of the National Fitness Corps Programme. It observed that in the context of the present emergency the programme of NFC should be implemented vigorously and effectively so as to fit in with defence requirements.

9. *Moral and Religious Instruction.*—The recommendations made by the Committee on Moral and Religious Instruction are being implemented by the State Governments and Universities. The Union Ministry has since published a book on the life of Swami Vivekananda. Another book 'Bal Niti Katha' has since been sent for publication.

B. SPORTS AND GAMES

10. The pace of activities in the field of sports and games continued to maintain steady progress. From the reports of the observers, deputed by the Government and other sports organisations, to watch the Olympics at Tokyo in 1964, the conclusion has been reached that sports talent among very young boys and girls needs the greatest attention and encouragement. The Ministry is, therefore, considering measures for spotting sports talent at a very early stage in child development with a view to fostering and developing it on the right lines.

11. *All India Council of Sports.*—The All-India Council of Sports, an advisory body, set up to advise the Government of India in all matters relating to the development of sports and games, has been reconstituted with effect from 16-7-1965 under the chairmanship of General K. M. Cariappa.

11.1. The Council is pursuing the objective of improving the organisation of the National Sports Federations on the lines laid down by it. Considerable improvements have been effected in the sports organisational set-up, and several sports organisations are now registered under the Societies Registration Act of 1860. Further, most of the office-bearers do not hold multiple offices as before. The Council has granted recognition to a number of national sports organisations.

11.2. The Council is at present engaged in formulating schemes for the development of sports in rural areas, for spotting young talent and for the publication of Sports Almanac, Sports Calendar, etc. The Council proposes to hold the 3rd All India Sports Congress in April, 1966.

12. *National Institute of Sports and Coaching Scheme.*—The Institute at Patiala continued to make steady progress. 153 more coaches have been trained during the year under report, bringing the total number of coaches so far turned out to 701. At present 159 persons, including 2 candidates from Afghanistan, are undergoing training in the Institute. The process of replacement of the foreign coaches by Indian under-studies has also made progress. An Indian has replaced the Chief Coach in Badminton who belonged to Malaysia.

12.1. Under the National Coaching Scheme, 31 Regional Coaching Centres have been opened in the States and Union Territories under the auspices of the State Sports Councils which are aided by the National Institute of Sports by placing at their disposal the services of coaches, free of cost, apart from those employed by the State Sports Councils from their own resources. Nine more Regional Coaching Centres are expected to be opened shortly.

13. In order to achieve better co-ordination and liaison between Lakshimbai College of Physical Education, Gwalior, and the National Institute of Sports, Patiala, a Society has been set up by the Government of India for the administration of the Central Institutes in the field of Physical Education and Sports. The existing Societies administering the Lakshimbai College of Physical Education and the National Institute of Sports are expected to be merged in this new Society.

14. *Participation of Sportsmen and Indian Teams in Important Events.*—The First Asian Badminton Championships were held in Lucknow from 30th October to 14th November, 1965, in which eight Asian countries including India, participated.

14.1. Financial assistance and/or permission of the Government was also accorded, in consultation with the All India Council of Sports, to the National Sports Federations for inviting foreign teams to India and for sending Indian teams abroad for participation in international events. Grants were also given to National Sports Federations for holding National Championships, organizing Coaching Camps, purchasing sports equipment and for

meeting salaries of the paid Assistant Secretaries. State Sports Councils also are being assisted in organising Coaching Camps and in purchasing sports equipment. Coaching camps in Mountaineering, organised by Universities, are also subsidised by the Union Ministry of Education.

15. *Arjuna Awards*.—The undermentioned outstanding sportsmen were selected for Arjuna Awards for the year 1964 :

1. Shri Makhan Singh	Athletics
2. Nawab of Pataudi	Cricket
3. Shri Jarnail Singh	Football
4. Shri S. Laxman	Hockey
5. Shri Gautam R. Divan	Table Tennis
6. Rao Raja Hanut Singh	Polo
7. Shri Bishambar Singh	Wrestling

15.1. It has also been decided to make the Award to the team of Indian mountaineers who successfully scaled Mount Everest in May, 1965.

16. *Construction of Stadia*.—The scheme did not make much progress owing to the restrictions imposed on projects involving constructional activity. Projects already sanctioned and those under execution, however, continued to get grants admissible under the rules.

17. *Exchange of Sports Teams etc. under Cultural Co-operation Programmes*.—Under the Indo-Soviet Cultural Exchange Programme for 1965-66, teams in Athletics, Football and Tennis visited India and played a number of friendly matches at different centres in the country.

17.1. An Indian Hockey Coach was sent to Nigeria for a period of one year to train the hockey players in that country. The expenditure on account of this coach was borne by the Union Ministry of Education.

17.2. Sports goods have been sent to Ethiopia as a gift from the Government of India for presentation to the local Sports Associations.

18. *National Sports Centre*.—It is proposed to set up a National Sports Centre designed to provide facilities for international events.

19. *Youth Festival etc.*—A party of about 200 Commonwealth students studying in the various Universities of the U.K., led by Lt. Col. L. H. M. Gregory, came to India by an over-land route and visited different University centres for a period of about a month.

19.1. The Tenth Inter-University Youth Festival, which was proposed to be held in October, 1965, was cancelled in view of the national emergency.

C. YOUTH WELFARE

20. *Student 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 groups of students from recognised institutions to undertake educational tours to places of cultural, historical and educational interest. The expenditure under the scheme during the year 1965-66 is estimated at Rs. 0.15 lakh.

21. *Youth Hostels*.—The Scheme made no progress as no new hostels could be sanctioned owing to emergency and the ban on new constructions.

22. *Youth Welfare Boards and Committees*.—17 universities have set up such Committees. It is hoped that more and more universities will establish their Boards and Committees in the next few years thus giving a fillip to youth welfare programmes in their respective jurisdiction. The likely expenditure on this scheme during 1965-66 is Rs. 0.50 lakh.

23. *Youth Leadership and Dramatic Training Camps*.—These Camps are organised with a view to imparting short-term training to college/university teachers in the organisation of youth welfare programmes in their institutions. The Ministry organised a Dramatic Training Camp at Mysore during June, 1965, and 23 teachers from all over the country participated in it. An expenditure of Rs. 0.21 lakh was incurred on this Camp.

23.1. Under the Scheme financial assistance can also be given to universities to conduct similar camps. Proposals received from the universities are under consideration. The likely expenditure during 1965-66 is Rs. 0.30 lakh.

24. *N.C.C.*—Compulsory N.C.C. training for all able bodied students in colleges and universities has been making steady progress. The implementation of the scheme is controlled by the N.C.C. Directorate and the Ministry of Defence shares the expenditure with the State Governments.

25. *Circus*.—The Education Ministry recommends to the Railway authorities, the requests received from the Circus companies affiliated to the Circus Federation of India, for the grant of travel concessions. Their requests are also recommended to the State Governments for affording suitable camping facilities and other assistance that may be required.

D. BHARAT SCOUTS AND GUIDES

26. The Union Government continued to extend financial assistance to the Bharat Scouts and Guides for their various activities. The likely expenditure for the year 1965-66 is Rs. 4.00 lakh.

26.1. Besides its usual activities, the Bharat Scouts and Guides participated in the following international events : (i) Asian Rover Scout Moot in Ceylon; (ii) International Golden Jubilee Scout Camp in Uganda; (iii) Senior Girls' Round at Idaho; (iv) Twentieth World Scouts Conference in Mexico; and (v) Public Relation Seminar in Finland. The Bharat Scouts and Guides organised an all India Rover and Rangers Samagam at Pachmarhi and also arranged specialised training by John Thurman, Camp Chief from the U.K.

E. LABOUR AND SOCIAL SERVICE SCHEME

27. This Scheme has been in operation since 1954. It is divided into two parts : (i) Labour and Social Service Camps and (ii) Campus Work Projects.

27.1: *Labour and Social Service Camps.*—The Scheme is operated through the State Governments and the Universities. The object of such Camps is also to inculcate a sense of dignity in manual labour among students and other youth and to give them an opportunity of coming into contact with village life and participating in works of the community development blocks. Each camper is expected to put in about four hours of *shramdan* daily in a camp lasting 10 to 21 days on certain selected minor projects.

27.2. Out of a budget provision of Rs. 7.50 lakh (reduced to Rs. 3.25 lakh on grounds of economy), a sum of Rs. 1,98,327 was sanctioned to the State Governments, Union Administrations, Universities and colleges, for holding 71 labour and social service camps during the year. Certain proposals for holding the camps are still under examination and a full revised allotment is expected to be spent.

27.3. *Campus Work Projects.*—The purpose of this scheme is to provide in educational institutions the much needed amenities like recreation halls-cum-auditoria, swimming pools, gymnasia, open-air theatres, pavilions, small stadia and cinder tracks etc. One of the conditions of grants for these projects is that the staff and students of the institution should offer skilled or unskilled labour to the extent of 5 per cent of the cost of the project and further contribute 25 per cent of the actual expenditure on the project.

27.4. Out of a revised provision of Rs. 15 lakh during the year under report, a total sum of Rs. 12,33,783 has been released during the current financial year. The scheme has been transferred to the State sector with an outlay of Rs. 60 lakh in the fourth Five-Year Plan.

F. FINANCIAL PROVISIONS

Sl. No.	Scheme	Provision for 1965-66		Provision for for 1966-67
		Original	Revised	
1	2	3	4	5
1.	Lakshmbai - College of Physical Education, Gwalior	Rs. 16,50,000	Rs. 22,50,000	Rs. 13,10,000
2.	Grants-in-aid to Private Physical Education Training Institutions	6,00,000	4,00,000	4,00,000
3.	Promotion of Research in Special Branches of Physical Education including Yoga.	2,40,000	2,28,000	2,80,000
4.	National Physical Efficiency Drive	5,00,000	5,00,000	3,40,000
5.	Seminars on Physical Education ..	10,000	5,000	15,000
6.	Central Advisory Board of Physical Education & Recreation and other Committees	10,000	5,000	8,500
7.	National Fitness Corps:			
	(i) Direct Expenditure	1,85,55,000	1,85,55,000	1,05,30,000
	(ii) Grants to States	11,40,000	7,92,000	87,00,000
8.	Grants to Sports Federations ..	6,50,000	6,50,000	8,00,000
9.	Construction of Stadia	2,25,000	1,10,000	1,50,000

1	2	3	4	5
		Rs.	Rs.	Rs.
10.	Construction of 'Sports Village' (National Sports Centre) ..	—	2,000	1,00,000
11.	National Institute of Sports and National Coaching Scheme ..	18,00,000	16,00,000	26,70,000
12.	Other Expenditure (Sports & Games)	30,000	30,000	30,000
13.	Inter-University Youth Festival	8,00,000	1,00,000	40,000
14.	Inter-Collegiate Youth Festival ..	80,000	30,000	30,000
15.	Sports Talent Search Scheme and Grants to State Sports Councils ..	—	—	2,00,000
16.	Youth Hostels	40,000	40,000	50,000
17.	(i) Youth Leadership and Dramatic Training Camps (by Ministry)	—	—	40,000
	(ii) Do. (by Universities) ..	30,000	30,000	27,000
18.	Youth Welfare Boards and Com- mittees	50,000	50,000	45,000
19.	(i) Students Tours (Union Terri- tories)	80,000	40,000	• —
	(ii) Do. (States)	2,20,000	—	• —
20.	Bharat Scouts and Guides ..	7,90,000	4,10,000	4,10,000
21.	Moral and Religious Instruction ..	30,000	300	• —
22.	Promotion of Recreation	10,000	3,400	—
23.	Labour & Social Service Camps ..	7,50,000	3,25,000	4,00,000
24.	Campus Work Projects	20,00,000	14,40,000	3,70,000*

* Transferred to States in the fourth Plan.

CHAPTER XII

DEVELOPMENT OF HINDI, SANSKRIT AND MODERN INDIAN LANGUAGES

The Union Government, under Article 351 of the Constitution is required to promote the spread of the Hindi language, to develop it so that it may serve as a medium of expression for all the elements of composite culture of India and to secure its enrichment by assimilating without interfering with its genius, the forms, style and expressions used in the other languages of India, and by drawing wherever necessary or desirable, for its vocabulary, primarily on Sanskrit and secondarily on other languages. To fulfil this objective, the Union Ministry of Education has launched several programmes. 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. Besides, there are other schemes for translation and publication of standard books of university level in Hindi, preparation and translation of books in Hindi 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 Pathasalas and Sanskrit students in high/higher secondary schools. This is in addition to what is being done by the State Governments in this field.

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

4. The fourth Five Year Plan envisages an outlay of Rs. 12 crore in the Central Sector, for schemes relating to development of Hindi, Sanskrit and modern Indian languages. In addition to the existing programmes several new schemes are proposed to be undertaken.

A. PROPAGATION AND DEVELOPMENT OF HINDI

I. PROPAGATION OF HINDI

5. *Assistance to Voluntary Organisations.*—The scheme provides for financial assistance to voluntary Hindi organisations for 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, meeting of deficit in expenditure of Hindi medium schools in non-Hindi States, etc. The quantum of grant admissible under the scheme is 75 per cent of the expenditure on approved activities. Against a budget provision of Rs. 15 lakh for 1965-66 grants totalling Rs. 11 lakh have been so far sanctioned to voluntary organisations, mainly in non-Hindi speaking States.

6. *Hindi Teachers' Training Colleges in Non-Hindi Speaking States.*—In order to enable the Governments of non-Hindi speaking States to have an adequate number of properly qualified Hindi teachers, they are being given financial assistance on 100 per cent basis for setting up Hindi Teachers' Training Colleges. Up to 1964-65, nine such colleges in Kerala, Gujarat, Madras and West Bengal, two in Andhra Pradesh and three in Mysore had been established under this scheme. Financial assistance was also given to the Government of Maharashtra for starting 10 training centres which are attached to the Basic Teachers' Training Institutes. Two new colleges, one each in Assam and Orissa, have been sanctioned during this year. An expenditure of Rs. 10 lakh is likely to be incurred on the opening of new colleges and the maintenance of the existing ones during 1965-66.

7. *Appointment of Hindi Teachers.*—Under this scheme 100 per cent assistance is given to Governments of non-Hindi speaking States for appointment of Hindi teachers in primary, middle and high and higher secondary schools. Grants amounting to Rs. 100 lakh are likely to be released during 1965-66 for the implementation of the scheme. The scheme is proposed to be continued in the fourth Five Year Plan. The assistance will however be given only for appointment of new teachers in the fourth plan.

8. *Kendriya Hindi Shikshana Mandal, Agra.*—For making available up-to-date expert knowledge and professional guidance in respect of teaching methods in Hindi and allied pedagogical problems, the Union Government set up in 1960 an autonomous body entitled Kendriya Hindi Shikshana Mandal. Hindi Teachers' Training and Research Institute at Agra run by the Mandal, is catering for three different courses for the training of Hindi teachers equivalent to T.T.C., B.Ed. and M.Ed. It is also conducting research on vocabulary, content of various courses and techniques of teaching Hindi with special reference to the requirements of non-Hindi States. The Institute has also taken up the programme of conducting short-term refresher courses and workshops for Hindi teachers of non-Hindi speaking States.

8.1. During 1965-66, 200 students are undergoing training as compared to 132 in 1964-65. Grants amounting to Rs. 6.50 lakh have been given to the Mandal for the training of teachers and various other projects launched by it. Programme for the next year also includes admission of 200 trainees, conducting of refresher courses and taking up of more research projects.

9. *Free Supply of Hindi Books.*—For the propagation of Hindi in non-Hindi speaking States, books are purchased and supplied free of cost for distribution in schools, colleges and public libraries. Certain selected books are also purchased under the scheme and supplied to Hindi speaking States, universities and voluntary Hindi organisations. During the year under review Hindi books worth Rs. 3.80 lakh have been purchased.

10. *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 September, 1965. The Samiti has been reconstituted with effect from 1st November, 1965.

11. *Recognition of Hindi Examinations.*—The work relating to preliminary consideration of the applications of voluntary Hindi organisations for recognition to their Hindi examinations is being done by Akhil Bhartiya Hindi Sanstha Sangh. The recognition accorded to Hindi examinations conducted by Bhartiya Vidyapeeth, Bombay and Bombay Hindi Sabha, Bombay was extended for a further period up to the end of 1965. In the case of other ten organisations the period has been extended up to the end of 1966. The question of extension of the period of recognition of Hindi examinations conducted by Mysore Hindi Prachar Parishat, Bangalore, Kerala Hindi Prachar Sabha, Trivandrum and Hindi Vidyapeeth, Deoghar is under consideration.

12. *Central Hindi Directorate and its Regional Offices.*—The Central Hindi Directorate, a subordinate office set up in March, 1960, continued to work as the central agency for implementing the programmes for the propagation and development of Hindi.

12.1. The two Regional Offices at Calcutta and Madras under the administrative control of the Central Hindi Directorate continued to coordinate the programmes and served as a liaison between the Union Ministry of Education, voluntary Hindi Organisations and the State Governments. These offices kept close contact with Hindi organisations and gave guidance on the various schemes for which grants are given by the Ministry of Education.

13. *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 was announced last year. The entries received under the scheme have been sent to reviewers for evaluation. The results are likely to be announced shortly.

14. *Exchange Programmes.*—On account of national emergency the programmes relating to seminars, lecture tours and debating teams have been curtailed.

15. *Exhibition of Hindi Books.*—An exhibition of scientific and technical books in Hindi was organised at Ernakulam at the time of the Silver Jubilee Celebrations of the Dakshin Bharat Hindi Prachar Sabha, Kerala. The exhibition was highly appreciated by the public in general and students of Hindi in particular. Another exhibition was organised at Ujjain from 23 to 25 February, 1966.

16. *Fixation of Symbols in Devanagari script for Sounds Peculiar to Other Regional Languages.*—A committee of linguistics was set up in 1960 to consider the peculiar sounds of various regional languages which could not be expressed through the existing symbols and letters of Devanagari script. The Committee submitted a tentative report which will facilitate the use of Devanagari script for other Indian languages. The report was circulated for eliciting comments and opinion of the public. These have been received and a final decision in the matter is likely to be taken soon.

II. DEVELOPMENT AND ENRICHMENT OF HINDI

17. *Preparation, Translation and Publication of Standard Works of University Level.*—The scheme of preparation, translation and publication of books of university level is being implemented under the auspices of the Commission for Scientific and Technical Terminology with the help of universities, academic institutions of the State Governments and other recognised literary institutions of all-India level. Forty-two translating agencies, including five whole-time cells, were engaged in the production of books during the year. The whole-time cells were located at: Delhi University (Mathematics, Zoology and Political Science), Banaras Hindu University (Physics), Education Department, Madhya Pradesh, Bhopal (Chemistry), Rajasthan University (Sociology) and Ranchi University (Botany). A proposal to start a cell for Geography and Linguistics in the Ravi Shankar University, Raipur, is under consideration.

17.1. Under the scheme, 27 books have so far been published. Out of those 26 (19 translations and 7 original works) are in Hindi and one (translation) in Punjabi; these include 8 books (5 translation and 3 original works) brought out during the year. In addition, 32 books in Hindi are under print. Manuscripts of 17 books (in Hindi) are ready for publication. The translation of 102 books in Hindi has been completed, while 195 books are under translation. Work on original writings of 71 books in Hindi and translation of 56 books in different languages is in progress.

17.2. *Production of Books on the Basis of 50 per cent Assistance.*—Assistance on 50 per cent basis is also being provided to Agra, Banaras, Delhi and Gujarat Universities and Vigyan Parishad, Allahabad for bringing out translations and original works of university level.

18. *Preparation, Translation and Publication of Books in Collaboration with Publishers.*—The scheme aims at bringing out scientific, technical and popular books within the easy reach of common reader in Hindi, with the collaboration of publishers. Under this scheme, 1/3rd of the copies ordered to be printed are purchased by the Government. At present, the total number of approved books is 240. Out of these 20 books were published during the year, bringing the total number of published books to 34.

19. *Preparation of Terminological Indices.*—Under this scheme the work of preparation of Terminological Indices of selected Hindi poets and novelists was entrusted to various universities. Out of these works, four indices have been sent for printing. Manuscripts of other works have also been prepared and arrangements for their printing are being made.

20. *Publications of Omnibus Volumes of the Works of Eminent Hindi Writers.*—Under this scheme five works have been taken in hand with a view to making available, in a single compact volume, works of Rahim, Gang, Nagri Das, writers of Fort William College and Bhartendu period. The first three works have been completed and arrangements for their printing are being made. The other works are under preparation.

21. *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 published/compiled :

- (a) Shabdarth Mimansa, containing over 350 word-groups.
- (b) A Hindi-English dictionary of common words containing about 7,000 words with Roman transliteration is under print.
- (c) A Glossary of Technical Terms in use in the Modern Indian Languages (based on All-India Radio news-bulletins and daily newspapers).
- (d) Hindi version of Apte's "Sanskrit-English dictionary, and Hindi edition of "Bhartiya Sanskriti Kosh" by the Sanskriti Kosh Mandal, Poona.

A number of new proposals for compilation of bi-lingual dictionaries, with Hindi as one of the languages and preparation of encyclopaedias and dictionaries are under consideration.

22. *Hindi Encyclopaedia.*—The work of preparing a 10-volume Hindi Encyclopaedia has been entrusted to the Nagari Pracharini Sabha, Varanasi. The Sabha has so far brought out five volumes of the Encyclopaedia. The sixth volume is likely to be released shortly.

23. *Basic Hindi Grammar.*—English version of the Basic Hindi Grammar published in 1960, is being revised. Hindi version of the grammar is expected to be published in 1966-67.

24. *Revised and Critical Editions of Standard Hindi Works Now Out of Print.*—Under this scheme *Hamir Raso*, has been prepared and is under print.

25. *Preparation of Primers and Readers for Foreigners.*—These primers are being prepared in collaboration with the K. M. Institute of Hindi and Linguistic Studies, Agra in four parts.

26. *Self-taught Books for Learning South Indian Languages Through the Medium of Hindi.*—Under this scheme four bilingual primers are being prepared in collaboration with the Dakshin Bharat Hindi Prachar Sabha, Madras. Manuscript of one *Hindi-Tamil Primer* has been returned to the Sabha for revision in the light of the examination made in the Central Hindi Directorate. The other three primers are under preparation.

27. *Sankalan (I).*—A compilation of literary pieces in regional languages together with their translations in Hindi as already published in *Bhasha* is under print in a book form.

27.1. *Sankalan (II).*—A compilation of 'Hindi Path' as serialised in *Bhasha* is also under preparation for publication as a book.

28. *Science Manuals.*—The manuscripts of primary manuals of mathematics, physics and botany have been sent to the Press. The work of manuals on mathematics, physics, botany and chemistry is in progress. The question of bringing out manuals of other subjects is under consideration of the Commission.

29. *Bhasha.*—As in the past, four regular issues of *Bhasha* a quarterly journal aiming at enriching Hindi by drawing upon various Indian languages and seeking their cooperation according to the genius of Hindi, have been brought out.

30. *Standard Key-board for Hindi Type-writers and Teleprinters.*—The key-board which had been finalised for Hindi-Marathi type-writer is again under review in the light of expert opinions which have been received. The key-board for Hindi teleprinter has also been finalised.

31. *Standardisation of Hindi Short-hand.*—As the work of morpho-phonemic analysis of various languages which has been entrusted to Deccan College, Poona and different universities is likely to take some time, it has been decided that for the time being the Hindi Shorthand Committee should concentrate on the evolution of a standard system of Hindi shorthand only. The Committee in its meeting held on 30th November, 1965 decided that all the existing systems of Hindi shorthand may be reviewed with a view to evolving a suitable system. The Committee is likely to meet again in March, 1966.

32. *Commission for Scientific and Technical Terminology.*—The Commission was set up during 1961 to review the work so far done in the field of Scientific and Technical Terminology, to formulate the principles relating to coordination and evolution of the terminology in Hindi and other languages, to coordinate the work done by different agencies in the States

in the field of scientific and technical terminology and also to take up preparation of standard scientific textbooks using the new terminology approved by it, preparation of scientific and technical dictionaries and translation into Indian languages of scientific books in foreign languages. With effect from October 1, 1965 the Commission has been separated from the Central Hindi Directorate and now it functions as a separate office under the Ministry.

32.1. *Terminological Work.*—Science glossary (English/Hindi) Part I pertaining to seven subjects (Physics, Chemistry, Mathematics, Geography, Geology, Botany and Zoology) of first degree standard was published last year. The Commission took up the work of coining the terms of the remaining science subjects this year and the Hindi equivalents of about 8,000 words have been finalised. Hindi equivalents of 5,000 words pertaining to Medicine and 8,000 words pertaining to Agriculture have also been finalised during the year. Sufficient progress has been made this year for coining terms in the field of Humanities and Social Sciences and Hindi equivalents of 18,000 words have been finalised so far. In all, Hindi equivalents of 39,000 words were approved. This work was completed in 18 meetings in 10 seminars consisting of specialists of different subjects which were organised during the year. The terminology work in linguistics, literary criticism, fine arts and library science is also in progress. In linguistics, 13,000 terms have been finalised.

32.2. Sufficient progress was made in the formation and coining of terminology pertaining to Civil Engineering. A Seminar was held at Mussoorie this year for finalising these terms.

32.3. The work on English/Hindi Glossaries pertaining to Mathematics, Physics, Post-Graduate Agriculture, Medicine, Social Sciences, Humanities and Hindi/English version of Science Glossary Part I is nearing printing stage.

33. *Translation of Manuals, Rules, Forms etc.*—In pursuance of the Presidential Order dated 27th April, 1960 the Central Hindi Directorate continued to translate forms, manuals, rules and other procedural literature of non-statutory nature in Hindi. From April to January, 1966 Hindi translation of 123 manuals etc. comprising 3,410 pages and that of 2,347 forms was sent to the various Ministries and Departments after finalisation. In addition, 16 manuals, etc. and 1,100 forms translated by various Ministries and Departments were vetted in the Directorate.

B. DEVELOPMENT OF SANSKRIT

34. *Assistance to Voluntary Sanskrit Organisations.*—Under this scheme financial assistance is given to voluntary Sanskrit Organisations/Institutions for promotion of Sanskrit. Grants amounting to Rs. 4.33 lakh have been so far sanctioned during the year.

35. *Kendriya Sanskrit Vidyapeetha, Tirupati, Andhra Pradesh.*—The Vidyapeetha has brought out several important Sanskrit publications, including a critical edition of the 'Samavidhana Brahmanas'. A sum of Rs. 1.80 lakh, has so far been released to the Kendriya Sanskrit Vidyapeetha Tirupati Society as grant-in-aid for the maintenance of the Vidyapeetha.

36. *Central Sanskrit Board.*—This Board, set up in 1959, advises on various programmes relating to the propagation and development of Sanskrit. The Board was reconstituted with effect from the 15th September, 1965 under the chairmanship of Dr. Karan Singh, Governor of Jammu and Kashmir.

37. *Production of Sanskrit Literature.*—An appreciable number of copies of about 107 books relating to Sanskrit language and literature were purchased during the year for free distribution to various institutions. A number of important out-of-print Sanskrit books are being got reprinted through universities/research institutes and commercial publishers with suitable assistance from the Government.

38. *Preparation of a Sanskrit Dictionary Based on Historical Principles.*—A further grant of Rs. 1.50 lakh was paid to the Deccan College Post-graduate and Research Institute, Poona to cover the expenditure on the project of compiling a Sanskrit-English Dictionary based on historical principles.

39. *Award of Research Scholarships to the Products of Sanskrit Pathasalas.*—Details of this scheme are given under the Chapter on 'Scholarships'.

40. *Financial Assistance to Sanskrit Pandits in Indigent Circumstances.*—Grants amounting to Rs. 1.93 lakh have so far been released to the State Governments concerned for payment to 158 eminent Sanskrit Pandits.

41. *Award of Merit Scholarships to Students Studying Sanskrit in High/Higher Secondary Schools.*—Details of the scheme are given under the Chapters on 'Scholarships'.

42. *Financial Assistance to Gurukulas.*—During the current year, grants amounting to Rs. 1.61 lakh have so far been sanctioned to Gurukulas for their maintenance expenses and for award of stipends to students studying there.

43. *All-India Sanskrit Elocution Contest.*—Apart from gold and silver medals (eight each) and cash prizes and a running Silver Shield is awarded to the State team whose overall performance is adjudged the best. This year's contest was held in the premises of the Kameshwara Singh Darbhanga Sanskrit University on February 19-20, 1966.

44. *Short-Term Course in Methodology of Sanskrit Research.*—On the advice of the Central Sanskrit Board, a scheme for the institution of a short-term course in Methodology of Sanskrit Research for Sanskrit scholars trained on traditional lines has been sanctioned. The first such course was held at the Deccan College Postgraduate and Research Institute in which ten selected Sanskrit scholars were admitted for training from January to April, 1965.

45. *Publication of Critical Edition of Rare Manuscripts and Compilation and Publication of Catalogues of Ancient Manuscripts.*—Grants amounting to Rs. 50,000 have been paid so far under these schemes. Further grants of about one lakh are likely to be paid during the current year.

C. DEVELOPMENT OF MODERN INDIAN LANGUAGES

46. Under the scheme for the development of Modern Indian Languages grants are sanctioned, normally up to 50%, for bringing out encyclopaedias, bilingual dictionaries, and books of knowledge, holding of literary conferences, etc. to State Governments, as well as voluntary organisations engaged in literary activities. Out of a provision of Rs. 7 lakh in the current budget a sum of nearly Rs. 3.41 lakh has so far been sanctioned to voluntary organisations. The entire provision of Rs. 5 lakh for sanctioning grants to State Governments is likely to be utilised during the year.

47. *Bharatiya Bhasha Samiti.*—It has been decided to set up an Advisory body called the Bharatiya Bhasha Samiti to advise the Government on all matters relating to development of modern Indian languages.

48. *Publications.*—A list of publications brought out by the Central Hindi Directorate and the Commission for Scientific and Technical Terminology during the period is given in Annexure V.

D. FINANCIAL PROVISIONS

	Provision for 1965-66		Provision for 1966-67
	Budget Estimates	Revised Estimates	Budget Estimates
1	2	3	4
(A) PROPAGATION AND DEVELOPMENT OF HINDI			
(Rupees in Lakh)			
<i>Schemes of the Ministry</i>			
1. Appointment of Hindi Teachers (P)	100.00	95.00	15.00
2. Hindi Teachers Training Colleges (P)	20.00	10.00	10.00
3. Kendriya Hindi Shikshana Mandal, Agra (P)	6.50	6.50	6.50
4. Hindi Medium Schools and Colleges (P)	2.00	—	—
5. Grants to Voluntary Hindi Organisations (P)	15.00	12.00	12.00
6. Free Gift of Hindi Books to Non-Hindi Speaking States (P)	4.30	3.80	2.00
7. Hindi Encyclopaedia (A)	3.00	1.25	2.00
8. Prizes on Hindi Books (P)	0.20	0.20	0.20
9. T.A. and D.A. to non-official members of Shiksha Samiti (N.P.)	0.05	0.05	0.04
	151.05	128.80	47.74

1	2	3	4	5
<i>Schemes of the Commission</i>				
10.	Translation of Standard Works of University level (P)		1-00	11-00
11.	Preparation of Manuals on the basis of Terminology evolved (P)		0-10	0-10
12.	Publication of Journal of Scientific and Technical Terminology (P)		0-10	0-10
13.	Pay and Allowances of Staff of Commission (P)	6-00	3-50	1-00
	(N.P.)			13-00
14.	Roorkee University Cell (N.P.)	1-18	0-60	1-20
15.	T. A. and D. A. to Non-Official Members (N.P.)	2-00	1-86	1-50
	TOTAL	9-18	7-16	27-90
<i>Schemes of the Directorate</i>				
16.	Translation of Standard Works of University Level (P)	22-88		
17.	Preparation of Terminological indices (P)	0-05		0-05
18.	Holding of Seminars, Lectures and Debates (P)	0-15		0-15
19.	Publication of Omnibus Volumes (P)	0-09		0-06
20.	Preparation of Dictionary and Encyclopaedia (P)	1-00		0-50
21.	Preparation of Primers and Readers (P)	0-10	15-00	0-04
22.	Primers of Foreigners (P)	0-10		0-04
23.	Examination of Devanagari Scripts (P)	0-10		0-10
24.	Publication of Bharatiya Bastu Shastra (P)	0-08		0-04
25.	Collection of Indexing Special Vocabularies (P)	0-05		0-04
26.	Preparation of popular books in collaboration with publishers (P)	2-00		2-00
27.	Publication of Bhasha and Shiksha Magazines (P)	0-12		0-08
28.	Preparation of Manuals on the basis of Terminology evolved (P)	0-08		
29.	Indian Journal of Scientific and Technical Terminology (P)	0-20		
30.	Pay and Allowances of Staff of Directorate (P)	6-50	8-00	
	(N.P.)	12-12	10-00	10-50
31.	T. A. and D. A. to Non-Official Members (N.P.)			0-08
32.	Basic Hindi Grammar (N.P.)	0-02	0-02	0-02
33.	Hindi Shorthand (N.P.)	0-20	0-12	0-10
34.	Holding of Exhibitions (N.P.)	0-20	0-20	0-19
35.	Hindi Library (N.P.)	0-60	0-70	0-60
	TOTAL	46-74	34-04	14-49
	TOTAL (Hindi)	206-97	170-00	90-33

*Mentioned under Scheme No. 15

1	2	3	4	5
(B) PROPAGATION AND DEVELOPMENT OF SANSKRIT				
36. Financial Assistance to Sanskrit Voluntary Organisations (P) ..	}	7.50	7.50	8.00
37. Financial Assistance to Gurukulas (P)				
38. Production of Sanskrit Literature (P)		3.40	2.00	2.00
39. Kendriya Sanskrit Vidyapeetha, Tirupati (P)		3.00	2.40	2.72
40. Preparation of Sanskrit Dictionaries based on Historical Principles (Non-Plan)		1.50	1.50	1.50
41. Short-term course in Research Methodology in Sanskrit(P)	}	0.70	0.25	0.25
42. All India Sanskrit Elocution Contest (P)				
43. Central Sanskrit Board (P)				
44. Award of Research Scholarships to the Products of Traditional Sanskrit Pathashalas (P)		1.25	0.83	1.00
45. Financial Assistance to Sanskrit Pandits in Indigent circumstances (P)	}	7.00	7.00	7.00
46. Award of Merit Scholarships to students studying Sanskrit in high/higher Secondary Schools (P) ..				
47. Modernisation of Sanskrit Pathashalas (P)				
48. Providing facilities for teaching of Sanskrit in Secondary Schools (P)				
49. Grants to State Governments for promotion of Sanskrit (P)				
50. Publication of rare Manuscripts and Catalogues of Manuscripts (P) ..		1.50	1.50	1.50
51. Purchase of Manuscripts (P) ..		1.00	0.20	0.20
TOTAL		26.85	23.18	24.17

(C) DEVELOPMENT OF MODERN INDIAN LANGUAGES

52. Assistance to Voluntary Organisations for promotion of Modern Indian Languages (P)	7.00	5.00	5.00
53. Grants to State Governments (P) ..	5.00	5.00	5.00
Total (Modern Indian Languages)	12.00	10.00	10.00
Grand Total	245.82	203.18	124.30

(P) Indicates Plan Schemes.

(N.P.) Indicates Non-Plan Schemes.

CHAPTER XIII

LITERATURE AND INFORMATION

A. 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 literary 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. 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 generally do not know much 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 this need comprises several significant activities, an outline of which is given in the paragraphs that follow.

2. *Publication of Informative Material Regarding Literary Activities in All the Languages.*—This item includes such important publications as (1) Who's Who of Indian Writers (already published); (2) National Bibliography of Indian Literature (1900-1953) (in 4 volumes—Vol. 1 published); (3) Histories of Literatures in the various Indian languages (9 volumes inclusive of translation already published); (4) Contemporary Indian Literature (a symposium surveying literary trends in different languages, already published in 4 languages) (5) Anthologies of Poetry, short stories, one-act plays, essays, and folk-songs in each of the major Indian languages (36 volumes inclusive of translations already published); (6) Selections of distinguished poets and authors in Indian languages (16 already published); (7) Short informative biographies of eminent Indian writers (15 already published) and (8) Bi-lingual and multi-lingual dictionaries (1 already published).

3. *Publication of Translation of Literary Classics Both Old and Modern from One Indian Language into the Other Languages.*—The list of classics to be so translated is approved by the Executive Board of the Akademi. The Akademi has published 235 volumes of such translations on the recommendation of the Advisory Boards concerned.

4. *Publication of Translation of Important Foreign Classics into All Indian Languages.*—The classics to be so translated 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 95 volumes of such translations.

5. *Publications of Selected Works.*—Three critical editions of Kalidasa's works, one volume on collected works in Urdu by the late Maulana Azad and three volumes of a comprehensive Anthology of Sanskrit Literature out of seven volumes have already been published. A list of publications brought out by the Akademi is given in Annexure V.

6. *Publication of Journals.*—Of *Indian Literature* (in English) 15 issues and of *Sanskrita Pratibha* (in Sanskrit) 10 issues have been published besides the Monthly News Bulletin.

7. *Seminars, Conferences etc.*—A number of Seminars, Conferences and Literary meets were organised by the Akademi to bring together the writers of all Indian languages and to provide them with an opportunity for free exchange of ideas.

8. *Awards.*—Annual awards of Rs. 5,000 each are given to the most outstanding book of literary quality in each of the major Indian languages. The Akademi has already made 100 such awards up to 1964. The awards for the year 1965 were declared on 2nd February, 1966.

9. *Exhibition of Books.*—The Akademi participated in the following book exhibitions during the year 1965 :

1. Exhibition of books by the Rotary Club, Gwalior, in April, 1965.
2. Exhibition of books held at the annual conference of the All-India Hindi Pracharak Sangh at Jaipur in May, 1965.
3. Exhibition of books held at the Third All-India Telugu Writers' Conference at Tirupati from 30th May to 2nd June, 1965.
4. Exhibition of books at the Perambur Hindi Prachar Silver Jubilee celebration at Madras on 11th and 12th December, 1965.

10. *Recognition of Maithili.*—The Akademi recognised Maithili as a literary language for purposes of its programmes.

11. *The Akademi's Other Activities.*

11.1. *Tagore Birthday Celebrations.*—The 105th birth anniversary of Rabindranath Tagore was organised by the Akademi in collaboration with the Lalit Kala Akademi and Sangeet Natak Akademi at a special function held on 9th May, 1965 at Rabindra Bhavan, New Delhi, under the chairmanship of Dr. B. Gopala Reddi. Dr. R. K. Das Gupta of the Delhi University gave a talk about Rabindranath's image in India.

11.2. *Tiruvalluvar in Urdu.*—One of the Indian classics on the translation programme of the Akademi is *Tirukkural* the ancient masterpiece by the Sage Tiruvalluvar. On the occasion of the publication of its Urdu version by the Sahitya Akademi, the Akademi organised a special function at Hyderabad on the 8th August 1965 under the chairmanship of Dr. B. Gopala Reddi, President of the Andhra Pradesh Sahitya Akademi.

11.3. *Sholokhov Evening.*—To offer felicitations to the veteran Russian author Mikhail Sholokhov on the occasion of his receiving the Nobel Award

for literature 1965, the Sahitya Akademi organised a function under the chairmanship of Shri K. P. S. Menon, a former Indian Ambassador to the U.S.S.R. at Rabindra Bhavan, New Delhi, on 11th November, 1965. The evening programme included talks in English by (1) K. Nikolayev of the Cultural Department of the U.S.S.R. Embassy on Sholokhov's role in modern Soviet literature; (2) Gunada Mukherjee of Delhi University on several aspects of Sholokhov's personality and genius and (3) Nina Gaurushina on the influence of Sholokhov on Indian literature.

11.4. *Pooran Singh : Jivani Te Kavita*.—The Sahitya Akademi sponsored the publication of collected works in Punjabi of Sardar Pooran Singh—a pioneer in the field of modern Punjabi literature—in two volumes. The first of these volumes entitled *Pooran Singh :—Jivani Te Kavita* containing the collected poetical writings of the veteran author besides valuable reminiscences of his by his wife, the late Srimati Maya Devi, was released.

12. *Programme for 1966-67*.—The existing programmes in hand will be continued. In the series "Indian Men of letters", monographs on 16 eminent writers are likely to be published. The bi-annual journal "Indian Literature" will be converted into a quarterly. 76 books (Assamese : 7, Bengali : 9, English : 5, Gujarati : 4, Hindi : 6, Kannada : 9, Malayalam : 4, Marathi : 6, Oriya : 7, Punjabi : 4, Sanskrit : 3, Tamil : 2, Telugu : 6, Urdu : 3, Tibetan : 1 and Manipuri : 1) which are in press are likely to be released.

B. OTHER LITERARY ACTIVITIES OF THE MINISTRY

13. *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 being prepared by the various State Governments and Union Administrations under the advice and partial assistance of the Union Government. Under this scheme financial assistance is being given generally at 33½ of the approved expenditure on the entire work subject of a ceiling of Rs. 6,000 per annum for two years or Rs. 12,000 in all.

13.1. Delhi and Tripura have completed their projects and the States of Punjab, Assam, Andhra Pradesh, Gujarat, Kerala, Orissa and Mysore are likely to complete the work during 1966.

14. *History of Freedom Movement*.—The work on the second volume of the History of the Freedom Movement was completed and the script sent for printing. The publication is likely to be out some time in the middle of 1966. The work on the third volume has been taken in hand. Records, contemporary journals and writings of Indian readers are being studied to explain the freedom struggle waged under Netaji's leadership. It is hoped that the project will also be completed by the end of 1968.

15. *Copyright*.—The Copyright Act, 1957 (14 of 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, 1965, the copyright of 4,534 works comprising 2,696 literary (including 10 foreign) works, 1,835 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.

15.1. During the year 1965, 13 cases were filed before the Copyright Board under the provisions of the Copyright Act, 1957. The Board heard 5 cases for disposal at its two sittings during the same period.

16. *International Congress of Orientalists*.—The work relating to the publication of the proceedings of the XXVI International Congress of Orientalists held in January, 1964, is in progress. The first volume will be out shortly. The remaining three volumes are expected to be out during 1966-67. The proceedings of the two Symposia—'Role of Oriental Studies in the Humanities' and 'Changes in Muslim Personal Law' have already been published and despatched to the delegates.

17. *Gazetteers Unit*.—The work relating to Gazetteers Unit has been reported in the Annual Report of Ministry of Petroleum and Chemicals. The subject has however, been transferred to the Ministry of Education with effect from 1st February, 1966.

C. CLEARING HOUSE FUNCTIONS

18. 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 units, namely those of Information, Statistics and Publication, 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, science and culture. An outline of the activities of these units during the period is given in the paragraphs that follow :

19. *Information Unit*.—During the year under review the Unit attended to 13,000 enquiries of various types seeking information on facilities for different courses in India and abroad received from the public, educational institutions, government bodies, national and international institutions. The Information Library attached to the Unit continued to be developed and equipped with the latest informative material in the form of prospectuses, syllabi, calendars, hand-books, annual reports etc. relating to educational institutions in India and foreign countries.

19.1. The Students Advisory Bureaux continued to be supplied with the informative material on educational courses in India and abroad. Besides, the Unit sent 700 copies of the prospectuses/calendars etc. of various institutions to Advisory Bureaux attached to the Indian universities for their use.

In addition to this, 2,100 forms of application for admission to undergraduate courses in the universities/institutions in the U.K. and four issues of the quarterly journal "Educational Facilities in India and Abroad" were distributed to the Students Advisory Bureaux, State Governments etc.

19.2. The various organisations like the All-India Radio, Regional Passport Office, Inter-University Board, Indian Council for Cultural Relations have agreed to implement the recommendations of the first National Seminar of Students Advisory Bureaux held at Calcutta.

19.3. The Unit has taken up from this year a programme to bring out handy information pamphlets in printed form at a reasonable price. These pamphlets on subjects like Medicine, Management Studies & Architecture which are mostly sought after by students have already been compiled. Another popular pamphlet 'General Information for Indian Students Going Abroad' has been revised and will be printed soon.

20. *Statistical Unit.*—The main functions of the Statistical Unit 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 educational data.

20.1. *Collection of Statistics.*—During the year, the collection of statistics for the year 1963-64 from most of the State Governments and Union Territories was completed. Collection of statistics for 1964-65 was under way. Collection of statistics for 1962-63 from universities was completed. Most of the universities have supplied statistics for 1963-64 also.

20.2. *Publications.*—A series of statistical publications are either under print or the manuscripts on publications like (i) Directory of Institutions for Higher Education, 1965 and (ii) Education in India—Graphic Representation, have been completed for being sent to the Press for printing. A list of publications brought out by the Statistical Unit is given in Annexure V.

20.3. *In-service Training Courses in Educational Statistics.*—To improve the reliability and timely supply of educational statistics, the Statistical Unit has been giving technical assistance to the States and Union Territories and the Universities to organise short In-service Training Courses in Educational Statistics for the benefit of their staff. Financial assistance has been given to the universities at the rate of 50% and to States and Union Territories at the rate of 100% of the total expenditure on such courses. Under this scheme, courses were conducted for Shivaji University and Delhi University and the States of Maharashtra, Gujarat, Madras, Kerala, Uttar Pradesh and the Union Territories of Goa, Daman & Diu, Dadra & Nagar Haveli, L.M. & A. Islands and Pondicherry.

20.4. *Third National Seminar On Educational Statistics.*—Implementation of the recommendations of the Third National Seminar on Educational Statistics held in January 1965 was taken. Accordingly, the scheme for the strengthening of Statistical Units in the States and Union Territories to form

part of the Advance Action during the remaining period of the third Plan was taken up and an amount of Rs. 4.25 lakh was sanctioned to the States for the purpose.

20.5. *Statistical Enquiries*.—During the year under review, 199 major enquiries were attended to.

20.6. *Bulletin of Educational Developments in States*.—Two bulletins giving brief accounts of the latest educational developments in the various States of the country were issued. This activity will be continued in 1966-67 as well.

21. *Publications Unit*.—This Unit is the main publishing agency of the Union Ministry of Education, although a few publications are also brought out by other units. Besides publishing five quarterly journals, the Unit brings out periodic publications like the administrative report of the Ministry, reports of the various committees, commissions etc. set up by the Ministry, and of the meetings, conferences convened by it and other publications on different aspects of Ministry's responsibility, viz. education, science and culture. Special mention in this connection may be made of a publication entitled, "Education in 18 Years of Freedom", which is a brief review of the progress of education, science and culture since independence. The Unit sells and helps to promote the sale of the various publications and journals brought out by it. It also organises exhibitions or displays of books and participates on behalf of the Ministry in such exhibitions organised in the country and abroad.

21.1. *Journals*.—The Unit continued to bring out the five quarterly journals of the Ministry, namely 'The Education Quarterly', 'Secondary Education', 'Youth', 'Cultural Forum', and 'Sanskriti'. In order to reach the clientele more extensively and more usefully two of these journals, viz. 'Secondary Education' and 'Youth' have been made bilingual with their first issues of the year 1965 onwards. All these journals have been in continuous publication, although in a subdued form because of the need of economy. During the year under report 'The Education Quarterly' entered its 18th year; 'Secondary Education', 10th; 'Youth', 9th; 'Cultural Forum', 8th and 'Sanskriti', 7th. The 'Cultural Forum' brought out a special number on Museums in connection with the Unesco Seminar on Museums held in India in early 1966. The September-December 1965 issue of 'The Education Quarterly', is a Special Combined Number devoted to theme of International Cooperation and Teachers' Role.

21.2. *Publications*.—A list of the publications—educational and cultural—brought out during the period is given in Annexure V.

21.3. During 1965, the Casual Sales Depot of the Unit sold publications and journals bringing a total sale-proceeds of Rs. 11,285.

21.4. *Exhibitions*.—Among the exhibitions organised or participated by the Unit during the period, mention may be made of the exhibitions/displays, on the occasion of the State Education Ministers' Conference at Srinagar in

June, 1965, 32nd Meeting of the Central Advisory Board of Education at Chandigarh in October, 1965 and the Indian National Exhibition at Belgrade in July, 1965. The Unit is presently engaged in the collection and selection of exhibits for a permanent educational exhibition in Palais D'Wilson, Geneva, which is the secretariat building of the International Bureau of Education.

D. FINANCIAL PROVISIONS

Sl. No.	Name of the Scheme	Provision for 1965-66		Budget Estimates for 1966-67
		Original	Revised	
		Rs.	Rs.	Rs.
1.	Sahitya Akademi	8,00,000	5,78,000	6,20,000
2.	Preparation of Who's Who	30,700	12,000	5,000

CHAPTER XIV

FINE ARTS

In the field of cultural activities including fine arts the Union Government since independence have not only developed the institutions of national importance that were already in existence, but also set up a few new institutions to help conserve and develop the country's valuable cultural heritage as well as to promote cultural unity and emotional integration of the country. Housed in Rabindra Bhavan in New Delhi, the three National Akademies which were set up through Government Resolutions have become autonomous bodies carrying on extensive programmes in the arts. A Committee appointed in 1964 reviewed the working of the Akademies. Its report is being examined and some of the major recommendations have been accepted. To further develop the activities of the Akademies some important new projects are likely to be undertaken during the fourth Five Year Plan and it is proposed to allocate a sum of Rs. 88 lakh for the purpose to the Akademies in addition to their normal budgets.

A. LALIT KALA AKADEMI

2. 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.

2.1. It functions as an autonomous organisation, though entirely financed by the Union Government. The President has appointed Dr. Mulk Raj Anand as Chairman of the Akademi with effect from 1-1-1966 for a term of five years, *vice* Nawab Mehdi Nawaz Jung who had completed his term of five years.

2.2. 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 which were considerably curtailed owing to the emergency are outlined in the paragraphs which follow :

3. Exhibitions

3.1. *Exhibitions and Artworks Sent Abroad.*—An Exhibition of Contemporary Indian Art has been sent to Kenya on 4th May 1965. Another major exhibition sent out was to the Commonwealth Art Festival held in London. This exhibition consisted of 87 contemporary works and 28 folk art objects and was shown at the Royal Festival Hall from 15 to 30 September, 1965. This exhibition is likely to be shown in Germany, Belgium and other European countries also. The Akademi has also participated in the

Paris Biennale and Biennale De Sao Paulo, 1965. Sri Gautam Voghela received an honourable mention at the Biennale. A collection consisting of 43 paintings, 5 graphics and 2 sculptures was sent to Sao Paulo Exhibition. Works of 8 artists were also sent by the Akademi to Selected Non-Abstract Paintings Exhibition to be held in Japan.

3.2. *Exhibitions from Abroad.*—During the year the Akademi received two major art exhibitions namely, (i) 'Portrait of Mexico' Exhibition from Mexico and (ii) Exhibition of Works of Nine Living British Sculptors. The biggest ever received from abroad, the Mexico exhibition consisted of paintings and sculptures both of the colonial and modern period, besides works of folk art and architectural models of temples etc. The Indian tour of the Exhibition started on June 2, 1965 from Calcutta wherefrom it moved to Madras, then to Delhi and ultimately to Bombay where it concluded in December, 1965. The Exhibition of "Nine Living British Sculptors" was inaugurated in Delhi on 17th November, 1965 and was subsequently shown at Calcutta, Madras and Bombay.

3.3. *National Exhibition of Arts.*—By far the most important programme under the Exhibitions is the annual National Exhibition of Art. This year's exhibition which was the 13th one, was inaugurated by the Minister of Education, Sri M. C. Chagla on 24th January, 1966. 10 exhibits were selected for the Akademi Award.

4. *Publications.*—During the year 1965-66, under the ancient series of our publications, Lalit Kala No. 11 and Portfolio No. 1 on Bhagvata Purana have already been brought out. Under the contemporary series Lalit Kala Journal No. 3 and monographs on Dhanraj Bhagat and G. N. Tagore were released. Lalit Kala Contemporary No. 4 and monographs on Amrita Shergil, Binode Behari Mukherjee, Chintamani Kar, H. K. Ara and a set of picture postcards are expected to be out during the year. A list of publications brought out by the Akademi during the period is given in Annexure V.

5. *Camps and Conferences.*—A camp for the painters, second of its type, was held at Bhopal between October 7 and 16, 1965 in collaboration with the Madhya Pradesh Kala Parishad. A conference of the Chairmen of the State Akademies was held in Hyderabad in February, 1966.

6. *Grants-in-aid.*—Grants totalling Rs. 55,950 were sanctioned to various art institutions and State Akademies.

7. *Presentation of Painting.*—On the request of the Commonwealth Institute for the Blind at London, a painting 'Taj Mahal' by Sri S. G. Thakur Singh has been presented by the Akademi.

8. *Studio Facilities.*—Five studios for use by the artists on hire basis are ready with the Akademi at a de-protected monument "Bistidhari Malcha" located on the Ridge, New Delhi.

9. *Sale of Artists' Material.*—The Akademi imported artists' material for distribution to artists at no profit, no loss basis, worth over Rs. 50,000 during the current year.

10. *Purchase of Exhibits.*—Akademi has purchased works of art to the tune of Rs. 20,000 during the current year.

11. *Programmes for the year 1966-67.*—Programmes for the year 1966-67 are as under :

11.1 *Exhibitions.*—Besides organising the annual National Exhibition, the programme includes (1) an Exhibition of Sculptures and Architectural Exhibition; (2) an exhibition of Akademi's own art collection within the country; (3) participation in the Venice Biennale and (4) exhibition of contemporary Indian art and miniature paintings in some of the European and African countries on behalf of the Union Ministry of Education, provided necessary funds are available.

11.2 *Publications.*—The work is in hand for bringing out books on 'Chamba Paintings', 'Short Survey of Indian Paintings', 'Nagarjunakonda', 'Bagh Cave Paintings', and 'Eastern Indian Metal Images'. Under the contemporary series of publications, a number of books have been planned including monographs on Sailoz Mukherjee, Ram Kumar, Gopal Ghose and others.

11.3. *Camps and Conferences.*—The programme envisages holding of six conferences/seminars including an Artists' Conference.

11.4. *Purchase of Exhibits.*—Exhibits to the tune of Rs. 27,000 will be purchased during 1966-67.

11.5. *Exchange of Artists/Fellows.*—Akademi has accepted two exchange programmes i.e., visit of Indian Artists to the U.S.S.R. and Mongolia and the visit of one artist from the U.A.R. to India.

B. SANGHET NATAK AKADEMI

12. Sangeet Natak Akademi was 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 President appointed Mrs. Indira Gandhi as the new Chairman of the Akademi with effect from 14th December 1965 for a term of five years.

12.1. The main programme of the Akademi consists of coordinating the activities of the State Akademies, 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 1965-66 are described in the paragraphs that follow :

13. *Awards and Fellowships*.—The Akademi at a ceremony held on December 24, 1965 at Vigyan Bhawan, New Delhi conferred Fellowships on 5 artists and presented 11 awards—4 in Music for Hindustani Vocal, Hindustani Instrumental, Karnatak Vocal and Karnatak Instrumental; 3 in Dance for Kathakali, Manipuri and Teaching of Classical Dance, 3 in Drama for Acting in regional languages—Malayalam, Sanskrit and Gujarati and 1 in Play writing (Hindi).

14. *Cultural Programmes*.—A large number of cultural programmes, rich in variety and quality, were presented. These included (1) get-together of experts and teachers of dance, music and drama with Mr. Louis K. Wechsler—Principal of the High School of Music and Art and School of Performing Arts in New York, (2) performance of 'David and Goliath, (an experimental work in traditional Kathakali style) by visiting Kathakali troupe, (3) arrangements for music at Timurti House and Shantivana on May 27, 1965—the first death anniversary of the late Prime Minister Pandit Jawaharlal Nehru, (4) participation in the Jayanti Celebrations of Kshetrayya, the celebrated Padam Composer of South and Siddhendra, the founder of Kuchipudi Dance.

15. *Research on Musical Response*.—Research on Musical response has been completed up to the experimental stage. This is international scheme initiated by Mr. Charles Keil, U.S.A.

16. *Dictionary of Technical Terms*.—Compilation of technical terms in music in various languages is progressing. Recordings and notations of Dhrupade by Gauripur Music Trust, Calcutta are being received, as also notations of rare compositions from Ustad Kadir Bux.

17. *Publication of Monographs*.—The publication of brief monographs in outstanding musicians of the two schools of Indian music is progressing satisfactorily. The first on late Ustad Mushtaq Hussain by Naina Bipjit Singh was out in 1965. Six other monographs are in manuscript stage and are likely to be published in Akademi's journal.

18. *National Songs*.—Under a scheme the Akademi is publishing national songs in all 14 Indian languages with English translations and notation. While in 1964, the first book on Bengali songs was published, those in Telugu, Marathi and Kannada, Malayalam and Hindi were compiled in manuscript form in 1965. For reasons of economy, it has been decided to publish the remaining collections without English translations and as inexpensively as possible. These are now in press.

19. *Indian Dance in Classical Literature and the Arts* by Gopila Vatsyayan.—The book is at present in the press and is in the final stages of production.

20. *Anthology of 100 Songs of Rabindranath Tagore Vol. II*.—The companion volume of the second collection of 50 songs of Tagore with notation and English translations is now complete in manuscript form.

21. *"Sangeet Natak" Bulletin.*—It has been decided to publish a biennial journal "Sangeet Natak". The journal aims at presenting both the work of scholars and academicians and of those engaged in the arts in the contemporary field. The first issue appeared in November, 1965.

22. *Library.*—During the year the Akademi Library acquired 214 new books and received 88 books as gifts from different sources. Besides, 242 new disc records were also purchased in addition to 12 disc records received as gifts.

23. *Schemes Included in the Fourth Five Year Plan.*

23.1. For the purpose of research into the Scientific aspects of music, it is proposed to set up a Laboratory to study musical scales, tonal characteristics of musical instruments, construction of automatic notation recorders and tala instruments, psychological response to music etc. The provision proposed for the first year (1966-67) of the Plan is Rs. 50,000. In view of the Emergency the provision was kept to the minimum but gradually the project would be expanded as more funds become available.

23.2. *Development of the Sangeet Natak Akademi Museum.*—The Museum at present occupies a small space in the ground floor of the Rabindra Bhavan, New Delhi. Small as it is, it does not befit the museum of the stature of Akademi. A modest provision in view of the national emergency, of Rs. 25,000 has therefore been suggested for its expansion in the first year of the fourth Plan.

24. *Budget Estimates for 1966-67.*—In view of the extreme need for economy due to emergency, the budget for 1966-67 has been cut down to Rs. 10,00,000.

25. *Grants to Institutions.*—The total amount of grants sanctioned as assistance to cultural institutions in 1965-66 was Rs. 4,06,000 excluding Rs. 10,000 for Regional and Special Festivals. With effect from the year 1966-67, grants will however be made by the Government of India, Ministry of Education direct, on the recommendation of the Akademi.

26. *Institutions Run by the Akademi.*—Two training institutions are being run by the Akademi—The National School of Drama and Asian Theatre Institute at New Delhi and the Manipur Dance College at Imphal to which an Institute for Kathak Dance has been added (managed by Bharatiya Kala Kendra, New Delhi on behalf of the Akademi on experimental basis for two years).

27. *Activities During 1966-67.*—Of the projects proposed to be taken up during 1966-67 by the Akademi, the following deserve mention.

27.1. *Non-Plan Projects.*—Owing to the Emergency there has been drastic curtailment in normal activities of the Akademi. The Akademi, therefore, proposes to concentrate on the projects which had already been undertaken e.g. the completion of the technical unit in the Sangeet Natak, Akademi, compilation of technical terms in dance, drama and music in

the regional languages, recording of Eminent Musicians, Publication of the Biographies of Musicians and "Who is Who" of Musicians. In addition if funds permit, a meeting of the Chairman of the State Sangeet Natak Akademies is proposed to be sponsored in 1966-67. The Akademi will also continue to finance the National School of Drama and Asian Theatre Institute, New Delhi, Jawaharlal Nehru Manipur Dance Academy (erstwhile Manipur Dance College), Imphal and the Kathak Kendra, New Delhi. The companion volume of the Anthology of Tagore Songs (with notations) Vol. II is also expected to be brought out in 1966-67. The year 1966-67, is also, expected to see the publication of "Indian Dance in Classical Literature and the Arts" by Dr. (Mrs.) Kapila Vatsyayan.

27.2. *Plan Projects*.—A Research Unit for the study of the Science of Music is proposed to be set up. The Museum of the Akademi is proposed to be reorganised and developed.

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

28. *Cultural Exchanges*.—The main object of the three schemes under this programme is to promote emotional and cultural integration of the country and to provide people in different parts of India with opportunities to get acquainted with one another's culture. The three schemes are :

28.1. *Inter-State Exchange of Cultural Troupes*.—Under this scheme troupes from—Andhra Pradesh, Bihar, Kerala, Madras, Maharashtra, Manipur, Mysore and Rajasthan—have visited other States up to the end of February 1966. Troupes from West Bengal, Punjab, and Uttar Pradesh are also expected to visit other States by the end of March, 1966.

28.2. *Cultural Exchange of Outstanding Artists Amongst the Zones of India*.—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 in arranging the performances or when any artist not covered by the scheme is invited to give performances. So far proposals have been received from Rajasthan, Maharashtra, Madras and Kerala.

28.3. *Sponsoring of Cultural Troupes for the Entertainment of the Armed Forces in the Forward Areas*.—Owing to the tense situation prevailing on our borders, not many troupes could visit border areas. A troupe from only Gujarat could be sponsored so far. A few proposals from Rajasthan, Madras etc. have been accepted by the army authorities, and the visits are likely to take place before the end of March, 1966.

29. *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 grant is admissible from the National Akademies. From 1966-67 onwards, grants to institutions in the fields of dance, drama, music and fine arts, which have hithertofore

been assisted by the Sangeet Natak Akademi and the Lalit Kala Akademi, will be disbursed direct by the Ministry. This decision has been taken in pursuance of the recommendations made by the Reviewing Committee for the National Akademies appointed by the Government of India in March, 1964. A provision of Rs. 5 lakh has been made for 1966-67 and the budgets of the two Akademies have been reduced correspondingly.

30. *Building Grants to Cultural Organisations.*—In view of the emergency and the ban on new constructions, the Building Grants Scheme has not been extended to the year 1965-66 to cover fresh cases.

31. *Promotion of Drama Movement in the Country.*—The new scheme which was proposed to be introduced during 1965-66 could not be introduced because of financial stringency. As the old schemes stand discontinued, it has been decided to give financial assistance to deserving theatre groups on *ad hoc* basis in 1966-67. A provision of Rs. 1,00,000 has been made for the purpose.

32. *National Theatre, New Delhi.*—The project has been carried over to the fourth Five Year Plan. Subject to availability of funds it may be completed in the fourth Plan period. As reported earlier, the project has the approval of the Cabinet and the architect is preparing revised plans and estimates in the light of Cabinet's directions.

33. *Open-Air Theatres in Rural Areas.*—State Governments and Union Territory Governments are assisted for the construction of 5 and 2 Open-Air Theatres respectively per year. A provision of Rs. 85,000 exists in the current year's budget for the purpose but considering the need for economy, it has been decided to suspend the scheme during 1966-67.

34. *Cultural Working Group.*—The fourth meeting of the Cultural Working Group was held on the 3rd September, 1965 and examined the revised proposals with a view to adjusting the allocations within the ceilings of Rs. 17.18 crore for cultural activities, including National Archives. It considered all the schemes and allotted an amount which was required by each scheme for the fourth Plan period.

35. *Shankar's International Children's Competition.*—This competition organised annually at the capital is assisted by the Ministry by way of meeting the deficit, subject to a maximum of Rs. 1,25,000, in arranging the Children's Art Competition, Children's Art Exhibition, on-the-spot Painting Competition, and publication of Children's Art Number and Album, and Prize Distribution. The competition is run by the Childrens Book Trust, New Delhi, to whom financial assistance is given by the Ministry for the purpose. A provision of Rs. 1,25,000 exists in 1965-66 and an equal amount has been provided for 1966-67.

36. *Film Stars' Festival.*—This Ministry arranged, in collaboration with the Ministry of Defence, a Film Stars Festival in New Delhi in November, 1965, in aid of the National Defence Fund.

37. *Individuals and Institutions Engaged in Literary Activities.*—For promoting the cultural and literary activities and to bring about emotional integration in the country, the Ministry gives financial assistance to institutions and individuals. The Indian Academy of Philosophy, Institute of Traditional Cultures, and Dairatul-Maarif-il-Osmania etc. received substantial grants.

38. *Financial Assistance to Eminent Writers, Artists etc. in Indigent Circumstances.*—The scheme was first introduced during 1953-54 and thereafter revised in April, 1961. Under the scheme the State Government and the Central Government share the expenditure in proportion of 1 : 2. During the year, about 200 fresh grants have been awarded to writers, artists, etc., on the recommendation of the State Governments.

39. *Grant-in-Aid to Individual Research Workers.*—For undertaking research in social sciences and cultural subjects (subjects not falling under science and technology), a scheme is initiated since 1962-63 to give grants to individual research workers. Every year 3 to 4 research workers are selected under the scheme.

D. FINANCIAL PROVISIONS

Sl.	Name of the Scheme	Provision for 1965-66		Provision for 1966-67
		Budget	Revised	
		Rs.	Rs.	Rs.
1.	Lalit Kala Akademi	9,17,000	4,80,000	5,10,000
2.	Sangeet Natak Akademi	16,00,000	14,00,000	10,00,000
3.	<i>Cultural Exchanges</i>			
	(a) Inter-State Exchange of Cultural Troupes	2,30,000	2,00,000	1,90,000
	(b) Cultural Exchange of outstanding Arts.			
	(c) Sponsoring of Cultural Troupes			
4.	Grants to Cultural Societies/Organisations	6,35,000	4,45,500	10,10,800
5.	Building Grants to Cultural Organisations	4,00,000	2,00,000	2,00,000
6.	Assistance to Theatres etc.	1,13,000	1,13,000	1,00,000
7.	Open-Air Theatres	85,000	85,000	Nil
8.	Financial Assistance to Eminent Writers etc. in indigent circumstances.	4,75,000	4,38,000	3,40,000
9.	Shankar's International Children's Competition	1,25,000	1,25,000	1,25,000
10.	Individuals and Institutions engaged in Literary activities	1,50,000	1,00,000	3,38,000

CHAPTER XV

MUSEUMS, ARCHAEOLOGY AND ARCHIVES

A. DEVELOPMENT OF MUSEUMS

Museums have immense potentialities as centres of culture, education and recreation for the community inasmuch as they easily evoke people's interest and supply varied information. Besides, they also function as precious repositories of India's rich and varied cultural heritage. The Union Government have therefore, continued to maintain and develop a few museums of national importance, besides extending financial assistance to State and other museums for their improvement and reorganisation. Award of grants and research fellowships for Museology, training of museum personnel and holding museum camps are the other forms of activities in the field.

2. *Reorganisation and Development of Museums.*—The scheme of Reorganisation and Development of Museums is a continuing scheme from the second Plan period. For the third Plan a programme limit of Rs. 55 lakh was fixed. Financial assistance is given for approved items like minor building extensions, equipment, publications, training of museum staff etc. on the basis of priorities laid down by the Central Advisory Board of Museums. The scheme has also been included in the fourth Five Year Plan.

3. *Central Advisory Board of Museums.*—The Central Advisory Board of Museums will be completing its three-year term in February 1966, when a fresh Board will be reconstituted consisting of the representatives of the Union Government, State Governments and important museums of the country.

4. *Museums Camp.*—Under the scheme a camp on 'Decorative Arts including Textiles' was organised in Bombay in 1965. Representatives of State Governments consisting of persons actually concerned with museums participated in the Camp.

5. *Research in Museology.*—Since 1962, under the schemes of 'Reorganisation and Development of Museums', financial assistance is given to three scholars per year for doing research in Museology. Besides, a monthly allowance of Rs. 250, Rs. 1,000 per year as travel grant and Rs. 500 for purchase of books, equipment etc. are also given.

6. *National Art Treasures Fund.*—The amount of Rs. 6,48,532 is available in this fund. Steps are being taken to see how best this amount can be utilised.

7. *Buddha Jayanti Park.*—Due to National Emergency, further progress in this work has been suspended.

8. *National Museum, New Delhi.*—A subordinate office of the Ministry, the National Museum continued its programme of various activities during the year, an account of which is given below :

8.1. *Acquisition of Art Objects.*—Art objects worth about Rs. 4,00,000 were purchased by the National Museum, including a few rare bronze figures of Pallava, Chalukhya and early Pala periods. Besides, a stone head of Vishnu, of exceptional quality, from Rajasthan, of the 11th century, two ivory figures from South India, of the 18th century, fifty-four Anthropological specimens to supplement costumes already in the collection were purchased from the exhibition of N.E.F.A. Handicrafts Department held in Delhi. Thirty-three gold coins lacking in its collection were purchased by the Museum from the National Defence Fund collections.

8.1.1. A great many objects were received as gifts, notable among them being, one inscribed copper coin of Chhatrapati Sivaji from Shri Anil Kumar Vithal Rao, Poona; 16 Anthropological specimens from the N.E.F.A. region—from Col. P. N. Luthra, Adviser to the Governor of Assam; 4 Terracottas and one metal bell recovered by the Jawans of the Indian Army in Kutch—from Air-Headquarters.

8.2. *Exhibition.*—A travelling exhibition of 49 miniature paintings representing the various schools of Indian painting from the 16th to the early 19th century, selected from the National Museum's collection was sent on a tour to Poland, Rumania, Czechoslovakia, Yugoslavia, U.S.S.R., etc. under the cultural exchange agreements with the countries concerned.

8.2.1. The travelling exhibition "Ancient Sculptures from India", which had a successful tour of Japan and five important cities in the United States of America during the course of the last year, closed in Honolulu in the middle of July and the loans have returned home.

8.2.2. The Museum launched a new programme of featured exhibitions and objects which highlight a single object every month out of the vast museum collections, inviting special attention to its iconographic, historical and aesthetic qualities as an outstanding work of art. For the month of December, 1965 the object was a 3,500 years old, Burial Jar from a Cemetery 'H' Harappa, having an elaborate painting depicting a scene which recalled the ancient Hindu belief in 'Life After Death'.

8.2.3. A special exhibition entitled "The Story of Freedom from Hunger" was organised in the Changing Exhibition Gallery in response to F.A.O.'s and Unesco—ICOM's call for an International Campaign for 'Freedom from Hunger'. Photographs, drawings and wherever possible, actual objects etc. were displayed at the exhibition.

8.2.4. The National Museum helped the All India Fine Arts and Crafts Society in arranging an Exhibition on the life of Guru Nanak by lending 19 miniature paintings related to the subject. It also assisted in arranging the loan of a portfolio of 10 seriographs—*i.e.*, silk screen prints, by 10 eminent American painters from the Smithsonian Institution, Washington

D. C. for the Fifth International Contemporary Art Exhibition 1965, organised by the All India Fine Arts and Crafts Society, New Delhi.

8.3. *Publications.*—The Museum published “Kangra Paintings of the Gita Govinda” by Dr. M. S. Randhawa, with colour plates and monochrome illustrations. Hindi versions of ‘A Brief Guide to the National Museum, New Delhi’ and of the educational brochures : (a) Harappan Art and (b) ‘Indian Sculpture through the Ages’, were brought out during the year.

8.4. The Museum Education Department prepared a special programme of a 12 weeks’ course of illustrated lectures-cum-demonstration on ‘Indian Art and Culture’ designed to meet the needs of teachers and art-lovers during this year. About 95 enrolled under the leadership of Mrs. Shirley Isenberg of the American International School, New Delhi availed of the programme. The course commenced on the 15th September and lasted till 15th December, 1965.

8.5. *Course on ‘Care of Museum Objects’.*—The Conservation Laboratory of the Museum conducted a three-month course for curatorial personnel on the ‘Care of Museum Objects’ this year. The course was attended by seven trainees and they were given an insight into the composition, structure, deterioration and treatment of various types of objects.

8.6. *Library.*—The library continued to develop steadily during the year; nearly 1,400 books were added to its collection bringing the total to 15,400. 915 more slides were added to its collection raising the total to 4,267. Nearly 400 photos of art objects were added to the study collection of photographs. Reference and research service was rendered to research scholars, museum officers and visitors to the museum.

8.7. *Moulds.*—In the modelling section besides attending to mending work about 1,000 plaster casts and 6 permanent rubber moulds were prepared. A modeller from Patna was given practical training in making models, casting, finishing etc.

8.8. *Development of National Museum.*—In the National Museum proper the Gupta Gallery (5th—6th centuries) was reorganised and the sculptures exhibited there re-arranged. A Buddhist railing pillar and two lintels, probably from Hindu temples of the Gupta period, recovered by the Archaeological Survey were added to the gallery. On the second floor an entire gallery has been remodelled, converting half of it into a jewel box displaying the museum’s riches in items of jewellery and precious stone-studded tiaras etc. and other items of decorative art. Besides, an additional selection of gold coins of the Gupta, Moghul, South Indian and Sultanate Dynasty was also put on exhibition.

9. *Indian War Memorial Museum, Delhi.*—The Indian War Memorial Museum in Delhi exhibits arms, ammunition and equipment used in the First World War. It continued to attract a large number of visitors during the year.

10. *Indian Museum, Calcutta.*—Indian Museum is one of the biggest museums which has been functioning effectively for the last century and a half. It is governed by the Board of Trustees and comprises six sections, namely, Art, Archaeological, Anthropological, Geological, Industrial (Economic, Botany) and Zoological. With a view to improving the present set-up, Art, Archaeological and Anthropological sections have been integrated with the Indian Museum in this year.

10.1. A budget provision of Rs. 5 lakh has been made during 1965-66, For the year 1966-67, an amount of Rs. 5 lakh (non-Plan) and Rs. 2½ lakh (Plan) has been provided.

11. *Victoria Memorial Hall Museum, Calcutta.*—The Victoria Memorial Hall, Calcutta is also managed by a Board of Trustees. It accommodates exhibits mainly connected with the British period of Indian History.

12. *Salar Jung Museum, Hyderabad.*—The work of construction of the new building is still in progress. During the year 1965-66 a grant of Rs. 5 lakh has been released. For the year 1966-67 a sum of Rs. 7.78 lakh has been agreed to be provided in the budget. With the release of this amount during 1966-67, the building will be completed up to the second floor. For the maintenance of the Museum, a sum of Rs. 5 lakh has been approved in the revised estimates against the budget provision of Rs. 7 lakh imposing a cut on certain activities of the Museum due to economy. For the year 1966-67 a sum of Rs. 6,42,000 has been agreed to be provided in the budget.

13. *National Gallery of Modern Art, New Delhi.*—The Gallery continued its programme of various activities, a brief account of which is given below:

13.1. *Western Section.*—A Western Section has been opened in the Gallery to acquaint the public with the art trends in the Western countries. The present display includes the works of artists like Jacob Epstein, Lawrence Alma Tadema Meck, M. Greene, Peter Lubarda and Boris Georgieve.

13.2. *Restoration-cum-Chemical Laboratory.*—A beginning has been made in the establishment of a Restoration-cum-Chemical Laboratory in the Gallery and during the year under report works of Raja Ravi Varma, Amrita Shergil and other important artists were restored.

13.3. *Exhibitions.*—An exhibition of Rabindranath Tagore's paintings was organised during the "Artist Week" programme from 14th December, 1965 to 30th December, 1965. 904 visitors visited the exhibition.

13.4. *Visitors.*—During the year under review, 18,601 visitors including several distinguished delegations visited the Gallery.

13.5. *Art Purchase Committee.*—The Art Purchase Committee of the National Gallery of Modern Art has been reconstituted during 1965-66.

13.6. *Art Reference Library*.—During the year 1965, the 133 books bound volumes of periodicals/journals were added.

14. *Nehru Memorial Museum and Library, Teen Murti House, New Delhi*.—Nehru Memorial Museum and Library was inaugurated by the President of India on 14th November, 1964. It formed a part of the National Museum till 2nd September, 1965, when it was set up a separate subordinate office of the Ministry of Education with a Director as its head.

14.1. *Exhibitions*.—A number of exhibitions were organised which included :—

- (i) An exhibition entitled "The Last Two Years" synchronised with Jawaharlal Nehru's first death anniversary.
- (ii) On 15th August, 1965, an exhibition on the theme of independence was inaugurated.
- (iii) On 16th October, 1965, the "Nehru on Food" exhibition was opened as part of the world-wide "Freedom from Hunger" campaign.
- (iv) The exhibition "Freedom's Battle" built around a 'Prison Cell' photographically reconstructed out of pictures taken mostly in the jails in which Jawaharlal Nehru was lodged, was opened on 14th November, 1965.

14.2. *Acquisition of Objects*.—All the Indian Missions have been requested to obtain as much material as possible on different aspects of Nehru which may be available in their countries of accreditation. From within the country also all possible efforts are being made to collect material especially from those who came into contact with late Shri Nehru.

14.3. *Library*.—The Library is planned to be a special research library for modern Indian History, from Ram Mohan Roy to Jawaharlal Nehru. Its resources will cover all aspects—religious, cultural, social, economic and political—of the development of modern India, with particular emphasis on the Nationalist movement and the contribution of late Shri Nehru to it. Besides books, pamphlets, periodicals, it will stock photographs, films and sound recordings. A distinctive feature of the library will be its manuscript collection.

B. ARCHAEOLOGICAL SURVEY OF INDIA

15. The Archaeological Survey of India continued to give attention to all its major activities, namely, conservation of 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 research value.

16. *Exploration and Excavation*.—Two sites are proposed to be excavated during the year. The works at Kaliwangan (Rajasthan), a site of Harappan and pre-Harappan complex, and at Burzahon (Jammu & Kashmir State), an important neolithic site, will be in continuation of previous year's

work. Apart from the work of proposed exploration, minor trial excavations at a few places are contemplated. Up to December 1965, 2,767 villages were surveyed under the Five Year Plan. The few Harappan sites recently discovered by the Survey in Kutch (Gujarat) away from the coast line, are likely to throw more light on the movements of the Harappan people.

17. *Up-keep and Maintenance of Monuments.*—Amongst the monuments that have been given special attention, mention may be made of: Qutab Minar (Delhi), Dhamekh stupa (Sarnath) in Uttar Pradesh, Asokan edict at Ahrarur (Bihar), Elephanta caves (Bombay), Badshah tomb and Harwan Monastery (Jammu & Kashmir State), and the Konarak temple (Orissa).

18. *Archaeological Museums.*—Continuous progress in regard to arranging of galleries is being made at the newly constructed museums at Amaravati and at Konarak. The work at Nagarjunakonda Museum is nearing completion and the museum will be thrown open to the public shortly. The Sanchi Museum is complete in all respects.

19. *Activities Outside India.*—Dr. B. B. Lal, Archaeological Chemist in India and Shri R. Sengupta, Archaeological Engineer, went to Afghanistan in May, 1965 in connection with the collection of necessary data for the preservation of the monuments at Bamian. Dr. B. B. Lal also visited Nepal in 1965.

20. *Publications.*—A new coloured set of picture post cards of 'Ajanta' was printed and released for sale along with other sets relating to various important monuments as part of publicity programme of the Survey. The publications brought out by the Archaeological Survey of India during 1965-66 are at Annexure V.

21. *Meetings.*—The 21st meeting of Central Advisory Board of Archaeology was held at Poona with the Minister of Education in the Chair. The late Vice-Chancellor of the Poona University, Dr. N. V. Gadgil, inaugurated the meeting. A variety of problems relating to archaeology were discussed and a number of important resolutions were passed.

21.1. In the beginning of the year a Committee was appointed by the Government under the Chairmanship of Sir Mortimer Wheeler to review the work of the Survey. The report of the Committee is under the consideration and its recommendations are being implemented by the Government of India.

22. *Export Licences.*—During the year, 93 licences were issued for the export of sculptures etc. which were not considered of unique value.

C. NATIONAL ARCHIVES

23. *National Archives of India.*—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.

23.1. *Accession.*—To the Department's records were added 98 bills passed by the various State Legislatures, 24 files of the Military (Finance) Department (1906-23) and 179 boxes of registers and cancelled securities from the Reserve Bank of India (Calcutta), 392 folios of Cantonment plans received from the Survey of India. Besides, 113 reels of microfilms of the Crown Representatives of the late Political and Foreign Department were acquired from the India Office Library.

Among the significant additions to the Department's private archives were 62 rolls of microfilm of private papers of Lord William Bentinck received from the Nottingham University.

23.2. *Compilation of Reference Media.*—Check listing of private papers of the late Srinivasa Sastri and 14 volumes of Xerographic prints of Macartney papers was completed. Listing of the papers of the late P. D. Tandon and M. R. Jayakar was also continued. Besides, 3,986 files of Foreign and Political Department (1933-38), 5,238 files of the Military 'B' Progs. (1891-93), 52 Boxes of registers and cancelled securities of the Reserve Bank of India (Calcutta) and 1,036 files of the Political Department, Bhopal State (1936-47) were checked and listed. Considerable progress was made in preparing descriptive lists of Persian Correspondence (1904-11), Mutiny papers (Volume III) at Bhopal and Secret Department records (1787, 1789). Indexing of the *Alquabnama* also continued.

23.3. *Research and Reference.*—The number of research scholars who availed themselves of the facilities for consulting records was 218 as against 118 last year.

23.4. *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, notable among them were : Department of African Studies, University of Delhi; Tribhuvan University, Kathmandu, Dr. (Mrs.) J. Mirsky, Yale University, U.S.A. and the Nehru Memorial Museum, New Delhi.

23.5. *Training in Archives-Keeping.*—All the trainees in the one year diploma course for the session 1964-65, successfully completed their training and a fresh batch of nine trainees for the Session 1965-66 commenced their training with effect from the 18th October, 1965.

23.6. *Publications.*—Reproduction of Part I of *Selections from Educational Records* edited by H. Sharp was completed and that of Part II edited by Richey neared completion. Collection and editing of Volume III, relating to 'History of Educational Administration (1857-91)', Volume IV dealing with 'Growth of Female Education' and Volume V on 'Development of Technical Education in India since 1860' continued. Printing of the *Fort William India House Correspondence* (Volume III) (1760-63), Volume XX (1792-96), Volume XXI (1797-1800), *Descriptive Lists of Secret Department Records* (1776-77) and Volume XI (1794-95) of *Calendar of Persian Correspondence* also continued. Volume XIV of the *Indian Archives* (1961-62) was published and printing of Volume XV (1963-64) neared completion.

23.7. *Advisory Bodies and Committees.*—The National Committee of Archivists met in New Delhi on the 19th and 20th November, 1965, for its 18th meeting and made a number of recommendations. The Committee also organised a symposium on the 'Protection of Records and Cultural Property during an Armed Conflict' which was well attended. The Indian Historical Records Commission has been reconstituted. While doing so, two adjuncts of the IHRC, viz. Research and Publication Committee and Local Records Survey Committee have been abolished. Moreover, under the new constitution of the IHRC, only the State Governments having organised record repositories of their own, are eligible to nominate representatives on the IHRC. Similarly, representation of the Universities on the IHRC is restricted to those who have faculties of History of their own.

23.8. *Grants to State Governments.*—Grants were given to the State Governments of Andhra Pradesh, Bihar, Jammu and Kashmir, Kerala, Madras, Maharashtra, Orissa, Punjab and Rajasthan for the compilation of material for the National Register of Records in private custody.

23.9. *Programme for 1966-67.*—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 etc. as well as of eminent Indians who have played significant part in the Indian history.

D. FINANCIAL PROVISIONS

Sl. No.	Name of the Scheme	Provision for 1965-66		Provision for 1966-67
		Original	Revised	
		Rs.	Rs.	Rs.
1.	Reorganisation and Development of Museums	8,25,000	8,25,000	4,00,000
2.	National Museum, New Delhi	19,25,800	17,29,100	16,49,800
3.	Indian War Memorial, Delhi	21,800	21,800	22,000
4.	Indian Museum, Calcutta	5,00,000	5,00,000	7,50,000
5.	Victoria Memorial Hall, Calcutta	2,16,000	2,16,000	4,16,000
6.	Salarjung Museum, Hyderabad	12,00,000	10,00,000	14,20,000
7.	National Gallery of Modern Art	3,76,500	2,97,500	2,98,100
8.	Nehru Memorial Museum & Library	3,00,000	3,00,000	6,00,000
9.	Archaeological Survey of India	1,21,96,000	1,11,14,100	1,07,59,300
10.	National Archives of India	18,59,000	16,51,500	16,89,000

CHAPTER XVI

CULTURAL RELATIONS WITH FOREIGN COUNTRIES

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 abroad, essay competitions in foreign countries, and assisting in the translation and publication of Indian classics into foreign languages and *vice-versa*. At non-governmental level, the Indian Council for Cultural Relations—an autonomous organisation entirely financed by the Ministry—implements a significant part of these activities.

A. ACTIVITIES OF THE MINISTRY

2. Owing to the recent national emergency and the need for overall economy, activities of the Ministry in respect of cultural relations with foreign countries were carried out on a subdued scale; this is specially the case in respect of activities involving expenditure in foreign exchange.

3. At present, 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 U.S.S.R. and Yugoslavia. These agreements envisage co-operation in the fields of culture, education and science.

3.1. Under the provisions of the respective Cultural Agreements with the U.S.S.R., Yugoslavia, Rumania, Bulgaria, Hungary and Czechoslovakia, detailed programmes for cultural, educational and scientific exchanges between India and these countries were finalised during the year. These exchange programmes cover a wide range of activities in the fields of science, education, art, culture, agriculture, health etc.

3.2. The next meeting of the Indo-Soviet Joint Committee is proposed to be held in India during March, 1966 for finalising the cultural exchange programme between the two countries for the year 1966-67.

4. *Cultural Delegations to Foreign Countries.*—The following cultural delegations visited several foreign countries during the course of the period under review.

4.1. *Afghanistan.*—Shri Mahmud Mirza—a well-known sitar player, accompanied by Shri Narayan Rao, tabla-player, went to Kabul in May, 1965. During their stay they gave a number of performances there.

4.1.1. Under the leadership of Col. B. H. Zaidi, Member, Rajya Sabha, a Cultural Delegation consisting of Smt. Siddheshwari Devi, Smt. Sitara Devi, Shri Radhika Mohan Maitra, sarod player, and their accompanists visited Kabul to participate in the Afghan Jashan celebrations. A Tennis team of the Agra University and Hockey team of the Audit Sport Control Board, New Delhi, also played matches as part of the Afghan Jashan celebrations.

4.2. *East European Countries.*—Under the Indo-USSR, Hungarian and Polish Cultural Exchange Programmes, Shri S. Balachandar, the well-known veena player, visited Moscow, Budapest and Warsaw for a period of about five weeks and gave performances.

4.3. *Latin American Countries.*—Dr. R. Panikkar, an eminent Indian scholar and professor at the Banaras Hindu University, during his visit for 6 weeks to Latin-American countries delivered a series of lectures on Indian culture and civilization in Brazil, Uruguay, Paraguay, Argentina and Chile.

4.4. *Nepal.*—Shri Birju Maharaj, Kathak dancer with a party of seven members visited Nepal for a week in August to participate in the Indian Independence Day celebrations.

4.4.1. A group of six Hindi poets including among others, Pt. Bhawani Prasad Mishra, M.P. went there and participated in the Kavi Sammelan in Nepal. These functions were organised by the Indian Embassy in Kathmandu in November, 1965.

4.5. *Sikkim.*—A 12-member delegation of 'Darpana' including Smt. Mrinalini Sarabhai, visited Sikkim in the first week of April, 1965, to give performance on 5th April, 1965, in connection with the Maharaja's Coronation.

4.6. *United Kingdom.*—On the invitation of the Edinburgh Festival authorities, three eminent musicians Shri Bismillah Khan and party (Sahnai player), Shri Palghat Mani Iyer and party (Mridingam player), Shri Vilayat Khan (Sitar player) with two accompanists, participated in the Edinburgh International Festival and in the Commonwealth Arts Festival held in September, 1965.

4.6.1. *Netherlands & France.*—Shri Bismillah Khan and his accompanists thereafter visited the Netherlands and France and gave performances in Amsterdam and the Hague and Paris.

4.7. *U.S.S.R.*—Under the Cultural Exchange Programme Professor D. S. Rege, Principal, Elphinston College, Bombay, visited the Soviet Union in June, 1965 to participate in the seminar "The genre of the making and development of the short story in Asia and Africa" held in Moscow.

4.8. *West Asian Countries.*—A sum of Rs. 50,000.00 (Rupees fifty thousand only) was given as travel subsidy to Triveni Kala Sangam, New Delhi, to enable them to send a Manipur troupe to participate in the

Damascus World Fair and to visit U.A.R., Tunisia, Algeria, Germany, Denmark, Norway, Finland and the U.S.S.R. The troupe left on 9th September, 1965 and returned to India in the first week of December, 1965.

5. *Cultural Delegations From Abroad.*—The following delegations visited India during the year :

5.1. *Afghanistan.*—A ten-member delegation from Afghanistan consisting of specialists in scientific fields visited India for 2 weeks commencing in March-April, 1965.

5.2. *German Democratic Republic.*—Mr. Andreas Buschnakowski, Organ Player arrived in Bombay on December 29, 1965 on a 4-week tour of the country for giving two recitals each in Bombay, Madras, Calcutta and Delhi.

5.3. *Japan.*—Professor K. Doi, Head of the Department of Hindi, Tokyo University of Foreign Studies and Professor M. Harh, Lecturer in Sanskrit, University of Tokyo visited India for one month during March-April, 1965.

5.4. *Poland.*—Miss Ewa Rudzka, a Polish Journalist arrived in Delhi on the 4th January, 1966 on a 4-week tour of the country under the Indo-Polish Cultural Exchange Programme for 1964-65.

5.5. *Rumania.*—Professor Costache Antoniu, Deputy in the Grand National Assembly of Rumania and Vice-Chancellor of the Institute of Theatrical and Cinematography Arts visited India for a fortnight during November-December, 1965 under the Indo-Rumanian Cultural Exchange Plan for 1965-66.

5.6. *Sikkim.*—Miss Buddhimaya Singh, a Hindi student arrived in Calcutta on 1st January, 1966 on a month's tour of the country under the scheme of Award of Prizes in the form of a free round-trip to India, to foreign students learning Indian languages.

5.7. *Switzerland.*—Mr. Henri-Edgar Quellet, a Sanskrit scholar, visited India for a fortnight during August, 1965 under the scheme of Award of Prizes in the form of a free round-trip to India, to foreign students learning Indian languages.

5.8. *U.S.S.R.*—Professor V. I. Pavlov, Senior Scientific worker visited India for 2 months commencing from 30th March, 1965 on a study-cum-observation tour. His visit was covered by the Indo-Soviet Cultural Exchange Programme, 1964-65.

5.8.1. A 4-member Soviet Writers Delegation arrived in India on 23rd December, 1965 on a 3-week tour of the country under the Indo-Soviet Cultural Exchange Plan for 1965-66. The Delegation, besides attending the 5th All-India Writers' Conference at Alwaye (Cochin), visited Madras, Hyderabad, Delhi, Agra and Bombay.

5.9. *West Germany.*—Mr. A. Wezler, a Sanskrit scholar visited India for 4 weeks during November-December, 1965 under the scheme of Award

of Prizes in the form of a free round-trip to India, to foreign students learning Indian languages.

6. *Delegations Expected From Abroad.*—The following visitors/delegations are expected or have since arrived :

6.1. *Ceylon.*—Master Senaka Senanayake (accompanied by his mother) is expected to visit India (Madras, Delhi, Bombay), along with his 1-man Exhibition, for 3 weeks, in February-March, 1966.

6.2. *Czechoslovakia.*—Dr. Odolen Smekel, a Hindi scholar and Assistant Lecturer in the Faculty of Philosophy in the Charles University, Prague (Czechoslovakia) is expected to arrive in Delhi on 30th January, 1966 on a 4-week tour of the country.

6.3. *France.*—Under the Cultural Activities Programme for 1965-66, Professor G. Vallin, a French Indologist will be visiting India during February-March, 1966 for one month.

6.4. *Kenya.*—2 Mayors and a Councillor from Kenya will visit India for 4 weeks during February-March, 1966.

6.5. *Sikkim.*—A 20-member Goodwill delegation consisting of Teachers etc. from Sikkim is likely to reach Siliguri on 20th January, 1966 on a 4-week tour of the country.

6.6. *U.S.S.R.*—A 30-member Soviet Ballet may visit India for four weeks in February-March, 1966.

6.6.1. Dr. Nina Ivanovna Dovryakova, Senior Editor of the Editorial Board of the Soviet Encyclopaedia is expected to visit India for 6 weeks during January-March, 1966 under the Indo-Soviet Cultural Exchange Plan.

7. *Delegations Proposed to be Sent Abroad.*—The following visits are proposed to be sponsored during the remaining part of the year :

7.1. Prof. M. Mujeeb, Vice-Chancellor, Jamia Millia, Delhi, to Turkey on a lecture-tour.

7.2. Shri G. Ramachandran, M.P. to Belgium on a lecture-tour.

7.3. Shri S. H. Vatsyayan, a writer, to the USSR, Mongolia, Yugoslavia and Rumania, under Indo-Soviet and other Cultural Exchange Programmes.

7.4. Dr. S. K. Chatterjee, National Professor of Humanities to U.A.R., Rumania, Czechoslovakia, the U.S.S.R., Ethiopia, Greece etc. under cultural activities programme.

7.5. Shri S. Bashiruddin, a scholar, to the U.S.S.R., under the Indo-Soviet Cultural Exchange Programme.

7.6. Two cultural delegations to Nepal, one at the time of Republic Day Celebrations and the other subsequently.

8. *Exhibitions etc. Sent Abroad.*—A brief account of the various exhibitions sent or objects loaned out to foreign countries is given in the

following paragraphs :

8.1. *Afghanistan*.—Shri M. F. Hussain, visited Kabul with an exhibition of his paintings. His visit was jointly sponsored by the Government of India and the Royal Afghan Government.

8.2. *European Countries*.—An exhibition of Indian miniature paintings has been touring Europe for the last six months. It has been held in Poland, Czechoslovakia, Hungary, Rumania, Bulgaria, the U.S.S.R., Yugoslavia and is presently being held in Greece. After its conclusion in Greece, it will be held in some countries of Western Europe and West Asia.

8.3. *U.S.A.*—Under the sponsorship of five American museums, an exhibition of ancient Indian Art entitled "Ancient Sculptures from India" was held in the U.S.A.

8.4. *U.K.*—As part of the Commonwealth Arts Festival held in London during September-October, 1965, an exhibition of Commonwealth Arts was also held. India sent an exhibition of Indian contemporary paintings, sponsored by the Lalit Kala Akademi, New Delhi. It may be sent to some other countries in Europe.

8.4.1. A collection of 100 children's paintings compiled by Shankar's International Children's Competition, was sent to London for the exhibition entitled "Children's Art from the Commonwealth" held in London as part of the Commonwealth Arts Festival, 1965.

8.5. *West Germany*.—Two sculptures from the Indian Museum, Calcutta, have been loaned for the Exhibition of Indian Art to be held in January in Stuttgart and possibly in Hamburg. The exhibition is being organised by the Linden Museum of Ethnography, Stuttgart and sponsored by the Governments of the State of Baden Wuerttemberg and of the City of Hamburg.

9. *Exhibitions From Abroad*.—An art exhibition entitled "Portrait of Mexico" visited Calcutta, Madras, Delhi and Bombay during May-December, 1965. The exhibition was organised by the Lalit Kala Akademi on behalf of the Union Ministry of Education and consisted of paintings, sculptures, handicrafts, mural photographs etc. depicting a cross section view of Mexican life and culture.

10. *Presentation of Art Objects Abroad, Etc.*

10.1. Art objects such as dolls, musical instruments, paintings, sculptures, plaster casts, photographs, books, costumes etc. worth Rs. 17,000 have been sent to Indian Missions in Syria, U.A.R., Algeria, Tunisia, West Germany, Berlin, Norway, Denmark, Finland and the U.S.S.R., for presentation to various organisations and individuals.

10.2. Books on Indian history, art, literature etc., were also presented to various organisations and institutions abroad through the respective Indian Missions.

10.3. 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, grammophone records of Indian music etc.

11. *Fellowships and Scholarships*.—Twelve learned Tibetan refugee Lamas are being given fellowships at the rate of Rs. 300 per month per head. They are engaged in research work in various Indian universities and institutions of higher learning. Twelve 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 and the Nava Nalanda Mahavihara, Nalanda.

11.1. Six Ladakhi students are also receiving scholarships @ Rs. 60 per month per head for completing their education at higher secondary level at the Ladakh Institute of Higher Studies, Delhi. Six Buddhist monks from South Vietnam are also receiving scholarships @ Rs. 150 per month per head for completing Acharya (Pali) and M.A. (English) courses at the Nava Nalanda Mahavihara, Nalanda.

12. *Participation in International Congresses And Conferences Abroad*.—With the amounts or travel subsidies sanctioned by the Ministry the following participated in international congresses/conferences :

- (1) Prof. Nurul Hassan of Aligarh Muslim University, Aligarh and Prof. Bisheswar Prasad of Delhi University participated in the International Congress of Historians held in Vienna (Austria).
- (2) Two delegates of the Indian Federation of University Women's Association participated in the XVth Conference of the International Federation of University Women held in Brisbane (Australia).
- (3) Dr. K. D. Upadhyaya attended the "Dentachan Volwsunde Kongress (International Folklore Congress), held in Marbourg (Federal Republic of Germany), during April, 1965.
- (4) Miss Vimla Sood, Deputy Education Officer, Delhi Administration participated in the 5th International Congress of the International Association of Physical Education and Sports for Girls and Women held in Colonge, Federal Republic of Germany.
- (5) Shri Samar Chatterjee of Children's Little Theatre, Calcutta participated in the Conference on Theatre for Children and Young People in Paris.
- (6) Shri Radha Raman, Director, National League of Pen Friends, New Delhi, participated in the Triennial Congress of the International Federation of Organisation for Schoalstic Correspondence and Exchange held in Paris (France) in October, 1965.
- (7) Smt. Grace Tucker, Deputy Education Minister, Government of Mysore, attended the Triennial Conference of Associated

Country Women of the World held in Dublin (U.K.) in September, 1965.

- (8) Prof. Anant Kanekar was sent by the Indian branch of the P.E.N. to participate in the International P.E.N. Conference at Bled, (Yugoslavia), and
- (9) Shri T. M. Janardhana, Director and Instructor, Suddha Dharam Mandalam, Madras, visited Santiago for the promotion of cultural relations between Chile and India at the request of the President of the Suddha Dharama Mandala Vidyalaya.

13. *Grants-in-Aid For External Cultural Relations.*—Financial assistance in the form of *ad-hoc* grants was given to various cultural organisations, individuals etc. A few of these are mentioned below :

- (i) Educational institutions in Nepal through the Indian Embassy, Kathmandu.
- (ii) Friends of India Society, Santiago, Chile.
- (iii) Indo-Nepal Friendship Association, Kathmandu.
- (iv) India League, Sydney.
- (v) Indo-Afghan Friendship Association, Kabul.
- (vi) Indian Council for Africa, New Delhi.
- (vii) Indo-Iranian Cultural Association, Teheran.
- (viii) Indo-Turkish Cultural Association, Istanbul.
- (ix) Indo-Arab Friendship Societies, Cairo, U.A.R.
- (x) Rama Krishna Vedanta Centre, Tokyo, Japan.
- (xi) Rama Krishna Mission Vedanta Centre, London, U.K.
- (xii) Royal India, Pakistan and Ceylon Society, London, U.K.

14. *International Students Houses.*—It has been agreed to sanction a sum of Rs. 50,000 to the Indian Council for Cultural Relations to meet the deficit in the budget of the International Students House, Delhi.

14.1. *India House, Paris.*—An International hostel—India House—is under construction at the Cite Universitaire, Paris. The hostel, when completed, will provide accommodation for 100 students/scholars most of which will be utilised by the Indian student community in Paris.

15. *Purchase of Art Objects to Form a Nucleus of a Permanent Art Exhibition to be Sent Abroad.*—Five paintings, etc. have been acquired for the Permanent Art Exhibition.

16. *India Office Library.*—The question of the disposal of the India Office Library with its building and contents arose as an immediate consequence of the attainment of freedom by India and Pakistan in August, 1947. The Government of India maintain that the India Office Library with its building and contents are unquestionably the property of undivided India. In the beginning, the Government of the U.K. took up the position that the property of India Office Library vested in that Government. This was strongly opposed by India and Pakistan. Ultimately, after prolonged negotiations, it has been agreed that the question should be referred to a tribunal. The tribunal was to consist of three members of the

Judicial Committee of the Privy Council. The questions relating to the selection of the members of the tribunal, its terms of reference and the law to be applied by it then arose. The first two questions have been more or less settled but the last question still remains to be settled.

17. *Miscellaneous*.—During the year under review assistance was rendered to the following “non-sponsored” Delegations/Exhibitions namely : (i) Eight Museologists of France, sponsored by the French Government School of Museology (Ecole Du Louvre), who visited places of historical and archaeological interest in India, in January, 1966, (ii) The New Zealand Art Exhibition, sponsored by the New Zealand High Commission, was circulated by the AIFACS, New Delhi in Delhi, Bombay and Calcutta during August-October, 1965, and (iii) Graphics Exhibition by 50 Women Artists of the U.S.A., sponsored by the National Association of Women Artists, New York, being circulated in Calcutta—Delhi—Chandigarh—Ahmedabad—Baroda—Hyderabad—Madras and Bombay by the International Cultural Centre, New Delhi, during September 1965 to February, 1966.

18. *Financial Provisions*.—Activities similar to those mentioned in foregoing pages are likely to be undertaken during 1966-67. A breakup of the financial provisions under the broad categories of activities is given below :

Sl. No.	Scheme	Provision for 1965-66		Provision for 1966-67 Rs.
		Original Rs.	Revised Rs.	
1.	Grants-in-aid for Internal Cultural Activities	2,40,900	3,75,000	1,68,000
2.	Cultural Delegations	10,00,000	7,50,000	16,01,000
3.	Other Cultural Activities	15,94,100	15,00,000	
4.	Hospitality and Entertainment— Cultural Relations with foreign countries for incoming delegations, visitors, etc.	10,00,000	8,92,000	7,31,000
5.	XXVIth International Congress of Orientalists Grant for the Secretariat	—	—	1,000

B. INDIAN COUNCIL FOR CULTURAL RELATIONS

19. The Indian Council for Cultural Relations established by the Union Government in 1950 as an autonomous organisation to establish, revive and strengthen cultural relations between India and other countries—continued to carry out the cultural activities at a non-governmental plan with a grant of Rs. 10.20 lakh from the Union Ministry.

20. *Visitors*.—During the year, the Council continued to receive a large number of distinguished scholars, artists, writers, scientists and specialists in the various fields from abroad. Among these distinguished visitors

who were guests of the Council during their short stay in India, mention may be made of : Prof. K.de B. Codrington, Professor of Indian Archaeology in the University of London; Prof. A. G. Mitchell, Vice-Chancellor of Macquarie University of Sydney, Australia; Hon'ble Mr. Yerima A. Balla, a Member of the Nigerian Federal Parliament; Dr. B. Alkin, Professor, University of Istanbul and Dr. Balkan of the University of Ankara; Prof. Sir Denis Brogan, a distinguished British Political Scientist, and a Fellow of Peterhouse, Cambridge; Dr. D. R. Regmi, a noted historian of Nepal; Mr. Elimo Njau, an eminent artist from Kenya.

20.1. The Council also played host to : (1) V. Dolmatovsky and Mr. Alim Janov, (2) A group of Indonesian musicians (The Lenoists'), (3) Dr. Ija Pawlowska, Professor of Ethics at Lodz University, Poland, (4) Chief A. Y. Eke, Registrar, University of Lagos, Nigeria and (5) Mrs. Archer, a specialist in Indian architecture during the British Period of Indian History.

20.2. During the period under review the Council expects to receive as guests the following :

- (1) Prof. N. Mansergh of Cambridge University, who will be teaching at the Indian School of International Studies for six weeks in February-March, 1966.
- (2) Dr. Azib-al Durin, Director, Supreme Council of Scientific Research, Baghdad University, Iraq.
- (3) Miss Malinee Jaisinghe, a Pianist from Ceylon.
- (4) Dame Kitty Anderson and Dr. Margrete Yates, an educationist and head of the Personnel of Messrs John Louis respectively.
- (5) Mr. Fredrick Gibberd, a leading Architect of Britain.
- (6) Justice Sabino Padilla of the Philippines.

21. *Delegations.*—The Council continued to play hosts to foreign delegations who visited India during the year under review. A 13-member Delegation from Surinam was in India for a period of four weeks. It studied the developments taking place in India in the economic field. Local hospitality was extended to a group of three Belgian students who visited India in September, 1965. The Council also extended its hospitality to two groups of students from Afghanistan. The first group consisted of six boys and two teachers, the second an equal number of girls and lady teachers. The delegation came to India for one week in the fourth week of January, 1966.

22. *Grants to Foreign Scholars.*—The Council has given grants to :

- (1) Professor Philibert, Professor of Hindi and Bengali in the International Centre of Foreign Languages, Paris for studying Hindi and Bengali in India.
- (2) Mr. Peter Hodge of the Department of Social Administration, London School of Economics for studying developments taking place in India in the field of community development.

- (3) Professor Andre Mercier of the Institute of Theoretical Physics, University of Berne, Switzerland, for a lecture-tour of India.
- (4) Mrs. Ranee Renouf Hall, an art critic from California, U.S.A. to study the various dance forms in India.
- (5) Prof. B. Bratinga, a noted designer, of the Netherlands.

23. *Travel Grants to Indian Scholars Going Abroad.*—Travel grants were given by the Council to Indian scholars for lecture-tours, etc. to various foreign countries. These are as under :

(1) Dr. M. M. Siddiqi, Research Fellow & Honorary Lecturer in the Deptt. of Philosophy, Osmania University, Hyderabad, to visit Beirut to deliver lectures on Indian Philosophy. Dr. Siddiqi who went in May, 1965 also visited West Asia before returning to India.

(2) Dr. S. A. H. Abidi, Deptt. of Arabic-Persian Literature in Delhi University, to visit Afghanistan, to study the Persian manuscripts in the libraries in Afghanistan. He was awarded a Fellowship by the Royal Afghan Government for a period of two months. Dr. Abidi visited Afghanistan in May, 1965.

(3) Swami Ranganathananda of the Ramakrishna Mission Institute of Calcutta to visit Kathmandu on a lecture-tour in May, 1965. The Council also gave him a grant for purchase of books for presentation in Kathmandu.

(4) Mrs. K. N. Hassan, Head of the Deptt. of History, Barahani College, Aligarh to attend the International Congress of Historical Science at Vienna in August, 1965.

(5) Prof. B. N. Prasad, Member of Parliament and an eminent scientist to enable him to go on a lecture-tour of Sweden, Norway, Denmark, Austria and France in August-September, 1965.

(6) Dr. R. V. Joshi, Reader in the Department of Sanskrit, University of Delhi to visit Cambodia for a period of one month in October 1965 on a research assignment.

(7) Dr. Heramba Chatterjee, Asstt. Professor, Sanskrit College, Calcutta for a period of six months under Item No. 11 of the Indo-Hungarian Cultural Exchange Programme.

24. *Exhibitions.*—Five exhibitions were sponsored by the Council in India during the year. These related to the exhibitions of : (1) Paintings by Mr. Zakaria Kaya of Arabia; (2) Rumanian Graphic Arts; (3) Italian Paintings from the 13th to the 16th Century; (4) Reproductions of Dutch Drawings; and (5) An exhibition of books and journals from Austria.

24.1. The Council sent an exhibition of 62 prints of paintings from the Ajanta Period to the Modern Period for exhibition in Mauritius and Madagascar. The exhibitions at both these places were arranged by the Indian Embassy on behalf of the Council.

25. *Performances of Music and Dance.*—A number of cultural functions was organised during the year by the Council. These included : A lecture-demonstration by Dr. Rosette Renshaw, a Canadian Scholar, and Shri Ashish Khan (Sarod) on Indian Classical Music; A performance of the German Doctors' Chamber Orchestra in collaboration with Max Mueller Bhavan; Two Puppet Shows by Heinrich Maria Donneborg of Germany in collaboration with the Max Mueller Bhavan; A dance performance by Kumari Damayanti Joshi; A Recital by Smt. Manik Verma in Delhi; A Violin Recital by Julian Olivsky in Delhi—in collaboration with the U.S.I.S.

26. *Talks.*—The Council arranged five talks by distinguished scholars—both foreign and Indian.

27. *Indian Professors and Cultural Lecturers, Abroad*

27.1. The Council is maintaining a Lecturership at the University of Zagreb in Yugoslavia. The present incumbent is Mr. A. P. Chand.

27.2. The Council is continuing with its subsidy of Rs. 15,000 per annum towards the maintenance of the Chair of Indian Studies there. The present incumbent is Mr. S. N. Ray.

27.3. Smt. I. Kelkar is continuing as the Council's Cultural Lecturer in Trinidad.

27.4. Shri Mahatam Singh is continuing as the Council's Cultural Lecturer in Surinam.

28. *Students Service Unit*

28.1. *Reception and Introduction.*—Nearly all overseas students numbering over 1,500 were met by the Council's representative on their first arrival in India, and rendered necessary assistance.

28.2. *Introduction Courses.*—Introduction courses for the newly arrived foreign students were arranged as usual at the four centres, namely, Bombay, Calcutta, Delhi and Madras. The Council also arranged introduction courses for out-going Indian students and scholars. Under these courses, talks were given by noted scholars and experts ranging from Indian History, Philosophy and Arts to economic development and changing social structure.

28.3. The Unit also brings out the "Newsletter" which contains articles on the activities of the foreign students in India. This "Newsletter" is made available to all foreign students.

28.4. *Summer Camps and Educational Tours.*—The Council arranged a Ten-day Study Tour of Rajasthan in October, 1965 for foreign and Indian students. As many as 41 students from 14 countries participated in the trip. Financial assistance in the form of scholarships, loans, etc. was granted to about 20 foreign students. Three Summer Camps—two in

Kashmir and one in South India were organised by the Council in May-June, 1965 for foreign students in India.

28.5. Hindi Classes for Overseas Students have been arranged by the Council at seven centres in India.

29. *Publications.*—Apart from 3 journals viz., (1) Indo-Asian Culture; (2) Cultural News from India and (3) Thaqafat-ul-Hind, two publications brought out during the period were: (1) Towards Understanding India; (2) Studying in India. Five publications are likely to be brought out shortly.

30. *Library and Reading Room.*—As usual, the facilities of the Library and the Reading Room were utilised by large number of research scholars and senior students. Considerable progress was made in the preparation of bibliographies.

30.1. Under the Presentation of Books Programme of the Council, books worth Rs. 40,000 have been procured for presentation on behalf of the Ministry of Education.

31. *Seminar.*—In order to promote closer relations with the countries in South-East Asia the Council has organised the Seminar on India and South-East Asia from February 2 to 8, 1966 at Azad Bhavan. Distinguished scholars from South-East Asia and India have participated in the Seminar. The theme of the Seminar was "Problems of Economic, Social, Scientific and Cultural Development in India and South-East Asia during the last two Decades and Ways and Means of Closer Collaboration in these fields". In 1965 a similar seminar was organised by the Council on the 'Arab World and India'.

CHAPTER XVI

CO-OPERATION WITH THE UNITED NATIONS EDUCATIONAL SCIENTIFIC AND CULTURAL ORGANISATION

SECTION I

INDIAN NATIONAL COMMISSION FOR UNESCO

The Indian National Commission for Co-operation with Unesco worked actively during 1965-66 to fulfil the aims and objectives laid down in its constitution; namely to promote among the people of India full understanding of the aims and policies of Unesco, to serve as a link between Unesco and institutions working in this country in the fields of education, science and culture and to function as an advisory body to the Government of India on matters relating to Unesco. A resume of the important activities of the Commission during the period under review is given below :

A. PROMOTION OF AIMS AND OBJECTIVES OF UNESCO

2. The Commission's projects for the promotion of aims and objectives of Unesco among the people are centred round three groups of activities : viz., dissemination of Unesco's publications and materials; popularising Unesco; and implementation of Unesco programmes. Activities under these heads are briefly described below :

3. Dissemination of Unesco Publications and Materials

3.1. *Unesco Publications.*—In promoting the understanding of the aims and objectives of Unesco, publications play an important role. The Indian National Commission received and distributed a variety of Unesco publications.

3.2. *Visual Materials and Information Manuals.*—Among the visual materials received from Unesco, mention may be made of the photo-sets entitled *Going to School Around the World, Unesco and Human Rights, Africa, Building for Future—the Worldwide Work of Unesco, etc.* About 150 copies of each set were distributed to schools and other organisations. Information materials about Unesco including *What is Unesco; Unesco and Educational Planning* etc.; and also a few publications e.g. *Web of Progress, a.b.c. of literacy, International Understanding at School* were also widely distributed. Unesco would be prepared to supply on request more copies of its publications to meet increasing demands.

3.3. *Sales Agency.*—Since 1962, the Commission has been functioning as a sub-agency for the sale of Unesco publications in India. In 1965-66, sale proceeds totalled over Rs. 10,000. Some of the publications in considerable demand were *Telling the UN Story, Study Abroad, Vacations Abroad, and Handbook of International Exchanges.* The Commission particularly

directed its efforts to sell to State Governments, educational institutions, libraries and concerned organisations. The promotion and publicity drive for increasing the readership of the Unesco magazine (*the Unesco Courier*) and other publications was continued through the columns of the Commission's own publications, press advertisements and circular letters.

3.4. *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 organisations engaged in activities in the fields of science, education 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 *Report on the National Seminar on Education for International Understanding*. In addition, a brochure on the Indian National Commission describing its functions and organisation, translated into 10 Indian languages for wide distribution in various States of the country.

3.5. *Translation of Unesco Publications.*—Unesco conducts numerous research studies and produces practical source-books on education and allied subjects. The Mass Communication Programme of Unesco provides for assistance in the translation and publication of these studies in Member States. The Commission arranged for the translation into Indian languages and publication of selected publications. The manuscripts of three publications in Hindi and one in Tamil have been received and arrangements are under way for their publication. The Commission entered into a contract with Unesco for the translation and publication of *Education for International Understanding* and *Web of Progress* in Hindi.

3.6. *Library.*—The Library of the Commission, which functions as a depository library, was re-organised and strengthened during the year under review. At present the library has 40,000 books and receives over 600 periodicals and other documents. It circulated nearly 3,000 publications, and on an average dealt with 500 queries and references every month. It is proposed to throw it open to research students for reference purposes in the near future. The library also took up documentation work.

4. *Popularising Unesco and Spreading Its Message*

4.1. *Exhibitions.*—Exhibitions received from Unesco or assembled in India play a significant part in promoting knowledge about Unesco as also in bringing about understanding between different countries of the world. The Commission arranged an exhibition of Unesco publications and visual materials at the Sixth Conference of the National Commission in March, 1964. The exhibition met with approbation and the Conference passed a resolution that it should be taken to all the major cities of the country. Accordingly this exhibition was shown at Srinagar, Madras, Bangalore, Bombay and Calcutta.

4.1.1. *The Art of Writing*.—A photographic exhibition entitled 'The Art of Writing' prepared by Unesco was received by the Commission in early 1965. Arranged on 50 panels, the exhibition traces the development of writing through the ages in different countries of the world. Besides New Delhi, the exhibition was displayed at Srinagar, Madras, Bangalore, Bombay and Calcutta.

4.2. *Establishment of Unesco Centres*.—In order to enlist the co-operation of voluntary organisations to function as Unesco Information Centres, the Commission continued to promote the establishment of Unesco Centres. In addition to four Centres, set up earlier, one more Unesco Information Centre was opened in Madras in September 1965. The response to the Commission's request to all universities and State Governments to set up Unesco Information Centres has been very good and a number of centres have since been set up at different university libraries and State Central Libraries. A few centres have also been set up as Unesco depository libraries. The Commission supplied to these centres, publications and visual materials produced by Unesco and the Commission etc. The centres are expected to adopt programmes of lectures, seminars, exhibitions etc. in support of the programmes of Unesco.

4.2.1. In addition, the Commission also enlisted the support of 21 Information Centres run and subsidized by the Ministry of Information and Broadcasting which are functioning in important towns throughout the country. Information materials and periodicals were supplied to these centres and will continue to be sent on a regular basis.

5. *Implementation of Unesco's Programmes*.—In regard to the implementations of Unesco's programmes in India, mention may be made of activities under the following projects :

5.1. *East West Major Project* :

5.1.1. *Meeting of International Advisory Committee on Major Project "Mutual Appreciation of Eastern and Western Cultural Values"*.—Shri Prem Kirpal, Secretary (Education) attended as a specialist the last meeting on the subject convened by Unesco at Paris from 6—10 December, 1965. The International Committee considered the organisation of the Nehru Round Table in September, 1966, and the extension of the project to cover all important cultures of the world.

5.1.2. *Research Projects by the Council for Cultural Studies, New Delhi*.—The Research Council for the 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, has completed the following projects during the period under review.

(i) *A Study of Opinion Regarding Work*.—This project, taken up in 1963, attempts to determine the attitude of men towards their work, the shifts in occupational patterns among those who live in cities and rural areas.

Investigations were conducted in India, Malaysia and Ceylon through questionnaires and interviews. An International Committee of Experts reviewed the draft report and sent it to Unesco, Paris, on 30th January, 1965.

(ii) *Images and International Understanding*.—This project was taken up in 1963 with a view to studying the images that the “elites” of India, Philippines and Thailand have about each other as well as about the neighbouring countries and also to study the extent to which these images facilitate or hamper understanding between the countries. The report will be ready shortly.

(iii) *The Tradition of Non-Violence in East and West*.—The project, taken up in 1963, aimed at carrying out a historical and comparative survey of the philosophical ideals held in the South Asian region on the subject of non-violence. The report was sent to Unesco on 24th June, 1965.

(iv) *A Study of Eastern Students as Culture Carriers*.—It was an inquiry about the impact of Occidental culture on Eastern students who go abroad for studies. The report covering the Indian study was sent to Unesco, Paris in June, 1964. The complete report is expected to be published soon.

(v) *Directory of Research Institutions in South East Asia*.—By a special contract with Unesco, the Research Council for Cultural Studies undertook the preparation of a directory of institutions engaged in research on Asian cultures in South East Asia. The work is progressing and the compilation is expected to be completed very shortly.

(vi) *Industrialization and Social Change*.—The Research Council undertook a research project for the study of the impact of industrialization on social change. The report is expected to be ready soon.

5.2. Programme for Education in International Understanding :

5.2.1. (a) Under a special programme undertaken by the Commission in support of the Unesco's Associated Schools Project for Education in International Understanding and Cooperation, 408 schools and teacher training institutions throughout India are participating in studies initiated by the Commission in this behalf. The Programme centred round three main themes : teaching about other countries; teaching about the U.N. and its specialised agencies including Unesco and inspiring respect for Human Rights and Fundamental Freedoms. The Commission continued to organize workshops to enable teachers of participating institutions in different States to come together and exchange views on the working of the programme. A teachers' workshop was held at Srinagar from the 14th to 18th June, 1965 for the teachers of the 31 participating institutions of Jammu and Kashmir.

(b) The Commission continued the publication of its bulletin entitled 'The World in the Classroom' which serves as a forum for dissemination of information regarding activities of the institutions participating in the project in this country.

(c) The recommendation of the National Seminar for International Understanding (1964) for making Education for International Understanding an integral part of our system of education at the higher secondary level was forwarded to State Governments for examination and implementation. The State Governments were also requested to select primary schools for carrying out experimental activities in education for international understanding on a pilot project basis.

(d) The Commission purchased bulk quantities of selected books, etc. and supplied them to the participating institutions. Mention may be made of 'Telling the U.N. Story', 'Shankar's Children Art Number', ICY Number and IFUNA Newsletter.

5.2.2. *Study Kit on India for Use in Schools Abroad.*—A study kit was sent to Paris in December, 1963 for exhibition. The Sixth Conference of the Indian National Commission recommended that the kit should be duplicated in large numbers. At present, the Commission is preparing five sets of the study kit to meet orders from other National Commissions. One study kit on India was supplied to the Swiss National Commission for Unesco.

5.2.3. *Celebration of U.N. Day.*—A special appeal was made to educational institutions and non-governmental organisations throughout the country to celebrate the U.N. Day on 24th October, 1965. A grant of Rs. 1,900 was sanctioned to the Indian Council for World Affairs for the celebration of the Day.

5.2.4. *Celebration of Shri Jawaharlal Nehru's Birth Anniversary as Children's Day.*—All Associate Members of the National Commission, Unesco Centres and all participating institutions were requested to celebrate 14th November 1965 as Children's Day with special emphasis on international cooperation.

5.2.5. *Celebration of Human Rights Day.*—A special appeal was made to all concerned to observe the Day in a befitting manner on 10th December 1965. The response from the institutions was very good this year.

5.2.6. *International Cooperation Year.*—Special issues of the 'Newsletter,' and 'The World in the Class Room' were brought out by the Commission in addition to other activities undertaken for the celebration of the International Cooperation Year.

5.3. *The Unesco Reading Materials Projects.*—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. Ten countries are covered by the project. The following activities were organised in India to implement the programme :

5.3.1. *Refresher Course for Booksellers.*—The National Commission secured a contract from Unesco for the All-India Hindi Publishers Association for organising with Unesco assistance a training course for booksellers from India and Nepal.

5.3.2. *National Correspondents for India*.—Contracts were secured for two persons to serve as National Correspondents for North India and South India for the Unesco Regional Centre for Reading Materials in South Asia.

5.3.3. *Unesco Prizes to Indian Authors*.—This scheme has been discussed in the chapter on 'Social Education'. The Commission obtained a contract from Unesco for award of 17 prizes of Rs. 1,100 each to authors of the best books on community development, international understanding and general culture, published in the different languages of India during 1963-64. A competition for awarding these prizes was held by the Social Education Unit of the Ministry in 1965 and 17 books in various languages were selected for prizes. The prize money has been received from Unesco and disbursed to the authors of prize-winning books.

5.3.4. *Fellowships Under the Reading Materials Projects*.—One Unesco Fellowship was awarded in the field of production of reading materials for a five-months' study in Japan and the United States.

5.4. *Unesco's Exchange of Persons Programme :*

5.4.1. There has been a steady increase in the number of scholars visiting India under Unesco's Exchange of Persons Programme in different fields. The Commission is responsible for providing to the visitors on their arrival in India necessary facilities and contacts to enable them to fulfil their specific assignments. These exchanges provide opportunities to visitors who are in many cases leaders in their respective fields to obtain accurate information about Indian life and the advances made in this country in the fields of education, culture and science. Under the following Unesco schemes the Commission received a number of visitors as mentioned below :

(a) *Programme of Participation in the Activities of the Member States*.—

(i) Mr. Se. Ick Kim, Assistant Professor, Department of Library Science, Ewha Women's University, Korea for modern techniques in documentation and training of librarians, (ii) Prof. H. M. Fortmann, Professor of Psychology, University of Nijmegen, Netherlands for a comparative study of Indian and Western culture with special emphasis on Psychology of Occidental and Oriental Culture.

(b) *Major Project on Mutual Appreciation of Eastern and Western Cultural Values*.—(i) Mr. Abdulhadi Hachem, Deputy Director of Cultural Affairs, Ministry of Culture, Mr. Abdul Karim Yafi, Professor of Sociology, University of Damascus, Syria for a Study of Oriental Philosophy and a round of important Cultural Research Centres; (ii) Rev. Francis J. Smyth, Director, Coady International Institute, Saint Francis Xavier's University, Canada for a study of the effectiveness of the Programme of the Coady International Institute in Canada; (iii) Mr. Raul Estuardo Cornejo of Peru, for completing research in comparative Oriental Studies; (iv) Professor Jose Leon-Herrera of West Germany for the study of Sanskrit and Indian Philosophy at the Universities of Poona and Banaras.

(c) The Commission also arranged programmes of some foreign experts who came to India on their own.

5.4.2. The Commission also obtained Unesco Grants for Indian nationals to undertake study tours abroad in the context of Unesco's Exchange of Persons Programme under the following schemes :

(i) *Study Tours for Women Adult Education Leaders*.—Mrs. Dandavate Pramila Madhusudan of Mahrally Vidyalaya, Bombay for study at Hillcroft Working Women's College, Surbiton (U.K.).

(ii) *Study Tours Scheme for Workers in Africa, Asia and Latin America*.—Three nominees of the Indian National Trade Union Congress undertook a study tour to Japan and Malaysia.

5.5. *Unesco Collection of Representative of World Literature—Indian Series*.—In the field of literature, Unesco and the INC endeavoured to encourage and facilitate the translation of works, representative of the various cultures of the world into languages other than those in which they have been written. Translation and publication under this programme were undertaken in collaboration with the Sahitya Akademi.

B. COMMISSION'S FUNCTIONS AS A LIAISON AGENCY

6. The Commission continued to develop and strengthen its relations with Unesco, other national commissions, international organisations and foreign organizations and individuals in India interested in the common ideals of Unesco. Listed below are a few of the activities undertaken by the Commission for establishment and development of such contracts :

7. Participation in the Programmes of Other National Commission.

7.1. Participation of Indian children in the 11th World School Children's Art Exhibition in Seoul, Korea (March, 1966).

7.2. Showing of Indian paintings in the "1965 Children International Art Exhibition" organised by the Unesco National Commission of the Philippines, Manila (December 1965).

8. *Participation in Programmes of International Organisations*.—The Commission arranged participation in a large number of programmes. Some of them are : (i) Exhibition on World School Art, Luxemburg (February, 1966); (ii) Eighth Unesco International School Art Exhibition, Japan (January-March 1966); (iii) Fifth World Educational Art Exhibition, (May 1965); (iv) "Anthology of all the Children of the World" (Rome); (v) "Collection of Life Compositions" at the invitation from the Asia Oceania African Friendship Society of Japan; (vi) 105 pictures sent by Nagasaki Unesco Association, Japan. The paintings were forwarded to a number of schools in India; (vii) International Art Exhibit and Art Auction for the benefit of Unesco and Brandeis University; (viii) Literature and information about Out-of School Scientific Activities in India were supplied to the

Interim Coordinating Committee for the Presentation of Science and the Development of Out-of-School Scientific Activities, Brussels; (ix) Commission recommended the Indian Association for Pre-School Education, Delhi as a national affiliate to the World Organisation for early childhood education.

9. *Assistance in Programmes of Institutions/Individuals in India.*

(a) The Commission co-sponsored with the Bharatiya Natya Sangh, New Delhi, a symposium and round-table discussion on "What Role Should Theatre Play in Society Today". A grant-in-aid of Rs. 934.50 was also made to the Sangh for this activity.

(b) The Commission also made an *ad hoc* grant of Rs. 5,000 to the Committee on International Students Service, National Council of YMCAs of India, New Delhi to enable them to meet expenditure on the organisation of a National Constitution on Welfare of Students from Abroad held at Alwaye in May 1965.

(c) The Commission sanctioned a grant of Rs. 6,915 to the Indian Federation of United Nations Associations, New Delhi for holding an Orientation Course on U.N. and the Development Decade at Bombay in February, 1966.

(d) On the recommendations of the Commission, Unesco awarded financial assistance to the extent of \$ 2,150 to the Indian Federation of University Women, New Delhi for organising a National Seminar on Promotion of Education of Girls and Women (December 1965).

(e) The National Commission is assisting and cooperating with the Nations' League of Penfriends, New Delhi in the execution of a Unesco Project for linking of Oriental and Occidental Schools through pupils exchanging correspondence. The League is getting financial assistance from Unesco for this project.

(f) The Commission has also responded to numerous requests from schools in India for display materials and publications. Besides, the Commission has also assisted many educational institutions and non-governmental organisations in their work by giving them information.

10. *Unesco Clearing House Activities.*—The Commission continued to work in close liaison with Unesco for the execution of the organisation projects and programmes. Mention may be made of the following projects :

10.1. The Commission obtained information on a number of Questionnaires received from Unesco. Some of the important questionnaires were on : Out of School Education, Residential Schools in India, Bibliographical Service Throughout the World etc.

10.2. In addition, the Commission supplied up-to-date information on India for a few important Unesco Publications, viz., Handbook of International Exchanges, Index Translatorium, Unesco Year Book, etc.

11. *Visits.*—Mr. Hiroshi Koda, Deputy Secretary General, Japanese National Commission for Unesco visited Delhi in early 1965 and held

discussions with Indian authorities on the problems of development of education in Asia with special reference to India.

12. *Unesco International Coupon Scheme.*—The Commission continued to operate the Unesco Coupon Scheme designed to assist individuals and institutions working in the field of education, science and culture to import materials for study or research on payment in rupees. Under a contract with Unesco, the Commission has assumed full responsibility for the operation of the Unesco Coupon Scheme in India. The Commission sold coupons worth approximately rupees two lakh during the current financial year. The actual demand for coupons was much greater but due to the critical foreign exchange position, only the most essential requirements could be met.

C. ADVICE TO THE GOVERNMENT

13. The Commission's function of rendering 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 :

14. *Seventh Meeting of the Indian National Commission for Unesco.*—The Indian National Commission for Unesco met in New Delhi on September 4-5, 1965 under the Chairmanship of Shri M. C. Chagla, President of the Commission. In view of the fact that the year 1965 was the International Cooperation Year, the Conference was named as the "International Cooperation Year Session" of the Indian National Commission. The keynote of the Session was international cooperation in the field of intellectual and human understanding and while considering the items of the Agenda the discussions revolved round the contribution that could be made to the International Cooperation Year by the Commission.

14.1. The Commission considered the Report on the approved programme and budget of Unesco for the years 1965 and 1966. It was noted that the value of Unesco's assistance to India in various educational, cultural, scientific, technological programmes and projects would be of the order of 2 million dollars for this period. Out of this amount, more than three fourths is earmarked for Fellowships for Indians abroad, assignment of foreign specialists to India and supply to India of scientific apparatus and equipment which cannot be fabricated in this country. Much of this aid is being channelized through Unesco's South Asia Science Cooperation Office, New Delhi.

14.2 The Commission expressed its satisfaction about the work done in respect of the programme of education of international understanding launched by it. India is doing more for this programme than many advanced countries of the West. The Commission approved an extensive programme of activities in connection with the 20th Anniversary of Unesco in 1966. The Commission also decided to make proper arrangements sufficiently in advance for the celebration of Mahatma Gandhi's birth centenary in 1969.

The programme would put emphasis on propagation of information about Gandhiji's life and teachings in India and in foreign countries. It was decided to move Unesco in the matter in order that Mahatma Gandhiji's birth centenary may be celebrated on an international basis with special emphasis on Gandhian Philosophy.

14.3. The Commission considered the Report and the draft text sent by Unesco in respect of a declaration on the principles of International Cultural Cooperation proposed to be adopted by Unesco. It decided to constitute a working group to examine the Report and the draft text in detail and prepare comments for onward transmission to Unesco. The Commission also recommended that a set of principles governing International Cultural Cooperation from the Indian stand-point as well as a study project on the place and role of Science and Technology in Indian history could be formulated by a Seminar to be held during 1966.

14.4. Members of the Commission emphasised that there should be greater cooperation between the different national commissions of Unesco and that the Indian National Commission should specially highlight in its activities cooperation in the Asian region. The Commission also passed the following resolutions:—

- (i) that the Indian National Commission for Unesco should acquire comprehensive sets of colour transparencies of important works of world art, so that these can be housed in libraries of various museums in India. Emphasis should be given to the securing of that material about modern and contemporary art.
- (ii) that in order to achieve closer and more intensive cooperation between the activities of the Indian National Commission and other National Commissions, our Commission should send out to different regions outstanding educationists, scientists, creative artistes or writers so that concrete exchanges are established continuously.

14.5 The Commission admitted 6 voluntary non-governmental organisations as its Associate members.

15. The 13th Meeting of the Executive Board, of the Indian National Commission was held on the 5th September, 1965. The Board selected five non-governmental organisations implementing established programmes of work within the ambit of Unesco as Associate Members of the Indian National Commission.

SECTION II

GOVERNMENT'S RELATIONS WITH UNESCO

16. As one of the founder members of the United Nations Educational, Scientific and Cultural Organization, the Government of India continued to develop and strengthen its relation with Unesco. International Non-Governmental Organizations and other ancillary bodies functioning under Unesco.

Mr. Rene Maheu, Director-General of Unesco, visited India early in February 1965 and had discussions about Unesco's projects under implementation in this country.

17. There was no General Conference of Unesco during the year under review. But the Executive Board of Unesco, which in the absence of the General Conference, guides the policies and supervises the administration of Unesco, met twice in Paris during the year 1965. Shri Prem Kirpal, Education Secretary and Secretary-General of the Indian National Commission for Co-operation with Unesco who was elected as a Member by the General Conference attended both the Sessions. The Executive Board elected Shri Kirpal as Chairman of its Programme and External Relations Commission. It is not possible to highlight the many activities of Unesco in which India is interested in a short report; but some of the major developments of special interest are given below :

17.1. The Executive Board of Unesco at its 70th Session examined the implications of Portugal's membership of Unesco which has now become a *fait accompli*. The Board asked the Director-General to carry out, with the authorization of the Government of Portugal, an on the spot study of the present status of education in African territories under Portuguese rule. The Board asked the Director-General not to give effect, until the results of the study have been examined by the Board, to invitations to Portugal to attend conferences etc. convened by Unesco. At the 71st Session, the Executive Board decided that the request of the Government of Portugal for seeking the advisory opinion of the International Court of Justice on the Board's decision referred to above, should be placed before the 14th General Conference for a decision.

17.2. *World Congress on Eradication of Illiteracy*.—At its 70th Session, the Executive Board accepted the invitation of His Imperial Majesty, the Shah of Iran offering facilities to hold a World Congress of Ministers of Education on the Eradication of Illiteracy at Tehran. The Congress, accordingly, took place at Tehran from the 8th to the 19th September, 1965. Due to the outbreak of hostilities with Pakistan, India could not be represented at the Conference. The Indian Ambassador at Tehran, however, attended the Conference as an observer. The Conference passed a number of resolutions emphasising the need for promotion of adult literacy as an essential element in the overall social and economic development, and suggested that literacy teaching should be oriented towards development and made an integral part not only of educational planning, but also of plans and projects for development in all sectors of national life. The Conference called for the mobilization of the human material resources of the countries which have a high incidence illiteracy for eradicating this evil. After noting the lack of qualified teachers and the necessity of reaching millions of illiterates spread over vast territories, the Conference recognised

the need to use non-conventional means of communication and modern techniques e.g., radio, television, films, newspapers and certain forms of programmed instruction in the drive against illiteracy. While these agencies can add a new dimension to adult education, the massive use of such media calls for experiment and very careful evaluation. The Conference emphasised the need for extensive assistance to developing countries by International Agencies and in particular the U.N. Special Fund, for eradication of illiteracy. Unesco was asked by the Conference to devote increased resources to the struggle against illiteracy.

17.3. *Asian Education Conference.*—Unesco convened a Conference of Asian Ministers of Education and Economic Planning at Bangkok from the 22nd to the 29th November, 1965. The decision to invite Russia to the Conference as a full member was taken by the Executive Board of Unesco on the initiative of the Indian Member, Shri Prem Kirpal. India was represented at this Conference by Dr. C. D. Deshmukh and Dr. K. G. Saiyidain. After a week long deliberation, the Conference passed resolutions asking for balanced educational development including general education, technical education, literacy campaigns etc. and for integration of such development into over-all national plans for social and economic expansion. The Conference stressed the importance of qualitative improvement in education at all levels side by side with improvement in quantitative school enrolment. Improvement in the training of teachers, their status and conditions of service and increased use of modern teaching aids and techniques were emphasised by the Conference. Expansion of science education and the need for proper assessment of man-power demands in Asia were highlighted at the Conference.

17.4 *United Nations Programme of Technical Assistance.*—Under this programme, Unesco provides services of foreign experts, supply of scientific equipment which cannot be fabricated in this country and fellowships for training of Indian personnel abroad. The aggregate value of assistance earmarked for India under the Technical Assistance Programme through the agency of Unesco amounts to about \$1.7 million for the biennium 1965-1966. The Programme has been of considerable value to India at this time of shortage of foreign exchange. Assistance under the Programme is being given for a variety of projects, the most important of which are : strengthening of advanced centres of study in the basic sciences in Indian universities; re-shaping of programmes of science education in secondary schools, and development of engineering and technological institutions including the institutes of technology. Out of 16 eminent Russian scientists invited to visit India under the project for strengthening of centres of advanced study in Indian universities, 9 have arrived, while the remaining are expected to come during the next few months. Twenty-four fellowships have been allocated for the training of Indian scientists in universities abroad. The scheme for secondary science teaching has continued to make good progress. Considerable assistance has been given by Unesco under the

scheme since 1962. Stores and equipment worth about \$2,60,000 have already been received. Further assistance in the form of stores to the tune of about \$2,30,000 is expected. Currently, a team of 7 experts is working in India with the Department of Science Education of the NCERT, and 9 officers of the Council are receiving training abroad under this project.

17.5 Round Table on Jawaharlal Nehru.—The 13th Session of the General Conference of Unesco had resolved to commemorate Jawaharlal Nehru's memory by holding an International Round Table on his role in the Modern World. The General Conference had decided that the Round Table should bring together the intellectual leaders of the world, *i.e.*, thinkers, philosophers, scientists, writers, educationists, publicists, etc. to consider the life and work of Shri Jawaharlal Nehru and in this context discuss some of the great themes of human civilization which distinguish Eastern and Western cultures and reveal their common affinity. Unesco has accepted Government of India's invitation to hold the Round Table in New Delhi. It was originally proposed to hold the Round Table in March 1966, but subsequently, it has been decided to postpone it to the last week of September, 1966 in order to ensure that fully satisfactory arrangements are made. The foreign participants to the Round Table will be the guests of the Government of India.

18. Participation Programme.—Under this Programme, Unesco has offered India the following assistance :

- (i) One consultant in education for international understanding for 3 months.
- (ii) One fellowship in information media. Four stipends for journalism fellows to spend one week at Unesco.
- (iii) Equipment in the field of crafts of the value of \$500.
- (iv) A contribution of \$10,000 towards the travel expenses of participants to attend a East-West Theatre Conference in India.
- (v) Services of a Mobile Microfilm Unit for four months.
- (vi) Two experts in conservation of art objects for five weeks each and \$7,000 for equipment.
- (vii) Financial contribution equivalent to \$25,000 for consultants and travel grants for Regional Seminar on the development of museums.

19. India's Participation in Unesco Emergency Programme.—The Government of India continued to participate in Unesco's Emergency Programme of assistance to member States in Africa for educational development. Out of 33 fellowships offered by India to African scholars for studies in this country under the programme, seven fellowships have been availed of. It is hoped to award the remaining fellowships during the next academic year.

20. Pilot Project of Chemistry Teaching in Asia.—In so far as India is concerned, the National Council of Educational Research and Training, has

assumed overall responsibility for the execution of the Unesco-sponsored Pilot Project for Chemistry Teaching in Asia. Three scientists from India who were invited to participate in the work of the International Working Group of the Project at Bangkok, have joined the Working Group. The Working Group will work at Bangkok for one year on the reorientation of teaching methods and curricula.

21. *International Campaign to Save the Monuments of Nubia.*—The Government of India participated in the 6th meeting of the Executive Committee of the International Campaign to save the monuments of Nubia from inundation from the waters of the Aswan Dam. Dr. A. Vironi, Director, Service for Nubian Monuments, Unesco, visited New Delhi in January 1966 to discuss the *modus operandi* for utilization of India's promised contribution of Rs. 28 lakh towards the expenditure on Nubian Campaign.

22. *Participation in Conferences, Meetings Abroad.*—Apart from the major International Conferences, the Government of India deputed representatives to the following conferences :

- (i) Unesco Symposium on West African Granites, (ii) Unesco International Committee on Youth (May, 1965), (iii) Unesco Seminar on Science Policy and Research Organization, Sydney, Australia, (August, 1965), and (iv) Working Group of the International Hydrological Decade, Paris (January, 1966).

23. *Unesco Fellowships Awarded to Indians for Study Abroad.*—The following are some of the important fellowships awarded to Indian scholars for study, research or training in institutions outside India during the period under report :

- (a) Three fellowships for studies at the International Institute of Seismology and Earthquake Engineering Institute, Tokyo for the session 1965-66;
- (b) Seven fellowships for the longterm, post-graduate course on modern problems in Biology, 1965-66, organised in cooperation with Unesco by Czechoslovakia Academy of Science;
- (c) Three fellowships under the Unesco Programme for studies in the field of Adult Education at Antvorakov Hojskile, Holland from 8th August to 18th September, 1965;
- (d) Five fellowships for studies for the 1965-66. Course at the Unesco sponsored Post-Graduate Training Centre for Geology, Vienna;
- (e) Two fellowships for studies at the Teacher Training Centre, Manila, Philippines, 1965-66;
- (f) Three fellowships for studies at the International Training Course in Modern Biology at Copenhagen from March to May, 1965;
- (g) Two fellowships for studies at the International Post-Graduate Course in Chemistry and Chemical Engineering at Tokyo Institute of Technology, 1965-66.

24. Indian candidates have also been recommended for the award of fellowships for studies under some of the following Unesco programmes :

- (a) International Training Course in the Principles and Techniques of Tissue and Organ Culture, Leiden for April-May 1966 Course;
- (b) Regional

Training Course in Arid Zone Geomorphology, Ceylon; (c) Unesco International Post-Graduate Course in Hydraulics at the Hydraulics Institute, Padua, Italy, January 65—July 1966; (d) Regular Programme fellowships in Marine Sciences in different countries for 1965-66; (e) International Post-graduate Course in Chemical Engineering and Physical Chemistry at the Technical Institute, Karlsruhe, Germany from 2-5-66 to 15-7-1967; (f) Second Advanced Course in Marine Biology at Copenhagen, Denmark, from March to May 1965; (g) International Post-Graduate Course in Bacteriology and Immunology at Pasteur Institute, Paris scheduled for 1965-66; (h) International Training Centre for Post-Graduate Soil Scientists organised by the State University of Ghent, Belgium for 1965-66.

25. *Visit of Foreign Experts Under Miscellaneous Programmes of Unesco.*—Two foreign experts visited India and worked at Central Arid Zone Research Institute, Jodhpur and Indian Ocean Biological Centre, Cochin. Another expert on book production is functioning as a consultant in the Ministry of Education now.

26. *Seminars and Training Courses etc. Held in India.*—(a) Unesco and the World Meteorological Organization organised a symposium on the meteorological results of the International Indian Ocean Expedition in Bombay from the 22nd to 26th July, 1965 (b) The C.S.I.R., in collaboration with Unesco is organising a Regional Post-Graduate Training Course in Oceanography in Bombay from 20th January to 7th March, 1966; (c) Unesco Research Centre on Social and Economic Development in Southern Asia, New Delhi is organising a Training Seminar on Social Economic Development and Research Methodology from 1st March to 30th April, 1966.

27. *Unesco Research Centre on Social and Economic Development in South Asia.*—Unesco has agreed to the continuance of the Unesco Research Centre on Social and Economic Development in South Asia, New Delhi for a further period of two years up to 31st December, 1966. It is expected that thereafter it will be merged with the Institute of Economic Growth, Delhi University. The Government of India will, however, endeavour to retain the regional (pan-Asian) character of the Institute.

28. *Universal Drive Against Illiteracy.*—The recommendations by an Indian National Study Group for eradication of illiteracy with International Assistance have been submitted to Unesco. The Government of India have agreed to Unesco's proposal that a Mission consisting of one educationist and one economist be deputed to India to assist in the formulation of a request for U.N. Special Fund assistance for tackling the problem of mass illiteracy. Unesco is also making available to India the services of a literacy specialist.

29. *Recruitment of Indians to Unesco Secretariat and Field Advisory Posts.*—The Commission continued to assist Unesco in the recruitment of Indians for employment in its Secretariat and field assignments. Shri Raja

Roy Singh, Joint Secretary in this Ministry, was appointed as Director, Unesco Regional Office for Education, Bangkok in November 1964. Two Assistant Educational Advisers of the Ministry of Education viz. Shri D. V. Narasimhan and Dr. H. C. Gupta, worked in field assignments under Unesco in 1965. Shri B. N. Malhan, Deputy Secretary-General of the Indian National Commission for Unesco joined the Unesco Secretariat on 31-1-1966 as Chief of the Asia Division of the Bureau of Relations with Member States, Unesco.

30. *International Bureau of Education.*—The 28th Session of the International Conference on Public Education, Geneva was held from 12 to 23, July, 1965. Shri N. K. Sundaram, First Secretary (Education) Indian Embassy, Bonn, represented India.

30.1. The Government of India have agreed to set up a permanent exhibition on education at Palais Wilson, Geneva. Expenditure amounting to Rs. 15,500 has been sanctioned for setting up the stall and for the purchase of such exhibits which cannot be obtained free. The material for the exhibition is being processed for final selection.

31. *Asian Institute of Educational Planning and Administration.*—The Asian Institute of Educational Planning and Administration (previously known as 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. The main purpose of the Institute is to bring together senior executives from different countries of Asia to study the skills and techniques of educational planning and administration.

31.1. *Training Courses.*—During the year, the Institute modified its training programme to provide for a re-organized four-month course in educational planning, which also covered contemporary problems of educational administration in developing countries. The course was held from the 23rd August to 22nd December, 1965. Apart from two participants from India, 19 fellowship holders from ten Asian countries attended the course. The countries represented were : Afghanistan, Cambodia, Ceylon, Iran, Republic of Korea, Malaysia, Nepal, Philippines, Taiwan and Thailand. Unesco awarded 18 fellowships to the participants, UNICEF 1, and the Government of India 2.

31.2. *Research and Publications.*—The staff of the Institute made a number of studies in educational planning and administration and some of its members visited several Asian countries for studying educational conditions and problems. The publications brought out by the Institute include a monograph on the pilot survey regarding wastage and stagnation in school education in the Punjab; a study on Educational Supervision in Asia; a manual on Statistics for Educational Planners (Part I-Demographic Statistics, Part II-Manpower Statistics) and the Institute News, Vol. II, Nos. 1 & 2.

32. Other Activities

32.1. *World Food Programme.*—The World Food Programme (WFP) has been initiated under a joint declaration of the U.N. and the F.A.O. The aim is to contribute to the economic and social development of Member-State through aid in the form of food. Unesco has been advised of the Government of India's interest in securing aid under WFP for educational projects, particularly those in the fields of Adult Education; and Training of Teachers at elementary stage.

32.2. *Unesco Programme in Education—Establishment of Central Adult Education Organization.*—It has been decided to set up a Central Adult Education Organization in cooperation with Unesco at National Fundamental Education Centre, New Delhi. The proposed Organization will serve as a centre for training adult education teacher instructors, for preparing materials and for programming pilot projects and schemes for implementation. Mr. Millinkovic Kresimir the expert adviser by Unesco has submitted his report and his recommendations are being examined. Besides the services of Mr. S. Tonkovic, a literacy specialist, considerable equipment has also been provided by Unesco.

32.3. *Celebration of International Cooperation Year in the Fields of Education and Culture.*—The Ministry of Education constituted a Committee of its own to plan and develop projects for the ICY in the fields of education and culture in collaboration with the Indian National Commission for Unesco. As recommended by this Committee, the Government of India requested all State Governments and universities to observe September 15, 1965 as the I.C.Y. Day in all educational institutions. The programme suggested for the observance of ICY Day included *inter-alia* debates and mock U.N. Assembly, lectures on India's role in the field of international cooperation, cultural entertainments, sending of illustrative kits on India to foreign countries, distribution of the ICY emblem etc. The Ministry of Education is also preparing a brochure on International Cooperation in the field of Education and Culture in so far as India is concerned.

32.4. *International Hydrological Decade.*—India has been selected as one of the 21 Members of the Co-ordinating Council, constituted by Unesco to ensure the proper and adequate implementation of the programme of the Hydrological Decade. The Government of India has constituted a National Committee to co-ordinate activities in India in the field of hydrology and cooperate with international agencies. The first session of the Co-ordinating Council of the International Hydrological Decade was held from the 24th May to 3rd June, 1965 in Unesco headquarters, Paris. India was represented by Shri P. R. Ahuja, Joint Secretary and Chief Engineer in the Ministry of Irrigation and Power.

32.5. *Assistance for Publication of Tamil Encyclopaedia for Children.*—The Tamil Academy, Madras having completed an Encyclopaedia in Tamil in 9 volumes, has now undertaken the preparation of an Encyclopaedia

in Tamil for children. On the recommendation of the Government of India Unesco have agreed to earmark \$ 2,000 for the project in its *Reading Materials Programme* in 1965.

32.6. *Study of Earthquakes*.—Unesco has offered to send out earthquake *Reconnaissance and Study Missions* immediately after the occurrence of severe earthquakes in order to make scientific and technical investigations on the causes and mechanisms of the earthquakes and the damage caused by them. The Government of India have accepted Unesco's proposal.

ANNEXURE I

ATTACHED AND SUBORDINATE OFFICES AND AUTONOMOUS ORGANISATION 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, 7/169, Swarupnagar, Kanpur-2.
12. Indian School of Mines, Dhandbad.
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-Jawaharlal Nehru Road, Calcutta-13.
17. Survey of India, Block 8, Hathibarkala Estate, Dehra Dun.
18. National Atlas Organisation, 1-Acharya Jagdish Bose Road, 3rd Floor, Calcutta.
19. Central Hindi Directorate, 15-16, Faiz Bazar, Daryaganj, Delhi-6.
20. National Fitness Corps Directorate, 4/14, Aggarwala House, Asaf Ali Road, New Delhi.
21. Asian Institute of Educational Planning and Administration, Indraprastha Estate, New Delhi.
22. Western Regional Institute, for Training of Teachers for Polytechnics, Ministry of Education, C/o S. V. Polytechnic, Bhopal.
23. Southern Regional Institute, for Training of Teachers for Polytechnics, Ministry of Education, Adyar, Madras Ltd.
24. Eastern Regional Institute, for Training of teachers for Polytechnics, Ministry of Education, C/o Acharya Profulla Chandra Polytechnic, Jadavpur, Calcutta-32.
25. Nehru Memorial Museum and Library, Teenmurti House, New Delhi.
26. Commission for Scientific and Technical Terminology, U.G.C. Building, Bahadur Shah Zaffar Marg, New Delhi.

C—AUTONOMOUS ORGANISATIONS

27. University Grants Commission, Bahadur Shah Zaffar Marg, New Delhi.
28. Central Board of Secondary Education, 17-B, Indraprastha Estate, New Delhi.
29. Tibetan Schools Society, Curzon Road, 'B' Block, New Delhi.
30. Central Institute of English, Hyderabad.
31. Kendriya Sanskrit Vidyapeetha, Tirupati.
32. National Book Trust, 23-Nizamuddin East, New Delhi-13.
33. Kendriya Hindi Shikshana Mandal, Gandhinagar, Agra.
34. School of Buddhist Philosophy, Leh.
35. National Institute of Sports, Motibagh Palace, Patiala.
36. Lakshmi Bai College of Physical Education, Shaktinagar, Gwalior.

37. Delhi Public Library, S. P. Mukherji Marg, Delhi-6.
38. 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 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.
 - (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, N.I.E. Building, Mehrauli Road, New Delhi.
 - (vii) Department of Curriculum, Methods and Textbooks, 5, West Patel Nagar, New Delhi.
 - (viii) Department of Psychological Foundations, H-2/3, Model Town, Delhi-9.
 - (ix) Department of Educational Administration, B-2/6-A, Model Town, Delhi-9.
 - (x) Educational Survey Unit, H.2/3, Model Town, Delhi-9.
 - (xi) Regional College of Education, 114, Sunder Nagar, New Delhi.
 - (xii) Publication Department, 114, Sunder Nagar, New Delhi.
 - (xiii) Regional College of Education, Pushkar Road, Ajmer, Rajasthan.
 - (xiv) Regional College of Education, Vani Vihar, Bhubaneswar (Orissa).
 - (xv) Regional College of Education, Mysore-2.
 - (xvi) Regional College of Education, Shamla Hill, Bhopal (M.P.).
39. Salar Jung Museum Board, Hyderabad.
40. Indian Museum, 27, Jawaharlal Nehru Road, Calcutta-13.
41. Victoria Memorial Hall, Calcutta-16.
42. Indian Council for Cultural Relations, Azad Bhavan, Indraprastha Estate, New Delhi.
43. Sangeet Natak Akademi, Rabindra Bhavan, Feroze Shah Road, New Delhi.
44. Lalit Kala Akademi, Rabindra Bhavan, Feroze Shah Road, New Delhi.
45. Sahitya Akademi, Rabindra Bhavan, Feroze Shah Road, New Delhi.
46. Council of Scientific and Industrial Research, Rafi Marg, New Delhi-1.
47. National Research Development Corporation of India, Lytton Road, Mandi House, New Delhi-1.
48. School of Planning and Architecture, Indraprastha Estate, New Delhi.
49. Indian Institute of Technology, Hauz Khas, New Delhi.
50. Indian Institute of Technology, P. O. I. I. T., Powai, Bombay-76.
51. Indian Institute of Technology, P. O. I. I. T., Madras-36.
52. Indian Institute of Technology, P. O. Kharagpur Technology, Kharagpur (S. E. Railway).
53. Indian Institute of Technology, Kalyanpur Campus, Kanpur.
54. Indian Institute of Science, Bangalore-12.
55. National Institute for Training in Industrial Engineering, Powai, Bombay-76.
56. Indian Institute of Advanced Study, Rashtrapati Niwas, Simla.
57. Institute of Russian Studies, I. I. T. Campus, Hauz Khas New Delhi.
58. Birla Institute of Technology and Science, Pilani (Rajasthan).
59. Indian Institute of Management, Vastrapur, Ahmedabad-6.
60. Indian Institute of Management, Emerald Bower, 56-A Barrackpore, Trunk Road, Calcutta-50.
61. Administrative Staff College of India, Beifa Vista, Hyderabad.

ANNEXURE II

UNIVERSITIES INCLUDING INSTITUTIONS DEEMED TO BE UNIVERSITIES

Sl.No.	Name of University/Institution	Type
UNIVERSITIES		
1.	Agra University, Agra.	Affiliating
2.	Allahabad University, Allahabad.	Unitary
3.	Aligarh Muslim University, Aligarh.	Unitary
4.	Andhra University, Waltair.	Affiliating
5.	Andhra Pradesh Agricultural University, Rajendranagar, Hyderabad.	Unitary
6.	Annamalai University, Annamalaiagar.	Unitary
7.	University of Agricultural Science, Hebbal, Bangalore.	Unitary
8.	Banaras Hindu University, Varanasi.	Unitary
9.	Bangalore University, Mathematics Block, Central College, Bangalore.	Affiliating
10.	Bhagalpur University, Bhagalpur.	Affiliating
11.	Bihar University, Muzaffarpur (Bihar).	Affiliating
12.	Bombay University, Bombay.	Federal
13.	Burdwan University, Burdwan (W. Bengal).	Affiliating
14.	Calcutta University, Calcutta.	Affiliating
15.	Delhi University, Delhi.	Federal
16.	Gauhati University, Gauhati.	Affiliating
17.	Gorakhpur University, Gorakhpur.	Affiliating
18.	Gujarat University, Ahmedabad.	Affiliating
19.	Indira Kala Sangeet Vishwavidyalaya, Khairagarh.	Affiliating
20.	Indore University, Indore.	Affiliating
21.	Jabalpur University, Jabalpur.	Affiliating
22.	Jadavpur University, Jadavpur (Calcutta-32).	Unitary
23.	Jammu and Kashmir University, Srinagar.	Affiliating
24.	Jawaharlal Nehru Krishi Vishwavidyalaya, Jabalpur.	Unitary
25.	Jiwaji University, Gwahior.	Affiliating
26.	Jodhpur University, Jodhpur.	Unitary
27.	Kalyani University, P. O. Kalyani, West Bengal.	Unitary
28.	Kameshwara Singh Darbhanga Sanskrit University, Darbhanga.	Affiliating
29.	Karnatak University, Dharwar.	Affiliating
30.	Kerala University, Trivandrum.	Affiliating
31.	Kurukshetra University, Kurukshetra.	Unitary
32.	Lucknow University, Lucknow.	Unitary
33.	Madras University, Madras.	Affiliating
34.	Magadh University Bodh Gaya.	Affiliating
35.	Maharaja Sayajirao University, of Baroda, Baroda.	Unitary
36.	Marathwada University, Aurangabad (Dn.).	Affiliating

1	2	3
37.	Mysore University, Mysore.	Affiliating
38.	Nagpur University, Nagpur.	Affiliating
39.	North Bengal University, Siliguri, Distt. Darjeeling.	Affiliating
40.	Orissa University of Agriculture and Technology, Bhubaneswar.	Unitary
41.	Osmania University, Hyderabad.	Affiliating
42.	Punjab Agricultural University, Ludhiana.	Unitary
43.	Punjab University, Patiala.	Unitary
44.	Punjab University, Chandigarh.	Affiliating
45.	Patna University, Patna.	Unitary
46.	Poona University, Poona.	Affiliating
47.	Rabindra Bharat, Calcutta.	Affiliating
48.	Rajasthan University, Jaipur.	Affiliating
49.	Ranchi University, Ranchi (Ty. at Patna).	Affiliating
50.	Ravi Shankar University, Raipur.	Affiliating
51.	Roorkee University, Roorkee.	Unitary
52.	Sardar Vallabhai Vidyapeeth, Vallabh Vidyanagar, (Via) Anand.	Affiliating
53.	Saugar University, Sagar.	Affiliating
54.	Shivaji University, Kolhapur.	Affiliating
55.	Shreemati, Nathibai Damodar. Thackersey Women's University, Bombay.	Affiliating
56.	Sri Venkateswara University, Tirupati, Andhra.	Affiliating
57.	Udaipur University, Udaipur.	Unitary
58.	Utkal University, Vani Vihar, Post Office Utkal University, Bhubanewar, Distt. Puri, Orissa.	Affiliating
59.	Uttar Pradesh Agricultural University, Pantnagar (Nainital).	Unitary
60.	Varanaseya Sanskrit Vishwavidyalaya, Varanasi.	Affiliating
61.	Vikram University, Ujjain.	Affiliating
62.	Visva-Bharati, Santiniketan.	Unitary

INSTITUTES DEEMED TO BE UNIVERSITIES

1. Birla Institute of Technology & Science, Pilani.
2. Gujarat Vidyapeeth, Ahmedabad.
3. Gurukul Kangri Vishwavidyalaya, Hardwar.
4. Indian Agricultural Research Institute, Hill Side Road, New Delhi.
5. Indian Institute of Science, Bangalore.
6. Indian School of International Studies, New Delhi.
7. Jamia Millia Islamia, New Delhi.
8. Kashi Vidyapeeth, Varanasi.
9. Tata Institute of Social Sciences, Bombay.

ANNEXURE III

NATIONAL LABORATORIES/INSTITUTES/CENTRES UNDER, C.S.I.R.

Sl. No.	Laboratory/Institute/Centre/Unit/Museum with Year of Establishment	Functions
1.	2	3
1.	National Chemical Laboratory, Poona (1950).	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—(1950).	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—(1950).	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 & Ceramic Research Institute, Calcutta, (1950).	Research on different aspects of glass and ceramic pottery, porcelain, refractories 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 (1950).	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 (1950).	Fundamental and applied metallurgical research.
7.	Central Drug Research Institute, Lucknow (1951).	All aspects of drug research including evaluation and standardisation of crude drugs, discovery of substitutes pharmacopocial drugs and plants, pharmaceutical and synthetic chemicals, biochemistry and biophysics, infection, immunisation, pharmacology, chemotherapy and experimental medicine.
8.	Central Road Research Institute, New Delhi (1952).	Research on road materials, testing of road materials and road surfaces.
9.	Central Electro-Chemical Research Institute, Karakudi (Madras) (1953).	Research on different aspects of electrochemistry, including electro-metallurgy, electro-deposition and allied problems.

1	2	3
10. Central Leather Research Institute, Madras (1953).	Research Institute,	Fundamental and Applied aspects of leather technology.
11. Central Building Research Institute, Roorkee (1953).	Research Institute,	Engineering and structural aspects of building and human comforts in relation to buildings.
12. National Botanic Gardens, Lucknow (1953).	Gardens,	Collection and large-scale cultivation of economic and medicinal plants of industrial importance.
13. Central Electronics Engineering Research Institute, Pilani (Rajasthan) (1953).	Research Institute,	Design and construction of electronic equipment and components and test quipment.
14. Central Salt and Marine Chemicals Research Institute, Bhavnagar (1954).	Research Institute,	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 (1955).	Research Station,	Research in methods of mining, safety in mines and mine machinery.
16. Regional Research Laboratory, Hyderabad (1956).	Laboratory,	Research in problems relating to the industries and raw materials of the region.
17. Indian Institute of Experimental Medicine, Calcutta (1956).	Institute of Experimental Medicine,	Research in various aspects of biochemistry as applied to medicine, bacteriology etc.
18. Regional Research Laboratory Jammu-Tawi (Jammu & Kashmir) (1957).	Research Laboratory	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).
19. Central Mechanical Engineering Research Institute, Durgapur (W. Bengal) (1958).	Research Institute,	Research in mechanical engineering in all its aspects.
20. Central Public Health Engineering Research Institute, Nagpur (1959).	Research Institute,	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.
21. Central Indian Medicinal Plants Organisation, Lucknow (1959).	Organisation,	Coordination of activities in the development of cultivation and utilisation of medicinal plants on an organised basis.
22. Central Scientific Instruments Organisation, Chandigarh (1959).	Scientific Instruments Organisation,	Promotion and development of indigenous manufacture of scientific instruments for teaching, research and industry.
23. National Aeronautical Laboratory, Bangalore (1960).	Laboratory,	Scientific investigation on the problems of flight with a view to their practical application to the design, construction and operation of aircraft in India.

1	2	3
24.	Indian Institute of Petroleum, Dehradun (1960).	Research in petroleum refining and processing of natural gas, petro-chemicals, etc. and providing facilities for the training of personnel for petroleum industry.
25.	National Geophysical Research Institute, Hyderabad (1961).	Correlation of the field data in all fundamental aspects of geology and geophysics with laboratory investigations and theoretical studies.
26.	Regional Research Laboratory, Jorhat (1961).	Research in problems relating to more efficient utilisation and better conservation of important national resources of Assam and other regional needs posing special problems.
27.	Indian Ocean Expedition, New Delhi (1962).	Research on various aspects of physical biological, geological and chemical oceanography including prospecting for petroleum and minerals in sea bed.
28.	Regional Research Laboratory, Bhubaneswar (Orissa) (1963).	Research in problems relating to the industries and raw materials of the region.
29.	National Biological Laboratory, Palampur (Kangra Valley, Punjab) (Approved in 1964 but not yet established).	Both fundamental and applied research in modern aspects of biological sciences.
30.	Structural Engineering Research Centre, Roorkee (1965).	Research in specialised design and development work (in structural problems connected with building, bridges and other structures).
31.	Industrial Toxicological Research Centre, Lucknow (1965).	To study the harmful effects of industrial toxins on skin, blood, gastro-intestinal tract, central nervous system, bones, etc.
32.	Publication and Information Directorate, New Delhi (including Indian Languages Unit) (1951).	Planning and publication of monographs, journals and other publications reflecting scientific and technical information. The Indian languages Unit disseminates similar information through the medium of Hindi and other Indian Languages.
33.	Indian National Scientific Documentation Centre, New Delhi (1951).	To provide full range of documentation services.
TECHNICAL UNITS AT HEADQUARTERS		
34.	Research Coordination, Industrial Liaison & Extension Services Unit (including Defence Coordination and Patent Unit) (1963).	Maintenance of documented information on research in progress in various laboratories and assisting in coordination of work between the CSIR Laboratories and that of CSIR with other organisations and Government Departments associated with research and development of Industries, including Railways, Defence, Health and Industry. The Patent Unit helps in filing of patents by scientists.

1	2	3
35. Survey & Planning of Scientific Research Unit (including International Scientific Collaboration Unit) (1963).	To carry out investigations on the problems of planning, organisation and management and collection and analysis of data' relating to different aspects concerning scientific research. The International Scientific Collaboration Unit maintains collaboration between scientific organisations in India with those in other countries.	
36. Central Design & Engineering Unit (1963).	To provide assistance in the translation of laboratory results into industrial practice and designing of plants based on processes developed.	
37. National Register Unit (1948).	Maintenance of information pertaining to scientific and technical manpower in the country and regarding 'Indians abroad'.	
MUSEUMS		
38. Birla Industrial and Technological Museum, Calcutta (1959).	A museum to depict scientific and technological advancement.	
39. Visvesvaraya Industrial and Technological Museum, Bangalore (1962).	Do.	
40. Mafatlal Scientific and Technological Museum, Bombay (1963).	Do.	

ANNEXURE IV

**SCIENTISTS POOL GIVING THE POSITION REGARDING SELECTIONS AND
PLACEMENT OF CANDIDATES**

Total Selected 4121

Sl. No.	Selections/Placements	In India	Abroad	Total
1.	Working in the pool:			
	More than 24 months ..	121		
	18 to 24 months	65		
	12 to 18 months	114		
	6 to 12 months	137		
	Less than 6 months	212		649
2.	Working as Supernumerary Officers	11	—	11
3.	Pool Officers who left after joining	961	77	1,038
4.	Placement finalised, not yet joined or joining reports not received ..	173	249	422
5.	Placement to be finalised	34	201	235
6.	Acceptance awaited			
	(a) for offers made during the last 3 months	28	94	122
	(b) for offers made earlier ..	149	449	598
7.	Offers to be made	54	149	202
8.	Secured employment in India, did not join the Pool	572	36	608
9.	Employed abroad at present or not interested	—	175	175
10.	Others			
	(a) No replies to enquiries, offer not made	17	6	23
	(b) Offers cancelled	8	25	33
		2,656	1,460	4,116

5 Pool Officers have died and are not included above.

ANNEXURE V

PUBLICATIONS BROUGHT OUT BY THE MINISTRY OF EDUCATION AND ITS AGENCIES

A. Publications Unit

Educational Publications

1. Annual Report—1964-65 (English Version)
2. Annual Report—1964-65 (Hindi Version)
3. Report of the Committee on Religious and Moral Instruction (Reprint)
4. Report of the Secondary Education Commission (6th Reprint)
5. Report on Educational Development in 1964-65—Presented at the XXVIII International Conference on Public Education, Geneva, July 1965
6. Central School Buildings—Norms and Specifications
7. Proceedings of 31st Meeting of C.A.B.E.
8. National Physical Efficiency Drive—1965-66
9. Fifth Report of the National Council for Women's Education
10. Swami Vivekananda on Universal Ethics and Moral Conduct
11. Proceedings of the Sixth Conference of the Indian National Commission for Co-operation with Unesco
12. Proceedings of the Seventh State Education Minister's Conference held at New Delhi on 25th and 26th April, 1964
13. Syllabus for Post-graduate Diploma Course in Rural Sociology and Community Development
14. Report of the First National Seminar on the Education of Primary Education in India (Reprint)
15. Report of the Fourth National Seminar on Compulsory Primary Education held at Puri on May 9-16, 1964
16. Assistance to Voluntary Hindi Organisations (English Version)
17. Assistance to Voluntary Hindi Organisations (Hindi Version)
18. Viklangon Ke Liye Rozgar (Hindi)
19. Report of the Committee to look into the causes for lack of Public Support particularly in Rural Areas for Girls Education and to Enhance Public Cooperation
20. Gaon Men Manoranjan (Hindi)
21. Memorandum of Association and Rules and Regulations for the Administration of the National Foundation for Teachers' Welfare
22. Sanskrit Ayog Ka Sankshep Prativeedan 1956-57 (Hindi)
23. Citations—National Awards for Teachers 1965-66
24. Annotated Bibliography of Hindi and Urdu Plays (Hindi)
25. History of the Gazetteers of India
26. Silhouettes in Indian Education (Offprint from Sept. 1964 issue of the Education Quarterly)
27. Teachers' Story (Offprint from Sept. 1964 issue of the Education Quarterly)
28. Adhyapokon Ke Sansmaran (Hindi)
29. Bhartiya Shiksha ki Kutch Mahan Vibhutiyan (Hindi)
30. Adhyapak Kalyan Pratishthan Niyam aur Viniyam (Hindi)
31. Indian Museums Review 1961-64

B. Statistical Unit

1. Selected Educational Statistics (Provisional) 1963-64 (Cyclostyled)
2. Scales of Pay of School Teachers 1963-64 (Cyclostyled)
3. Provisional Statistics of Education in Universities in India, 1962-63 (Cyclostyled)

4. Provisional Statistics of Education in States, 1962-63 (Cyclostyled)
5. Education in India, Vol. II-A, 1962-63 (Printed)

A series of Statistical publications are either under print or the manuscript on publications like (i) Directory of Institutions for Higher Education, 1965 and (ii) Education in India—A graphic Presentation have been completed for being sent to the Press.

C. National Council of Educational Research and Training

C-1. National Institute of Audio-Visual Education

Periodicals :

1. Audio-Visual Education (Quarterly journal)
2. Audio-Visual Communication (Monthly Newsletter)

Books/Pamphlets :

3. On Teaching Circle and its Theorems through Flannelograph
4. The Earth and its Moon
5. States of India
6. Do's and Don'ts for the Young Folk
7. Audio-Aids, Films and Filmstrips, etc., for Teachers Education
8. Life of Nehru
9. Educational and Recreational Films for Children
10. Our India through Films
11. Films and Filmstrips—Produced by NIAVE
12. Plastigraph
13. Flannelograph for Primary Art
14. Catalogue of Educational Disc Records

C-II. Directorate of Extension Programmes for Secondary Education :

Central Examination Unit :

Periodicals :

15. Teacher Education
16. Evaluation News

Books :

17. Report of the Sixth Conference of the Chairman and Secretaries of Board of Secondary Education, 1965.

C-III. Central Institute of Education :

18. Physical Education in Delhi School by K. D. Bakshi (Report of Survey)
19. Summaries of M. Ed. Reports 1962-63
20. Visual Aids by K. K. Jeswani
21. Handbook of Practical Work

C-IV. National Institute of Basic Education :

Periodicals :

22. Buniyadi Talim
23. Extension Newsletter

Books :

24. Plan and Plan Projects by D. P. Nayer
25. Craft Education in Indian School System
26. Basic Education Abstract 1964(1)
27. Report of the Conference of the Principals of Postgraduate Basic Training College and Officers in charge of Basic Education
28. Doll Making

29. Saral Bans Udyog
30. Saral Gudia Nirman

C-V. Educational Survey Unit :

31. Guidelines for Survey Officers
32. Second Educational Survey of India

C-VI. Department of Educational Administration and Foundation of Education :

(a) Department of Educational Administration :

33. Educational Administration in Kerala
34. Educational Administration in Uttar Pradesh
35. Educational Administration in West Bengal
36. Educational Administration in Madhya Pradesh
37. Administration and Organization of Teacher Training Institutes
38. Constitution and Function of Boards of Secondary Education in India
39. A training Course for Principals of Secondary Teachers' College
40. A Review of Researches on Wastage and Stagnation in India
41. Incidence of Wastage and Stagnation in the Elementary Schools in India
42. National Income, Per Capita Income, and Educational Expenditure in India and Abroad
43. Report of the Committee on School Broadcasts
44. Synchronising School Vacations with Sowing and Harvesting Periods of Principal Crops in Different States of Indian Union—A Study

(b) Department of Foundation of Education :

45. Economics Education in the Indian Context—Agenda for Research
46. Issues in Economics of Education in Underdeveloped Countries
47. A Brief Annotated Bibliography on Comparative Education

NOTE : All the publications are mimeographed.

C-VII. Department of Teacher Education :

Periodical :

48. Journal of Education for Teaching

Books :

49. Report of the Committee to Evolve Model Syllabi for Elementary Teacher Education, 1963-64
50. Report of the First Half-Yearly Conference of the State Institutes of Education held at Sehore in November 1964
51. Report of the Second Half-Yearly Conference of the State Institutions of Education held at Srinagar in June 1965
52. Report of the Third Yearly Conference of the State Institutes of Education held at Bangalore in December 1965

C-VIII. Department of Psychological Foundation :

(Bureau of Educational and Vocational Guidance)

Periodicals :

53. Guidance Review

Book :

54. Training Facilities and Occupational Opportunities for Secondary School Leavers

C-IX. Department of Curriculum, Methods and Textbooks :

55. School Library
56. Social Studies Draft Syllabus for Classes I to XI
57. The Problems of Large Classes
58. Position of Mathematics

C-X. Department of Science Education :

- 59. Summer School Brochure
- 60. Science Talent Search Examination Brochure 1966

Books for Class VI under Unesco Project :

- 61. Physics for Class VI
- 62. Mathematics
- 63. Biology
- 64. Organising Science Clubs

*C-XI. Regional Colleges of Education Unit :**(a) Regional College of Education, Ajmer :**Periodicals :*

- 65. Nav Prayan
- 66. Campus Chronicle
- 67. Commerce Education

Books :

- 68. Handbook of Demonstration Multipurposes Schools
- 69. Chare aur dane ki unnat kismen
- 70. Poultry Project
- 71. Common diseases of Poultry and their Central Winter Vegetables (North India)
- 72. Important Breeds of Cow
- 73. Important Breeds of Buffalo
- 74. Important Milk Breeds of Goat
- 75. Theory of Business Correspondence
- 76. Hindi Typewriting (a new approach based on new key_board lessons)
- 77. Some remedial lessons in typewriting

*(b) Regional College of Education, Bhopal :**Periodicals :*

- 78. Vivek

Books :

- 79. Internship in Teaching
- 80. R. C. E. Handbook
- 81. Educator

*(c) Regional College of Education, Bhubaneswar :**Periodicals :*

- 82. Journal of R. C. E., Bhubaneswar
- 83. Regional College Record
- 84. R. C. E. Announcement for 1965-66

Books :

- 85. Handbook of Demonstration Multipurpose School
- 86. Courses in R. C. E.
- 87. Courses in Demonstration Multipurpose School
- 88. R. C. E. Offers opportunities to you in Agricultural Education
- 89. R. C. E. Introduces Summer school-cum-correspondence course leading to B Ed. degree
- 90. Weed Problem needs a Fair Deal

*(d) Regional College of Education, Mysore**Periodicals :*

- 91. Educator (Now called Record)

Books :

92. R. C. E. Souvenir
93. A new experiment in Teacher Education
- (e) R. C. E. Unit, New Delhi
94. Plan and Courses of Study—Demonstration School
95. New Dimensions in Teacher Education
96. Summer School-cum-correspondence courses for Bachelor of Education
97. Excellent opportunity to choose Teaching as Career

*C. XII Department of Psychological Foundation**Periodicals :*

1. The Young Child—Bulletin No. 1 July 1965
2. The Young Child—Bulletin No. 2 Oct. 1965

D. National Book Trust, India

English

1. SNAKES OF INDIA by P. J. Deoras.
2. SOCIALISM, DEMOCRACY AND SECULARISM (A symposium on Jawahar Lal Nehru).

Hindi

3. MANUSHYAKI BHAUTIK SAMPADAYEN (Man's Worldly Goods) (The Story of Wealth of Nations) by Leo Huberman. Translated by Satya Bhushan Verma.
4. DO NAGARONKI KAHANI (A Tale of Two Cities) By Charles Dickens. Translated by Rajni Panicker.

Assamese

5. JWALAMUKHI (A Hindi novel) by A. G. Sheorey. Translated by Sumati Talukdar.

Bengali

6. AKHANDA VISHWA-O-BHARAT (One World and India) (Azad Memorial Lectures, 1960) by Arnold Toynbee. Translated by Tarunendu Ghoshal.

Kannada

7. PARAPANCHADA BALLYADALLI (When the World Was Young) (Folk Tales from India's Hills and Forests) by Verrier Elwin. Translated by K. S. Narasimhaswami.

Malayalam

8. MAHANAYA-VIPLAVAKARI (The Grand Rebel) (An Impression of Shivaji) by Dennis Kincaid. Translated by Ambady Karthiyani Amma.

Marathi

9. AKBAR by Lawrence Binyon. Translated by Vishvanath Vaishampayan.
10. AAPLE VRIKSH (Hamare Vriksh) by R.P.N. Sinha, Translated by Leelavati Deshmukh.

Oriya

11. KALKI : VA MANAVA SABHYATAR BHAVISHYAT (Kalki; or the Future of Civilization) by S. Radhakrishnan. Translated by Ganeswar Misra.
12. JWALAMUKHI (A Hindi novel) by A. G. Sheorey. Translated by S. Panigrahi.
13. JUDY AND LAKSHMI by Naomi Mitchison. Translated by Kunjabehari Das.
14. EK BISWA-O-BHARAT (One World and India) (Azad Memorial Lectures, 1960) by Arnold Toynbee. Translated by R. Rath.
15. PALATA SIRA (The Transposed Heads) (A Legend of India) by Thomas Mann. Translated by Krishna Prasad Patnaik.
16. VIJANANAR DRUSYA (Aspects of Science) (A Collection of Talks Broadcast from AIR) by C. V. Raman. Translated by G. N. Mahapatra

Telugu

17. NAVA-BHARATA VIDYA PUNARNIRMANAMU (Educational Reconstruction in India) (Patel Memorial Lectures, 1959) by Zakir Husain. Translated by C. Radhakrishna Sarma.
- N.B. (i) Publications at item Nos. 1, 2, 8 and 9 brought out by the National Book Trust, India directly.
- (ii) The remaining publications have been sponsored by the National Book Trust, India but brought out by other agencies.

E. Akademis**E-1 Sahitya Akademi****Assamese**

1. SAPTA NATAK, Vol. I (Select plays of Tagore). *Bisarjan* translated by Atu Chandral Hazarika, *Chitrangada* translated by Birinchi Kumar Barua and *Chirakumar Sabha* translated by Sayed Abdul Malik.
2. GORA (Novel) by Tagore. Translated by Surendramohan Chowdhury.

Bengali

1. CHINGRI (Malayalam novel, *Chemmeen*, which won the Sahitya Akademi Award in 1957) by Thakazhi Sivasankara Pillai. Translated by B. Vishvanatham and K. Nilina Abraham.
2. AMRUTANUBHAVA O CHANGDEVA PASASTHI (Marathi classic) by Jnaneshwar. Translated by Girish Chandra Sen.
3. UNISH BIGHA DUI KATHA (Oriya novel : Chhama Atha Guntha) by Fakir Mohan Senapati. Translated by Maitri Shukla.
4. WALDEN (American classic) by H. D. Thoreau. Translated by Kiran Kumar Roy.

Gujarati

1. WALDEN (American classic) by H. D. Thoreau. Translated by S. G. Betai.

Hindi

1. RAVINDRANATH KE NIBANDH Vol. II (Select essays of Tagore). Translated by Amrit Rai.
2. AREOPAGITICA (English classic) by John Milton. Translated by Balakrishna Rag

Kannada

1. MIRI MAGALU (Assamese novel : Miri Jivari) by Rajanikant Borodoloi. Translated by Gurunath Joshi.
2. BALA SAHITYA (A selection of Tagore's writings for children). Translated by S. B. Kulkarni.
3. HOSAGANNADA PRABANDHA SANKALANA (An anthology of Kannada essays). Edited by Gorur Ramaswami Iyengar.
4. MOORU GREEKA NATAKAGALU (Three Greek Plays : Aescyhlus' *Agammon*, Sophocles' *Oedipus Tyrannus* and Aristophenes' *Progs*). Translated by K. V. Raghavachar.
5. MEDEA (Greek plays) by Euripides. Translated by K. S. Narasimhaswamy.
6. MARAGADARSI (English novel : *The Guide*) by R. K. Narayan. Translated by C. N. Mangala.

Malayalam

1. GENJIYUTE KATHA (Japanese novel : *Genji Monogatari*, Part I) by Murasaki Shikibu. Translated by P. K. Eapen.

Marathi

1. THAKURANCHE BAL SAHITYA (Tagore's writings for children) Translated by Sarojini Kamatnurkar.
- JEEVI (Gujarati novel: *Malsala Jiva* by Pannalal Patel. Translated by Smt. Anandibai Shirke.

- BANABHATTACHI ATMAKATHA (Hindi novel) by Hazari Prasad Dwivedi. Translated by R. S. Kelkar.
- 4. VIVEKANANDACHE CHARITRA (The Life of Vivekananda, as told by Romain Rolland). Translated by Smt. Vimalabai Deshpande.

Punjabi

- 1. TAGORE DE NATAK : (Select plays of Tagore) *Bisarjan, Raja, Mukta Dhara* and *Bakta-Karabi*, translated by Kartar Singh Duggal, *Chitrangada* by Mohan Singh, and *Dak Ghar* by Balwant Gargi.
- 2. MAACHHI (Malayalam novel, *Chemmeen*, which won the Sahitya Akademi Award in 1957) by T. Sivasankara Pillai. Translated by Gurumuksing 'Jeet'.
- 3. POORAN SINGH JEEVANI TE KAVITA (Collected Poetical works of Sardar Pooran Singh). Ed. M. S. Randhawa.
- 4. WALDEN (American classic) by H. D. Thoreau. Translated by Gopal Singh.

Sanskrit

- 1. ABHIJANANASAKUNTALAM Of Kalidasa Text as edited by S. K. Belvalkar.

Sindhi

- 1. SWAMI VIVEKANANDA (The Life of Vivekananda, as told by Romain Rolland). Translated by Fatechand M. Vaswani.
- 2. BABER NAMO (Persian classic : Memoirs of Baber). Translated by H. I. Sadarangani.

Tamil

- 1. RAVINDIRAR KATTURAI THIRATTU Vol. II (Select essays, of Tagore). Translated by T. W. Kumaraswami.
- 2. SANTALAI (Kannada novel : Shantala) by K. V. Iyer. Translated by S. K. Sita Devi.
- 3. VANGA ILAKKIYA VARALARU (History of Bengali Literature) by Sukumar Sen. Translated by P. N. Appuswami.
- 4. GENJI KATHAI (Japanese Classic : Genji Monogatari, Part I) by Murasaki Shikibu. Translated by K. Appadurai.

Telugu

- 1. SHANTALA (Kannada novel) by K. V. Iyer. Translated by T. Ramachandra.
- 2. ROYYALU (Malayalam novel : *Chemmeen*) by Thakazhi Sivasankara Pillai. Translated by G. Subbaramaiah.
- 3. NA CHARITRA (Autobiography of U V. Swaminatha Iyer : *En Charitram*). Translated from Tamil by N. C. V. Narasimhacharya.
- 4. NATIKALU (An anthology of one-act plays in Telugu). Compiled by S. Muddukrishna.
- 5. SAMAKALIKA BHARATIYA SAHITYAMU (Contemporary Indian Literature). Translated by T. Krittivasa Tirthulu.
- 6. ATMAKATHA (Autobiography of Rajendra Prasad). Translated by K. S. N. Sastri.

Urdu

- 1. KURAL (Tamil classic : *Thirukkural*) by Thiruvalluvar. Translated by Hasrat Suhrawardi.
- 2. TARJUMAN-UL-QURAN Vol. I. Urdu translation of *Holy Quran* with commentary, annotations, and introduction by the late Maulana Abul Kalam Azad. Third edition (in three volumes) published as part of a commemorative edition of Maulana Abul Kalam Azad's collected works in Urdu.

Nepali

- 1. SANCHAYITA : Select poems of Tagore Translated by Tulsi Bahadur Chhetri.

*E-2 Lalit Kala Akademi**(a) Ancient Publications*

- 1. Picture Postcards
- 2. Mughal Miniatures

3. Krishna Legend
4. Mewar Paintings
5. Kishangarh Paintings
6. Birbhu, Terracottas
7. Bundi Paintings
8. Miniature Paintings of Khazanchi collection
9. Paintings of the Sultan and Emperors of India in American collection
10. The Golden Flute
11. South Indian Bronzes
12. Portfolio No. 1
13. Lalit Kala Journals from No. 1 to 11

(b) *Contemporary Publications*

14. Lalit Kala Journals from No. 1 to 3
15. Ravi Verma
16. Bendre
17. Hebbbar
18. Haldar
19. Chavda
20. Panikar
21. Prodosh Dasgupta
22. Ramkinkar
23. Dhanraj Bhagat
24. G. N. Tagore
25. Husain

(c) *Other Publications*

26. Ajanta Paintings
27. Artists Directory
28. Seminar on Art Education
29. Seminar on Architecture
30. Seminar on Art History
31. Drawings and Paintings of Rabindranath Tagore

F. Central Hindi Directorate and Commission for Scientific & Technical Terminology

1. *Dictionaries*

1. Consolidated Glossary of Technical Terms (English-Hindi)
2. Padnam Shabdavali
3. Administration Glossary
4. Shabdarth Mimansa

2. *Standard Works*

1. Bharat Ki Vittiya Shasan Vyavastha
2. Shuddha Ghan Jyamiti Pravshika
3. Bhartiya Parampara
4. Samsthanikon ke Sansar Men
5. Samikaran Siddhanta
6. Ardhchalak aur Unke Upyog
7. Mataon aur Shishuyon ke Rogo Ki Roktham
8. Rahasyamaya Vishwa
9. Antarrashtriya Sambandha
10. Carbohydrate aur Glycocide
11. Ashravaya Dhwanian
12. Ulkayen

13. Antarrashtriya Vidhi
 14. Japan ka Itihas
 15. Bhasha Satya aur Tarkashastra
 16. Prakash Tarangen aur Unke Upyog
 17. Apna Hridaya Sabal Banaiye
3. *Bilingual Glossaries*
1. Hindi-Punjabi
 2. Hindi-Kannada
4. *Subject-wise Manuals*
1. Prani Vigyan Dipika
5. *Provisional Lists of Technical Terms*
1. Physics II
 2. Diplomacy V
 3. Diplomacy VI
 4. Chemistry VI
 5. Philosophy II
 6. Science & Weather
 7. General Administration II
 8. History (Pre-history) II
6. *Finalised Lists of Technical Terms*
1. Political Science I
 2. Diplomacy II
 3. Diplomacy III
 4. Diplomacy IV
 5. Civil Aviation
6. *Reports*
1. Administrative Report 1960-61, 62-63
 2. Report of the Standing Commission
8. *Booklets*
1. The Problem of Scientific and Technical Terminology in Indian Languages.
 2. Yojnayan aur Karyakram
 3. Second version of the I above
9. *Journal*: 'Bhasha' quarterly—Total number brought out so far 20, including two special numbers.
10. *Other Publications*
- Hindi*
1. Shasan Par Do Nibandh
 2. Mulya aur Punji
 3. Samaj Seva ka Kshetra (Khand Ek)
 4. Samaj Seva ka Kshetra (Khand Do)
 5. Jativargon ka Vikas
 6. Purvi Asia Ka Itihas (Khand Ek)
 7. Gativigyan (Khand Ek)

8. Shuddha Buddhi—Mimansa
9. Purvi Asia ka Itihas (Khand Do)
10. Gativigyan (Khand Do)
11. Dravyon ke Samanya Guna

Punjabi

1. Rajniti Vigyan aur Sangathan ke Mul Sidhanta

G. Survey

G.1 *Anthropological Survey of India*

- (a) Memoir : No. 11—'Changing Times'

G.2 *Botanical Survey of India*

- (a) Bulletin : Volume No. 6 and 7 (Vol. 7 relates to 175th Anniversary number of the Indian Botanic Garden)

- (b) Report : 1962-63

Miscellaneous Publications

1. Valley of Flowers—a popular pamphlet
2. Chapters on the History of Botany in India by I. H. Burkill

G.3 *Zoological Survey of India*

1. Fauna of India Series Monographs
2. "A Handbook for the Collection & Preservation of Animals for Study" (Cyclo-styled)

G.4 *Archaeological Survey of India*

1. Indian Archaeology 1962-63—A Review
2. Corpus Inscriptionum Indicarum Series :—Part ii of Volume II, *Bharhut Inscriptions*, by Henrich Luders, and Volume V. *Inscriptions of the Vakatakas*, by V. V. Mirashi
3. Annual Report on Indian Epigraphy :—Reports for 1956 and 57 and for 1960-61
4. Epigraphia Indica :—The following parts were published : Part vii (July 1964) of Volume XXXV, and parts i to iii (January to July, 1965) of Volume XXXVI
5. Epigraphia Indica—Arabic and Persian Supplement :—1962
6. South Indian Inscriptions Series :—Volume XVII and Volume XX
7. A new coloured set of Ajanta was printed besides many sets relating to important Monuments were released for sale.

H. Council of Scientific and Industrial Research

Fortnightly Journals

1. C. S. I. R. News (Vol. 15)

Quarterly Journals

1. Indian Journal of Experimental Biology (Vol. 3)
2. Indian Journal of Biochemistry (Vol. 2)

Monthly Journals

1. Journal of Scientific & Industrial Research (Vol. 24)
2. Indian Journal of Chemistry
3. Indian Journal of Pure & Applied Physics

4. **Indian Journal of Technology (Vol. 3)**
5. **Research and Industry (Vol. 10)**

Miscellaneous Publications

1. **The Encyclopaedic publication, Wealth of India : Industrial Projects, Part VI (M-pi).**
2. **Drug Addiction with Special Reference to India**
3. **Recent Advance in Polymers**

ANNEXURE VI

CENTRAL SCHOOLS

State-wise Distribution of Schools	Year of Starting the School
1	2
<i>Assam</i>	
1. Central School, Gauhati,	1966
2. Central School, Jorhat.	1966
3. Central School, Shillong.	1966
<i>Andhra Pradesh</i>	
4. Central School, Trimulgherry, Secunderabad-15.	1963
5. Central School, Picket, Secunderabad.	1964
6. Central School, K. T. Road, Near T. T. D. Press Compound, Tirupathi.	1965
<i>Bihar</i>	
7. Central School, Dinapore Cantt.	1963
8. Central School, Anisabad, Patna.	1964
9. Central School, Jawahar Nagar, (Formerly Jawaharlal Nehru Memorial High School), Surgahiyan, P. O. Sutihara, Distt. Muzaffarpur.	1965
<i>Gujarat</i>	
10. Central School, C/o Air Force Station, Jamnagar.	1963
11. Central School, Delhi Chakla, Ahmedabad.	1964
12. Lala Lajpatrai Central School, Saroj Bungalow, Polo Pavillion Baroda.	1965
13. Central School, C/o A. S. Chowdhury High School, Kasturba Road, Rajkot.	1965
14. Central School, Jeevan Bharati, Mohamed Manzil, Dehlavi Road, Surat.	1965
<i>Jammu & Kashmir</i>	
15. Central School, Udhampur (J. & K.)	1965

1	2
<i>Kerala</i>	
16. Central School, Naval Base, Cochin-4.	1963
17. Central School, Pattom, Trivandrum.	1964
18. Central School, Ernakulam.	1965
19. Central School, Kozhikode, No. 34/81, Providence Women's College, Mallapparamba, Kozhikode.	1965
<i>Madhya Pradesh</i>	
20. Central School, C/o Air Force Station, Amla.	1964
21. Central School, C/o Mahar Regimental Centre, Saugor.	1964
22. Central School, C/o A. E. C. Training College, and Centre, Pachmarhi.	1964
23. Central School, Middle School Building, Professor Colony, Vidya Vihar, Bhopal.	1964
24. Central School, South Kutoganj, Race Course Road, Indore.	1964
25. Central School, C/o Lakshmbai College of Physical Education, Gwalior.	1965
<i>Madras</i>	
26. Central School, Avadi, Madras-55.	1964
27. Central School, C/o Indian Institute of Technology, Madras-36.	1964
28. Central School, C/o Air Force Station, Tambaram.	1964
29. Adarsh Central School, 24, Royapettah High Road, Madras-14.	1965
<i>Maharashtra</i>	
30. Central School, Nagarwalla Road Camp, Ahmednagar.	1963
31. Central School, Holiday Camp, Colaba, Bombay-5.	1963
32. Central School, No. 2, Holiday Camp, Colaba, Bombay-5.	1965

1	2
33. Central School, C/o Indian Institute of Technology, Powai, Bombay-76.	1964
34. Central School, Station Headquarters, Dehu Siding.	1964
35. Central School, C/o Bombay Engineer Group, Kirkee, Poona-3.	1963
36. Central School, C/o National Defence Academy, Khadakvasla.	1963
37. Central School, C/o I. N. S. 'Shivaji', Lonavla.	1963
38. Central School, C/o Artillery Centre, Nasik Road, Camp.	1963
39. Central School, Ordnance Factory, Ambarnath.	1965
40. Central School, Deolali.	1965
41. Central School, C/o Liberal Education Society, Hadas High School, Nagpur.	1965
42. Central School, C/o Air Force Station, Lohgaon, Poona-6.	1965
43. Central School, C/o Officer Commanding Station, Pulgaon Camp, (Near Wardha).	1965
<i>Mysore</i>	
44. Central School, A. S. C. Centre (South), Bangalore-7.	1963
45. Central School, C/o Air Force Station, Jalahalli West, Bangalore-15.	1964
46. Central School, Madras Engineer Group and Centre, Bangalore-1.	1964
47. Central School, Hebbal, Headquarters, Air Training Command, Hebbal, Bangalore-6.	1965
48. Central School, Hubli, Kannada Primary School No. 16 Building, Hubli, Distt. Dharwar.	1965
<i>Orissa</i>	
49. Central School, Puri.	1965
50. Central School, Sambalpur. C/o The Principal, Government Training College, Sambalpur.	1965
<i>Punjab</i>	
51. Central School No. 1, Ambala Cantt.	1963

1	2
52. Central School No. 2, C/o Air Force Station, Ambala Cantt.	1964
53. Central School, Station. Headquarters, Ferozepur.	1963
54. Central School, Jullundur Cantt.	1963
55. Central School, Jakko Hills, Simla.	1964
56. Central School, C/o Air Force Station, Adampur.	1963
57. Central School, Air Force Station, Halwara.	1965
<i>Rajasthan</i>	
58. Central School, Cantonment, Bikaner.	1964
59. Central School, Adarsh Nagar, Jaipur. (Rajasthan).	1964
60. Central School, C/o Air Force Flying College, Jodhpur.	1964
61. Central School, Kotah, Gumanpura Multipurpose Higher Secondary School Building, Kotah.	1965
62. Central School, Udaipur, Pratap Nagar Colony, Udaipur	1965
63. Central School, Alwar, Government Pratap High School Building, Alwar.	1965
<i>Uttar Pradesh</i>	
64. Central School No. 1, C/o Air Force Station, Kheria, Agra.	1963
65. Central School, No. 2, Grand Parade Road, Agra Cantt.	1964
66. Central School for Boys, C/o Jat Regimental Centre, Bareilly Cantt.	1963
67. Central School for Girls, C/o A. S. C. Centre, Bareilly.	1964
68. Central School, Dehra Dun Research Institute,	1964
69. Central School No. 1, Kanpur Road, Jhansi Cantt.	1964
70. Central School No. 1, C/o Air Force Station, Chakori, Kanpur.	1964
71. Central School, Indian Institute of Technology, Kanpur.	1965

1	2
72. Central School, C/o Kumaon Regimental Centre, Ranikhet.	1964
73. Central School, C/o Garhwal Rifles, Lansdowne,	1964
74. Central School, C/o A. M. C. Centre, Lucknow Cantt.	1963
75. Central School, C/o Air Force Station, Manuari.	1964
76. Central School, C/o Sikh Regimental Centre, Meerut.	1963
77. Central School, C/o Punjab Regimental Centre, Meerut Cantt.	1963
78. Central School, C/o Dogra Regimental Centre, Meerut.	1965
79. Central School for Boys, C/o Bengal Engineer Group and Centre, Roorkee.	1964
80. Central School for Girls, C/o Bengal Engineer Group and Centre, Roorkee.	1964
81. Central School, Headquarters No. 1, Armoured Brigade, Babina Cantonment,	1965
82. Central School, Survey of India Colony, Hathibarkala, Dehra Dun.	1965
83. Central School, Rajpur Regimental Centre, Fatehgarh.	1965
84. Central School, Seth B. N. Poddar Estate, Mathura.	1965
85. Central School, Varanasi, Banaras Hindu University, Varanasi	1965
<i>West Bengal</i>	
86. Central School, Barrackpore, C/o Air Force Station, P. O. Bengal Enamol, Barrackpore, Palta, 24-Parganas.	1964
<i>Delhi</i>	
87. Central School, Old Cantonment Board Hospital Building, Delhi Cantt.	1963
88. Central School, Sector III, Ramakrishnapuram, New Delhi-22.	1964
<i>Manipur</i>	
89. Central School, Johnstone High School Building, Imphal.	1964

ANNEXURE VII
ADVISORY BODIES FUNCTIONING IN THE MINISTRY OF
EDUCATION AND ITS AGENCIES

Sl. No.	Name of the Body	Year of Establishment	No. of meetings held during 1965-66
(1)	(2)	(3)	(4)
1.	Central Advisory Board of Education	1935	One
2.	Education Ministers' Conference	1949	One
3.	National Council for Women's Education	1959	A meeting is proposed to be held in February, 1966
4.	All India Council for Technical Education	1945	One
5.	Coordinating Committee of the A.I.C.T.E.	1945	One
6.	Committee Coordinating the Technical Teachers Training Programme	1959	One
7.	Governing Council, Indian School of Mines, Dhanbad..	1957 (in place of Advisory Council)	One
8.	Eastern Regional Committee	1964 (Reconstituted)	Two
9.	Western Regional Committee	1961 (Reconstituted)	One
10.	Northern Regional Committee	1956	Two
11.	Southern Regional Committee	1955	Two
12.	Expert Committee on Metallurgy	1956	—
13.	Pharmaceutical Education Committee	1954	One
14.	Mining Engineering Committee	1956	—
15.	Board of Post-Graduate Engineering Studies and Research	1962	One
16.	Standing Committee on Aeronautical Engineering Education	1962	Two
17.	All India Board of Technical Studies in Chemical Engineering and Chemical Technology.	These are Standing Committees and are being reconstituted after every three years.	One
18.	All India Board of Technical Studies in Commerce		—
19.	All India Board of Technical Studies in Architecture and Regional Planning.		One
20.	All India Board of Technical Studies in Applied Art ..		One*
21.	All India Board of Technical Studies in Management ..		One*
22.	All India Board of Technical Studies in Textile Technology.	These are Standing Committees and are being reconstituted after every three years.	One*
23.	All India Board of Technical Studies in Engineering and Metallurgy.		One*

*Meeting likely to be held before March 31, 1966.

(1)	(2)	(3)	(4)
24.	Central Advisory Board of Physical Education and Recreation.	1953 (Last reconstituted in 1965)	One
25.	All India Council of Sports	1954 (Last reconstituted in 1965)	Five
26.	Hindi Shiksha Samiti	1951	One
27.	Central Sanskrit Board	1959 (Reconstituted)	Three
28.	Central Advisory Board of Museums	1963	One
29.	Central Advisory Board of Archaeology	1944	One
30.	Art Purchase Committee for National Museum, Indian Museum and Salarjung Museum	1958	One
31.	Library Council, National Library, Calcutta.	1962	One
32.	Committee for Co-ordination and Progress of the delivery of books and newspapers (Public Libraries Act, 1954)	(Reconstituted in 1964)	One
33.	Indian Historical Records Commission	Nov. 1965	—
34.	Historical Documents Purchase Committee	20-7-1963	—
35.	National Committee of Archives	1-1-1963	One
36.	Advisory Committee for Publication of selections from the Educational Records of the Govt. of India	11-10-1957	One
37.	Central Advisory Board of Biology	1958	—
38.	Central Advisory Board of Anthropology	1957	—
39.	Advisory Board for National Atlas and Geographical Names	1961	—

ADMINISTRATIVE CHART

MINISTRY OF EDUCATION

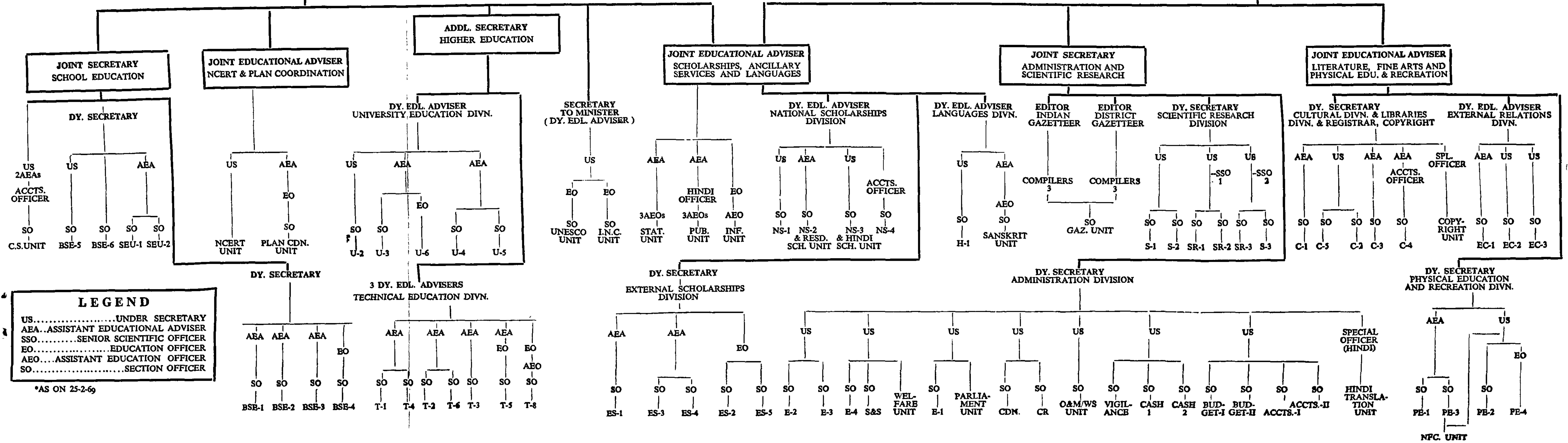
EDUCATION MINISTER

DEPUTY MINISTER-1

DEPUTY MINISTER-2

SECRETARY (EDUCATION)

SECRETARY (SCIENCE)



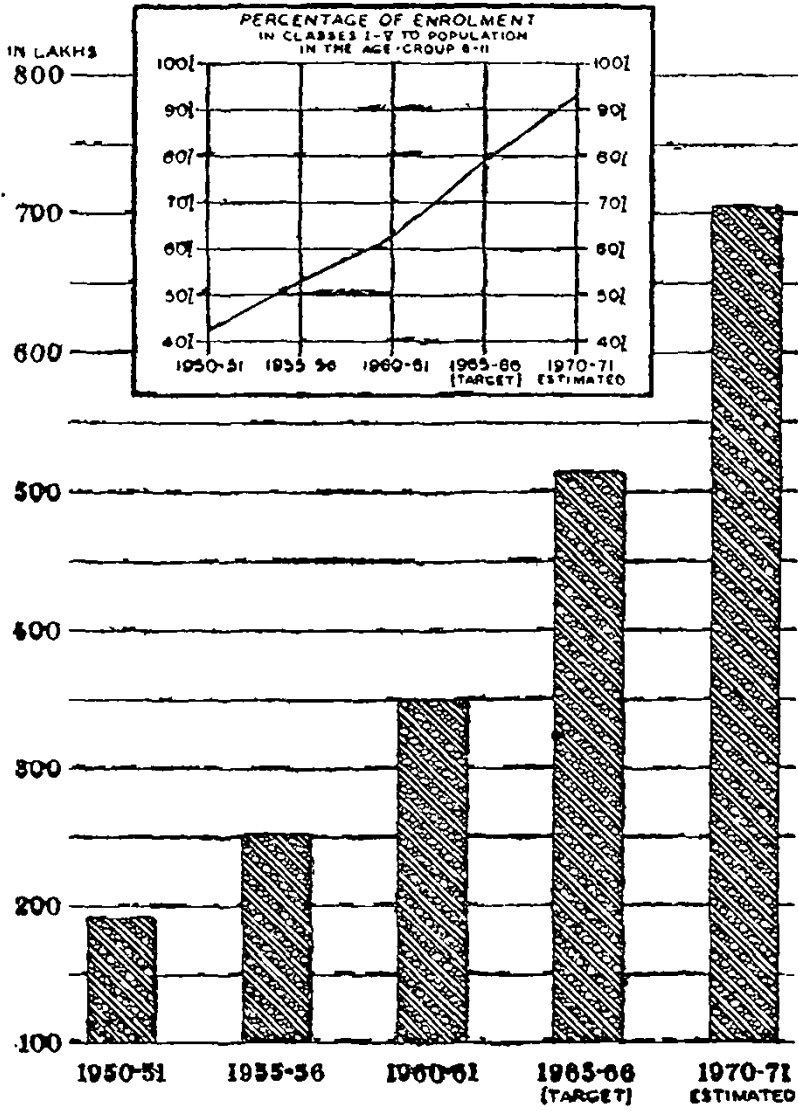
LEGEND

US.....UNDER SECRETARY
 AEA..ASSISTANT EDUCATIONAL ADVISER
 SSO.....SENIOR SCIENTIFIC OFFICER
 EO.....EDUCATION OFFICER
 AEO....ASSISTANT EDUCATION OFFICER
 SO.....SECTION OFFICER

*AS ON 25-2-69

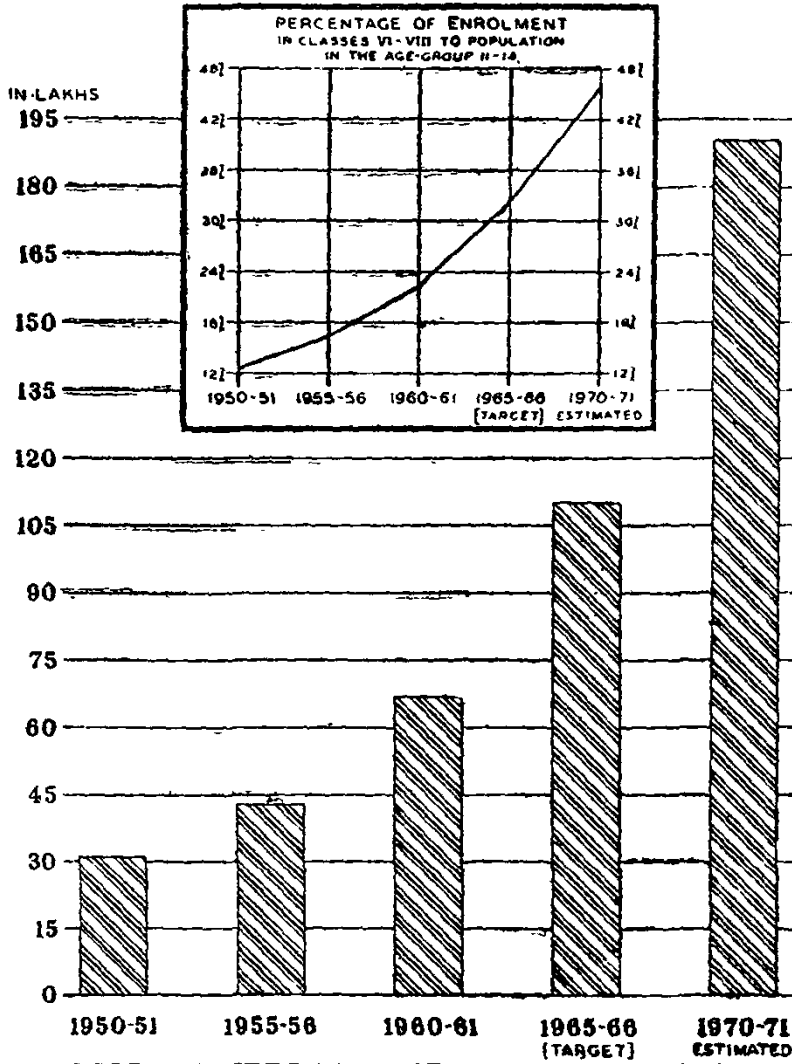
PROGRESS OF PRIMARY EDUCATION

ENROLMENT IN CLASSES I-V



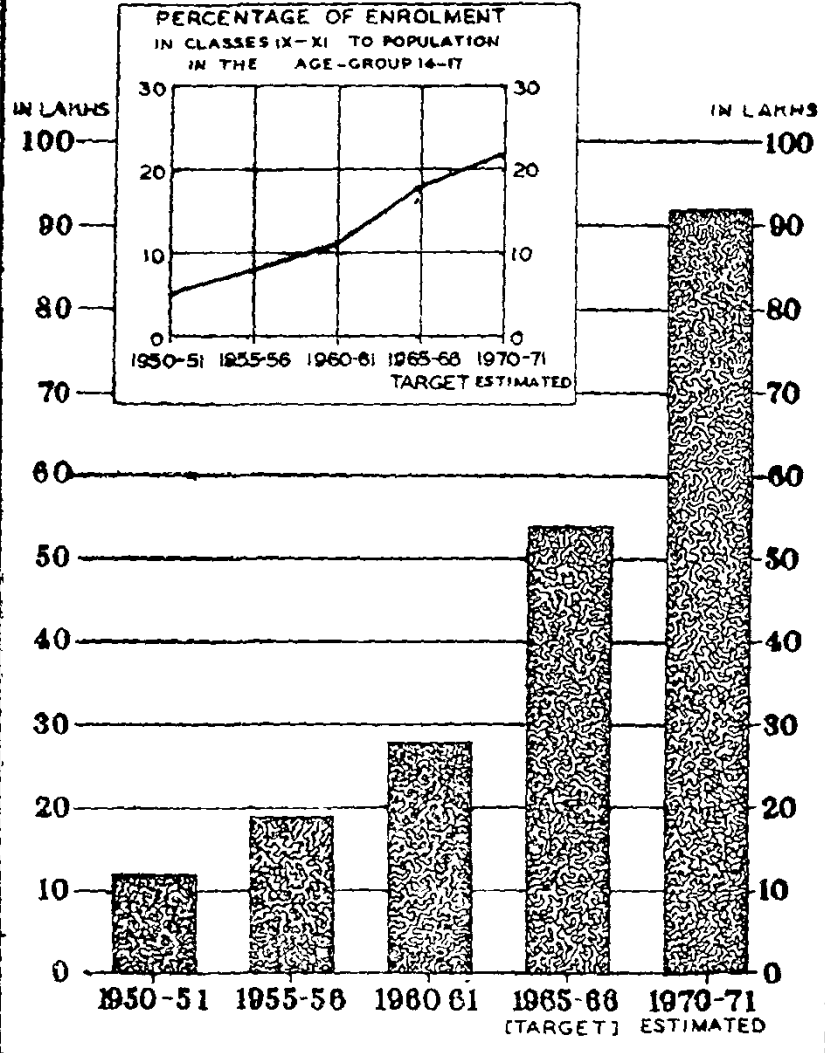
PROGRESS OF MIDDLE SCHOOL EDUCATION

ENROLMENT IN CLASSES VI-VIII



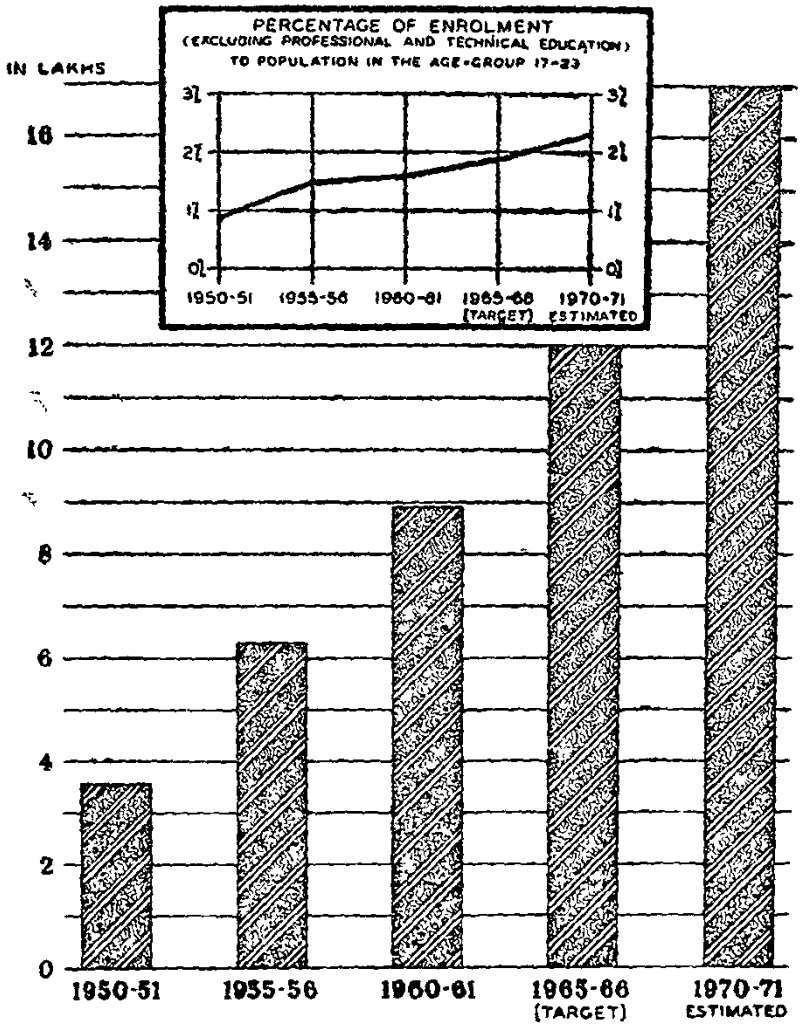
PROGRESS OF SECONDARY EDUCATION

ENROLMENT IN CLASSES IX-XI

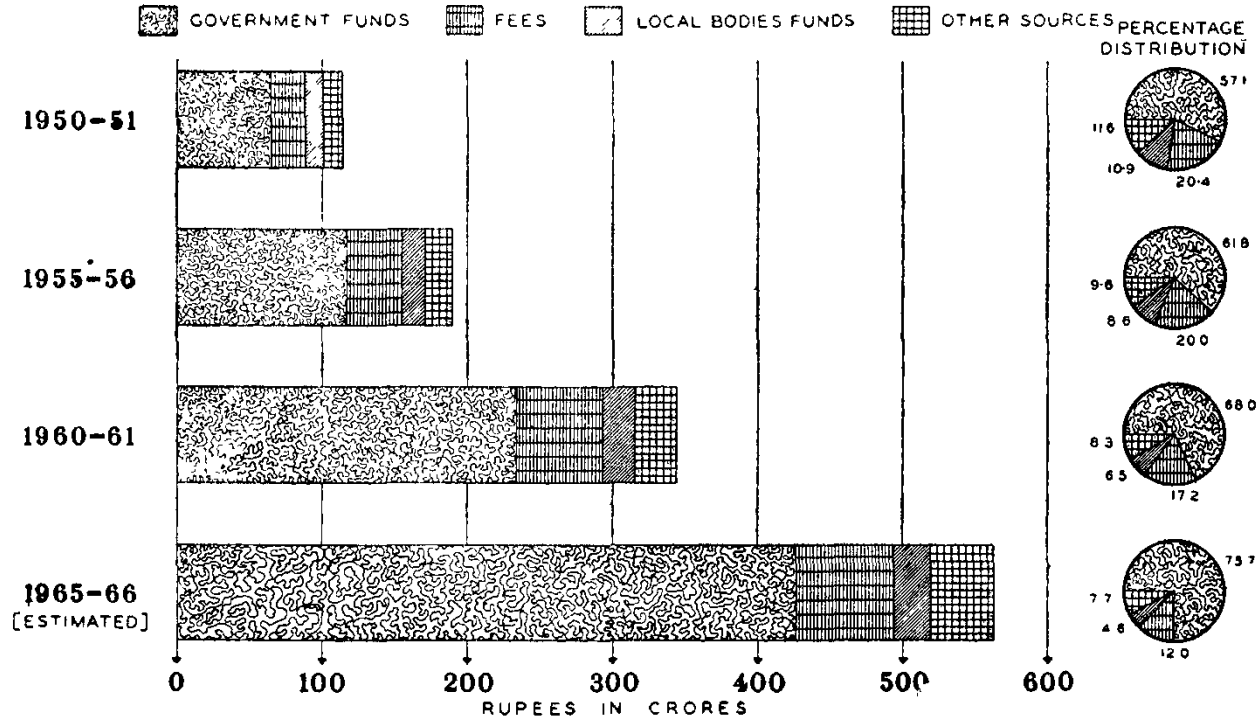


PROGRESS OF UNIVERSITY EDUCATION

ENROLMENT
(EXCLUDING PROFESSIONAL AND TECHNICAL EDUCATION)

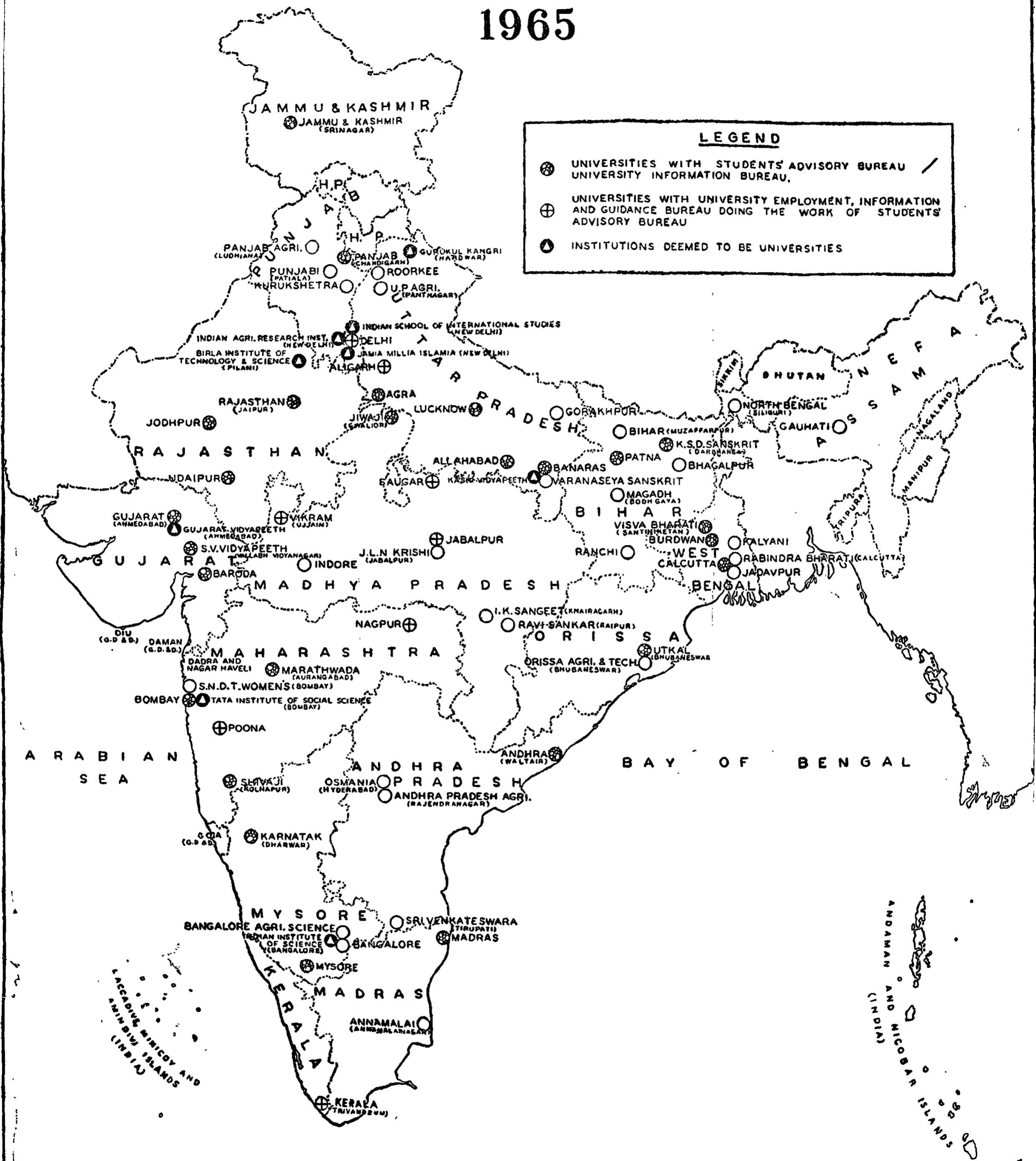


PROGRESS OF EXPENDITURE ON EDUCATION BY SOURCES



UNIVERSITIES IN INDIA

1965



LEGEND

- ⊗ UNIVERSITIES WITH STUDENTS' ADVISORY BUREAU / UNIVERSITY INFORMATION BUREAU.
- ⊕ UNIVERSITIES WITH UNIVERSITY EMPLOYMENT, INFORMATION AND GUIDANCE BUREAU DOING THE WORK OF STUDENTS' ADVISORY BUREAU
- INSTITUTIONS DEEMED TO BE UNIVERSITIES