



# **REPORT 1969-70**

GOVERNMENT OF INDIA  
**MINISTRY OF EDUCATION**  
**SERVICES**

NEW

# **REPORT**

## **1969-70**

GOVERNMENT OF INDIA  
**MINISTRY OF EDUCATION & YOUTH  
SERVICES**  
NEW DELHI

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## CHAPTER I

### GENERAL REVIEW

1.01. Prof. V.K.R.V. Rao assumed charge of the Ministry of Education and Youth Services from the afternoon of the 14th February, 1969. He is being assisted by Shri Bhakt Darshan, Minister of State and Smt. Jahanara Jaipal Singh, Deputy Minister.

1.02. **Scope and Responsibilities of the Ministry :** Under the Constitution of India, education is essentially a State subject. But several responsibilities are also vested in the Government of India. The Union Government, for instance, is directly responsible for the Central universities, for all institutions of national importance, for co-ordination and maintenance of standards in higher education, scientific and technical education and research, for the enrichment, promotion and propagation of Hindi, for the welfare of Indian students abroad and for cultural and educational agreements with other countries. The Union Government has special responsibilities for the education of the weaker sections of the community and social and economic planning which includes educational planning as a concurrent responsibility. In addition, the Government of India has also several implied responsibilities in Education which continue to be a national concern. Apart from 'education' as such, the Ministry is also directly in charge of cultural programmes (including the Archaeological Survey of India), games and sports at the national level, Council of Scientific and Industrial Research in which the Union Education Minister is the ex-officio Vice-President and four major surveys, viz., the Survey of India, the Anthropological Survey of India, the Botanical Survey of India, and the Zoological Survey of India. It is the co-ordinating authority for Unesco and operates the Indian National Commission for Co-operation with Unesco.

## A: NATIONAL POLICY ON EDUCATION

1.03. There has been a demand, for some years past, that the Government of India should lay down and implement a National Policy on Education which necessarily implies the adoption of certain common objectives and common major programmes for educational development in the country as a whole. The need for such a policy is obvious because education is a major tool of national development and a continuing national concern. That is why, when the Report of the Education Commission was received, the Government of India discussed it with the State Governments, the universities and in both Houses of Parliament and issued a Government Resolution on National Education Policy (1968).

1.04. What role can the Government of India play in implementing the National Policy on Education? As the Constitution now stands, education is essentially a State subject. Views have been put forward, on several occasions, to make education at least a concurrent subject or, at the very least, to make higher education a concurrent subject. But these proposals have not found support with the State Governments. Even on academic grounds, there is a view that, in a vast country like India with all its diversities, it is better to keep education as essentially a State subject rather than to make it concurrent or Central. There is, therefore, no possibility, in the near future, of any change being made in the Constitutional position and educational policies and programmes will have to be based on the assumption that education will be a national concern but a State subject of responsibility. This basic situation did not become apparent in the twenty years following the attainment of independence in 1947 because (1) the same Political Party was in power both in the Centre and in the States, and (2) of the availability of large funds for grants by the Centre to the States for specific educational programmes. But this situation disappeared with the elections of 1967 and the new policy is one of eliminating or reducing Centrally-sponsored schemes in the field of education. At the present moment, therefore, the Government of India can

operate an educational policy only on the strict Constitutional basis stated above, and without the inducement of specific and significant grants. There also does not seem to be any likelihood of a major change being made in this position for some years to come. The implementation of an educational policy for the country can, therefore, be done, at present, in the following ways:

- (1) By securing the concurrence of the State Governments through persuasion by personal contact and through organisations like the Central Advisory Board of Education, the National Board of School Textbooks or the National Board of Adult Education;
- (2) Through research, pilot projects, and similar programmes which will help in formulating and implementing agreed policies or initiating new policies;
- (3) Through grants-in-aid under a Centrally-sponsored scheme.

**1.04. Implementation of National Education Policy:** The efforts made to implement the National Policy on Education will have to be reviewed against this background.

**1.05.** After the issue of the Government of India Resolution on the National Policy on Education, three major steps had been taken in 1968-69:

- (1) As a large majority of programmes in the National Policy on Education were to be implemented by the State Governments, the Resolution was sent to them for necessary action. It was recognized that the Resolution was advisory and not mandatory on the State Governments. But it was hoped that the State Governments would adopt and implement this



- (2) It was also decided that this Policy should be adopted as the basis of the Fourth Five-Year Plan in Education, both in the Central and State sectors.
- (3) The programmes with which the Government of India was concerned were taken up for implementation in the Ministry.

1.06. One major difficulty faced in this regard must be mentioned: the paucity of finances. In the draft Fourth Five-Year Plan, the total provision proposed for education was Rs. 1,210 crore or 7 per cent of the total outlay. In the Plan, as it has now been finalised, education gets only Rs. 840 crore or 5.8 per cent of the total Plan outlay. This is the lowest ever given to Education. The main reason is that sectors like Agriculture, Irrigation, Power, Industry and Family Planning have been accorded a higher priority. In the Central sector, the cut has not been very large—a provision has been made for Rs. 271 crore as against the draft proposals for Rs. 326 crore. But in the State sector, the cuts have been drastic. A provision has been made only for Rs. 569 crore as against the draft proposals of Rs. 884 crore. The axe has fallen very heavily on primary education in particular and generally on all programmes of qualitative improvement. This paucity of allocations will impede any vigorous drive to implement the National Policy on Education.

1.07. **General Review of the Developments :** In 1969-70, which is the first year of the Fourth Five-Year Plan, a major task which was attempted was to review all that had been done earlier to implement the National Policy on Education. This was done through a series of meetings in the Ministry as well as through three important conferences, namely (1) the Conference of Vice-Chancellors on April 21-23, 1969 at New Delhi under the joint auspices of the Ministry and the UGC, (2) the Conference of State Education Secretaries on May 21-22, 1969 at New Delhi and (3) the Conference of Directors of Education/Public Instruction on May 28-30, 1969 at Bangalore. As a result of

this review, the implementation of several programmes was energized, the details of some other programmes were worked out and they were initiated and several programmes were added to give a broader base and deeper meaning to the National Policy. Consequently, despite the limitations mentioned above, considerable progress was made in implementing the National Policy on Education as will be seen from some of the highlights of this year's activities which are indicated in the following paragraphs.

**108. Development of Languages:** A large number of programmes were launched or intensified in the development of languages among which the following deserve mention:

- (1) Intensification of the programmes for the promotion and propagation of Hindi;
- (2) Increased attention paid to the promotion of Sanskrit;
- (3) Provision made, for the first time, to assist the Hindi-speaking States to teach other Indian languages as a part of the three-language formula;
- (4) Scheme of prizes to Indian writers who will write a book in any Indian language other than their mother tongue;
- (5) Establishment of the Central Institute of Indian Languages at Mysore to promote the development of all Indian languages through inter-linguistic research;
- (6) Four regional language centres for the training of language teachers of which one has already been started; and
- (7) Preliminary steps taken to introduce new and dynamic methods of teaching languages in a short time through modern devices like language laboratories.

The details of these and allied programmes will be found in Chapter VIII.

**1.09. Book Promotion :** Allied to this is the area of book promotion which also received great attention and emphasis. Some of the major programmes developed in this area included the following:

- (1) Intensification of the programme of producing university-level books in Indian languages including the special programmes developed for the production of core books at the national level, coordination of the programmes for the Hindi-speaking States, training of translators and special arrangements for the production of Urdu books;
- 2) Further development of the collaborative schemes with UK, USA and USSR for production of cheap editions of university-level books;
- 3) Introduction of a new scheme of subsidy to Indian authors for university-level books;
- 4) Expansion of the book-production programmes of the CSTT;
- (5) Expansion of the programmes of the National Book Trust and especially the introduction of schemes of *Nehru Bal Pustakalaya* and *Adan-Pradan* under which standard works from every Indian language included in Schedule VIII of the Constitution will be translated in other languages;
- (6) Expansion of the programmes of the National Book Development Board; and
- (7) Establishment of the National Board of School Textbooks, the creation of a Department of Textbooks in the NCERT and development of a programme to provide the State Governments with more adequate facilities for printing.

The details of these and other allied programmes will be found in Chapter IX.

**1.10. Higher Education :** The programmes of higher education were also given emphasis.

- (1) The appointment of the Vice-Chancellor of the Jawaharlal Nehru University was made to enable the university to make a start. It was inaugurated by the President of India on 14th November, 1969 which would have been the 80th birthday of Pandit Nehru. It has since taken over the Institute of Russian Studies and arrangements have also been finalized to take over the Indian School of International Studies. In its first Convocation, the graduates of the Institute of Russian Studies received their degrees. Plans for the development of the university on certain unique lines are under preparation. A site of 1000 acres has been acquired and is being developed.
- (2) The recommendations of the Gajendragadkar Committee on the Banaras Hindu University, intended for immediate action, were fully implemented after passing the necessary legislation. Dr. K. L. Shrimali was appointed as the new Vice-Chancellor and a special grant-in-aid has been made available to the university for improving its student services
- (3) A substantial increase was made in the allocations to the University Grants Commission, especially with a view to improving amenities and welfare services for students.
- (4) The Report of the Review Committee on Rural Institutes which was submitted during the year has been examined and is under implementation.
- (5) The introduction of the National Service Programme in 40 selected university centres with a coverage of 40,000 students and provision for its further intensification during the next year.

The details of these programmes will be found in Chapters III and X.

**1.11. Technical Education :** The major events in technical education were the steps taken to improve the employment situation among engineers, to improve the quality of engineering institutions and to relate them more closely to industry. In particular, it is proposed to bring about radical changes in polytechnic education by reorganising their courses and training programmes so that educational institutions and industry become joint collaborators in economic development. It is also proposed to initiate a large programme for the design and manufacture of scientific instruments to minimize dependence on imported equipment. The details of the programmes evolved will be found in Chapter IV.

**1.12. Upgrading Science Education at the School Stage :** A strong impetus has been given to the improvement in teaching science at the school stage. The Government of India concluded an agreement with the Unicef and Unesco for reorganising the teaching of science at the school level. In the first phase, the National Council of Educational Research and Training was engaged in preparing new syllabi and textbooks for science teaching at the primary level. Textbooks, teachers' guides and a kit of laboratory science equipment have been prepared. It is now proposed to try out the textual material and laboratory equipment in about one thousand primary schools in the States at the rate of about 60 schools in each State commencing from the academic year 1970-71. Preliminary arrangements for equipping the schools and for training the teachers has already been made after discussions with the States. The first phase of the programme involves an assistance of about two million dollars (Rs. 1.5 crore) in the form of equipment and expert guidance from the Unicef and Unesco. This will be followed by another 8 million-dollars (Rs. 6 crore) worth of assistance when the scheme is extended to secondary schools in the States. The expected expenditure on the scheme during 1969-70 is of the order of Rs. 50-lakh. The Planning Commission had agreed that this

amount would be treated as an addition to the State Plans. It is expected that a further sum of Rs. 100 lakh will be spent on it during 1970-71. At the secondary stage, a new science syllabus and a set of books based on the new syllabi are under preparation. This is being tried out in selected secondary schools, particularly in the Central Schools, during the current year. It is envisaged that the new books will be introduced in secondary schools throughout the country with suitable modifications to suit local conditions before the end of the Fourth Plan.

**1.13. Sports Talent Search Scholarships:** The discovery and development of talent of all types is a national concern. An important step taken during the year from this point of view was to finalise a scheme of Sports Talent Search Scholarships to be awarded to students for proficiency in sports at the national and State levels. This will be introduced in 1970-71. Under the scheme, 200 scholarships based on national-level competitions of the value of Rs. 50 p.m. each and 400 scholarships based on State-level competitions of the value of Rs. 25 p.m. each are proposed to be awarded in 1970-71.

**1.14. Youth Services:** A programme of Youth Services was prepared during the year and is proposed to be launched from 1970-71. It may be pointed out here, however, that it was not possible to obtain financial resources for the programme on an adequate scale—the allocation for the Fourth Five-Year Plan is only Rs. 5 crore and that for 1970-71, only Rs. 35 lakh. The scale of operation of the programme will, therefore, remain restricted.

**1.15. Adult Education:** It is proposed to launch a more intensive programme of adult education. A National Board of Adult Education has been established. A new scheme for the grant of financial assistance to voluntary organizations has been prepared. A Directorate of Adult Education is proposed to be established and a programme of adult education sponsored and supported by the universities will be launched for the first time.

## B: OTHER IMPORTANT PROGRAMMES DEVELOPED

1.16. **National Integration** :—Apart from the vigorous steps taken to implement the National Policy on Education, several new and important programmes were developed during the year. Among these mention must be made of National Integration in which the Ministry of Education and Youth Services has a very important promotional role to play. The programme has been promoted through several schemes like language development or book promotion to which reference has already been made. In addition, some other important activities have been reported in the paragraphs that follow.

1.17. **Action on the Recommendations of the National Integration Council** : The Standing Committee of the National Integration Council at its meeting held in October, 1968 recommended the setting up of a number of committees representing specialised groups to act as spearheads for a mass movement in the cause of national integration. This Ministry was accordingly asked to set up a few committees with such objectives as (i) to examine syllabi, curricula and textbooks with a view to emphasising values that would promote unity and mutual tolerance and excluding material that tends to promote ill-will and hatred between groups and communities on any grounds whatsoever; and (ii) to recommend measures for eliminating from the organizations of students and teachers any narrow and communal feelings and to imbue them with a sense of national purpose and fraternal feelings. To give effect to the first, a National Board of School Textbooks has been established, as stated earlier. For the second, two committees, as indicated below, have been established:

(1) A Committee of Educationists and Student Leaders had been set up with 40 members to advise the Government on the steps to be taken to eliminate narrow and communal feelings from the academic community. The first meeting of this

committee was held in January, 1970. Among its recommendations, the following deserve mention :

- (a) To appoint a Commission with powers under the Commission of Enquiry Act for the purpose of investigating youth and other organizations functioning in the university campuses which are contributing to communal tension. (The Ministry of Home Affairs has been asked to initiate action on this.)
- (b) To review the textbooks which may be brought to the notice of Government as are likely to promote communal tension.
- (c) The University Grants Commission to examine and take appropriate action to secure minimum national standards of university education in order to facilitate migration of students from one university to another.
- (d) To establish and strengthen the National Integration Samitis in the universities and public undertakings.
- (e) To appeal to all public men in the country to be careful in their choice of words when talking about minority problems which was tending to create a feeling of separateness among the people.

While action on these recommendations is being taken, a scheme to strengthen and also to establish National Integration Samitis in universities and public undertakings where they do not exist at present, is being formulated for implementation during the Fourth Plan period. Such samitis are functioning at present in 35 universities and 13 public undertakings. These were originally set up by the National Integration Sub Committee of the National Committee of the Gandhi Centenary.

(2) A Committee of Eminent Writers consisting of 19 members representing various Indian languages has been set up to advise on suitable literary avenues through which unity, integration and harmony could be put across. The Committee made the following important recommendations:

- (a) Writers' camps, both regional and national, should be



held at different places each with a strength of 25 to 30 writers for five days. The discussions may relate to themes like unity in diversity in life and literature, humanist traditions in literature, secular subjects and their treatment, literature to combat divisive tendencies and common points in different regional literature. In the camps various writers belonging to separate regions would live together and the grouping of the languages for each camp will allow for the language of the local area, the language of a contiguous area, a language not belonging to a contiguous area but to a distant area, and one of the languages without any State, viz., English, Sanskrit, Sindhi and Urdu.

- (b) Travelling fellowships should be instituted for creative writers to enable them to visit other places and deliver lectures.
- (c) Special visiting professorships in creative Indian literature should be established at selected universities.

The National Book Trust of India has been asked to formulate proposals for the holding of writers' camps. The first such camp was likely to be held at Hyderabad during the year. The University Grants Commission has been considering the proposal of instituting travelling fellowships for creative writers and also special visiting professorships at selected universities.

**1.18. National Integration Camps—Exchange of Visits by Students from Different Parts of the Country:** The main idea of the scheme is to provide opportunities for the exchange of visits by groups of students from one part of the country to another so that they learn about their cultural, historical and other links, discover more of their common bonds and the underlying unity of our composite culture, develop a sense of belonging to a single nation, and feel proud of their rich heritage. The National Council of Educational Research and Training and the Kendriya Vidyalaya Sangathan organised several camps as pilot projects under the scheme. Eight camps were held by the Council at Bangalore, Jamnagar, Pachmarhi and Patiala during

April-June 1969, and at Indore (M.P.), Lucknow (U.P.), Narendrapur (West Bengal) and Nasik (Maharashtra) during October-December, 1969. Nine camps were organised by the Kendriya Vidyalaya Sangathan and they were planning to organise two more before the close of the year.

**1.19. Desh Geetanjali:** To promote a sense of national identity, it was decided that all boys and girls should be taught to sing some common national songs and that a suitable book should be brought out for this purpose. Several songs in different languages have been collected from A.I.R., Sangeet Natak Akademi, State Governments and other sources. An experiment in selecting songs suitable for singing by all children was conducted in Delhi schools. On November 14, 1969, a concert was also arranged at Bal Bhavan, New Delhi. The programme was greatly appreciated. On the basis of the experience thus gained, the scheme is being revised suitably and will be implemented in the next year.

**1.20. Establishment of Indian Council of Social Science Research:** The Indian Council of Social Science Research was established as an autonomous organisation in April, 1969 with the following objectives: (1) to bring social scientists together and provide a forum for exchange of views between them; (2) to aid, promote, and coordinate research in social sciences; (3) to function as a spokesman for social science research; and (4) to elicit support and recognition for it from all concerned. The Council has a total membership of 22 excluding the chairman and the member-secretary, of whom 16 are social scientists nominated by the Government of India from the universities and specialised research institutions or associations and six are Government representatives. The Council has been registered as a Society under the Societies Registration Act (Act XXI of 1860) with effect from 30th July, 1969 and has started functioning with effect from the 1st August, 1969. It has taken over 45 projects which were previously supported by the Planning Commission and sanctioned a few more under its own grant-in-aid scheme. It has taken up a plan for carrying

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out a survey of the research already done in the different fields of social sciences. It has also taken a project for the compilation of a union catalogue of social science serials and a programme of data banks and data libraries. Plans are also being formulated for the establishment of a National Social Science Documentation Centre. A scheme has also been introduced to give recurring and developmental grants to outstanding research institutions in the field of social sciences. An allocation of Rs. 1.5 crore has been made for the Council in the Fourth Five-Year Plan.

**1.21. Pilot Projects :** The organisation of pilot projects has great significance and advantage when the utility, effectiveness and costs of alternative methods of solving complex and difficult problems are to be judged and evaluated. Similarly, before any new idea is adopted on a large scale, it is generally advantageous to try it out as a laboratory experiment on a small scale. In such cases also, the 'pilot' approach is of great significance. It was, therefore, decided that, in the Fourth Five Year Plan, the Government of India should try out a number of pilot projects in significant sectors. This problem was discussed in the Conference of State Education Secretaries and of the Directors of Public Instruction/Education and in the light of their recommendations, a number of Study Groups were set up during the year. Their reports are expected to be received soon. On the basis of this preparation, it will now be possible to launch pilot projects during 1970-71 in a number of significant fields such as (1) expansion and qualitative improvement of primary education (with special reference to problems like wastage and stagnation, girls' education, education of weaker sections of the community like scheduled castes, scheduled tribes and landless labourers), (2) programmes of qualitative improvement which require little monetary investment—like institutional planning or the organisation of school-complexes, (3) vocationalisation of education, (4) reducing the costs of school buildings and adopting improved methods of construction, or (5) intensive development of integrated programmes of education.

and economic growth in selected districts. The details of this programme have been discussed later in Chapter XI.

**1.22. Educational Television :** The General Assembly of Unesco had recommended that the possibilities of satellite communication for educational purposes should be explored and that India offered an ideal situation for trying out an experiment. A mission sent by Unesco in 1967 had also recommended an experimental satellite programme for India. The Ministry of Information and Broadcasting had invited a mission from Unesco to examine the question of training facilities for educational television programmes. The mission submitted its report in December, 1969. It has recommended the establishment of two training centres, one at Poona under the Ministry of I. & B. and the other at the NCERT at New Delhi under the Ministry. Meanwhile, the Department of Atomic Energy concluded an agreement with the National Aeronautics Space Administration of the United States for launching an experimental satellite over the Indian Ocean to try out the possibility of television transmission covering the entire country from one transmitter in a satellite. A scheme has been included in the Fourth Plan of the Ministry for the establishment of television cells at the Centre and in the States and also for an educational television centre on the campus of the NCERT. A proposal requesting UNDP assistance for the proposed training centre under the Ministry of Education and Youth Services has also been sent to the Special Fund authorities.

**1.23. Centenaries:** Another major event of the year was the celebration of a number of centenaries. The Centenary of Mahatma Gandhi was celebrated, not only in India, but in several countries of the world. Similarly, the Quincentenary of Guru Nanak also was celebrated with great eclat. The centenary of the great Urdu poet, Mirza Ghalib, was another important programme of the year. The details of these celebrations are given in Chapter XVI. Similarly, preparations are

being made to celebrate the Centenary of Lenin and Deshbandhu C. R. Das.

**1.24. Dr. Zakir Husain Memorial :** The Ministry has drawn up a programme to create a suitable national memorial to Dr. Zakir Husain who was one of the greatest educationists the country has produced. It is proposed to create an independent Dr. Zakir Husain Memorial Trust which will take over and maintain the Delhi College in which he was so keenly interested. The College will be provided with a new site and buildings. Some other programmes such as the construction of a mausoleum, institution of Dr. Zakir Husain Memorial Lectures, publication of an authentic biography, etc. have also been proposed. The Jawaharlal Nehru University proposes to name its Centre for Educational Studies after Dr. Zakir Husain.

**1.25. The Council of Scientific and Industrial Research :** During the year under review, strenuous efforts were made to introduce reforms and improve the working of the CSIR and, the national laboratories under it. Among the more important ones, the following deserve mention :

(1) The Education Minister held meetings of the Directors of the National Laboratories and the Institutes in small groups with a view to discussing with them, at a more intimate level, their problems and programmes. In these group meetings, a number of suggestions were made to the Directors in order that the right atmosphere for creative intellectual work may prevail. Among these, special emphasis was laid on

- (a) increasing collaboration with universities,
- (b) emphasis on more sponsored research from industry, and
- (c) creation of right intellectual atmosphere in which the juniormost scientist feels a sense of participation.

(2) Since the national laboratories are primarily mission-oriented laboratories directed towards the fostering of industrial growth in the country, increasing dialogue with representatives

of industry was suggested. To give effect to this, discussions are being arranged with man-made fibre industry, plastics industry, air-conditioning and refrigeration industry, etc. At the level of laboratories, get-togethers are also being arranged. The latest one was the get-together with the mechanical engineering industry at Durgapur.

(3) A committee has been constituted with Member (Industry) in the Planning Commission as chairman and experts drawn from a number of industries and those concerned with industrial development in the Government to provide guidelines to the CSIR and the national laboratories in the formulation of meaningful programmes of research. Three industries have been identified for immediate emphasis: (a) iron and steel, (b) instrumentation, and (c) chemical industry. The Working Groups in these three areas have met and discussed the problems with the Directors with a view to identifying specific problems.

(4) The National Research Development Corporation is now having a new Board with Member (Industry) in the Planning Commission as chairman and also the Director-General of the CSIR. The procedures have been streamlined and proper techno-economic evaluation is also being carried out with the help of the Process Evaluation Cell in the CSIR headquarters.

(5) To tackle the problem of frustration among the younger scientific workers in the national laboratories, all Directors have been advised that it is essential to create an atmosphere of community life in which all the scientists in the laboratories feel intellectually free and that there is a need to create the sense of participation of all the young scientists in the work of the laboratories. For this purpose, the formation of bodies like Academic Councils has been suggested. Other measures like the association of representatives of the scientists

on the executive councils of the laboratories on an elective basis, improvement in the present position of merit promotion and screening within the laboratory to ensure right recommendations for promotion, deputation and the like, are under consideration.

(6) Much improvement has been made in regard to recruitment, constitution of selection committees, etc.

(7) The Director-General has also been taking steps to delegate more and more powers to the Directors, particularly in those aspects which will help the day-to-day functioning of the laboratory smoother and speedier. Steps have also been taken to ensure that all complaints at all levels of the staff are attended to objectively and expeditiously.

**1.26. Committee:** During the year under review, action was taken to streamline the working of the National Council of Educational Research and Training on the lines of the Report of the Review Committee which had been submitted last year. Besides, the following committees submitted their reports :

- (1) The Gajendragadkar Committee on the Banaras Hindu University;
- (2) The Review Committee on Rural Institutes;
- (3) The Jha Committee on National Library;
- (4) The first report of the Sarkar Committee on the CSIR.
- (5) The Khosla Committee on the National Library.

As stated earlier, action on the immediate recommendation of the first committee has been taken and its long-term recommendations are under examination. An examination of the recommendations of the second and third has been completed and they are now in the process of implementation. The reports of the fourth and fifth committees are under examination.

The Hockey Committee appointed by the All-India Council of Sports to suggest ways and means for the development and maintenance of a high standard in hockey consistent with the

past traditions of the game in India also submitted its report. Most of its recommendations have been accepted by the Indian Hockey Federation for implementation.

The Moti Chandra Committee on Museums is expected to submit its report very soon.

During the year, a committee was appointed, under the chairmanship of Justice Khosla, to look into the working of the three National Akademis and the Indian Council of Cultural Relations.

Five meetings of the Consultative Committee of Parliament were held during the year till the end of February 1970. One of these was devoted exclusively to the discussion of the problem of 'examination reform'. Action has been taken to give effect to the unanimous recommendations of the Committee.

**1.27. Legislation:** During the year, two Bills were passed into law: the Khuda Bakhsh Oriental Library Bill and the Architects Registration Bill. Unfortunately it has not yet been able to pass the University Grants Commission (Amendment) Bill which was first introduced in the Rajya Sabha even before the fourth General Elections. The amendments contemplated by the Bill are extremely urgent and important. It is, therefore, necessary to accord it a high priority and to place it on the Statute Book during the current year at least.

**1.28. Visit Abroad:** The Education Minister paid a visit to UK and USSR during the year under review. The visits were very fruitful and from them have emerged important programmes of improving technical education and relating it more intimately with industry as well as programmes for a larger collaboration in book development and cultural affairs. A proposal to give an institutional form to the increasing interest which is now being shown in UK in Indian studies is also under examination. Shri Bhakt Darshan visited Moscow, Budapest and Bucharest in connection with the signing of exchange agreements. Smt. Jahanara Jaipal Singh visited the Philippines in



connection with the inauguration of the Cultural Centre at Manila.

1.29. **Administration :** During the year under review, special programmes were undertaken to streamline the administration of the Ministry and of some of its attached and subordinate offices. Among these, the following may be mentioned :

- (1) Formulation of proposals for a Central Education Service;
- (2) The development of an Indian programme in the Asian Institute of Educational Planning and Administration as a first step towards the establishment of a National Staff College for Educational Administration;
- (3) The re-organisation of the National Council of Educational Research and Training as an academic wing of the Ministry of Education;
- (4) The appointment of an Advisory Committee for the Anthropological Survey of India and the initiation of a programme to streamline its working in closer collaboration with the Indian Council of Social Science Research, universities and Tribal Research Institutes and modern trends and needs
- (5) The reconstitution of the Indian National Commission for Co-operation with Unesco;
- (6) Strengthening of the Statistical Unit of the Ministry of Education and its conversion into a Division of Statistics and Administrative Intelligence;
- (7) Strengthening of the clearing-house functions of the Ministry under which the good work done in any State/Union Territory is brought to the notice of other States/Union Territories through specially prepared booklets, visits of officers specially arranged, etc.

The programme will be intensified and continued during the current year also.

**1.30. National Fitness Corps:** In accordance with the decision reported last year, it was proposed to decentralise the NDS instructors of the National Fitness Corps to the States by February 28, 1969. Since many States did not agree to absorb the NDS instructors on the terms and conditions stipulated by the Union Government and a large number of instructors also did not indicate their willingness to serve the State authorities, it was not found possible to implement the decision. It thus necessitated the revision of the terms and conditions. Accordingly, it has now been decided that the Union Government will meet full expenditure on salary and allowances of the NDS instructors absorbed by the State for the entire Fourth Plan period. The States are required to create suitable vacancies in the State Education or an appropriate Department for the absorption of the instructors. They are also required to protect the present emoluments of the instructors. All the State Governments and Union Territory Administrations have been requested to take over the control of the NDS instructors, by 28th February, 1970, on the basis of the revised terms. Negotiations are being carried on with the States for the absorption of the instructors in service under the State authorities.

**1.31. Review of Standing Charges:** As against the budget estimates of Rs. 124.41 lakh for 1969-70 relating to the establishment charges of the Secretariat proper, the revised estimates for 1969-70 and the budget estimates for 1970-71 for the grant as a whole have been arrived at Rs. 114.88 lakh and Rs. 118.19 lakh respectively.

**1.32. Budget:** As against the total budget estimates of Rs. 135.60 crore for the Ministry as a whole (including the provisions made for the Ministry in the Demands operated by the Ministries of Home Affairs and Finance) for the year 1969-70 (both Plan and non-Plan) the revised estimates for 1969-70 and the budget estimates for 1970-71 amount to Rs. 125.28 crore (provisional) and Rs. 147.08 crore (provisional) respectively.

## CHAPTER II

### SCHOOL EDUCATION

2.01. School education is essentially a responsibility of State Governments. The Ministry of Education and Youth Services operates a few significant programmes in this area which have been briefly described in this chapter.

#### A: DIRECT CENTRAL RESPONSIBILITIES IN SCHOOL EDUCATION

**2.02. Kendriya Vidyalaya Sangathan:** The Sangathan is an autonomous body with the sole purpose of administering the Kendriya Vidyalayas (Central Schools) which have been established in all parts of the country to provide for the education of the children and wards of transferable Central Government employees, including Defence personnel. It now conducts 119 schools with an enrolment of 71,827 students (which shows an increase of 9 per cent over the previous year's enrolment). One school in Delhi and two in Assam were sanctioned during 1969-70. The proportion of successful students in 1969 was about 82 per cent. The medium of instruction in these schools is Hindi/English.

**2.03. Central Board of Secondary Education, Delhi:** The total number of schools affiliated to the Board rose to 705 as against 660 during the previous year. These institutions are mainly of two categories: (1) those following the Higher Secondary (three-year course), popularly known as the Delhi Scheme; and (2) those following the All-India Higher Secondary Scheme. All Kendriya Vidyalayas (Central Schools) and Sainik Schools are affiliated to the Board under its All-India Higher Secondary Scheme. At the request of the Administration of the Union Territory of Chandigarh all

the high and higher secondary schools in Chandigarh have been affiliated to the Board this year.

2.04. The total number of candidates who took the Board's examinations in 1969 was 44,411 which marked an increase of 11,527 over the 1968 figure. Besides the examinations for the two schemes mentioned above, the Board conducted the following examinations during 1969: (1) Higher Secondary (one-year course) Examination; (2) Higher Secondary Multipurpose Examination; (3) Higher Secondary Demonstration Multipurpose Examination; and (4) Higher Secondary Technical Examination. The Board also conducted a special All-India Higher Secondary Examination in November-December, 1969, for the students of Sainik Schools, who were hitherto preparing for the Indian School Certificate Examination.

2.05. As a part of its programme of examination reform, the Board conducted, in collaboration with the NCERT, a workshop for the training of paper-setters in physics, chemistry, biology and mathematics.

**2.06. Central Tibetan Schools Administration :** The Tibetan Schools Society, New Delhi, now called, "Central Tibetan Schools Administration" runs seven residential schools and six day schools in the Tibetan resettlement colonies and one educational-cum-vocational institution. The schools have about 6,000 students on their rolls. The residential schools at Darjeeling, Dalhousie, Mussoorie and Pachmarhi have been raised to the higher secondary status and affiliated to the Central Board of Secondary Education, New Delhi.

**2.07. Bal Bhavan and National Children's Museum, Delhi :** The institution, an autonomous body financed by the Ministry, has several sections. Its art education centre organises short-term workshops for art teachers, demonstration in creative art teaching, puppet doll-making activities for children, etc. The

creative art section of the Bhavan promotes activities such as painting, drawing, picture-making, batik work, weaving, wood-cutting, modelling, etc. The science education centre provides the children with experience in electricity workshop, surface observatory, etc. Other activities of the Bhavan relate to the promotion of dance, drama and music. During 1969-70, 5,189 children were registered as members—3,676 casual and 1,513 annual. The daily average attendance in the various sectional activities was approximately 1,600.

#### B: NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

**2.08. Re-organisation of the NCERT:** The most important development during the current year was the re-organisation of the Council and its National Institute of Education based on the Government Resolution on the Review Committee's Report. It was decided that the Council should function as the academic wing of the Ministry of Education and Youth Services in the field of school education.

2.09. The National Institute of Education of the Council was also re-organised and now has seven Departments and two Units as follows:

- (i) Department of Social Sciences and Humanities
- (ii) Department of Science Education
- (iii) Department of Educational Psychology and Foundations of Education
- (iv) Department of Teaching Aids
- (v) Department of Textbooks
- (vi) Department of Primary and Pre-Primary Education
- (vii) Department of Teacher Education

## (viii) Data Processing and Educational Survey Unit

## (ix) Library, Documentation and Information Services

The Department of Textbooks, the Department of Primary and Pre-Primary Education and the Department of Social Sciences and Humanities are new departments indicating the emphasis on primary education including pre-primary education, textbook production and the study of the Humanities.

The General Body of the Council met and amended the rules of the Council providing for a new set-up for the General Body and the Executive Committee. A full-time post was created for the Director of the Council and filled during the year.

**2.10. Regional Colleges of Education :** In view of the closure of multipurpose schools in most of the States, it was decided to discontinue courses in technology and agriculture in the Regional Colleges of Education run by the Council. The four Regional Colleges at Ajmer, Bhopal, Bhubaneswar and Mysore turned out in all 153 B. Ed.'s and 15 M.Ed.'s in full-time courses and 842 B. Ed.'s through correspondence courses during the current year. Besides, they trained 364 teachers in various in-service courses in science, commerce, crafts, etc.

**2.11. Curriculum :** In the field of primary education, the Council undertook, during the year, the work of preparing a standard curriculum for the primary stage as recommended by the Ninth National Seminar on Elementary Education. A handbook on the concept of 'work experience' was prepared and a scheme for programmed learning for primary classes developed.

**2.12. Textbooks :** The norms to be adopted in the preparation of textbooks and procedure for evaluating them have been prepared for the entire school stage in the following subjects : mother tongues, social studies and supplementary readers.

Similar work has also been completed for the middle and secondary stage in the second language. For the middle school stage, work has been completed in English, geography, civics, physics, mathematics and biology. A comparative study of the syllabi in the various States was also completed during the year.

**2.13 Science Education:** Under a scheme sponsored by the Unesco, the NCERT has been preparing syllabi and textbooks for science subjects at all levels of the school stage. Unesco has given assistance of experts and equipment for the Central Science Workshop in the NCERT. Experimental editions of textbooks for science in class III with a companion teacher's guide was completed during the year. Similar material for class VIII in physics, chemistry, biology and mathematics was prepared. Textbooks already prepared for physics and biology for introduction in the first year of the middle school, namely, standard V/VI have been sent to the States for translation and/or adaptation. These will be tried out in a pilot project in selected schools in all the States during 1970-71. The Central Science Workshop was strengthened by the addition of the following sections (1) Plastics; (2) Optics-Lens Grinding, (3) Electricals/Electronics; (4) Electroplating; (5) Assembly; and (6) Quality Control. Science demonstration kits for class V/VI have been prepared and 750 physics and biology kits are being prepared for supply to pilot project schools. Similar kits for higher classes are under preparation. A special kit for primary classes—standards III-V is under preparation and will be supplied to the pilot project schools.

**2.14. Languages:** It is proposed to concentrate on developing improved methods of language teaching. A committee was appointed to study the possibilities of using language laboratories in the country. It has recommended mass production of equipment required for language laboratories. A pilot project to try out the new technique will be launched in 1970:

Meanwhile, textbooks have been written and published by the NCERT for teaching Hindi in standards I to XI.

**2.15. Teacher Education:** The syllabus for primary teacher education is being revised. A similar revision for the education of secondary school teachers (B. Ed. programme) has been completed and the revised syllabus sent to the universities for eliciting their views.

**2.16. Teacher Aids:** The Department of Teaching Aids, formerly known as the Department of Audio-Visual Education, prepared, during the year, flip charts entitled, "Some Basic Facts about Life". The Department trained 65 teacher-educators in audio-visual techniques. It also supplied 300 audio-visual kits on Mahatma Gandhi.

**2.17. Summer Institutes of Science:** In collaboration with the UGC, the National Council of Science Education and the USAID, the NCERT organised 57 summer institutes for science teachers of secondary schools during the year. About two thousand teachers were trained in the new programme of teaching of science.

**2.18. National Science Talent Search Scheme:** About 300 scholarships are being given annually by the Council to the talented students who have qualified in the competitive test under this scheme. For the first time, the examinations and tests were conducted this year in all the regional languages in addition to English and Hindi. Special attention was paid to locate talented students in mathematics and agricultural sciences.

**2.19. Buildings:** The six-storeyed administrative building in the new campus of the NCERT on Aurobindo Marg, New Delhi, was completed during the year.

#### C: OTHER PROGRAMMES

**2.20. National Foundation for Teachers' Welfare:** The National Foundation for Teachers' Welfare was sponsored in



1962 with the object of helping the teachers and/or their dependents in distress. As in the past, voluntary contributions were collected on the Teachers' Day, the 5th of September, throughout the country. To extend the maximum benefit to teachers and their dependents, 80 per cent of the collections made in a State/Union Territory, is allowed to be retained with the State/Union Territory. The balance of 20 per cent of these collections, and the annual contributions made by the State/Union Territory Governments, are credited to the corpus of the National Foundation, the target of which has been fixed at Rs 5 crore. The funds, as on September 30, 1969, amounted to Rs. 102.50 lakh in fixed deposits and Rs. 29.50 lakh in defence bonds, in addition to Rs. 9.29 lakh in current account.

2.21. So far, assistance of more than Rs 1.32 crore has been released and the reports received show that nearly 10,000 teachers and/or their dependents have been benefited.

2.22. **National Awards for Teachers:** The scheme of giving National Awards to Teachers was instituted in 1958 with the object of granting recognition to teachers of outstanding merit. It covers teachers of primary and secondary schools as well as Sanskrit pathshalas/tols. Ninety-eight teachers received the awards in 1969 which were announced on the Teachers' Day. Each award consists of a certificate of merit and rupees five hundred in cash.

2.23. **Mid-day Meals Scheme:** This programme is in operation in all the States except Assam, Nagaland and Jammu & Kashmir. 145 lakhs of children in primary and nursery schools are covered by the programme which is operated under the Indo-CARE agreement for the supply of gift food.

2.24. **Assistance to Voluntary Educational Organisations:** Under the Plan scheme of assistance to voluntary educational

organisations, grants were given to several schools for the construction of school buildings particularly for science laboratories, and towards the purchase of science equipment and library books.

2.25. The Ministry has also been assisting three other institutions engaged in the field of secondary education, viz., Banasthali Vidyapith, Dr Graham's Home (Kalimpong), and Inter-State Board for Anglo-Indian Education for which separate budget provisions are made.

2.26. **National Seminar on Elementary Education :** The Ninth National Seminar on Elementary Education was organised by the Ministry at Simla on October 14-17, 1969. Among the various recommendations made by it, the following may be mentioned :

- (i) The core of the curriculum in primary schools must be common for all the States and this may be indicated by the Union Government in consultation with the States.
- (ii) The School Feeding Programme should be expanded and co-ordinated with the School Gardens Programme with a view to developing an Indian base for the programme.
- (iii) Cheap textbooks should be produced and attempts made to supply free textbooks at least to poor and needy students.

2.27. **Women's Education :** The Eleventh Meeting of the National Council for Women's Education was held in April, 1969 at New Delhi. It is proposed to try out some pilot projects to implement the various suggestions made by the Council as well as by the Directors of Education and Education Secretaries to improve the enrolment of girls in schools.

**2.28. Financial Allocations:** The major allocations for the programmes described above are given below:

(Rs. in lakhs)

| S.<br>No. | Item  | Provision for 1969-70 |         | Budget<br>Estimates<br>for<br>1970-71 |
|-----------|---|-----------------------|---------|---------------------------------------|
|           |   | Original              | Revised |                                       |
| 1         | Kendriya Vidyalaya Sangathan .                            | 371.00                | 319.53  | 382.83                                |
| 2         | Central Tibetan Schools Administra-<br>tration . . . . .  | 59.84                 | 54.00   | 55.00                                 |
| 3         | Assistance to Voluntary Organiza-<br>tions . . . . .      | 6.00                  | 6.00    | 7.00                                  |
| 4         | Bal Bhavan and National Children's<br>Museum, New Delhi . | 6.05                  | 6.05    | 6.80                                  |
| 5         | NCERT . . . . .   | 326.38                | 322.78  | 390.79                                |

## CHAPTER III

### HIGHER EDUCATION

3.01. At the university stage, the Ministry of Education and Youth Services is mainly concerned with (a) the five Central universities of Aligarh, Banaras, Delhi, Visva-Bharati and Jawaharlal Nehru, (b) the institutions, 'deemed to be universities', under Section 3 of the University Grants Commission Act; (c) coordination and maintenance of standards of higher education through the University Grants Commission (UGC); (d) the Rural Institutes of Higher Education; and (e) a few other programmes of higher education.

#### A: CENTRAL UNIVERSITIES

3.02. **Aligarh Muslim University:** The present enrolment of the University is 8227 (7086 boys and 1141 girls). A three-year diploma course in business management and a one-year diploma course in secretarial management were started during the year in the Faculty of Commerce. It is proposed to establish a science museum and Sir Syed Academy during the forthcoming Golden Jubilee Celebrations of the Universities. The M.B.B.S. degree awarded by the Jawaharlal Nehru Medical College of the University received the recognition of the Indian Medical Council.

3.03. **Banaras Hindu University:** The Banaras Hindu University Inquiry Committee, which had been set up by the Visitor in December, 1968, under the chairmanship of Dr. P. B. Gajendragadkar, submitted its report in July, 1969. Its recommendations fall into two major categories. The first contains those for immediate implementation so that an atmosphere of normalcy could be introduced in the University. These have already been implemented. The other category of recommenda-

tions which is of a long-term character is under consideration of the Government.

The total number of students on rolls during the year under report is 11,334—9,268 boys and 2,066 girls. Six new departments have been created under the Faculty of Agriculture. Preparations are being made for the creation of a Department of Electronic Engineering. The scheme for the diploma course in business management in the Faculty of Commerce has received the approval of the UGC this year. Two schemes, "Earn While You Learn" and Pathya Pustak (Textbook) Bank have been initiated for student welfare and a concerted drive to improve the health of students is being organized.

**3.04. University of Delhi:** Dr. K. N. Raj assumed charge as Vice-Chancellor from 7th October, 1969.

At the commencement of the current session (as on August 1, 1969), the enrolment in the University stood at 75,621. There are 44 colleges/institutions in the University. During the year, the University granted affiliation to Shyama Prashad Mukherjee Mahila Mahavidyalaya opened by the Delhi Administration and to the Institute of Home Economics for its B.Sc. home science (pass) course. It permitted Shyam Lal College to start evening shift with B.A. (pass) and B.Com. (pass) courses from the current session. For the first time, the School of Correspondence Courses and Continuing Education of the University started correspondence courses in the sciences with 267 students in B.Sc. (Pass) course.

On October 28, 1969, a memorandum was signed between the Government of India and the Government of Japan for the establishment of a Centre for Japanese Studies. The main object of the Centre is to encourage the people of India to undertake academic study of Japanese affairs and culture as well as the Japanese language. The Government of Japan will provide the teaching staff and necessary educational materials for the Centre until such time as the local teaching staff is able to take full responsibility for the courses.

**3.05. Visva-Bharati:** Two new two-year certificate courses, one in tabla (music and dance) and the other in Pali (language) have been introduced from 1969-70 academic session. During the year, the University organised two important seminars. The first was on 'Concept of Man in Gandhiji's Philosophy' and the second on 'Gandhiji on Education with special reference to Secondary Education'.

**3.06. Jawaharlal Nehru University:** The developments in this university have already been described in Chapter I.

#### B. INSTITUTIONS DEEMED TO BE UNIVERSITIES

3.07. Jamia Millia Islamia, New Delhi; Gurukul Kangri Vishwavidyalaya, Harwar; Gujarat Vidyapith, Ahmedabad; Kashi Vidyapith, Varanasi; Indian School of International Studies, New Delhi; and Tata Institute of Social Sciences, Bombay receive maintenance grants on a cover-the-deficit basis and matching share on development schemes approved by the UGC.

#### C: UNIVERSITY GRANTS COMMISSION

**3.08. Expansion:** There has been a phenomenal expansion in the field of higher education in recent years. There are now 78 universities, 10 institutions deemed to be universities and about 3,100 colleges. The total enrolment at the university stage is estimated at about 28 lakh for 1970.

**3.09. Postgraduate Centres:** The Commission agreed to the development of centres of postgraduate studies at Anantpur (Sri Venkateswara University), Guntur (Andhra University), Mangalore (Mysore University), Rohtak and Simla (Panjab University), and Warangal (Osmania University). The Commission has under consideration proposals for the establishment of such centres at Coimbatore and Tiruchirapalli (Madras University), Imphal (Gauhati University) and Gulbarga (Karnatak University).

**3.10. Review Committees:** The review committees on anthropology, history and statistics have completed their work.

Committees or panels recently appointed include: (i) review committees for physics and biological sciences; (ii) an advisory committee on the development of legal education and research; (iii) advisory panels in the physical sciences, biological sciences and earth sciences and humanities & social sciences.

**3.11. Examination Reform:** A report on examination reform in the Central universities and a note on the credit system of organising studies have been prepared and circulated among the universities, while a brochure outlining the principles and mechanics of the semester system is under preparation. A committee has been appointed to encourage selected universities to undertake specific measures of examination reform. A number of universities have already introduced changes in the system and pattern of their examinations. Nineteen universities have modified or reconstructed their courses and introduced the semester or trimester system in one form or the other. Some universities have adopted the system of sessional assignments and devised methods of continuing assessment.

**3.12. Centres of Advanced Study:** As in previous years, centres of advanced study received assistance from Unesco (mainly from the USSR Government) and from the UK Government through the British Council.

**3.13. Improvement of Universities:** The development programmes of the universities were examined and assessed by visiting committees appointed by the Commission. In the light of their recommendations, grants amounting to Rs. 47.26 crore have been allocated to 60 universities and 7 'deemed' universities. The grants are available for additional staff, library and laboratory facilities, equipment, building accommodation, research programmes including publication of research papers and doctoral theses and development of workshop facilities in science departments. A few selected universities were also assisted to develop area studies.

**3.14. Improvement of Colleges:** Committees consisting of representatives of universities and State Governments were

appointed to visit the non-professional colleges affiliated to the Rajasthan, Kerala and Calicut Universities to examine the problems and difficulties faced by them and to make suggestions for their further improvement. Sixty-four colleges in Rajasthan and 85 in Kerala were visited. The reports of the committees have been sent to the concerned universities and State Governments for consideration. Within the available resources, the Commission has been providing assistance to colleges for the development of their physical and academic facilities. Besides, the Commission has continued to provide maintenance grants to non-government constituent/affiliated colleges of the Delhi University.

**3.15. Summer Institutes, Seminars, etc. :** The programme of summer institutes and schools, seminars and conferences is intended to acquaint teachers with new developments in their field of work and thereby help them to improve their professional competence. Summer institutes organised in 1969 are : (i) 60 in mathematics, physics, chemistry and biology for 2321 secondary school teachers in collaboration with the NCERT and USAID; (ii) 54 for 1,813 college teachers in science subjects in collaboration with the National Science Foundation, USA and USAID; and (iii) 11 in English language teaching in collaboration with the British Council for 590 college teachers. Besides, the Commission provided financial assistance to 45 universities for conducting refresher courses, research seminars, symposia and academic conferences. Besides, the Commission also continued to operate a number of schemes designed to provide facilities and incentives for the teaching profession.

**3.16. Programmes for Students:** The Commission has been endeavouring to provide the essential amenities for the student community in the universities and colleges. The programmes developed in this regard are briefly outlined below:

- (i) *Scholarships and Fellowships.*—Besides the scholarships and fellowships provided at the various centres of advanced study and for approved research programmes, senior and junior fellowships—each of the



value of Rs. 500 p.m and Rs. 300 p.m, respectively—were made available for research in the humanities, science and social sciences. Fellowships, each of the value of Rs. 400 per month, were also given for advanced study and research in various fields of engineering and technology. Further, five hundred research scholarships, each of the value of Rs. 250 per month, were placed at the disposal of the universities for advanced studies in the humanities, social sciences and science subjects.

- (ii) *Residential Accommodation.*—The Commission continued to provide assistance to the universities and colleges on a sharing basis for the provision of residential accommodation for students. Assistance is also provided for student homes or non-resident student centres.
- (iii) *Health Centres.*—The proposals of 41 universities have so far been accepted by the Commission for the construction of health centres.
- (iv) *Student Aid Fund.*—Student aid funds in universities and colleges offer needy students financial assistance for paying their tuition or examination fees, purchasing books or meeting other related expenses. A grant equal to the total amount of aid fund subscribed by the students and collected from other sources is provided to a university subject to a maximum of Rs. 10,000 per annum. Grants ranging between Rs. 500 and Rs. 3,000 on the basis of student enrolment are given to colleges for the student aid fund.
- (v) *Student Welfare Programme.*—Grants ranging between Rs. 2,000 and Rs. 7,000 on the basis of student enrolment are sanctioned to arts, science, commerce, teachers' training and law colleges for improving facilities in existing hostels, student common rooms and canteens.

- (vi) *Visiting Studentships*.—The Commission has agreed to institute a limited number of studentships to enable selected students to visit places of interest such as those of cultural, historical or educational importance or having important developmental projects. Assistance for this purpose has been offered to the universities.

**3.17. Student Participation in University Affairs:** The Commission has been emphasising the necessity of careful and sympathetic consideration of the genuine needs and difficulties of students and of devising a suitable consultative machinery to discuss them periodically with students and take expeditious remedial action. The question of student participation in academic and administrative affairs of universities and colleges was discussed in two important conferences held in the Capital, namely, Conference of the Vice-Chancellors and Conference of Student Representatives. The matter is also being considered in depth by a UGC committee on the governance of universities and colleges.

#### D: RURAL HIGHER EDUCATION

3 18. At present there are fourteen Rural Institutes, twelve of which are affiliated to the National Council for Rural Higher Education. The remaining two, namely, Jamia Rural Institute, New Delhi, and Vidya Bhawan Rural Institute, Udaipur, are affiliated to Jamia Millia Islamia and Udaipur University respectively. During the year, the number of candidates who took the annual examinations conducted by the National Council for Rural Higher Education in 1969 was 1,268. Of these 802 were declared successful.

3.19. A committee was appointed in November, 1967 by the National Council for Rural Higher Education to review the progress of the scheme and to suggest ways and means for improving its working. It submitted its report in October 1969. Its recommendations have been approved by the National Council at its meeting held in November, 1969 and are now under examination and implementation.

## E: OTHER PROGRAMMES IN HIGHER EDUCATION

**3.20. Shastri Indo-Canadian Institute:** The object of the Shastri Indo-Canadian Institute, established in Canada, is to promote and foster the growth of research in Indian studies in Canadian universities and thereby contribute to greater understanding of Indian life and culture in Canada. As provided in its memorandum, two advisory councils have been set up, one in Canada and the other in India, to advise the Board of Directors on all matters relating to the administration of the Institute. A local office has also started functioning in Delhi. Progress has been made (1) in the award of fellowships for research work in India to qualified scholars selected from Canadian universities and colleges and (2) in the acquisition of library materials relating to India and its distribution among the founding members of the Institute in Canada.

**3.21. Indian Institute of Advanced Study, Simla:** Set up in October, 1965, the Indian Institute of Advanced Study, Simla, arranged three seminars, during the period, on (1) Union-State Relations in India, (2) Tribal Situation in India, and (3) Historical Models in the Study of Traditions and Change in India. The Institute has brought out 8 publications which include 4 monographs and 4 transactions.

**3.22. Grants to Institutes of Higher Learning of All-India Importance:** Grants are given to such non-statutory and non-affiliated institutions of higher learning as are engaged in pioneering work or introducing new ideas and techniques in education. The Kanya Gurukul Mahavidyalaya, the Lok Sewa Mahavidyalaya of Lok Bharati, Sanosara, and Sri Aurobindo International Centre of Education, Pondicherry, receive such grants.

**3.23. Grants/Loans for Construction of Hostels:** With financial assistance from the Ministry, three voluntary organisations, namely, K. P. Trust, Allahabad, Kerala Gandhi Samarak Nidhi, and the S.I.E.T. Madras, have constructed hostel buildings at Allahabad, Trivandrum and Madras respectively. During the year assistance was also extended to the Andhra Mahila Sabha,

Hyderabad. Loans were also extended to State Governments towards construction of hostels in affiliated colleges and to universities and constituent colleges of the Delhi University for hostels and staff quarters.

**3.24. Revision of Salary Scales of University and College Teachers:** The Government of India had accepted the recommendations of the UGC for the revision of pay scales of university and college teachers and agreed to give special assistance to the State Governments covering 80 per cent of the cost of implementing the recommendations with effect from 1st April, 1966, for a period of five years ending March 31, 1971. So far, the Governments of Assam, West Bengal, Uttar Pradesh, Kerala, Maharashtra, Punjab, Haryana, Gujarat, Madras, Jammu & Kashmir, Bihar, Mysore, Rajasthan and Andhra Pradesh, and the Union Administrations of Pondicherry, Himachal Pradesh and Goa, Daman & Diu have taken steps to implement the revision of salary scales. While Rajasthan has also agreed to introduce the scales in the three universities in the State, Madhya Pradesh has taken a decision to introduce them from July 1, 1969. Orissa has yet to take its decision in this regard.

**3.25. Financial Allocations:** The major financial allocations for the programmes of higher education described in the chapter during 1969-70 and 1970-71 are given below :

(Rs. in lakhs)

| S. No. | Scheme   | Provision for 1969-70 |         | Budget               |
|--------|--|-----------------------|---------|----------------------|
|        |  | Original              | Revised | Estimates<br>1970-71 |
| 1      | Jawaharlal Nehru University . . . . .                  | 100.00                | 28.548  | —                    |
| 2      | Grants to Deemed Universities . . . . .                | 52.42                 | 53.65   | 60.1                 |
| 3      | Grant-in-Aid to University Grants Commission . . . . . | 2357.07               | 2411.07 | 3107.84              |

(Rs. in lakhs)

| S.<br>No. | Scheme   | Provision for 1969-70 |         | Budget<br>Estimates<br>1970-71 |
|-----------|--|-----------------------|---------|--------------------------------|
|           |  | Original              | Revised |                                |
| 4         | Grant-in-Aid to Rural Institutes of Higher Education . . . . .   | 26.00                 | 24.50   | 26.035                         |
| 5         | Indian Institute of Advanced Study, Simla . . . . .  | 16.50                 | 16.50   | 18.05                          |
| 6         | Grants to Shastri Indo-Canadian Institute . . . . .  | 10.00                 | 10.00   | 10.00                          |
| 7         | Institutes of Higher Learning of All-India Importance . . . . .  | 2.25                  | 4.73    | 6.00                           |
| 8         | Improvement of Salary Scales of University and College Teachers .  | 500.00                | 500.00  | 700.00                         |
| 9         | Voluntary Organisations for Construction of Hostels in Big Cities .  | 3.00                  | 3.00    | 3.00                           |
| 10        | Loan for Construction of Hostels of Affiliated Colleges (including Loan to Universities and Constituent Colleges of Delhi University for Construction of Hostels and Staff Quarters) . . . . . | 5.00                  | 2.00    | 5.00                           |

## CHAPTER IV

### TECHNICAL EDUCATION

4.01. During the year under review, the schemes and programmes of technical education carried over from the third Five-Year Plan were continued and steps were taken (1) to improve the employment situation of engineering personnel and (2) to formulate proposals with a view to improving the quality of technical education and relating it more intimately to industry.

4.02 **Engineering Personnel—Immediate Measures Adopted:** The problem of unemployment among engineers is continuing to cause serious concern to Government. Last year, the Union Government announced a series of special measures to increase demand for engineering personnel. These included the employment of engineers for preparatory investigations for irrigation and power projects, road transport development, soil surveys, etc., employment of engineers for the operation and maintenance of thermal power stations, employment of engineers in vacant posts in several organisations including Short Service Commissions in the Defence Services; development of Indian Consultancy Services; employment of engineers by private contractors and formation of cooperatives by engineers to undertake construction work and to render servicing facilities in rural areas for agricultural machinery. The State Governments too recognised the urgent need for such measures and took vigorous steps to help engineers form cooperatives and set up small-and medium-scale industries. Through their Industrial Development Corporations, the State Governments have helped engineers set up small-and middle-sized industries of their own. The Gujarat Industrial Corporation, for instance, gives to each engineer-entrepreneur fixed assets like land and factory sheds on easy terms. The Government of Maharashtra has launched a scheme to help over

3,000 engineers on various projects. It is too early to assess the impact of these measures but over 22,000 engineering graduates and diploma-holders are reported to have secured gainful employment in 1968.

4.03. The Union Government is also organising special courses to train engineers in entrepreneurship. In cooperation with the Small-Scale Industries Department, two pilot courses have already been conducted and the programme is proposed to be extended to about a dozen centres in different parts of the country. As an example of what technical institutions themselves can do, the Madurai Polytechnic in Tamilnadu has allowed the use of its workshop equipment and machinery to unemployed diploma-holders for production purposes whenever these are not needed for teaching work. Job orders are secured from local industry for various engineering products and the diploma-holders execute these orders under the guidance of the polytechnic staff. The principal himself helps the diploma-holders to get job orders. Raw materials are secured and the products produced are sold to industrial organisations in the city. About 20 diploma-holders have done this productive work and earned anything between eight and ten rupees per day, after paying the cost of materials, hire charges for machinery, transport of finished goods and so on. Participants under the scheme have gained confidence and will be able to set up small workshops or repair workshops of their own to become self-employed.

4.04. **Long-Term Measures:** The Fourth Five-Year Plan visualises reorganisation of technical education on a long-term basis in several new directions. So far, the emphasis was on establishing new institutions and expanding old ones. Today, it is being shifted to the improvement of quality.

4.05. The first essential requirement for quality is the improvement of the teacher. Here, two problems had to be faced: shortage and upgrading of quality. In the last three Five-Year Plans, there has been a phenomenal expansion of technical education, so that, in spite of all efforts, colleges of engineering and polytechnics experienced a big shortage of teachers. In

1963, there was 39 per cent shortage in engineering colleges and 31 per cent shortage in polytechnics. To meet the situation, the Union Government initiated a programme of training teachers for engineering colleges at selected centres by recruiting brilliant graduates. The programme that extended over three years consisted of preparation for the master's degree in engineering, practical experience in industry and in-service training as teachers under the guidance of senior staff. The scheme started with about 100 trainees in 1959-60 and the number was gradually increased in the last ten years. During this period, over 600 first class teachers have been trained and supplied to various institutions. As a result of the scheme and also other measures like the improvement of pay scales of technical teachers, the shortage of staff in engineering colleges has been brought down to 16.4 per cent in 1969 from 39 per cent in 1963. A similar improvement in the staff position at polytechnics has also been brought about. The shortage which was 31 per cent in 1963 has been brought down to 15.6 per cent in 1969. Four Technical Teachers Training Institutes have been set up at Madras, Bhopal, Chandigarh and Calcutta to train polytechnic teachers on a continuing basis.

4.06. Faculty development is a continuous process, that must provide for a wide range of opportunities for the serving teachers to improve their knowledge and professional competence. From this point of view, the Union Government started in 1963-64 summer institutes for engineering teachers. Every year, about 40 of these institutes, with an average enrolment of about 1,500 teachers, are being conducted. The summer institutes have done substantial work and it is proposed to extend the scheme to the extent possible to provide an opportunity of further training for every serving teacher. It is also proposed to organise a carefully planned programme of participation in field work for serving teachers at selected industrial organisations. To these centres, teachers from polytechnics and engineering colleges will be brought for a period of a year or two depending upon the needs of each individual.



4.07. During the year, vigorous steps were taken to relate technical education intimately to industry and to improve polytechnical education. The All-India Council for Technical Education has set up an expert committee to examine the whole system of polytechnic education and to prepare a blue print for its reorganisation and further development for the next ten years. It has also decided to invite, to assist and advise the Committee, experts from Britain, Germany, USSR, USA, Japan and other countries where similar problems have been dealt with effectively and whose experience in this field will be of great value to us. A comprehensive programme has been formulated and is proposed to be implemented in the next financial year for the development of curriculum for engineering colleges and polytechnics, preparation of instructional materials including textbooks and reorganisation of laboratory experience. When the curriculum materials produced under the programme are available, they will be tried out extensively, improved and applied to all engineering institutions. It is also proposed to introduce sandwich courses in as many polytechnics as possible.

4.08. **Indian Institutes of Technology:** During 1969-70, the five Indian Institutes of Technology at Kharagpur, Bombay, Madras, Kanpur, and Delhi made good progress in their programmes of undergraduate and postgraduate studies and in research. The total student enrolment and out-turn of graduates from these institutes is shown below:—

| ENROLMENT IN 1969-70                   |                |               |          |       |                           |  |
|--|----------------|---------------|----------|-------|---------------------------|--|
| Institute                              | Under-graduate | Post-graduate | Research | Total | Total Out-turn in 1969-70 |  |
| Indian Institute of Technology, Bombay | 1,700          | 500           | 80       | 2,280 | 487                       |  |
| Indian Institute of Technology, Delhi  | 1,226          | 302           | 162      | 1,690 | 297                       |  |

| Institute                                 | Under-graduate | Post-graduate | Research | Total  | Total Out-turn in 1969-70 |
|---|----------------|---------------|----------|--------|---------------------------|
| Indian Institute of Technology, Kanpur    | 1,292          | 375           | 264      | 1,931  | 335                       |
| Indian Institute of Technology, Kharagpur | 1,805          | 599           | 107      | 2,511  | 643                       |
| Indian Institute of Technology, Madras    | 1,200          | 395           | 236      | 1,912  | 470                       |
|   | 7,304          | 2,171         | 848      | 10,324 | 2,232                     |

4.09. The following new postgraduate courses were started during the year :

*Madras Institute :*

- (1) Electric Traction & Drives (M. Tech.)
- (2) Industrial Engineering (in place of diploma courses discontinued)
- (3) Industrial Management
- (4) Industrial Metallurgy

*Bombay Institute :*

- (1) Industrial Design (Diploma)
- (2) Aeronautical Engineering (M. Tech.)

*Delhi Institute :*

- (1) Radar Engineering (M. Tech.)
- (2) Mathematics (M. Sc.)

*Kharagpur Institute:*

- (1) Radar Technology (M. Tech.)
- (2) Computer Technology (M. Tech.)

**Kanpur Institute :**

- (1) Systems Engineering
- (2) Nuclear Science and Engineering
- (3) Automatic Controls

The Institutes are conducting a number of summer schools for the development of faculty of other engineering colleges as well as seminars in collaboration with industry on selected industrial topics. They have initiated a programme for the design and fabrication of equipment to replace imported equipment for laboratories and workshops.

**4.10. National Institute of Foundry and Forge Technology (Ranchi):** The Institute is being set up at Ranchi to train engineers and technicians for foundry and forge industry. The construction of laboratories, workshops and instructional buildings has made good progress. The Institute has conducted two short-term courses, one in the technology of grey iron casting and the other on forge technology in cooperation with the Heavy Engineering Corporation. Over 40 persons sponsored by industry attended the courses. The first long-term course in foundry and forge technology is proposed to be started in June 1970 when the necessary instructional facilities are expected to be fully developed.

**4.11. National Institute for Training in Industrial Engineering, Bombay:** The Institute which started in 1963 with UN Special Fund assistance is being consolidated and its training programmes are being re-structured to meet the changing needs of industry. During the year under review, the Institute conducted over 22 technique-oriented courses for about 350 participants from industry. In addition, it conducted 14 unit-based courses for about 200 participants from different groups of industry. It also proposed to organise a full-time postgraduate course in industrial engineering during 1970 to train a fresh cadre of industrial engineers.

**4.12. Indian Institutes of Management:** The Ahmedabad and Calcutta Institutes of Management made further progress in developing full-fledged programmes of management education at the postgraduate level. The Ahmedabad Institute had 225 students and the Calcutta Institute, 220 students for their respective full-time postgraduate courses in management. The institutes are also conducting a wide range of short-term courses for junior middle and top-level executives sponsored by industry and commerce.

**4.13. School of Planning and Architecture, New Delhi:** The school offers an integrated postgraduate course in town and country planning, postgraduate course in architecture, urban design and a bachelor's degree course in architecture. It also offers the national diploma course in architecture on a part-time basis. The total student enrolment is 426 of whom nearly 90 are in postgraduate courses. The school conducted two seminars in 1969, one on traffic and transportation and the other on urban landscape.

**4.14. Indian School of Mines, Dhanbad:** The school offers B.Sc. course in mining engineering and petroleum technology and M.Sc. course in applied geology and geophysics. About 50 students were admitted for these courses in 1969-70. The present student enrolment at the school is 350.

**4.15. Technical Teachers' Training Institutes for Polytechnic Teachers:** The buildings for the Madras and Chandigarh Institutes have been completed and the institutes are functioning in their own buildings. Plans and estimates for the buildings of the Calcutta and Bhopal Institutes have been prepared and construction is expected to start in 1970. Meanwhile, the institutes are functioning temporarily in the buildings of other technical institutions. During the year under review, the institutes had 135 teachers sponsored by State Governments and other institutions for the various training programmes. 139 teachers completed their studies successfully.

**4.16. Practical Training of Graduates and Diploma-holders:** The expanded programme of practical training for graduates and diploma-holders was maintained during 1969-70. During the year, about 11,000 training places were secured in industrial establishments and technical organisations of the Union and State Governments.—

4.17. For the effective organisation and supervision of practical training, Boards of Apprenticeship Training have been set up for southern and eastern regions. The boards include representatives of industry, technical institutions and the State Governments concerned. Similar boards for northern and western regions are in the process of being set up and are expected to start functioning in April-May, 1970.

**4.18. Postgraduate Courses and Research:** In addition to the Institutes of Technology, postgraduate courses for the master's degree in engineering have been instituted at over 30 selected centres and provision has been made for the admission of about 2000 students to these courses each year. The Board of Postgraduate Engineering Studies has appointed four expert committees, one for each region, to visit their respective centres of postgraduate courses, evaluate the progress of the courses and recommend measures for their consolidation and further improvement. The reports of the expert committees will be considered by the Board and a comprehensive plan will be formulated for upgrading and improving postgraduate courses at all these centres.

**4.19. Fabrication of Equipment:** In the last ten years, our scientific instruments industry has made considerable progress and our technical institutions are becoming progressively independent of imported equipment from abroad. Except for highly sophisticated equipment and instruments required for advanced teaching and research much of the equipment required for undergraduate teaching is now available indigenously. To minimise further our dependence on imported equipment, the

Institutes of Technology and other engineering institutions have initiated a programme for the design and manufacture of scientific instruments. They have designed and fabricated a wide range of instruments and apparatuses that are useful for engineering courses. Some of the institutions have also decided to set up regular design and fabrication units. To coordinate the work of these institutions and to establish a close tie-up between indigenous design and commercial production, an expert committee has been appointed by the All-India Council for Technical Education. The Committee will prepare a long-range plan for developing this activity on an all-India basis. It is also proposed to set up, at all the Institutes of Technology and other centres engaged in this activity, museums of scientific instruments, apparatuses and other teaching aids that are useful for engineering colleges and polytechnics. Teachers from other institutions will be invited to visit the museums and study the exhibits.

**4.20 Regional Engineering Colleges:** The 14 Regional Engineering Colleges have nearly completed over 75 per cent of their programme of constructing buildings, equipping laboratories and workshops and recruiting staff. The remaining part of the programme is in various stages of execution and expected to be completed by 1972-73. All the colleges are conducting the first degree courses in civil, mechanical and electrical engineering. Some are also offering courses in metallurgy, chemical engineering and electronics. Seven Regional Colleges have introduced industrially-oriented postgraduate courses in selected branches of engineering and technology in cooperation with industry. These received assistance from UNDP, for a period of five years ending December, 1969, in the form of equipment, services of foreign experts and fellowships for the training of Indian faculty abroad. On the recommendations of an Evaluation Mission, UNDP has agreed to extend its programme of assistance for another two and a half years from January 1970, to consolidate these postgraduate courses and initiate new courses in other fields in cooperation with industry.

4.21. **Financial Allocations:** The major financial allocations for technical education during 1969-70 and 1970-71 are given below:

(Rs. in lakhs)

| S.<br>No. | Item   | Provision for 1969-70 |         | Budget<br>Estimates |
|-----------|--|-----------------------|---------|---------------------|
|           |  | Original              | Revised | 1970-71             |
| 1         | 2  | 3                     | 4       | 5                   |
| 1         | Indian Institutes of Technology .                                      | 872 91                | 875 84  | 877 46              |
| 2         | Natonsa Institute of Foundry &<br>Forge Technology, Ranchi . .         | 20 00                 | 19·17   | 45 00               |
| 3         | National Institute for Training in<br>Industrial Engineering, Bombay . | 8 75                  | 10·51   | 16·05               |
| 4         | Indian Institutes of Management .                                      | 55·05                 | 53·57   | 38·00               |
| 5         | School of Planning & Architecture,<br>New Delhi . . . . .              | 16·84                 | 16·84   | 17·55               |
| 6         | Indian School of Mines, Dhanbad .                                      | 29·56                 | 28·79   | 27·21               |
| 7         | Technical Teacher Training Insti-<br>tutes for Polytechnic Teachers .  | 49 90                 | 37·20   | 61·07               |
| 8         | Practical Training Stipends Scheme                                     | 150·00                | 177·00  | 175 00              |
| 9         | Postgraduate Courses and Research                                      | 50·00                 | 45·00   | 80 00               |
| 10        | Regional Engineering Colleges .  | 343·00                | 290·64  | 299·00              |
| 11        | Quality Improvement Programmes .                                       | 37·10                 | 32·30   | 73·00               |
| 12        | Central Grants to Private Institutes                                   | 102·50                | 79·20   | 80·00               |
| 13        | Loan for Construction of Hostels .                                     | 140·50                | 120·50  | 152·29              |
| 14        | Indian Institute of Science, Bangalore                                 | 112·00                | 119·54  | 113·00              |

## CHAPTER V

### SCIENTIFIC SURVEYS AND DEVELOPMENT

5.01. In the field of scientific research and development, the Ministry of Education and Youth Services directly looks after the Survey of India, three other Scientific Surveys— Botanical, Zoological and Anthropological and the National Atlas Organisation, all of which are subordinate offices. It also provides assistance to research institutions, laboratories, societies and individuals, working in this field.

#### A: SURVEY OF INDIA

5.02. **Topographical and Development Project Surveys:** During 1969-70 about 80 per cent of the Department's staff strength was engaged on topographical survey and mapping (including surveys for the Ministries of Defence and External Affairs) and the remaining personnel was employed on development surveys. Mapping was undertaken in Nepal under the Colombo Plan. Field and photogrammetric surveys covering areas of about 2,40,000 sq. km. on 1:50,000 scale, 3,425 sq. km. on 1:25,000 scale and 3,52,000 sq. km. on 1:2,50,000 scale were completed during the current year in addition to cantonment, guide map and development project area surveys. The other main items of work carried out during the period include, generally, topographical surveys, surveys for landing and approach charts of different airfields, surveys for town and guide maps, development project surveys, town/area planning surveys, forest surveys, flood control surveys and tidal observations, geodetic surveys and boundary demarcation surveys.

5.03. **Important Conferences:** The officials of the Survey participated in several meetings/conferences held during the



year. The more important of these include: (i) the meeting between the representatives of the Governments of India and Pakistan held at New Delhi between 4th and 6th April, 1969 at Husanwala on 9th, 10th, 17th and 18th June, 1969 and at Islamabad between 8th and 10th September, 1969 in connection with the demarcation of the boundary between India and Pakistan in the Gujarat-West Pakistan sector; (ii) the Indo-Nepal Boundary Meeting at Valmikinagar (Nepal) from 27th to 29th April, 1969; (iii) the meeting of the Indian and Pakistan survey teams at Gandasingwala border between 14th and 16th May, 1969 regarding demarcation of boundary in Gujarat-West Pakistan sector; (iv) the meeting of the Indo-Burma Joint Boundary Commission at Delhi in June, 1969; (v) the 8th Conference of the Directors of Land Record and Surveys, Tripura and East Pakistan at Agartala from 15th to 17th July, 1969; and (vi) a meeting of the Survey of India officials on 6th and 7th August, 1969 in connection with Assam-Bhutan boundary demarcation work.

**5.04. Publications :** Various topographical and geographical maps, project maps, weather charts, landing and approach charts, cantonment maps, tide tables, departmental and extra-departmental books and pamphlets were published during the period. Translation of departmental books into Hindi and preparation of provisional lists of Hindi equivalents of surveying terminology is in hand, while some bi-lingual technical forms and letter heads have been introduced.

**5.05. Pilot Production and Training Centre, Hyderabad :** Precision instruments and equipment involving foreign exchange which has been ordered for the project are being received in stages. The development of land and construction of buildings is in hand. The construction of Reproduction Block has been completed and the Production Block is nearing completion.

**5.06. Indian Photo-Interpretation Institute :** The Institute continued its training programmes successfully. At present 19

geologists, 15 soil surveyors and 8 foresters are under training, while 3 engineers completed their training on October 15, 1969.

#### B: NATIONAL ATLAS ORGANISATION

5.07. During the year, 6 plates of the main English edition of the National Atlas on 1:1M scale of Transport and Tourism series were printed. A large number of other maps including special types of city and town maps for tourists were at various stages of compilation, fair drawing, proving and printing. Besides continuing the work of compiling the main English edition of the National Atlas of India, the Organisation proposes to undertake two new schemes during 1970-71, viz., (1) preparation of a Tourist Atlas of India; and (2) establishment of a Field Research Unit with 2 parties, one each for Southern and Northern India.

#### C: ANTHROPOLOGICAL SURVEY OF INDIA

5.08. Steps are being taken to review the entire working of the Anthropological Survey of India and to streamline its working in greater collaboration with the universities and other research institutions and in keeping with modern trends.

5.09. **Publications and Documentation:** Ten reports and papers were published in physical, cultural and other sections of the Survey during the year. In addition, 27 reports and papers were completed and another nine are expected to be completed by March, 1970. A cine film depicting the cultural life of the Rabari tribe of Saurashtra was edited. Photographic documentation illustrating the cultural life of the Spitaliaes in Lahaul and Spiti, districts of Himachal Pradesh was carried out.

5.10. **Field Investigations:** The Survey continued its research programme in physical and cultural anthropology and several important field investigations were undertaken during the year in both these areas.

## D: BOTANICAL SURVEY OF INDIA

**5.11. Botanical Explorations:** Several important botanical explorations were carried out during the period under review. Besides, a party of 2 officers and 5 staff members from the Eastern Regional Circle, has been sent with the joint expedition of the different Survey Departments to Dephabum in North East Frontier Agency and a joint expedition has been organised by the Geological Survey of India under the auspices of the National Institute of Sciences of India.

**5.12.** The herbarium specimens collected and accessioned in the various herbaria of the Survey are at present as below :

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|   |          |
|---|----------|
| (a) Central National Herbarium . . . . .  | 5,53,000 |
| (b) Eastern Circle, Shillong . . . . .    | 85,520   |
| (c) Western Circle, Poona . . . . .       | 1,09,573 |
| (d) Southern Circle, Coimbatore . . . . . | 1,55,614 |
| (e) Northern Circle, Dehra Dun . . . . .  | 44,060   |
| (f) Central Circle, Allahabad . . . . .   | 27,372   |

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These are in addition to those in Cyto-taxonomic Herbarium, Ecological Herbarium, and Cryptogamic Herbarium maintained by the Survey.

**5.13. Research Papers:** More than 60 scientific papers have been prepared and five publications brought out during the period.

**5.14. Training:** Under Colombo Plan two officers of the Survey who had attended a training course in taxonomy in the University of Edinburgh, returned in July, 1969 while a scholar from Nepal is undergoing training in herbarium methodology and techniques in the Central National Herbarium from 1st December, 1969. Three officers were sent to the USSR in April, 1969 for a six-month training under the Indo-USSR Cultural Exchange Programme.

**5.15. Indian Botanic Garden:** Research schemes in progress in the Indian Botanic Garden are: (i) studies on growth behaviour of ornamental Solanums; (ii) trials of 'Bonsai' of some woody and some ornamental Cacti and succulents; (iii) palaeontological studies on Cappariaceae, Bigoniaceae, Malvaceae, Tiliaceae, and Bombacaceae; (iv) studies on vascular epiphytes of the Garden; (v) studies on the identification of parasites in relation to their host plants; (vi) propagation and rooting behaviour of some non-seed-setting plants; and (vii) introduction and acclimatisation behaviour of some temperate, sub-tropical and tropical exotic plants in the soil of the Garden.

**5.16. Orchidaria of the Survey:** A 'gift' of nearly 50 species orchids in about 350 pots and 72 blocks, mostly from the Assam hills and a few hybrids of *Cymbidium* and *Cypripedium* of American origin have been received from the Estate of late E.P. Gee, as per his 'Will' and these have been incorporated in the National Orchidarium under Eastern Circle at Shillong. Orchids from this Orchidarium were sent as exhibits for an exhibition in Switzerland. In the Orchidarium at Yercaud, Sheveoy Hills, under Southern Circle, 63 sets of 18 species of orchids were introduced and 189 orchids representing 26 species were multiplied during the period.

#### E: ZOOLOGICAL SURVEY OF INDIA

**5.17. Field Surveys:** Intensive as well as extensive faunistic explorations were carried out during the year. In addition to intensive local field surveys, the Regional Stations also conducted surveys of Narmada River (Madhya Pradesh), Kumaon Hills (UP), Simla Hills, parts of Gujarat and Southern Bihar for the study and collection of zoological material.

**5.18. Research Work:** Research work was carried out on systematics, ecology and zoogeography of selected groups of animals. As a result of these studies over 98 research papers were prepared out of which 51 were sent to press and 47 published.

**5.19. National Zoological Collections:** About 6,194 authentically identified specimens pertaining to 1,176 species were incorporated in the National Zoological Collections at the Zoological Survey of India. These include 253 type-specimens belonging to 62 species new to science and 255 type-specimens pertaining to 74 species which are new to the National Zoological Collections.

**5.20. Identification and Advisory Services:** During the period, enquiries from 181 parties were attended to; of these, 99 were supplied with identification of specimens. Twelve scientific enquiries, received from abroad, were also attended to.

**5.21. Miscellaneous:** The Director and a number of other officers attended the 10th General Assembly of the International Union for Conservation of Nature and Natural Resources held at New Delhi from November 24, 1969 and presented papers. A seminar was held in the Survey on May 15-17, 1969 on "Fifty Years of Faunistic Survey in India". It covered reviews of activities on different groups of animals surveyed or studied during the course of the last 50 years. Abstracts of some 28 research papers were printed and the papers discussed in detail. The Survey published two volumes in the Fauna of India series: one on Fishes by Dr. K. S. Misra and another on Grylloidea (Crickets) by Dr. L. Chopard.

#### F: SCIENTIFIC RESEARCH AND DEVELOPMENT

**5.22. Encouragement of Scientific Societies/Associations/Research Institutes:** To encourage scientific research, the Ministry continued to give grants to a number of private scientific research institutions, associations, academies and societies for expanding their research activities, publishing scientific journals and literature, holding conferences, symposia and seminars, instituting research fellowships, purchasing equipment, furniture, and library books, and constructing laboratories. During the period, up to February 5, 1970, a total amount of Rs. 52,16,299 was given to such scientific bodies.

**5.23. National Committees :** The work relating to the National Committees in India for International Council of Scientific Unions (ICSU) and its affiliated international scientific unions is being looked after by the National Institute of Sciences of India, New Delhi. The work relating to the Indian National Committee for Type-Cultures of Micro-organisms which was hitherto being looked after by the Ministry has also been transferred to the latter during the period. The Institute acting through the chairmen of national committees in India adheres to the ICSU and its affiliated bodies.

**5.24. National Research Professors :** Dr. C. V. Raman, Prof. S. N. Bose, Dr. P. V. Kane, Dr. V. R. Khanolkar, Dr. Suniti Kumar Chatterjee and Dr. S. R. Ranganathan continued to be National Research Professors.

**5.25. Encouragement to Research Scholars :** A total of 45 scholarships continued to be allotted to the following institutions: (i) Indian Association for the Cultivation of Sciences, Jadavpur, Calcutta (22); (ii) Bose Institute, Calcutta (13); (iii) Birbal Sahni Institute of Palaeobotany, Lucknow (6); and (iv) Maharashtra Association for the Cultivation of Science, Poona (4).

**5.26. Partial Financial Assistance to Eminent Scientists Going Abroad :** Financial assistance varying from Rs. 2,500 to Rs. 5,000 was given to four Indian scientists for their participation in international conferences, etc. during 1969-70.

**5.27. National Research Development Corporation of India :** The annual production from commercial exploitation of researches is increasing and the total value of production based on the processes licensed by the Corporation up to 31st March, 1969 is Rs. 25.60 crores which has resulted in savings in foreign exchange to the extent of about Rs. 20 crores. During the period between 1st April and 31st December, 1969, 63 licence agreements for the commercial utilization of various processes developed at different laboratories/institutes, Indian Agricultural Research Institute and Ministries of Defence and Railways were negotiated.

5.28. The Indian Institute of Science, Bangalore is now engaged in designing the know-how for station class arresters incorporating certain latest techniques. Further they are working on D.C. arresters for the Electric Traction Departments of Bombay and Calcutta. Steps to evaluate the work done so far on the project by an engineering consultancy firm are also being taken. During the year, Shri Ram Institute for Industrial Research, Delhi, completed the feasibility and market trials of the process for improving abrasion and tear resistance of cotton textiles at D.C.M. in respect of the project, "Built-in-Lubrication", and is now taking up further work at the Bombay Dyeing and Shri Ram Mills, Bombay.

5.29. The processes that have gone into production during the period between 1st April and 31st December, 1969 are as below:

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|   |                  |
|---|------------------|
| (1) Rust and Scale Removing Jelly               | CECRI, Karakudi  |
| (2) Ice Flake Machine                           | CMERI, Durgapur  |
| (3) Horizontal Double Twist Punching Machine    | Do.              |
| (4) Vertical Paper Wrapper Machine (loop cable) | Do.              |
| (5) High Speed Twisting Machine                 | Do.              |
| (6) Paper-cum-Cotton Thread                     | Do.              |
| (7) Single Channel Strain Indicator             | N.A.L, Bangalore |
| (8) Single Channel Thermocouple Amplifier       | Do.              |

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5.30. **Scientific Delegations:** Delegations were sponsored by the National Institute of Sciences of India/Indian Association for the Cultivation of Science/Birbal Sahni Institute of Palaeobotany to the following Conferences or Seminars:

- (i) The VIII General Assembly and Congress of the International Union of Crystallography held at Stony Brook, Long Island, USA on August 13-24, 1969.

- (ii) The XVI General Assembly of the International Union of Radio Science held at Ottawa, Canada on August 18-29, 1969.
- (iii) The 131st Annual Meeting of the British Association for the Advancement of Science held at Exeter, UK on September 3-10, 1969.
- (iv) The General Assembly of the International Union of Pure and Applied Physics held at Dubrovnik, Yugoslavia on September 11-13, 1969.
- (v) The XXII International Congress of Pure and Applied Chemistry and the XII International Congress of Coordination Chemistry held at Sydney on August 20-27, 1969.
- (vi) An International Symposium on Macromolecular Chemistry held under the auspices of the International Union of Pure Applied Chemistry at Budapest on August 25-30, 1969.
- (vii) The first International Congress on Mathematical Education held at Lyon on August 23-30, 1969.
- (viii) The XI International Botanical Congress held at Seattle from 24th August to 2nd September, 1969.
- (ix) The III International Biophysics Congress/General Assembly of the International Union of Pure and Applied Biophysics held at Cambridge, USA, from 29th August to 3rd September, 1969.
- (x) The 25th Annual Session of the Ceylon Association for the Advancement of Science held at Colombo on December 17-22, 1969.
- (xi) A Colloquium on Liquid Crystals held at Montpellier, France, on June 5-11, 1969.
- (xii) An International Conference and Seminar on Archaeology held at Colombo on August 21-27, 1969.



**5.31. Indian Science Congress:** The 57th Session of the Indian Science Congress was held at Kharagpur on January 3-9, 1970 under the presidentship of Dr. L. C. Verma. The session was inaugurated by Shrimati Indira Gandhi, Prime Minister of India.

**5.32. Financial Allocations:** Financial allocations for Scientific Surveys and Development during 1969-70 and 1970-71 are as given below :

(Rs. in lakhs)

| S. No. | Scheme   | Provision for 1969-70 |         | Budget Estimates for 1970-71 |
|--------|--|-----------------------|---------|------------------------------|
|        |  | Original              | Revised |                              |
| 1      | Survey of India                                      | 571.490               | 590.359 | 658.828                      |
| 2      | National Atlas Organisation                          | 12.840                | 11.123  | 13.383                       |
| 3      | Anthropological Survey of India                      | 20.458                | 17.722  | 22.906                       |
| 4      | Botanical Survey of India                            | 41.673                | 40.420  | 53.792                       |
| 5      | Zoological Survey of India                           | 33.727                | 31.826  | 38.569                       |
| 6      | Grants-in-aid to Scientific Societies and Institutes | 82.313                | 94.562  | 91.123                       |
| 7      | National Research Professors                         |                       |         |                              |
|        | (i) Payment of Salaries                              | 1.870                 | 1.934   | 3.549                        |
|        | (ii) Expenditure on Research Work                    | 1.120                 | 1.061   | 1.179                        |
| 8      | National Research Development Corporation            | 12.100                | 11.145  | 1.770                        |
| 9      | International Scientific Unions                      | 2.740                 | 2.740   | 2.180                        |

## CHAPTER VI

### COUNCIL OF SCIENTIFIC AND INDUSTRIAL RESEARCH

6.01. Prof. V. K. R. V. Rao, Union Minister of Education and Youth Services, took over as Vice-President, Council of Scientific and Industrial Research on February 14, 1969.

6.02. **Research and Industry:** The fifty-fifth meeting of the Governing Body of CSIR, held on May 14, 1969 under the chairmanship of Shrimati Indira Gandhi, Prime Minister and President, CSIR, discussed the problem of utilisation of research results emanating from the laboratories and decided that the programme of the laboratories must be related to the needs of the industry.

6.03 **Public Interest in Science:** An association of science editors in Indian languages (Bharatiya Vigyana Patrika Samiti) under the aegis of CSIR was inaugurated by Prof. V. K. R. V. Rao on March 19, 1969. The association's main objective is to foster in the lay public interest in science.

6.04. **International Collaboration:** A delegation of the USSR Committee of Science and Technology, which visited research institutions and industrial establishments in India at the invitation of CSIR, identified in consultation with the Indian delegation ten tentative areas of technology for collaboration between USSR and India.

6.05 The Council entered into an agreement with Mejdunarodnaia Kniga (International Publishing House), Moscow, for translation of Russian scientific periodicals by the Indian National Scientific Documentation Centre, New Delhi.

6.06. An agreement for scientific and technological cooperation between India and the Socialist Republic of Romania was signed in New Delhi in October, 1969.

6.07. The World Health Organisation designated the Central Public Health Engineering Research Institute, Nagpur, as its regional reference centre on air pollution from 1969 for 5 years.

6.08. **Research Grants:** Seventeen emeritus scientists and 58 retired scientists were provided grants for continuing their research. Six hundred and twenty-seven research schemes with a provision for 751 research fellows were in progress in universities and research institutions with grants-in-aid from the CSIR. *Ad hoc* research fellows numbering 1,543 pursued research in universities, research institutions and CSIR laboratories.

6.09. **Research Utilization:** Eighty-four patents were filed in India. Accepted and sealed patents were 105 and 46 respectively. Patents accepted and sealed in foreign countries were 5 and 4 respectively. Seventy-seven processes were released during the year to industry bringing the total number of processes/products released for commercial utilization to 371. Revenue accruing to CSIR from premia, royalties, consultation, testing and analysis and supply of project reports and other services amounted to Rs. 30 lakh.

#### RESEARCH AND DEVELOPMENT

6.10. Research programmes of CSIR laboratories are project-orientated and directed towards (i) effective utilization of India's natural resources for the economic development of the country; (ii) development of new processes and products and techniques to suit indigenous raw materials; and (iii) finding substitutes for scarce materials to reduce imports and thus save foreign exchange. A brief account of selected items of work of the national laboratories is given below to illustrate their impact on industry.

6.11. **Drugs and Pharmaceuticals.**—A process for the production of sorbide nitrate, a drug used in the treatment of angina

pectoris, was worked out by the National Chemical Laboratory (NCL), Poona. The Indian Schering Ltd., Bombay has utilised the NCL process for the manufacture of the drug.

A process for the manufacture of paracetamol, an analgesic, from indigenous phenol instead of imported *p*-aminophenol, worked out by the Central Drug Research Institute, Lucknow, was handed over to industry.

Investigations carried out at the Indian Institute of Experimental Medicine, Calcutta, showed that the antifungal antibiotic, versicolin, effectively inhibits the growth of *thioderma rubrum*, the casual agent of 90 per cent of skin infections in Eastern India

Investigations by the National Botanic Gardens, Lucknow, have shown that reserpine and allied alkaloids can be obtained from the roots of *vauvolfia serpentina* propagated in the laboratory by tissue culture techniques.

**6.12 Essential Oils and Perfumery Chemicals:** The Regional Research Laboratory (RRL), Jammu, developed an economic method for the production of pure citronellol and high-grade citronellol, which are at present imported from the essential oil of *eucalyptus citriodora*.

Optimum conditions for the cultivation of Java and citronella grasses and processes for the extraction of essential oils from citronella grasses and *cinnamomum tamala* leaves were established by RRL, Jorhat.

A project on the commercial production of  $\beta$ -phenylethyl alcohol, a perfumery chemical, was completed by NCL. A plant with a capacity of 150 tons per annum is being set up by Sunanda Aromatics Industries, Mysore, who sponsored the project

**6.13. Fuels, Metallurgy and Mineral Prospecting:** A vapour phase catalytic hydrogenation pilot plant (output 500 litres per day) was commissioned at the Central Fuel Research

Institute (CFRI), Dhanbad, as an integral part of the Institute's project on the production of liquid fuels from coal.

At the instance of the Uranium Corporation of India, Jaduguda (Bihar), the National Metallurgical Laboratory (NML), Jamshedpur, worked out process details for the recovery of copper, nickel and molybdenum from run-of-mine uranium ore prior to uranium extraction.

Naptha, a byproduct of petroleum refineries, was employed successfully for producing different grades of iron powder from iron ores and iron oxides. Iron powders are at present imported.

An alkali roast leaching process for removing phosphorus (80 per cent or more) from high-phosphorus manganese ores was developed by RRL, Bhubaneswar. The resulting manganese ore is suitable for ferro-manganese production.

The National Geophysical Research Institute, Hyderabad, carried out its first sea-borne magnetic survey off the Bombay coast using indigenous know-how and instrumentation to study the continent ocean boundaries, topography and geologic structures on sea-floor.

#### 6.14. Glass, Ceramics, Leather and Other Technologies:

At the instance of the Solid State Physics Laboratory, Ministry of Defence, New Delhi, the Central Glass and Ceramic Research Institute (CGCRI), Calcutta, developed a process for manufacturing high-alumina seals and spacers required for the development of electron tubes, diodes and triodes used in electronic equipment operating at ultra-high frequencies.

A process for manufacturing ultra-low density mica thermal insulation bricks utilizing waste mica was developed by CGCRI. The bricks are excellent substitutes for diatomite bricks presently imported to the extent of Rs. 15.20 lakh per annum.

The fire retardant paint developed by CGCRI using mica powder is suitable for application on wood, canvas, metals and hardboard.

The Regional Research Laboratory, Hyderabad, developed a process for preparing stable colloidal graphite formulations used as lubricants in glass and machine tools industries. Lubricants based on colloidal graphite (valued at Rs. 15 lakh) are imported.

The Central Leather Research Institute, Madras, worked out and standardized processes for the manufacture of leather boards from chrome tanned shavings and trimmings, and leathers used for the manufacture of hockey and cricket balls.

A pilot plant for defluoridation of drinking water was set up at Nalagonda (AP) to treat 20,000 gallons of water per day employing defluoran-2, a synthetic carbonaceous sulphonated product, developed by the Central Public Health Engineering Research Institute, Nagpur.

Protein concentrates rich in lysine will be produced from petroleum fractions in a pilot plant (50 kg. per day) set up at the Gujarat Refinery, Baroda, by the Indian Institute of Petroleum, Dehra Dun, in collaboration with the French Institute of Petroleum.

The Central Electrochemical Research Institute, Karaikudi, set up a pilot plant for the production of electrolytic manganese dioxide (capacity, 25 kg. per day); the product used as a depolarizer in high drain batteries is imported.

**6.15. Food and Fruit Technology:** An antifungal paste, which prevents fungus infection on the cut surfaces of bananas during transportation and storage, was developed by the Central Food Technological Research Institute (CFTRI), Mysore. Applied to the cut ends of bananas the paste controls decay for 18-21 days during storage at low temperatures. The development of this paste will boost banana exports.

Three types of Rourkela timplates with 0.02, 0.025 and 0.03 per cent phosphorus contents were evaluated and found suitable for canning mildly corrosive products like green peas, cabbage, potato and tomato and orange juices. This development is

important to the canning industry which imports over 50,000 tons of tinplate.

**6.16. Civil and Structural Engineering:** The Central Building Research Institute (CBRI) Roorkee, completed the foundation of a 15-storeyed electronics and telecommunication tower at the University of Roorkee with multi-under-reamed pile. This mode of construction reduces construction costs considerably.

The utility of open web structures for covering large areas economically was revealed by field investigations carried out by the Structural Engineering Research Centre, Roorkee. Adoption of such structures will result in considerable savings in steel.

**6.17. Equipment, Devices, Instruments and Appliances:** The National Physical Laboratory (NPL), New Delhi, fabricated helium-neon gas lasers, including the gas-filling system, using entirely indigenous materials. Laser mirrors with reflectance of over 99 per cent were also made.

An electrographic machine, similar to 'Xerox' for copying documents on ordinary paper by a dry process employing a re-usable photosensitive plate was developed by NPL, New Delhi. Fabricated with indigenous components, the machine is estimated to cost Rs. 15,000; imported machines cost about Rs. 1 lakh.

A prototype of transistorized excitation control system for diesel electric locomotives was designed and fabricated by the Central Electronics Engineering Research Institute, Pilani. The prototype, successfully commissioned on a locomotive, is under service trials.

The National Aeronautical Laboratory, Bangalore, designed and developed a 10-ton electrohydraulic programme load fatigue testing machine using largely indigenous components. The machine is 50 per cent cheaper than the imported counterpart.

The prototype of the waste-heat cooler (capacity, 0.5. ton) developed by the Central Mechanical Engineering Research Institute, Durgapur, using indigenous materials, employs a modified vapour-absorption cycle to suit the temperature of flue gases in industrial furnaces or other heat sources such as solar energy or waste steam.

The Central Salt & Marine Chemicals Research Institute, Bhavnagar, perfected designs of humidification-dehumidification plants of varying capacity for desalinating sea water.

The NCL, Poona, fabricated a potentiometric strip chart recorder using mostly indigenous components. The unit can be used for monitoring and control of temperature, flow rates, levels, pressure, humidity, pH, etc. The design details were released to a firm.

Cadmium sulphide photoconductive cells based on photo-sensitive cadmium sulphide crystals, developed by NCL, Poona, are superior to evaporated CdS devices.

Scientific instruments designed and developed by the Central Scientific Instruments Organization, Chandigarh, include (i) E.C.G. simulator for the electro-cardiograph machine, (ii) single-channel analyser with pulse amplifier, and (iii) digital voltmeter.

**6.18. Industrial Research Associations:** A fibre length tester, which gives complete analysis of a cotton sample in 15 minutes was developed by the Ahmedabad Textile Industry's Research Association (ATIRA), Ahmedabad. A semi-automatic sampler was also designed to prepare aligned fibre tufts from the cotton sample. The tester and the Sampler are cheaper and better than the imported instruments.

Based on chemical modification of cotton, the Bombay Textile Research Association, Bombay, developed a durable press process for polyester-cotton fabrics. The treated fabrics show good performance up to 20 wear and laundering cycles.



The Indian Jute Industries Research Association, Calcutta, developed a chemical-cum-mechanical technique for upgrading poor quality jute fibres for utilization in better quality products.

#### GENERAL

6.19. **Dissemination of Scientific Information:** Important publications brought out by CSIR, includes (1) Wealth of India; Raw Materials, Vol. VIII, PhQ-Re; (2) Evolution of Life; (3) Indian Thysanoptera (Publications & Information Directorate); (4) The Directory of Scientific Research Institutions in India 1959 (Insdoc); and (5) A Directory of Scientific Instruments and Components Manufactured in India (CSIO, Chandigarh).

6.20. **The Sarkar Committee:** The President, CSIR, under Rule 57 of the Rules & Regulations of the CSIR appointed a Committee of Inquiry to look into the personnel policies being followed at various levels, distribution of royalties and over-all functioning of the CSIR. The Committee was set up on June 1, 1968 under the chairmanship of Shri Justice A. K. Sarkar. The Committee submitted Part I of its Report to the President, CSIR, on February 27, 1970 dealing largely with matters relating to personnel policy.

6.21. **Finance:** The financial provisions for CSIR for 1969-70 (revised) were Rs. 2012.171 lakh: recurring—Rs. 1395.446 lakh, capital—Rs. 614.155 lakh and Colombo Plan funds—Rs. 2.570 lakh. The budget estimates for 1970-71 are Rs. 2223.250 lakh: recurring—Rs. 1510.142 lakh, capital—Rs. 703.108 lakh and Colombo Plan Funds—Rs. 10 lakh.

## CHAPTER VII

### SCHOLARSHIPS.

7.01. Programmes of scholarships operated by the Ministry of Education and Youth Services (excluding those operated by UGC or NCERT) fall into three main categories; (1) scholarships for Indians to study in India; (2) scholarships for Indians to study abroad; and (3) scholarships for foreign nationals to study in India.

#### A: SCHOLARSHIPS FOR INDIANS TO STUDY IN INDIA

7.02. **National Scholarships Scheme:** The National Scholarships Scheme was started in 1961 with the object of providing financial support to talented students to pursue their education beyond the school stage. The number of fresh awards under the scheme was raised to 8,500 in 1969-70 and it is proposed to maintain it at the same level in 1970-71.

7.03 **National Loan Scholarships Scheme:** The amount of loan under the National Loan Scholarships Scheme varies from Rs. 720 to Rs. 1750 per annum, according to the courses and is recoverable in monthly instalments commencing one year after the loanee secures employment or three years after the completion of his studies, whichever is earlier. If, however, a loanee joins the teaching profession, one-tenth of the loan is written off for every year of service put in as a teacher. In 1969-70, 20,000 awards were distributed among all the States and Union Territories through whom the scheme is operated. This number is proposed to be maintained in 1970-71 also.

7.04. **National Scholarships Scheme for the Children of School Teachers:** All children of working school teachers who pass any of the school-leaving/PUC examinations with 60 per

cent marks or above in the year of award are eligible for these scholarships. Five hundred fresh awards were given in 1969-70 and it is proposed to maintain the level during the subsequent year of the Fourth Plan.

**7.05. Scholarships to Students from Non-Hindi Speaking States for Post-Matric Studies in Hindi:** The scheme seeks to promote the study of Hindi beyond secondary stage in non-Hindi speaking States and to make trained personnel available to teach Hindi or to man those posts where the knowledge of Hindi is necessary. In 1969-70, 1000 awards were made and at least the same level will be maintained next year.

**7.06. Merit Scholarships for Studies in Residential Schools:** Under the scheme which is designed to provide opportunities of good all-round school education to talented children from low-income families, 200 fresh scholarships are awarded every year.

**7.07 Scholarships to Young Workers in Different Cultural Fields.** This scheme seeks to provide opportunities to talented young persons for advanced training in music and dance. Twenty-five scholarships are awarded under the scheme every year.

#### B. SCHOLARSHIPS FOR INDIAN NATIONALS FOR STUDY ABROAD

7.08. The scholarships in this category may be grouped under three heads: (1) scholarships offered by the Government of India; (2) scholarships under Commonwealth programmes; and (3) scholarships offered by foreign governments, organisations or institutions.

##### I. SCHOLARSHIPS OFFERED BY THE GOVERNMENT OF INDIA

**7.09. Overseas Scholarships to Scheduled Caste, Scheduled Tribe, etc. Students for Studies Abroad:** Nine such scholarships are available each year to students belonging to scheduled caste, scheduled tribe, denotified, nomadic and semi-nomadic tribe students for studies abroad. During the year, three sche-

duled tribe and six scheduled caste students were awarded the scholarships.

**7.10. Passage Grants to Scheduled Caste, Scheduled Tribe, Denotified, Nomadic and Semi-Nomadic Tribe Students:** Nine passage grants, four for scheduled caste, four for scheduled tribe and one for denotified, nomadic or semi-nomadic tribe students are available each year for studies abroad. No grant was made in 1969-70 due to non-availability of eligible candidates.

**7.11. Partial Financial Assistance (Loan) Scheme:** The scheme provides for the grant of loans towards a part of the expenditure on passage and maintenance to such academically distinguished students as have obtained admission into foreign universities, organisations, etc., for study in subject-fields for which adequate facilities do not exist in India.

**7.12. Special Educational Loans (consequent on devaluation) to Parents/Guardians of Indian Students Studying Abroad:** Introduced in the wake of devaluation of the rupee, on 6th June, 1966, the scheme seeks to assist the parents/guardians of Indian students to enable them to meet the increased cost of remittances due to devaluation. The scheme has benefited a very large number of persons.

## II SCHOLARSHIPS UNDER COMMONWEALTH PROGRAMMES

7.13 Under the Commonwealth Scholarships and Fellowships Plan, the following scholarships were offered to India during the year :

(a) **Australia:** For 1969-70, two selected scholars left for Australia for postgraduate studies. Final selections out of the five nominations for 1970-71 scholarships are awaited from the Australian Government. For 1971-72, five nominations have been invited and the offer is being processed.

(b) **Canada:** Against the offer for 1969-70, 12 selected scholars left for postgraduate studies in Canada. Selections against the offer of 24 nominations for 1970-71, were made and

the nominations sent to the Canadian Government for final selection.

(c) **Ceylon, East Africa, Ghana, Jamaica and Hong Kong:** Offers of two nominations each from East Africa, Ghana, Jamaica and Hong Kong, and of three nominations from Ceylon for 1970-71 scholarships are being processed.

(d) **New Zealand:** No nominee was finally selected by the New Zealand Government against the two nominations sent for 1970-71 scholarships. For 1971-72, two nominations have, however, been invited and are being processed. Besides, an offer of unspecified number of awards under the Commonwealth Medical Aid Programme, 1971-72, has been received from the New Zealand Government and is being processed.

(e) **United Kingdom:**

(i) Against the offer of 40 scholarships for postgraduate studies|research for 1969-70, 35 scholarship-holders proceeded to the UK. Selections for 1970-71 scholarships have been made and 67 nominations sent.

(ii) Thirty-three awardees of teacher training bursaries for 1969-70 proceeded to the UK. The UK Government invited 35 nominations for such bursaries for 1970-71. These have been sent and final awards are awaited.

### III. SCHOLARSHIPS OFFERED BY FOREIGN GOVERNMENTS, INSTITUTIONS OR ORGANISATIONS

7.14. The scholarships|fellowships offered during the period by foreign governments, institutions or organisations are outlined below :

1. **Austria:** The scholars who were selected and availed themselves of the offer include one for postgraduate studies, two for studies in hotel management and tourism, and two for veterinary medicine.

2 **Belgium:** Against five fellowships offered, three candidates have already left for Belgium and one has declined the offer.

3. **Czechoslovakia:** Seven scholarships were awarded during the year.

4. **Denmark:** Against an offer of four scholarships, three candidates have been selected. Information about the remaining is awaited.

5. **France:** The offer of 62 scholarships for 1970-71 has been received and is being processed.

6. **Finland:** One candidate has been approved.

**7 Federal Republic of Germany:**

(i) In 1969, seven candidates were selected for fellowships offered by the *Alexander Von Humboldt Foundation* and have proceeded to West Germany. Twenty-four nominations for the fellowships have been made for 1970.

(ii) Of the 14 selected candidates for fellowships offered by *German Academic Exchange Service* in 1969, 11 have proceeded to West Germany and three have declined the offer. Twenty-four nominations have been made for 1970.

**8. German Democratic Republic:**

(i) Ten scholarship-holders left for East Germany against the 1968 offer.

(ii) Ten nominations have been sent against the 1969 offer. Final selections were awaited.

(iii) Five scholarships for training of coaches in physical education were awarded in 1969 and the awardees proceeded to the GDR. A similar offer for 1970 has been received and is being processed.

(iv) Two nominations for the training of Indian physicians in combating tuberculosis have been sent and final acceptance is awaited.

9. **Greece:** The approval of the two candidates nominated against the 1969-70 scholarships has been received.

10. **Hungary:** Nominations have been made against an offer of six scholarships for 1969-70.

11. **Italy:**

(i) Four candidates were selected against the offer of the Italian Government and left for their studies in Italy.

(ii) Two candidates were selected against the scholarships offered by the *Italian Institute for Economic Development* and have taken up their studies in Italy.

12. **Japan:**

(i) Nominations have been made for six scholarships offered by the Japanese Government and final selections are awaited.

(ii) One candidate has been selected against an offer from the Research Institute of Tele-Communication, Tohoku University.

13. **Netherlands:** An offer of fellowships for 1970-71 received from the Netherlands Government is being processed

14. **Norway:** Eight candidates have been selected for fellowships offered in 1969-70. The offer for 1970-71 is being processed.

15. **Poland:** Seven candidates were selected against an offer for 1969-70. Seven candidates have been selected for postgraduate studies in town and country planning (regional planning). Another offer of 50 scholarships for vocational training in various branches of industry is being processed

16. **Romania:** An offer of one scholarship for 1969-70 has been received and is being processed.

17. **Spain:** The approval of one nominated candidate for 1969-70 scholarships was received, but the selected candidate declined the offer.

18. **Sweden:** In 1969-70, five candidates were selected against an offer from the *Swedish International Development* authorities for the International Seminar on Research and Education in Physics in the University of Uppsala, and they left for Sweden. A similar offer for 1970-71 is being processed.

19. **UAR:** The Government of UAR treated the extensions granted to the existing scholarship-holders in the UAR and also the awards made by them to some Indian nationals already studying there on their own initiative as fresh awards of scholarships against their usual annual quota of 10 scholarships for Indian nationals.

20. **Turkey:** The approval of the two candidates nominated by the Ministry for 1969-70 scholarships was received.

21. **USSR:**

(i) Of the 41 candidates approved for the 1969-70 offer of scholarships for postgraduate studies/research/teacher training and higher specialisation (which included five each for the Indian Institute of Technology at Bombay and the Institute of Russian Studies, New Delhi.) 24 left for the USSR. An offer of 50 scholarships for 1970-71 has been received.

(ii) Against an offer of 30 scholarships for 1969-70 made by the *People's Friendship (Partice Lumunba) University*, Moscow, all the selected candidates left for Moscow

22. **Yugoslavia:** All the five selected scholars left for Yugoslavia against an offer for 1969-70.

23. **United Kingdom:**

(i) Out of seven scholarship-holders selected for the apprenticeships offered by *M/s. Rolls Royce Ltd., London* for 1969-70, six have already proceeded to the UK. A similar offer for 1970-71 is being processed.

(ii) Ten awardees of the 1969-70 *British Council* scholarships left for their studies in the UK under the 1969-70 scholarship awards. A similar offer for 1970-71 is being processed.



(iii) Two awardees of the 1969-70 *Imperial Relations Trust* (UK) fellowships proceeded to the UK for research in education. A similar offer for 1970-71 is being processed.

(iv) *The Nehru Memorial Trust* (UK) has offered two scholarships for study/research for 1970-71 and the offer is being processed.

(v) The *Royal Commission* had invited six nominations for Royal Commission for Science Research and Rutherford Scholarships, 1970-71. The offer is being processed.

## C. SCHOLARSHIPS FOR FOREIGN NATIONALS FOR STUDY IN INDIA

### 1. *Scholarships offered by the Government of India*

**7.15 General Cultural Scholarships Scheme:** Scholarships under this scheme are awarded to the nationals of various Asian, African and other countries for post-secondary studies in India. In 1969-70, 180 scholarships were awarded. It is proposed to award the same number of scholarships in 1970-71 also.

**7.16. International Students' House:** For the benefit of students from other countries, it has been decided to construct International Students Houses at Calcutta and Bombay in co-operation with the State Governments and universities concerned.

### II. *Scholarships under Commonwealth Programmes*

**7.17. Under the Commonwealth Scholarships and Fellowships Plan for 1969-70,** the Government of India offered 45 scholarships and five fellowships to the nationals of other Commonwealth countries for study/research in India. Against the offer, four awardees from Fiji, two each from the UK, Mauritius, Canada, Barbados, Singapore and Ceylon, and one each from Uganda, Trinidad, Tanzania and Jamaica joined their courses of study. Three more scholars from the UK are due to arrive.

**7.18. Bursaries for the Training of Craft Instructors:** Under the Commonwealth Education Co-operation Plan, 10 bursaries

were offered to the nationals of such Commonwealth countries in Asia, Africa and Latin America as are not covered under the Colombo Plan, for training as craft instructors at the Central Training Institutes in India. One scholar from Uganda and two scholars from Tanzania have arrived.

**7.19. Short-Term Visit of Senior Educationists from Commonwealth Countries:** Three senior educationists of other Commonwealth countries were selected for their short-term visit to this country under the Commonwealth Education Co-operation Plan, during 1969-70.

### III. *Scholarships under Cultural Exchange Programmes, Bilateral or Other Arrangements*

**7.20. Cultural Exchange Programmes:** The position on the scholarships awarded under cultural exchange programmes between India and other countries, during the period under report is outlined below:

(1) **Bulgaria:** One scholarship-holder of the 1965-66 batch completed her studies and left the country, while another of the 1967-68 batch left after completing his research.

(2) **Czechoslovakia:** Three scholars of the 1968-69 batch left after completing their studies; two more of the same batch arrived in November 1969 and joined the Tata Institute of Fundamental Research, Bombay. Against five scholarships offered in 1969-70, two awardees joined their courses of study—one in Delhi University and the other in the Indian Institute of Science, Bangalore, and two more are expected to come shortly.

(3) **German Democratic Republic:** An offer of five scholarships for 1969-70 was made to the GDR Government.

(4) **Greece:** Two scholarship-holders of the 1966-68 batch were awarded fresh scholarships under the 1968-69 offer and they continued with their studies.

(5) **Poland:** One nomination was received against the five scholarships offered for 1969-70.

(6) **Romania:** The scholarship-holder of the 1968-69 batch left in November, 1969 after completing his research. Nominations were also received against the offer of one scholarship for 1969-70.

(7) **UAR:** Five scholarship-holders of earlier batches were granted extension against five scholarships offered for 1967-68. An *ad hoc* scholarship already granted, was adjusted against one scholarship. Of the three fresh scholarships granted to new candidates, one is likely to join shortly while another nomination is under consideration.

(8) **USSR:** Against the offer of 25 scholarships for 1968-69, 22 nominations have been received and 19 availed themselves of the scholarships, and left India after completing their studies. Against an offer of 20 scholarships for 1969-70, 19 nominations have been received. Acceptance letters in respect of 18 were sent out, of whom eight joined their courses of study.

(9) **Yugoslavia:** One scholarship-holder each of the 1964-65 and the 1966-67 batches left during the period, after completing their studies. Three of the 1967-68 batch were continuing their studies. Against an offer of five scholarships for 1969-70, one awardee arrived while acceptance letters to two more were sent out. The cases of the remaining are under consideration.

**7.21. Reciprocal Scholarships Scheme:** Six scholars of the 1967-69 batch—one each from Italy, Chile, Haiti and San Marino and two from East Germany—returned to their respective countries after completing their studies. Four scholars—one each from Sweden, San Marino, Formosa and Belgium—arrived in India and joined their respective universities/institutions. Against an offer of 30 scholarships for 1969-71, eight scholarship—or fellowship-holders—three from Denmark, one from Finland, one from Italy and three from the Netherlands—arrived in India and joined their courses of study. Besides, three awardees of earlier years—one each of Austria, the

Netherlands and Belgium—were awarded scholarships/fellowships afresh.

**7.22. Aneurin Bevan Memorial Fellowships:** The nomination for one fellowship for 1969-70 was received.

**7.23. French Fellowships Scheme:** Six fellowship-holders of the 1968-69 batch arrived in India and joined their courses of study. Against an offer of six fellowships for 1969-70, six nominations made by the French Government are being processed.

**7.24. Scholarships for West German Nationals:** During the period, two awardees of the 1966-67 batch returned to West Germany after completing their studies and one arrived. Against an offer of ten scholarships for 1969-70, two nominations from the FRG Government had been received. One scholarship-holder returned to West Germany after conducting research for a period of four months and the other was expected to arrive shortly.

**7.25. Financial Allocations:** The financial allocations for the various scholarships schemes described in the chapter for 1969-70 and 1970-71 are indicated below:

(Rs. in lakhs)

| S.<br>No. | Scheme  | Provision for<br>1969-70 |         | Budget<br>Estimates<br>1970-71 |
|-----------|---|--------------------------|---------|--------------------------------|
|           |   | Original                 | Revised |                                |
| 1         | 2   | 3                        | 4       | 5                              |
|           |   | Rs.                      | Rs.     | Rs.                            |
| 1         | National Scholarships Scheme                              | 245.65                   | 226.11  | 283.64                         |
| 2         | National Loan Scholarships Scheme                         | 524.70                   | 512.83  | 630.38                         |
| 3         | National Scholarships for the Children of School Teachers | 21.27                    | 20.872  | 23.77                          |

| 1  | 2  | 3     | 4     | 5     |
|----|--|-------|-------|-------|
| 4  | Scholarships from Non-Hindi Speaking States for Post-Matric Studies in Hindi . . . . .   | 13.40 | 8 80  | 18 47 |
| 5  | Government of India Merit Scholarships for Studies in Residential Schools . . . . .  | 15 41 | 15.41 | 15 45 |
| 6  | Scholarships to Young Workers in different Cultural Fields . . . . .   | 1.80  | 1.80  | 1 80  |
| 7  | Overseas Scholarships to Scheduled Caste, Scheduled Tribe, etc., Students for Studies Abroad . . . . .                           | 3.00  | 3.00  | 3.62  |
| 8  | Scheme for Special Educational Loans to Parents/Guardians of Indian Students Studying Abroad Consequent on Devaluation . . . . . | 30.00 | 5.00  | 5.00  |
| 9  | Partial Financial Assistance (Loan) Scheme . . . . .   | 2.00  | 2.00  | 2.00  |
| 10 | Indian Scholars Going Abroad against Scholarships. . . . .   | 2.75  | 2.75  | 2.75  |
| 11 | General Cultural Scholarships Scheme . . . . .   | 27.50 | 27.50 | 27.50 |
| 12 | International Students Houses: Calcutta and Bombay . . . . .   | 3.00  | ..    | 4.00  |
| 13 | Foreign Scholars for Study in India . . . . .  | 7.75  | 7.65  | 9.67  |

## CHAPTER VIII

### DEVELOPMENT OF LANGUAGES

8.01. Article 351 of the Constitution vests the Union Government with the responsibility of enriching, developing and promoting Hindi so that it may serve as a medium of expression for the diverse elements of our composite culture. The democratic aspirations of the people of a multilingual country like India, the integration of the country's various components on a national scale and in this context, the progress of education itself, in an age of scientific and technological advance, make it imperative that all the major Indian languages should be enriched and developed in the right direction. It was in this context that on 18th January 1968 the following Government Resolution was adopted by both Houses of Parliament:

“Whereas the Eighth Schedule to the Constitution specifies 14 major languages of India besides Hindi and it is necessary in the interest of the educational and cultural advancement of the country that concerted measures should be taken for the full development of these languages;

“This House resolves that a programme shall be prepared and implemented by the Government of India, in collaboration with the State Governments for the co-ordinated development of all these languages, alongside Hindi so that they grow rapidly in richness and become effective means of communicating modern knowledge.”

To give effect to the directive contained in the above Parliamentary Resolution, and the decision to switch progressively

to regional languages as media of instruction at the stage of higher education entail massive book production programmes in Indian languages. To realise these objectives several significant programmes have been launched by the Ministry, a brief account of which is given in the various sections of this chapter.

#### A: PROMOTION AND DEVELOPMENT OF HINDI

8.02. *The Commission for Scientific and Technical Terminology (CSTT)*, New Delhi, has been engaged in the work of evolving terminology. It has so far completed the work on evolving terminology in almost all the subjects, except engineering, economic and defence science although the finalisation of terms in a number of subjects has yet to be accomplished. A broad-based and permanent "Continuing Terminology Unit" is proposed to be created to continue work in some new and growing branches of subjects and to meet the continuous terminological needs of various departments and universities.

8.03. **Glossaries, Manuals and Dictionaries:** During the period under review, the CSTT brought out two new glossaries (1) Humanities V (Linguistics); and (2) Engineering—IV (Electrical and Mechanical) and published a Manual of Physical Geography. In view of the decision to complete terminological work early, all work on definitional dictionaries was stopped during the year. This will, however, be taken up after the completion of terminology work.

8.04. *The Central Hindi Directorate (CHD)*, New Delhi, is also pursuing a few dictionary projects. With the concurrence of the Planning Commission and the Ministry of Finance, a new scheme for the preparation of trilingual dictionaries (Hindi-English-Regional Language) has been finalised in October, 1969. Under it, the CHD will prepare, to start with, trilingual dictionaries in Kannada, Malayalam, Tamil and Telugu with Hindi as the base language. Work on the following dictionaries/glossaries has already been undertaken by the CHD :  
(i) Dictionary of Hindi Usage; (ii) revised editions of bilingual

glossaries of words common to Hindi and other regional languages; and (iii) revised and enlarged editions of *Vyvaharic Hindi-English Shabd-kosh*. The preparation of an *Etymological Dictionary* was entrusted to the Saugar University. Work on publishing a Marathi-Hindi dictionary entrusted to the Maharashtra 'Rashtrabhasha Prachar Sabha, Poona, with a grant of Rs. 12,500 is in progress. Mention may also be made of a 12-volume Hindi Encyclopaedia being brought out by the Nagari Pracharini Sabha, Varanasi with a grant from the Ministry. Eleven volumes have already been published, and the twelfth is nearing completion.

**8.05. Translation of Office Manuals, Codes and Other Procedural Literature of the Government of India:** During the year, nearly 23,000 pages were received by the CHD from various Ministries/Departments of the Union Government for translation, out of which 12,000 pages were translated and returned, while work on the remaining is in progress.

**8.06. Magazines and Journals:** The following three journals are brought out by the CHD and CSTT to promote and propagate Hindi: (i) Bhasha quarterly devoted to problems of language and literature, by the CHD; (ii) *Hindi Samachar Jyoti*, a monthly news journal to disseminate information relating to the progressive use of Hindi for official purposes as well as the progress made in regard to the propagation, development and enrichment of Hindi, by the CHD; and (iii) *Vidya* devoted to a review of literature at the university level and discussion on problems in the field by the CSTT.

**8.07 Free Gift of Hindi Books:** Against the target of 300 titles on literary and general interest involving nearly 1,50,000 copies, 262 titles involving 60,000 copies were purchased for



distribution to schools, colleges and public libraries in non-Hindi speaking States, involving an expenditure of Rs. 1,35,000 under the scheme operated by the CHD.

**8.08. Hindi Information Centre:** A Hindi Information Centre was set up in the Central Hindi Directorate in 1966 to provide authentic information pertaining to various aspects of Hindi language and literature. A telephone service to provide promptly Hindi equivalents of technical terms to the general public and Government offices was started in October, 1963.

**8.09. Correspondence Courses for Teaching Hindi to Non-Hindi Speaking People and Foreigners:** Three correspondence courses are conducted by the Central Hindi Directorate for teaching Hindi. Personal contact programmes to impart additional training in pronunciation and conversation as well as to solve grammatical problems are also arranged at different centres in India. So far six such programmes have been arranged by the Directorate, one each at Calcutta, Bangalore, Ernakulam, Calicut, Madras and Bombay.

**8.10. Appointment of Hindi Teachers:** Under this scheme financial assistance is given on a 100 per cent basis to the Governments of non-Hindi speaking States for the appointment of Hindi teachers at the higher primary, high and higher secondary stage for teaching Hindi. The teachers appointed up to the end of the Third Plan became the liability of the State Governments concerned. Assistance is now given only in respect of the teachers who have been appointed in 1966-67 and continued thereafter. Nearly 5,200 such teachers in higher primary, high and higher secondary schools are at present in position.

**8.11. Establishment of Hindi Teacher Training Colleges in Non-Hindi Speaking States:** Under this scheme the Ministry extends financial assistance on a 100 per cent basis to State Governments for the establishment of Hindi teacher training colleges in non-Hindi speaking States so that adequate number

of trained teachers are available for teaching Hindi in high and higher secondary schools. This scheme is also continuing from the Second Plan. It has been decided that the Hindi teacher training colleges established during the Second Plan period and continued in the Third Plan will also continue to receive financial assistance from the Union Government till the end of the Fourth Plan.

**8.12. Kendriya Hindi Shikshana Mandal, Agra:** Set up in 1960, this institution at present offers two Hindi teachers training courses, namely, Nishnat and Parangat. In the 1969-70 session the Mandal admitted 171 students from various non-Hindi speaking States for the training courses. The Mandal also arranges a refresher course in India for Hindi teachers and lecturers of non-Hindi speaking States and one such course was held in December 1969, attended by 37 students. The Mandal, under the Fourth Plan, will be implementing a few more schemes like (a) development of methodology of teaching Hindi for different linguistic regions; (b) research for evolving a method of teaching Hindi whereby a person could acquire a working knowledge of Hindi in a comparatively shorter period of six to eight months; (c) a compressed course for giving training to Hindi-knowing trained teachers of non-Hindi speaking States; (d) a comprehensive course for such foreigners as receive scholarships and grants for the study of Hindi in India; and (e) production of gramophone records, tapes for Hindi speech, grammar and select recitation. It further proposes to start shortly an intensive three/four-month Hindi training course for class I officers of the Government of India. It is also proposed to give financial assistance to the various non-Hindi speaking States for organizing State-level seminars, refresher courses, etc., for their Hindi teachers. This decision, which was taken at the last meeting of the Hindi Shiksha Samiti, has been communicated to the State Governments concerned and the expenditure incurred by them in this behalf will be reimbursed.

**8.13. Financial Assistance to Voluntary Organisations:** Out of the provision of Rs. 14,00,000 for this scheme for

1969-70, a sum of Rs. 4,00,000 was sanctioned, till the end of February, 1970 to nearly 100 voluntary organizations for holding free Hindi classes and other Hindi propagational activities in non-Hindi speaking States. This amount represents one-fourth of the grant approved for payment to these organisations during 1969-70. The second instalment amounting to three-fourth of the grant was likely to be released before the close of the year.

**8.14. Hindi Shiksha Samiti:** The Hindi Shiksha Samiti advises the Government on matters relating to the propagation and development of Hindi. To keep a proper watch over the programmes and to follow up systematically the implementation of the various schemes a Karyakarini Upsamiti consisting of 15 members was set up in place of the three Standing Committees of the Hindi Shiksha Samiti. The Hindi Shiksha Samiti and the Upsamiti each held two meetings during 1969. Another meeting of the Upsamiti was likely to be held in February, 1970.

#### B: PROMOTION OF SANSKRIT

**8.15. Kendriya Sanskrit Parishad:** In pursuance of a decision to set up a Sanskrit advisory body with a broader base having due representation from the various State Governments and the various agencies engaged in the propagation and development of Sanskrit, the Ministry has set up the Kendriya Sanskrit Parishad and abolished the Central Sanskrit Board with effect from December 24, 1969.

**8.16. Financial Assistance:** Based on the recommendations made by the Sanskrit Commission a number of schemes for the promotion of Sanskrit are implemented by the Ministry. These, among others, include financial assistance to voluntary Sanskrit organisations, Gurukulas, Sanskrit journals and eminent Sanskrit pandits in indigent circumstances. Grants to the Gurukulas are given towards their maintenance and for awarding stipends to students. Grants to Sanskrit journals are designed to bring about the needed improvement in their form, content and quality. For financial assistance to Sanskrit pandits, grants are released to State Governments/Union Administrations.

**8.17. Sanskrit Literature:** This includes reprinting important-out-of-print Sanskrit classics and preparation of Shastrik and bi-lingual dictionaries. 230 books bearing on Sanskrit language and literature were purchased during the year for free distribution among educational institutions. 20 Sanskrit publications were brought out during the period by individuals and organizations with the financial assistance provided by the Ministry. An important out-of-print book, namely, *Kathasarit Sagar* was got printed through private publishers.

**8.18. Sanskrit Dictionary:** The Deccan College Postgraduate and Research Institute, Poona, continued to make progress on the project of compiling a Sanskrit-English dictionary based on historical principles for which financial assistance has been given by the Ministry. As was decided by the Review Committee, the first two stages of the project, namely, extraction of vacables and the completion of scriptorium would be completed by September, 1971. The preparation of the press copy is scheduled for completion by September, 1976.

**8.19. Scholarships:** The Ministry provides research scholarships to the students of traditional Sanskrit pathshalas. About 125 scholars continued to receive scholarships during the year. 97 completed their research work and submitted their theses which were under consideration for publication by the Kendriya Sanskrit Vidyapeetha, Tirupati. About 3,000 merit scholarships are also awarded to students studying Sanskrit in higher secondary schools.

**8.20. All India Sanskrit Elocution Contest:** The eighth all-India Sanskrit Elocution Contest for students of Sanskrit institutions was held during the year and three prizes in each of the 8 subjects of contest were awarded to successful winners.

**8.21. Sanskrit Day Celebrations:** As part of this Ministry's participation in Sanskrit Day Celebrations, a Vedic Convention was held on August 27-28, 1969. Inaugurated by Prof V. K. R. V. Rao, the Union Minister of Education and Youth

Services, the function was held under the chairmanship of Shri Bhakt Darshan, the Union Minister of State in the Ministry. About 75 Vedic scholars from all over the country participated in the convention.

**8.22. Kendriya Sanskrit Vidyapeetha, Tirupati:** The Vidyapeetha brought out several important publications during the year. It also started its instruction wing in the shastras. New buildings for the Vidyapeetha are likely to be constructed shortly.

**8.23. Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, Delhi:** The Vidyapeetha provides facilities for imparting training in the methods of teaching Sanskrit and for research and higher studies in Sanskrit on traditional lines. It receives financial assistance from the Ministry. New buildings for the Vidyapeetha are likely to be constructed shortly.

#### C: DEVELOPMENT OF OTHER LANGUAGES

**8.24. Scheme of Assistance to Voluntary Organizations for the Development of Indian Languages:** As a Central scheme, this has been in operation from the middle of the Second Plan. Under it, grants up to 50 per cent of the expenditure on approved items are sanctioned for bringing out publications like encyclopaedias, bilingual dictionaries, books of knowledge, publications bringing out similarities among the various Indian languages, catalogues of manuscripts, books of cultural, literary, indological or linguistic interest, etc. Grants on the same basis are given for holding literary conferences, seminars and exhibitions and for other important activities relating to the development of Indian languages. Assistance is also extended for purchasing a limited number of copies of printed publications. The quantum of financial assistance for teaching Indian languages other than Hindi and Sanskrit in regions where these are not the official or State language was raised to 75 per cent during the year.

**8.25. Grants to Cultural-cum-Language Organisations:** *Ad hoc* grants are given to a few cultural-cum-language organisations, namely, (1) Anjuman-e-Tarrequi-e-Urdu Hind.

Aligarh, (2) Prachya Vidya Vihara, Calcutta, (3) Bharat Itihas Sanshodhan Mandal, Poona, and (4) Abul Kalam Azad Oriental Research Institute, Hyderabad, which are engaged in conducting research in history, philosophy, culture, languages and other allied areas of study. A review is being made to assess whether recurring maintenance grants to these institutions which are basically *ad hoc* in nature, should be continued and, if so, for how long.

**8.26. Award of Prizes for Books/Manuscripts in Any Indian Language Other than Hindi and Sanskrit:** To encourage Indian writers all over the country to learn the languages of other regions and thus to promote social cohesion and national integration, the Ministry has decided during the year to institute a prize scheme under which prizes of the value of Rs. 1,000 each will be awarded to authors for books/manuscripts written by them in any Indian language other than their mother tongue, Hindi or Sanskrit. For the purpose of this scheme, the Indian languages (other than Hindi and Sanskrit) are divided into four groups, namely, (i) Group-I: Urdu, Kashmiri, Punjabi and Sindhi; (ii) Group II: Marathi and Gujarati; (iii) Group III: Bengali, Oriya and Assamese; and (iv) Group IV: Tamil, Telugu, Kannada and Malayalam. Authors shall be required to submit books/manuscripts written by them in a language other than the group to which their mother tongue belongs. Subject choices can be made from fiction, drama, memoirs, travelogues and essays, poetry, and translations of standard literary works of one regional language into another. Every year, 65 prizes of Rs. 1,000 each are proposed to be awarded, on an average of five prizes for each of the 13 languages. The final awards under the scheme will be announced on 8th February every year, because it is the birthday of the late President of India, Dr. Zakir Husain.

**8.27. Regional Language Centres for the Training of Language Teachers:** The scheme of the establishment of regional language centres under the administrative control of the C.H.L. is a significant breakthrough in the field of Indian educa-

tion. The main objective of the scheme is to provide incentive to all India States on an even basis for the implementation of the Three-Language Formula, and to offer assistance to the Hindi-speaking States on the same basis as is being offered to the non-Hindi speaking States in the teaching of Hindi. By training graduate teachers in an Indian language other than their regional language, these centres will introduce the concept of a 2-language teacher in Indian schools. It has been decided to establish four Regional Language Centres in the country, each centre providing facilities for a group of languages. The centres will be established at Poona (for Gujarati, Marathi and Sindhi), Mysore (for Tamil, Telugu, Malayalam and Kannada); Bhubaneswar (for Assamese, Bengali and Oriya); and Patiala (for Punjabi, Urdu and Kashmiri). The centres at Mysore and Bhubaneswar have been established during the year under review. The training courses in these centres will start from July 1970. The Fourth Plan outlay for the scheme is Rs. 1 crore.

#### D. LANGUAGE INSTITUTES

8.28. **Central Institute of Indian Languages, Mysore:** A significant step taken by the Ministry to promote Indian languages was the establishment of the Bhartiya Bhasha Sansthan (Central Institute of Indian Languages) which was inaugurated on 17th July, 1969, by the Union Minister for Education and Youth Services at Mysore. Set up to promote the development of all Indian languages through inter-linguistic research, a major task of the Institute is to identify the bonds of unity among different Indian languages in terms of history, vocabulary, cross-fertilization, grammar, linguistic structure and literary and cultural themes and subject-content. The Institute would also undertake formulation of techniques for simplifying the teaching of languages, reducing the time element involved in learning different languages and preparing vocabularies for basic Tamil, basic Kannada, basic Hindi, basic Urdu and so on. It will not only supplement the linguistic activities of the universities and

State bodies but will also provide the much needed agency of co-ordination to avoid wastage and duplication of effort. The study of tribal languages with a view to devising suitable material for teaching Indian languages to them and teaching their languages to others who come either in administrative or cultural contacts with them will also be a special responsibility of this Institute. Urdu and Sindhi which are non-State languages, will receive special attention. The Fourth Plan outlay for the Institute is Rs. 35 lakh.

**8.29. Central Institute of English, Hyderabad:** The Central Institute of English, Hyderabad was set up by the Ministry in 1958 with the objectives of improving standards of the teaching of English in India, to organise research in the teaching of the subject, to train teachers and to undertake and facilitate advanced courses, conferences and seminars, to prepare suitable textbooks at various levels and to undertake and provide for the publication of journals and periodicals with a view to promoting and strengthening the study of English in the country. The Institute is an autonomous body managed by the Board of Governors.

8.30. During the year, research dissertations were submitted on the following topics:

- (1) A project for the improvement of reading comprehension at the college level
- (2) Adverbials of time and place in English and Hindi—a study in systemic contrastive analysis
- (3) Sentence and clause types in Kannada and English—a study in systemic contrastive analysis
- (4) English in Indian officialese—a grammatical and lexical analysis

Research was in progress on the following topics:

- (1) The improvement of reading efficiency at the PUC level



- (2) The use of the bilingual method for the teaching of English in a Hindi-medium school
- (3) Language teaching through literature: preparation of a book of prose and poetry selections for the higher secondary/PUC class

8.31. It is engaged in the preparation of two series of textbooks for secondary schools—one for classes III-XI (Special Series) and the other for classes VI-XI (General Series). The following books prepared by the Institute were published by the NCERT during the year under review:

- (1) Syllabuses for English Readers
- (2) English Reader Book I (General Series for Class VI)
- (3) Teacher's Guide for English Reader Book I (General Series)
- (4) English Reader Book IV (General Series for Class IX)
- (5) English Reader Book I (Special Series for Class VI)

The scripts for the following books were being finalised:

General Series: Pupil's Book for Class VII

Special Series: Pupil's Book for Class IV

The Institute was also preparing for the NCERT two series of programmed materials—one for Hindi-speakers learning English and the other for Tamil-speakers learning English. A Teacher's Manual and a book of exercises for students, for use with the Institute's book, 'Language Through Literature', were in press.

8.32. Besides the existing 8-booth language laboratory, a new 16-booth Cybervox language laboratory was presented by the British Council during the year. The laboratory is placed under the Department of Phonetics and Spoken English.

8.33. **Financial Allocations:** The financial allocations for the major programmes described in this chapter for 1969-70 and 1970-71 are given below :

(Rs. in lakhs)

| Sl. No. | Item  | Provision for 1969-70 |         | Budget <sup>1</sup>  |
|---------|---|-----------------------|---------|----------------------|
|         |   | Original              | Revised | Estimates<br>1970-71 |
| 1       | 2   | 3                     | 4       | 5                    |
| 1       | Translation of Office Manuals, Codes and other Procedural Literature of the Government of India . . . . . | 2.00                  | 1.00    | 0.50                 |
| 2       | Free Gift of Hindi Books . . . . .  | 1.20                  | 1.35    | 1.50                 |
| 3       | Correspondence Courses for Teaching Hindi . . . . .   | 2.50                  | 2.50    | 3.00                 |
| 4       | Appointment of Hindi Teachers . . . . .   | 80.00                 | 80.00   | 100.00               |
| 5       | Establishment of Hindi Teacher Training Colleges in Non-Hindi Speaking States . . . . .                   | 10.00                 | 10.00   | 10.00                |
| 6       | Kendriya Hindi Shikshana Mandal, Agra . . . . .   | 11.80                 | 11.80   | 12.14                |
| 7       | Financial Assistance to Voluntary Hindi Organisations . . . . .   | 14.00                 | 14.00   | 14.00                |
| 8       | Financial Assistance for Sanskrit Organisations and Gurukulas . . . . .                                   | 13.00                 | 13.00   | 18.00                |
| 9       | Sanskrit Literature including Rare Manuscripts . . . . .  | 4.52                  | 4.52    | 4.50                 |
| 10      | Sanskrit Dictionary . . . . .   | 1.75                  | 1.75    | 1.75                 |
| 11      | Scholarships to the Products of Traditional Sanskrit Pathshalas . . . . .                                 | 1.58                  | 1.58    | 1.75                 |
| 12      | Kendriya Sanskrit Vidyapeetha, Tirupati . . . . .   | 4.50                  | 3.50    | 5.70                 |
| 13      | Lal Bahadur Shastri Rashtriya Sanskrit Vidyapeetha, Delhi . . . . .                                       | 4.75                  | 4.92    | 18.30                |
| 14      | Regional Language Centres for the Training of Language Teachers . . . . .                                 | —                     | 2.00    | 10.00                |
| 15      | Central Institute of Indian Languages, Mysore . . . . .   | 5.00                  | 2.18    | 5.00                 |
| 16      | Central Institute of English, Hyderabad . . . . .   | 7.777                 | 7.127   | 10.26                |

## CHAPTER IX

### BOOK PROMOTION

9.01. This chapter deals with the programmes of book promotion which are operated by the Ministry of Education and Youth Services and which received considerable attention and emphasis during the year.

#### A. UNIVERSITY-LEVEL BOOKS IN INDIAN LANGUAGES

9.02. **Production of University-Level Books in Indian Languages:** Following the decision to adopt progressively the Indian languages as media of instruction at the university level a scheme to assist the production of university-level books was initiated in 1968-69. The scheme envisages giving a grant up to Rs. 1 crore spread over a period of six years to all States except the Union Territories and the States of Jammu & Kashmir and Nagaland for production of books in regional languages at the first degree level to facilitate the early adoption of regional languages as media of instruction in as many disciplines as possible. The original pattern of assistance—75 per cent by the Centre and 25 per cent by the State Government concerned on the expenditure incurred—has been changed. With effect from 1969-70, the entire expenditure will be borne by the Union Government. On the basis of schemes formulated by the State Governments in accordance with the guidelines circulated to them by the Ministry, grants totalling Rs. 34,47,828 were released during 1968-69, to the State Governments of Rajasthan, Bihar, Madhya Pradesh, Andhra Pradesh, Haryana, Uttar Pradesh, Madras, Mysore, Kerala, West Bengal, Assam and Maharashtra. During 1969-70, all the State Governments with the exception of Haryana and Andhra Pradesh, have been advised that they

could straightway incur further expenditure up to Rs. 7 lakh each. Haryana and Andhra Pradesh asked for Rs. 2 lakh and Rs. 28 lakh respectively which have been sanctioned.

**9.03. Coordination of Book-Production Programmes of Hindi-Speaking States:** To coordinate the programmes of five Hindi-speaking States and to avoid duplication, a Conference of Representatives of Hindi-speaking States for Production of University-Level Books in Hindi has been set up. Presided over by the Union Education Minister, the functions of the Conference are to review generally the progress of book production in all the Hindi-speaking States and to advise the Government on all concerned matters. The Coordination Committee of the Conference is presided over by the Union State Minister for Education. The Coordination Committee has constituted a Core Committee for matters of detail including approving topics for original writing, distribution of books for translation among the States and to advise on work assigned to be carried out by the central agency. During the period under review, the Conference met once, the Coordination Committee thrice and the Core Committee five times. The secretariat of the three bodies is located at the Commission for Scientific and Technical Terminology (CSTT). Brief details of the work done in this behalf are given in a later sub-section along with a description of the other activities of the CSTT.

**9.04. National Programme of Core Books:** It has been decided that in addition to the book-production programme at the State level, a national programme of core books should be taken up at the Central level. The core books are to be written by eminent writers available in different subject-fields in India. If a core book is originally written in a regional language, it will first be translated and published in English by the Union Government to enable its translation in other regional languages. In short, core books would be a series of books of such standard and quality that, generally speaking, all universities will accept them as textbooks or reference literature.

**9.05. Award of Fellowships to Translators of Standard Works:** For original writing as well as for translating English works into Indian languages, it is considered necessary to organise a cadre of writers/translators of books at the university level. Accordingly, a scheme to award 100 fellowships each year for a period of five years to postgraduate scholars and university teachers has been worked out. Each fellowship will carry an award of Rs. 500 p.m. in addition to an annual contingency grant of Rs. 2,000. This scheme will be administered by the University Grants Commission.

**9.06. Taraqqi-e-Urdu Board:** As Urdu is an important non-State language spoken by a cross-section of the people of India, a conference of Education Ministers of the concerned States, Vice-Chancellors and heads of Urdu departments of concerned universities was convened on 23rd April, 1969 at New Delhi to consider the question of production of university-level books in Urdu under the Centrally-sponsored scheme of production of literature in Indian languages. In pursuance of the recommendations of this Conference the Government has set up a Central Board called Taraqqi-e-Urdu Board for the production of literature in Urdu. Books in Urdu have been categorised under four heads, viz., (i) academic, (ii) popular science, (iii) children's literature, and (iv) reference books, etc. The CSTT also functions as the secretariat of the Board.

## B. COLLABORATION SCHEMES FOR UNIVERSITY-LEVEL BOOKS

**9.07.** One of the major problems facing university education in India has been the non-availability of reasonably priced quality books in various fields both for use as textbooks and for purposes of reference. To meet this problem three programmes in collaboration with the Governments of the U.K., U.S.A. and the U.S.S.R., have been in operation over the past few years. An account of these as well as of the supplementary Indian programmes is given below:

**9.08. The Indo-British Programme (The English Language Books Society Series):** Initiated in 1960, books are brought out in what is known as the English Language Books Society Series (ELBS Series). The titles are selected/approved by the Ministry with the help of experts and expert organisations and are screened by an advisory committee in the United Kingdom. They are published in the U.K., in paperback editions, at approximately one-third of the price of their original edition and imported into India through the normal trade channels. Over 220 titles have been brought out under this programme so far. The programme which is financed entirely by the U.K. Government will continue during 1970-71.

**9.09. The Indo-American Programmes:** A Joint Indo-American Board, consisting of 14 members with the Union Education Secretary as chairman was set up to advise on policy matters relating to the programme instituted in 1961 for the republication in India of standard American books. The books included under the programme are approved by the Government of India and are republished in India with a suitable subsidy given by the USA authorities out of the PL 480 American Uses Rupee Funds. The Indian reprint edition is priced at approximately one-fifth of the original American price. Over 800 titles have so far been published under this programme and 500 more are under publication. The USA Government recently provided an additional amount of two million dollars for accelerating the programme which has been enlarged to include the publication of selected American titles in regional languages. The programme will continue during 1970-71.

**9 10. The Joint Indo-Soviet Programme:** A Joint Indo-Soviet Board with five Indian and five Soviet members, with the Union Education Secretary as chairman, was constituted in 1965 to operate programmes of translation, adaption and publication for India of standard Russian educational works. The Russian books for use in India are selected/approved by the Ministry with the help of expert bodies but are translated and published in the USSR itself and imported into India through

normal trade channels. Out of the approved titles the Soviet side has intimated the availability of copies of some 152 titles. The Board also proposed to bring, within the scope of the programme, publication of books on science written by top Soviet academicians for the Soviet secondary schools, for the use of Indian school students, educational films and other teaching aids in addition to textbooks and Russian manuals and other reading materials for the training of artisans and craftsmen. At the last meeting of the Board it was agreed that in the light of the decision to change over to the regional languages as media of instruction at the university level, arrangements will be made to train a selected number of Indian graduates, preferably from USSR universities, in translation techniques at Soviet institutes and publishing houses. A selected team of Russian experts will also visit India for organising training courses in translation techniques for Indian students at the Institute of Russian Studies. The possibility of obtaining a language laboratory as a gift from Russia has also been under examination.

**9.11. Translation of American and British Standard University-Level Books into Indian Languages:** To assist the programme of adopting Indian languages as media of instruction at the university stage, the Ministry has been making concerted efforts to obtain translation licences for American and British textbooks required for the use of university students in India. Negotiations have been going on with the American and British publishers regarding the terms of translation rights for their titles into Indian languages. The translations will be brought out by the State Governments concerned in consultation with the universities in their areas. The arrangement for publication of the translation is also to be decided by the State Governments. The Central Government will sub-license the translation rights to the actual publisher to be nominated by the State concerned. About 2000 British and 700 American titles were selected for translation into Indian languages, subject to the rights being available.

### C. BOOK PRODUCTION PROGRAMMES OF THE CSTT

**9.12. Collaborative Book-Production Programme of Hindi-Speaking States:** As mentioned earlier, the Commission for Scientific and Technical Terminology, New Delhi, is serving as the secretariat of the Conference of Representatives of Hindi-speaking States for Production of University-Level Books in Hindi as well as for its Co-ordination Committee and Core Committee. In the meetings held during the year a number of recommendations were made by these bodies on the basis of which coordinated programmes have been taken in hand. Twenty-five subject panels were constituted during the last year. The panels suggested a total programme of 396 books for original writing and 2,062 books for translation. These panels found 812 existing Hindi books of sufficient standard. During the period under review, meetings of six new panels in military science, veterinary science, home science, library science, journalism and printing and social work were held and these recommended an additional programme of 43 books for original writing and 389 books for translation. These panels considered 26 existing Hindi books of sufficient standard. The panels in engineering and agriculture were also revised and in all eight panels in engineering subjects and thirteen panels in agricultural sciences have been constituted. New panels have also been constituted in public administration and ancient history. Books have been allocated to various States as follows:

|                          | Science    | Humanities | Total       |
|--------------------------|------------|------------|-------------|
| Bihar . . . . .          | 23         | 82         | 105         |
| Haryana . . . . .        | 42         | 73         | 115         |
| Rajasthan . . . . .      | 45         | 49         | 94          |
| Madhya Pradesh . . . . . | 214        | 216        | 430         |
| Uttar Pradesh . . . . .  | 122        | 137        | 259         |
| <b>TOTAL . . . . .</b>   | <b>446</b> | <b>557</b> | <b>1003</b> |



Autonomous bodies have been constituted in all the States except in Bihar where a wing of the Bihar State University Commission looks after the programme. It was emphasized during the last meeting of the Co-ordination Committee that all these autonomous bodies should be informally called "Hindi Granth Akademis."

**9.13. Programme of Book Production in Urdu:** As mentioned earlier, the CSTT also serves as the secretariat of the Taraqqi-e-Urdu Board. The first meeting of the Board was held on July 31, 1969. The meetings of 23 subject panels constituted by the Board were held between 25th August and 10th September, 1969. The panels recommended about 500 titles for translation and original writing and 176 titles were allotted during the period under review. Thirty out-of-print basic texts were taken up for re-printing. 41 titles produced by the Children's Book Trust and 61 titles of the NCERT are proposed to be brought out in Urdu.

**9.14. Standard Work Scheme:** For the last few years, the CSTT has been implementing the scheme of Production of Standard Works of University Level in Hindi and Regional Languages. So far 181 books have already been published out of which 159 are in Hindi and 22 in regional languages. Twenty-two books are in press and 13 books are ready for press. Fresh allotment of titles for translation or original writing under this scheme has, however, been discontinued in view of the larger collaborative book-production programme mentioned earlier. Out of the five whole-time cells working under the Commission, those at Bhopal and Ranchi have been closed, and the cell in Rajasthan is sought to be transferred to the Rajasthan State Government to complete the residual work assigned by the Commission. The cells at Banaras Hindu University and Delhi University will, however, continue to function under the Commission. It has also been decided to transfer the translating agencies situated in the Hindi-speaking States to the care of the respective State Governments for completing their residual work. Agencies for the production of Hindi books located in non-Hindi speaking areas

(Calcutta University, Panjab University, V.V.R.I., Hoshiarpur and Nagpur University) will, however, continue with the Commission till their present assignments are complete.

**9.15. Publishers Collaboration Scheme:** This scheme is operated by the Commission as a subsidiary scheme under which Government's liability is limited to the purchase of 1,000 copies of an approved title out of a print run of 3000 at 25 per cent discount. 49 titles were approved out of which 19 titles have been published. Fresh assignments have, however, been stopped in view of the collaboration programme.

**9.16. Book Exhibitions:** The Commission has been organising exhibition of university-level books in general and the Commission's publications in particular, as an essential part of its programme. The exhibitions are organised generally at the venues of the terminological seminars, important meetings concerned with the book-production programmes and other educational conferences throughout the country. The purpose is to present a subject-wise and language-wise visual survey of the existing university-level literature, to identify gaps, to acquaint students and teachers with the latest books in Indian languages and to foster book-mindedness in the public in general. During the period, nine such exhibitions were held at various places like New Delhi, Jaipur, Hyderabad, Chandigarh, Bombay and Calcutta till the end of December 1969. Eight more were due to be held at places like Indore, Ujjain, Delhi University, I.I.T. Kharagpur, New Delhi, Lucknow and Bhopal.

#### D. UNIVERSITY-LEVEL BOOKS BY INDIAN AUTHORS

**9.17.** To ensure that good Indian textbooks in English are not forced out of the market by competition from subsidised foreign books, a scheme has been formulated for subsidising the publication of selected Indian works so as to make them economically competitive with the foreign textbooks and also to bring down their price to a level which the Indian students can afford. The scheme has been entrusted to the National Book Trust for operation.

### E. SCHOOL TEXT-BOOKS AND CHILDREN'S BOOKS

9.18. Almost all the State Governments have nationalised the production of school textbooks, although in varying degrees. To coordinate and guide the activities of the organisations engaged in this sphere at the national and State levels, a National Board of School Textbooks was set up during 1968-69. The National Board met for the first time in April 1969. Its recommendations included the orientation of courses for writers of textbooks and textbook illustrators as well as for the utilisation of the textual material prepared by the NCERT. Action is being taken to implement the various recommendations. A conference on textbook production was organised on January 15-16, 1970 under the auspices of NCERT in New Delhi.

9.19. Three textbook printing presses have been gifted by the Government of the Federal Republic of Germany. These are to be located at Chandigarh, Bhubaneswar and Mysore. At Chandigarh, an existing building will be used with suitable modifications to house the press. The machinery has already been ordered and is expected to arrive by the end of 1970. The buildings for the presses at Mysore and Bhubaneswar are in the process of being constructed. The three presses will be used as regional presses under the control of the Union Government and will be available for printing school textbooks of the States in the region as well as of the Union Territories. A complete press for the Bihar Textbook Corporation has been ordered from the German Democratic Republic. The agreement includes facility of deferred payment and training of the staff in Germany.

9.20. **Nehru Bal Pustakalaya:** A scheme for the mass production of cheap books as supplementary reading material for children known as Nehru Bal Pustakalaya, was initiated in 1968-69. Under this scheme about 100 books on various titles mainly relating to national integration will be produced in all the major Indian languages. At least 1,00,000 copies will be produced under each title. The books will be priced at Rs. 1.50

each and the State Governments will be given a rebate of 50% for bulk purchase. About 10 books are expected to be released during the current year. The books are produced with the assistance of the National Book Trust. The expenditure during the year under report was of the order of Rs. 5 lakh. Rs. 8 lakh are expected to be spent during 1970-71.

**9.21. National Prize Competition of Children's Literature :** The 15th competition was organised during the year. This scheme has two facets, namely, (a) competitions in Hindi, Sindhi and Urdu languages which are handled by the Ministry, and (b) competitions in regional languages which are organised by the participating States on behalf of the Ministry on a 100% reimbursement basis.

#### F. NATIONAL BOOK TRUST

9.22. The National Book Trust, India, was set up in 1957 as an autonomous organisation with the broad objective of producing and encouraging the production of good literature, making such literature available at moderate prices and fostering book-mindedness among the public. Its normal programme for the year included the bringing out of about 101 titles, of which 60 titles were released till the end of February, 1970. A large number of translations into Indian languages of books originally published in English were also brought out. To mark the Quin-Centenary of Guru Nanak, the Trust completed its project of producing Dr. Gopal Singh's biography of 'Guru Nanak' in all Indian languages. The Trust also brought out a number of books on Mahatma Gandhi. Other activities of the Trust during the year related mainly to the holding of the Third National Book Fair, the observing of a Book Week, participating in international exhibitions, the organising of workshops, etc., a brief account of which is given below:

(a) **Third National Book Fair :** To foster book-mindedness, the 3rd National Book Fair was organised by the Trust in Bombay from 16th November to 4th December 1969. About

6,000 outstanding books published in all the important Indian languages since January 1967 were displayed. Almost all the important publishers of the country participated in the Fair. In an auditorium in the Fair campus, seminars, symposia and cultural programmes were organised on this occasion.

(b) **Book Week:** During the period of the Book Fair the Trust organised the celebration of a Book Week throughout the country from 14th November to 20th November, 1969. The Federation of Publishers and Booksellers Association in India allowed 10% discount on books purchased during the week. The entire net-work of All India Radio organised special programmes relating to writing, publishing and the distribution of books. The Department of Posts and Telegraphs arranged cancellation of stamps with the slogan "Make Book Your Companion" during the period of the Fair from all the important towns of the country. The Fair was also given extensive coverage by the Indian language press, radio and television.

(c) **Participation in International Exhibitions** To project Indian publishing activity, the Trust sent 3000 outstanding books published in India for exhibition in 'India Sales Week' celebration organised by the Indian Mission at Hong Kong. The Trust participated in the International Book Fair at Frankfurt in October, 1969 when it displayed 300 outstanding books published in the country covering also the publications of publishers other than the Trust.

(d) **Workshop for Translators:** The Trust organised a workshop for translators in Kannada in Bangalore on May 24-31, 1969. 20 writers participated in it. Apart from lectures on various aspects of translation, the participants were given practical exercises in the art of translation.

(e) **New Projects :** Reference has already been made to the scheme of Nehru Bal Pustakalaya. Under another project called *Aadan Pradan*, it is proposed to publish up to ten outstanding books in each language in the Eighth Schedule of the

Constitution translated into every other language with a view to spreading knowledge of the literary achievements in our languages. A number of titles under both the projects have been envisaged and are likely to come out during the current and next financial year.

#### G: OTHER PROGRAMMES

**9.23. National Book Development Board:** The Union Government set up in February 1967 a National Book Development Board to lay down the guidelines for the development of book industry in the context of the over-all requirements of the country and advise on all problems of book development. The Board has so far held four meetings. It has made a number of recommendations which are under consideration of the Union and State Governments. Among the Board's recommendations, mention may be made of a survey for collecting necessary data about the present state of the publishing industry, its economy and other aspects, the setting up of Book Information Centres at the Centre and States to collate data on industry in cooperation with local language publishers. These recommendations have been under consideration. The Board has set up a working group to study all aspects of the export of Indian books including the setting up a Book Promotion Council and to suggest measures necessary for promoting export of books. The Union Government is exploring the possibility of setting up a training institute for publishing and book-selling in cooperation with the industry so that adequate personnel is available to implement the book development plans for the country. With effect from the assessment year 1970-71, a rebate of 20% in calculating the total taxable income of any person's earnings on the business of printing and publishing of books in India has been proposed and is under the consideration of a Select Committee of Parliament.

**9.24. Survey of Printing and Publication Facilities in India:** Shri U .S. Mohan Rao, retired Director of Publications Division, Ministry of Information and Broadcasting, has been entrusted with a project to prepare and submit a report after a survey of

the printing and publication facilities now available in India for scientific and technical books and on the establishment of a science printing press in India.

9.25. **Financial Allocations:** The financial allocations for major programmes described in this chapter for 1969-70 and 1970-71 are given below :

| (Rs. in lakhs) |   |                       |         |                              |
|----------------|---|-----------------------|---------|------------------------------|
| Sl. No.        | Item  | Provision for 1969-70 |         | Budget Estimates for 1970-71 |
|                |   | Original              | Revised |                              |
| 1              | Production of University-Level Books in Indian Languages . . .                              | 150 00                | 60 00   | 85 00                        |
| 2              | National Programme of Core Books . . . . .  |                       | 5 00    | 15 00                        |
| 3              | Award of Fellowships for Translators . . . . .  |                       |         | 10 00                        |
| 4              | Taraqqi-e-Urdu Board . . . . .  |                       | 7 00    | 15 00                        |
| 5              | Cheap Re-publication of Text-books—Honoraria, Meetings and Other Grants . . . . .           | 4 55                  | 4 30    | 11 55                        |
| 6              | Programme of Book Production through CSTT . . . . .   |                       | 3 00    | 25 00                        |
| 7              | Standard Work Scheme, Publishers Collaboration Scheme and Other Programme of CSTT . . . . . | 10 10                 | 10 10   | 1 27                         |
| 8              | Textbook Printing Presses . . . . .   | 30 00                 | 30 00   | 72 61                        |
| 9              | Nehru Bal Pustakalaya . . . . .   | 5 00                  | 3 00    | 8 00                         |
| 10             | National Book Trust . . . . .   | 13 60                 | 10 89   | 14 26                        |
| 11             | Aadan Pradan . . . . .  |                       |         | 1 00                         |
| 12             | National Book Development Board . . . . .   | 1 85                  | 0 95    | 4 00                         |

## CHAPTER X

### **PHYSICAL EDUCATION, GAMES, SPORTS, YOUTH SERVICES AND YOUTH WELFARE**

10.01. The Ministry of Education and Youth Services operates a few special programmes in the closely related fields of physical education, games, sports, youth services and youth welfare. The year under report saw, not only a successful continuation of the earlier programmes, but, more significantly, the initiation of some new dimensions in youth and student services.

#### **A. PHYSICAL EDUCATION**

10-02. **Lakshmibai College of Physical Education, Gwalior :** During the year, with the commissioning of the Swimming Pool and Gymnasium complex completed at an estimated cost of over Rs. 12 lakh, the college filled up a major lacuna in the training facilities available for its students. It is proposed to expand the facilities further in respect of playgrounds, equipment, etc. During the year, 67 students (53 men and 14 women) and 13 students (11 men and 2 women) were respectively admitted into the 3-year degree course and the 2-year postgraduate master's degree course in physical education.

10.03. **National Physical Efficiency Drive :** The National Physical Efficiency Drive for 1969-70 was organised all over the country between November, 1969 and January, 1970. As against the actual participation of over 11 lakh in the 1968-69 Drive, a participation target of 17 lakh has been laid down for the 1969-70 Drive. The 8th All-India Competition for National Awards in Physical Efficiency was organised at the Lakshmibai College of Physical Education, Gwalior, on February 15-16, 1969. Over 40 competitors from various States and Union Territories



participated in the Competition; and 12 competitors, including 3 women, won the "National Awards". The national norms of physical fitness, which are still in the process of being evolved, are likely to be finalised during 1970-71.

**10.04. Promotion of Yoga :** In pursuance of the policy to assist the yogic institutions of all-India character, for the promotion of research and/or teacher training activities, the Kaivalāyadham Shreeman Madhav Yoga Mandir Samiti, Lonavala (Poona) and the Vishwayatan Yoga Ashram, New Delhi were granted financial assistance. It is proposed to extend similar financial assistance to one or two other institutions next year.

**10.05. Grants-in-Aid to Private Physical Education Training Institutions :** Pending a decision on the continuation of the scheme in the Fourth Plan, financial assistance was restricted, during the year, to the existing commitments only.

**10.06. Promotion of Popular Literature on Physical Education, Games and Sports :** The scheme continued to be in operation. It provides for selection of five books every year for a cash reward of Rs 1000 each for the authors and for the purchase of 250 copies of each such publication by the Union Government for free distribution among all the physical education teacher training institutions.

## B. YOUTH SERVICES AND YOUTH WELFARE

**10.07. National Service Corps :** The National Service Corps scheme (NSC) was originally conceived as an alternative to the compulsory NCC and it was expected that every boy studying in the first two years of the degree course would choose either the NCC or the NSC, an exemption being given only to outstanding sportsmen for whom special facilities for coaching were to be provided under the National Sports Organisation (NSO). Both NCC or NSC were, however, to be voluntary for girls. But, owing to the constraint of resources, it was decided to implement the scheme on a voluntary and selective basis. The financial

allocation that is now available under the Fourth Plan is only Rs. 6.5 crore for both NSC and NSO programmes as against Rs. 21.50 crore originally estimated.

10.08. The following are the broad features of the National Service Corps programme, being developed presently :

- (a) Every student joining the NSC will be required to put in a minimum of time equivalent to 120 hours each academic year.
- (b) The social service activities will encompass not only programmes of social welfare but also those of work-experience and participation in production processes.
- (c) There will be considerable flexibility in the programmes. The institutions will be free to develop suitable projects on the basis of the local needs, the inclination of the staff and students and the resources available. To sustain students' interests a diversity of programmes will be attempted and, wherever possible, related to the studies of the students.
- (d) Schools or University Departments of Social Work have been selected to render assistance in the orientation of teachers and student leaders and in the development of academic and technical content of the programme.
- (e) Three institutions, viz., the Tata School of Social Sciences, Bombay, the Indian Institute of Technology, Kharagpur, and the Delhi School of Social Work, Delhi, have been selected for conducting research work on the NSC programme so as to relate it with the studies, provide the needed work experience, evaluate the action programme from time to time and standardise the programme of training of teachers and student leaders. They will also undertake to produce suitable literature for the NSC programme.

- (f) Besides the institutional programmes, the universities will organise local camps comprising a limited number of students for pursuing vigorously the on-going programmes of social service.
- (g) It is also proposed to organise inter-State camps on national integration, emergency relief, increasing productivity and developing national consciousness.
- (h) College teachers will be employed part-time to look after the implementation of the projects.

Designed to be developed jointly by the Centre, States and universities, the expenditure on the scheme will be shared by the Centre and the States in the ratio of 2 : 1 as in the case of NCC, the over-all cost per student being estimated at Rs. 150.

10.09. During 1969-70 the programme was being launched in 40 universities and other institutions covering about 40,000 students. In 1970-71, it will be extended to 103 universities and institutions covering a total of 95,000 students.

**10.10. National Sports Organisation :** The objective of the National Sports Organisation in colleges is to provide universality of participation in sports and games and to promote excellence. The projects to be developed under this programme will include: (i) development of physical facilities, (ii) provision of coaches; (iii) organisation of coaching camps; and (iv) award of sports talent scholarships. The UGC would be operating the first two programmes, while the Inter-University Sports Board has been entrusted with the task of operating the other two. The details of the programmes are being formulated by those bodies.

**10.11. Planning Forums :** Started originally by the Planning Commission with a view to creating Plan consciousness among teachers and students at the university stage and giving them opportunities of being closely associated with the process of planning and various other developmental activities, the scheme was transferred to the Ministry from 1st January, 1968. The

planning forums are required to set up information centres, organise literacy classes, arrange educational trips to national projects in their own States, undertake socio-economic surveys, organise social service camps, adopt particular areas, villages or slums and undertake development activities. The scheme is administered by State Governments and the Centre bears 60 per cent of the total expenditure as a grant-in-aid.

10.12. For purposes of grant, the planning forums are grouped into three categories, 'A', 'B', and 'C'. For category 'A' the grant varies between Rs. 200 and Rs. 100 per year per forum; for category 'B' it is Rs. 1,600; and for category 'C' the grant goes up to Rs. 10,000. There are only three planning forums of 'C' category in the country.

10.13. **Labour and Social Service Camps :** A total sum of Rs 19,742 was, sanctioned to institutions under the Gujarat, Delhi, Mysore, Nagpur, Bombay and Jiwaji Universities till December 31, 1969 to meet the earlier commitments. The scheme is now merged in the NSC programme.

10.14. **Scouting and Guiding :** The Bharat Scouts and Guides Association which promotes the entire programme and their national headquarters at New Delhi continued to receive grants-in-aid to cover its organisational expenses as well as to cover 60 per cent of the expenditure on approved items such as training camps, national jamborees and participation in international events.

10.15 **National Youth Services :** Following the redesignation of the Ministry as Ministry of Education and Youth Services in February 1969 to emphasise the importance that Government attached to this programme, the Ministry convened a Conference of Representatives of Youth Organisations, Youth Service Agencies and Youth Leaders in New Delhi from 30th April to 2nd May 1969 to consider problems relating to non-student youth who form the bulk of the population in the age-group of 16-30, and to develop a common programme for national youth

services. The Conference recommended a number of programmes to give concrete shape to the fulfilment of this basic national task. These programmes fall under the following three broad categories: (a) developmental programmes relating to non-student youth; (b) activities and programmes of non-student youth directly beneficial to the community; and (c) programmes of training of youth leaders and personnel of youth services. A report containing the recommendations of the Conference has been published by the Ministry and circulated among the State Governments, universities and youth organisations. Based on these recommendations, a comprehensive national programme of youth services for non-student youth has been drawn up and is proposed to be introduced from 1970-71.

#### C: GAMES AND SPORTS

**10.16. All-India Council of Sports :** The All-India Council of Sports, reconstituted on November 14, 1968 with Shri Ram Niwas Mirdha, M.P. as President, held four meetings during the period under report and made recommendations on various policy matters and on proposals for grant-in-aid received from sports federations for visits of Indian teams abroad and for inviting teams from foreign countries. It met the representatives of the State Sports Councils at Bangalore in June 1969, discussed with them the Fourth Plan programme for the development of sports in the country and revised the National Coaching Scheme. The Council also met sports-writers at Bombay in September 1969 to apprise them of measures being taken to develop sports in the country. In December 1969 again, the Council met the representatives of the national sports federations to exchange views on organisational matters and development of sports in the Fourth Plan.

**10.17. Grants to National Sports Federations :** During the year, grants totalling Rs. 3,31,000 were paid up to December 1969 to the national sports federations for holding national championships, participation in international sports competitions, the visits of foreign teams to India, meeting the salaries of paid

assistant secretaries, holding coaching camps, the purchase of sports equipment and the implementation of sports items in cultural agreements.

**10.18. Rural Sports Centres :** Rural sports centres designed for the development of sports and games in rural areas, are expected to be established shortly.

**10.19. Utility Stadia :** During the period, grants amounting to Rs. 55,000 were sanctioned to the State Governments of Mysore, Madhya Pradesh and Gujarat, towards the cost of constructing stadia at various places.

**10.20. National Sports Centre in Delhi :** Progress has been made in providing facilities of open and covered stadia, playgrounds, etc., in the Capital in the 110-acre plot, with the submission of plans to Delhi Development Authority. The Ministry is also on the look-out for another large area in the South of Delhi for development as part of the sports complex. Meanwhile, the National Stadium continues to provide the necessary minimum facilities and is proving popular among the youth of the Capital.

**10.21. National Institute of Sports, Patiala :** The Institute, established in 1961, has so far produced about 1400 coaches in different sports and games. The services of Indian hockey coaches were lent to Ghana, Nigeria and the GDR. The services of a football coach were lent to Nepal.

**10.22. Indian Mountaineering Foundation :** The Indian Mountaineering Foundation, an autonomous organisation, received grants from the Ministry and continued to encourage mountaineering expeditions.

**10.23. Award of Abul Kalam Azad Trophy :** The Abul Kalam Azad Trophy for the academic year 1968-69 was won by the Panjab University from which the largest number of students participated in national and international sports events during the year. It was for the seventh time that the University won this coveted trophy since its institution in 1956-57.

**10.24. Arjuna Awards:** The President gave away Arjuna Awards for 1968 to the following seven outstanding sportsmen/women at a special ceremony held at Rashtrapati Bhavan on 9th December, 1969:

|                    |   |
|--------------------|---|
| Athletics          | Captain Joginder Singh<br>Kumari Manjit Walia |
| Basketball . . .   | Naib Subedar Gurdial Singh                    |
| Boxing . . . . .   | Havildar Dennis Swamy                         |
| Cricket . . . . .  | Shri E. A. S. Prasanna                        |
| Hockey . . . . .   | Cadet Balbir Singh                            |
| Shooting . . . . . | Princess Rajyashree Kumari of Bikaner         |

**10.25. Financial Allocations :** The financial allocations for the major programmes described in this chapter for 1969-70 and 1970-71 are indicated below :

(Rupees in lakhs)

| Sl. No. | Item   | Provision for 1969-70 |         | Budget Estimates 1970 71 |
|---------|--|-----------------------|---------|--------------------------|
|         |  | Original              | Revised |                          |
| 1       | 2  | 3                     | 4       | 5                        |
| 1       | Lakshmbai College of Physical Education, Gwalior . . . . . | 10.25                 | 8.50    | 11.50                    |
| 2       | National Physical Efficiency Drive . . . . .               | 2.00                  | 2.00    | 2.00                     |
| 3       | Promotion of Yoga . . . . .                                | 2.30                  | 2.15    | 2.48                     |
| 4       | National Service Corps . . . . .                           | 60.00                 | 55.01   | 75.00                    |
| 5       | Planning Forums . . . . .                                  | 3.50                  | 2.50    | 5.00                     |
| 6       | Scouting and Guiding . . . . .                             | 1.10                  | 1.10    | 1.10                     |
| 7       | Assistance to Youth Services Organisations . . . . .       | 1.00                  | ..      | 2.00                     |
| 8       | National Programmes for Sports Services . . . . .          | ..                    | ..      | 35.02                    |
| 9       | Grants to National Sports Federations . . . . .            | 6.00                  | 4.00    | 100.0                    |
| 10      | National Sports Centre, Delhi . . . . .                    | 3.00                  | 1.00    | 3.00                     |
| 11      | National Institute of Sports, Patiala . . . . .            | 15.00                 | 15.00   | 18.00                    |
| 12      | Indian Mountaineering Foundation . . . . .                 | 1.00                  | 1.00    | 1.00                     |

## CHAPTER XI

### **SOCIAL SCIENCE RESEARCH, PILOT PROJECTS AND CLEARING HOUSE FUNCTIONS**

11.01. This chapter deals with (1) Indian Council of Social Science Research, (2) Pilot Projects, and (3) Clearing House Functions.

#### **A: INDIAN COUNCIL OF SOCIAL SCIENCE RESEARCH**

11.02. In 1965, the Planning Commission appointed a committee, under the chairmanship of Prof. V. K. R. V. Rao, who was then a Member of the Planning Commission, to examine the present status of Social Science Research in the country and to make recommendations for its promotion. The committee submitted its report towards the end of 1967. Its principal recommendation was that an autonomous organisation, entitled, "The Indian Council of Social Science Research" should be established and provided with adequate resources for promoting research in social sciences. This recommendation was accepted by Government and the Indian Council of Social Science Research was established during the year with the following functions :

- (i) To review the progress of social science research and to give advice to its users in Government or outside;
- (ii) To sponsor social science research programmes as well as research projects, and administer grants to institutions and individuals for research in social sciences and to give financial support to learned associations, standard journals and institutions or organisations engaged in the conduct or sponsoring of social science research;



- (iii) To provide technical assistance in the design of social science research programmes and designing of research projects by individuals or institutions, and to organise and support institutional arrangements for training in research methodology;
- (iv) To indicate periodically areas and topics on which social science research is to be promoted and to adopt special measures for the development of research in neglected or new areas;
- (v) To co-ordinate social science research activities in the field of social sciences and to encourage programmes of inter-disciplinary research;
- (vi) To develop and support centres for documentation, service, maintenance and supply of data, inventory of current social science research and preparation of a national register of social scientists;
- (vii) To organise, sponsor and finance seminars, workshops, study circles, working groups/parties, and conferences for promoting research or utilisation of social science research;
- (viii) To give grants for publication of social science research work and to undertake publication of digests, periodicals and journals devoted to such research;
- (ix) To institute and administer scholarships, fellowships and awards for social science research by students, teachers and other research workers in India and outside, and in particular, to award senior fellowships for research in social science that will enable workers in universities to complete their research work for publication or undertake whole-time research for a defined period on topics in which they are specially interested and for doing research on which they are specially qualified;

- (x) To advise the Government of India on all such matters pertaining to social science research as may be referred to it by the Government of India from time to time, including collaborative arrangements in social science research with foreign agencies; and
- (xi) Generally, to take all such measures as may be found necessary from time to time to promote social science research and its utilisation in the country.

11.03. The Council has made considerable progress during the year. Apart from initial, inevitable programmes such as the organisation of its office, recruitment of necessary staff and formulations of rules and regulations, it has been able to initiate the following plans :

(1) It has taken over 45 continuing research projects from the Research Planning Committee of the Planning Commission.

(2) It has framed its own rules of grant-in-aid to research projects and widely circulated them. Several new projects have also been sanctioned under the scheme.

(3) It has instituted a programme of fellowships for social scientists who would like to take up an approved research project on a whole-time basis.

(4) It has instituted a system of publication grants which offer limited assistance to journals in the field of social sciences conducted by national associations of Indian social scientists and publication of research reports or doctorate theses in the field of social sciences.

(5) It has also instituted a programme under which important bibliographical or documentation work in the field of social sciences can receive financial support.

11.04. The Council has undertaken a programme of compiling and publishing a union catalogue of social science series which is expected to be completed in a period of 3 years. It

has also prepared a plan for the establishment of a National Social Science Documentation Centre in Delhi. A programme for the establishment of data banks and data libraries has also been drawn up.

11.05. The Council has initiated a survey of research that has been done so far in different fields of social sciences. Nearly 120 eminent social scientists are working on different aspects of this survey in about 100 subject fields. The survey is expected to be completed by June, 1970. Its results will give a basis on which a proper policy for support of social science research can be formulated.

11.06. The Council is also preparing plans for organising summer schools for social scientists for training in research methodology so that the quality of research work done can be improved.

11.07. The Council has also decided to play a promotional role and make special efforts to develop research in important but neglected areas such as the problems of the scheduled castes.

11.08. The Council has started collecting information about student research in Indian universities on a comprehensive scale.

11.09. The budget allocation of the Council during 1969-70 was Rs. 9 lakh. It has been increased to Rs. 25 lakh in 1970-71.

11.10. At present, there is a scheme of giving recurring and developmental grants to institutions doing research in natural sciences which are not eligible for financial support from the University Grants Commission. But there is no corresponding scheme for similar institutions doing research in social sciences. With effect from 1970-71, a scheme to this effect is proposed to be introduced and a provision of Rs. 10 lakh is made in the budget estimates for the purpose.

**B: PILOT PROJECTS**

11.11. For any programme of education which falls within the State sector, the Centre has a special responsibility to promote innovation. It is from this point of view that the development of pilot projects in important areas assumes great significance.

11.12. The Education Secretaries in the Conference held in May, 1969 stressed the urgent need to take up pilot projects covering the fields of wastage and stagnation at the primary stage, girls' education, education of scheduled castes and scheduled tribes and adult literacy. A Special Group was set up to delimit the areas, lay down the nature and scope of the pilot projects, indicate the criterion for the selection of pilot projects or areas in the States and also suggest the specific number of projects to be selected. Eight Sub-Groups dealing with the following subjects have been set up:

- (a) Wastage and Stagnation
- (b) Girls' Education
- (c) Education of Scheduled Castes and Scheduled Tribes
- (d) Institutional Planning
- (e) School Complex
- (f) Part-Time and Continuation Education
- (g) Programme for Non-Student Youth
- (h) Adult Education

The report of the Special Group is expected shortly and pilot projects will be initiated thereafter.

11.13. A special Group has been set up to work out details of pilot projects to be taken up in the field of vocationalisation of education and work experience. This Group will advise on the concept of vocationalisation of education at the pre-university stage and the development of skills, attitudes and know-

ledge relevant to employment-orientation and economic development and make recommendations on the programmes of pilot projects to be launched in this field together with the criteria for the selection of areas and institutions in each State for such projects, the type of courses and the *modus operandi* for introducing such courses, the ancillary facilities and institutions to be created for the purpose and additional matters. It will also suggest the necessary administrative and evaluation machinery and indicate the financial requirements of the programmes during the Fourth Plan.

11.14. The detailed programmes are being worked out by the following Groups :

*Sub-Group I.*—Introduction of work Experience in Schools, both Agricultural and Industrial

*Sub-Group II.*—Vocational Courses in Agriculture at the School Stage

*Sub-Group III.*—Vocational Courses in Industrial Fields at the School Stage (This will include polytechnics, junior technical schools, IIT's etc.)

*Sub-Group IV.*—Vocational Courses in All Other Fields: Commercial and Secretarial, Health and Medicine, Education, Home Management, Arts and Crafts, etc. (It will also deal with the problem of vocational guidance.)

*Sub-Group V.*—Regional Plans and Pilot Projects and Administrative Machinery including Evaluation

11.15. One of the important recommendations made by the Conference of Education Secretaries held in May, 1969 was that a few selected districts should be taken up in each State where the concept of district planning inclusive of the integration of education with economic planning should be worked out in detail. A preliminary report on Intensive Educational District Development Project of Bellary, Mysore, has been

drawn up as an illustration. The general objectives of the intensive educational district development project are:

- (a) To try out and demonstrate effective ways of relating educational programmes with over-all economic development and social growth particularly in relation to employment potential, manpower requirements, etc.; and
- (b) To try out, in the light of the above two objectives, methods of reaching optimum levels of educational development with minimum financial inputs; and optimum economies through (i) intensive utilisation of existing facilities and (ii) mobilisation of public support for educational purposes.

Some other State Governments have also been requested to prepare such preliminary reports. It is proposed to finalise the drafts of these projects in the course of the next three or four months and then work will be initiated in regard to the implementation of these programmes.

### C: CLEARING HOUSE FUNCTIONS

**11.16. Re-organisation of Statistical Unit :** In pursuance of the recommendations made by the Fourth National Seminar on Educational Statistics, a committee was set up in June, 1968, to study the working and staffing pattern of the Statistical Unit of the Ministry and to suggest the broad directions of development of the Unit to meet the requirements of educational administration and planning for the expanded scope of work of the Unit. This committee submitted its report in May, 1969 which was accepted by Government and the structure and functioning of the Statistical Unit was reorganised during the year. It was also decided to transfer the work on the collection and publication of statistics relating to university education, namely, 'Educational Statistics of Universities in India' to the University Grants Commission with effect from the publication relating to the year

1969-70, and a Standing Advisory Committee consisting of eight members was set up to advise the Division on the special studies to be taken up by it. A Study Group on In-Service Training Courses in Educational Statistics on a regional basis was set up in May, 1969 to review the working of the scheme of in-service training courses. In pursuance of its recommendations, two in-service courses, one at Kanpur and the other at Bhubaneswar, were conducted. In-service training courses were also conducted at Panaji, Gwalior and Jabalpur for the benefit of officials dealing with educational statistics.

11.17. **Visits of Officers:** It is proposed to arrange short-term visits of officers to different States, to study successful experiments, e.g., school improvement programme in Tamilnadu, production of textbooks in Bihar, adult literacy in Maharashtra, work experience in Rajasthan, rural education in Gujarat, etc. The programme was initiated by a visit of officers from Education Departments of the other State Governments to Gujarat on February 1-7, 1970. 15 representatives from 13 States and Union Territories, one representative from the NCERT, four from the Asian Institute of Educational Planning and Administration and one each from the Ministry of Education & Youth Services and the Government of Gujarat participated in the visit.

11.18. During the course of the visit, the party visited the following five institutions in Gujarat which have been conducting experiments in different fields of education:

- (1) Vedchhi Ashram and Gandhi Vidyapeeth, District Surat
- (2) Lok Bharati (Sanosra), District Bhavnagar
- (3) Shardagram, Mangrol, District Junagarh
- (4) Gangajala Vidyapeeth, Aliabada, District Jamnagar
- (5) Sheth A. H. Saraswati Vidyalaya, Ahmedabad

11.19. The second visit to Bihar to study the following was organised towards the end of February, 1970

- (1) Bihar State Textbook Publishing Corporation
- (2) Netarhat School, Ranchi
- (3) Rural Institute, Birauli
- (4) Vikas Vidyalaya, Ranchi.

The third and fourth visits will be to the States of Tamilnadu and Rajasthan.

11.20. **Shift System:** A Special Group has studied the operation of the shift system in Kerala and the extent to which it can be adopted in other States. This report is now under consideration and further action will be initiated soon in consultation with the State Governments.

11.21. **Experiments:** A number of useful experiments are being studied and reported upon. At the instance of the Union Minister for Education and Youth Services, an on-the-spot factual study of Netarhat School, Ranchi, which has been set up by the Bihar Government has been made. This report has been circulated to all the Chief Ministers, Education Ministers, Members of the Central Advisory Board of Education, State Education Secretaries and Directors of Public Instruction. The State Governments have been asked to consider the possibility of setting up such pace-setting quality institutions which would be nurseries for the bright boys and girls to grow into talented young men and women.

11.22. The Director, Bureau of Planning and coordination in the Ministry of Education and Youth Services, who visited the GDR in August-September, 1969, in connection with the Fourth International Colloquy on Teacher Education, was asked to make a study of the polytechnical education and work experience programmes as they exist in the GDR. This report is being circulated to the educational planners and administrators and other workers in the field of education in India. This report will help in preparing concrete programmes in the field of work



experience to be taken up as part of the Pilot Projects during the Fourth Plan.

**11.23. Supervision and Inspection:** A Special Group (1) to study the present position of supervision and inspection in the country and to suggest measures for improvement, (2) to analyse the various practices leading to the involvement of educational staff in non-educational work such as enquiries, distribution of teachers' salaries, etc., and (3) to study the nature and magnitude of the disputes between teachers and managements and suggest measures for setting up suitable arrangements/machinery for dealing with the problem, was set up on the recommendations of the Conference of State Directors of Public Instruction. The Group has submitted its report which is now under consideration.

**11.24. Resource Mobilisation:** In view of the large variations in the practices followed in mobilising resources for educational development programmes and also the extent and quantum of resources becoming available to the State Governments through such measures, a Special Group has gone into the problems in detail and is expected to submit its report shortly, giving concrete proposals about the mobilisation of resources for educational development programmes.

**11.25. Educational Administration:** A comparative study of the broad contours of educational administration in the States, especially in terms of higher level supervision, structure, manning, recruitment policies, service conditions, personnel administration, training programmes, exchange between teaching and administrative wings, etc., has been initiated.

## CHAPTER XII

### CULTURAL AFFAIRS

12 01 In the field of cultural affairs, the existing institutions have been developed further and several new and concrete measures to promote art and culture in the country have been taken, in the context of the need to reinforce, in practical terms, the composite culture of the land.

#### A: THE NATIONAL AKADEMIS

12.02 **Sahitya Akademi:** The main programmes of the Sahitya Akademi have been briefly indicated below.

(a) *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 made 147 such awards up to 1968. The award presentation ceremony for the winners of 1968 Awards was held at the Ashoka Hall, Rashtrapati Bhavan, New Delhi, on March 28, 1969, when the President, Dr. Zakir Husain, gave away the Awards. The winners present on the occasion were Shri Sundaram (Gujarati), Dr. H. R. Bachchan (Hindi), Shri Yatri (Maithili), Smt. Irawati Karve (Marathi), Shri Kulwant Singh Virk (Punjabi), Dr. Satyavrat Shastri (Sanskrit), Prof K B Adwana (Sindhi) and Prof. A. Srinivasa Raghavan (Tamil). As Shri Masti Venkataswamy Iyengar, the winner in Kannada, could not come to Delhi on the occasion, a special ceremony was held at Bangalore on May 25, 1969 when Dr R. S. Mugali, member of the Executive Board of the Akademi presented Shri Iyengar the casket containing the Award plate.

The Executive Board of the Sahitya Akademi has selected the following books for the Akademi Award for 1969

|                    |  |
|--------------------|--|
| Assamese . . . . . | Prof Atul Chandra Hazarika— <i>Manchhlekha</i> |
| Bengali . . . . .  | Manindra Ray— <i>Mohm Araal</i>                |
| English . . . . .  | Dr. Nihar Ranjan Ray— <i>An Artist in Life</i> |

|                     |  |
|---------------------|--|
| Gujarati . . . . .  | Swami Anand— <i>Kulkathao</i>  |
| Kannada . . . . .   | Dr. H. Tipperudraswamy— <i>Karnatak Sanskriti Sameekshe</i>                  |
| Kashmiri . . . . .  | Abdul Khaliq Tak Ainaguri— <i>'Ka' : Shri Zab : Nu Hund Alaaqawaad Phera</i> |
| Maithili . . . . .  | Upendra Jha— <i>Du Patra</i>   |
| Malayalam . . . . . | Edasseri Govindan Nair— <i>Kavle Pattu</i>                                   |
| Marathi . . . . .   | S. N. Banhatti— <i>Natyacharya Deval</i>                                     |
| Oriya . . . . .     | Surendra Mohanty— <i>Nila Saila</i>  |
| Punjabi . . . . .   | Dr Harbhajan Singh— <i>Na Dhuppe Na Chavvan</i>                              |
| Sindhi . . . . .    | N. U. Malkani— <i>Sindhi Nasrji Tarikh</i>                                   |
| Tamil . . . . .     | Bharati Dasan— <i>Pichrandaryar</i>  |
| Telugu . . . . .    | Tummala Seetharamamurty— <i>Mahatma Katha</i>                                |
| Urdu . . . . .      | Makhdoom Mohiuddin— <i>Bisat-i-Raqs</i>                                      |
| Hindi . . . . .     | Shrilal Shukla— <i>Rag Darbari</i>   |

(b) *Honouring Eminent Authors.*—On December 17, 1969, a function was held at the National Library, Calcutta, to present the Akademi Fellowship to Dr. Tarasankar Benerjee and Akademi Awards to Shri Surya Narayan Das and Shrimati Nalini Bala Devi, award-winners for Oriya in 1967 and for Assamese in 1968 respectively, who had not been able to receive them in New Delhi. At the same function a cheque for about Rs. 4,000 was presented by Prof. Suniti Kumar Chatterji to Shrimati Rama Banerjee, widow of the illustrious Bengali author of "Pather Panchali", Shri Bibhutj Bhushan Banerjee. The cheque related to royalties for the English edition of *Pather Panchali* published in London.

(c) *Fellows of the Sahitya Akademi.*—Dr. S. Radhakrishnan was elected the first Fellow of Sahitya Akademi in 1968 and a special presentation function was arranged at Madras for the purpose. The four new fellows elected by the Sahitya Akademi in 1969 were: Shri C. Rajagopalachari, Shri Tarashankar Bandyopadhyaya, Shri Sumitranandan Pant and Shri D. R. Bendre.

(d) *Seminars, Conferences, Literary Forums, etc.*—A seminar on languages without States or regions and two seminars on Guru Nanak to honour his 500th Birth Anniversary were held during the period. An exhibition of books on Guru Nanak's life and teachings was also arranged on the occasion. A special meeting of the Akademi's Informal Literary Forum was held at Rabindra Bhavan, New Delhi, on February 14, 1969 to pay homage to the great Urdu poet, Mirza Ghalib.

(c) *Selected Works.*—Four critical editions of Kalidasa's works, five volumes of collected works in Urdu by the Late Maulana Azad and four volumes of a comprehensive Anthology of Sanskrit Literature have been published so far.

12.03. **Sangeet Natak Akademi:** A brief account of the activities of the Sangeet Natak Akademi is outlined in the following paragraphs:

(a) *Documentation.*—Under its regular programme of recording classical music for the Akademi's archives the following were recorded: (i) music of Smt. Badi Moti Bai; (ii) Navavarṇas Kritis, Navagraha Kritis and rare Kritis of Mutthuswami Dikshitar sung by Shri M. Ramalinga Bhagavatar; and (iii) classical composition of Rabindranath Tagore rendered by Shri Jyotirindra Moitra. The systematic documentation of the traditional folk arts of music, dance and drama was continued. More than 173 hours of music covering a wide range were recorded and more than 3000 feet of 16 mm. colour films and over a thousand photographs, both colour and black and white, were added to the collection, covering many rare forms of music and dance.

(b) *Programmes and Projects.*—Important programmes arranged during the period are: (i) a Kathakali dance recital by the troupe of Kalamandalam Shri Krishnan Nair exhibiting excerpts from three famous Kathakali plays, namely, Mohini Rugmandgada, Keechakavadham and Duryodhanavadham; (ii) a seminar and festival of Chhau dances of Mayurbhanj organised by

the Orissa Sangeet Natak Akademi at Bhubaneshwar in collaboration with the Central Akademi, (iii) a programme of Chhau dances of Purulia (West Bengal) at Delhi on June 4 and 5, 1969 accompanied by a lecture demonstration by Dr. Asutosh Bhattacharya; (iv) a programme of taped folk and tribal music from Assam, Bengal, Jammu, Gujarat, Orissa and Rajasthan in July 1969 when the traditional ballad singers of Haryana also presented in a live programme; (v) a lecture on Bandha Nritya (a traditional dance form of Orissa) by Shri Jiwan Panigrahi with demonstrations by Km. Vijayalaxmi; (vi) a lecture-demonstration on Kathak dance with special reference to the tradition of Ras of the Braj region by Dr. (Mrs) Kapila Vatsyayan with a lecture illustrated with slides and demonstrations by Miss Uma Sharma; (vii) a reception in honour of the members of the Balinese Dance and Music Ensemble, when four of our major dances, Bharatanatyam, Kathak, Kathakali and Manipuri were presented; (viii) a two-day dance workshop under the guidance of a visiting American dance teacher, Mr. Lony Gordon, organised at the National School of Drama under the auspices of the Akademi in September, 1969, in which 50 students of the School and local dance institutions participated; and (ix) the presentation of a short programme based on the literary compositions of the Guru Nanak Dev, including the singing of 'Shabads' on the occasion of his Quin-Centenary celebrations at New Delhi.

(c) *Library, Listening Room and Information Service.*—During the year some rare books and discs were obtained for the Library. The Listening Room attached to the Library was utilised as usual by a large number of people. The Information Service of the Akademi was expanded and more systematically organised.

(d) *Akademi Museum*—Besides more than 200 folk and tribal instruments, the Akademi's acquisition during the year comprised (i) a set of Krishna and Radha costumes of Manipuri dance; (ii) a complete set of about 100 masks used in Chhau dances of Purulia; (iii) a set of about 200 leather puppets from Andhra and Mysore and 18 string puppets relating to Markan-

deya Puran; and (iv) 22 head-gears and tappers of Chhau masks of Seraikela.

(e) *Publications*.—Besides its bi-monthly News Bulletin, the Akademi continued to bring out its quarterly journal, "Sangeet Natak". Folk arts was made the themes of two special issues of the period.

(f) *Sangeet Natak Akademi Awards*.—The General Council of the Sangeet Natak Akademi selected 12 artists for the Akademi Awards of 1969:

*Music*

|                                     |       |                               |
|-------------------------------------|-------|-------------------------------|
| Shri Ramchatur Ballik               | . . . | Hindustani Vocal              |
| Shri Dabir Khan                     | . . . | Hindustani Instruments (Beer) |
| Shri M. M. Dardapani Desigar        | {     | Karnatak Vocal                |
| Shri Devakottai A. Narayana Iyengar |       | Karnatak Instrumental (Veena) |

*Dance*

|                                    |       |                              |
|------------------------------------|-------|------------------------------|
| Shri Vazhenkata Kunchu Neir        | . . . | Kathakali                    |
| Thangyam Ojah Chaoba Singh         | {     | Manipur                      |
| Tiruvalaputtur K Swaminatha Pillai |       | Bharatanatyam (for teaching) |
| Smt. Sitarā Devi                   | . . . | Kathak                       |

*Drama*

|                       |       |                                    |
|-----------------------|-------|------------------------------------|
| Shri Manmath Roy      | . . . | Play-Writing (Bergali)             |
| Shri Habib Tanvir     |       | Play-Production (Urdu)             |
| Shri N. N. Pillai     | . . . | Acting (Malayalam)                 |
| Gohan Chandra Goswami | . . . | Traditional Theatre<br>"Ankia Nat" |

12 04. **Lalit Kala Akademi:** The significant activities of the Lalit Kala Akademi during the year are outlined below:

(a) *Exhibitions*.—Quite a few exhibitions were held in this country and India's participation in important art exhibitions

abroad was arranged. Some of them are: (i) exhibition from the collection of National Exhibition of Art, 1969, at the Academy of Fine Arts Galleries, Calcutta, on June 14-23, 1969; (ii) exhibition of graphics by Dr. Gopal, C. Mitra on September 12-18, 1969, (iii) exhibition of sculptures by Ramesh Jain on September 24—30, 1969; (iv) exhibition of Hungarian fine arts at the Lalit Kala Galleries, Rabindra Bhavan, New Delhi, on November 13-20, 1969; (v) exhibition of Hungarian fine arts at Madras in December, 1969; (vi) exhibition of architecture in Finland in the Akademi's Galleries on November 21—December 5, 1969; (vii) exhibition of recent paintings by Shri Anand Mohan Naik on November 23-30, 1969 at the Akademi Galleries; (viii) Mural Camp for Paintings at Bansthali, Rajasthan on May 22—June 30, 1969, attended by six artists; (ix) exhibition of the works of . Mueller, artist from the GDR on December 15—22, 1969; (x) exhibition of the works of Mrs. Amina Kar of Calcutta at the Foyer Gallery of the Akademi on December 1-10, 1969; (xi) Indian participation in X Sao Paulo Biennale with the works of Sarvashri Dipak Banerjee, Jyoti Bhatt, Bhupan Khakar, Reddapa Naidu, Vinodary Patel, G. R. Santosh, Ajit Chokravarty and Smt. Pilo Pochjhanwalla; (xii) Indian participation at VI Paris Biennale with the works of Saravashri S G. Vasudev, Vinod Shah, Bikash Bhattacharya, and Binit Kumar Roy.

(b) *Publications*.—Among the publications, mention may be made of Abanindranath Tagore and the Art of His Times which is a well-illustrated historical and critical survey of the development of contemporary Indian Art (1895—1947).

**12.05. Second Triennale of Contemporary World Art:** Encouraged by the success of the First Triennale organised in 1968 which had resulted in establishing deeper and better understanding and appreciation of the values of the East and West through the language of painting and sculpture, it has been decided that the Lalit Kala Akademi should organise the second Triennale in New Delhi in January 1971. Formal invitations have been sent by the Akademi to the various countries for participation in the programme.

**12.06. Reviewing Committee on the Work of the Three National Akademis and the Indian Council for Cultural Relations :** A Reviewing Committee under the chairmanship of Shri Justice G. D. Khosla has been set up with the following terms of reference :

- (a) To review the working of the three National Akademis and the Indian Council for Cultural Relations with reference to their over-all objectives and the recommendations made by the Bhabha Committee.
- (b) To suggest measures for improving the working of these bodies and strengthening their activities in relation to broad priorities; and
- (c) To recommend a suitable pattern of organisation and suggest changes as may be necessary in the articles of association (rules and regulations) consistent with the requirements of autonomy and public accountability.

The Committee has been requested to submit its report within a period of six months.

#### **B: PROGRAMMES OF ASSISTANCE FOR CULTURAL ACTIVITIES**

**12.07. Shankar's International Children's Competition :** The competition, which is a popular and important event, continued to receive assistance.

**12.08. Building Grants to Voluntary Cultural Organisations :** During the year, eight organisations were sanctioned grants comprising a total amount of Rs. 2,06,300.

**12.09. Financial Assistance to Eminent Writers, Artists, etc., in Indigent Circumstances :** Originally introduced during 1952-53, the scheme was revised in April, 1961. All grants under the scheme are given on a sharing basis between the Union and State Governments in the ratio of 2 : 1. Expenditure on grantees in the Union Territories is borne entirely by the Union Government.

**12.10. Institutions Engaged in Literary Activities :** During 1969-70, a few institutions like the Institute of Historical Studies,



Calcutta, Numismatic Society of India, Varanasi, Bharatiya Vidya Bhavan, Bombay, etc., were assisted under the scheme.

### C: MUSEUMS AND ART GALLERIES

**12.11. Central Advisory Board of Museums:** The Central Advisory Board of Museums was reconstituted in May, 1969 for another period of three years.

**12.12. Re-organisation and Development of Museums:** A total sum of Rs. 87,272 was sanctioned to 19 museums during the period till February, 1970. Financial assistance was given to three scholars for research in museology.

**12.13. Museum Camp:** The seventh All-India Museum Camp was held on January 16-31, 1970 at Baroda, to discuss the subject of "Prehistory, Physical Anthropology and Natural History with special reference to problems of Collection and Techniques of Display."

**12.14. National Museum, New Delhi:** Originally started in 1959, the National Museum has grown to be a premier museum in the country. An outline of its activities during the period is given below.

(a) *Acquisitions.*—Among the objects newly added to the Museum collection, mention may be made of 263 art objects consisting mainly of lamps and brass ritual ware, 6 textiles and 18 Deccani miniatures as gift from Rani Rajwade of Gwalior; two sets of Bulgarian costume, 4 coins and an oil painting as gift from the Prime Minister of Bulgaria; a painted wooden panel from Rajasthan and a golden watch as gifts respectively from Dr Grace Morley and the Soviet Defence Minister, Marshal Grechko; two gandhara stone sculptures on permanent loan from the Principal, Mayo College, Ajmer, and 86 other objects on loan from the Deccan College, Poona.

(b) *Changing Exhibition Galleries*—Some of the special exhibitions organised during the period in the changing exhibition galleries of the Museum are: (i) an exhibition of "Finds from the

proto-historic sites excavated in the recent past", consisting of objects from Navadatoli, Chandoli, Newasa, Ahar, etc., (ii) an exhibition on "ONGE, the Little Known People of the Little Andaman", and (iii) on the occasion of the Quincentenary of Guru Nanak Dev, an exhibition on "Glimpses of Sikh History in Indian Art".

(c) *Educational Programmes.*—An exhibition on "What is a Museum" was held and a dialogue between museum directors and teachers was organised during the All-India Museum Week on November 17-23, 1969. Other educational programmes organised by the Museum comprised lectures, guided tours of museum galleries and films for special groups of visitors from the country or abroad, particularly students and teachers. Besides the Keeper, Educational Service Department, delivered illustrated lectures on Indian art, architecture and cultural subjects at various cultural centres, and participated in seminars, television programmes and radio broadcasts. Indian and foreign scholars were provided facilities to examine and study the reserve collections of the Museum.

(d) *Special Talks.*—The Museum was visited by some eminent scholars and museologists from abroad. A number of illustrated talks were organised during the period.

(e) *Library and Conservation Laboratory.*—The Museum Library continued to render useful reference and research service to university students, research scholars and specialists in the field. The Conservation Laboratory, besides carrying out preservation and scientific examination of its own collections, helped other museums in preserving some of their art objects. It organised, during the period, a three-week course on 'Care of Museum Objects'.

(f) *Modelling.*—The Modelling Section prepared 421 casts of art objects and coloured and finished 661 casts.

(g) *Other Projects and Services.*—An interesting project being followed by the Museum relates to the "Study of Central Asian Textiles". The Museum also extended assistance to the

Consultative Committee for the Study of Timurid Art. Facilities were provided to the Films Division of the Information and Broadcasting Ministry and the Television Team of Sudwestfunk Baden-Baden, FRG, for taking shots of painting and sculptures for their films respectively on 'Bundi Architecture' and 'The Himalayas'.

**12.15. Indian Museum, Calcutta:** One of the largest and oldest museums in India, the Indian Museum is governed by a Board of Trustees. It functions with six sections, viz, Art, Archaeological, Anthropological Geological, Zoological and Industrial. Its activities during the period are briefly outlined below.

(a) *New Services.*—Two main developments during the period relate to the opening of a new Miniature Painting Gallery and the introduction of a Museo-Bus as part of a Mobile Exhibition Unit.

(b) *Photography Unit.*—The Photography Unit undertook field trips to the Hazaribagh district of Bihar, Manipur and Nagaland and helped in the preparation of two ethnographic albums—one, on the Birhors and the other on the Nagas. During 1969-70 many photographs including those of the art and archaeological exhibits of the Bhuj and Baroda Museums were added.

(c) *Presentation Units.*—The modelling section of the Presentation Unit prepared 137 pieces of plaster casts of different sculptures and coins, and miniature plaster cast models required for archaeological display in the dioramas of the museo-bus.

(d) *Talks.*—Six illustrated popular lectures on different subjects covered by this Museum were organised during the period and eminent scholars in their respective fields were invited to speak.

(e) *Publications.*—Three publications, namely, 'Chamba Bupal', 'Catalogue of Arabic and Persian Inscriptions in Indian Museum', and 'Indian Museum Bulletin' and a set of six multi-

coloured postcards of the Museum's archaeological exhibits were brought out during the period.

**12.16. Victoria Memorial Hall, Calcutta:** The Victoria Memorial Hall accommodates exhibits mainly connected with the British period of Indian history. In its National Leaders' Gallery, efforts are being made to depict the story of the struggle for independence. During the period, photo copies of documents showing interesting episodes in the history of the Indian National Congress were obtained and several interesting acquisitions were added. The Hall provides facilities of guided visits to students and teachers of schools, and research scholars and students of higher education, and public lectures by eminent scholars are also arranged. This year the Hall brought out its Bulletin for the first time in print, in place of the earlier cyclostyled one.

**12.17. Nehru Memorial Museum and Library, New Delhi:** Inaugurated on the 14th November, 1964, the Nehru Memorial Museum and Library has been functioning as an autonomous body since April 1, 1966. An account of its activities during the year is outlined in the following paragraphs.

(a) *Visitors.*—The total number of visitors to the Museum during the period was 8,14,641 as against 5,84,857 during the corresponding period in 1968. The number of visitors touched the record figure of 43,877 on Nehru's Birthday on 14th November, 1969.

(b) *New Exhibits and Acquisitions*—Two marble tablets engraved with extracts from Jawaharlal Nehru's Will and Testament in Hindi and English were unveiled in Teen Murti House by Khan Abdul Ghaffar Khan on 14th November, 1969. Among the important collections acquired during the period are the papers of Sir Pheroz Sethna, Sir Sunder Singh Majithia, Dr. Margaret Spigel, Shri Bhulabhai Desai, Shri Dhirubhai Desai, Shri Bhupendra Nath Basu, Dr. B. S. Moonje, Shri S. Satyamurti and Shri Har Dayal. It is proposed to bring out a handbook of the manuscript collections acquired so far. More than 2400

books were added, bringing the total number of volumes to 32,000. Additional 925 press clippings on Nehru were also added to the collection. With the recording of 107 additional interviews, the total number of recordings rose to 575 by 237 different persons. More than 1640 photographs were added to the collection in the Library of Photographs bringing the total to over 27,000 photographs.

(c) *Special Exhibitions*.—The following special exhibitions were organised. (i) an exhibition to mark the 50th year of Jallianwala Bagh Massacre on April 13, 1969; (ii) an exhibition on 'Dandi March' was thrown open to the public on 25th July, 1969; (iii) an exhibition to mark the birth centenary of V. S. Srinivasa Sastri on September 22, 1969; and (iv) a new exhibition "Gandhi and Nehru", opened to the public on 14th November, 1969.

(d) *Seminars and Lectures*.—The second session of the Seminar on "Socialism in India, 1919-39" was arranged from 8th to 10th October, 1969, attended by scholars from various universities and learned institutions. A seminar on "Gandhi and Nehru" was organised on 29th November, 1969. Learned lectures on various topics bearing on Jawaharlal Nehru and other leaders of Modern India in the political and social fields were also held in the Museum.

12.18. **Salar Jung Museum, Hyderabad**: Among the various educational and other cultural activities undertaken by the Museum and its Library during the period, mention may be made of the celebration of the Museum Week for 10 days between 1st to 12th November, 1969, and the celebration of the Children's Week on November 14-21, 1969. The Museum has been engaged on a number of development projects like the re-organisation and development of its Conservation Laboratory, restoration of oil paintings, the setting up of a Photography Section, and its reorganisation and development on modern scientific methods including publication and research.

12.19. A committee has been set up under the chairmanship of Dr. Moti Chandra to examine the working of the museums in the country, to make recommendations to provide the basis for a national policy and programme for the development of museums, and to suggest measures for promoting the educational role of museums as instruments of mass education. The committee has been requested to formulate their recommendations within a period of 4 months

12.20. **National Gallery of Modern Art, New Delhi:** During the period, eight art objects were accessioned. Other activities of the Gallery include the organisation of 19 film shows on art and culture in the premises of the Gallery, bringing out the second series of a set of 12 picture post cards on sculptures in the collection of the Gallery, extending facilities for taking colour photographs of the contemporary art objects of the Gallery to be displayed at Expo '70 in Japan and extending facilities to the Television Centre in shooting for a T. V. film on the Gallery. The Gallery has also been engaged in several development projects like the development of its restoration laboratory, the setting up of Eastern and Western sections, the development of an art reference library and a photo-studio.

12.21. **Indian War Memorial Museum, Red Fort, Delhi:** The Indian War Memorial Museum, situated in the Red Fort, Delhi, exhibits arms, ammunition and equipment used in the first World War. It continued to attract a large number of visitors during the year.

#### D: ARCHAEOLOGICAL SURVEY OF INDIA

12.22 **Exploration and Excavations:** As a result of the explorations undertaken the following discoveries were made :

- (i) Early and Late Stone Age tools were collected from Nandi, Mansanu and Plath (district Kathua) of J & K and Chhatawada Handi, Khajawasa Chata and Raipura (district Broach) of Gujarat, respectively. Middle and Late Stone Age sites were discovered in district Broach

(Gujarat) and neolithic-*cum*-megalithic sites at Pinna-  
thurai in district North Arcot (Tamilnadu).

- (ii) Traces of late and post-Harappan cultures and early historic cultures were found in the island of Bet Dwarka (district Jamnagar) of Gujarat. A Harappan site was discovered at Bhura in district Muzaffarnagar, ochre-coloured pottery and painted greyware were found at Anwarpur and Bholni (district Saharanpur) and Debathus (district Meerut) in Uttar Pradesh respectively.
- (iii) Northern black polished ware found at Manghi (district Saran) of Bihar, Turkulwa, Redrapur, Fazilnagar, Chation and Padrauna (district Deoria) and Behri (district Jaunpur) of Uttar Pradesh. A Siva temple of *circa* seventeenth century and sculptures belonging to Mathura and Sarnath schools were discovered at Durejee (district Saran) and Bodh Gaya in Bihar.

Besides, excavations at Pauni (district Bahdara) of Maharashtra have brought to light remains of Buddhist Stupa of 3rd Century B.C. Megalithic burial was excavated at Hunur (district Belgaum) of Mysore. Excavations were commenced at Purana Quila, New Delhi. Further, new structural details of Chalukyan temples came to light at Aihole (district Bijapur) of Mysore.

**12.23. Epigraphy:** Over five hundred inscriptions in Sanskrit, Dravidian languages, Persian, Arabic and other languages were deciphered and studied during the period under review. Already edited inscriptions were taken up for publication. The most remarkable discovery of the year relates to inscriptions on Jain images *circa* fourth-fifth centuries A.D. recording the name of Ramgupta, the controversial Gupta ruler, for the first time. A new important inscription mentioning certain individuals bearing Naga-ending names in the script of *Circa* seventh century was found in district Udhampur on a trident. A Kannada epigraph of about the fourteenth century was noticed at Indu in district Dharampuri of Tamilnadu. In

district Mysore a hero-stone with epigraph of *circa* tenth and twelfth centuries were discovered at Udhuvepura. Another epigraph in Nagari character of about the seventeenth century found within the Mandapesvara caves near Bombay revealed that this group of rock-cut Brahmanical shrines was under worship till that time and was known as Mandapesvara.

**12.24. Archaeological Museums :** The Museums Branch of the Survey has commenced the work of photographic documentation in several site museums. Indexing of antiquities in the museums at Konarak and Khajuraho was completed. Fifty-four sculptures from Gummadidduri were transferred to Amravati where a new museum is being set up. A new museum is also being set up at Vaisali where the antiquities, from the excavated site are proposed to be exhibited. The construction of the museum at Hampi is in progress; it will house the loose sculptures mostly of the Hoysala and Vijayanagar period. For the safety of loose sculptures collected at various sites sculpture sheds are being constructed.

**12.25. Archaeological Gardens :** Besides maintaining the existing gardens new ones are being developed at the following places :

- (1) Purana Quila, Delhi; (2) Temples at Jaysagar, district Sivasagar (Assam); and (3) Excavated ruins at Sravasti, district Behraich (UP).

**12.26 Temple Survey Project :** During the period 109 temples were surveyed and documented in districts Palghat, Kozhikode, Trichur, Cannanore and Mallapuram of Kerala, in district South Kanara of Mysore and in districts Kanyakumari and Tirunelveli of Tamilnadu to study the architecture and art of the typically Kerala temples. The Survey also brought to light a new Pandyan cave (*circa* 9th Century A D ) at Mandappadu, district Tirunelveli. Besides, the architectural drawings of the temples likely to be submerged under the Srisaillam project were being prepared.



**12.27. Preservation of Monuments:** Out of over 3000 monuments maintained by the Survey, 412 monuments were selected for special repairs. Among the important preservation works undertaken the following are worth mentioning. (1) Groups of temples at Aihole and Pattadakal, district Bijapur (Mysore), (ii) Temple at Dwarka, district Jamnagar (Gujarat), (iii) Sun Temple at Modhera, district Mehsana (Gujarat), (iv) Brihadeshwara Temple of Thanjavur (Tamilnadu); (v) Rameshwara Temple at Keladi, district Shimoga (Mysore), (vi) Jama Masjid, Delhi; (vii) excavated ruins at Kalibangan, district Ganganagar (Rajasthan); (viii) Man Singh's Palace at Gwalior (MP); (ix) Mughal Arcade at Verinag (J & K); (x) Excavated ruins at Kushnagar, district Deoria (UP); and (xi) Purana Quila, Delhi.

**12.28. Chemical Preservation:** The Chemistry Branch of the Survey carried out important preservation works at the following monuments and places in addition to the routine type of works and geochronological researches and analytical tests of excavated materials: (i) Sun Temple at Konarak, district Puri (Orissa); (ii) Asoka Pillar, Kotla Firoz Shah, Delhi, (iii) Diwan-i-Khas, Red Fort, Delhi, and (iv) Brindavan Chandra Temple, Guptipara, district Hooghly (West Bengal).

**12.29. Preservation of Buddhist Shrines at Bamiyan in Afghanistan:** According to an agreement reached between India and Afghanistan the Survey undertook the first phase of preservation works at Bamiyan. The work envisages structural repairs to the rock-cut shrines and the two large-sized Buddha images (height 53 and 35 metres respectively) and chemical preservation of the paintings inside the shrines. In this joint venture, India is to provide such chemicals and equipment as are not available in Afghanistan and the expertise. The Royal Afghan Government would supply materials, labour and provide conveyance and accommodation to the Indian team.

**12.30.** Many reports on excavations conducted earlier by the Survey have not been written up. Since writing up of these reports are time-consuming as they involve comparative study of

previous published and unpublished excavated material, analysis of the finds and preparation of drawings, photographs, etc., the work has, unfortunately, been allowed to go into arrears. Special efforts are now being made to clear this backlog.

**12.31. Publications:** During the current year, "Indian Archaeology 1964-65—a Review and Epigraphia Indica, XXXVII, Parts IV and V" were brought out. To popularise archaeological monuments many sets of picture post cards were reprinted and new coloured sets of Agra and Delhi monuments were released.

**12.32. Measures to Prevent Illegal Export of Antiquities and Theft of Art Treasures:** Measures for the care and conservation of ancient monuments in the country have primarily to be dealt with from two angles; (1) adequate export control; (2) effective internal administrative and other arrangements to ensure better protection. Comprehensive legislative measures are proposed to be introduced to prevent illegal export of antiquities. Similarly, extensive administrative measures are proposed to be taken to check thefts of antiquities from our protected monuments.

**12.33. Reorganisation of the Archaeological Survey of India:** With a view to ensuring steady progress of research in various fields, namely, epigraphy, architectural surveys, exploration, excavation, museums, etc., on the one hand and to exercising effective protection and adequate preservation of monuments on the other, the reorganisation of the Survey is under consideration. The financial and other administrative implications are under detailed examination.

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#### E: NATIONAL ARCHIVES OF INDIA

**12.34. Accession:** Efforts to acquire records relating to eminent Indian revolutionaries and others produced satisfactory results. Noteworthy acquisitions belonging to this category include a microfilm copy of the papers relating to the trial of

Madan Lal Dhingra, obtained from the Public Records Office, London; 7 microfilm reels of papers relating to the San Francisco Trial, received from the India Office Library, London; a copy of the proceedings of the trial of the freedom fighter Hari Kishen; and the Judgement of Sessions Court, Lahore, in that case, obtained from the Government of Pakistan. Efforts are being made to acquire from the Pakistan Government also copies of papers relating to the trial of Bhagat Singh and others involved in the Lahore Conspiracy case.

**12.35. Record Management:** A large bulk of the records of the various public agencies were appraised. Mention in this connection may be made of the records of the late Rajputana Agency and its successor bodies (Jaipur Agency, 1923-47), Western India States Agency (Regional Commissioner's office, Rajkot, 1928-46), Kashmir Residency (1923-49), Baroda Residency (1924-47), Gujarat States Agency (1946-47), Bundelkhand Agency (1924-47), Western Kathiawar Political Agency (1924-47), Department of Education, Health and Lands (1928-46), and Office of the Comptroller and Auditor General of India (1941-45). Appraisal was also done of the records of the late Foreign and Political Department.

**12.36. Compilation of Reference Media:** The programme of preparing reference aids to the records in the Department's custody was pursued. Private papers of several eminent Indians, including those of Sir Sita Ram, Sir P. S. Sivaswamy and Dada-bhai Naoroji acquired by the Archives were also arranged and listed.

**12.37. National Register of Records:** In connection with the compilation of the National Register of Records a number of lists indicating the whereabouts of documents of historical interest in private custody were received from the State Governments of Andhra Pradesh, Assam, Bihar, Gujarat, Maharashtra, Tamilnadu, and Uttar Pradesh.

**12.38. Technical Service:** Besides attending to its normal work of preserving and rehabilitating the records in its own

custody the Department continued to render technical service to a number of public agencies and private institutions and individuals.

**12.39. Training in Archives-Keeping:** The Archives continued to offer its one-year diploma course in archives-keeping. The six trainees admitted last year completed their training in September 1969. Training in the preservation and photoduplication of records is also offered to foreigners under the ICM Colombo Plan.

**12.40. Publications:** Under the publication programme, the printing of the *Fort William—India House Correspondence*, Vol. VII (Public, 1773-76), Vol. XX (Military, 1792-96) and Vol. XXI (Military, 1797-1800) as well as that of the *Selections from Educational Records* Vol. IV dealing with technical education in India neared completion. Considerable progress was made in the printing of Vol. XI (1794-95) of the *Calendar of Persian Correspondence*.

**12.41.** The concrete measures to be taken to implement the various recommendations of the Committee on Archival Legislation have been formulated and are in the final stages of discussion with the Ministries concerned. The object is to ensure that the obligations for orderly maintenance of archives are laid down clearly to ensure stability.

**12.42. Financial Allocations:** The financial allocations for the major programmes described in this chapter during 1969-70 and 1970-71 are given below :

(Rs. in lakhs)

| S. No. | Scheme                      | Provision for 1969-70 |         | Budget Estimate 1970-71 |
|--------|-----------------------------|-----------------------|---------|-------------------------|
|        |                             | Original              | Revised |                         |
| 1      | 2                           | 3                     | 4       | 5                       |
| 1      | Sahitya Akademi . . .       | 13.327                | 13.25   | 11.67                   |
| 2      | Sangeet Natak Akademi . . . | 27.867                | 27.241  | 26.885                  |
| 3      | Lalit Kala Akademi . . .    | 23.04                 | 21.406  | 16.00                   |

(Rs in lakhs)

| 1  | 2  | 3      | 4      | 5      |
|----|--|--------|--------|--------|
| 4  | Building Grants to Voluntary Cultural Organisations . . . . .                              | 6.00   | 3.00   | 9.50   |
| 5  | Financial Assistance to Eminent Writers, Artists, etc. In Indigent Circumstances . . . . . | 6.30   | 6.29   | 6.00   |
| 6  | Institutions Engaged in Literary Activities . . . . .                                      | 1.00   | 1.00   | 1.00   |
| 7  | Reorganisation and Development of Museums . . . . .  | 1.50   | 0.55   | 5.00   |
| 8  | National Museum, New Delhi §.  | 20.47  | 17.924 | 29.271 |
| 9  | Indian Museum, Calcutta §  | 10.788 | 8.081  | 10.87  |
| 10 | Victoria Memorial Hall, Calcutta   | 3.32   | 3.12   | 3.34   |
| 11 | Nehru Memorial Museum and Library, New Delhi . . . . .                                     | 22.14  | 21.13  | 27.00  |
| 12 | Salar Jung Museum, Hyderabad .   | 13.24  | 12.30  | 17.24  |
| 13 | National Gallery of Modern Art, New Delhi . . . . .  | 5.865  | 4.573  | 6.73   |
| 14 | Archaeological Survey of India, New India . . . . .  | 161.57 | 141.99 | 162.24 |
| 15 | National Archives of India, New Delhi . . . . .  | 18.17  | 17.495 | 29.805 |
| 16 | National Archives of India, Bhopal   | 1.31   | 1.232  | 1.32   |

## CHAPTER XIII

### UNESCO AND CULTURAL RELATIONS WITH OTHER COUNTRIES

13.01. This chapter deals with the activities relating to the programmes of education, science and culture developed and followed in collaboration with Unesco or arising out of India's cultural relations with other countries.

#### A: UNESCO PROGRAMMES

13.02. **Assistance Offered to India:** For the biennium 1969-70, a sum of about 1.5 million dollars has been earmarked for assistance to India in the form of experts, fellowships and equipment under the Unesco-Undp Programme. In addition, a number of proposals have received assistance under the Participation Programme for 1969-70.

13.03. **International Campaign for the Restoration of Cultural Property Damaged by Floods in Florence and Venice:** A sum of Rs. 50,000 being the first instalment of India's total contribution of Rs. 2 lakh towards the international campaign for the restoration of cultural property damaged by floods in Florence and Venice, was paid to Unesco. This amount will be utilised for purchase and export of articles made in India.

13.04. **International Campaign to Save the Monuments of Philae:** On an appeal from the Director-General, Unesco, to member-States for voluntary contribution to save the monuments of Philae in the UAR, the Government of India have decided to offer services, supplies and equipment worth Rs. 3 lakh to Unesco.

13.05. **International Campaign to Save the Monuments of Nubia:** A sum of Rs. 12 lakh will be paid to Unesco as the Government of India's contribution towards the safeguarding of Abu Simbel Temples from inundation by the waters of the Aswan

Dam. This amount will be utilised for the purchase of equipment and supplies from India.

13.06. Ambassador of India to France has been nominated as the Permanent Representative of the Government of India to Unesco.

13.07 **Asian Institute of Educational Planning and Administration, New Delhi**: The Asian Institute of Educational Planning and Administration set up by the Government of India in collaboration with Unesco, organised, during the year, the tenth training course for educational planners and administrators from member-States in the Asian region. 23 participants attended the course.

13.08. Its other programmes during the year included the following:

(a) *Seminars*.—A seminar of experts on the university teaching for educational planning in Asia was held at New Delhi on August 5-12, 1969. A Regional Meeting of Research Nominees for the preparation of Countrywise Monographs on Educational Administration was also held at New Delhi on December 18-20, 1969.

(b) *National Courses*.—A national course was organised by the Ministry of Education of the Republic of Vietnam in co-operation with the Asian Institute in July 1969. Another national course was organised by the Nepalese Ministry of Education in co-operation with the Institute from 16th November 1969 to 16th January, 1970.

(c) *Exchange Programme*.—As in 1968, exchanges of teaching personnel with the Asian Institute of Economic Development and Planning, Bangkok, were continued in 1969. Similarly some members of the staff of the Asian Regional Institute of School Building and Research, Colombo, participated in the tenth course. Mr. M. A. Ghaussi, Deputy Minister of Education, Afghanistan, visited the Institute as a short-time consultant during October-November, 1970.

(d) *Indian Programme*.—An Indian Programme, as recommended by the Education Commission (1964-66) was initiated during the year.

(e) *Institute's Building*—The building programme of the Institute is under way and it is expected to be completed by the end of March, 1971.

#### B: INDIAN NATIONAL COMMISSION FOR CO-OPERATION WITH UNESCO

13 09. The Indian National Commission for Cooperation with Unesco was re-constituted during the year. Its membership is now of two categories: (a) individual, (b) institutional. There are 10 individual members nominated by the President of the Commission on each of the 5 sub-commissions for education, natural sciences, social sciences, cultural activities and humanities and mass communication. Institutions of an all-India character and those doing significant work of national importance for propagating the aims and objectives of Unesco are eligible for institutional membership of the Commission. The number of such institutional members will not exceed 50 at any time. The term of office of all members—whether individual or institutional—will be four years.

13.10. **Celebration of International Education Year:** The General Assembly of the United Nations has designated 1970 as "International Education Year" and endorsed the programme approved by the General Conference of Unesco at its 15th session (1968) for the preparation and execution of an international concerted programme in this connection. The Government of India have decided to participate in the programme. In addition to a Central programme drawn up for the purpose, the State Governments have also been requested to set up coordinating bodies for implementing programmes relating to the International Education Year.

13 11. **Programme of Education for International Understanding:** Over 730 schools and teacher training institutions



are participating in this programme which hinges round three main activities, viz., (i) teaching about UN and its Specialised Agencies, (ii) teaching about other countries and cultures; and (iii) teaching about Human Rights and Fundamental Freedoms. During the year, four workshops for the orientation of teachers were organized at Chandigarh, Bangalore, Bhopal and Jaipur. In addition, 10 important publications on education for international understanding including those on Mahatma Gandhi were supplied free. It is also proposed to bring out a handbook on the subject primarily intended as a teaching aid in the classroom.

**13.12. Essay Competition on Hungary :** In consultation with the Hungarian National Commission, an essay competition on topics relating to Hungary was held and essays were invited from the secondary schools participating in Unesco's programme for education for international understanding. The Hungarian National Commission awarded nine prizes. The first prize-winner, Kumari Rajini Kumar of Springdales School, New Delhi, was given a free two-week holiday in Hungary.

**13.13. Second Seminar-cum-Orientation Courses for the Organisers of Unesco Centres/Clubs in India :** The INC for Unesco organised a seminar-cum-orientation course for the organisers of Unesco Centres/Clubs on November 25-28, 1969 at the India International Centre, New Delhi, with financial assistance from Unesco. It was attended by 25 organisers of Unesco Centres/Clubs.

**13.14. Study of Civilizations of Central Asia :** The Commission is participating in Unesco's project on the Study of Civilizations of the Peoples of Central Asia. A National Advisory Committee on Central Asian Studies has been constituted for this purpose. It held a number of meetings during the year in which it reviewed the progress of the project and suggested various activities to be undertaken by different coordinating/collaborating institutions in India. Prof Nazir Ahmed of Aligarh Muslim University, and Prof. S. K. Saraswati of Banaras

Hindu University, Varanasi, participated in the International Symposium on the Art of Central Asia during the Timurid period, held at Samarkand (USSR) on September 23-27, 1969.

**13.15. Auroville International Cultural Township :** Sri Aurobindo Society, Pondicherry, an institutional member of the INC for Unesco has sponsored the establishment of an international cultural township known as "Auroville" where people of different countries will live together in harmony in one community and engage in cultural, educational, scientific and other pursuits. The Commission sanctioned a grant of Rs. 1 lakh to the project during the year and Unesco sanctioned a grant of \$ 3000 for equipment.

**13 16. International Institute of Tamil Studies, Madras :** The International Institute of Tamil Research in collaboration with the Government of Tamilnadu has a proposal for the setting up of an International Institute of Tamil Studies at Madras. The Unesco has agreed to give the following assistance:

- (a) \$ 2000 towards the publication of "Thevaram";
- (b) Books for \$ 1000;
- (c) One fellowship for six months;
- (d) Equipment for a Micro-filming Unit worth \$ 2000; and
- (e) Visiting mission of Shri A. Subbiah, Member-Secretary of the Managing Committee of the International Institute of Tamil Studies, to various countries (costing \$ 3000 approx.).

**13 17. Asian Research Centre for Social and Economic Development :** The grant to the Centre (Rs. 2,31,000) was continued during the year.

**13 18 The Unesco Reading Materials Project and Book Development Programme :** The "Unesco Regional Centre for Book Development in Asia" organized a Regional Training Course on Book Distribution Techniques in Karachi from October 27 to November 29, 1969, in which four persons from

India participated. Mention may be made in this connection of the visits of Mr. R. B. Macmakin, Book Development Expert, Unesco Centre in December, 1969 and Mr. Seinosuke Kanehira, Chief Editor, Shogakukan Publishing House, Tokyo, in August, 1969. Mr. Macmakin established contacts with book publishing organisers in India, while Mr. Kanehira conducted a survey on book production in India.

**13 19. Translation of Unesco Publications:** With financial assistance from Unesco, the Commission arranged to bring out the Hindi versions of the following English books of Unesco:

1. Unesco Source Book for Geography Teaching
2. Communication in The Space Age
3. Education in Racial and Inter-Group Relations
4. Education for International Understanding
5. Some Suggestions on Teaching About United Nations and its Specialised Agencies
6. Web of Progress
7. Teaching of Science in Tropical Primary Schools (under print).

Agreements are also being signed with Unesco for the translation and publication of two more books in Hindi, namely, (1) New Trends in Biological Science, and (2) Vocational and Technical Education.

**13 20. Indian Series of Unesco Collection of Representative Works of World Literature:** Unesco has brought out an anthology of selected hymns of Guru Nanak (in English) as a part of the programme for the celebration of the Guru's 500th anniversary. The translation was done by S. Khushwant Singh and the book was released in November 1969. A list of 29 books published in different Indian languages was drawn up in consultation with the Sahitya Akademi and the National Book Trust and forwarded to Unesco for possible inclusion in Unesco's publication programme.

**13.21. Study Kit on India :** The Commission has finalised a programme of preparing 20 Study Kits on India for supply to some selected National Commissions for Unesco in other countries. Unesco has agreed to meet the expenditure on this project.

**13.22. Exhibitions :**

(i) *Parthenon Prize Award Photo Contest of the World Family*—The Commission participated in this photographic exhibition organised by the Taegu Unesco Association, Taegu (South Korea). One entry was awarded a second prize.

(ii) *The Third World School Children's Art Exhibition*—The Commission participated in this exhibition organized by the Japan Department Store Merchandising Association under the sponsorship of the Japanese National Commission for Unesco. Shri Tilkeshwar Singh of Government High School, Kalpa, district Kinor (Himachal Pradesh) was awarded a Copper Medal for his fine work.

**13.23. Unesco's Exchange of Persons Programme :** Under this programme Unesco awarded three travel grants for workers' education leaders to visit foreign countries. Besides, Unesco awarded a number of fellowships to Indians to enable them to participate in advanced research courses in science, technology, etc. in foreign countries. As in the past, the Commission continued to assist Unesco fellowship-holders visiting India.

**13.24. India's Participation in International Conferences, Meetings, Seminars, etc. Organised/Assisted by Unesco :** The Commission as usual arranged for Indian participation in international conferences, meetings, seminars, workshops, etc. during the period.

**13.25. Unesco International Coupon Scheme :** Coupons worth Rs. 6,10,000 approximately were sold during the year up to December, 1969.

**13.26. Grants by the Indian National Commission for Unesco :** The Commission sanctioned the following grants-in-aid: (i) Rs. 5,155 to the Indian Council of World Affairs, New Delhi for meeting a part of the expenditure on a fellowship for research on international cooperation; (ii) Rs. 74,616 to the Southern Languages Book Trust, Madras, for meeting part of the expenses on the publication of Tamil edition of "The Unesco Courier"; (iii) Rs. 6,050 to the Nations' League of Pen-friends, New Delhi, towards the organisation of a seminar on pen-friendship and an exhibition of selected letters from different peoples and lands; (iv) Rs. 7,200 to the New Era School, Bombay, for the organisation of a students' seminar on international understanding; (v) Rs. 1,500 to the Haryana United Nations Association, Rohtak, towards the organisation of a seminar on "Birth-right of Man"; (vi) Rs. 3,750 to the United Schools Organisation of India, New Delhi, for hosting the Asian Regional Seminar on teaching about United Nations; and (vii) Rs. 10,000 to the Indian Federation of United Nations Associations, New Delhi, towards the organisation of UN study courses.

**13.27. Recruitment of Indians to Unesco Posts :** The Commission continued to assist Unesco in the recruitment of Indians for its secretariat and field assignments. About 110 Indian nationals recruited by Unesco through the Commission as experts, etc., are at present working under Unesco on different assignments all over the world.

**13.28. Publications of the Commission :** The Commission regularly brings out a monthly "Newsletter" to publicise information about the activities of the Commission and Unesco in India. It also publishes another semi-annual journal entitled, "The World in the Classroom" to promote education for international understanding. It also subsidizes the Hindi and Tamil editions of "Unesco Courier". The Hindi edition is being brought out by the Central Hindi Directorate, New Delhi, and the Tamil edition by the Southern Languages Book Trust, Madras.

**13.29. Library of the Commission:** The major part of the library of the Commission has been amalgamated with the Central Secretariat Library. The Commission has signed a contract with Unesco for bringing out a revised and up-to-date edition of the bibliography on "Education for International Understanding" which is now under preparation. To assist Unesco in the project of Co-operative Educational Abstracting Service, the Commission also entered into a contract with Unesco for providing ten abstracts of educational documents and materials from authoritative sources, published or unpublished, appearing currently in India.

#### C: CULTURAL RELATIONS WITH OTHER COUNTRIES

**13.30.** India has at present cultural agreements with twenty-two countries. Of these, Cultural Exchange Programmes have been drawn up with nine countries besides the German Democratic Republic with whom there is a Cultural Exchange Programme but no cultural agreement.

**13.31. Cultural Agreements and Cultural Exchange Programmes:** Three cultural agreements were signed during the period. They are: (1) a cultural agreement between India and the Federal Republic of Germany signed in New Delhi on March 23, 1969; (2) a cultural agreement between India and Tunisia signed on June 24, 1969 at New Delhi; and (3) a cultural agreement between India and the Philippines signed on September 6, 1969 at New Delhi. Cultural exchange programmes with five countries were signed during the year. They are: (1) a cultural exchange programme between India and France for the years 1969-71 signed at New Delhi in May, 1969; (2) cultural exchange programmes for 1969-71 with the USSR, Hungary and Romania, signed in June-July, 1969 when an Indian delegation led by the Minister for State for Education visited those countries; and (3) a cultural exchange programme for 1969-71 with the GDR finalised through exchange of letters.

13.32. To concert measures for improving the existing arrangements both at the stage of formulation of the cultural programmes and their subsequent implementation, an Inter-Ministerial Committee under the chairmanship of the Education Secretary and consisting of representatives of the concerned Ministries was set up during the year. The Committee met twice during the year. In pursuance of the conclusions reached at these meetings, various steps, including simplification of financial procedures, have been taken to give adequate content to the various programmes. In particular, Ambassadors of six countries with whom cultural agreements are at present dormant, have been addressed to ascertain how best the foreign governments can be interested in activating the cultural agreements and formulating cultural exchange programmes. To enable Ministries/organisations concerned to work to a time table, a tentative programme for processing Indo-foreign cultural programmes was also finalised. It was also agreed that the possibility of setting up of chairs of Indian studies, specially in Greece and Indonesia, should be explored.

**13.33. Delegations of Performing Groups Sent Abroad:** Under the Cultural activities programme of the Ministry, four groups of dancers along with their accompanists were sent to various countries like the East-African, South-East Asian and the Middle East countries, besides Libya, Tunisia and UAR. One troupe participated in the folklore festival in Carthage, Tunisia and another at the inauguration of the Philippines cultural centre.

**13.34. Other Delegations:** Under the cultural exchange programmes, many delegations consisting of eminent Indian novelists and writers, scholars, dramatists, musicians, musicologists, choreographers and painters were sent to various countries. The number of persons sponsored during the period was 16. Mention in this connection may be made of India's participation at the International Conference on the Traditional Drama and Music of South-East Asia held at Kuala Lumpur in August,

1969 and serving as a jury for the Biennale of Sao Paulo, Brazil in September, 1969.

**13.35. Travel Subsidy :** During the period travel subsidies were given to an 8-member troupe of Km. Yamini Krishnamurti for participation in Royen and other festivals in Europe in May, 1969. Prof. S. Nurul Hassan, M.P. and Head of the Department of History, Algarh Muslim University for participation in the International Colloquim on Islamic Civilization in the Oxford University in June-July, 1969; Swami Ranganathananda of the Ramakrishna Mission for his lecture tour in Latin America and Far East, Shri Balkrishan Guru, sculptor, for his participation in the first international sculpture camp of arts, Grenoble, France, in June, 1969, and Shri P. Khamraj, artist, for participation in a seminar in France in August, 1969.

**13.36 Exhibition :** An Exhibition on Indian Theatre compiled by the National School of Drama and Asian Theatre Institute, New Delhi, was displayed in Yugoslavia and in the German Democratic Republic.

**13.37. Presentation of Art Objects :** The programme of presentation of Indian art and other objects abroad, continued.

**13.38. India Office Library :** A draft Agreement for Arbitration between the Government of UK on the one hand and the Governments of India and Pakistan on the other, was received from the Government of UK. To strengthen India's case and to meet any attempt to divide the property and assets equally between India and Pakistan, the draft Agreement, along with an amendment and suggestions, has been sent back to the UK Government.

**13.39. Cultural Delegations from Abroad :** Till the end of December, 1969, 18 cultural delegations and one art exhibition from Hungary, Burma, USSR, Indonesia, Ceylon, Iran, GDR, FRG, Bulgaria Romania, Czechoslovakia, Poland, Mauritius and Trinidad visited India.



#### D: INDIAN COUNCIL FOR CULTURAL RELATIONS

13.40. During 1969-70, the Indian Council for Cultural Relations continued to work in pursuance of its objectives of promoting mutual understanding and closer cultural ties between India and other countries. Its major activities are outlined in the paragraphs that follow.

13.41. **Visitors :** As in previous years, the Council received a number of visitors from abroad who were distinguished scholars, artists, scientists and specialists in various fields.

13.42. **Indian Scholars Sent Abroad :** During the year, the Council sponsored the visit of eight eminent Indians abroad, either on lecture tours or for the specific purpose of participating in international events. Besides, a travel subsidy was given to the UK *Ghalib* Centenary Committee.

13.43. **Cultural Troupes Delegations :** The Council sponsored 5 delegations of cultural troupes to neighbouring countries like Afghanistan, Sikkim, Nepal and Bhutan.

13.44. **Azad Memorial Lectures :** The Azad Memorial Lectures were delivered by Dr. D. S. Kothari, Chairman, University Grants Commission for 1969 and Lord R. A. Butler, Master of Trinity, Cambridge for 1970.

13.45. **Maintenance of Professors and Lecturers :** The Council continued to maintain professors and lecturers in India and abroad under its programme. During the period, six lecturers or professors were working at places like universities of Zagreb, Bucharest, Teheran and West Indies and in Mauritius. Two professors—one from Yugoslavia and another from Poland—were working in Delhi University. As in the previous years the Council subsidised the Department of Indian Studies at the University of Melbourne by way of sending books on India and giving travel grants to the members of the Department for study tours in India.

**13.46. Student Service Unit:** Overseas students are met on arrival by the Council's representatives at Delhi, Bombay, Calcutta and Madras. They are assisted with arrangements for their onward journey, residential accommodation, stipends, etc. 12 introduction courses were organised in Bombay, Delhi, Poona, Baroda, Madras and Calcutta for the benefit of incoming foreign students and outgoing students and trainees. International students' 'summer camps', a regular feature of the Council's activities, were organised in Kashmir and Ooty, Bangalore and Mysore for a period of four weeks each. Study tours for students in and around Delhi, Bombay, Calcutta and Madras were organised for foreign students during the vacations. The Council received and assisted the study tours of a 12-member youth goodwill mission from Japan, a 15-member students' delegation from France and a 26-member delegation from the University of Teheran. The Council gave five scholarships to students from abroad for learning Indian music and dance. The Council continued to bring out the ICCR Newsletter for overseas students. Other activities of the Council for the welfare of overseas students in India such as foreign students advisers, Hindi classes, social gatherings, International Students Hostel at Calcutta, International Student Centre at Madras, financial assistance to deserving students in the form of loans and grants were maintained as before and have been increasingly appreciated by our friends from abroad. The foreign students in India were provided with an opportunity of participating in the Gandhi Centenary Celebrations held in different towns in October.

**13.47. Essay Competitions:** The Council collaborated with the Indian Missions abroad in organising essay competitions in schools and colleges on subjects relating to India. The competitions were organised in several countries during the year and the winners were given prizes in the form of books and handicrafts.

**13.48. Nehru Award:** The Jawaharlal Nehru Award for 1967 was awarded to Khan Abdul Ghaffar Khan.

**13.49. Nehru Award for Indo-Soviet Friendship:** On behalf of the Ministry of External Affairs the Council received the winners of Nehru Award for Indo-Soviet Friendship for a visit of two weeks in January 1970. These awards are given annually to Soviet writers, artists, journalists who have made a significant contribution to the promotion of friendship and mutual understanding between the people of India and the USSR. The awards carry a cash prize and a certificate. The winners this year are: Academician B. Gafurov; Painter D.A. Nalbandyan; Sculptor Y. Vuchetich; Poet Reimeris; Indologist Natliya Guseva; Journalist and Writer A.I. Shufman and the magazine of Soviet Land.

**13.50. Publications:** The Council continued to publish its three journals, namely, the quarterly Indo-Asian Culture in English, bi-monthly Cultural News from India in English and quarterly Thaqafat-ul-Hind in Arabic

**13.51. Financial Allocations:** The financial allocations for the major programmes described in this chapter for 1969-70 and 1970-71 are given below.

| Sl. No. | Item  | (Rs. in lakhs)        |         |                              |
|---------|---|-----------------------|---------|------------------------------|
|         |   | Provision for 1969-70 |         | Budget Estimates for 1970-71 |
|         |   | Original              | Revised |                              |
| 1       | Contributions to Unesco . . . . .   | 36.03                 | 35.00   | 36.54                        |
| 2       | Celebration of International Education Year . . . . .                                       | ..                    | ..      | 2.00                         |
| 3       | Auroville International Cultural Township . . . . .   | 1.00                  | 1.00    | 1.00                         |
| 4       | Grants for Programmes of Indian National Commission for Unesco.                             | 1.535                 | 1.535   | 1.596 <sup>†</sup>           |
| 5       | Outgoing Cultural Delegations under Cultural Exchange Programmes.                           | 11.45                 | 11.45   | 10.00                        |
| 6       | Cultural Activities Abroad like Travel Subsidy 'Exhibitions, Art Objects,' Etc. . . . .     | 7.30                  | 4.60    | 5.75                         |
| 7       | Cultural Delegations from Abroad and Grants for International Cultural Activities . . . . . | 4.50                  | 5.00    | 4.00                         |
| 8       | Indian Council for Cultural Relations . . . . .   | 12.45                 | 12.20   | 16.70                        |

## CHAPTER XIV

### ADULT EDUCATION, LIBRARIES AND GAZETTEERS

14.01. This chapter deals with (1) Adult Education; (2) Libraries; and (3) Gazetteers.

#### A: ADULT EDUCATION

14.02. **The National Board of Adult Education:** The most significant development during the year relates to the constitution of the National Board of Adult Education. The Board consists of representatives of the concerned Ministries of the Union Government including representatives of the Planning Commission, University Grants Commission, Inter-University Board and the Central Social Welfare Board. It also includes 20 persons nominated by the Chairman of the Board to represent educationists, organisations of industrial workers and farmers and voluntary organisations engaged in the field of adult education. The Union Minister for Education and Youth Services is its chairman. Its functions are: (1) to advise the Union and State Governments and the Union Administrations on all matters relating to adult education; (2) to promote adult education, to draw up policies and programmes in these fields and to review their progress from time to time; (3) to ensure co-ordination between the different agencies, official and non-official, working in the field of adult education; (4) to promote the production of literature and other teaching materials for adult education; (5) to act as a clearing house of ideas, information and experience in the field of adult education and to mobilise manpower and resources for promoting adult education; (6) to promote research, investigation and evaluation in adult education; and (7) generally, to advise, assist or undertake all allied activities and programmes which will promote adult education.

**14.03. Workers' Social Education Institutes :** The functioning of the Workers' Education Institute, Indore, which was set up in 1960 was reviewed and the recommendations of the review committee are under examination. A second Institute set up at Nagpur in 1968 has completed most of the preliminaries and has started its activities by conducting adult education and music classes in different localities of Nagpur.

**14.04. Assistance to Voluntary Education Organisations Working in the field of Social Education :** Voluntary educational organizations have played a significant role in the development of education in this country. It is felt that such organizations can still play a very vital part in the reconstruction of education if their financial handicap is obviated through special assistance. A more liberal and comprehensive scheme of assistance to them has been prepared and is now under examination.

**14.05. International Literacy Day :** The International Literacy Day this year was observed throughout India on September 8, 1969. An exhibition of books for neo-literates and the new reading public was also held on the occasion.

**14.06. Kisan Saksharta Yojana (Farmers' Training and Functional Literacy Project):** Kisan Saksharta Yojana (Farmers' Training and Functional Literacy Project) is operated jointly by three Central Ministries, viz., the Ministry of Food, Agriculture, Community Development & Co-operation, the Ministry of Information & Broadcasting and the Ministry of Education & Youth Services, with the aid of UNDP (Special Fund). The functional literacy programme, one of the three components of the joint project, is included in the Fourth Plan of this Ministry in the Central sector. During the Plan period, the scheme is expected to cover 100 districts in India, synchronizing with the coverage under the programme of the two other Ministries in selected districts where the high-yielding varieties programme of agricultural production is in operation. The scheme is operated through the State Governments/Union Administrations which are responsible for conducting functional

literacy classes in the selected districts, on the basis of 100 per cent financial assistance provided by the Ministry. It is at present in operation in 10 districts and the programme for 1969-70 envisages its expansion to cover 15 additional districts. During 1970-71, it is proposed to extend the programme to 35 additional districts.

**14.07. Prize Competition of Books for Neo-Literates:** During the year, the results of the XIV Prize Competition of Books for Neo-literates were announced. Twenty-one books/manuscripts were selected for a prize of Rs. 1,000 each. These included six in Hindi, two each in Gujarati and Marathi, and one each in Kannada, Assamese, Kashmiri, Malayalam, Oriya, Punjabi, Sindhi, Tamil, Bengali, Telugu and Urdu. Under the XV competition about 40 prizes of Rs. 1,000 each will be awarded to the authors of the best selected books/manuscripts in all the major Indian languages. During the period, 1500 copies each of the 12 prize-winning books for neo-literates were purchased for free distribution among social education centres, adult education centres and rural libraries.

**14.08. Unesco Prize Competition of Books for New Reading Public:** The VII Unesco Competition for the Best Manuscripts for the New Reading Public was held by the Ministry during the year. Fifteen manuscripts were selected for a prize of Rs. 1,400 each. These include five in Hindi, and one each in Bengali, Kannada, Malayalam, Marathi, Oriya, Punjabi, Sindhi, Tamil, Telugu and Urdu. During the period, 1500 copies each of 7 prize-winning books in various Indian languages under the Unesco Competition were purchased for free distribution.

#### B: LIBRARIES

**14.09. National Library, Calcutta:** The principal activities of the Library are indicated below:

(a) *Acquisition.*—The total number of books accessioned during the period between April 1 and December 12, 1969 was

20,103. Of these 1,414 were maps. The number of volumes received under the Delivery of Books (Public Libraries) Act, 1954, was 12,688. Besides these volumes, 2050 maps were also received under the Act. Publications received as gifts during the period numbered 10,498. The number of publications received through exchange was 1,899. The total number of issues of periodicals and newspapers recorded during the period came to 1,63,520 of which 1,24,826 were in Indian languages.

(b) *Processing*.—The total number of 22,529 volumes including 3,359 maps were fully processed during the period.

(c) *Readers' Services*.—The Reading Room enrolled 3,434 new members. The number of new members in the Circulation Division was 1,101. About 2,25,000 readers visited the Reading Room during April to December, 1969. The Stock Division handled 3,80,238 requisition slips submitted by the readers. In response to requests from scholars, 5614 pages of books and journals were supplied against payment. At the request of scholars, 107 bibliographies were compiled. These bibliographies included 15,795 entries.

(d) *Preservation of Books*.—More than 5,83,000 volumes were disinfected with Pip insecticide; the number of volumes fumigated was 7,090 and the number of sheets laminated with tissue papers was 18,815. The number of volumes bound was 7,837. The Reprography Division started functioning from the 3rd week of May, 1969. Another progressive measure related to the opening of the Rare Books Section. An area of 2,760 sq. ft. has been air-conditioned for the purpose.

(e) *Exhibitions*.—Three important exhibitions were organised: (i) an exhibition of books, journals and illustrations to mark the National Library Week, 1st to 20th November, 1969; (ii) an exhibition of books, journals and illustrations to celebrate the Quincentenary of the birth of Guru Nanak under the joint auspices of Sahitya Akademi and the Library, and (iii) an exhibition of recent translations in Indian languages on 19th

December, 1969 under the joint auspices of the 'Translators' Society of India and this Library.

**14.10. Recommendations of the Jha Committee:** The Jha Committee which was set up by the Government of India, Ministry of Education, in May 1968, to review the working of the National Library, Calcutta, and to suggest measures for the efficient functioning and future development, submitted its report in July 1969. The following are some of the recommendations which have been accepted in principle:

- (1) Working hours of the Reading Room should be extended and refixed.
- (2) The Children's Library should continue to function.
- (3) Xerox machines should be installed in the Library to provide instantaneous photo-copying for the readers.
- (4) Steps to be taken in regard to acquisition, conservation and collection of printed material, acquisition of manuscripts, rendering of bibliographical and documentation services, etc.
- (5) The binding and preservation facilities should be further developed.
- (6) A committee consisting of one person with high judicial and administrative experience to be appointed to enquire into the strained relations among the members of the staff including those at the top level.

The Librarian has been asked to submit proposals for their implementation.

**14.11. The following important recommendations are being processed in consultation with other Ministries/Departments:**

- (1) Setting up of a high-powered Governing Council in place of the existing Advisory Council;
- (2) Appointment of a Director in place of the existing post of the Librarian;



- (3) Improvement in the salary scales;
- (4) Review of policy of promotions and direct recruitment;  
and
- (5) Increased budget allocation for purchase of books

In pursuance of the recommendations of the Reviewing Committee, Shri Justice G. D. Khosla was appointed as one-man Committee to enquire into the strained relations among the members of the staff and to suggest remedial measures for placing the administration of the Library on a firm basis. His report has been received and is under examination.

**14.12. Central Reference Library, Calcutta:** The Library continued to publish the Indian National Bibliography on a monthly basis. It also prepared and sent to the press the Five-Year Cumulated Index of the Indian National Bibliography for the period 1958-62.

**14.13. Delhi Public Library, Delhi:** Delhi Public Library consists of the Central Library, 4 branch libraries, 8 community libraries (sub-branches), 17 deposit stations and 4 mobile library vans visiting 53 stations once a week. Among the special services, mention may be made of gramophone record library, a Braille library for the blind, a library for the inmates of the Central Jail, Tihar, and hospital libraries in Hindu Rao Hospital and G. B. Pant Hospital. The Library is rendering its services at 89 points in the Union Territory of Delhi. During the period between April and October 31, 1969, 27,547 volumes were added to the Library raising the book-stock to 4,50,207 out of which 2,64,279 were in Hindi, 95,334 in English, 60,145 in Urdu, 25,689 in Punjabi, 1,333 in Sindhi and 3,427 in Braille. The registered membership of the Library stood at 1,43,933. The total number of books issued during the period was 12,92,777. About 39,871 adults and 11,621 children participated in the cultural activities organised by the Library such as lectures, discussions, dramas, film shows and television viewings, etc. The Library had 1,806 gramophone records which were borrowed about 7,269 times.

**14.14. Khuda Bakhsh Oriental Public Library, Patna:** The Khuda Bakhsh Oriental Public Library Act, 1969, which seeks to declare and financially assist it as an institution of national importance stands passed by Parliament and it will come into force from a date yet to be notified. Under the Act, the management and control of the Library will be in the hands of an autonomous board. The Union Government will meet the entire deficit of the Library over and above the annual recurring grant of Rs. 50,000 which the Government of Bihar will continue to pay to this Library.

**14.15. Central Library, Bombay:** This is a recipient library under the Delivery of Books and Newspapers (Public Libraries) Act, 1954. The pattern of assistance to the Maharashtra Government to be provided during the Fourth Plan for the administration of the Act has been decided. Central assistance will include non-recurring grant for constructing additional accommodation at two-thirds of the actual expenditure but not exceeding Rs. 5 lakh and recurring grants will meet 50 per cent of the additional recurring expenditure over and above the level of expenditure in 1960-61.

**14.16. T. M. S. S. Mahal Library, Thanjavur:** The question of declaring and assisting financially the T. M. S. S. Mahal Library, Thanjavur, as an institution of national importance has been under the consideration of this Ministry in consultation with the Government of Tamilnadu and the Library authorities.

**14.17. Raza Library, Rampur:** The question of declaring and assisting financially the Raza Library, Rampur, as an institution of national importance has also been under the consideration of the Ministry in consultation with the Government of Uttar Pradesh and the Board of Trustees of the Library.

**14.18. Central Secretariat Library:** The Library continued providing reference and lending facilities to the Government employees and catered to the needs of all Ministries, their departments, attached and subordinate offices situated in Delhi.

The Students Information Services Unit which was placed under its control during the year, attended to about 5,629 enquiries regarding facilities for different courses of study in India and abroad. It also supplied the Students Advisory Bureaux and Employment Information and Guidance Bureaux attached to various universities with the latest information material on educational courses in India and abroad. The cyclostyled journal, 'Educational Facilities in India and Abroad' has been changed from a quarterly to a half-yearly publication during the year. It organized the Fifth National Seminar of the Representatives of Students Advisory Bureaux at Nagpur on January 27-30, 1970.

#### E. GAZETTEERS AND OTHER PUBLICATIONS

**14.19. History of Freedom Movement:** The History of Freedom Movement is being brought out in three volumes. The first volume was published in January, 1961 and the second one in 1967. The Hindi version of the first volume has also been published in 1967. The final volume of the History of Freedom Movement is expected to be completed shortly.

**14.20. Gazetteer of India:** The scheme envisages the revision of the first four volumes of the Imperial Gazetteer of India. Volume I 'Country and People' was published and is now being reprinted. Some of the chapters of this volume such as "The Religions of India", "The Physiography of India", "The Languages of India", etc. are being brought out in the form of booklets as they have a wide public appeal. The booklet on "The Physiography of India" was published in 1968-69. The booklet on 'India—The People' was published during 1969-70. Volume II 'History and Culture' was in press and was expected to be out in 1970. Volume III 'Economic Structure and Activities' was being finally edited. Some of the chapters of Volume IV 'Administration and Public Welfare' were received from the contributors. The question of the publication of the Hindi version of Volume I of the Gazetteer of India was taken up with the Ministry of Information and Broadcasting.

**14.21. The Gazetteer of Bhutan:** The compilation of the Gazetteer of Bhutan has been taken up in collaboration with the Royal Government of Bhutan. Contributors to various chapters have been appointed and the material received from them is being sent to collaborators. The manuscript is expected to be ready for the press by the end of 1970-71.

**14.22. The District Gazetteers:** Nearly half of the work has already been completed. Out of 330 and odd District Gazetteers, drafts of 152 were received, of which 137 have been approved for publication, while 15 gazetteers are likely to be approved for publication by the end of 1969-70. Twenty-three District Gazetteers are likely to be approved for publication in 1970-71. The scheme is expected to be completed during the Fourth Plan. The question of its transfer to the State sector has been under consideration.

**14.23. Who's Who of Indian Martyrs:** The publication of three volumes containing brief life-sketches of those patriots who were hanged or killed during the country's struggle for freedom was taken up in collaboration with the Ministry of Home Affairs. The first volume which includes the biographical sketches of those who sacrificed their lives after the Great Revolt of 1857 till India got her Independence in 1947, was published in October, 1969 to synchronise with the Gandhi Centenary Celebrations. The second volume will cover all those persons who lost their lives in the course of the struggle for the liberation of the French and Portuguese possessions in India. It will also include the martyrs of the former Princely States. The third volume will deal exclusively with the martyrs of the Great Revolt of 1857. Work on the second volume is in progress and the manuscript is expected to be sent to the press by the end of 1970.

**14.24. The Cultural Heritage Series:** The scheme for the compilation and publication of the Cultural Heritage Series in 27 volumes—one volume for each State and Union Territory

has been included in the Fourth Plan. The volumes will greatly help in promoting the cause of national integration. The scheme will commence from 1970-71.

**14.25. Who's Who of Freedom Fighters:** The work is mainly the responsibility of the State Governments and the Union Territory Governments with the Central Gazetteers Unit acting as a guiding and co-ordinating body. The scheme has been completed in some of the States and Union Territories and efforts are being made to complete it in the remaining States and Territories.

**14.26. Financial Allocations:** The financial allocations for the major programmes described in this chapter during 1969-70 and 1970-71 are given below:

(Rs. in lakhs)

| S. No. | Scheme   | Provision for 1969-70 |         | Budget            |
|--------|--|-----------------------|---------|-------------------|
|        |  | Original              | Revised | Estimates 1970-71 |
| 1.     | Workers' Social Education Institutes   | 1.65                  | 1.65    | 1.95              |
| 2.     | Assistance to Voluntary Educational Organisations in the field of Social Education | 5.00                  | 2.00    | 20.00             |
| 3.     | Farmers' Education and Functional Literacy   | 12.10                 | 7.00    | 26.97             |
| 4.     | Production of Literature for Neo-Literates   | 1.71                  | 1.30    | 1.83              |
| 5.     | National Library, Calcutta   | 33.47                 | 32.45   | 39.09             |
| 6.     | Central Reference Library, Calcutta  | 3.61                  | 3.21    | 3.70              |
| 7.     | Delhi Public Library, Delhi  | 13.70                 | 13.70   | 17.04             |
| 8.     | Khuda Bakhsh Oriental Public Library, Patna  | 1.366                 | 1.366   | 1.40              |
| 9.     | Central Library, Bombay  | 2.00                  | 0.80    | 2.00              |

## CHAPTER XV

### EDUCATION IN THE UNION TERRITORIES

15.01. The Government of India has a special responsibility for education in the Union Territories. The Territories of Goa, Daman and Diu, Himachal Pradesh, Manipur, Pondicherry, and Tripura have their own legislatures and exercise powers specified in the Government of Union Territories Act, 1963. Delhi has a Metropolitan Council which functions under Delhi Administration Act, 1966. The other Union Territories have no legislatures.

#### A: ANDAMAN AND NICOBAR ISLANDS

15.02. The special features of the educational system in the Islands are: (1) Education is free from pre-primary to higher secondary stage; (2) Books are supplied free of cost to students whose parents' annual income is below Rs. 2,000; (3) All students up to higher secondary stage are supplied with snacks during mid-day recess at 20 paise per child per item.

15.03. **Expansion of Facilities:** Seven new primary schools were opened during the year and one more was expected to be opened by the end of 1969-70. Six lower primary schools were upgraded to higher primary schools besides the establishment of one new higher primary school. Two higher primary schools were upgraded to higher secondary schools. Effective library services have been extended to all schools from pre-primary to higher secondary standard. A separate higher secondary school for girls has been provided in Port Blair with an attached hostel.

15.04. **Special Facilities for Backward Class Students:** There are 24 lower primary, 3 higher primary and 1 higher

secondary schools exclusively for the students belonging to backward classes. They are provided with special facilities in the form of free stationery, free books, hostel stipends and merit-scholarships. Seats are also reserved for them in Sainik schools.

**15.05. University Education:** Steps are being taken to strengthen the Government Arts Degree College, Port Blair, by providing additional staff, furniture, equipment, etc. About 50 scholarships are proposed to be granted to local students for prosecuting higher studies on the mainland.

#### B: CHANDIGARH

**15.06. Educational Facilities** Up to the end of 1968-69, the Territory had three pre-primary, 33 lower primary/junior Basic, 19 higher primary/senior Basic and 16 high/higher secondary schools. During 1969-70, three new lower primary schools were opened, two lower primary schools were upgraded to higher primary and two higher primary schools were upgraded to high schools. At the university level, B. Com. classes were started in the Government College for Men, and in the Home Science College, M.Sc. (Part II) classes were added.

**15.07. Scholarships and Other Concessions:** Education is free up to VIII standard. Scholarships are given to scheduled caste, scheduled tribe and other economically backward class students. Additional merit-*cum*-means scholarships at different stages were created under the Plan to meet increased demand.

**15.08. Museum of Evolution of Life:** Started in 1968-69, the construction of the building of Museum of Evolution of Life is likely to be completed by the middle of 1970-71. Construction of an additional exhibition hall in the Arts Museum is likely to be started during 1970-71.

#### C: DADRA AND NAGAR HAVELI

**15.09. Educational Facilities:** Dadra and Nagar Haveli has 4 pre-primary, 157 lower primary/junior Basic, 22 higher

primary/senior Basic and 4 high schools. Of these, 41 junior Basic schools and 1 senior Basic school were opened during the year. All primary and secondary schools are co-educational.

**15.10. Scholarships and Other Concessions:** School Education is free. The Administration is supplying textbooks, writing material and free mid-day meals to all pre-primary and primary schools. Free medical treatment is provided to primary and secondary students after annual medical check-up. As recommended by the Chief Medical Officer of the Territory, vitamin tablets are supplied free of cost. The poor *adivasi* pupils are supplied with free clothes. Post-matric and lower income group scholarships are given to students going in for higher education outside the territory. Pre-matric scholarships are also given. The Administration is running seven *adivasi* hostels (including one for girls) and an *ashram* School.

**15.11. Adult Literacy:** There are 16 adult literacy classes with 179 adults

#### D: DELHI

**15.12. Educational Facilities:** During 1969, ten new higher secondary schools were opened and nearly 400 sections added to the existing ones.

**15.13. University Education:** During the year, the Delhi Administration opened one new college with a capacity of 550 seats to accommodate the growing number of students seeking admission, and additional seats were also provided in the existing colleges.

**15.14. Correspondence Courses:** The scheme of correspondence courses in 12 subjects, introduced in 1968-69, to impart higher secondary education (classes IX to XI) and to prepare candidates for the higher secondary examination, has gained considerable popularity. During the year, the enrolment has increased from 877 in 1968-69 to 1,774 in 1969-70.



**15.15. Science Education:** The Science Branch in the Directorate of Education has been reorganised and placed under the charge of a Deputy Director. There is now one science centre in each educational district. The centres organise science fairs, junior science talent search examination and other activities. Encouraged by the result of the pilot project conducted under the auspices of the NCERT, the upgraded syllabi was introduced in all schools in class VII from 1969-70. To meet the shortage of science teachers, postgraduate diploma courses were organised in collaboration with the University of Delhi. Nearly 80 teachers have already completed this course fully. Sufficient funds were provided to equip the existing school science laboratories.

**15.16. Physical Education:** Physical education facilities were expanded considerably during 1969-70. Vyayamshalas were being established at convenient places. 46 schools had already been granted financial help to develop the playgrounds and 50 more schools were provided this facility during the year.

**15.17. Students' Welfare:** Book banks were being established in all the higher secondary schools. Free transport facilities in rural areas were extended to six more villages, providing conveyance to nearly 600 girls. Remedial education was organised on Sundays and other holidays, while study centres were established for those students who did not have a study corner at home.

**15.18. Scholarships:** During 1969, scholarships were granted to 37,456 students at a cost of more than Rs. 30,00,000. National loan scholarships were sanctioned to 450 students involving an amount of Rs. 2,20,885.

**15.19. Teachers' Welfare:** 53 teachers of their dependents were given financial aid amounting to Rs. 30,339 out of the National Foundation for Teachers Welfare. Teachers' clubs have been functioning at 13 places. The rules for the Triple Benefit Scheme were finalised and introduced in July, 1969. The

work of preparing seniority lists of 50 categories of teachers has been under way.

**15.20. Adult Education:** During the year, 4320 adults were made literate. Three more adults' evening schools were started for the age-group 15-45 with arrangements for studies right from the literacy class to the higher secondary level.

**15.21. School Buildings:** 16 new school buildings were completed to accommodate 24 Government higher secondary school and one newly opened degree college for girls, doing away with purely tented accommodation. 19 new buildings were under construction.

**15.22. Television:** T V. Newsletter for the benefit of schools participating in E.T.V experiment is published. Assessments of E.T.C. lessons in 150 schools were done.

#### E: GOA DAMAN AND DIU

**15.23. Educational Facilities:** During the year there were 931 primary, 217 middle, 177 high and three technical high schools.

**15.24. University Education:** There were in all 5 arts and science colleges and one commerce college. Besides a post-graduate centre established by Bombay University has been conducting M.A./M.Sc./M.Ed. and Ph.D. courses

**15.25. Training of Teachers:** Steps have been afoot to increase the intake capacity of the Government Primary Teachers' Training College, Porvorim

**15.26. Education of Girls:** There are 18 private institutions for girls, besides a women's college. Enrolment in the girls has increased, but to provide more facilities, a scheme for the Development of Girls' Education has been included in the Fourth Plan.

**15.27. Adult Education :** The scheme for the eradication of illiteracy was continued during 1969-70 with an intensive literacy drive in about 10 villages, covering a total population of about 8000. The Central Library was developed by purchasing more books and other equipment. Grants are given for the development of private libraries.

**15.28. Scholarships and Other Concessions :** Education is free up to standard VIII in all schools. Freeships are given to the children of political sufferers, displaced goldsmiths, teachers, service personnel and backward classes. Backward class students are also given stipends for the purchase of books and other school material. Special facilities are also given for the education of scheduled caste and scheduled tribe and other backward class students by way of stipends, scholarships and free-ships.

#### F: HIMACHAL PRADESH

**15.29. Educational Facilities :** During the year, there were 13 pre-primary schools, 40 pre-primary units, 3763 lower primary schools, 709 higher primary schools, 325 high schools, 84 higher secondary schools, 14 degree colleges, 3 colleges of education, 1 Government College of Arts, 5 Sanskrit institutions, 7 Basic training schools, 3 pre-vocational training centres, 1 Regional Coaching Centre for Sports, 1 Vigyan Mandir, 3 evening colleges, 1 Regional Centre for Postgraduate Studies (Panjab University), 2 polytechnics, 1 medical college and 2 agricultural colleges.

**15.30. Scholarships and Other Concessions :** Education is free up to the end of higher primary stage in all schools. The students belonging to scheduled castes/tribes and other backward classes and studying in the high/higher secondary classes of any of the schools falling within the area of old Himachal Pradesh, are exempted from payment of tuition fee. This concession is admissible to those students in new areas whose parents'/guardians' income is below Rs. 1800 per annum. Almost all

the scheduled caste/tribe students are covered under the facilities available to them.

**15.31. Adult Literacy :** The adult literacy programme has been taken in hand through district education officers or principals of Basic training schools and principals/headmasters of higher secondary and high schools in the Pradesh.

**15.32. Other Educational Programmes :** A State Board of School Education was established during 1969-70. The Board will conduct examinations at the school level and work on the improvement of curriculum, courses of study, etc.

#### G: LACCADIVE, MINICOY AND AMINDIVI ISLANDS

**15.33. Educational Facilities :** There are 6 pre-primary, 19 lower primary, 8 higher primary, 4 high (including one incomplete high school at Minicoy) and one higher secondary school in the Territory. Three senior Basic (two incomplete) and four junior Basic schools are functioning exclusively for girls. A separate girls' section for high school classes was opened in the High School, Kalpeni, during 1969-70 and consequent on it, a girls' hostel was started abolishing the girls' hostel at Amini. There is a separate girls' section at the hostel at Kavaratti also. Two sets of uniforms are annually supplied to girl students. Of the 6697 students on rolls, 2539 are girls.

**15.34. Scholarships and Other Concessions :** School education is free in the Territory where facilities for education are available up to higher secondary stage only. Students desiring to take up further studies are admitted in the institutions on the mainland, and for this purpose they are all given scholarships over and above full fee-concession. Students studying in pre-degree/B.A./B.Sc. and other degree classes and residing in hostels are allowed disbursement of actual expenses in lieu of scholarships. Textbooks and writing materials are supplied free to all students studying in the Island schools. Two sets of uniforms are supplied to all boy students in high school classes.

Free mid-day meals are given to all in the nursery, junior Basic and senior Basic classes.

**15.35. Adult Literacy:** Adult education classes are conducted in the Islands under a pilot project to eradicate illiteracy, which comprises women welfare, youth welfare and training in hygienic habits of living. Reading room-cum-libraries have been established in all islands. Dailies, periodicals and books are supplied free to these libraries by the Administration.

#### H: MANIPUR

**15.36. Educational Facilities :** During the year the Government took over 60 lower primary/junior Basic, 16 aided higher primary/junior high and aided high/higher secondary schools. These secondary schools are located in the hill areas of the Territory and they were taken over to improve the standard of secondary education in these areas. So far, educational facilities have been provided for 79 per cent of the children in 6-11 age-group and 42 per cent of the children in 11-14 age-group.

**15.37. University Education :** The Government D.M. College and the G.P. Women's College continued to function satisfactorily. Postgraduate classes in the D.M. College were improved by appointing additional staff. The Government extended recurring grants to 4 private colleges and non-recurring grants to 4 other colleges. Altogether there were 13 colleges functioning in the Territory during the year. The L.M.S. Law College also received non-recurring grants.

**15.38. Scholarships and Other Concessions:** Education is free for all up to class VIII. Education for girls was made free up to the end of the secondary stage from 1969-70 session. Education is free for all scheduled caste and scheduled tribe students till the end of the university stage. Besides, pre-matric and post-matric scholarships were awarded to deserving candidates of the Territory during the year.

**15.39. Teacher Training:** The intake capacity of the four training institutes for primary teachers was increased to 500 in 1969-70.

**15.40 Special Facilities for Scheduled Caste, Scheduled Tribe and Other Backward Class Students:** Apart from the provision included in the general schemes, separate provisions for the educational development of the scheduled tribes are included in the tribal welfare scheme. A sum of Rs. 7,50,000 was provided for the award of post-matric scholarships to about 30 scheduled caste and 900 tribal students. Besides, for about 4,000 fresh awards to students in the lower income group, another sum of Rs. 17 lakh was provided.

**15.41. Adult Literacy:** 144 adult literacy centres were functioning during the year with an enrolment of about 2000 adults.

#### I: PONDICHERRY

**15.42. Educational Facilities:** During 1969-70 there were 249 lower primary schools, 78 higher primary schools, 45 high schools and 5 colleges. Besides, there were four pre-vocational training centres, one junior technical school, one polytechnic and 2 teachers training centres. The expansion programme for the year included the opening of 65 additional classes at the lower primary stage and 35 additional classes at the higher primary stage and one new high school. There were 11 lower primary schools, 12 higher primary schools, 13 high schools and one arts and science college exclusively for girls.

**15.43. Scholarships and Other Concessions:** Education up to the end of the secondary stage was made free for boys also in all government schools during the year. Free supply of note books and stationery articles is made to the economically backward pupils in classes I-III. Besides the Government of India scheme, scholarships or schemes like the Pondicherry Merit Scholarships are operated to help poor and deserving students.

**15.44. Teacher Training:** There are two teacher training centres, one in Pondicherry and the other in Karaikal. Students passing out of these centres are appointed as teachers in the primary schools. The centres were reorganised during the year on the pattern obtaining in Tamilnadu.

**15.45. Special Facilities for Scheduled Castes and Scheduled Tribes and Other Backward Classes:** The educational facilities in the Territory are benefitting the scheduled caste and backward class students as well. Besides the merit scholarships awarded by the Education Department, scholarships exclusively for scheduled caste students are also awarded by the State Harijan Welfare Department.

**15.46. Adult Literacy:** During the year, four adult literacy centres were opened. Besides, other agencies like Block Development Department, Harijan Welfare Department and the Social Welfare Advisory Board have been running adult schools in the Territory.

#### J: TRIPURA

**15.47. Educational Facilities:** During the year there were 364 pre-primary (including balwadi) centres, 1,395 lower primary schools, 202 higher primary schools, 82 high/higher secondary schools, 5 general degree colleges with a postgraduate wing in one college, 1 degree college in engineering, 1 polytechnic, 1 music college, 51 Sanskrit tols, Madrasas and Muktabs and 6 teacher training colleges.

**15.48. Education of Girls and Women:** Special facilities for girls' education are provided in the Territory which at present has one degree college, eleven higher secondary schools and three senior Basic schools exclusively for girls, while in other schools and colleges, co-education is followed. Girls' education is free up to the secondary stage, and for scheduled tribe and scheduled caste girls, it is free up to the collegiate stage. Facilities are also available to allow special stipends for such girl

students at the collegiate stage as have passed the higher secondary or pre-university examination at least in the second division. Scheduled caste and scheduled tribe girls in classes III-VIII are given free dresses. Besides a few more schemes like attendance scholarships for girls in classes II-V, free school dress for poor girls in classes III-VIII and quarters for women teachers in rural and backward areas were in the process of being implemented.

**15.49. Scholarships and Other Concessions:** Textbooks are provided free to scheduled caste and scheduled tribe girl students. Book grants are given to students in indigent circumstances. Free textbooks worth Rs. 15,000 were distributed among scheduled caste and scheduled tribe students in classes I and II. Children of balwadi centres and primary schools in selected centres were provided with mid-day meals. Other special facilities provided to scheduled caste/scheduled tribe and other backward class students relate to reservation of seats at the collegiate level, exemption from payments of tuition and examination fee, book grants, free dresses, hostel facilities, boarding house stipends and scholarships for higher studies

**15.50. Adult Literacy:** During the year, 417 social education/adult literacy centres functioned with an enrolment of 10,176 students. A few more schemes like the starting of 40 literacy centres, 1 adult school, 2 reading-cum-information centres and 10 social education centres and organising condensed courses for adult neo-literate women were in the process of implementation.



## CHAPTER XVI

### OTHER PROGRAMMES

16.01. This chapter deals with (1) Gandhi Centenary, (2) Other Centenary Celebrations; (3) Copyright; (4) Publications; and (5) Displaced Students from Pakistan.

#### A. GANDHI CENTENARY

16.02. The Gandhi Centenary celebrations in this country and abroad have been a leading event of the year. The entire programme was organised by the National Committee for the Gandhi Centenary through its twelve sub-committees, each dealing with a specific theme or programme. State Committees were also constituted to organise activities in their respective areas. During the year, the Ministry sanctioned a grant-in-aid of Rs. 90 lakh to the National Committee. The celebrations were observed in India from 2nd October, 1968 to 22nd February, 1970, while celebrations abroad coincided generally with the Centenary Year, October 2, 1968—October 2, 1969.

16.03. **Gandhi Darshan:** The outstanding feature of the celebrations was the Gandhi Darshan Exhibition inaugurated by the Prime Minister at New Delhi on October 1, 1969. The exhibition had six main pavilions, each projecting its theme through impressive photographic, pictorial and other visual and audio-visual media of representation, a children's corner, educational exhibits, library and reading room, and a pets' corner. Among the foreign countries, the UK and the USSR put up their own pavilions, while other countries sent materials which were exhibited in an international pavilion. The Gandhi Darshan was also taken to people all over the country in the trains. It formally came to a close on February 24, 1970, with a valedictory function presided over by the President of India.

**16.04. Seminars in India:** Numerous seminars were organised in the States and universities. An International Seminar on the Relevance of Gandhi to Our Times was held in Delhi on January 30—February 5, 1970. Inaugurated by the President of India, it was attended by 92 eminent thinkers and philosophers of whom 36 came from abroad.

**16.05. Other Major Features:** The other main features of the celebrations in India were: (a) holding camps for mass contact, (b) distribution of calendars, badges, pictures, folders, (c) screening the film, 'Mahatma' in various cities, (d) broadcast of speeches, talks and other programmes on Gandhiji by AIR, (e) free distribution of several thousand copies of the books, "Message of Mahatma Gandhi" and "Lessons from Gandhiji", (f) an instructive exhibition "Gandhi through the Cartoonist's Eyes" opened by Mr. Malcolm Muggeridge, the former editor of 'Punch', at Gandhi Smarak Sangrahalaya, (g) organising, Shānti Senā, Kishore Sena and Taruna Sena groups in various States and holding all-India and inter-State camps, (h) obtaining the donation of 25,000 wells in rural areas from 9 voluntary organizations, (i) under the social programmes, requesting State Governments to amend the municipal bye-laws so that new constructions are not allowed without the provision of water-borne latrines, (j) almost abolishing the practice of carrying night soil on heads in Kerala and Gujarat, (k) emphasizing fight against social evils like child marriage, immoral traffic, untouchability, etc., (l) setting up national integration samitis in universities and public undertakings, and (m) bringing out three publications on the theme of national integration, namely, (i) "Gandhiji's India—Unity in Diversity", by the National Book Trust in English, Hindi, Urdu, Gujarati and Tamil, released on 2nd October 1968, (ii) an anthology of selections from the literature of each of the Indian languages in English through the Gandhi Peace Foundation, whose Hindi version has been arranged to be brought out through the Ministry; and (iii) a book of National Songs in all Indian languages in Devanagiri script with their gists in Hindi and English.

**16.06. Celebrations by Unesco:** An International Symposium on Truth and Non-Violence on Gandhi's Humanism was convened by Unesco in Paris on October 14-17, 1969 in consultation with the Indian National Commission for Unesco. Some 25 participants came from all over the world to attend the symposium. The Indian participants were: Shri G. Ramachandran, M.P. and Shri Romesh Thapar. Shri S. Chakravarti, Union Education Secretary and Secretary-General of the Indian National Commission for Unesco represented the INC at the inauguration of the seminar.

**16.07. Celebrations Abroad:** The Sub-Committee for Celebration of Gandhi Centenary Abroad strove to mobilise various agencies like the Unesco, Indian National Commission for Unesco, National Commissions of Unesco in other countries and Indian Missions abroad for the success of the Centenary celebrations all over the world. The activities in this sphere were mainly of three types, namely, supply of material for exhibition and other purposes, holding essay competitions, and sending eminent Indians on lecture missions. 360 exhibition kits on Mahatma Gandhi, publications on Gandhiji, 50 photographic exhibitions each consisting of 100 photographs of Gandhi depicting different aspects of his life, and two articles on Gandhiji were sent for distribution to schools and Gandhi's busts and statues were supplied to various countries for exhibition, seminars and other purposes, mostly free of charge. The Sub-Committee also met half the cost of a large oil painting of Gandhiji for the Gandhi Memorial Library opened at Bangkok in connection with the Centenary.

**16.08. An International Essay Competition in five languages** (English, French, Spanish, Russian and Arabic) on "Gandhi and the Emancipation of Man" for two groups, namely, students and non-student adults, was organised. Two prizes were awarded to each group in each language. The winners were given a free air trip to India and back and a month's free hospitality in this country.

16.09. The Sub-Committee sent eminent persons abroad to lecture on and interpret Gandhiji to foreign audiences. Shri R. R. Diwakar, Honorary Secretary, and Shri Devendra Kumar Gupta, Organising Secretary, of the National Committee for the Gandhi Centenary, visited ten European countries, viz., UK, France, Belgium, Norway, Sweden, Federal Republic of Germany, Austria, Czechoslovakia, East Berlin and USSR. In the UK they also participated in the International Symposium organised by Martin Luther King Foundation in London. Shri D. G. Tendulkar went to Middle East countries and the USSR, and Shri K. Santhanam to African countries. The others included Shri Jai Prakash Narayan, Shri A. G. Sheorey, Prof. K. G. Saiyidan, Shri G. Ramachandran, Prof. N. G. Ranga and Dr. Sushila Nayar. With the exhibition kits and other material available, exhibitions, seminars, film shows, meetings, cultural programmes, competitions, etc. were held in foreign countries. There was a very great and sympathetic interest in the observance of the Centenary and leading personalities in different countries associated themselves with it. The broadcasting and television organisations, and the press helped to give wide coverage and publicity to the programmes connected with the Centenary.

16.10. **National Seminar on Gandhian Values in Education:** The activities relating to Gandhi Centenary Celebrations, both in this country and abroad, under the auspices of the Gandhi Centenary Committee have been described above. The National Seminar on Gandhian Values in Indian Education was held at Sevagram on February 9-11, 1970 under the direct auspices of the Ministry in which distinguished educationists, social workers and others from all over India participated. The Union Education Minister addressed the seminar and participated in its discussion on February 10-11, 1970. Participants in the seminar held two sessions of discussion with Acharya Vinobha Bhave at Gopuri near Wardha and received his guidance and advice. The seminar emphasised three fundamental values in education, viz.

- (a) dignity of manual labour through the use of work as a part of the educational programme;

- (b) a sense of social awareness and social responsibility through the involvement of students and teachers in meaningful programmes of community service; and
- (c) the promotion of a secular outlook or '*sarvadharama samabhava*' through an understanding of the fundamental unity of all religions.

The seminar desired that suitable minimum programmes should be developed to realise those values and students should be involved in their planning and implementation. Further follow-up actions like the creation of a cell in the Ministry and the appointment of a Standing Committee were being considered. It is likely that the whole subject may be considered in the next meeting of the Central Advisory Board of Education and another seminar would be convened in due course to review the progress made in implementing the recommendations.

#### B: OTHER CENTENARY CELEBRATIONS

**16.11. Guru Nanak Quin-Centenary Celebration:** The 500th Birth Anniversary of Guru Nanak fell on 23rd November, 1969. To celebrate the historic occasion in a befitting manner the Government of India set up a National Committee under the chairmanship of the Prime Minister with the Education Minister as its convenor. The Centenary was celebrated in India and abroad. The inaugural function of the celebrations was held at Rabindra Rangshala, New Delhi on 20th November, 1969 under the presidentship of the Vice-President; the programme included speeches, bhajans and kirtan daibars. Several agencies, governmental and non-governmental, took a number of steps to celebrate the Centenary, as well as to provide lasting measures to disseminate Guru Nanak Dev's message and teachings. The Sahitya Akademi held four seminars on the life and teachings of Guru Nanak at Delhi, Calcutta, Bombay and Madras, while another at Ludhiana was in its programme. All India Radio broadcasts included special feature programmes in all languages on Guru Nanak's life and teachings. A special commemorative stamp was released by the P & T Department.

Under Unesco auspices, the English translation of Guru Nanak Hymns by Khushwant Singh was published. The National Book Trust in conjunction with Guru Nanak Foundation undertook to bring out a selection of Guru Nanak's poetry entitled 'Nanak Bani' and also Dr. Gopal Singh's biography of Guru Nanak in all the Indian languages. The biography of Guru Nanak in different Indian languages was released by the Prime Minister at the inaugural function held at Rabindra Rangshala on 20th November, 1969.

16.12 The Government of Punjab have set up the Guru Nanak University at Amritsar with assistance from the University Grants Commission. The UGC also asked all universities to raise an endowment for annual Guru Nanak lectures on national integration, secularism and for the publication of series of these lectures. The Ministry has drawn up a scheme of Student Service Institutes to be set up at selected places in the country. The institutes will be housed in buildings to be named as 'Nanak Bhavans'. A Guru Nanak Institute for Comparative Study of Religions and Musicology is being set up in Delhi by the Guru Nanak Foundation, New Delhi. It has been decided to give a building grant of Rs. 25 lakh to the Foundation for the purpose. The estimated expenditure of the Ministry on the Celebrations was of the order of Rs 50 lakh.

16.13 **Lenin Centenary:** It has been decided to celebrate Lenin Centenary in April, 1970. The detailed programmes are being formulated.

16.14. **C. R. Das Centenary:** It has also been decided to celebrate the Centenary of Deshbandhu Chittaranjan Das. The details of the programme are being formulated.

#### C: COPYRIGHT

16.15. India is a member of the International Union for the Protection of Literary and Artistic Works known as the Berne

Union. The Berne Convention was last revised at Stockholm in June-July 1967. The Stockholm revision of the Berne Convention contemplates certain facilities for the developing countries in regard to the reproduction of original foreign works and translation of foreign works into regional languages of the developing countries on certain conditions. These provisions have been made in the Berne Convention with a view to meeting the growing educational needs of the developing countries. The revised text of the Berne Convention has not so far been ratified by the developed countries such as UK, France, etc. During 1969, four meetings were held with a view to evolving some agreement under which the facilities granted under the Berne Convention would be available to the developing countries. A Joint Study Group held at Washington has now suggested that the Universal Copyright Convention be amended with a Protocol in favour of developing countries and that the Stockholm Protocol be dropped from the Berne Convention.

16.16. During 1969, the copyright of 1,211 artistic works and 390 literary works was registered with the Copyright Office.

16.17. The Copyright Board set up under the provisions of Copyright Act was reconstituted towards the end of 1968. The reconstituted Copyright Board consists of 7 members under the chairmanship of Shri Justice J. K. Tandon, retired Judge of Allahabad High Court. The Copyright Board held several meetings during 1969, and disposed of a number of cases.

#### D. PUBLICATIONS

16.18. The Publication Unit in the Ministry of Education and Youth Services is the main publishing agency of the Ministry, although a few publications are brought out by other units/sections. At present, three journals, namely, 'The Education Quarterly', 'Cultural Forum' and 'Sanskriti' (Hindi counterpart of Cultural Forum) are being brought out. Besides the journals, other publications of the Unit comprise the annual administrative report of the Ministry, reports of various com-

mittees, commissions, etc., set up by the Ministry, reports of important meetings, conferences, etc., convened by it and other pamphlets and brochures on the subjects of its competence. Among the publications brought out, special mention may be made of 'Supplementary Volume II of the Report of the Education Commission (1964-66)' which provides the statistical base of the findings of the Education Commission.

16.19 The Unit sells and helps to promote the sale of the various publications and journals brought out by it. Its Casual Sales Depot, situated, as it is, in a central place like Connaught Circus in the Capital, also sells publications brought out by various other offices/organisations of the Ministry like the NCERT, Lalit Kala Akademi, CSTT, CHD, etc.

#### E: DISPLACED STUDENTS

16.20. **Indo-Pakistan Agreement on the Issue of Certificates of Displaced Persons:** In accordance with the agreement between the Government of India and Pakistan, the Education Ministry of each country is responsible for the clearance of all applications for educational certificates as well as for the verification of educational qualifications. 2458 certificates were furnished against 2488 applications, the outstanding cases being only 30 fresh applications. The Government of Pakistan, on the other hand, furnished 4059 certificates against 4926 applications; thus 767 applications from Indian nationals are still outstanding with that Government. Besides, 270 old applications sent prior to agreement to the Government of Pakistan are also outstanding.

16.21. **Financial Assistance to Displaced Students from Pakistan:** This scheme was expected to be wound up by the end of the Second Plan. But to avoid any hardship to such students as were in the midst of their courses, it was decided to continue the scheme with a limited provision, till 1970-71.



**16.22. Financial Allocations:** The financial allocations for the major programmes described above, during 1969-70 and 1970-71, are given below :

(Rs. in lakhs)

| Sl. No. | Scheme                                      | Provision for 1969-70 |         | Budget Estimates |
|---------|---|-----------------------|---------|------------------|
|         |   | Original              | Revised | 1970-71          |
| 1       | Gandhi Centenary Celebrations               | 100 00                | 100 00  | 1.91             |
| 2       | Guru Nanak Centenary Schemes and Programmes | ..                    | 0.30    | 27 70            |
| 3       | Nanak Bhavans . . . .                       | ..                    | 5 00    | 15.00            |
| 4       | Celebration of Centenary . . . .            | . .                   | ..      | 11.00            |

**ANNEXURE I.**

**LIST OF ATTACHED/SUBORDINATE OFFICES AND  
AUTONOMOUS ORGANISATIONS OF THE MINISTRY  
OF EDUCATION AND YOUTH SERVICES**

*(As on 1st February, 1970)*

**A: ATTACHED OFFICE**

1. Director General  
Archaeological Survey of India  
Janpath, New Delhi

**B: SUBORDINATE OFFICES**

2. Director  
National Gallery of Modern Art  
Jaipur House, New Delhi
3. Curator, Indian War Memorial Museum  
C/o Secretary (Education)  
Delhi Administration, Delhi
4. Director  
National Museum  
Janpath, New Delhi
5. Director  
National Archives of India  
Janpath, New Delhi
6. Director  
Central Hindi Directorate  
First Floor, Wing No. 1, West Block No. VIII  
Ramakrishnapuram, New Delhi-22

7. **Director General**  
National Fitness Corps Directorate  
Room No. 507, 'B' Wing, Fifth Floor  
Shatri Bhavan, New Delhi
8. **Executive Director**  
Asian Institute of Educational Planning and Administration,  
Indraparastha Estate, New Delhi
9. **Chairman**  
Commission for Scientific and  
Technical Terminology  
West Block No. VII, II Floor, Wing No. 1  
Ramakrishnapuram, New Delhi-22
10. **Librarian-in-Charge**  
Central Reference Library  
Belvedere, Calcutta-27
11. **Librarian**  
National Library, Belvedere  
Calcutta-27
12. **Deputy Educational Adviser(Tech.)**  
Eastern Regional Office  
Ministry of Education & Youth Services  
Government of India  
5, Esplanade East, Calcutta
13. **Deputy Educational Adviser(Tech.)**  
Western Regional Office  
Ministry of Education & Youth Services  
Government of India  
Industrial Assurance Building  
2nd Floor, Opposite Churchgate Railway Station  
Bombay-1
14. **Assistant Educational Adviser(Tech.)**  
Southern Regional Office

Ministry of Education & Youth Services  
Government of India  
Block No. V. First Floor, Shastri Bhavan.  
No. 35, Haddows Road, Nungambakkam  
Madras-6

15. Assistant Educational Adviser(Tech.)  
Northern Regional Office  
Ministry of Education & Youth Services  
Government of India  
7/169, Swarupnagar, Kanpur-2
16. Director  
Botanical Survey of India  
14-Madan Street, Calcutta-13
17. Director  
Zoological Survey of India  
34, Chittaranjan Avenue  
Calcutta-13
18. Director  
National Atlas Organisation  
Raja Chamber, 4, K. S. Roy Road  
Calcutta-2
19. Director  
Anthropological Survey of India  
27, Jawaharlal Nehru Road  
Calcutta-13
20. Director  
Directorate of Practical Training in Mining  
Dhanbad
21. Surveyor General of India  
Survey of India, Block No. 8  
Hathi Barkala Estate  
Dehra Dun (U.P.)

22. Director  
Central Institute of Indian Languages  
Manasa Gangotri  
Mysore University Campus  
Mysore

**C: AUTONOMOUS ORGANISATIONS**

1. Chairman  
University Grants Commission  
Bahadur Shah Zafar Marg  
New Delhi
2. Chairman  
Central Board of Secondary Education  
17-B, Indraprastha Estate, New Delhi
3. Secretary  
Tibetan Schools Society  
Curzon Road Barracks, 'B' Block  
New Delhi
4. Chairman  
National Book Trust of India  
A-4, Green Park, New Delhi-16.
5. Director  
Delhi Public Library  
S. P. Mukherji Marg  
Delhi-6
6. Director  
National Council of Educational Research  
& Training, NIE Campus  
Mehrauli Road  
(Opposite Aurobindo Ashram)  
New Delhi-16

7. Secretary  
Indian Council for Cultural Relations  
Azad Bhavan, Indraprastha Estate  
New Delhi
8. Secretary  
Sangeet Natak Akademi  
Rabindra Bhavan, Feroze Shah Road  
New Delhi-1
9. Secretary  
Lalit Kala Akademi  
Rabindra Bhavan  
Feroze Shah Road, New Delhi.
10. Secretary  
Sahitya Akademi  
Rabindra Bhavan  
Feroze Shah Road  
New Delhi
11. Director General  
Council of Scientific and Industrial Research  
Rafi Marg, New Delhi
12. Chairman  
National Research Development  
Corporation of India  
Lytton Road, Mandi House, New Delhi
13. Director  
School of Planning and Architecture  
Indraprastha Estate, New Delhi
14. Director  
Indian Institute of Technology  
Hauz Khas, New Delhi-29

15. Director  
Institute of Russian Studies  
I.I.T. Campus, Hauz Khas  
New Delhi-29
16. Director  
Bal Bhavan and National Children's Museum  
Kotla Road, New Delhi
17. Commissioner  
Kendriya Vidyalaya Sangathan  
(Central Schools Organisation)  
Nehru House, 4, Bahadur Shah Zafar Marg  
New Delhi-1
18. Director  
Nehru Memorial Museum and Library  
Teen Murti House, New Delhi
19. Principal  
Eastern Regional Institute for Training of  
Teachers for Polytechnics  
C/o, Jnan Chandra Ghosh Polytechnic  
7, Mayurbhanj Road, Calcutta-23
20. Director  
Indian Museum  
27, Jawaharlal Nehru Road  
Calcutta-13
21. Secretary and Curator  
Victoria Memorial Hall  
Calcutta-16
22. Director  
Indian Institute of Management  
56-A, B.T. Road, Calcutta-50
23. Director  
Central Institute of English  
Hyderabad (Andhra Pradesh)

24. Director  
Salar Jung Museum Board  
Hyderabad (Andhra Pradesh)
25. Director  
Administrative Staff College of India  
Bella Vista, Hyderabad
26. Principal  
Southern Regional Institute for Training of  
Teachers for Polytechnics  
Ministry of Education & Youth Services  
Government of India  
Adyar, Madras-20
27. Director  
Indian Institute of Technology  
P.O. I.I.T., Madras-36
28. Principal  
Western Regional Institute for Training  
of Teachers for Polytechnics  
Ministry of Education & Youth Services  
Government of India  
C/O S. V. Polytechnic, Bhopal
29. Director  
Kendriya Hindi Shikshana Mandal  
Gandhinagar, Agra
30. Director  
Kendriya Sanskrit Vidyapeetha  
Tirupati (Andhra Pradesh)
31. Deputy Commissioner,  
Ex-Officio Secretary  
School of Buddhist Philosophy  
Leh



32. Director  
National Institute of Sports  
Motibagh Palace, Patiala
33. Principal  
Lakshmibai College of Physical Education  
Gwalior (Madhya Pradesh)
34. Director  
Indian Institute of Technology  
P.O. I.I.T., Powai, Bombay-76
35. Director  
National Institute of Training in  
Industrial Engineering  
Powai, Bombay-76
36. Director  
Indian Institute of Technology  
P.O. Kharagpur Technology, Kharagpur  
(S.E. Railway)
37. Director  
Indian Institute of Technology  
P.O. Kalyanpur Campus, Kanpur
38. Member-Secretary  
Indian Council of Social Science Research  
IIPA Hostel, Ring Road, New Delhi
39. Director  
Indian Institute of Science  
Bangalore-12
40. Acting Director  
Birla Institute of Technology and Science  
Pilani (Rajasthan)
41. Director  
Indian Institute of Management  
Vastrapur  
Ahmedabad-6

42. Director  
Indian Institute of Advanced Study  
Rashtrapati Niwas, Simla
43. Director  
National Institute of Foundry and Forge Technology  
C/O Heavy Engineering Corporation Ltd.  
P.O. Dhurwa, Ranchi-4
44. Director  
Shri Lal Bahadur Shastri Rashtriya  
Bharatiya Sanskrit Vidyapeetha Sabha  
Nanda Lodge, Shakti Nagar, Delhi-7
45. Secretary  
Inter-University Board of India and Ceylon  
Rouse Avenue, New Delhi-1
46. Member-Secretary  
National Council of Science Education  
9, Ring Road, Lajpat Nagar IV  
New Delhi
47. Principal  
Technical Teachers' Training Institute  
Sector 26, Chandigarh-19
48. Director  
Indian School of Mines  
Dhanbad

## ANNEXURE II

### PUBLICATIONS BROUGHT OUT

#### A: PUBLICATION UNIT OF THE MINISTRY

1. Annual Report (English) (1968-69)
2. Annual Report (Hindi) (1968-69)
3. Citations on the occasion of prize distribution to literary men of Hindi-speaking areas (Hindi)
4. Report of the Conference of Representatives of Youth Organisations
5. Scholarships (off-print from the Annual Report)
6. Development of the State Institutes of Education in the Fourth Plan
7. School Improvement Projects and Community Support in Madras State
8. Report on Gram Shikshan Mohim of Maharashtra
9. Prize Competition of Books for Neo-literates and New Reading Public
10. Annual (8th) Report of the National Council for Women's Education
11. Methodology of Teaching of Indian Languages as Second Language in Secondary Schools
12. Development and Propagation of Hindi—A review
13. Report of the Banaras Hindu University Enquiry (Cyclosteyled)

14. National Physical Efficiency Drive (English)
15. Proceedings of the 34th Session of the C.A.B.E-Part I
16. The Central Advisory Board of Education—Constitution and Present Composition
17. Proceedings of the 34th Meeting of the C.A.B.E-Part II
18. Report of the Hockey-Committee
19. 'Citations' National Awards for Teachers (Bilingual) (1969-70)
20. Eleventh World Conference of Society for International Development on Second Thoughts on Manpower, Education and Development—Luncheon Address by Prof. V. K. R. V. Rao
21. Arjuna Awards (Bilingual, 1969-70)
22. Report on Netarhart School, Ranchi—An Experiment in Promotion of Excellence
23. Report of the Advisory Committee for Libraries (Reprint)
24. National Foundation for Teachers' Welfare (Hindi)
25. National Foundation for Teachers' Welfare (English)
26. Supplementary Volume II of the Report of the Education Commission (1964-66)

#### B: CENTRAL SECRETARIAT LIBRARY

1. Indian Education Abstracts V. 15, No. 1 Quarterly (Printed)
2. Current Education Literature V. 11, No. 4 Quarterly (Cyclostyled)
3. Youth Services Abstracts V. 1, No. 1 Half-Yearly (Cyclostyled)

4. Educational Facilities in India and Abroad V, 7, No. 1  
Half-Yearly (Cyclostyled)

**C: STATISTICAL DIVISION OF THE MINISTRY**

1. Education in India, Vol. I 1963-64
2. Education in India, Vol. II-A 1963-64 and 1964-65
3. Education in Universities in India—1963-64
4. Provisional Statistics of Education in Universities in India—  
1965-66 (Mimeographed)
5. Provisional Statistics of Education in States—1965-66  
(Mimeographed)
6. Selected Education Statistics, 1968-69 (Mimeographed)
7. Selected Information on School Education in States.  
1968-69 (Mimeographed)
8. Educational Statistics—Districtwise—1965-66 of Orissa,  
Andhra Pradesh, Mysore, Rajasthan, Kerala, Maharashtra,  
Assam and Gujarat (Mimeographed)
9. Budget Analysis of States—1969-70 (Mimeographed)
10. Educational Statistics at a Glance, 1969 (Mimeographed)
11. Educational Developments of Scheduled Castes and  
Scheduled Tribes, 1961-65 (Mimeographed)

**D: NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND  
TRAINING**

**Text Books**

1. Biology. A Textbook for Secondary Schools—Section I  
(Reprint)
2. Biology: A Textbook for Secondary Schools—Section II  
(Reprint)
3. Biology: A Study in Flip Charts—Section I

4. Biology: A Textbook for Secondary Schools—Section IV and V (Reprint)
5. Biology: Part I for Class VI (Reprint)
6. Biology. A Textbook for Secondary School—Sections 6 and 7 (Reprint)
7. Chemistry: Part I for Class VII
8. Physics: Part I for Class VII
9. Chemistry : Experiments and Principles—Indian Reprint Edition
10. Physics: Part I for Class VI (Reprint)
11. Chemistry: Part II for Class VII (Reprint)
12. Arithmetic-Algebra : Part II for Class VII (Reprint)
13. Arithmetic-Algebra : Part I for class VI (Reprint)
14. Arithmetic Algebra: Part I for Class VI (Hindi)
15. Geometry : Part I for Class VI (Hindi) (Reprint)
16. Sthaniya Shasan: A Textbook of Civics for Class VI (Hindi)
17. Africa and Asia: A Geography Textbook for Middle Schools (Hindi)—Part I for Class VI
18. Africa and Asia : Part I (Hindi) (Reprint)
19. Sthaniya Shasan A Textbook for Civics for Class VI (Hindi) (Reprint)
20. Elements of Book-keeping and Accountancy A Textbook for Classes IX-XI
21. Ekanki Sankalan (Hindi) Reprint
22. Kavya Ke Ang: (Hindi) Reprint
23. Kavya Sankalam—Gadya Sankalan (Combined Edition)
24. Rani Madan Amar Hindi Primer (Reprint)
25. Aao Hum Padhen: Hindi Reader for Class II (Reprint).
26. Insight into Mathematics Book I for Class I
27. Geometry: Part I for Class VI (Reprint)

28. Geometry: Part III for Class VIII
29. Arithmetic-Algebra: Part III for Class VIII
30. BSCS Biology: Part I (Reprint)
31. BSCS Biology: Part II (Reprint)
32. BSCS Biology: Part III (Reprint)
33. Biology: Part III for Class VIII
34. Elements of Mechanical Engineering (Reprint)
35. Engineering Drawing (Reprint)
36. Ancient India: A Textbook of History for Middle Schools (Hindi Edition)
37. Local Government: A Textbook of Civics for Middle Schools
38. English Reader: Book I for Class VI (Special Series)
39. Rashtra Bharati: Part I (Reprint)
40. Sanskritodaya: A Textbook of Sanskrit for Secondary Schools (Reprint)
41. Africa and Asia for Class VI (English)
42. Chemistry for Middle Schools, Part II (English)
43. Ancient India: A Textbook for Middle Schools (Revised Edition)
44. English Reader for Class VI (General Series)
45. Physics: Part III for Class VIII Science for Middle Schools
46. Arithmetic- Algebra: Part III for Class VIII (Hindi Edition)
47. Aao Hum Padhen: Hindi Reader II (Revised Edition)
48. Chemistry: Part II for Class VIII (Hindi Edition)
49. Rekha Ganit: Part III (Hindi).
50. Biology: Part VI (BSCS)
51. Teaching Home Science.
52. Prachin Bharat
53. Bhautiki for Class VIII.

54. Jeev Vigyan for Class VIII
55. Physics for Class V (Dr. Bhide's)
56. Medieval India: A Textbook for Middle Schools (Hindi Edition)
57. Biology: A Textbook for Secondary Schools—Section I (Reprint).
58. Biology: A Textbook for Secondary Schools—Section II (Reprint)
59. Geometry: Mathematics for Middle Schools—Part II (Reprint)
60. Rashtra Bharati: Part II (Reprint)
61. Rashtra Bharati: Part III (Reprint)
62. Medieval India (Reprint)
63. Sanskritodaya (Reprint)
64. Kavya Ke Ang (Reprint).
65. Chalo Pathshala Chalen (Reprint)
66. Economic Pathshala Chalan (Reprint)
67. First Course in Modern Algebra
68. English Reader: Book IV Class IX (General Series).
69. Biology Part II Class VII (Reprint)

#### **Teachers' Guide and Work Books**

70. Teacher's Manual for Hindi Textbook for Class IV.
71. Syllabuses for English Readers
72. General Science for Primary Schools : A Teacher's Handbook of Activities Volume III
73. Teacher's Manual for Hindi Textbook for Class V
74. A Guide Booklet for Nursery School Teachers
75. Laboratory Manual: Chemistry
76. Meri Abhyas Pustika: Rani Madan Amar (Reprint)



77. Meri Sulekh Pustika (Reprint).
78. Meri Sulekh Pustika—Part III (Reprint)
79. Meri Sulekh Pustika—Part II (Reprint)
80. Meri Abhyas Pustika (Reprint) Chalo Pathshala Chalen
81. Pupil's Work Book for Hindi Reader for Class V
82. Teacher's Handbook for English Reader for Class VI
83. Pupil's Work Book for Hindi Reader II
84. Research in Classroom—Handbook for Teachers
85. Pupils Work Book—English Reader I (Special series)
86. Teacher's Guide—English Reader Class IX (General Series)
87. Educational Wastage at the Primary Level—A Teacher's Handbook
88. English Reader—Teacher's Guide for Class IX (Special Series)
89. Teacher's Guide for English Textbook for Class VI (Special Series)
90. Handwriting Book I
91. Handwriting Book II
92. Handwriting Book III
93. Teacher's Manual for Rashtra Bharati Part II

#### Supplementary Readers

94. Zarathushtra
95. Raja Ram Mohan Roy
96. The Romance of Banking
97. Bharat Ki Kathyaen: Hindi Edition of Legends of India
98. The Romance of Theatre
99. Moses
100. India—The Land and the People
101. The School and the Community

- 102. Freedom Movement in India
- 103. The Story of My Life
- 104. Bahuroopee Gandhi
- 105. Finger on the Lute
- 106. The Discovery of the Oceans

#### **Research Studies/Monographs**

- 107. Second National Survey of Secondary Teacher Education in India
- 108. The Concept of Personality in the Educational Thought of Mahatma Gandhi
- 109. Development of Individual School Improvement Plan
- 110. Report of the Study Group on Supervision and Inspection
- 111. Measurement of Cost Productivity and Efficiency of Education
- 112. Preparation and Evaluation of Textbooks in English.
- 113. Preparation and Evaluation of Textbooks in Mother Tongue
- 114. Preparation and Evaluation of Textbooks in Social Studies

#### **Miscellaneous**

- 115. Exhibition of Nationalised School Textbooks—Catalogue
- 116. The Nation and the School
- 117. Memorandum of Association and Rules of the Council
- 118. English Readers—Publicity Folder
- 119. Samaj Seva Vyavasaya
- 120. All-India Survey of Achievement in Mathematics
- 121. Revival of Values and Role of Extension Services
- 122. Audit Report of NCERT for 1966-67 (Hindi)
- 123. Audit Report of NCERT for 1966-67 (English)

124. Readings in Population Education
125. The Main Recommendations of the Report of the Education Commission—A Summary
126. Future Development of NCERT—Report by the Review Committee
127. Education in Developed Society
128. National Integration
129. Lipik Verg Ke Vyavasaya
130. All India Survey of Achievement in Mathematics—A Survey Report
131. Memorandum and Rules of the NCERT
132. Audit Report 1967-68 (Hindi)
133. Role of the Secondary Teacher
134. Audit Report 1967-68 (English)
135. Report of the First Meeting of the National Board of School Textbooks
136. Teaching Social Studies—A Draft Syllabus
137. National Seminar on Population Education
138. The Concept of Work Experience
139. NCERT Review Committee Report (Hindi Edition)
140. NCERT Annual Report for 1968-69
141. Facets of Indian Education
142. Kanoon Sambandhi Vyavasaya
143. Architect va Anya Karamchari
144. Sociology of Teaching Profession in India
145. Report of the Committee on Improvement of Art Education (1st Reprint)
146. Readings in Population Education
147. Flash Cards for English (Special Series)

148. Flash Cards for English (General Series)  
149. Biology Charts

### Journals

150. N.I.E. Journal: June, July, September, November 1969 and January 1970 issues  
151. N.I.E. Newsletter: May, September, December 1969 issues  
152. School Science: September—December 1968, March, June and September 1969 issues  
153. Indian Educational Review: July 1969 issue

#### E : CENTRAL HINDI DIRECTORATE

- |    |  |   |
|----|--|---|
| 1  | <i>Jwan Ki Kahani</i>                        | Irwing Adler                                      |
| 2  | <i>Lous Pasteur</i>                          | Evelyn Attwood                                    |
| 3  | <i>Manav Sharir Rachna</i>                   | Gray  |
| 4  | <i>Manav Sharir : Samrachna Aur Karya</i>    | Albert Tokay                                      |
| 5  | <i>Vigyan Ki Kahaniyan Vol. III</i>          | Sutcliffe & Sutcliffee                            |
| 6  | <i>Rasayan Nava Sansar Bana Rahu Hai</i>     | Benard Jafee                                      |
| 7  | <i>Lal Bahadur Shastri Jeevan Aur Vichar</i> | R. C. Gupta                                       |
| 8  | <i>Karyahat Adhunik Vaigyanik</i>            | A. W. Ellis                                       |
| 9  | <i>Akadhmik Pratiyogta Ka Siddhanta</i>      | E. H. Chamberlin                                  |
| 10 | <i>Khagol Vigyan Ki Mahan Kshan</i>          | Archie E. Roy                                     |
| 11 | <i>Railgade</i>                              | David St. John Thomas                             |
| 12 | <i>Mritumyayi</i>                            | Editors : Bhawani Prasad Misra & Prabhakar Machwe |
| 13 | <i>Guru Gobind Singh : Jwan</i>              | S. S. Johar                                       |
| 14 | <i>Jetyan</i>                                | John W. R. Tavior                                 |
| 15 | <i>Transistor</i>                            | Egon Larsen                                       |
| 16 | <i>Autariksh Yug Main Sanchar</i>            | Unesco Publication                                |

- 17 *Pani Ka Parichaye* . . . . I. C. Joslin  
 18 *Hawa Ki Mahima* . . . . I. C. Joslin  
 19 *Bharat Ka Itihas Vol. 5* . . . . Illoit & Dowson  
 20 *Bhugol Shikshan Ki Adhar Pustak* Unesco  
 21 *Bhasha Quarterly* . . . .

**F : COMMISSION FOR SCIENTIFIC AND TECHNICAL TERMINOLOGY**

**(University-Level Books 1969-70)**

1969

- 1 Textbook of Surgery . . . . Sangam Lal & Others  
 2 Textbook of Surgery (Part II) . . . . Sangam Lal & Others  
 3 Eye Diseases . . . . Hari Vallabh Nema  
 4 Electrical Technology I . . . . H. Cotton  
 5 Electrical Technology II . . . . H. Cotton  
 6 Basic Naval Architecture . . . . Bababay  
 7 Principles of Economics . . . . Marshall  
 8 Keynesian Theory of Development . . . . Kurihara  
 9 Wages . . . . M. Dobs  
 10 Essays on Geeta . . . . Aurobindo  
 11 Sanskriti . . . . Yash Dev Shalva  
 12 Cabinet Government . . . . Sir I. Jennings  
 13 Parliamentary Committee System . . . . H. Paranjpe  
 14 The Modern State . . . . Mac Ivor  
 15 The Analytical Geometry of Conic Sections . . . . Askwith  
 16 Statistical Methods . . . . Snedecor  
 17 Itihasik Sthanawah . . . . V. K. Mathur  
 18 Sher Shah and His Times . . . . Canoongo  
 19 Life and Conditions of the People of Hindustan . . . . K. Ashraf  
 20 Modern Philosophies of Education . . . . J. S. Brubacher

- 21 Differential Psychology . . . . Anastasi  
 22 Prayogatimak Manovigyan . . . . Tripathi  
 23 Samaj Shastra . . . . Batomore  
 24 Readings of Social Change . . . . Shalya and Others  
 25 Bhartiya Samaj . . . . Inder Dev  
 26 Manav Sharir Rachra (Based on Grey's  
 Anatomy (C.H.D.) . . . . Dr. M.S. Verma  
 27 Manav Sharir Sanrachna . . . . Dr. Toke  
 28 Medicine Glossary II (Hindi-English) . . H.E. Roman  
 29 Medicine Glossary II (Hindi-English) . . H.E. Roman  
 30 Engineering Glossary IV . . . . C.S.T.T.  
 31 Humanities Glossary V (Linguistics) . . C.S.T.T.

1970

- 32 Optics (Syers)  
 33 Popular Physics  
 34 Nuclear Power  
 35 Quantum Mechanics  
 36 Constitution of U S. A.  
 37 The Age of Imperial Guptas

G. : NATIONAL BOOK TRUST

ENGLISH

India—The Land and People

- 1 Fruits . . . . Ranjit Singh  
 2 Insect Pests of Crops . . . . S. Pradhan  
 3 Common Trees . . . . H. Santapau (Reprint)  
 4 Minerals of India . . . . Meher D. N. Wadia (Reprint)  
 5 Coins . . . . Parmeshwari Lal Gupta  
 6 Land and Soil . . . . S. P. Raychaudhuri (Reprint)  
 7 Vegetables . . . . B. Chowdhury (Reprint)  
 8 Common Birds . . . . Salim Ali & Mrs. Laeeq  
 Futehally (Reprint)

**National Biography**

- 9 Samudragupta . . . . Lallanji Gopal  
 10 Ahilyabai . . . . Hiralal Sharma  
 11 Swami Dayanand . . . . B. K. Singh

**Young India Library**

- 12 Elephant—Lord of the Jungle . Ramesh Bedi  
 13 Gandhi Warrior of Non-Violence . P. D. Tandon  
 14 The Felnes . . . . M. D. Chaturvedi  
 15 Nehru You Don't Know . . . . P. D. Tandon

**General**

- 16 You and Your Health . . . V. N. Bhawe, N. S. Deodhar  
 and S. V. Bhawe  
 17 The Gospel of Buddha . . . Paul Carus (Reprint)  
 18 Gandhi The Writer . . . . Bhabani Bhattacharya (Reprint)  
 19 Gandhi's India : Unity in Diversity

**HINDI****India—The Land and People**

- 20 Snakes of India . . . . P. J. Deoras  
 21 Rajasthan . . . . Dharm Pal

**National Biography**

- 22 Kazi Nazrul Islam . . . . B. Chakravarty  
 23 Maharana Pratap . . . . R. S. Bhatt (Reprint)  
 24 Subramania Bharati . . . . Prema Nandkumar  
 25 Ramanujacharya . . . . R. Parthasarathy  
 26 Sankaradeva . . . . Maheshwar Neog  
 27 Nana Phadanavis . . . . Y. N. Deodhar

**Young India Library**

- 28 Apna Bhavishya Apne Hath . . . Kona Sukhe Mathsushita  
 29 Gajaraj . . . . Ramesh Bedi  
 30 Nehru You Don't Know . . . P. D. Tandon  
 31 Panther on the Prowl . . . . M. D. Chaturvedi

**ASSAMESE****Biography**

- 32 Guru Nanak . . . . Gopal Singh  
 33 Sankaradeva . . . . Maheshwar Neog

## BENGALI

**India—The Land and People**

- 34 Flowering Trees . . . . . M. S. Randhawa  
 35 Land and Soil . . . . . S. P. Raychaudhuri

**National Biography**

- 36 Guru Nanak . . . . . Gopal Singh  
 37 Samudragupta . . . . . Lallanji Gopal  
 38 Tyagaraja . . . . . P. Sambamoorthy  
 39 Sankaradeva . . . . . Maheshwar Neog  
 40 Pt. Bhatkhande . . . . . S. N. Ratanjankar  
 41 Pt. Vishnu Digambar . . . . . V. J. R. Athavale

**General**

- 42 Common Indian Birds . . . . . Salim Ali & Mrs. Laeeq Futehally

## GUJARATI

**National Biography**

- 43 Guru Nanak . . . . . Gopal Singh  
 44 Harsha . . . . . V. D. Gangal  
 45 Iswar Chandra Vidyasagar . . . . . S. C. Bose  
 46 Sankaradeva . . . . . Maheshwar Neog

**General**

- 47 Common Indian Birds . . . . . Salim Ali & Mrs. Laeeq Futehally

## KANNADA

**India—The Land and People**

- 48 Population . . . . . S. N. Agarwala

**National Biography**

- 49 Guru Nanak . . . . . Gopal Singh

**General**

- 50 The Transposed Heads . . . . . Thomas Mann  
 51 A Tale of Two Cities . . . . . Charles Dickens

## MALAYALAM

**National Biography**

- 52 Guru Nanak . . . . . Gopal Singh  
 53 Kazi Nazrul Islam . . . . . Basuda Chakravarty



## MARATHI

**India—The Land and People**

- 54 Population . . . . . S. N. Agarwala
- 55 Common Birds . . . . . Salim Ali & Mrs. Laeeq Futehaifi

**National Biography**

- 56 Ahilyabai . . . . . Hiralal Sharma
- 57 Chandragupta Maurya . . . . . Lallanji Gopal

## ORIYA

**India—The Land and People**

- 58 Land and Soil . . . . . S. P. Raychaudhuri

**National Biography**

- 59 Guru Nanak . . . . . Gopal Singh

**General**

- 60 A Tale of Two Cities . . . . . Charles Dickens

## PUNJABI

**India—The Land and People**

- 61 Flowering Trees . . . . . M. S. Randhawa

**National Biography**

- 62 Surdas . . . . . Vrajeshwar Varma

## SINDHI

**National Biography**

- 63 Guru Nanak . . . . . Gopal Singh

## TAMIL

**a—The Land and People**

- Flowering Trees . . . . . M. S. Randhawa

**National Biography**

- 65 Guru Nanak . . . . . Gopal Singh

- 66 The Conquest of Happiness . . . . . Bertrand Russell

## TELEGU

**India—The Land and People**

- |    |                             |                   |
|----|-----------------------------|-------------------|
| 67 | Domestic Animals . . . . .  | Harbans Singh     |
| 68 | Minerals of India . . . . . | Meher D. N. Wadia |
| 69 | Common Trees . . . . .      | H. Santa pau      |
| 70 | Nicobar Islands . . . . .   | K. K. Mathur      |

**National Biography**

- |    |                               |                 |
|----|-------------------------------|-----------------|
| 71 | Ahilyabai . . . . .           | Hiralal Sharma  |
| 72 | Chandragupta Maurya . . . . . | Lallanji Gopal  |
| 73 | Subramania Bharati . . . . .  | Prema Nandkumar |
| 74 | Guru Nanak . . . . .          | Gopal Singh     |
| 75 | Tyagraja . . . . .            | P. Sambamoorthy |

**General**

- |    |   |                           |
|----|---|---------------------------|
| 76 | Women Saints of East and West . . . . . | Swami Ghanananda & Others |
|----|---|---------------------------|

**H: SAHITYA AKADEMI****Bengali**

1. *Atmakatha* (autobiography) by Rajendra Prasad. Translated from Hindi by Priyaranjan Sen.
2. *Professor* (Malayalam novel) by Joseph Mundassery. Translated by Nilina Abraham.
3. *Gandhi—Romain Rollander Drishtite*. Romain Rolland's *Mahatma Gandhi* and the excerpts on Gandhi from his *diary L' Inde*. Translated by Lokenath Bhattacharya from the original French.
4. *Banger Kettan* (Greek Play : Frogs) by Aristophanes. Translated by Hirendranath Dutta.
5. *Matir Kutire* (Rumanian classic : *The Mud-hut Dwellers*) by Mihail Sadoveanu. Translated by Smt. Amita Ray.
6. *Manush Amar Bhai* (All Men are Brothers : Select Writings of Gandhiji). Compiled and edited by Krishna Kripalani and translated from English by Priyaranjan Sen.

**English**

1. *Ghalib* (monograph on the Urdu poet in the 'Makers of Indian Literature' series) by M. Mujeeb.
2. *Mira Bai* (monograph on the Hindi saint-poet in the 'Makers of Indian Literature' series) by Usha S. Nilsson.
3. *Toru Dutt* (monograph on the Indo-Anglian poet in the 'Makers of Indian Literature' series) by Padmini Sen Gupta.
4. *Vemana* (monograph of the Telugu poet in the 'Makers of Indian Literature' series) by V. R. Narla.
5. *Wild Bapu of Garambi* (Marathi Novel : *Garambicha Bapu*) by S. N. Pendse. Translated by Ian Raeside.
6. *Tolstoy and India* by Alexander Shifman. Translated from Russian by A. V. Esaulov.
7. *Contemporary Indian Short Stories*. Series I (an English translation of representative short stories of major Indian languages).

**Gujarati**

1. *Jogajog* (novel) by Rabindranath Tagore. Translated from Bengali by Shivkumar Joshi.
2. *Bal Sahitya* (selection of Tagore's writings for children). Edited by Lila Majumdar & Kshitis Roy and translated from Bengali by Ramanlal Soni.
3. *Rajavi* (Italian classic : *The Prince*) by Machiavelli. Translated from English by Yashwant Shukla.

**Hindi**

1. *Hindi Kavya Sangrah* (an anthology of Hindi poetry). Compiled and edited by C. Balakrishna Rao.
2. *Premchand* (monograph on the Hindi novelist in the 'Makers of Indian Literature' series) by Prakash Chandra Gupta.

3. *Gujarati ke Shreshtha Ekanki* (select Gujarati one-act plays). Edited by Gulabdas Broker and translated by Shyamu Sanyasi.
4. *Sat Sikkar* (Kashmiri Short Stories: *Sat Sangar*) by Akhtar Mohiuddin. Translated by Shahshishekhar Toshkhani.
5. *Shah Latif ka Kavya* (poetry of Shah Latif). Edited by Motilal Jotwani and translated from Sindhi with Devanagari transliteration by Mani Shankar Dwivedi.
6. *Andhra Katha Manjusha* (an anthology of Telugu short stories). Edited by Swami Sivasankar Sastry and translated by R. Venkata Rao.
7. *Rudrama Devi* (Telugu novel) by Nori Narasimha Sastry. Translated by Bala Shauri Reddy.
8. *Illango Adigal* (monograph on the author of the famous Tamil epic, *Cilappadikaram*) by M. Varadarajan. Translated from English by Yujit Navalpuri.
9. *Agamemon* (Greek play) by Aeschylus. Translated by C. Balkrishna Rao.
10. *Tolstoy aur Bharat* by Alexander Shifman. Translated by P. Machwe from A. V. Esaulov's English version of the original Russian work.
11. *23 Hindi Kahaniyan* (an anthology of Hindi short stories). Edited by Jainendra Kumar.

### Kannada

1. *Janumada Jodi* (Gujarati novel : *Malela Jiva*) by Pannalal Patel.
2. *Nanna Charitra* (autobiography of U. V. Swaminatha Iyer). Translated from Tamil by L. Gundappa.
3. *Sri Basavannanavara Vachana Sangraha* (select Vachanas of Basavanna). Edited by S. S. Malwad.

**Kashmiri**

1. *Alif Lal* (Arabic classic : *One Thousand Nights and One*).  
Translated by Mohy-ud-Din Hajini.

**Malayalam**

1. *Keshavasuthan* (monograph on the Marathi poet in the 'Makers of Indian Literature' series) by Prabhakar Machwe.  
Translated from English by G. Sreedharan.
2. *Raja Rammohan Roy* (monograph on the Bengali writer and reformer in the 'Makers of Indian Literature' series) by Saumyendranath Tagore. Translated from English by E. K. Purushottaman.
3. *Malayala Sahitya Charitram* (History of Malayalam Literature) by P. K. Parameswaran Nair.

**Marathi**

1. *Lokamanya Tilak Lekha Sangraha* (selections from the writings of Bal Gangadhar Tilak published in the Kesari).  
Edited by Tarkateertha Laxmanshastri Joshi.

**Oriya**

1. *Atmakatha. Pt. I* (autobiography) of Rajendra Prasad.  
Translated from Hindi by Sachidanand Kanungo.

**Punjabi**

1. *Guru Nanak Dev*. A short monograph by the late Teja Singh. Published for free distribution.
2. *Heer Waris Shah* (Punjabi classic). Edited by Sant Singh Sekhon.
3. *Jhuggianwale te Hor Kahaniyan* (Rumanian classic : *The Mud-hut Dwellers and Other Stories*) by Mihail Sadoveanu.  
Translated by Krishanjit Singh.

**Tamil**

1. *Latchuminatha Bezbarao* (monograph on the Assamese writer in the 'Makers of Indian Literature' series) by Hem Barua. Translated by K. D. Thirunavakkarasu.

**Telugu**

1. *Ravindrani Natakalu*. Vol. I (plays : *Bisarjan*, *Chitrangada*, and *Chirakumar Sabha*) by Rabindranath Tagore. Translated from Bengali, the first two plays by B. Gopala Reddi and the third by Abburi Ramakrishna Rao.
2. *Ravindrani Natakalu*. Vol. II (plays : *Raja*, *Dak Ghar*, *Muktadhara* and *Rakta Karabi*) by Rabindranath Tagore. Translated from Bengali by Abburi Ramakrishna Rao.
3. *Gadayuddhamu* (Kannada play) by 'Sri' (B. N. Srikanthia) Translated by G. Ramakrishan Sharma.
4. *Thalapula Dumaramu* (Belles-letters : *Ghubare Khatir*) by Maulana Abul Kalam Azad Translated by D. Ramauja Rao.

**I: LALIT KALA AKADEMI****Ancient Indian Art**

1. Birbhum Terracottas
2. South Indian Bronzes
3. Chamba Painting
4. Portfolio No. 5—Rangamala Paintings
5. Portfolio No. 6—Kangra Paintings

**Contemporary Indian Art—Monographs**

6. Bendre
7. Ravi Varma

8. Hebbar
9. Chavda
10. Haldar
11. P. Das Gupta
12. Panikar
13. Ramkinker
14. Husain
15. Dhanraj Bhagat
16. G. N. Tagore
17. Amrita Sher-Gil
18. Binode Bihari Mukherjee
19. Chintamoni Kar
20. Ara
21. Sailoz Mookherjea
22. Kshitindranath Majumdar
23. Gopal Ghose
24. Sreenivasulu
25. S. G. Thakur Singh
26. Sanyal
27. Venkatappa
28. Ram Kumar.

### **Journals**

29. *Lalit Kala* Nos. 1 & 2, 5-11, 12, 13, 14
30. *Lalit Kala Contemporary* Nos. 1, 4, 5, 6, 9, Nos. 2, 3, Nos. 7 & 8 (combined)
31. *Contemporary Picture Post Cards* (10 cards in full colour in a set).
32. *Contemporary Picture Post Cards* (6 cards in full colour in a set, devoted to Triennale-India, 1968).

33. *Rabindranath Tagore and the Art of His Times* (a well-illustrated historical and critical survey of the development of contemporary Indian Art—1895-1947).
34. *A Portfolio of Contemporary Indian Paintings*

**Miscellaneous**

35. Artists Directory
36. Seminar on Art Education
37. Seminar on Architecture
38. Seminar on Indian Art History
39. The Meaning of Art by Rabindranath Tagore



## ANNEXURE III

STATEMENT SHOWING THE COUNTRY-WISE NUMBER OF  
INDIAN SCHOLARSHIP-HOLDERS STUDYING ABROAD

(As on December 13, 1969)

| Country                                   | Number<br>of<br>Awardees<br>sent<br>Abroad<br>during<br>1969-70 | Total<br>Number<br>of<br>Awardees<br>Abroad<br>(As on<br>31-12-69) |
|---|---|--|
| Australia                                 | 2   | 8  |
| Austria                                   | 5   | 6  |
| Belgium                                   | 3   | 6  |
| Bulgaria                                  | 1   | 3  |
| Canada                                    | 12  | 36   |
| Ceylon                                    | ..  | 3  |
| Czechoslovakia                            | 2   | 18   |
| Federal Republic of Germany               | 18  | 148  |
| France                                    | 36  | 92   |
| German Democratic Republic (East Germany) | 15  | 45   |
| Greece                                    | ..  | 2  |
| Hungary                                   | 2   | 14   |
| Italy                                     | 6   | 14   |
| Japan                                     | 2   | 22   |
| Netherlands                               | 21  | 25   |
| New Zealand                               | ..  | 3  |
| Nigeria                                   | ..  | 1  |
| Poland                                    | 3   | 23   |
| Rumania                                   | ..  | 4  |
| Turkey                                    | ..  | 1  |
| U.A.R.                                    | ..  | 20   |
| United Kingdom                            | 86  | 175  |
| USSR                                      | 54  | 350  |
| TOTAL                                     | 268   | 1019   |

**ANNEXURE IV**  
**STATEMENT SHOWING THE COUNTRY-WISE NUMBER OF**  
**FOREIGN SCHOLARS STUDYING IN INDIA**

(As on December 31, 1969)

| Country                               | Number of Scholarship-<br>holders [studying in] ,<br>India |
|---------------------------------------|--|
| Afghanistan . . . . .                 | 3  |
| Argentina . . . . .                   | 1  |
| Australia . . . . .                   | 1  |
| Austria . . . . .                     | 1  |
| Barbados . . . . .                    | 2  |
| Belgium . . . . .                     | 2  |
| Burma . . . . .                       | 1  |
| Canada . . . . .                      | 3  |
| Ceylon . . . . .                      | 5  |
| Chile . . . . .                       | 1  |
| Czechoslovakia . . . . .              | 3  |
| Denmark . . . . .                     | 2  |
| Federal Republic of Germany . . . . . | 2  |
| Fiji . . . . .                        | 1  |
| Formosa . . . . .                     | 1  |
| France . . . . .                      | 5  |
| German Democratic Republic . . . . .  | 1  |
| Ghana . . . . .                       | 1  |
| Grandbs . . . . .                     | 1  |
| Greece . . . . .                      | 1  |
| Haiti . . . . .                       | 1  |
| Italy . . . . .                       | 3  |
| Jamaica . . . . .                     | 1  |
| Kenya . . . . .                       | 6  |
| Malayasia . . . . .                   | 1  |
| Mauritius . . . . .                   | 8  |
| Nepal . . . . .                       | 141  |

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|              |   |   |   |   |   |   |   |       |
|--------------|---|---|---|---|---|---|---|-------|
| Netherlands  | . | . | . | . | . | . | . | 2     |
| Nigeria      | . | . | . | . | . | . | . | 1     |
| Phillippines | . | . | . | . | . | . | . | 3     |
| Singapore    | . | . | . | . | . | . | . | 1     |
| Sweden       | . | . | . | . | . | . | . | 1     |
| Tanzania     | . | . | . | . | . | . | . | 3     |
| Thailand     | . | . | . | . | . | . | . | 6     |
| UAR          | . | . | . | . | . | . | . | 6     |
| Uganda       | . | . | . | . | . | . | . | 4     |
| UK           | . | . | . | . | . | . | . | 5     |
| USSR         | . | . | . | . | . | . | . | 11    |
| Yugoslavia   | . | . | . | . | . | . | . | 1     |
|              |   |   |   |   |   |   |   | <hr/> |
|              |   |   |   |   |   |   |   | TOTAL |
|              |   |   |   |   |   |   |   | <hr/> |
|              |   |   |   |   |   |   |   | 243*  |

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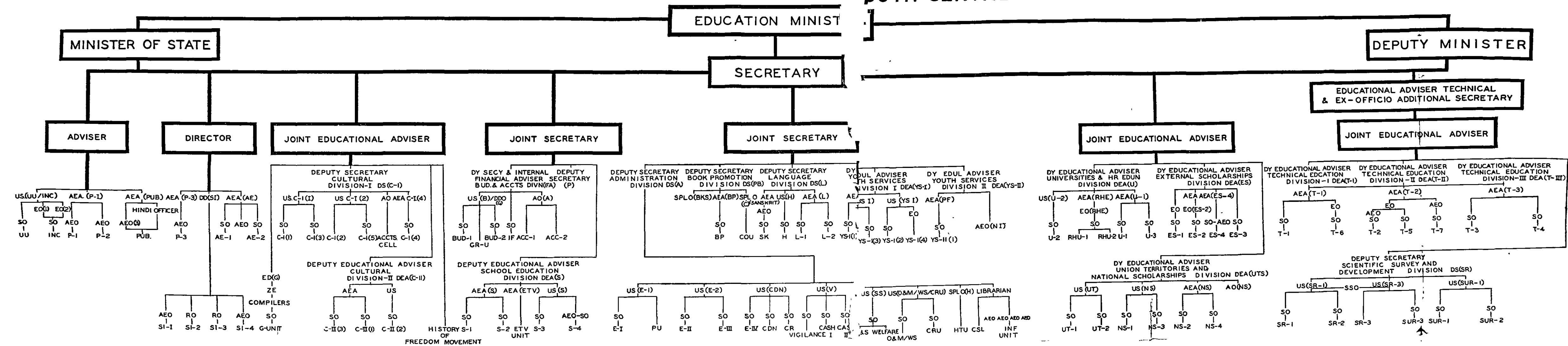
\*The figure includes foreign scholars coming to India under T.C.S (Colombo Plan) and Special Commonwealth African Assistance Plan.

# ADMINISTRATIVE CHART

## MINISTRY OF EDUCATION AND TECHNICAL SERVICES

# CHART

## TECHNICAL SERVICES



**LEGEND**

- US.....UNDER SECRETARY
- AEA.....ASSISTANT EDUCATIONAL ADVISER
- SSO.....SENIOR SCIENTIFIC OFFICER
- DD.....DY DIRECTOR
- AO.....ACCOUNTS OFFICER
- EO.....EDUCATION OFFICER
- AEO.....ASSISTANT EDUCATION OFFICER
- RO.....RESEARCH OFFICER
- SPLD.....SPECIAL OFFICER
- SO.....SECTION OFFICER



# PROGRESS OF PRIMARY EDUCATION ENROLMENT IN CLASSES I-V

IN LAKHS

700

600

500

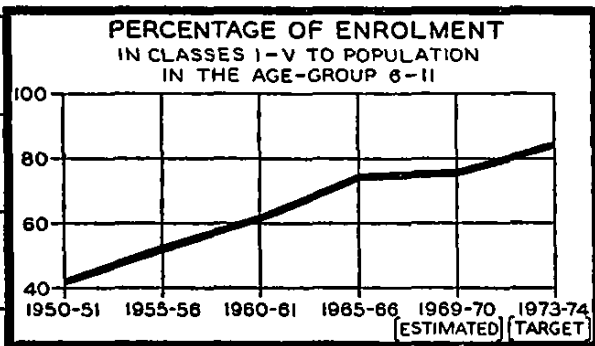
400

300

200

100

0



1950-51

1955-56

1960-61

1965-66

1969-70  
[ESTIMATED]

1973-74  
[TARGET]

# PROGRESS OF MIDDLE EDUCATION

## ENROLMENT IN CLASSES VI-VIII

IN LAKHS

200

175

150

125

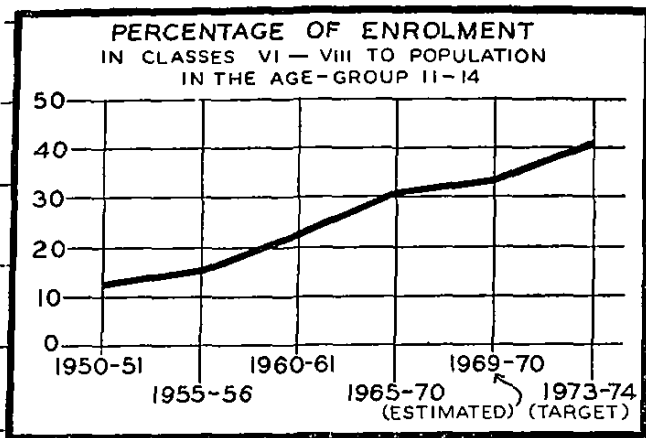
100

75

50

25

0



1950-51

1955-56

1960-61

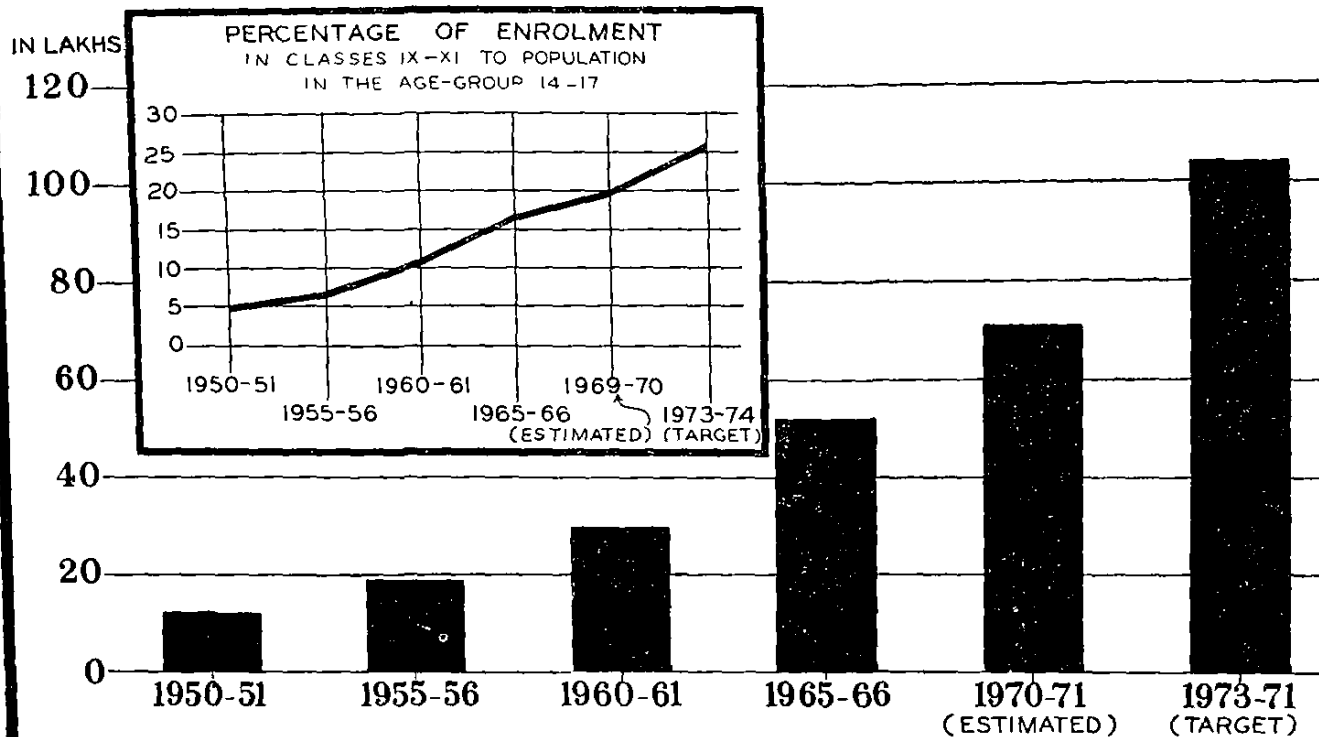
1965-66

1969-70  
(ESTIMATED)

1973-74  
(TARGET)

# PROGRESS OF SECONDARY EDUCATION

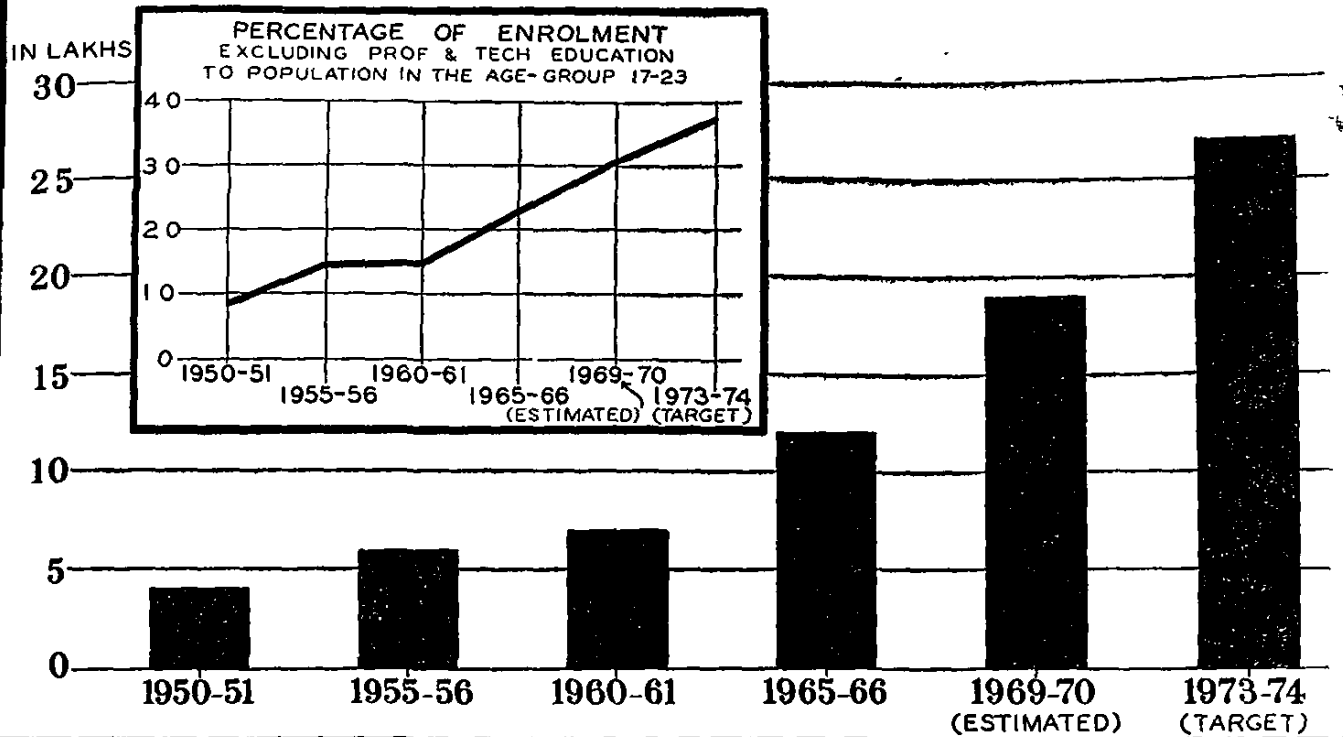
## ENROLMENT IN CLASSES IX - XI





# PROGRESS OF UNIVERSITY EDUCATION ENROLMENT

EXCLUDING PROFESSIONAL AND TECHNICAL EDUCATION



# PROGRESS OF TECHNICAL EDUCATION

 DEGREE

 DIPLOMA

INSTITUTIONS

INTAKE

OUT-TURN

1950-51

1955-56

1960-61

1965-66

1969-70

[ESTIMATED]

1973-74

[TARGET]

IN THOUSANDS

IN THOUSANDS

0 100 200 300 0 10 20 30 40 50 0 10 20 30

# PROGRESS OF EXPENDITURE ON EDUCATION BY SOURCES

