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# REPORT

1971-72

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MINISTRY OF EDUCATION & SOCIAL  
WELFARE

DEPARTMENTS OF EDUCATION AND  
CULTURE

GOVERNMENT OF INDIA  
NEW DELHI

# REPORT 1971-72



**MINISTRY OF EDUCATION & SOCIAL  
WELFARE**  
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## CHAPTER I

### INTRODUCTORY

Shri Siddhartha Shankar Ray who assumed charge of the Ministry of Education and Social Welfare on the 18th March, 1971, also took over the Department of Culture which came into being on 3rd May, 1971. Two Deputy Ministers, Shri K. S. Ramaswamy and Prof. D. P. Yadav, assumed office on the 18th March, 1971, in the Ministry to assist the Union Minister for Education.

On 4th October, 1971, Prof. S. Nurul Hasan took charge as the Minister of State.

#### Budget

##### Department of Education

The total budget provision for 1971-72 and 1972-73 appearing under all demands including the demands of the Ministries of Finance, Home and Works and Housing is as under:

(Rupees in lakhs)

Particulars	Budget 1971-72	Revised 1971-72	Budget 1972-73 (Provisional)
Secretariat of the Department of Education . . . . .	100.57	93.68	105.27
Provision for general education, employment of educated personnel etc . . . . .	9,125.29	9,141.54	10,980.46

The major portion under general administration is for maintenance of non-Plan establishment. The fall in the Revised Estimates is due mainly to some posts having remained vacant and increase in budget estimates for the next year is due partly

to normal increase in establishment, provision for additional interim relief, etc.

The provision for schemes and programmes show a slight increase in the Revised Estimates. The Revised Estimates include provision for the scheme for employment of educated personnel which was not included in budget estimates of 1971-72. The increase in the budget estimates of 1972-73 is partly due to additional provision for employment of educated personnel, normal increase in expenditure and the progressive development of plan activities.

### Department of Culture

The total budget provision for 1971-72 and 1972-73 appearing under all Demands, including Demands of the Ministries of Finance, Home and Works and Housing is as under:

Particulars	(Rs. in lakhs)		
	Budget 1971-72	Revised 1971-72	Budget 1972-73 (Provisional)
Secretariat of the Department of Culture	21.42	20.06	30.53
Archaeology and other schemes and programmes of the Department of Culture	548.30	465.88	663.63

The increase in the budget estimates for 1972-73 for Secretariat expenditure is because of the transfer of some more staff to it.

The saving under the revised estimates in respect of schemes and programmes is because of a deliberate attempt made to effect economy in view of the need for economy allround. The increase in the budget estimates for 1972-73 is due partly to increase in the Plan activities and partly to the transfer to this department of a number of schemes particularly regarding modern Indian languages which were being previously attended to by the Department of Education.

## **General Review**

During the year 1971-72 the Union Ministry continued to promote the various educational activities which come under its purview, in line with the principles enunciated in the National Policy on Education approved by Parliament. In what follows, some of the significant programmes under various heads are highlighted. The activities of the Department of Culture are detailed in Part II of the Report.

It should be mentioned in this connection that the Union Ministry could not execute as much of its programmes as it had planned for the year owing to the crisis that had developed on our borders. Finances were required to cope with the needs of the refugee problem following the tension on our borders and subsequently to meet defence requirements and the rehabilitation of refugees in Bangla Desh.

## **Compulsory Primary Education**

Towards the expansion of education in this sector, the Government of India have sanctioned a scheme of Central assistance to the States and the Union Territories for the appointment of 30,000 additional Primary Teachers and 240 Assistant Inspectors of Schools during the financial year just ending. The scheme has also taken into account the need for the free supply of textbooks and stationery and facilities for provision of midday meals to about 9 lakhs school children. In order to make school education meaningful and practical, financial sanction has been given for the introduction of work experience in 1,000 selected middle schools in the country to start with. All these programmes will cost Rs. 4.4 crores.

## **School Textbook Printing**

To assist States and Union Territories in the mass production of primary school textbooks three modern printing presses are being established by Government of India at Chandigarh, Bhubaneswar and Mysore. The equipment is gifted by the

Federal Republic of Germany. The press at Chandigarh has already been commissioned.

### **Science Education Project**

Under the agreement executed by the Ministry of Education with UNESCO and UNICEF in April, 1967, a project has been launched to expand and improve the teaching of science throughout the school stage in the country. While the Ministry of Education are helping the State Governments in the preparation of new syllabi and textbooks and in the training of science teachers, the UNICEF are assisting by equipping Teacher Training Institutions with laboratory equipment, books and other materials and by providing new science kits to the participating schools. So far, about 550 training institutions have been provided with laboratory equipment and about 1,100 schools with science kits on a pilot basis. During the next two years, it is proposed to equip another 500 training institutions with science equipment and to provide science kits to 55,000 schools.

### **Higher Education**

In the newly set up Central University at Delhi, *viz.*, Jawaharlal Nehru University, the School of Life Sciences has been set up and will start its academic programmes in July, 1972.

The University Grants Commission, as in the past, provided assistance to universities and colleges for approved development programmes. The number of universities (including institutions deemed to be universities under Section 3 of the U.G.C. Act) rose from 47 in 1960 to 92 in 1970. The number of colleges rose from 1542 in 1960-61 to 3,604 in 1970-71. A Committee of the U.G.C. visited Pondicherry to consider in detail the proposal to establish a Central University in Pondicherry. The proposal was first mooted on the occasion of the birth centenary of Sri Aurobindo. The question of declaring the School of Town and Country Planning, New Delhi and the Institute of Science, Bombay as deemed universities is under the consideration of the University Grants Commission. The Committee set up by the University Grants Commission known

as The Gajendragadkar Committee has made recommendations of a far reaching character relating to size of universities, University autonomy and block grants, the role of Central Universities, students' participation in university administration, etc. The University Grants Commission and the Central Government have accepted the recommendations of the Committee in principle.

### **Technical Education**

A number of measures have been taken to improve the standard and quality of technical education.

Forty engineering colleges and polytechnics have started sandwich courses in cooperation with industry to integrate theoretical engineering education with actual practical experience. It is hoped that the system of sandwich courses will be extended gradually to all technical institutions that can establish cooperation with industry, to produce the correct type of engineers and technicians needed by our country. For the training of teachers, four Regional Teachers' Training Institutes have been established which offer a wide range of facilities, particularly for the in-service training of polytechnic teachers. In addition, special provision has been made at the Institutes of Technology to train the teachers of engineering colleges for the Master's and Ph.D. Degrees.

### **Development of Languages**

The Central Institute of Indian Languages and the four Regional Language Centres at Mysore, Bhubaneswar, Poona and Patiala have been providing intensive training in Indian languages for secondary and higher secondary school teachers deputed by State Governments. The main object in offering this training is to provide an incentive to all Indian States on an even basis to implement the three-language formula and to offer assistance. It is also the intention to strengthen effectively the communication between various Indian languages as vehicles for bringing about the emotional and social integration of the country. Details of teacher-trainees deputed from various States to undergo



the prescribed courses are found in the chapter on Languages in this Report.

### **Book Promotion**

The Ministry has accelerated its programmes of Book Promotion, with the main aim of fostering the writing, by Indian writers of suitable textbooks at the university level to suit Indian needs. 618 books mainly on science and technology in various regional languages have so far been published and manuscripts for 2215 books will be ready in another three months.

Besides, the Union Ministry has offered, through the University Grants Commission, 153 Fellowships for the writing of original books on science and technology to scholars who are closely associated with recognised specialists in these fields. In order that the university level books written by Indian authors do not suffer in competition with the subsidised textbooks from the USA and the UK, a scheme to subsidise Indian authors has been launched by this Ministry. Under this scheme, 375 books at the university level are under examination for grant of subsidy. It is proposed to step up such schemes.

### **Adult Education**

Although, due to the increase in population, the number of illiterates in 1971 was 386 million as against 388 million in 1961, the percentage of literacy (according to the 1971 census of India), has actually risen and would be 29.00 against 24 in 1961. The Union Ministry has decided to initiate pilot projects towards the speeding up of literacy in selected districts. It intends to cover about 6 million illiterate adults during the Fourth Plan period as a preliminary move, to be followed by a massive programme in the subsequent plans.

Apart from the mass approach in the eradication of illiteracy the Ministry of Education has already taken up the programme of selective approach by initiating the programme of

farmers' functional literacy project in collaboration with the Ministries of Agriculture and Information and Broadcasting. This programme will cover over a million illiterate farmers who will be made functionally literate in 100 high yielding variety districts in the country during the Fourth Plan and, by the end of the current year, functional literacy projects would be in operation in 80 districts. The evaluation of the programme, carried out recently, has indicated that there is a close relationship between the functional literacy programme and the adoption of new agricultural practices.

A programme of functional education for industrial workers based on the polyvalent approach, being run in Bombay, has demonstrated its usefulness and is being extended to other industrial areas.

The voluntary organisations have been playing a very significant part in promoting the programmes of adult education in the country. To help the voluntary organisations to take up meaningful programmes of adult education and adult literacy in some of the selected areas and for a certain category of population, where adult education is required urgently, the Ministry of Education have been assisting the voluntary organisations on a liberal basis. This programme is being considerably stepped up.

### **Youth Welfare**

Play-fields in urban areas of 170 districts are to be developed at a cost of Rs. 50,000 per district. The Fourth Plan allocation for the project is Rs. 85 lakhs. The budget provision for the year about to come to a cost is Rs. 25 lakhs. A scheme for the establishment of rural sports centres has also been put into operation and it is hoped that when these two schemes have been fully implemented, there will be a large net work of play-fields both in urban and rural areas all over the country.

Financial assistance is also to be given towards the establishment of 20 work centres, one work centre project per

State/Union Territory. The assistance is to cover 50 per cent. of the capital expenditure on each project subject to a maximum of Rs. one lakh per project, and a maximum of Rs. 60 thousand per year per project to cover recurring expenditure. The Fourth Plan allocation for this project is Rs. 30 lakhs and for the year 1971-72, the budget provision is Rs. 15 lakhs. The basic objective of these work centres is to train non-student youth in various occupational skills and to equip them with the potential for self-employment at the end of their training. Both these schemes are new and it will be possible to assess their working after a period of time.

### **National Service Scheme**

This scheme is becoming increasingly popular with university teachers and students. The aim of the scheme is community service rendered by teachers and students and its efficacy has been proved by a very heartening experience of recent date. Thousands of national service students drawn from various universities in the country gave a helping hand in the refugees camps. They displayed considerable initiative and enterprise by collecting donations, distributing food, clothing and medicine and conducting surveys on the condition of refugees.

### **UNESCO Programmes**

The Indian National Commission for Cooperation with UNESCO in collaboration with the National Council for Education Research and Training organised functions in November, 1971 to commemorate the Silver Jubilee of UNESCO. Among the programme carried out for the occasion were, news coverage and special broadcasts and talks on Radio and Television, essays and declamation contests, debates, symposia etc.

### **Department of Culture**

The various programmes and activities in the field of culture have been intensified during the year. India had entered into cultural agreements with 23 countries and during the current

financial year one more agreement in the cultural field has been signed. As in the previous years, exchange of delegations between India and various countries of the world was continued during the year to promote art and culture.

The scheme for propagation of culture among college and school students was instituted during the year and two refresher courses for college and school teachers were held.

To review the working of the three National Akademies the Indian Council for Cultural Relations, a Committee was appointed in early 1970 under the Chairmanship of Justice G. D. Khosla.

The Archaeological Survey of India has augmented its activities during the year. It has strengthened the foundations of Qutab Minar in Delhi, protected the Taj Mahal from the floods in Jamuna and replaced the weathered and damaged pillars, brackets and lintels of the Dwarkadhish Temple at Dwarka in Gujarat. A face lift has also been given to the Chalukyan Temples at Aihole and Pattadakal in district Bijapur, Mysore, and brought out their hidden beautiful architectural features. Outside India the Survey has been responsible for the conservation of world's largest rock-cut Buddha image in the ancient monastery at Bamiyan in Afghanistan. Conservation work on the small Buddha Image, which is 38 metres high, has been completed and the mural paintings decorating the ceiling of the cave preserved. Repair work is to be taken up on the large Buddha figure, which is 53 metres high. The Survey was ably assisted by the officers and staff of the Royal Afghan Government.

The Government is considering the feasibility of suitable legislation to regulate the export trade in antiquities and art treasures of national importance. The aim is to check malpractices of any kind and to provide for the compulsory acquisition of art treasures and their preservation in public places.

The National Museum, New Delhi which has many unique exhibits is being further strengthened by not only objects of art

of Indian origin but also of Pre-Columbian, South Asian, Egyptian, Greek and other phases of ancient art. Its Central Conservation Laboratory has started courses in chemical conservation to which chemists from South Asia are also to be invited. The Government is considering a proposal to declare the National Museum to be an institution of national importance.

An Annexe to the National Archives of India building is to be constructed to accommodate several files of records some of which have already been received by the National Archives. The training course in archives keeping has been expanded to take in more trainees. The National Archives have also been entrusted with the publication of records regarding "Partition and Transfer of Power in India" and will cover the period from 1939 to 1947.

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PART ONE  
DEPARTMENT OF EDUCATION

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## CHAPTER II

### SCHOOL EDUCATION

In the field of School Education, the National Policy on Education has spelt out Government's resolve to initiate strenuous efforts towards the early fulfilment of the constitutional Directive on free and compulsory education for all children up to the age of 14. The national policy also emphasised the importance of in-service education and training of teachers in order to enable them to play their role effectively. Besides, the policy underlined the need to set examination reforms in motion and to improve the emoluments and service conditions of teachers. The details which follow report the activities and achievements of the Ministry under these heads.

#### **Free and Compulsory Primary Education**

The position of free and compulsory education was reviewed by the Central Advisory Board of Education at its 35th meeting held on 2nd and 3rd May, 1970 in Delhi and the following resolution was adopted:

The Board views with concern the progress of primary education in the country. On the basis of the present trends, it appears that no State would be able to realise the goal set in Article 45 of the Constitution earlier than 1980, and several States will be able to do so only in the 21st century. The Board, therefore, feels that the whole situation should be reviewed afresh and concrete proposals put forward, both before the Central and State Governments, as that the goal set down in the Constitution with regard to free and compulsory primary education would be reached in all parts of the country by 1985 at the latest. The Board requests the Chair-

man to set up a high level Committee to examine the whole issue in all its aspects.”

The present position regarding free education in the country may be summarised as follows:

- (1) All education is free in two States—Jammu and Kashmir and Nagaland.
- (2) Tamil Nadu has made all school education free including PUC classes.
- (3) All education up to the end of secondary stage is free in Andhra Pradesh, Kerala and Mysore.
- (4) In Maharashtra, primary education is free and children of parents whose income is below Rs. 1,200 a year have free education at all stages. A similar position exists in Gujarat with some changes in income limits.
- (5) In Rajasthan, all education is free for girls and primary education is free for boys.
- (6) In Punjab, Haryana and Madhya Pradesh primary education is free.
- (7) In Uttar Pradesh education is free for girls till the end of Class X and for the boys till the end of Class VI.
- (8) In Bihar primary education is free in Classes I—VII.
- (9) In West Bengal primary education is free for girls in rural areas in Classes I—VIII. In rural areas and in some urban areas it is also free for boys in Classes I—V, but in Calcutta and some other urban areas it is not yet free.
- (10) In Orissa primary education is free.
- (11) In Assam primary education is free for girls in Classes I—VIII and for boys in Classes I—V.



- (12) In the Union Territory of Delhi, primary education is free.
- (13) The other Union Territories follow the pattern of one or other of the States. But in all of them, primary education is free.

The children of the scheduled castes and scheduled tribes get free education. In addition, all educational institutions generally allow a certain percentage of free studentships.

Compulsory Primary Education Act has been passed by all the States except Nagaland and Himachal Pradesh. There has also been phenomenal growth in enrolment since Independence as indicated below:

<i>Age group</i>	1951	1971
6—11 . . .	About 182 lacs or about 43% of the age group	About 605 lacs or 80% of the age group.
11—14 . . .	About 31 lacs or about 13% of the age group.	About 143 lacs or 35% of the age group.

This rate of expansion has no parallel in the earlier educational history of our country and only a few in the contemporary educational histories of other developing countries.

### **Reorganisation and Expansion of Science Teaching at School Stage**

The UNICEF-aided Pilot Project on Science-teaching at the school stage which was launched last year, has been making satisfactory progress. Most State Governments have introduced the Pilot Project in their States and started teaching the new instructional materials in selected primary and middle schools.

To implement the Project, a good number of teacher educators and teachers have been trained in new science—teaching programmes and about 1,200 schools participating in the Programme have been provided with science kits. The programme for equipping the key institutions comprising teacher

training colleges and teacher training institutes with new science equipment, is in progress. Orders for equipping 579 institutions have been placed and most of these institutions have already received the equipment.

In the next phase of the Project covering the period 1971—74 which has already begun, it is proposed to:

- (a) complete the work of preparation, translation and printing of new syllabi and textbooks,
- (b) equip another 500 key institutions with Science laboratory equipment,
- (c) provide the new Science kits to 55,000 schools, and
- (d) train 55,000 teachers, *i.e.* at least one teacher from each school proposed to be equipped with new Science kits.

To implement this phase of the programme, the UNICEF have agreed to bear expenditure to the tune of \$ 7,022,000. The Indian counterpart expenditure will be of the order of Rs. 69 lakhs of which Rs. 28 lakhs will be borne by the Government of India and Rs. 41 lakhs by the State Governments.

### **Textbook Printing Presses**

The Textbook Printing Press at Chandigarh which has been set up with the collaboration of the Government of the Federal Republic of Germany, is ready for operation. Trial runs are being made and the press will soon go into production. Steps are being taken to expedite the setting up of the other two similar presses at Mysore and Bhubaneswar. The building for Bhubaneswar press will be ready by the middle of 1972 while the building for Mysore press will be available by March, 1973.

### **Nehru Bal Pustakalaya**

The scheme for the mass production of supplementary reading material for children was initiated by the Ministry of Edu-

cation in collaboration with the National Book Trust in 1968-69. Under this scheme, 100 titles on various subjects mainly relating to National Integration, are to be produced in all the major Indian languages. At least one lakh copies are produced under each title. The books are priced at Rs. 1-50 each but they are supplied to the State Governments at a subsidized rate of 50 paise per copy. So far, the National Book Trust has published 14 titles under this scheme. Six more titles are under print.

### **Mid-day Meals**

The CARE-assisted School Mid-day Meals Programme continues to operate in all the States except Assam, Nagaland and Jammu and Kashmir. The Programme is estimated to cover 110.92 lakh school and pre-school children during the year.

### **Desh Geetanjali**

With the object of strengthening the sense of national identity among school children, a Central scheme under the Plan known as "Desh Geetanjali" has been formulated. It will be implemented in two phases. The first phase will include (1) training teachers and selected students in the correct singing of the National Anthem, (2) use of AIR broadcasts for training school children in singing National Anthem, and (3) the supply of record players and records of National Anthem to 500 institutions. The second phase will comprise (1) collection and publication of existing songs that promote national integration, (2) popularisation of popular tunes and songs and publishing them in State languages set to the same tunes and with approximately the same meaning, and (3) conducting competition in the correct singing of the National Anthem and award of prizes at state and national levels.

The first phase of the scheme, as a first step, has been taken up for implementation. During the year 1970-71 300 Record-players and 2400 Records of National Anthem have been supplied to various State Governments/Union Territories.

Grants totalling Rs. 1.00 lakhs have been given to the States of Mysore, Tamil Nadu, Kerala, Uttar Pradesh and Assam for training of teachers in the singing of the National Anthem.

### **Girls and Women's Education**

The National Council for Women's Education discussed in its Twelfth meeting, the progress of Girls and Women's education and made several recommendations for accelerating the progress in providing free and compulsory education, impetus to women teachers for recruitment, construction of hostels for girls, creation of a separate cell in every State for women's education. The recommendations were sent to the State Governments for consideration and necessary action. The replies have so far been received from Assam, Orissa, Madhya Pradesh, Himachal Pradesh, Tamil Nadu, Maharashtra, Haryana, Kerala, Rajasthan, Uttar Pradesh, Delhi, Pondicherry, Aandman and Nicobar Administration, Laccadive administration and Goa, Daman and Diu States and Union Territories. They have welcomed the recommendations and are implementing them. The matter is still under consideration with the rest of the States/ Union Territories.

### **Welfare of School Teachers**

Eight State Governments have implemented the Triple Benefit Scheme (pension, provident fund and insurance) while some others are considering it. In so far as the Union Territories are concerned, the Government of India had already sanctioned the scheme with effect from April 1, 1965. The children of teachers are provided free education in varying degrees in various States and Union Territories.

### **National Foundation for Teachers' Welfare**

The National Foundation for Teachers' Welfare was set up by the Government of India in 1962 with the objet of providing financial assistance to teachers and/or their dependents in distress. As in earlier years, voluntary contributions were

collected on the Teachers' Day, the 5th September, 1971, throughout the country. 80 per cent of the collections made in a State/Territory is released immediately for the purpose of State/Territory itself, while the balance 20 per cent and the annual contributions of the State Government or the Union Administration concerned are credited to the corpus of the Foundation, the target of which is fixed at Rupees Five Crores. The accumulated funds as at the end of November, 1971, amounted to Rs. 197 lakhs which are invested in approved defence bonds or securities or as short-term fixed deposits in the State Bank of India.

So far, over 14,000 teachers/or their dependents have been given financial assistance out of the Foundation funds to the tune of over Rs. 73 lakhs. The cases in which assistance has been extended comprise illness, accidents, violence, natural calamities, and scholarships to meet educational expenses in deserving cases. Assistance is also given towards marriage expenses of teachers' daughters.

The Foundation has also decided to institute three awards of Rs. 500/- each to the teachers with distinguished service of not less than 30 years to commemorate the memory of late Prof. D. C. Sharma, the well-known educationist, who was a member of the General Committee of the Foundation. Three teachers have been selected for awards during the current year.

### **National Awards to Teachers**

The scheme of National Awards to Teachers was introduced in 1958 with the object of giving public recognition to teachers of outstanding merit. During 1971, awards were given to 97 selected teachers of primary and secondary schools as well as Sanskrit Pathshalas/Tols run on traditional lines. The awards carry a certificate of merit and cash payment of Rs.1000/-. With 97 Awards for the year 1971, the total number of National Awardee Teachers so far comes to 1202.

### **Assistance to Voluntary Educational Organisations in the field of School Education**

Since the First Five Year Plan, the scheme of Assistance to Voluntary Educational Organisations in the field of School Education has been in force for extending financial assistance to privately run educational institutions to enable them to augment educational facilities in certain specified directions like science education, library facilities, hostels for girls etc. The fourth Plan allocation for the scheme is Rs. 45 lakhs. During 1970-71 the scheme was amended to include additional activities for assistance for construction of buildings for teachers clubs etc. The Review committee set up to examine the working of the scheme has submitted its report and the revision of the scheme with certain modifications is under consideration.

### **National Council of Educational Research and Training**

A brief description of significant activities undertaken by the National Council of Educational Research & Training during the year under report is given in the following paragraphs:

- (a) *Science Education*: The qualitative improvement of science and mathematics education at the various levels of school education continued to receive priority during the year. Under the UNESCO/UNICEF assisted pilot project for improvement of Science Education it continued to provide the instructional materials to school and training to key personnel. It also selected 100 teacher training college and 30 teacher training schools for supply of equipment under this project. Under its programme of curriculum development, the Department of Science Education brought out textbooks for primary, middle and secondary classes and teachers' guides for adoption/adaptation by various States/Union Territories. The National Science Talent Search Scheme was also successfully continued during the year. Under this scheme, about

1000 candidates were interviewed, of which 360 were selected for award. The total number of scholars receiving NSTS awards at different levels now is 1094, of which 717 are at the undergraduate level, 274 at the postgraduate level and 103 at the Ph. D. level. Nineteen summer schools were organised during May-June, 1971 for the undergraduate awardees at different university centres. More than 200 postgraduate awardees were placed for the Summer Programmes at 25 national laboratories and institutes of advanced studies in different parts of the country. A team of 15 talented students in science from the U.K. and the U.S.A. visited India in September, 1971. A special function was arranged for the visiting team to meet the NSTS awardees of Delhi.

New tests were developed for the examination to select the awardees held in January, 1972. The examination was held at about 350 centres throughout the country. The Executive Committee of the Council set up a Science Advisory Committee to examine science programmes, including the NSTS scheme. The first meeting of the Committee was held on 6th May, 1971. A sub-committee was appointed by the Science Advisory Committee to review the NSTS scheme.

The Central Science Workshop attached to the Department of Science Education continued to work both on the development of prototype science equipment as well as batch production of a number of kits for use under the UNESCO/UNICEF assisted pilot project on improvement of science teaching. The Workshop also assisted the National Small Industries Corporation and the UNICEF in finalising the designs of various kits for commercial exploitation.

Under its ancillary curriculum project, the Department of Science Education developed films, slides, and brochures for effecting qualitative improvement in science education.

- (b) *Textbook Programmes*: Four of the eight brochures on preparation and evaluation of school textbooks brought out as experimental editions earlier, on history, geography, biology and mathematics, were finalised and sent to the press. Besides, experimental editions of the brochures on general science, second language and civics were also prepared.

The Crash Programme for Evaluation of School Textbooks from the point of view of national integration continued during the year under report. Some of the States for which the work could not be finalised during the previous year was carried over to 1971-72. Barring a few States, the work has been completed in all others. The reports about materials prejudicial to national integration have been communicated to the authorities concerned for follow-up action.

In pursuance of the recommendations of the second meeting of the National Board of School Textbooks held in May, 1970, the problem of modern management techniques in textbook production was taken up for study by the Department of Textbooks. Some of the papers on the subject were circulated among the various agencies.

The Department of Textbooks also developed orientation programmes for textbooks authors and evaluators during the year. Consultative services were also provided to various States and textbook agencies in the preparation of textbooks in different school subject.



The National Centre for Textual Materials collected a large number of school textbooks used in the country. The collection consists of nearly 7000 titles.

(c) *Examination Reform Programme*: Six evaluation workshops on written examinations were held for the State Boards of Secondary Education of Madhya Pradesh, Mysore and Rajasthan, the Council for Indian School Certificate Examination and the Department of Education, Goa, Daman & Diu. One workshop to improve practical examinations in science subjects for the Board of Secondary Education of Haryana and Punjab and another workshop for the development of a comprehensive programme of internal assessment for Kendriya Vidyalayas were planned. A seminar was organised for the officers incharge of evaluation programmes in different States. The Directorate of Technical Education, Rajasthan, was provided help and guidance for the improvement of examinations in the polytechnics of the State.

(d) *National Prize Competition for Children's Literature*: This competition was earlier conducted by the Ministry of Education and Social Welfare. From the 16th competition onward, the responsibility for organising the competition was passed on to the NCERT. The 16th competition was conducted during the year under report. The preparations for launching the 17th competition were also initiated.

In order to make the evaluation of entries objective and reliable, a tool called Children's Literature Evaluation Tool (CLET) was developed and supplied to the evaluators for use.

(e) *Pre-Primary Education Programmes*: The experimental editions of the curriculum (pre-service and

in service) prepared earlier for use in pre-primary teacher training institutions were edited during the year. The draft handbook for teachers entitled: "Programmes and Activities for Balwadis" was also finalised.

- (f) *Primary Education Programmes*: Under this project of developing minimum curriculum standards, the Department of Pre-primary and Primary Education refined the learning outcomes of the many objectives developed earlier. Besides, the report of the All-India workshop for spelling out the learning outcomes was finalised and the materials pertaining to learning outcomes and personality objectives vis-a-vis subject objectives were also prepared.

Materials pertaining to the educational concept and minimum programmes of work-experience as also advanced programmes of work-experience were prepared for Kendriya Vidyalaya Sangathan and for the officers incharge of Pilot projects in different States. The necessary data were collected and analysed to evolve suitable criteria for the evaluation of primary school pupils. The draft criteria were finalised in a workshop held in December, 1971.

To tackle the problem of educational wastage and stagnation at the primary level, a national workshop on action programmes was organised during the year. Consultative services were also provided to the District Education Officers of Madhya Pradesh and officers of the Municipal Corporation of Delhi for reducing educational wastage in the schools under their jurisdiction. Teaching units in general science, art and craft for classes I and II were also developed for use in experimental schools experimenting with the ungraded school system.

A scheme of experimental projects at the primary stage was launched during the year. Out of 200 project proposals received from different States, which were screened by the National

Screening Committee, 100 projects were approved. An Orientation programme for the coordinators of the selected Primary Extension Centres to acquaint them with the scheme of experimental projects was also conducted.

The Tribal Education Unit attached to the Department of Pre-Primary and Primary Education organised a training course at Ranchi from October 11 to November 9, 1971 for primary school teachers posted in tribal areas. Another training course for education officers from different States was also conducted by the Unit from December 17, 1971 to January 6, 1972. The Tribal Education Unit has a scheme of preparing textbooks in tribal dialects for the tribal children of West Bengal, Bihar and Orissa. It has already received the concurrence of the West Bengal Government towards this and is awaiting the concurrence of the other two State Governments.

(g) *Educational Psychology and Foundations of Education:* Among the several research programmes currently in progress in the field of educational psychology and foundations of education, two deserve special mention. (1) A study relating to evolution of developmental norms for children in the age-group 5½ to 11. This study is being conducted as a cooperative project. It includes a core study and studies to be carried out in selected centres in Hyderabad, Bangalore, Ranchi, Kerala, Bombay and Varanasi. Most of the tools required at various centres were developed during the year. (2) A Comparative Study of the characteristics of candidates selected and rejected under the National Science Talent Search scheme. A list of awardees and non-awardees were prepared and the test developed for the study were administered during the year.

A 9-month diploma course in educational and vocational guidance was started in July, 1971 which will be completed in April, 1972. Twenty-one trainees from various States have been attending this course.

The Department of Educational Psychology and Foundations of Education conducted a workshop on sociometry for teachers,

educators and counsellors of northern zone in October, 1971 for 5 days at Srinagar. Twenty participants attended the workshop.

(h) *Social Sciences and Humanities*: The Department of Social Sciences and Humanities continued to work in the area of curriculum development during the year. Under this project, it is proposed to prepare a well-knit unit and properly balanced curriculum plan in general education for classes I to X. During the year under report, the curriculum plan and some of the syllabi were finalised. Instructional materials for teachers and pupils consisting of brochures containing six units in civics were also sent for publication to the press. Besides, a draft syllabus for teaching Sanskrit at the middle stage and a draft syllabus in economics were also finalised.

The Department continued to produce instructional materials in social sciences and humanities. Geography textbook for class VII (both Hindi and English versions) was published. The textbook for class VIII in the same series, textbook on regional geography dealing with North America, Europe and the Soviet Union and Hindi versions of three textbooks on physical geography, economic geography and practical geography were also completed and sent to the press. Textbook in social studies for higher secondary classes, volume II, and a comprehensive handbook for primary teacher-educators containing details of units on methods of teaching and the contents of units in social studies were finalised, and sent for printing. Civics textbook for class VIII (both Hindi and English versions) and a handbook in economics for higher secondary teachers were also prepared. A draft of the new Hindi Primer was prepared and work was started on the revised editions of the new Hindi prose and poetry textbooks for higher secondary classes. The drafts of the first textbooks in Bengali and Hindi as second languages were prepared. The first textbook in Sanskrit based on the syllabus developed by the Department of Social Sciences and Humanities was also prepared.

Work was continued in producing supplementary reading material for the middle school stage to develop a spirit of citizenship and unity amongst the students.

Further, laboratory materials in Hindi and Bengali to be taught as second languages were produced in the Language Laboratory. Short-term training programmes for teachers were also organised by the Language Laboratory. The work on completing a prototype of an expensive language laboratory out of indigenous materials was continued.

During the year under report, two workshops on population education were held to spell out the objectives, areas and scope of population education for the entire school stage. Pre-service and in-service education programmes in population education were drawn up for teacher-educators. Besides, instructional material and supplementary reading materials were also developed in this area for students and teachers.

(i) *Audio-Visual Aids in Education*: The Department of Teaching Aids organised a number of training programmes in audio-visual education. Training was also imparted by the Department to foreign nationals from Afghanistan and Indonesia under the UNESCO Fellowship Programme. Under its production programme, the Department produced educational films/filmstrips/charts. Films on teaching of science like 'Science Is Doing', and 'Teaching Elementary Science for Schools' were produced in collaboration with the Department of Science Education. Improvised teaching aids competitions were organised to encourage teachers to produce improvised teaching aids for use by them in classroom instruction. Seven prizes of the value of Rs. 250 each were awarded to those participants whose aids were adjudged as the best.

(j) *National Integration through Education*: The National Integration Unit in the NCERT has undertaken a major project, to include the spirit of national unity amongst the students and

teachers through educational activities. During the year under report, 16 inter-State camps, were held for students and teachers. In these camps, nearly 1200 boys and girls and about 240 teachers from 240 schools of different States participated.

(k) *Educational Surveys*: The report of the sample survey of secondary school teachers in India was finalised. The sample survey of facilities available for the academic growth of pupils in the country's secondary schools and intermediate colleges, which was undertaken on 3 per cent sample basis in the States and Union Territories during 1970-71, was extended to another 3 per cent sample schools during 1971-72. Preliminary work was also started on the Third All-India Educational Survey. A study of guidance facilities available in all the States and Union Territories was also conducted.

(l) *Teacher Education*: Two reports incorporating the findings of the studies of admission procedures in teacher training institutions at the secondary and elementary levels were finalised. Questionnaires for collecting the data for the national surveys of teacher education at secondary and elementary levels were printed and mailed to all the training institutions in the country. Under its scheme of promoting research in teacher training institutions, the Department of Teacher Education organised a seminar on 'Planning Research Projects' at Bhubaneswar from October 7-16, 1971 for the benefit of teacher-educators, from the States in the Eastern Region. The third seminar-cum-training programme was also organised for the SIE personnel during the year. The scheme of effecting a comprehensive and intensive improvement in teacher education progressed well in the States of Assam, Gujarat, Punjab, Haryana and Himachal Pradesh and the Union Territory of Chandigarh.

255 experimental projects in secondary schools were approved during 1971-72 and grants to the tune of Rs. 1 lakh were sanctioned. The seminar readings project was also continued during the year. 154 essays were received from teachers of 18 States and three Union Territories for the 9th national

competition of seminar readings programme. Out of these papers, which were evaluated by experts, 30 were selected for giving national awards. A national meet of the award winning teachers was organised in February, 1972.

(m) *NIE Library*: The Book collection of the NIE Library touched the mark of about 1 lakh books and about 4000 bound journals.

The NIE Library Committee, known as the Kesavan Committee, assessed in depth the NIE Library and made a number of important recommendations regarding the design for the Library Block, the optimum holdings of the library and also the requirements of library staff along with their grades.

(n) *Training Colleges*: The four Regional Colleges of Education at Ajmer, Bhopal, Bhubaneswar and Mysore continued to conduct their 4-year and 1-year courses in teacher education. The One-year M.Ed. course at the Regional Colleges of Education at Bhopal and Bhubaneswar was also continued. A new one-year M.Ed. course in science education was started at the Regional College of Education, Ajmer in July, 1971. All the four Colleges organised a summer school-cum-correspondence course leading to B.Ed. degree for clearing the backlog of untrained teachers in the country. Besides, a full-fledged secondary school is attached to each Regional College to facilitate experimentation and try out new experimental materials. The enrolment during the year at these Colleges was as follows:

	Ajmer	Bhopal	Bhubaneswar	Mysore	Total
Pre-service Regular-Course . . . . .	492	484	540	481	1,997
Summer School-cum-Correspondence Course leading to B Ed. degree	140	205	200	226	771
<b>TOTAL : . . . . .</b>	<b>632</b>	<b>689</b>	<b>740</b>	<b>707</b>	<b>2,768</b>

All the four Regional Colleges of Education conducted during the year a number of in-service education programmes for the benefit of teachers and teacher educators in their respective regions.

The Central Institute of Education at Delhi continued to offer regular courses leading to the B.Ed. and M. Ed. degrees of the University of Delhi. A research course in education leading to the Ph.D. degree of the same University was also continued. Besides a part-time M.Ed. degree course was also conducted by the Institute. B.Ed. correspondence course was discontinued during the year. The total enrolment in the Institute was 296 which was composed of 160 B.Ed. regular course, 19 M.Ed. regular course and 17 M.Ed. part-time evening course. The Institute also organised a number of in-service education programmes during the year under report.

(o) *Summer Institutes*: The Council organised 66 summer institutes in science and mathematics for teachers of secondary schools and intermediate colleges in collaboration with the U.G.C. The responsibility of running the summer science institutes has now been transferred to the NCERT. During the year under report, the Council set up a committee to review the working of the summer science institutes. The committee has submitted its report and made significant recommendations to improve the effectiveness and utility of these institutes. Summer institutes were also organised in learning motivation and group processes, contemporary problems of Indian education in linguistic and language teaching .

(p) *Grant-in-Aid for Research Projects (GARP)*: The Council continued to give grants to educational institutions for carrying out research projects. Financial assistance was also given to institutions/individuals for publication of outstanding research work in education.

(q) *Scheme of Assistance to Professional Educational Organisation*: The Council has been operating a scheme of financial assistance to professional educational organisations for the



past few years. The objectives of the scheme are promotion of educational activities, production of educational literature and organisation of seminars, conferences, workshops, educational exhibitions, etc. The Council continued to extend grants under this scheme to voluntary professional educational organisations during the year.

(r) *Orientation Conference of District Education Officers:* NCERT, will be organising the orientation conferences in Regional Colleges, to exchange information about innovative practices tried out by different States in the country and suggest concrete programmes for adoption/adaptation in the concerned States.

The first Orientation Conference was held at Bhubaneswar which was attended by the District Education Officers/Inspector of schools of the Eastern Region from October 29, to November, 1, 1971.

The Second Orientation Conference of the District Education Officers of the southern region at Mysore could not be held due to out break of hostilities.

(s) *Publication Programmes:* During 1971-72, the Publication Unit of the Council brought out 101 titles.

### **Kendriya Vidyalaya Sangathan**

Kendriya Vidyalaya Sangathan (or the Central Schools Organisation) which is an autonomous organisation administers at present 142 Kendriya Vidyalayas or Central Schools in the country. These schools owe their origin to a recommendation of the Second Central Pay Commission, to provide schools with common syllabi and media of instruction in all parts of the country for the benefit of the children of transferable Central Government employees. A beginning was made with 20 Kendriya Vidyalayas in April, 1963. 13 Vidyalayas were opened

during the year. The Vidyalayas are institutions where children from different parts of the country speaking different languages are brought together amidst amity and friendship. They are true centres of National Integration.

One of the main objectives of the Kendriya Vidyalayas Scheme is to impart quality education through common media, syllabus, textbooks and examinations. Their high standards in academic achievements can be judged from the very good results obtained by them at the All India Higher Secondary Examination as well as from the many prizes which they have won in the sphere of education, sports and cultural activities. This year the pass percentage of the Vidyalaya candidates was 93.6 per cent as against the Board's pass percentage of 72.8 per cent. Out of 116 Kendriya Vidyalayas which sent up students for the Board's examination, 51 Kendriya Vidyalayas obtained 100 percent results and 11 students secured meritorious positions. The Vidyalaya students also made their mark at other competitive examinations. In the National Science Talent Search Examination conducted by the National Council of Education Research and Training in January, 1971, 40 students of Kendriya Vidyalayas have been selected for the award of scholarships and certificates of merit. In the I.I.T. competitive examinations 51 students of Kendriya Vidyalayas obtained success and in N.D.A. examinations 20 students won the colour. The Kendriya Vidyalayas have gained popularity within the short period of their existence. The number of students on their rolls now stands at 91,343 while that of teachers at 4659.

#### **Ladakh Institute of Higher Studies, Delhi**

The Ladakh Institute of Higher Studies, which was hitherto functioning as a grant-in-aid institution of Delhi Administration was taken over by the Sangathan w.e.f. 1st April 1971. It has been renamed as "Vishesh Kendriya Vidyalaya". The Vidyalaya will continue to cater to the educational needs of children from border areas.

### Central Board of Secondary Education, New Delhi

In keeping with its objectives, the Board continues to cater to the educational needs of those students who have to move from State to State. As a national body functioning at the all-India level in the field of secondary education, the Board is making a significant contribution towards raising the standard of education through better methods of evaluation and improved curriculum, syllabi and textbooks and through a scheme of systematic inspections of the schools affiliated to it.

The facility for affiliation to the Board is available to any educational institution situated in or outside India. The total number of higher secondary schools affiliated to the Board stood at 781 on 30th September, 1971 as against 729 one year before. This includes all the Kendriya Vidyalayas (Central Schools) set up by the Government of India and located in different parts of the country, which prepare their candidates for the All-India Higher Secondary Examination of the Board. All the Higher Secondary Schools in the Union Territories of Delhi, Manipur, Goa, Andaman and Nicobar Islands and Laccadive and Minicoy Islands are affiliated to the Board. All the Higher and Higher Secondary Schools of the Union Territory of Chandigarh prepare candidates for the Board's examinations. The Sainik Schools and the Military Schools located in different States are also affiliated to the Board, besides many well-known Public Schools and Convent Schools in the country. The Indian schools in Tehran (Iran), Kuwait, Bahrain (Arabian Gulf) and Kathmandu and the six Government Higher Secondary Schools in Sikkim are also affiliated to the Board.

The Board conducted this year the All India Higher Secondary, the Higher Secondary (Three-Year Course), the Higher Secondary (One-Year Course), and the Higher Secondary Technical Examinations. In addition, the Board conducted the Matriculation and the Higher Secondary Part I and Part II Examinations for the schools located in the Union Territory of

Chandigarh. The total number of candidates who took the Board's examination during the year under report was 57,978 as against 53,247 last year.

As a part of its programme of examination reform, the Board took an important decision this year with regard to rationalisation of the scheme of examinations. The purpose of this rationalisation is partly to raise the standard of secondary education in the member-schools of the Board and partly to provide liberalisation for those students who may not go for higher studies. Besides, Orientation Courses for teachers of affiliated schools are being organised in a number of subjects to keep the teachers abreast of the new developments in the curriculum.

The Board has processed the case to introduce Physical Education as an elective subject for its Higher Secondary Examinations. The possibility of introducing job-oriented courses in the syllabus of the Board is also under examination.

### **Central Tibetan Schols Administration**

The Central Tibetan Schools Administration is an autonomous organisation set up by the Government of India, Ministry of Education and Social Welfare, in 1961 and registered under the Societies Registration Act, 1860. The Union Education Minister is its Chairman, and the representatives of the Government of India, and His Holiness the Dalai Lama and the General Secretary, Central Relief Committee (India) are members. The members of the Society are also the members of its Governing Body.

The main object of the Administration is to establish and to carry on the administration and the management of the schools/Institutions set up for the education and/or training of Tibetan refugee children.

This Administration has been running five Residential Schools, one Educational-cum-Vocational Institute and seven Day Schools. The Residential Schools are located at Simla, Mussoorie, Darjeeling, Dalhousie and Pachmarhi and the Vocational Institute at Pachmarhi. The Day Schools are located at Kalimpong (West Bengal), Bylakuppe and Mundgod (Mysore), Chandragiri (Orissa), Manipat, (M.P.), Tezu and Changlang (NEFA).

The number of students in the Schools during 1971 was 4,330 and the total number of teachers 193. Five Day Schools had classes up to Class VIII, one up to Class VII and one up to Class VI. Five Residential Schools are preparing students for the Higher Secondary Examination to be held in March, 1972, In 1971, 53 students from the Central School for Tibetans, Mussoorie and Darjeeling appeared for the Higher Secondary Examination conducted by the Central Board of Secondary Education. Their result was as under:

Name of the School	Students appeared	Students passed			Com- partment	Failed
		1st Divn.	2nd Divn.	3rd Divn.		
CST, Mussoorie .	43	4	26	12	1	Nil.
CST, Darjeeling .	10	9	1	..	..	Nil.

This year thirteen Tibetan students have been awarded scholarships for higher studies. Four have been admitted in Colleges in Delhi and 9 in Darjeeling. Apart from that, one student has been admitted in "One Year Course in Library Science" at Visva Bharati, Santiniketan and two in "One Year

Diploma Course in Archives Keeping” at National Archives of India, New Delhi, from the grant received from the United Nations High Commission for Refugees in India, New Delhi. The Administration has also arranged the admission of five girl students in “Two-year Teacher Training Courses” at St. Bade’s College, Simla.

This Administration continued to give grants to the following institutions engaged in the education of Tibetan children:

- (i) Tibetan Homes Foundation, Mussoorie.
- (ii) Inche School, Gangtok, Sikkim.
- (iii) Kalakeshtra, Madras.
- (iv) Tibetan Nehru Memorial Foundation Primary School, Dehra Dun.
- (v) Tibetan Refugees Self-Help Centre, Darjeeling.
- (vi) Chakrata School, Dehra Dun.
- (vii) Auroville, Pondicherry.

This administration proposed to start more Day Schools during 1972-73.

#### **Bal Bhavan and National Children’s Museum, New Delhi**

This Institution is an out of school hour recreation-cum-education centre for children. It has planned programmes not only for children, but also for teachers, parents and schools as well. The museum section provides exhibits and kits designed to deepen the understanding of children not only of the various topics he is expected to learn at school but also to make him

aware of the basic realities of his surroundings. The new features this year were:

- (1) Exhibition on 'Early Days of the World' based on Shri Jawahar Lal Nehru's letters to his daughter.
- (2) Science Exhibition for Children (School Section). This exhibition was arranged by Bal Bhavan in collaboration with the University Grants Commission and the National Council of Science, Education.
- (3) Starting of the multi-media activity section where the child can explore different medias through comprehensive projects, before choosing his own medium of self expression.
- (4) Celebration of the Festivals of the Spring and the Rain when thousands of children sang, danced and planted trees.

One festivals days, Bal Bhavan welcomes all the children irrespective of the fact whether they are enrolled as its members or not.

### **Scheme of Providing Employment to the Educated Unemployed**

With the object of providing employment to the educated unemployed and expanding elementary education the Ministry has formulated a scheme under which Central Assistance will be given to the States|Union Territories for appointing 30,000 primary school teachers and 240 assistant inspectors of schools, distribution of free textbooks and stationary to about 9 lakhs children and supply of midday meals to about 8.6 lakh additional children. Provision has also been made for introducing the midday meals programme in the State|Union Territories where it is not in operation. As recommended by the Education Commission work experience programme will be introduced in 1000 middle schools.

### Financial Allocations

The allocation for the major programmes described in this chapter for 1971-72 and 1972-73 are given below:

S. No	Item	Provision for 1971-72		Budget Estimate for
		Original	Revised	1972-73
1	Unicef aided pilot projects on Science-teaching . . . . .	600	150	640
2	Educational Technology Programme . . . . .	100	100	1,350
3	Text book Printing Press . . . . .	13,973	10,652	10,814
4	Nehru BalPustakalaya . . . . .	1,500	1,000	1,000
5	Desh Gitanjali . . . . .	200	200	270
6	National Council for Women's Education . . . . .	10	10	10
7	National Awards to Teachers	145	145	145
8	Assistance to Voluntary Educational Organizations.	5,000	5,000	6,000
9	National Council of Educational Research & Training	1,24,00 1,89,40	1,16,00 1,57,95	1,50,00 1,68,40
10	Kendriya Vidyalaya Sangathan.	473,47	4,00,66	5,11,44
11	Central Tibetan Schools Administration . . . . .	4,600	4,150	5,368
12	Bal Bhavan & National Children's Museum.. . . .	727	690	715
13	Scheme for Providing Employments to the Educated Unemployed. . . . .	Nil	44,160	1194,40



## CHAPTER III

### HIGHER EDUCATION

The National Policy on Education underlined the importance of maintaining proper standards in University Education. It laid down that there should be adequate provision of funds to enable universities to achieve this aim. The policy also laid stress on the improvement of the quality of training and research at the postgraduate level and the strengthening of the Centres of Advanced Study. Research in Universities, it emphasised, should be increasingly supported. In addition, it upheld the necessity of developing part-time education and correspondence courses. In this chapter, an account is given of the activities of the Union Ministry in conjunction with the University Grants Commission in the field of Higher Education during the year under report. It starts with an outline of the work and programmes carried out by the Central Universities with which the Union Ministry is directly concerned.

### CENTRAL UNIVERSITIES

#### **Aligarh Muslim University**

During the year under review, the University had 45 Academic Departments in eight Faculties, in addition to colleges maintained by the University. The total enrolment in these Departments was 9335, including 410 students reading in the evening classes. This showed an increase of 1,148 students over the enrolment in 1970-71. During the period the University had 816 teachers, of whom 101 were women.

A new Hall for 375 students was commissioned during the year. Over 5,000 students, men and women, including foreign students from 33 countries reside in the different Hostels.

The tradition of close teacher-student relationship, a distinctive feature of this University, continues to be zealously maintained.

The University has a Dean of Students Welfare who, besides looking after their welfare, coordinates and organises with the assistance of the Provosts of the different Halls of Residence, co-curricular and extra curricular activities. The members of the teaching staff in the different Faculties advise students and guide them in the choice of subjects and maintain records of their academic performance.

To make the academic pursuits of students more purposeful and better suited to their needs and capabilities, examination reforms were undertaken during the year. Due weightage to the students' performance throughout the semester and two University Examinations each year have contributed to a more rational system of assessing the academic performance of students. Work in this direction is still continuing.

The Executive Council of this University has recently appointed a Special Officer to take stock of the progress achieved in academic planning and the role of students in various facets of corporate and community living and to recommend measures towards involving the students more and more in the organisation of their curricular and co-curricular programmes.

The University Social Service Committee which has been in existence for quite some time and has considerable experience in organising proper rural and urban community centres, has been entrusted with the task of implementing the National Service Scheme. The NSS has proved very popular and within the period under report the enrolment has gone up from 500 to about 1,000 voluntary student participants. The NSS has a number of useful schemes in hand and is continuing to work and expand the scope of service further through the 10 centres already established.

### Conferences and Seminars

Subject	Auspices	
"The Dollar Crisis and its Impact on India", September, 1971.	Department of Commerce.	Under the chairmanship of Prof. Q.H. Farooquee.
"Terminology"	Tarraqqi-e-Urdu Board, Aligarh.	
"Urdu Fiction" 15th & 16th January, 1972.	(Sir Syed and his relevance today." Department of Urdu.	
"Tulsi Jayanti"	Department of Hindi	
"Criminal Procedure Code" May, 1971.	Department of Law.	

The Department of English proposes to organise the Centenary of Donn's death and also to celebrate the 15th anniversary of Keat's birth in February, 1972. The Jawaharlal Nehru Medical College organised the U.P. State Indian Medical Association Conference.

### Staff Participation in Seminars Here and Abroad

Name	Place.
Col. M. Tajuddin, Principal Medical College.	Kabul University (as guest lecturer).
Dr. N. N. Ansari, Reader, Department of Surveyy.	The Students IV Asian Conference in Hong Kong.
Dr. S.K. Johri, Reader in Radiology.	Australia, 1st Asian and Oceanic Congress of Radiology at Melbourne.
Prof. S. M. Shafi, Head, Department of Geography. Do.	Hungary, to preside over the symposium on Agricultural Typology. Budapest, to attend the European Regional Conference of the International Geographical Union, August, 1971.
Mr. S. A. Jafar, Lecturer, Department of Geology.	Vienna. To represent Aligarh University at Refresher Colloquium.

The Jawaharlal Nehru Medical College which was started in 1962-63 is now working in full swing, under a separate Faculty of Medicine. Apart from the regular M.B.B.S. course, the College introduced, this year, two year post-graduate M. D. course in Medicine, Pharmacology, Pathology, Social and Preventive Medicine; Physiology, Surgery, Obstetrics and Gynaecology, and Paediatrics. Besides, post-graduate diploma in Radiology and Child-Health has also been introduced. A diploma in Clinic Surgery was also introduced.

In Tibhiya College, a two-year postgraduate Diploma (D.U.M. Doctor of Unani Medicine) was instituted to meet the post-graduate requirements in Unani Medicine.

In the Faculty of Commerce, the post-graduate (part-time) Diploma course in Business Management which was introduced on the recommendation of the Government of India, has now been converted into Master's degree in Business Administration to meet the requirements of the Managerial personnel in the country. A postgraduate diploma course in Bank Administration was introduced to cope with the requirements of the Nationalised Banks in India.

A postgraduate diploma course in Linguistics has been started from the beginning of the current session. Urdu/Hindi have been introduced as an optional subject at the Pre-University level both in day as well as in evening classes.

In the Faculty of Law, special interest has been taken in coaching the candidates for the various competitive examinations. It would not be out of place to mention here that seven students qualified in the written examination of the U.P. Civil (Judicial) Service examination and out of these seven, three were finally selected securing first, fourth and eleventh positions among the successful candidates.

Apart from several notable achievements in other sports and games, this year the University students won the championship in the All-India Inter-Varsity tournament in Tennis held recently in Madras.

The Library maintained its tradition of being one of the most important Centres of activity in the campus. Apart from the re-orientation of the library facilities, 13,693 new titles were added bringing the total to 425,661 volumes till December, 1971. There were additions in the manuscript division adding up to a total of 13,271 at the end of the year. The total periodicals received in the Library rose to 2,250. During the period under review 96,980 volumes were issued to readers.

As this is a Central University, a substantial part of the financial commitment is met by the University Grants Commission. The original budget estimates for the year 1971-72 showed an expenditure of Rs. 5,06,61,000/- against an anticipated income of Rs. 4,88,66,000. The receipts included a Block grant of Rs. 2,25,72,000 from the University Grants Commission, Rs. 2,90,000/- from the U.P. Government. The receipts also include other minor grants for Research Projects in the different University Departments.

### **Banaras Hindu University**

The enrolment during the year in the various Departments and colleges of the University was 13,701. In order to meet the demand for more admissions, evening classes for B. A. (Pass) were started. The University Grants Commission has appointed a Visiting Committee to assess the financial implication.

Some hostels are under construction with assistance from the U.G.C. under the IV Plan allocation, and Students Amenities programmes, grants from the I.C.A.R. and a donation of over

Rs. 15 lakhs from Shri L. N. Dalmia. These hostels are expected to provide an additional accommodation for nearly 1000 students.

The Commission in addition to the grants sanctioned under the Fourth Plan for the development of the Institute of Medical Sciences has agreed to sanction a sum of Rs. 18 lakhs for the construction of Teaching and Non-teaching staff quarters. The construction work will be taken up after the plans and estimates are approved by the University Grants Commission.

The University Grants Commission has sanctioned assistance for starting a Neuro-Physical Research Unit with particular reference to Yoga in the Institute of Medical Sciences.

For the development of the Epidemiology in the Institute of Medical Sciences, the Commission has sanctioned one post of Reader and one post of Demonstrator.

The University Grants Commission in order to provide essential library facilities to the students in their residential areas, has agreed to set up two "Study Centres" at Varanasi. These centres will be managed by the University.

The proposal of the University for splitting up the Faculty of Arts in to the following two faculties has been approved :

1. Faculty of Social Sciences consisting of the Departments of Economics, History, Psychology, Sociology and Political Sciences.
2. Faculty of Arts consisting of the Departments of English, Hindi, Sanskrit, Philosophy, Arabic, Persian and Urdu, Ancient Indian History, Culture and Archaeology, Art and Architecture, Foreign Languages, Indian Languages, Indo-Sumerian Studies and Library Sciences.

The creation of the following additional Departments has also been approved:

**1. Faculty of Medical Sciences**

- (i) Department of Bio-physics,
- (ii) Department of Orthoedics,
- (iii) Department of Anaesthesiology,
- (iv) Department of Psychiatry,
- (v) Department of Dentistry,
- (vi) Department of Otolaryngology (ENT) and
- (vii) Department of Medicinal Chemistry.

**2. Faculty of Agriculture**

- (i) Department of Horticulture and
- (ii) Department of Entomology and Agricultural Zoology.

**3. Faculty of Engineering and Technology**

Department of Electronims.

The Department of Silicate Technology has been renamed as the Department of Ceramic Engineering.

**4. Faculty of Science**

The existing Department of Spectroscopy has been merged with the Department of Physics.

The following New Courses have been introduced from the current session:

- (i) One year Certificate course in English
- (ii) Two years Diploma Course in English

- (iii) One year Certificate course in Urdu, Arabic and Persian
- (iv) Two years M. A. course in German
- (v) Evening College for B. A. students only

The University has taken an active and sustained interest in the programme of students services and welfare, realising that such programmes are integral to educational development. A visiting team of the Commission reviewed the needs of the University in the sector of provision of student amenities. Its recommendations entailed an expenditure of well over Rs. 1 crore. A number of programmes were initiated with the 1st assistance of nearly Rs. 30 lakhs. These programmes are nearing completion and it is expected that by the middle of 1972-73, a 212-seated hostel for boys, 100-seated girls' hostel, extensions to the Cafeteria, Health Centres would have all come into being and thus many of the shortcomings in the hostel would have been removed. Apart from the Commission's assistance, the University has attended to a large number of programmes from its revenue budget.

Nearly 150 Research Scholarships and Fellowships of the value of Rs. 250 p.m. and Rs. 300 p.m. are to be awarded to research scholars from the Block Grant and assistance received from the U.G.C., apart from renewal of scholarships to a large number of students.

Necessary steps to streamline sports activities have been initiated. Proposals have been admitted to the U.G.C. for a 1st phase sanction of nearly Rs. 2 lakhs, under the students amenities programme, towards the improvement of the Swimming Pool, repairs to fencing, flood lighting of courts, improvement of Gymnasium etc. etc.

The Commission have sanctioned funds for the appointment of 5 Coaches.



3 agencies attend to the health needs of students in the University Campus, viz. Birla Dispensary, Health Centres run by the Department of PSM and the expert advice available in the S. S. Hospital. The Health Centres maintain health records of students. The Commission have sanctioned in 1971, funds amounting to Rs. 2.84 lakhs, under the Students Amenities Programme, for the construction of a Health Centre Building.

Financial assistance is being made available to students from the assistance received from the U.G.C., under their scheme of 'Students Aid Fund' augmented by the Students Aid Fees realised from the students. The U.P. Government has sanctioned special help to the students who have been affected by floods. The University is under correspondence with Bihar Government to render help to cover students coming from the flood-affected areas of Bihar.

Proposals for the creation of 'Revolving Loan Fund' are under consideration. They are meant to provide assistance in the form of scholarships etc.

Efforts are being made to set up a Student Affairs Committee, on the lines suggested in Part-I "Report of the Committee on Governance of Universities and Colleges".

The Block grant of the University for the year 1971-72 has been raised from Rs. 2,63,00,000.00 to Rs. 2,76,15,000.00 exclusive of Rs. 4,32,000.00 contributed by the University Grants Commission for the maintenance of 144 beds of S. S. Hospital @Rs. 3,000.00 per bed.

In addition, a grant of Rs. 5,50,000.00 has been sanctioned by the Commission for the year 1971-72 as the University Grants Commission's share for maintenance of the S. S. Hospital beds.

### **University of Delhi**

As on 31st August, 1971, the University had 64538 regular students on its rolls, in addition to 14,721 registered with the

School of Correspondence Courses and Continuing Education and 3,195 Non-Collegiate women students on the rolls of the Non-Collegiate Women's Education Board. The number of private candidates was 14,793. Out of a total number of 97,247 students enrolled, 40,034 were women students.

The number of students reading for various post-graduate courses was 10,314. While there were 12,768 students studying for Honours Courses in Arts, Social Sciences and Commerce, 3,009 students were doing Honours Courses in Science subjects. There were 1632 research students working for their Ph. D. Degree. Nearly 2000 students were enrolled in the Medical Faculty and 1,308 in the Faculty of Technology.

Out of a total number of 3969 teachers in the University, 59 are Professors and 172 Readers.

Two additional Colleges were started to meet the increasing demand for admission to various courses.—(1) Bharti Mahila College sponsored by the Delhi Administration for B.A. (Pass) Course, and (2) University Medical College to meet the rush of admission for medical education. Besides, the University granted permission to the School of Correspondence Courses and Continuing Education to start a separate Co-educational Teaching Wing. Further a second Evening Law Centre was started in South Delhi to meet the rush for admission to the LL.B. Course.

The University introduced the following New Courses during the Session:

- (a) The Certificate Course in Bulgarian Language in the Department of Modern European Languages.
- (b) Diploma in Health Education under the Faculty of Medical Sciences.
- (c) B. Pharmacy Course.

With the approval of the University Grants Commission, B.Com. (Pass) Course was introduced in 5 Colleges and B. Com. (Hons) Course in 2 Colleges. Two more colleges also have introduced Urdu as a subject for the B.A. (Pass) Course.

There are at present six Centres of Advanced Studies in the University in the following departments:

1. Sociology . . . Centre of Advanced Study in Sociology.
2. Economics . . . Centre of Advanced Study in Economic Development and Economic History.
3. Physics and Astro-Physics. Centre of Advanced Study in Physics and Astro-physics.
4. Chemistry . . . Centre of Advanced Study in Chemistry and Natural Products.
5. Botany . . . Centre of Advanced Study in Plant Morphology and Embryology.
6. Zoology. . . Centre of Advanced Study in Cell Biology and Endriology.

The following eminent scholars have joined the various Departments of the University as noted against each:

- (1) Dr. L. H. M. Clift as Cosultant for Language teaching in the Department of English.
- (2) Dr. Maria Christopher as Lecturer in Polish Language in the Department of Modern European Languages.
- (3) Mrs. A. Alexieva as Lecturer in Bulgarian Language in the Department of Modern European Languages.
- (4) Mrs. Karman as Basic Lecturer in Sebri-Croatian Language in the Department of Modren European Languages.

Under the Ford Foundation Grant a Computer IBM 360/44 has been received and temporarily installed in the Delhi School of Economics Building. The same will be shifted to its new premises which are expected to be completed by March, 1972. A grant of \$ 1.5 million for the equipments for Science Departments has almost been utilised. Steps have also been taken to

implement the Faculty Housing Programme. Under this programme the Ford Foundation will put up a four-storeyed block at Maurice Nagar for housing 36 faculty members. The Ford Foundation has agreed to make available the unexpended funds for utilisation till 30th September, 1973.

The building for the Advanced Centre in Sociology, which was under construction, has been completed. The construction of the Sir Shanker Lal Concert Hall was also completed. The New Block for the Physics and Chemistry Departments is nearing completion. A separate building for the Department of Geology is in progress.

With the approval of the University Grants Commission, the University has started constructing a separate Post-graduate Women's Hostel for 160 students, and the building is expected to be ready by in about a year's time. To meet the shortage of residential accommodatiin of the non-teaching staff, the University has taken in hand construction of about 120 residential quarters for the non-teaching staff.

### **Conferences**

An International Symposium on Plan Morphogenesis in Plant Cell Tissue and Organ Cultures was held in the University Department of Botany from November 17 to 23, 1971 in which 45 delegates from India and 16 from abroad participated.

The IV Cell Biology Conference was held in the Department of Zoology from December 27 to 29, 1971. Sixty papers were presented on the occasion by the delegates.

An All India Economics Conference was also held in the University Department of Economics.

### **Jawaharlal Nehru University**

The last one year has been a period of transition from the realm of intention to the arena of performance for the University.

Three of the seven projected Schools of the University have already become operational. They are: School of International Studies, School of Social Sciences and School of Foreign Languages. The School of Life Sciences has been set up and will start its academic programmes in July, 1972.

The following additional courses were instituted in the Schools mentioned below during the year under review:

School/Course.	Ph. D.	M. Phil.	M.A. In Russian	B.A. (Hons) in Russian	Pre-Diploma in Russian	Diploma of Advanced Proficiency in	Certificate of Proficiency in
School of Foreign Languages	*		*	**	*Arabic *French *German *Korean *Persian **Russian *Spanish	*French **Russian *French *German *Persian **Russian *Spanish	*Chinese *French *German *Persian *Spanish
School of International Studies.	**		*				
School of Social Sciences	*		*				
School of Life Sciences	*						

\*Courses initiated during the year.

\*\*Continuing Courses.

The programmes of studies in the School of International Studies have been reorganised. Under the reorganized scheme, eighteen areas of study have emerged. These fields will be covered in seven Centres of Studies' (earlier there were eleven Departments), thus bringing the School's structure in line with

the other Schools of the University. During the year under report, a large number of research papers by faculty members were published in scholarly journals in India and abroad. Several monographs have been completed. A major project dealing with India's external relations since independence has also been undertaken and is expected to result in a comprehensive study of India's foreign policy in nine volumes.

The School has drawn up proposals for holding Summer Institutes in international affairs in different regions of the country with support from the University Grants Commission. The School organized last winter a comprehensive programme of training of probationers of the Indian Foreign Service sponsored by the Ministry of External Affairs. The programme of Extension Lectures on International affairs organized by the School continues to attract large numbers from the general public. Members of the faculty participated in numerous radio and television discussions on national and international issues and also contributed extensively to newspapers and journals catering to the general public.

During the year students have been admitted to M. Phil. and Ph. D. courses in all the following six Centres of the School of Social Sciences:

- (1) Centre of Historical Studies, (2) Centre for the Study of Political Development. (3) Centre for the Study of Regional Development. (4) Centre for the Study of Social Systems. (5) Centre for the Study of Social Medicine and Community Health. (6) Centre for Studies in Science Policy.

The scheme of publication of extracts from the Educational Records of the Government of India has been transferred by the Government to the University and has been assigned to the Centre of Educational Studies. One Editor, one Research Officer and a skeleton staff have already been recruited for the project.

The Centre of Historical Studies has initiated research projects relating to the collection of source material on the medieval history of Rajasthan and the Historical Atlas of Tamil Nadu, and a variety of individual projects by faculty members. One of the major projects undertaken by the Centre pertains to the collection and analysis of data regarding the contribution of Jawaharlal Nehru to national development in the post-independence period. Three basic aspects have been selected for studies in depth—the adoption of the frame-work of economic planning as a foundation for economic development; for furtherance of democratic processes and institutions in the context of the problems of modernisation; and an area which is new to Indian governmental thinking, namely that of science policy.

The Centre for the Study of Political Development has undertaken a research project on “The Persian Gulf—Emerging Power Pattern in the Seventies” with a grant from the Indian Council of Social Science Research. During the mid-term Parliamentary Election, 1971, a study of ‘Minority Strategies in Electoral Politics’ was also undertaken with financial assistance from the Council.

The Centre for the Study of Regional Development is currently engaged in the following projects:

- (1) Preparation of an authentic book on the Geography of the Kashmir Valley (sponsored by the U.G.C.).
- (2) Research Monograph on Indian Muslims—the Regional Dimension (sponsored by the ICSSR).
- (3) Project on settlement Hierarchy for Resource Development—A Case Study in Regional Planning for Himachal Pradesh (Under discussion with the Planning Commission).
- (4) Role of the Haldia Port in the development of the Eastern Indian Economic Region.

The Centre for Studies in Science Policy has undertaken studies in the Transfer of Technology, Assessment of Technologies, Growth of Modern Science in India, Regional Development of Science in India and Assessment of Scientific and Technological Research. The last two studies will be carried out in collaboration with other Centres and Schools of the University.

The Centre for the Study of Social Medicine and Community Health in collaboration with the Department of Preventive and Social Medicine of the All India Institute of Medical Sciences designed a project on the study of the impact of reduction in child mortality on fertility behaviour of communities. This project has now been submitted to the Union Ministry of Health and Family Planning.

The Centre for the Study of Social Systems has undertaken two research projects. The first project relates to analysis of major factors of social change in various regions and States in India with the help of comparative statistical and historical data. The second project is designed to study the structural, economic, cultural and historical correlates of social movements with special reference to India.

Apart from the already existing Centres of Russian Studies and French Studies, Centres of African and Asian Languages, of German and of Spanish Studies were set up. Certificate of Proficiency and Pre-Degree Courses were instituted in all the Centres.

The Centre of Russian Studies has this year admitted students to the M.A. Course in Russian Language and Literature. The Centre has brought out four text-books and anthologies for Indian students of the Russian Language. The Centre of German Studies is actively engaged in planning special modifications necessary in a language course to suit the requirements of science



students. Preparation of text-books and teaching aids, keeping in view the motivation of learning languages and the needs of Indian students, will be shortly under way.

Teachers of Spanish have translated two Indian classics into School of Correspondence Courses and Continuing Education courses will be taken up.

In the Centre of African and Asian Languages, Arabic, Chinese, Korean and Persian Languages are being taught. Some other African and Asian Languages will be added to the Centre.

The Centres are engaged in building a nucleus of students from whom will be drawn the future teachers, interpreters and translators of the country. At the same time sponsored candidates from various Ministries, including probationers of the Indian Foreign Service, are being given intensive training in languages.

The Governments of France, the Federal Republic of Germany and the Soviet Union have helped the respective Centres with teaching aids, reference books, equipment and qualified teachers. Sophisticated language laboratories are expected to arrive shortly. The Government of Iran also made available to the School, books and periodicals. The School of Life Sciences is engaged in building up some of its laboratories so that admission can be opened to students for M.Sc. and Ph.D. from the academic year 1972-73. It has already admitted two students for Ph.D. Courses who are working in a small laboratory established by the School at the premises of the Indian Agricultural Research Institute with the latter's help.

In November 1971, the School co-sponsored, with the All-India Institute of Medical Sciences and the Biology and Medical Committee of the Department of Atomic Energy, an International Training Course on "Hormones and Regulation of Cellu-

lar Metabolism". This course was organised under the auspices of the UNESCO.

The academic programmes of the School of Theoretical and Environmental Sciences have been worked out in consultation with senior scholars in the field in India and abroad and steps are being taken to initiate the activities of the School. Steps have been taken to acquire for the School a fast, versatile, general purpose, digital computer with financial assistance from UNDP. The computer facility will be available to other institutions in the capital as well. It is proposed to recruit the core faculty for this School during the course of 1972.

The University is setting up a Post-Graduate Centre at Imphal in Manipur. A study team has been sent to Imphal for making recommendations on the nature of the curricular and research programmes of the Centre. A Director has been appointed to co-ordinate the work so that the Centre may start functioning from the next academic year 1972-73.

The University continues to give high priority to the development of its library facilities. The Library of School of International Studies, (which merged with the University in 1970) has a rich collection of research material in the field of International Relations and Areas Studies comprising 1,25,000 volumes, 1,30,000 documents and 7,05,000 newspaper clippings. The Library receives about 1,700 current periodicals. It has also been doing valuable documentation work in the field of Social Sciences and has compiled a number of bibliographies on specialized topics of interest to the faculty and students of the School.

The campus Library of the University has acquired over 20,000 publications of interest to the various Centres of Studies being established in the University. The Library gets about 300 current periodicals in the field of Life Sciences. Another

450 periodicals have been subscribed for various Centres of Study in the Schools of Social Sciences and Foreign Languages. Besides a good number of back volumes of periodicals in Ancient Indian History have been added to the collection. Sustained efforts are being made to collect source material in the fields of Indian History and Culture. Efforts are also being made to build a well equipped Map Library in the University. 1,750 maps have already been acquired. The Russian Section of the University Library comprising about 8,000 volumes, is the largest collection of its kind in the country.

A Xerox machine has already been acquired for the Reprographic Section and the acquisition of other equipment is being processed.

The Faculty strength of the University is as follows:

Name of the School	Professors/ Senior Fellows	Associate Professors/ Fellows	Assistant Professors/ Associate Fellows.	Total
School of International Studies	11	14	14	39
School of Social Sciences	8	8	15	31
School of Foreign Languages	1 (11 Russian and 3 French Experts)	8	9	32
School of Life Sciences	1	4	..	5
TOTAL				107

While considering the strategy of commencing the University's academic programmes with research having crucial significance, the University is conscious of the increasing pressure for enrol-

ment at the post-graduate and under-graduate levels. The number of students on rolls of the University is as follows:

Name of the School	Ph. D./ M. Phil.	M.A.	B.A.	Pre- gree Dip- loma	Dip- loma of Ad- vanced Profi- ciency	Certi- ficate of Profi- ciency	Total
School of Foreign Languages	..	20	53	64	3	71	211
School of International Studies	200	..	..	..	..	..	200
School of Social Sciences	97	..	..	..	..	..	97
School of Life Sciences	2	..	..	..	..	..	2
<b>TOTAL</b>	299	20	53	64	3	71	510

With the initiation of the curricular programmes of the Schools of Social Sciences and of Life Sciences and the future addition of the Courses of Studies in the School of Foreign Languages, it became necessary to acquire adequate accommodation for the University. The Government of India has allotted the Complex of the National Academy of Administration to the University, and it has since shifted to the new premises.

With the appointment of the Architect, selected on the basis of a national competition, plans, detailed working drawings and estimates for the development works such as laying of roads, sewers, water mains, storm water drains, electrification, etc. in the Academic Complex and one of the sectors in the Residential Complex, have been finalised and work is being taken in hand. The work of tree planting, horticultural development, erection of compound walls, boring of tube wells and installation of pump houses at different places on the Campus is already in

progress. A Nursery has been established at the site and about 40,000 plants and seedings are ready for transplantation. Another Nursery is also being set up.

The estimates and plans of three Hostel Blocks for 600 students, 12 Wardens' and 72 teachers' residences have been finalized and construction of these will be taken in hand by January, 1972. The preliminary estimates and plans for another group of buildings for 72 teachers' residences are awaiting the sanction of the University Grants Commission. The preliminary plans for the first phase of the Library Block and Computer Centre are under preparation.

### **Visva Bharati**

The number of students on the roll of the Visva-Bharati as on 30-6-1971 was 2346, of which 1050 were girls. The number of teachers in the University during the period was 345.

The existing Courses in Chinese Studies were reorganised and the following new courses of studies were introduced from the academic session beginning July, 1971. (i) 4-Year B.A., (Honours) Course in Chinese (ii) 2-Year M.A. Course in Chinese.

In view of the above, fresh admission to the existing 3-Year B.A. (Hons.) and Junior Postgraduate Diploma Courses in Chinese Studies was discontinued and the Senior postgraduate Diploma Course in Chinese studies was discontinued and the Senior postgraduate Diploma Course in Chinese studies was redesignated as M.A. in Chinese.

Among the new construction works completed during the period, particular mention may be made of the following: (i) One unit of Siksha-Bhavan boys' hostel for 100 students, (ii) One block of 'B' type staff quarters. (iii) Six 'C' type staff quarters at Santiniketan and Sriniketan. (iv) one unit of girls' hostel at Santiniketan (v) Improvement of the dining hall and

the Kitchen. (vi) Plumbing and sanitary fittings at University quarters. (vii) Cycle-sheds at the Library Building.

Among construction works in progress, the following are soon expected to be completed (i) Vidya-Bhavan Boys' hostel No. 2 (ii) Teachers' hostel at Santiniketan and Sriniketan (iii) Two blocks of eight units lower subordinate staff quarters (iv) Construction of sixty-four staff quarters. (v) Animal House. (vi) Fencing and other works for security measure at Nandan and Uttarayan.

#### **Development Programme (Construction) for 1972-73**

(i) Record Room for Administrative Building. (ii) Extension of Press Building. (iii) Botanical Garden. (iv) Hostel for Kala-Bhavana and Sangit-Bhavana. (v) Students' Home. (vi) Humanities Building. (vii) Two works shed at Cottage: Industry Training Section.

#### **Institutions Deemed to be Universities**

The following institutions have been paid maintenance grant on a cover the deficit basis and matching share on development schemes approved by the University Grants Commission. (i) Jamia Millia Islamia, New Delhi (ii) Gurukul Kangri Vishwavidyalaya, Hardwar (iii) Gujarat Vidyapith, Ahmedabad (iv) Kashi Vidyapith, Varanasi (v) Tata Institute of Social Sciences, Bombay.

#### **University Grants Commission**

A report on the working of the University Grants Commission is separately submitted to Parliament every year. It may, however, be mentioned here that the Commission, during the year under report, continued to render its assistance to the universities and colleges to improve facilities and maintain high standards. Special assistance to centres of Advanced Study,

encouragement of research in universities, development of university departments in science subjects, in humanities and social sciences, organisation of summer institutes, seminars and conferences, offers of fellowships and scholarships, provision of amenities and facilities for students and programmes of book production at the university were among the important features of the Commission's activities.

### **Rural Higher Education**

Of the 14 Rural Institutes functioning in various parts of the country, seven Institutes have been affiliated to the neighbouring universities, and five more are in the process of affiliation. One Rural Institute has been closed down as it was offering only one course, and one Rural Institute has opted to continue under the National Council for Rural Higher Education.

The number of candidates who took the examinations for various diploma/certificate courses conducted by the National Council for Rural Higher Education in 1971, was 1074. Of these 909 were declared successful.

### **Other Programmes**

The Government of India approved the continuation of the programme of the Shastri Indo-Canadian Institute for a further period of three years beyond November, 1971. Addenda to the Memorandum of Understanding between the President of India and the Institute was also signed on the 29th November, 1971. According to the agreement, grant-in-aid of Rs. 10 lakhs was released to the Institute for its operations in India for the first year of the extended period. So far 24 scholars have come to the first year of the extended period. So far 24 scholars have come to India under the Institute's Fellowship Programme. Under its Library Programme books and Government publications worth about Rs. 8 lakhs have been sent by the Institute to its Founding Members in Canada.

### **Indo-USSR Cultural Exchange Programme**

33 Russian Language teachers joined Indian Universities for teaching Russian Language and literature for the year 1971-72.

### **Indo-French Cultural Exchange Programme**

Two French language teachers joined the Indian Universities under the programme.

### **Cultural Activities Programme**

Dr. Salvador P. Lopez, President, University of Philippines, Manila, visited India from 14th to 29th November, 1971. During his stay in the country he met a number of educationists at Delhi, Bangalore, Mysore, Bombay, Aurangabad, and Chandigarh and visited various Universities and educational Institutions at these places, met eminent educationists and discussed matters of mutual interest. He also visited Agra, Ajanta and Ellora.

### **Zakir Husain Memorial Complex**

The Ministry has prepared a number of schemes under the Zakir Husain Memorial Complex. A sum of Rs. 1.00 lakh has been paid to the University Grants Commission to create an endowment trust to hold Memorial Lectures every year at the Central University by rotation. An amount of Rs. 3.00 lakhs has been released in favour of Jamia Millia Islamia to create an endowment trust for the establishment of Dr. Zakir Husain Institute of Islamic Studies.

### **Revision of Salary Scales of University and College Teachers**

The Government of India has accepted the recommendation of the U.G.C. for the revision of pay scales of university and college teachers and agreed to give special assistance to 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 Andhra Pradesh, Assam, Bihar, Gujarat,



Haryana, Jammu and Kashmir, Kerala, Maharashtra, Mysore, Punjab, Rajasthan, Tamil Nadu, West Bengal and Uttar Pradesh, and the Union Administrations of Chandigarh, Goa, Daman and Diu, Himachal Pradesh and Pondicherry have taken steps to implement the revision of salary scales. Rajasthan has introduced the scales in its three universities. Madhya Pradesh has, with the concurrence of the Centre, decided to introduce them from July 1, 1969. The Governments of Nagaland and Orissa have not implemented the scheme.

### **Grants/Loans for Construction of Hostels**

Apart from assistance provided by the U.G.C. towards construction programmes, the Ministry extends financial assistance in form of grants to voluntary organisations in big cities for construction of hostels. During the year, assistance has been extended to the Sarvajanic Vidyarathi Nilayam, Mysore and Ramakrishna Mission Students Home, Belgharia.

Loans are also sanctioned to State Governments for relouping to affiliated colleges and the universities for construction of hostels. Besides, loans are given to the constituent colleges of the Delhi University for hostels.

### **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 Bharti, Sanssara and Sri Aurobindo International Centre of Education, Pondicherry received such grants during the period.

### **Indian Institute of Advanced Study, Simla**

The Institute continues to provide facilities for multi-faculty advanced study and research to teachers and research workers

of universities and similar organisations which cannot be adequately provided in the universities. It arranged two seminars during the period, on (i) Management and Organisations of Indian Universities and (ii) Secular and non-secular Governments in Indian Society.

The Institute also brings out publications which include monographs and transactions. Three transactions and six monographs have been published and five transactions and four monographs are in press.

### Financial Allocations (Plan and Non-Plan)

The major financial allocations for the programmes of higher education described in the chapter during 1971-72 and 1972-73 are given below:

Sl. No.	Item	(Rs. in 000's.)		
		Provision for 1971-72		Budget Estimates, 1972-73
		Original	Revised	
1	2	3	4	5
1.	Grants to Institutions Deemed to be Universities. . . . .	5,285	5,289	5,728
2.	Rural Institute of Higher Education. . . . .	2,900	3,102	3,381
3.	Revision of Salary Scales of university and college teacher . . . . .	7,000	6,600	10,000
4.	Grants Loans for Construction of Hostels. . . . .	800	525	625
5.	Grants to Institutes of Higher learning of All India Importance. . . . .	600	700	900
6.	Indian Institute of Advanced Study, Simla. . . . .	2,202	1,795	2,205
7.	Shastri Indo-Canadian Institute. . . . .	1,000	1,000	1,20
8.	University Grants Commission . . . . .	3,29,738	3,30,463	3,63,400

## CHAPTER IV

### TECHNICAL EDUCATION

The Fourth Five Year Plan of Technical Education has been formulated primarily to improve the quality and standards of technical education on the one hand and on the other, to develop adequate training facilities in critical fields like Management Education, Industrial Engineering etc. It also envisages consolidation of existing engineering colleges and polytechnics and development of post-graduate courses and research. These aims are reflected in the progress of Technical Education during 1970-71.

Because of unemployment among technical personnel and recession in economy, admissions to technical institutions were reduced by about 30 to 40 per cent in 1968 and this reduced level of admissions was maintained also in 1970-71. In 1970-71, 17,887 students were admitted to the first degree courses and 27,862 to diploma courses.

The problem of unemployment among technical personnel, although still persisting, has lightened considerably. The various measures devised by the Central Government and State Governments have had an impact on the unemployment position. It is hoped that with the full implementation of the projects included in the Fourth Plan, the position will further improve.

According to the mid-term appraisal of the schemes of Technical Education included in the Central Sector, the overall progress of expenditure is very satisfactory. No major scheme has shown any significant shortfall in expenditure.

The appraisal has also indicated that the outlays provided in the Plan for several schemes are not adequate to reach the targets and that an additional Plan outlay of Rs. 15.4 crores is needed during the rest of the plan period. This is over and above the provision of Rs. 56.0 crores (excluding U.G.C.) already made.

### **Quality Improvement Programmes**

These programmes initiated during 1970-71 include long-term and short-term training courses for serving teachers from engineering colleges and polytechnics, summer schools, short-term practical training in industry and curriculum development of degree and diploma courses. The schemes are grouped into two broad categories; (a) those aimed at the development of faculty and (b) those aimed at the improvement of curriculum:

- (a) *Faculty Development*: The programme is again in two parts: one, for the improvement of faculty through short-term and long-term courses and another for imparting practical experience in industry to serving teachers. The first part of the Faculty Development Programme is being implemented through the Institutes of Technology, the Teachers' Training Institutes and other selected engineering colleges and polytechnics. The response to these programmes from technical institutions has been very satisfactory. The provision made in the scheme for long-term training leading to the master's or doctorate degrees was fully utilised in the first year and 72 teachers from 15 states enrolled themselves for these programmes. During the current year the number of places was increased to 200 to meet the increased demand. For the short-term programmes 13 State Governments sponsored 51 teachers from engineering colleges during 1970-71 for degree level programmes and 22 states and union territories sponsored 200 polytechnic teachers for the diploma

level programmes. The participation in the summer schools programme also reached the level of 600 teachers each from engineering colleges and polytechnics. As for the programme of training in industry for serving teachers, all the necessary preparations have been completed and it is expected that about 800 teachers will receive training in industry in the current year.

- (b) *Curriculum Development*: The programme of Curriculum Development formulated by the Ministry envisaged the establishment of 24 expert groups for the degree and diploma courses at a total cost of Rs. 144.00 lakhs in the Fourth Plan period. However, in the final stages of approval of the programmes, it was decided that only a pilot scheme should first be initiated and further expansion of the activities undertaken after the progress made under the pilot scheme had been assessed. Accordingly, eight expert groups for the degree level curricula and five for the polytechnic curricula were set up at different centres in the latter half of 1970-71. The College level work is still being organised and its progress can be assessed only after a year or two. The polytechnic groups have made substantial progress with the preparation of curricular materials for the diploma courses in civil, mechanical and electrical engineering, along with and the preparation of teachers' guides and students' work-books. The materials developed are being tried out with the help of teachers of selected polytechnics.

### **Industry Oriented Education**

The programme of sandwich courses for improving the practical content in degree and diploma courses introduced last year has made further progress. There are now 40 technical institutions conducting sandwich courses in close cooperation with industry. It is proposed to extend the scheme to other

institutions progressively, depending upon the industrial training facilities available.

It was reported last year that an Expert Committee of the All India Council for Technical Education had been set up to examine the whole system of polytechnic education in our country and recommend measures for its improvement, and further development. The Committee has since submitted its report. The report has been sent to all State Governments and other educational authorities and an action plan is being prepared to implement the recommendations of the Committee.

Another programme of industry-oriented education is the introduction of diversified courses in polytechnics to meet the specific needs of industry for middle-level technicians. Seventy polytechnics have introduced diversified courses which are closely related to new employment opportunities available in those fields as for instance, Airconditioning and Refrigeration, construction and structures, Instrumentation and Control, Machine Tool Technology, Welding Technology, Industrial Electronics, Automobile Engineering etc.

### **Apprenticeship Training**

As a sequel to the establishment of four Boards of Apprenticeship Training, one in each Region, the programme of practical training of graduates and diploma holders has been re-organised in cooperation with industry, to equip the trainees with adequate practical experience under supervision. Every effort is also being made to ensure that the graduates and diploma holders secure suitable jobs after training. During 1971-72, about 13,000 training places were secured in industrial establishments in both public and private sectors, Technical Departments of Government and other organisations.

### **Indian Institutes of Technology**

During 1971-72, the five Institutes of Technology at Kharagpur, Bombay, Madras, Kanpur and Delhi made further progress

in their programmes of post-graduate courses and research. The total students enrolments and out-turn of graduates from the Institutes are as given below:

Indian Institute of Technology at	Enrolment in 1971-72				Total cut-turn 1971
	Under- graduate courses	Post graduate courses	Research	Total	
Kharagpur . . .	1,812	384	117	2,313	604
Bombay . . .	1,520	487	223	2,230	560
Madras . . .	1,235	502	361	2,098	439
Kanpur . . .	1,328	403	297	2,028	445
Delhi . . .	1,190	432	290	1,912	390
	7,085	2,288	1,288	10,581	2,438

The Institutes started the following new courses during 1971-72:

#### **Kharagpur Institute**

1. M. Tech. course in Electronics and Electrical Communication Engineering with specialization in Reader System Engineering for candidates sponsored by Defence Department.
2. Short-term and refresher courses for continuing education of teachers and also for the staff engaged in industry.

#### **Kanpur Institute**

1. Five-year integrated course leading to the M.Sc. degree in Chemistry, Mathematics, including Statistics and Physics.

2. Inter-Departmental programme leading to the M. Tech. degree in Material Science.
3. Two-year advanced professional course in Computer Sciences leading to the degree of Master of Technology.

### **Delhi Institute**

Masters Degree course in Instrumental Methods of Analysis and Control.

All the Institutes have extended facilities for faculty development of engineering colleges in their respective regions by conducting M. Tech. and Doctoral courses, short-term refresher courses and summer schools and workshops. They have also offered extensive consultancy and testing facilities to industry in the public and private sectors and to other organizations.

The Institutes have successfully developed and fabricated a number of instruments and devices and taken patents for them.

Five separate Reviewing Committees have been set up to review the progress of the Institutes. The Reviewing Committee for the Madras Institute has submitted its report and those for the other Institutes are expected to do so before the end of the current financial year.

### **National Institute of Foundry and Forge Technology, Ranchi**

The Institute started functioning from December, 1967 at Ranchi with the object of conducting specialised training courses for engineers and technicians for foundry and forge industry. Two short-term refresher courses were conducted during the year under report with 32 admissions in all. The Institute also organised a long-term course in 'Foundry Technology' from 4th January, 1971 with 13 admissions. The course which is of 18-month duration is now in full swing.



The Institute moved to its own laboratory buildings which were completed in 1970-71. The construction of a students' hostel has started during the period under report.

The Institute received from UNDP the services of experts and equipment. It also deputed four teachers for training abroad on UNDP fellowships.

### **National Institute for Training in Industrial Engineering, Bombay**

The Institute was established in 1963 to conduct short-term and long-term courses in industrial engineering and allied fields, industry-oriented programmes, applied research and also to provide consultancy services to industry. During the year, 42 Inter-Company courses with 719 participants and 27 Unit-Based Programmes with 595 participants were conducted. Five Seminars were also held during the year in which 277 persons participated. The Institute started a full-time post-graduate diploma course in Industrial Engineering in July, 1971. The course is of two-year duration and 19 candidates have been admitted.

### **Indian Institutes of Management**

The Ahmedabad and Calcutta Institutes of Management have made further progress in Management Education at the post-graduate level. Each Institute provides at present facilities for the admission of 120 students to the post-graduate courses. The Ahmedabad Institute also conducts a one-year course in Management for Agriculture. 40 candidates were admitted to this course in the current year. In addition, both Institutes conducted a large number of short-term management development programmes for persons working in industry and commerce and extended consultancy services. Both Institutes have introduced Doctoral Programmes in Management in the current year and admitted four candidates. A number of research projects have also been completed by the Institutes. A Computer Centre has been established at the Ahmedabad

Institute, with the assistance of the Ford Foundation. A similar Centre is proposed for the Calcutta Institute.

### **School of Planning and Architecture, New Delhi**

During the year, the School had an enrolment of 381 students. It offers facilities for post-graduate course in Town and Country Planning and Architecture (Urban Design) in addition to the degree and National Diploma courses in Architecture. The School started a post-graduate diploma in Landscape Architecture in July, 1971.

### **Indian School of Mines, Dhanbad**

The school is conducting five-year courses in Mining, Petroleum Technology, Applied Geology and Applied Geophysics. It also undertakes research programmes sponsored by industry and other organisations. During the year, there were 282 students—264 in the degree courses and 18 in research.

### **Indian Institute of Science, Bangalore**

The Institute made further progress with its post-graduate courses and research activity in a wide range of subject fields in science, engineering and technology. The total students population at the Institute is as under:

B. E. Students. . . . .	250
Master's Degree/Post Graduate students. . . . .	400
Research scholars. . . . .	300
Post Doctoral Fellows. . . . .	50
TOTAL . . . . .	<u>1,000</u>

The Report of the reviewing Committee has been received and is now under consideration.

### **Regional Engineering Colleges**

The 14 Regional Engineering Colleges in various parts of the country have made further progress towards their consoli-

dition and further development in engineering education. All the colleges are offering the first degree courses in civil, mechanical and electrical engineering. Some are also offering courses in metallurgy, electronics and chemical engineering. Nine colleges are conducting industry-oriented post-graduate courses in specialised fields like Design and Production of High Pressure Boilers and Accessories, Heavy Machines for Steel Plants, Transportation Engineering, Industrial and Marine Structures, Electronic Instrumentation, Integrated Power Systems, Metallurgical Furnaces, Production of Fertilisers etc. in cooperation with industry. On the recommendation of the Board of Post-graduate Engineering Education and Research, nine colleges have also started M. Tech/M.E. courses in various specialised fields of Civil, Mechanical and Electrical Engineering and Metallurgy.

The original scheme of the Regional Engineering Colleges visualised that the institutions will be a joint and co-operative enterprise of the Central Government and State Governments concerned. It also visualised that the Central Government will provide the entire expenditure on buildings, equipment, hostels and staff-housing and 50 per cent of the recurring expenditure for a period of five years. The responsibility of the State Governments was provision of adequately developed land for the establishment of the colleges and 50 per cent of the recurring expenditure. The manner in which the recurring expenditure should be met was to be reviewed at the end of the five-year period. Although the five-year period is over for all the Regional Colleges excepting the Silchar College which is still in the process of establishment, the Central Government has continued to provide 50 per cent of the recurring expenditure. The Central Government in consultation with the Planning Commission has set up a Reviewing Committee to review the present progress of all the Regional Colleges and suggest the lines along which they should be consolidated and further developed. The committee has also been asked to recommend the new financial arrangements for the maintenance of the colleges in future years keeping in view that the colleges should maintain their all-India

character. The Reviewing Committee has just started functioning.

### Technical Teachers' Training Institutes

The construction of buildings including hostels and staff quarters of the Madras and Chandigarh Teachers' Training Institute is nearly complete and the Institutes are functioning in their own buildings. Preparations are in progress for the construction of buildings of the Bhopal and Calcutta Institutes. These Institutes are now functioning temporarily in polytechnics at Bhopal and Calcutta respectively.

One of the main problems which confronted the Institutes in previous years was that the teachers sponsored by State Governments and other authorities had to go to the Institutes for training at their own expense. This acted as a disincentive to teachers to improve their professional qualifications and experience. The Central Government reviewed the matter and has now decided to give a stipend of Rs. 150 p.m. to each teacher to help him in meeting the additional expenditure involved on his lodging and board at the Technical Teachers' Training Institutes. The State Governments and other educational authorities sponsoring the candidates are required to bear their normal salaries and allowances. As a result of the decision, the response from teachers to undergo training at the Institutes has improved considerably. The following statement indicates the enrolments in the current year:

Name of TTTI.	No. of teachers admitted for long-term course	No. of teachers trained in short-term in-service course.
TTTI, Madras	60	82
TTTI, Chandigarh	34	02
TTTI, Bhopal	34	193
TTTI, Calcutta	42	..

(5 more due to join the session)

The Calcutta Institute could not conduct any short-term course in the current session so far in the absence of suitable hostel accommodation.

In addition to long-term and short-term courses for serving teachers, all the Teachers Training Institutes have embarked on a big programme of curriculum development for polytechnic diploma courses which includes an analysis of the technician functions in industry in civil, mechanical and electrical engineering and other fields, revision of the syllabus of diploma courses *vis-a-vis* technician functions and preparation of curriculum materials for teachers. The Institutes have undertaken this programme in close cooperation with the State Directorates of Technical Education and Polytechnics in their respective areas.

### **Programme of Postgraduate Courses and Research**

This centrally sponsored programme is for the development of facilities for post-graduate courses and research at selected State Government and non-Government engineering colleges to build a network of centres of advanced studies throughout the country. During the year under report, consolidation of the existing post-graduate courses in the institutions has been implemented. On the recommendations of the Board of Post-graduate Engineering Education and Research, the Central Government has approved more institutions for conducting post-graduate courses. There are at present 38 Government and non-Government engineering colleges covered by the scheme and the institutions are conducting Master's Degree courses in different branches of Engineering and Technology with an admission of about 900 students in the current year. When the scheme is fully implemented, the admissions to the post-graduate courses at these colleges will increase to about 1200 students.

**Financial Allocations**

The major financial allocations for technical education during 1971-72 and 1972-73 are given below:

(Rs. in lakhs)

Sl. No.	Item	Budget Estimates 1971-72	Budget Estimates 1972-73
1.	Indian Institutes of Technology.	935.55	1025.61
2.	National Institute of Foundry and Forge Technology	52.54	50.87
3.	National Institute for Training in Industrial Engineering, Bombay.	23.80	38.75
4.	Indian Institutes of Management	66.61	101.52
5.	School of Planning & Architecture, New Delhi	18.55	37.40
6.	Indian School of Mines, Dhanbad.	29.66	28.18
7.	Indian Institute of Science, Bangalore	125.95	130.95
8.	Technical Teacher Training Institutes for Polytechnic Teachers.	64.19	73.92
9.	Practical Training Stipends Schemes.	216.44	233.25
10.	Post-graduate Courses and Research.	85.00	75.00
11.	Regional Engineering Colleges.	341.04	346.00
12.	Quality Improvement Programme	65.57	80.00
13.	Central Grants to Private Institutes.	70.00	45.00
14.	Loans for Construction of Hostels.	100.00	90.00

## ANTHROPOLOGICAL SURVEY OF INDIA

The important research and related activities of the Anthropological Survey of India for the year under review are given below:

### **Cultural Anthropology and Allied Subjects**

60 field investigations were undertaken during the year in connection with different projects.

Among the other important activities the following deserve mention:

- (1) Study of a number of border ethnic groups, namely, the Drukpa and Feva of Darjeeling district and the Kanets, Bhotia and Lakhakis of Himachal Pradesh and Uttar Pradesh, besides the Karwar and the Gond of Madhya Pradesh and the Mankria of Orissa.
- (2) Study of Tribal solidarity movement in Chotanagpur, Area Study in Manipur and Chhatisgarh and Study of the effects of Industrialisation on the tribes working in coal field and cement factory.
- (3) Study of the effects of Culture contact and personality change among the Mundas of Bihar, Bhils of Madhya Pradesh and Gadabas of Orissa.
- (4) Study of Tribal Linguistics, with reference to Maler, Thadokuki, Chenchu, Desiya and Kurmali.
- (5) Under Urban Anthropology, 12 schemes under the project social and cultural profile of Calcutta.

- (6) About 14 Schemes under Special Projects, including (a) preparation of ethnographic Atlas, (b) the Role of Brahma Samaj in the emancipation of women in Bengal, (c) Photographic dance movements, (d) Photographic Survey of Calcutta, (e) Preparation of maps showing district-wise distribution of Scheduled tribes of North and North Eastern border etc.

#### **Reports/Papers Completed or Published**

21 reports/papers were completed and 3 lectures were published. 13 Refresher Lectures on Ethnography and review of Masters in the Social Sciences were organised.

#### **Physical Anthropology and Auxiliary Activities**

26 field investigations were undertaken during the year in connection with different projects, including analysis of data collected during the year under review and of the earlier investigations continued in anthropometry, blood groups, dermatoglyphic, anthropological demography, growth and nutritional studies, Haemoglobin variants and marriage distance of the Moslim. Besides, a number of projects were undertaken particularly urbanization, economic status and somatic variability; dermatoglyphic study of the Dravidian speaking tribes of Central India; study of Skeletal Variations—particularly of Rupkund and Sarai Nahar Rai of Uttar Pradesh; Odontometric measurements on the dentition of modern human crania; study of cranial structural changes; and population Genetic Survey in Central and Western Himalayas.

Seminar: Group discussions in demographic research were organised in the month of September, 1971, in which six papers were read.

#### **Reports/Papers Completed or Published**

3 reports/papers were completed and 12 published. Besides the, work on 15 tape recordings, 9 diso-recordings and 32 Cine-documentary films on the tribal population is continuing.



**Publications**

Six Memoirs and two Bulletins have been published during the year 1970-71. The titles of these publications are:—

- (1) Life and Culture of Mala Ulladan.
- (2) Ollar Gadba of Koraput.
- (3) Nutritional background and growth of infants—a major district of West Bengal.
- (4) Nomads in the Mysore City.
- (5) Mullukurumbs of Kappala.
- (6) The Lalung Society.

**Bulletin**

- (1) Bulletin of the Anthropological Survey of India Vol. XVII, No. 3—July, 1968.
- (2) Bulletin of the Anthropological Survey of India Vol. XVII, No. 4—October, 1968.

Five Memoirs and Four Bulletins are under printing

**Memoir**

- (1) Peasant Life in India (2nd edition).
- (2) Religious Institutions and Caste Panchayats in South India.
- (3) Ornaments in India.
- (4) The Didayi—a forgotten tribe of Orissa.
- (5) Andaman Island—a study in regional Geography.

**Bulletin**

Bulletin of the Anthropological Survey of India Volume XV, Nos. 1, 2, 3 & 4.

### Occasional Publications

- (1) Bibliography of Anthropology of India [including index to current (Literatures) (1960-64).]
- (2) Bio-Anthropological Research in India.

### Manuscripts Ready for Printing

Manuscripts of eight numbers of "Bulletin" and Eleven Memoirs have been made ready for printing.

### Research Programme and Targets for the year 1972-73.

All the Research Projects of Cultural and Physical Anthropology Divisions both under Plan and Non-Plan are given below:

### New Schemes

1. Social and Cultural Profile of Calcutta.
2. Urban Anthropology.
3. Study of ethnic Groups in Border Area.
4. Study of Tribal and Peasant Folklore.
5. Documentation Centre.
6. Study on Bio-Anthropology of Morbidity.
7. Fellowship Schemes.

### Library

1. Books added to the stock. . . . .	304
2. Reprints added to the stock. . . . .	63
3. Loose journals Received . . . . .	425
4. Bound periodicals added to the stock . . . . .	61
5. Documentation work on Indian anthropology pertaining to 1967 and onwards is in progress.	

**National Research Professors**

Prof. S. N. Bose, Dr. P. V. Kane, Dr. V. R. Khanolkar, Dr. Suniti Kumar Chatterji and Dr. S. R. Ranganathan continued as National Research Professors.

**Scheme for Partial Financial Assistance to Eminent Indian Scientists going Abroad**

Financial Assistance to the extent of Rs. 3,500 in the U.K. and other European countries and Rs. 5,000 in the U.S.A. was given to Indian Scientists for participation in international conferences. During the year, seventeen scientists were extended financial assistance under this scheme.

## CHAPTER V

### SCHOLARSHIPS

This chapter deals with the schemes of scholarships operated by the Ministry (excluding those operated by the UGC and the NCERT). These include (i) scholarships for Indians for study in India; (ii) scholarships for Indian students for study abroad; and (iii) scholarships for foreign students for study in India.

#### **National Scholarships Scheme**

The scheme was continued during the year 1971-72. As in previous years 8,500 awards were allocated during the year for post-matric and post-graduate studies. In 1972-73, ten thousand scholarships will be awarded.

#### **National Loan Scholarship Scheme**

The scheme is continuing during 1971 and 1972 as usual and 20,000 awards have been allotted.

#### **National Scholarships Scheme for the Children of School Teachers**

In recognition of the services rendered by school teachers, a scheme of awarding 500 fresh scholarships to the children of these teachers is continuing during the year 1971-72.

#### **Scholarships to Students from Non-Hindi Speaking States for Post Matric Studies in Hindi**

The main object of the Scheme is to encourage the study of Hindi in Non-Hindi Speaking States and to make available to the Government of these States, suitable personnel to man teaching and other posts where knowledge of Hindi is essential. 1750 scholarships are awarded under the scheme during

1971-72. It is proposed to award 1850 scholarships during 1972-73.

### **Government of India Merit Scholarships for Studies in Residential Schools**

This scheme is designed to provide opportunities of good all round school education to those children who would not otherwise be in a position to obtain it. The scheme makes provisions for 200 fresh scholarships every year. 200 awards for the year 1971-72 are being finalised. It is proposed to make a much larger number of awards in 1972-73. This scheme is partly *Plan* and partly *Non-Plan*.

### **National Scholarships Scheme for Study Abroad**

The Scheme was initiated in 1971-72 to provide financial assistance to meritorious students who do not have the means to go abroad for Post-graduate studies. 58 scholars have been selected. The scheme will be continued in 1972-73 and steps are being taken to make the selection of candidates.

### **National Scholarships at the Secondary Stage for Talented Students from Rural Areas**

This is a new scheme. The object of the scheme is to achieve greater equalization of educational opportunities and to provide a great fillip to the development of rural talent for the purposes of promoting National Integration. The Scheme is being implemented by some of the States from 1971-72. The number of scholarships is estimated to be 20,000 in the 2nd year *i.e.* 1972-73. The scheme is being administered as a Central Scheme through the State Governments who hold the scholarships examination, select scholars, arrange for their placements and make payments to the scholars. This is a Plan Scheme.

### **Special Education Loan to Parents/Guardians of Indian Students Abroad**

The scheme is implemented through the State Bank of India, Parliament Street, New Delhi. This scheme was started during

1966 in the wake of the devaluation of the rupee. No provision is being made for the year 1972-73, as no further loans will be granted by the Bank.

### **General Cultural Scholarships Scheme**

Under the Scheme 180 scholarships were awarded to the nationals of various Asian, African and other countries for Post Matriculation/Post-Graduation studies in India in 1971-72. It is proposed to award the same number of scholarships during 1972-73 for which the applications have been invited.

### **Partial Financial Assistance (Loan) Scheme**

The scheme provides for the grant of loans towards passage to such academically distinguished students as have obtained admission to foreign universities, organisations, etc. for study in subject-fields for which adequate facilities do not exist in India. Emergency loans to *bona fide* Indian students are also given by our Missions in the USA, the U.K. and West Germany. During 1971-72, such loans have been sanctioned to 28 students.

### **Scholarships under Commonwealth Scholarships and Fellowships Plan**

The Commonwealth Scholarships and Fellowships Plan has been in operation for the last twelve years owing its origin to the Commonwealth Education Conference held in July, 1959 that recommended a number of measures for sharing the wide range of educational resources available throughout the Commonwealth and thus promoting equality of educational opportunities at higher level.

Scholarships are offered to India from Australia, Austria, Belgium, Bulgaria, Canada, Ceylon, Czechoslovakia, Denmark, France, Finland, Germany (East), Germany (West), Ghana, Greece, Hong Kong, Hungary, Italy, Japan, Korea, Malaysia, New Zealand, Nigeria, Netherlands, Norway, Poland, Spain, Sweden, Switzerland, Turkey, Trinidad, Tobago, U.K., USSR, U.A.R., Yugoslavia and Romania. Scholars have gone abroad

to countries where they have been selected for specific areas of study. In some cases, nominations have been made and in some others final selections are underway. A tabular statement of Indian scholars abroad is attached at the end of this chapter.

In regard to scholarships for foreign nationals for study in India under the various plans several scholars have been selected for studies in India and many of them are either under training here already or are about to come here and some have left after completion of their studies.

### Financial Allocations

The financial allocations for the various scholarship schemes for 1971-72 and 1972-73 described in this chapter are indicated below:

Sl. No.	Item.	(Rs. in 000's)		
		Provision for 1971-72		Budget Estimates for 1972-73
		Original	Revised	
1	2	3	4	5
1.	National Scholarships Schemes.	2,27,66	2,27,66	2,41,15
2.	National Loan Scholarships Scheme	4,43,59	4,43,59	4,26,69
3.	National Scholarships Scheme for the Children of School Teachers.	23,22	[20,06	[20,77
4.	Scholarships to Students from Non-Hindi Speaking States for Post-Matric Studies in Hindi.			
	Plan	14,80,000	14,80,000	17,00,000
	Non-Plan	6,40,000	6,40,000	6,40,000
5.	Government of India Merit Scholarships for Studies in Residential Schools			
	Plan	2,02,000	2,02,000	20,00,000
	Non-Plan	14,96,000	14,56,000	14,56,000
6.	National Scholarships Scheme for Study Abroad.	12,00,000	10,00,000	25,00,000
7.	National Scholarships at the Secondary Stage for Talented Students from Rural Areas.			
	Plan	15,00,000	15,00,000	100,00,000
8.	General Cultural Scholarships Scheme	27,50,000	27,50,000	27,50,000

1	2	3	4	5
9.	Partial Financial Assistance (Loan) Schemes . . . . .	2,00,000	1,00,000	2,00,000
10.	Indian Scholars Going Abroad against Scholarships offered by foreign Governments/Organisations. . . . .	2,75,000	2,75,000	2,00,000
11.	Foreign Scholars for Study in India Non-Plan	7,00,000	6,27,000	6,69,000
12.	Foreign Scholars for Study in India Plan . . . . .	1,92,000	1,03,000	1,55,000

### INDIAN SCHOLARS ABROAD

Name of the Country	No. of Scholars Abroad as on 31-12-1970	No. of Scholars Sent during 1971	Total No. of Scholars abroad as on 31-12-1971
1	2	3	4
Australia . . . . .	8	1	6
Austria . . . . .	8	2	9
Belgium . . . . .	8	1	9
Bulgaria . . . . .	1		1
Canada . . . . .	54	12	52
Ceylon . . . . .	3		
Czech . . . . .	19	2	13
Denmark . . . . .	..		8
France . . . . .	126	38	133
Finland . . . . .	2		1
Germany (East) . . . . .	38	13	31



1	2	3	4
Germany (West)	155	40	104
Ghana	..	..	..
Greece	2	1	1
Hong Kong	..	..	..
Hungary	11	3	9
Italy	12	6	13
Japan	9	6	11
Malaysia	..	..	..
New Zealand	4	4	8
Nigeria	..	..	..
Netherlands	31	27	29
Norway	17	18	34
Poland	26	8	13
Spain	1	..	..
Sweden	7	4	5
Switzerland	2	..	..
Turkey	2	2	9
U.K.	230	89	242
U.S.S.R.	328	49	294
U. A. R.	20	..	7
Yugoslavia	17	..	9
Romania	2	..	..
<b>TOTAL</b>	<b>1143</b>	<b>334</b>	<b>1051</b>

## CHAPTER VI

### LANGUAGES

The energetic development of Indian languages and literature, according to the National Policy on Education is a *sine qua non* for educational and cultural development. The policy in addition, underlines the importance of the development of Hindi and Sanskrit and refers to the need for due emphasis to be given to the study of English, the associate official language of the Union. This chapter highlights the efforts of the Union Ministry in the field of the development of our languages in the light of the National Policy on Education.

#### Scientific and Technical Terminology for Indian Languages

**Terminology in Hindi:** The Commission for Scientific and Technical Terminology (CSTT) was constituted in 1961 for the evolution of scientific and technical terminology. Later in 1963 terminology work in the humanities and social sciences was also assigned to it. During a decade of its work, the Commission has been able to complete a major part of its assigned task, namely, evolution of terminology in most of the subjects. Work on engineering, agriculture, medicine and departmental terminology in defence is in hand. In all, about 397,250 terms have been evolved and about 369,500 terms finalised so far. Terms of pure Sciences have been consolidated and coordinated and the consolidated Science Glossary comprising about 12,500 terms is ready for Press. Terms of Humanity has separately been coordinated and consolidated and the press copy of about 65,000 terms is under preparation and it is hoped will be ready for press in a couple of months.

**Terminology in Urdu:** The Taraqui-e-Urdu Board, set up by the Ministry in 1969 to look after the programmes of producing

university-level books in Urdu, has also engaged itself in evolving scientific and technical terms in Urdu. In this regard the Board set up a high-power committee, which has recommended that the terms evolved by the CSTT may be suitably adopted in Urdu language, terms already current in Urdu in the subjects concerned may be preferred and terms in English may be retained where suitable equivalents are not available. Evolution of terminology in Urdu has been entrusted to scholars under the guidance of Prof. M. Mujeeb. The finalisation of technical terms in Urdu has been entrusted to subject expert committees. So far 57,800 terms in 16 subjects have been coined out of which 25,000 terms have been finalised.

**Co-ordination Work Relating to Terminology:** Immediately after the first few glossaries were printed by the CSTT, a concerted attempt was made to effect co-ordination of terminological work in various regional languages. In September, 1968, a conference of state officers in charge of regional languages was held by the Commission. The conference was of the view that in the interest of mobility on the part of teachers and students and that of higher research throughout the country, it was necessary that, as far as possible, scientific and technical terms in various languages should be uniform and the terminology evolved by the CSTT should serve as a basis for adoption/adaptation. The work has assumed greater significance in the context of the present massive programmes of producing university-level books in Indian languages. Complete data of terminological work conducted by various State agencies are being collected by the CSTT.

A broad-based continuing "Terminology Unit" is proposed to be created to undertake terminological work in future in various branches of sciences and to meet the needs of various government departments, universities and fast-developing Indian languages.

**Terminological Glossaries and Dictionaries:** The work on the finalisation and co-ordination of terms has been in progress according to schedule. Coordination of terminology prepared

in various units/agencies with a view to preparing manuscripts for subject-wise and consolidated glossaries is a task that the CSTT has been pursuing simultaneously all these years. 20 glossaries have been brought out so far.

Initiated in 1958 under the guidance of Dr. S. Verma, the then General Editor, work on definitional dictionaries was kept in abeyance in the CSTT during 1969-70, to enable the staff to concentrate on terminological work. On the completion of inter-disciplinary coordination the work of definitional dictionary has now been taken up and the work is gaining momentum.

### **Promotion and Development of Hindi**

The Central Hindi Directorate has continued to look after the development of Hindi, in addition to a few promotional programmes. Programmes for the propagation and promotion of Hindi, particularly in non-Hindi speaking States, are mostly implemented by the Ministry. Steps have also been taken for promotion of Hindi abroad. To provide efficient teaching and training facilities, an autonomous body known as "KENDRIYA HINDI SHIKSHAN MANDAL" has been set up. An outline of the programmes and activities in the field of propagation and development of Hindi is given below:

#### **Appointment of Hindi Teachers in non-Hindi Speaking States**

The Governments of non-Hindi speaking States are given financial assistance on a 100 per cent basis for the appointment of Hindi teachers in Upper Primary, High and Higher Secondary Schools in their jurisdiction. It is anticipated that during 1971-72 the implementation of the scheme will involve an expenditure of nearly Rs. 150 lakhs for payment of salaries to about 7,200 teachers appointed under the scheme in 1966-67 and in subsequent years.

#### **Establishment of Hindi Teachers' Training Colleges in non-Hindi Speaking States**

Under this scheme the Union Government provides financial assistance to the Governments of non-Hindi speaking States on a 100 per cent basis for the establishment of Hindi Teachers

Training Colleges. It had been decided that such colleges which were set up in the Second and Third Plans and had completed a tenure of five years should also continue to receive financial assistance up to the end of the Fourth Plan. Thirteen such Training Colleges established under this scheme are functioning in various non-Hindi speaking States. The estimated expenditure during 1971-72 on the scheme will be of the order of Rs. 12 lakhs.

### **Opening of Hindi Medium Colleges or Establishment of Hindi Medium Sections in the Existing Colleges in non-Hindi Speaking States**

An allocation of Rs. 50 lakhs was made for opening of Hindi Medium colleges or establishment of Hindi Medium sections in the existing colleges in non-Hindi speaking States in the Fourth Five Year Plan. The scheme as approved by the Planning Commission envisages the opening of Hindi Sections/Departments in the existing colleges in non-Hindi speaking States and financial assistance will be available for the appointment of Hindi lecturers, construction of additional accommodation, purchase of furniture, purchase of Hindi books for the college library etc.

### **Financial Assistance to Voluntary Hindi Organisations**

Financial Assistance is being given to Voluntary Hindi Organisations to help them to carry on their Hindi propagation activities.

### **Award of Prizes to Hindi Writers of non-Hindi Speaking States**

Hindi Writers belonging to non-Hindi speaking States whose mother-tongue is other than Hindi are awarded prizes of the value of Rs. 1,000 and Rs. 500 according to First and Second gradations. Six first prizes of Rs. 1,000 each and five second prizes of Rs. 500 each were awarded during 1971-72.

### Kendriya Hindi Shikshan Mandal, Agra

The Kendriya Hindi Shikshan Mandal, Agra, set up in 1960, runs a Central Hindi Institute at Agra. Apart from conducting two regular training courses viz. 'Hindi Shikshan Nishnat' and 'Hindi Shikshan Parangat', for the training of Hindi teachers of non-Hindi speaking States, the Institute is also conducting Compressed and Short-term courses. At the instance of the Ministry of Home Affairs, the Institute started in May, 1970 an Intensive course of twelve weeks' duration at New Delhi for teaching Hindi to Central Government employees. Three such courses were completed in 1970-71 and 74 Central Government employees were taught Hindi in these courses. Three such courses will be conducted in 1971-72. The intake in each batch is about 28 persons.

Besides the above programmes, the following programmes have also been approved for being taken up by the Mandal in the Fourth Five Year Plan:

- (i) Running of compressed teachers training courses for giving training to Hindi knowing teachers of non-Hindi speaking States.
- (ii) Establishment of a Language Laboratory.
- (iii) Preparation of Linguaphone records, tapes and reading material for teaching Hindi.
- (iv) Short-term/Orientation/Refresher Courses for Hindi Teachers from non-Hindi speaking States.

During 1971-72, six candidates are receiving training in 'Nishnat' course and 85 in 'Parangat' course conducted by the Mandal. Similarly, 40 persons are receiving training under the Compressed course programme conducted by the Mandal. The Short-term refresher course is of one month's duration for school teachers and two months' for college lecturers. Under these programmes, the intake in each batch is 30 and 20 persons respectively. During the year under report, five such courses:

have already been conducted up to December, 1971 for school teachers and two Short-term courses for college lecturers. Arrangements for setting up a Language Laboratory by the Mandal at Agra have also been finalised and the Laboratory will start functioning from early 1972-73. Under the scheme for the production of Linguaphone records, lessons have already been prepared and voices recorded. The tapes are now under preparation.

### **Scheme of Correspondence Courses in Hindi**

Correspondence Courses in Hindi to teach Hindi to non-Hindi speaking people and foreigners in the country and abroad were started in March 1968 by the Central Hindi Directorate. The main object was to provide facility of learning Hindi through the medium of English to those who could not do so for want of time and resources. The scheme envisages two general courses, viz., 'Hindi Pravesh' (a two years' advance course equivalent to the Hindi course prescribed for Matriculation) and three special courses, viz., 'Hindi Prabodh', 'Hindi Praveen' and 'Hindi Pragya'. The 'Hindi Pravesh' and 'Hindi Parichaya' courses are open to persons above the age of 15 years whose mother-tongue is not Hindi. Prabodh, Praveen and Pragya courses are restricted to the following categories of Central Government employees:

- (a) Class I Officers.
- (b) Operational staff.
- (c) Employees posted at places where there are no Hindi teaching centres of the Ministry of Home Affairs under the Hindi Teaching Scheme and
- (d) Teachers of Kendriya Vidyalayas.

5,803 students received coaching through Hindi Correspondence courses from 1968-69 to 1970-71. The number of

students who are at present on roll for the different courses is as under:

Hindi Pravesh 1st year . . . . .	2,500
Hindi Pravesh 2nd year . . . . .	550
Hindi Prabodh . . . . .	264
Hindi Praveen . . . . .	321

It is proposed to introduce Hindi Parichaya and Hindi Pragma courses from 1972-73.

### **Free Gift of Hindi Books**

Under this scheme, suitable Hindi books are purchased for free distribution to schools, colleges, public institutions and libraries in non-Hindi speaking States. During 1970-71, 132 titles and 17 magazines worth Rs. 1.45 lakhs were purchased for distribution. During 1971-72, it is proposed to purchase Hindi books and magazines to the tune of Rs. 2.50 lakhs for free distribution to the schools, colleges, public institutions and libraries in non-Hindi speaking States.

### **Hindi Information Centre**

This Centre is continuing to provide authentic information on various aspects of Hindi language and literature. Hindi equivalents of technical terms are promptly supplied on the telephone, when questions are asked by the members of the public.

### **Extension Programmes**

These include:

- (i) Workshops for new non-Hindi writers;
- (ii) Study tours of Hindi students in non-Hindi areas; and
- (iii) lecture tours of Hindi scholars from Hindi speaking areas to non-Hindi speaking areas and *vice versa*.



The Workshops of Hindi writers in non-Hindi speaking areas will be held at Waltair (Andhra Pradesh) and Ramnathi (Goa) in January, 1972.

Ten Lecture tours of Hindi scholars are also being organised during the year under report.

### **Devanagari Script**

A film to popularise the Devnagari script is being prepared in collaboration with the Ministry of Information and Broadcasting. The script of the film has been finalised and the film is expected to be ready for display in 1972-73.

### **Hindi Encyclopaedia**

A Hindi Encyclopaedia consisting of twelve volumes has been brought out by the Nagari Pracharini Sabha, Varanasi, with financial assistance to the tune of Rs. 15.65 lakhs provided by the Central Government. The first three volumes of the Encyclopaedia have already been sold out and the question of reprinting them is under consideration.

### **Schemes of the Central Hindi Directorate (CHD) Dictionaries and Grammar**

Several projects on various kinds of dictionaries and Hindi grammar taken up by the Central Hindi Directorate are at various stages of completion as follows:

- (i) A revised edition of "A Basic Grammar of Modern Hindi" is expected to be released during the current year.
- (ii) An English Hindi Dictionary compiled by the Hindi Sahitya Sammelan, Allahabad, has been published with the financial assistance given by the Government of India.
- (iii) A Marathi-Hindi Dictionary compiled by the Maharashtra Rashtrabhasha Sabha, Poona is under print.
- (iv) A revised and enlarged edition of Hindi-English Dictionary containing 20,000 words is under preparation.
- (v) A dictionary of Hindi Usage (Prayog Kosh) is in the process of preparation in the Central Hindi Directorate.
- (vi) The revision of glossaries of works common

to Hindi and other Indian languages is also being taken up with the help of expert agencies. (vii) The preparation of the following 12 Trilingual Dictionaries has been taken in hand:

- (a) Hindi-Tamil-English.
- (b) Hindi-Telugu-English.
- (c) Hindi-Malayalam-English.
- (d) Hindi-Kannada-English.
- (e) Hindi-Gujarati-English.
- (f) Hindi-Assamese-English.
- (g) Tamil-Hindi-English.
- (h) Telugu-Hindi-English.
- (i) Malayalam-Hindi-English.
- (j) Kannada-Hindi-English.
- (k) Gujarati-Hindi-English.
- (l) Assamese-Hindi-English.

### **Bharatiya Sahitya Mala**

To make literary writings in various modern Indian languages through the medium of Hindi, available, the Central Hindi Directorate has undertaken production of:

- (i) a short history of Indian literature (Ready for the press), and
- (ii) a collection of short stories in each of the 15 Indian languages translated into Hindi and transliterated into amplified Devanagari script (under preparation).

### **Preparation, Publication and Translation of Hindi Books in Collaboration with Publishers**

Under the scheme 29 books were published at a total cost of Rs. 1.45 lakhs. During 1971-72, 14 books have already been approved.

**Translation of non-Statutory Procedural Literature, Manuals Codes,Forms etc.**

This work has been transferred to the Central Translation Bureau under the Ministry of Home Affairs with effect from 1st March, 1971.

**Propagation of Hindi Abroad**

A scheme for the propagation of Hindi in foreign countries, particularly in those countries which are predominantly populated by the people of Indian origin, was approved in February, 1970 with a provision of Rs. 25 lakhs in the Fourth Five Year Plan. The main objectives of the scheme are:

- (i) to promote Hindi writing locally;
- (ii) to train their nationals as far possible locally for teaching Hindi;
- (iii) Provision of library facilities.
- (iv) provision of fellowships for advanced study in Hindi and Hindi teaching methods in India to promote greater cultural contacts;

Hindi books of the value of Rs. 1 lakh are to be supplied to the following 10 countries; Fiji, Mauritius, Guyana, Surinam, Trinidad, Nepal, Ceylon, Thailand, Kenya and Malaysia.

Two Mauritian nationals have been awarded fellowships for studying different aspects of publishing and printing in Hindi in India. These scholars are already undergoing training.

An Argentina scholar was given travel grant for the study of Hindi in India.

The three Hindi Lecturers working in the Caribbean countries were continued during the year under report besides the two part-time Hindi teachers in Ceylon.

Several copies of Hindi Primers and Readers have been supplied to our High Commission in London for use by various Hindi Organisations in U.K. for teaching Hindi.

To encourage the production of Hindi literature in Mauritius, the Government of India bought a number of books written by the Mauritian writers.

One Hindi typewriter have been supplied to a Voluntary Hindi Organisation in Trinidad for running Hindi programmes.

#### **Book Exhibition**

Book Exhibitions are held by the Central Hindi Directorate from time to time in various parts of the country. During 1971-72 five such exhibitions have been organised at Patna, Gwalior, Ujjain, and two at Madras. The 6th Exhibition is being organised at Jubbulpore.

#### **Magazines and Journals**

The Central Hindi Directorate brings out "Bhasha"—a quarterly magazine with a view to enriching the Hindi language and to popularise the terminology evolved in the various subjects by the Commission for Scientific and Technical Terminology.

A review journal of higher literature concerning University level books named 'Vidya' is also being published by the Central Hindi Directorate.

#### **Hindi Library**

A Reference Library for Hindi has been set up in the Central Hindi Directorate. Books worth Rs. 15,000 were purchased in 1970-71 and the same amount is to be spent on purchase of books for the library during 1971-72.

### **Scholarships to students from non-Hindi speaking States for Post-matric studies in Hindi**

The scheme seeks to promote study of Hindi beyond the the secondary stage in non-Hindi speaking States so as to make trained personnel available to teach Hindi and to man those posts where knowledge of Hindi is necessary. Its coverage has been increasing from year to year. Starting with only 10 scholarships in 1956-57, the number was raised to 1,500 during 1970-71. In 1971-72 it is proposed to offer 1,750 scholarships under the scheme.

### **PROMOTION OF OTHER MODERN INDIAN LANGUAGES AND ENGLISH**

#### **Assistance to Voluntary Organisations for the Promotion of Indian Languages**

During 1970-71 grants to the tune of Rs. 3,02,000 were sanctioned under this scheme. These grants are of a non-recurring nature. During 1971-72 up to 30-11-71 a sum of Rs. 2,18,000 has been sanctioned to the different Voluntary Organisations for the programmes/activities designed to enrich and develop Indian languages.

### **THE CENTRAL INSTITUTE OF INDIAN LANGUAGES. MYSORE (CIIL)**

The Institute was established in July, 1968 to assist and co-ordinate the development of Indian Languages, to bring about their essential unity through scientific study and inter-linguistic research and to promote the mutual enrichment of the languages and thus contribute towards the emotional integration of the people of India.

It is expected that the Institute will serve as a nucleus to bring together all the research and literary output of the various linguistic streams to a common head thereby demonstrating the underlying oneness of our country.

During the year the Institute undertook the following activities:

### Activities

#### CONFERENCES AND SEMINARS

##### (a) *Conference on Mother Tongue Teaching*

A two-day conference on Mother Tongue Teaching was held at Mysore under the auspices of CIIL on the 15th and 16th March, 1971.

##### (b) *Conference of Heads of Tribal Research Bureaus| Institutes etc. in India.*

A three-day conference of the Heads of Tribal Research Bureaus|Institutes etc. in India engaged in the study of tribal languages and preparation of textbooks in them was held under the auspices of CIIL in Mysore from August 4 to 6, 1971.

In addition to the academic staff of the CIIL, fifteen invitees from all over India participated in the Conference.

##### (c) *Socio-linguistic Survey Conference*

A conference of eminent linguists, sociologists and representatives of the Anthropological Survey of India, Registrar General, Census of India, Chief Epigraphist of India, University Grants Commission, the Ministry of Education and Social Welfare was held on October 11-13, 1971 to draw up a blue-print for the Socio-linguistic Survey of India. About 16 scholars participated in the deliberations and worked out the details of undertaking various projects for the Socio-linguistic Survey of India.

It was decided that the proposed Socio-linguistic Survey will include the study of both inter-lingual and intra-lingual communication patterns in the Indian society. Programmes are

to be undertaken in different parts of the country so that comparable data on a national basis is obtained.

The conference recommended a mechanism for the operation of the Socio-linguistic Survey Projects and requested the Director, Central Institute of Indian Languages, Mysore, to coordinate all efforts in this direction.

(d) *Conference on Language Instruction through Mass Media*

A conference of linguists, psychologists, mass media experts and representatives of All India Radio was held on December 9-10, 1971 in CIIL, Mysore. The Conference was attended by the representatives of the Central Institute of English, Hyderabad, Central Hindi Institute, Agra and the Central Sanskrit Institute as well. The conference considered the over-all problem of the utilisation of channels of mass communication for language instruction, preparation of soft-ware suitably geared to the needs of the mass communication technology and catering to different types and levels of learners. It discussed the nature and type of instructional material to be prepared, steps to be taken to prepare such material, and to frame general guidelines for the implementation of these programmes.

**Projects**

(a) *Project on the Study Skills for College Entrants in Kannada*

To help students opting for instruction in regional languages, a project entitled "Developmental Project in Study Skills for College Entrants with respect to Kannada" was taken up by the Institute. This Project is based on the assumption that there is a gap between language achievement at the end of the school stage and language competence required at the college stage. This gap is proposed to be bridged by a special intensive skill-oriented course of approximately 100-hour duration designed to improve language competence.

(b) *Study of Tribal and Border Languages*

An important programme of the Institute is to survey, linguistically analyse and prepare instructional materials in the border and tribal languages of India. In accordance with this programme, six scholars of the Institute were deputed to study Kuki, Manipuri, Tripuri, Ao, Tngami and Nagamese languages in the areas of Assam, Manipur, Tripura, Nagaland, Meghalaya. These scholars collected material for exhaustive phonological and grammatical analysis and have prepared instructional material.

In addition, a team of four scholars was deputed to the Ladakh sector to study the languages of Ladakhi, Shina, Doshkhat and Balti. These scholars have collected necessary material for a linguistic analysis of these languages.

(c) *Preparation of Textbooks in Tribal Languages for I and II Standards*

In order to preserve and protect tribal languages while at the same time helping the tribals to participate fully in the socio-economic reconstruction of the country, a beginning has been made in "bilingual schooling". The objective of this scheme is to impart instruction to tribals through the medium of their mother-tongue at the primary stage simultaneously introducing the regional language at the spoken level so that the transition to the regional media at the post-primary stage becomes smooth. For this purpose Kuki language spoken in Orissa has been selected for linguistic analysis. After the language is analysed primers for Classes-I and II will be prepared for the Kuki speaking tribal children in consultation with the NCERT, New Delhi.

(d) *Production of an Animated Black and White Short Film for the Teaching of the Devanagari Script*

A film has been produced by the Institute for the teaching of Devanagari script based on the principles of patterned perception and contrastive observation. Animated directional



movement has been given as an aid to the earning of writing. This film is expected to be released shortly.

(e) *Project on Bilingualism*

A project on Bilingualism was taken up on 1st August, 1970. The aim of the project is to study the various kinds of Hindi spoken and/or written by non-native speakers of Hindi (to begin with Kannada, Telugu, Tamil and Malayalam Speakers) and thus to test the hypothesis of the existence of a pan-Indian Hindi, different from standard Hindi. This will help us to understand the magnitude of linguistic and extra-linguistic factors such as cultural patterns and social settings influencing Hindi spoken and/or written by non-native speakers of Hindi and will also enable the Institute to prepare pan-Indian basic Hindi texts, vocabulary and grammar.

(f) *Co-operative Project with Dibrugarh University.*

The Dibrugarh University has proposed a scheme for the establishment of an Advanced Research Centre in Social Sciences with the object of undertaking inter-disciplinary research on the frontier region. The Institute has agreed to provide linguistic support to the University for the study of the languages of the area.

(g) *Sanskrit Project*

This project aims at the preparation of curriculum and teaching materials for a 100 hour course in Sanskrit to be incorporated in the Indian languages curriculum at the High School level. The course materials will be prepared with special reference to the native language of the learner. The preparation of course materials with reference to the native speakers of Hindi is in progress.

(h) *Psycho-linguistic Unit*

A Psycho-linguistic Unit has been established to start fundamental base line work in relation to language development,

language teaching and language evaluation techniques. The projects to be undertaken by this unit are:

- (i) Construction of language tests.
- (ii) To use folkloristic material in the preparation of processes.
- (iii) Preparation of auto-instructional texts.
- (iv) Studies on aspects of bi-lingualism in India.

The Psycho-linguistic Unit is proposed to be expanded to take up socio-linguistic research related to the study of social dialects, language attitudes, etc.

(i) *Folklore Research Unit*

The Folklore Research Unit has been established in order to co-ordinate and implement the research work done in India on the cultural aspects of language phenomenon. The main objectives of this unit are:

- (i) To use folklore material for the more important Indian languages.
- (ii) To use folkloristic material in the preparation of teaching materials.
- (iii) To group languages on the basis of diffusion of folklore.
- (iv) To preserve traditions, beliefs, manners, customs, folk-tales, traditional ballads, folk songs and proverbs in a systematic manner and to undertake their scientific study with a view to establishing pan-India and regional universals.

(j) *Socio-linguistic Survey Project*

As a result of the recommendations of the Socio-linguistic Survey Conference, the Institute has undertaken two research projects of a socio-linguistic nature:

- (i) a study of the various sociological factors which influence language identification; and a study of

the mechanism of language maintenance, specifically the maintenance of minority languages.

- (ii) a functional study in co-terminus verbal communication codes and their relationships in a multi-lingual context, with special reference to Himachal Pradesh.
- (k) *Project on Development of Methods and Materials for Teaching|Learning Modern Indian Languages as Second Languages*

The N.C.E.R.T. undertook a project on preparing language instructional materials utilising the results of contrastive linguistics and following the methodology of programmed instruction on an experimental basis. The following language instruction materials were planned to be prepared:

- (i) Tamil for Hindi speaking students.
- (ii) Hindi for Gujarati, Marathi and Manipuri speakers.
- (iii) English for Hindi and Tamil speakers.

#### (1) *Other Activities*

In addition to the above specific programme and project, the research staff of the Institute also prepared some useful research material.

### CONTEMPLATED PROGRAMMES

#### (a) *Propagation of Hindi Abroad*

The two projects mentioned below are proposed to be taken up under the Government scheme of "Propagation of Hindi Abroad".

- (i) Nepali-Hindi, Hindi-Nepali, Nepali-Bengali, Bengali-Nepali Dictionary Project: It is proposed to start this project in collaboration with the Government of Nepal

(b) *Establishment of Language Teaching Materials Unit.*

It is proposed to establish a Language Teaching Materials Unit in the Institute.

The activities of the Unit will fall into the following main sections:

- (i) Auto-instructional Materials Section.
- (ii) Sanskrit and Hindi Section.
- (iii) Indian Languages Sections—Four (one each for Dravidian Languages, Indo-Aryan Languages, Munda Language and Tibeto-Burman Languages).
- (iv) Adult Literacy Materials Section.
- (v) Audio-Visual Materials Section.

(c) *Establishment of a Linguistic Survey Unit.*

The CIIL proposes to initiate action to set up a Socio-linguistic Survey Unit to:

- (i) prepare a research design in consultation with the existing surveys which should be followed uniformly;
- (ii) co-ordinate all activities conducted in this regard by different Universities and institutions;
- (iii) help accelerate training of personnel who would conduct the survey work in different parts of the country; and
- (iv) undertake such pilot projects needed for basic formulation of the plan and validation or otherwise of specific hypothesis.

(d) *Establishment of Documentation and Data Processing Unit.*

Sporadic attempts are being made to conduct researches on various aspects of languages and their instruction at different stages in the country. These attempts need to be systematised

and co-ordinated with a view to achieving maximum efficiency. In order to accomplish this objective it is imperative that besides the programmes of research in this vital area, a comprehensive programme of documentation should also be planned so as to make important information, data and other materials, available to the planners, administrators, practitioners and research workers relating to the implementation of the national language policy in the academic institutions in the country. The following programmes are proposed:

- (i) Preparation of a Dictionary at Institutions and Agencies working on various aspects of languages and languages instruction.
- (ii) Preparation of a Dictionary of persons engaged in working on problems of languages and their teaching.
- (iii) Preparation of a Digest of recommendations of various Committees, Commissions and Study groups on language policy and other related issues.
- (iv) The Linguistic position of India.
- (v) Bibliography of views on language problem in India. Based on publications in periodicals and newspapers such a bibliography will yield valuable material for research and guidance in policy making.
- (vi) Bibliography of researches conducted on Indian Languages in India and abroad.
- (vii) Bibliography of researches conducted on language teaching and learning in (a) India, (b) U.S.A. (c) U.S.S.R. (d) U.K. (e) Canada and (f) other foreign countries.

### **Publications**

Among the publications brought out by the Institute during the year, mention may be made of Papers and Talks edited by Dr. H. S. Bilgin. Reports and books on various aspects of language teaching.

## Regional Language Centres

### Objectives and Coverage

Four Regional Language Centres at Mysore, Bhubaneswar, Poona and Patiala have been established under the administrative control of the Central Institute of Indian Languages, Mysore for providing intensive training in Indian languages for a period of ten months to secondary and higher secondary school teachers deputed by State Governments. The languages taught at each of these Centres are:

- (a) Southern Regional Language Centre, Mansangotri, Mysore-6:
  - (i) Kannada,
  - (ii) Tamil,
  - (iii) Telugu, and
  - (iv) Malayalam.
- (b) Eastern Regional Language Centre, Laxmisagar, Bhubaneswar:
  - (i) Bengali,
  - (ii) Oriya, and
  - (iii) Assamese.
- (c) Western Regional Language Centre, Deccan College, Poona-6:
  - (i) Marathi,
  - (ii) Sindhi, and
  - (iii) Gujarati.
- (b) Northern Regional Language Centre, Punjabi University Campus, Patiala:
  - (i) Punjabi,
  - (ii) Urdu, and
  - (iii) Kashmiri.

The main object is to provide an incentive to all Indian States on an even basis to implement the Three-Language Formula and to offer assistance.

- (i) to Hindi speaking States to get some of their teachers trained in a non-Hindi language, and
- (ii) to non-Hindi States to get some of their teachers trained in an Indian language other than their State language and Hindi.

It is also intended to strengthen effectively the communication between various Indian languages and more generally to help develop Indian languages as vehicles for bringing about the emotional and social integration of the country.

The number of teacher-trainees deputed from each State during the academic years 1970-71 and 1971-72 are as under:

State	1970-71	1971-72
1 Andhra Pradesh . . . . .	1	20
2 Delhi Administration . . . . .	..	22
3 Goa . . . . .	..	2
4 Haryana . . . . .	32	14
5 Kerala . . . . .	13	11
6 Madhya Pradesh . . . . .	..	76
7 Maharashtra . . . . .	7	5
8 Mysore . . . . .		10
9 Orissa . . . . .	12	49
10 Pondicherry . . . . .	..	1
11 Rajasthan . . . . .	18	..
12 Uttar Pradesh . . . . .		..
13 Chandigarh . . . . .	3	..
<b>TOTAL</b>	<b>91</b>	<b>210</b>

The language-wise distribution of the teacher trainees is as under:

	1970-71	1971-72
<b>(1) MYSORE CENTRE</b>		
Kannada . . . . .	8	18
Malayalam . . . . .	10	10
Tamil . . . . .	10	24
Telugu . . . . .	36	28
<b>TOTAL</b> . . . . .	<b>64</b>	<b>80</b>
<b>(2) BHUBANESHWAR CENTRE</b>		
Assamese . . . . .	6	20
Bengali . . . . .	15	24
Oriya . . . . .	1	15
<b>TOTAL</b> . . . . .	<b>22</b>	<b>59</b>
<b>(3) COOCHIN CENTRE</b>		
Marathi . . . . .	3	22
Gujarati . . . . .	1	22
Sindhi . . . . .	..	2
<b>TOTAL</b> . . . . .	<b>4</b>	<b>46</b>
<b>(4) PATIALA CENTRE</b>		
Urdu . . . . .	1	10
Kashmiri . . . . .	..	9
Punjabi . . . . .	..	6
<b>TOTAL</b> . . . . .	<b>1</b>	<b>25</b>



### **Preparation of Materials**

In addition to teaching, the Regional Language Centres have prepared the following materials

#### **(1) Mysore Centre**

- (i) Phonetic Readers in Telugu, Malayalam, Kannada and Tamil.
- (ii) Recall Vocabularies in Telugu, Malayalam, Kannada and Tamil.
- (iii) Intensive Courses (Basic) in Telugu, Malayalam, Kannada and Tamil.
- (iv) Intermediate Course in Telugu, Malayalam, Kannada and Tamil.
- (v) Advanced Courses in Telugu, Malayalam, Kannada and Tamil.
- (vi) Kannada-Hindi Common Vocabulary, Tamil-Hindi Common Vocabulary, Malayalam-Hindi Common Vocabulary and Telugu-Hindi Common Vocabulary.

#### **(2) Bhubaneswar Centre**

- (i) Phonetic Reader in Assamese.
- (ii) Recall Vocabularies in Assamese and Bengali.
- (iii) Basic Course Lessons in Assamese.
- (iv) Intermediate Lessons in Assamese.
- (v) Advanced Course Lessons in Assamese.
- (vi) Assamese-Hindi Common Vocabulary.

In addition, Phonetic Reader and Basic Course Lessons in Oriya prepared by Dr. D. P. Pattanayak and Sri G. N. Dash have been made available to the trainees.

#### **(3) Patiala Centre**

- (i) Phonetic Readers in Kashmiri and Punjabi.
- (ii) Vocabularies in Kashmiri and Punjabi.

- (iii) Kashmiri-Hindi and Punjabi-Hindi Common Vocabularies.
  - (iv) Intensive Course in Punjabi.
  - (v) Intermediate Course in Punjabi.
  - (vi) Advanced Course in Punjabi.
- (4) *Poona Centre*
- (i) Recall Vocabulary in Gujarati and Marathi.
  - (ii) Intensive Course in Marathi, Sindhi and Gujarati.
  - (iii) Intermediate Course in Marathi and Gujarati.
  - (iv) Advanced Course in Marathi and Gujarati.

During 1971-72 it is proposed to complete the first draft of basic, intermediate and advanced level courses in most of the major Indian languages. In addition, the following materials are expected to be prepared:

- (i) Revision of basic teaching materials prepared during the previous years.
- (ii) Preparation of laboratory lessons for basic, intermediate and advanced courses.
- (iii) Preparation of teaching materials to be used by the teacher- trainees when they start teaching the language in their schools.

#### **Conference of the Directors of Public Instruction**

A conference of the Directors of Public Instruction was held in Mysore on the 1st and 2nd February 1971 to discuss the problems arising from the implementation of the scheme for giving intensive training in Indian languages to the Secondary and Higher Secondary School teachers deputed by various state Governments.

#### **Workshop of Principals and Lecturers**

During the week 21st June to 26th June, 1971 members of the staff of all Regional Centres including the academic staff

of the CIIL participated in a six-day Workshop of the Principals and Lecturers of Regional Centres organized by the Central Institute of Indian Languages at Mysore.

### **Central Institute of English**

It has been the constant endeavour of the Institute since its inception 13 years ago to promote better standards of teaching English in the country. The Institute has attempted to achieve this goal by directing its activities along the four channels of teacher-training, research production of instructional materials and extension work. The Institute has given specialised training in modern scientific methods of language teaching to more than 1300 teachers and teacher-trainers from all over India; it has carried out significant research on the linguistic and pedagogical aspects of English teaching in the context of our country and published its findings through its research bulletins and monographs; it has produced teaching materials of various kinds such as textbooks, teacher's handbooks, tape-recordings, etc. suited to the diverse instructional needs in the country; and it has through its extension services helped institutions all over the country, including the UGC, and NCERT, State Governments and Boards of Secondary Education, in their programme of teacher training, Syllabus and textbook reform, research and materials production.

The work done by the Institute is being recognised outside the country. In recent months, centres of English Language Teaching in some of the countries in the Middle-East, South-East Asia and even the U.K. and the U.S.A. have expressed their desire for collaboration with CIE. The Director of the University Language Centre, University of Tehran, along with two of her colleagues, visited CIE and has sought training facilities at the Institute for some teachers of her Centre. Similar requests have been received from Sikkim, Bhutan, Afghanistan and Cambodia. The Director Regional English Language Centre, Singapore, also visited CIE for the purpose of establishing close relations with the Institute. Even some universities and English

Language Centres in the U.K. and the U.S.A. have shown keen interest in collaborating with CIE in its programmes of teaching and research. An outline of its significant activities during the year is given below:

**(a) Academic Programmes**

The academic work of the Institute is carried on by the following departments and units:

- (i) Department of Phonetics and Spoken English.
- (ii) Department of Methods.
- (iii) Department of Linguistics & Contemporary English.
- (iv) Department of English Literature.
- (v) Department of Materials Production.
- (vi) Department of Extension Services.
- (vii) Radio Unit.

In June 1971 the Institute organised a four-week intensive course in Linguistics and Phonetics for university and college teachers which was attended by 32 teachers of English from universities and colleges all over India. Another four-week course for lecturers in English working at University Departments of Education, Colleges of Education/Training Colleges was also held in June 1971, which was attended by 16 teachers of English from all over India.

**(b) Research Projects and Research Diploma Course**

The projects carried out during 1970-71 were:

- (i) Prosodic features in Indian English; stress, rhythm, and intonation; (ii) Problems of translations: English to Hindi; (iii) Stylistic studies in Indian English poetry; (iv) A lexical and syntactic analysis of Indian newspaper reporting; and (v) an investigation into the vocabulary resources of three year degree students. The projects in progress during 1971-72 were; (i) A selection of reading materials for students of science and technology; (ii) A programmed remedial course in Modern English

Usage for the B.A./Pre-University classes; (iii) Editing prose selections for university classes; and (iv) A 3500-word vocabulary for the teaching of English in Indian schools.

**(c) Materials Production**

The Department of the Material Production at this Institute has been engaged in the preparation of two series of textbooks—General Series for classes VI to XI and Special Series for classes III to XI. In addition to 13 books already sent for publication in April '69, 6 more books were finalised during the year and sent to the NCERT for publication. A special two-year project for the preparation of Programmed Materials in English for Tamil and Hindi speakers undertaken in October 1969 at the instance of NCERT was in progress. A four-day Orientation Seminar for twenty senior teachers from Central Schools was organised by the department from 5th to 8th April 1971.

**(d) Extension Services**

During the period under report, the CIE collaborated with the University Grants Commission and the British Council in running Summer Institutes in English held at 13 universities for 6 weeks during April—July 1971. Later, the Institute participated in the Evaluation Conference held at the University Grants Commission from 26th to 28th July 1971. In addition to this, the Institute gave staff assistance for short courses held at various institutions. Audio-visual equipment worth approximately \$25,000 was ordered under the Ford Foundation Grant for use at the CIE and the ELTIs. Most of the equipment had already arrived and the work of distributing it to the various ELTIs was in progress.

**(e) Course in English for Foreign Students**

During the period March to June '71, 21 Government of India scholars from Afghanistan, Bahrain, Iran, Jordan, Laos, Lebanon, Libya, South Yeman and Thailand and 17 self-supporting students from Iran attended the course which included:

(i) Reading comprehension and vocabulary expansion; (ii)

Aural comprehension and speech practice; (ii) Remedial work in grammar; and (iv) Composition.

**(f) Bureau of Tests and Examinations in English**

The Bureau continued to analyse question papers received from various Universities and Boards of Secondary Education. A classified bibliography of tests and examinations in English was brought uptodate and made available to other institutions. The construction of a General Proficiency Test could not be taken up for want of adequate staff since the posts of a Reader and a Lecturer in the Bureau continued to remain vacant.

**(g) Radio Unit**

The Radio Unit continued its weekly radio lessons for classes VIII, IX and X which were broadcast from the AIR Station, Hyderabad. During the year under report, the Unit broadcast 85 lessons (28 lessons for class VIII, 27 for class IX and 30 for class X).

**Scheme for award of prizes to authors for writing Books|Mrs. in any Indian Language other than Hindi, Sanskrit and their Mother-tongue**

**Objectives and Scope.**

To encourage the people of every region in India to learn the language of other regions, to promote social cohesion and national integration, the Union Ministry of Education and Social Welfare have instituted a prize scheme under which prizes of the value of Rs. 1,000.- each are awarded to authors for books/manuscripts written by them in any Indian Language other than their mother-tongue, Hindi and Sanskrit. The maximum number of prizes that may be awarded every year is 65.

2. For the purpose of this scheme, the Indian Languages are those mentioned in the VIII schedule of the Constitution (other than Hindi and Sanskrit) but shall include the tribal languages of Ao and Angami of Nagaland.

Authors intending to participate in the prize scheme shall be required to submit books/manuscripts written by them in a language other than their mother-tongue. The author submitting the books/manuscripts for the prizes scheme must be a citizen of India. An author who has won a prize once under this scheme shall not be eligible to compete again for a period of five years from the year in which he/she won the prize.

3. (a) Books/manuscripts belonging to any of the following categories will be eligible for award of prizes:

- (i) Fiction;
- (ii) Drama;
- (iii) Memoirs;
- (iv) Travelogues and Essay; and
- (v) Poetry

Translation of a standard literary works of one regional language into another will also be eligible for the award.

(b) No book which has already received a prize in any competition run by the State Government or the Government of India or any organisations with the help of funds received from a Government Department or any International competition shall be eligible for being considered for this competition.

(c) Books published during the preceding ten years may be considered for the award of prizes, provided the author is alive and he/she has not won any prize for his/her book previously from a national or international organisation.

### **Promotion of Sanskrit**

#### **International Sanskrit Conference**

An International Sanskrit Conference is scheduled to be organised in New Delhi from 27th March—31st March, 1972 by the Ministry in cooperation with the UNESCO. About 400 delegates (including about 100 foreign delegates) and 300

observers are expected to participate in the Conference. Besides, learned papers on different aspects of Sanskrit in India and abroad, an exhibition of rare manuscripts, an exhibition of Sanskrit books and journals, an exhibition on development of Ayurveda, presentation of traditional Sanskrit lore, memory feats etc., presentation of Sanskrit plays and dance dramas are the highlights of the Conference. The Vedic Convention of this year is also being linked with the International Sanskrit Conference and recitations of various shakhas are to be presented to the learned audience.

### **Kendriya Sanskrit Parishad and its Committees**

The fourth meeting of the Visheshagya Samiti of the Kendriya Sanskrit Parishad was held on 18th August, 1971. The Committee made a number of recommendations on academic aspects of propagation of Sanskrit.

### **Meeting of Officers In Charge of Sanskrit in various States**

A meeting of Officers In charge of Sanskrit in various States and Union Territories was held on the 4th September, 1971 in which representatives from Mysore, Maharashtra, West Bengal, Bihar, U.P. Rajasthan, Delhi, Punjab and Gujarat participated. The meeting discussed ways and means for raising the standard of Sanskrit education, for ensuring proper utilization of Central assistance, for adoption of a uniform scheme of Sanskrit education, for the rationalization of pay scales of Sanskrit teachers and for greater cooperation and coordination between the Centre and the States.

### **Sanskrit Day Celebrations**

Sanskrit Day was celebrated all over the country on Shra-vani Poonima i.e., the 6th August, 1971. The highlight of this year's programme was the inauguration by the President of India, Shri V. V. Giri, of the celebrations at the National



Museum, New Delhi in a function organised jointly by this Ministry and the Sansdiya Sanskrit Parishad. Dr. Karan Singh, Minister of Tourism and Civil Aviation and Chairman of the Sansdiya Sanskrit Parishad presided.

### **All India Sanskrit Elocution Contest**

Tenth All India Sanskrit Elocution Contest was held in February, 1972 at New Delhi. Prizes were given for best participants in 8 fields of learning including Antyakshri and Samasya Purti.

### **Financial Assistance**

Grants amounting to Rs. 15.75 lakhs were released to about 500 voluntary Sanskrit organisations for propagation and development of Sanskrit including 16 Gurukulas. Besides, Central assistance amounting to over Rs. 13.40 lakhs was released to State Governments and Union Territories for centrally sponsored schemes of Sanskrit. This included assistance to about 500 scholars in indigent circumstances (including 58 new Awardees), award of 2,500 scholarships in high/higher secondary schools, appointment of Sanskrit teachers in secondary schools, appointment of teachers in modern subjects in Sanskrit pathshalas and implementation of different schemes of State Governments for propagation and development of Sanskrit.

### **Sanskrit Literature**

In pursuance of the recommendations of the Visheshagya Samiti, financial assistance to the extent of Rs. 43,400 was given to 23 Sanskrit journals, copies of 300 Sanskrit books were purchased for free distribution at a cost of Rs. 95,300 and 25 Sanskrit publications were brought out by individuals and organisations with the financial assistance totalling Rs. 1.5 lakhs. Major publication projects assisted included (i) Critical Pali Dictionary Project, Calcutta, (ii) Pratika Index to Critical Edition of Maha-

Biharata, B.O.R.I., Poona, (iii) Purana Project of All India Kashiraj Trust, Varanasi, (iv) Critical Edition of Harivamshi, as a part of Hindi Translation project of Mahabharata at Pardi, Surat, (v) Tattvacintamani Project at Calcutta and (vi) Sanskrit Dictionary Project at Deccan College, Poona. A grant of Rs. 2.80 lakhs was given for the Sanskrit Dictionary Project which entered into its third phase this year.

### **Rashtriya Sanskrit Sansthan**

The Sansthan, an autonomous organisation of the Ministry, continued to serve as the central administrative machinery for five Kendriya Sanskrit Vidyapeethas at Delhi, Tirupati, Jammu, Puri and Allahabad. The Sansthan formulated its own new syllabus for the Vidyapeethas under it and started conducting its own examinations in accordance with this syllabus. This Syllabus incorporates shastraic study on traditional lines along with appropriate study of modern Indian languages, English and other modern subjects. The Sansthan brought out a Sanskrit Diary, a Souvenir for the International Sanskrit Conference, an Inventory of Sanskrit institutions and a monograph "Sanskrit in India". Among the publications of the Vidyapeethas under the Sansthan, a special mention may be made of the Kama Kala Khanda of Mahakala Samhita, published by the Ganganath Jha Kendriya Sanskrit Vidyapeetha, Allahabad and Sanskrit text-book on educational psychology and Naradiya Sharihita by the Kendriya Sanskrit Vidyapeetha, Tirupati.

### **Scholarships**

Various scholarship schemes for promotion of Sanskrit studies continued during the year. 55 fresh research sholarships of Rs. 200/- p.m. were awarded, while those awarded during earlier years continued. Similarly, 60 new scholarships for Acharya and 60 new scholarships for Shastri were awarded. 160 fresh scholarships for B.A./M.A. and Ph. D. levels were awarded. The total cost of all these sholarships now comes to about Rs. 8 lakhs a year.

## Financial Allocations

The financial allocations for the various programmes included in this chapter for 1971-72 and 1972-73 are given below:

(Rs. in 000's)

Sl. No.	Name of the Scheme	Provision for 1971-72		Budget Estimate
		Original	Revised	1972-73
1	2	3	4	5
1	Appointment of Hindi Teachers in non-Hindi-Speaking States	10,000	10,000	12,500
2	Hindi Teachers Training Colleges	1,200	1,050	1,200
3	Opening of Hindi Medium Sections/Departments in the existing Colleges in the Non-Hindi Speaking States	500	..	200
4	Financial Assistance to voluntary Hindi Organisations	1,400	1,700	1,700
5	Awards of Prizes to Hindi Writers from non-Hindi Speaking States	50	40	25
6	Kendriya Hindi Shikshana Mandal, Agra	1,558	1,342	1,404
7	Correspondence Courses in Hindi	300	333	350
8	Hindi Encyclopaedia	50	50	50
9	Schemes of the Central Directorate	850	817	915
10	Propagation of Hindi Abroad	400	400	500
11	Scholarships to Students from non-Hindi Speaking States for Post-Matric Studies in Hindi	2,120	2,120	2,340
12	Assistance to voluntary Organisations for the Promotion of Indian Languages	450	450	600

	2	3	4	5
13 Central Institute of Indian Languages, Mysore . . . . .	1,060	855	903	
14 Four Regional Language Centres	1,332	1,202	1,600	
15 Central Institute of English Hyderabad . . . . .	1,512	1,368	1,506	
16 Scheme for Award of Prizes to Authors for Writing Books' Manuscripts in any Indian Languages other than Hindi, Sanskrit and their mother-tongue.		Provision included under item 12 above.		
17 Kendriya Sanskrit Parishad	35	35	35	
18 Production of Sanskrit Literature . . . . .	270	270	270	
19 International Sanskrit Conference . . . . .	100	25	300	
20 Centrally Sponsored Schemes	1,400	1,400	1,400	
21 Rashtriya Sanskrit Sansthan Delhi . . . . .	700	700	2,000 770 (N.P.)	
22 Shri Lal Bahadur Shastri Vidyapeeth, Delhi . . . . .	679 414 (N.Plan)	679 375 (N.Plan)	..	
23 Kendriya Sanskrit Vidyapeetha Tirupati . . . . .	300 370 (N.Plan)	300 370 (N.Plan)		
24 Grants to voluntary Sanskrit Organisations and Gurukulas	1,575	1,575	1,600	
25 Scholarships to Postgraduate Students, Shastri and Acharya Students . . . . .	270	235	276	
26 Seminars and Exhibitions	25	25	25	
27 Deccan College, Poona	105 175 (N.Plan)	105 175 (N.Plan)	105 175 (N.Plan)	
28 Publication of rare manuscripts	200	200	200	
29 Research scholarships to students of Sanskrit Pathshalas	270	250	323	

## CHAPTER VII

### BOOK PROMOTION

It is part of the National Policy on Education that immediate steps should be taken for the production of high quality textbooks for schools and universities. The chapter on School Education gives the details of textbooks for schools and in this chapter an account is given of textbooks for universities, particularly in Indian languages. In addition, the whole range of book promotion programmes undertaken and implemented by the Union Ministry of Education is discussed in what follows.

#### **University-level Books in Indian Languages**

Production of University-level Books in Indian Languages: Initiated in 1968-69, the scheme envisages a central grant up to Rs. 1 crore spread over a period of six years to all States (except at present to the Union Territories and the States of Jammu and Kashmir, Nagaland, Meghalaya, Tripura, Manipur, and Himachal Pradesh) 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 was on a matching basis with the State Government concerned sharing 25 per cent of the expenditure. From 1969-70, the Central grant was changed to 100 per cent. To implement the programme, a set of guide lines was formulated by the Ministry and sent to the States. While grants are provided to the State Governments to implement the production programmes, special bodies, either autonomous or departmental, have been set up in all the 15 States. The scheme provides for the translation and original writing of books, adaptation and adoption of terminology evolved at the Central level, and the training and reorientation of teachers. The guidelines also provide that a revolving fund

should be constituted by each of the State Governments from the sale proceeds of the books which should be sold on a no-profit no-loss basis or at a marginal profit only.

Coordination is of the utmost importance if such an extensive programme should be successfully implemented. While a special continuing co-ordination machinery has been set up for the programmes of the Hindi-speaking States, Zonal Conferences of Education Ministers and Vice-Chancellors of participating States were organised in the year to review the working of the programmes in other States. The following grants have been so far released to the State Governments under schemes:

1968-69	Rs. 33,47,828
1969-70	Rs. 59,84,000
1970-71	Rs. 71,00,000

#### **Coordination of University-Level Book-Production Programmes of Hindi-Speaking States**

To coordinate the programmes of three Hindi-speaking States, to avoid duplication and to achieve the maximum advantage in common, 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 and comprising all the Education Ministers, Vice-Chancellors etc., of the concerned States as members, the functions of the Conference are to review generally the progress of production programmes and to advise the Governments concerned on all pertinent matters. There is a Co-ordination Committee of the Conference, besides a Core Committee to look after all matters of detail including approving topics for original writing, distribution of books for translation among the States and to advise on the tasks to be carried out by the central agency, namely, the Commission for Scientific and Technical Terminology (CSTT), which also provides the secretariat to all the three bodies. The States concerned are represented in all the committees.

A Hindi Granth Akademi has been established as the implementing machinery in each of the Hindi-speaking States, viz., Bihar, U.P., M.P., Rajasthan and Haryana. Central subject panels have been constituted to give technical advice with regard to the selection of titles. There are at present 62 such panels. The recommendations of the subject panels are considered by the Core Committee which distributes the titles to the States. So far 3675 titles have been approved for translation and 961 for original writing. Available literature has been also surveyed as a result of which 812 books suitable for use in University classes have been located. So far 1,708 books have been allotted to various Hindi Granth Akademies. The Central Agency, the work of which is confined to Medicine, Engineering and Agriculture has also taken up the production/translation of 424 titles. It is also getting 427 books written originally.

Out of the books allotted, 101 books have been published so far which include 58 translations and 43 original books. 38 translations and 41 original books are ready for the press. The remaining are in various stages of production. Care is being taken to ensure that books are written keeping in view the syllabus of not one university but the syllabi of a number of universities. It is held that all translated or original books published under the programmes would be prescribed/recommended for study by the various universities in the Hindi region. In some other respects also, co-ordinated steps have been taken. For example, the Vice-Chancellors of these States have generally agreed that by July, 1973, Hindi should be the medium of instruction in all universities in these States. Similarly, uniform rates of remuneration for original writing/translations, uniform pricing policy and uniform commission rates to the book trade have been adopted.

The Co-ordination Committee has decided that the work of obtaining translation rights, production of books in medicine, agriculture and engineering, preparation of encyclopaedias and reference books, the work of looking after the Hindi Book Production Directorates at the Delhi and B. H. Universities,

central sales and publicity, and preparation of readings would be done centrally i.e. by the CSIT. The Committee has further decided that 2 journals each may be produced by the 5 Academies and 5 review journals may be brought out by the central agency, i.e. CSIT in 15 subjects to be used by students as supplementary reading material based on latest developments in the subject.

### **Production of Urdu Books**

Urdu is an important non-State language of the country. The Union Government have set up for the production of University level books in Urdu a central board called Tarraqi-e-Urdu Board with the Union Minister for Education and Youth Services as Chairman and Prof. Mujeeb, Vice-Chancellor Jamia Millia Islamia as Vice-Chairman. An allocation of Rs. 1 crore has been made available to the Board for its book development programmes during the Fourth Plan period. The first task to which the Board addressed itself was to survey the existing literature in Urdu in various subjects and to prepare a bibliography of existing Urdu books. The Board has also laid down the guidelines and the mechanism for selecting titles and the allotment of work to Urdu scholars for translation and original writing. It has so far set up 29 subject panels and 3 sub-committees. In addition to the university-level textbooks and reference literature, the Board has decided that books on popular science, children's literature, reference works, encyclopaedies and basic books for teaching Urdu should also be prepared and published. The various subject panels have so far selected 606 titles for translation/original writing. They have also selected translators, authors and evaluators for 494 titles, which have been allotted work by the CSIT, functioning at present as the secretariat of the Board. Out of these, 185 books are at an advanced stage of translation. So far manuscripts of 38 translations of original writing, and rare books duly revised have been received, out of which 3 books have been published. It has been decided that the manuscripts so prepared under the auspices of the Board may be got published through the National



Book Trust. A Standing Committee has been set up by the Board under the Chairmanship of Prof. Mujeeb to guide and supervise the work.

The Union Government have agreed in principle to give a grant of Rs. 4 lakhs to the Anjuman-Tarraquire Urdu Hind, Aligarh, for the construction of an Urdu Ghar in Delhi on the condition that the Anjuman shall provide suitable accommodation for the offices of the Tarraqui-e-Urdu Board and for an Urdu library to be set up under the auspices of the Board.

### **Production of Books in Sindhi**

The Union Government have under consideration the question of producing educational literature in Sindhi which is also an important non-State language.

### **National Programme of Core Books**

Besides the language-wise book production programmes described earlier, a national programme of core books to be written by eminent Indian writers on various subject fields has been taken up at the Central level. If originally a core book is in a regional language, its English version will first be brought out by the Union Government to enable its subsequent translation in other languages. The core books would be of such standard and quality that all universities would accept them as textbooks or reference literature and such books would remain useful at least for a period of 5 to 10 years. A Core Book Committee under the chairmanship of the Union Education Minister has been set up for selecting titles for translation/original writing under this programme. The responsibility for the publication of books has been entrusted to the National Book Trust. For production of University-level medical books, a cell has been set up in the All India Institute of Medical Sciences, New Delhi. A textbook on anatomy means for undergraduate medical students has been taken up in the first instance. It has also been decided to bring out a book on surgery in consultation with the representatives of the Association of

Surgeons of India. For books in the humanities and social sciences, the UGC has been gathering suggestions from various universities.

### **Award of Fellowships for Writing/Translation**

To supplement the efforts made by the State Governments and universities for production and translation of university level books in regional languages, the Government of India have initiated a scheme to award 100 fellowships each year of the value of Rs. 500 plus an annual contingent grant of Rs. 2,000 to enable a proportion of outstanding students in sciences, humanities and social sciences, after their master's degree to associate themselves with distinguished university teachers for the purpose of undertaking writing of quality books at the university level. The essential purpose of the scheme, besides bringing out quality books, monographs, translations, etc. is to develop a pool of competent young scholars actively interested in indigenous preparation of quality books in the country. The books could be written in English or any of the Indian Languages. The Scheme is being implemented by the UGC. The Commission will also organise suitable workshops to enable such scholars to receive training in techniques of translation, bookwriting, use of controlled vocabulary etc. and such workshops will be organised in a few universities on a subject basis. The identification and selection of suitable guides or supervisors, his association with younger scholars/scientists, providing the younger scholars with the leisure and library facilities to devote full time to writing, providing critical reviews during the preparation of manuscripts, and classroom testing and evaluation before final publication, are the key factors of the scheme. So far 196 Supervisors/titles have been selected by the U.G.C. under this scheme.

### **Award of Prizes to Writers of Original Books in Indian Languages including English**

To promote Indian authorship, it is proposed to initiate a scheme of awarding prizes to authors of original books which

can either be used as textbooks or supplementary reading material for the university students in Indian Languages including English. The details of the scheme are being worked out.

### **Procurement of Translation Rights**

As a result of negotiations between this Ministry and the British Publishers' Association and American Publishers, 29 leading US publishers have agreed to make available to the Government of India, if not otherwise committed, the translation rights of their books at a flat rate of royalty per language irrespective of the size of the edition. The British Publishers' Association have also agreed on similar terms but with a graded rate of royalty linked to size of edition. To make it easier for the foreign copyright owners and to provide for coordination, the copyright licences are negotiated centrally on behalf of the State Governments with the right for the centre to sublicense the publication to the concerned state agency. 482 contracts for translation of the U.K. and the U.S. titles into Indian languages have so far been executed with the UK and U.S. publishers. These are for books considered essential for Indian educational purposes.

### **Economy Edition of Foreign Textbooks**

The Government of India, Ministry of Education have, in collaboration with the Governments of the UK, the USA and USSR, been operating schemes for the republication of textbooks in low priced editions for use by University students in India. A detailed account of the scheme follows:—

### **The Indo-British Textbook Programme**

This programme popularly known as the E.L.B.S. (English Language Book Society Series) was initiated in 1960. This Ministry approves British Books in various disciplines on the basis of their evaluation by various Indian experts and expert bodies like the UGC, ICAR etc. The approved books are

then published in the UK and marketed in India through normal trade channels and are normally priced at about 1/3 the cost of the original edition. Since its inception about 450 books have been approved under this programme.

### **The Joint Indo-American Textbooks Programme**

This programme was instituted in 1961 to make available to Indian students standard American Works in low priced editions.

A Joint Indo-American Board consisting of seven members from each side with the Secretary of this Ministry as the Chairman lays down the guidelines for the operation of the programme. Titles approved by the Ministry of Education in consultation with the Indian experts or expert bodies are republished in India by Indian Publishers with a subsidy from the USIS or USAID to bring down the price of the book to about 1/5 of the original American price. About 1200 books have been brought out under this programme. The funds for operating this scheme are provided from P.L. 480 funds.

In 1968 USAID made available an additional allotment of U.S. \$2 million equivalent to Rs. 15 million to cover reprints of American books in science and technology, publication of translations of approved American books in the Indian languages and reproduction of American scientific journals in India. A second grant of 2 million dollars was made in June 1970 which besides the existing activities covers the publication of approved manuscripts by Indian authors, demonstrations, exhibitions and research studies pertaining to problems affecting textbooks.

The third offer of 2 million dollars has been received and accepted. The details regarding the use of these funds are yet to be worked out, but in accordance with agreed policy greater emphasis is proposed to be laid on Indian authorship and publishing.

### **The Joint Indo-Soviet Programme**

A Joint Indo-Soviet Textbook Board consisting of 5 Indian and 5 Soviet members with the Education Secretary as Chairman was constituted in 1965 to operate the programme for the translation, adaptation and publication of standard Russian Educational Works in English for use of students in India. Soviet books are evaluated by Indian experts/expert bodies and approved by the Ministry. They are published in the USSR and marketed in India through normal trade channels. Over 180 books have been approved under this programme.

On the recommendation of the Joint Indo-Soviet Text Book Board and with the scholarships offered by the Government of the USSR under the Cultural Exchange Programme, three Indian scholars have been trained in the USSR in the techniques and methodology of translation and ten Indian scholars have been selected for similar training in 1971-72. The Seventh Meeting of the Joint Indo-Soviet Text Book took place in Moscow from 9th—14th September, 1971. Besides reviewing the past programme, the Committee laid down the various ways and means by which more Soviet text and reference books could be made available for use by the Indian students at the University level.

As part of the International Book Year celebration in 1972, it is proposed to promote co-authored books by Indian and foreign authors. The proposal has been accepted by the Indo-Soviet Board and is being under the Joint Indo UK and Indo-US Programmes also.

### **NATIONAL BOOK TRUST**

The National Book Trust, India, was set up as an autonomous organisation by a government resolution by the Ministry of Education in 1957 with the twin objectives of producing low-priced good literature and fostering book-mindedness in the country. The Trust has been entrusted with the implementation of two other important schemes viz., the scheme for

assisting publication of university level books in English by Indian authors and the Aadan Pradan programme.

### **University-level English Books by Indian Authors**

To ensure that good India textbooks at the university level in English are not forced out of the market by competition from foreign subsidised books, a scheme has been formulated to subsidise 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 covers not only fresh manuscripts but also published works and adaptations of standard foreign books by Indian authors. In special case books by foreign authors may also be subsidized. The manuscripts/books are selected by panels of experts and the published either by the National Book Trust or through private publishers. In the matter of selection of titles preference is given as far as possible, to natural sciences, mathematics and professional subjects like engineering, medicine, agriculture and to books required by textbooks libraries.

So far the Trust has published 21 books under the scheme and approved another 43 titles which are in various stages of publication.

### **Aadan Pradan**

To foster national integration, up to ten of the most representative and well-known books in each language specially the more recent and contemporary works which would enable readers in one language to understand and appreciate the way of life, the feelings and the urges of another linguistic region of the country, are being translated into every other language mentioned in the VIII Schedule of the Constitution to provide the country with a set of common books. The project covers representative novels, short stories, anthologies of popular, sketches and travelogues. So far 57 titles have been brought out and 43 titles are in the press. During 1972-73, it is proposed to bring out 140 titles in the various Indian languages.

The normal activities of the National Book Trust include publishing programmes, organisation of book fairs, book exhibitions, seminars, symposia etc., with a view to fostering book-mindedness and holding of writers' camps to promote inter-regional understanding through informal meetings of groups of writers in various regional languages.

To project a proper image of the publishing industry in India the Trust also arranges book exhibitions and participates in International Book Fairs held abroad.

### **Other Activities**

In order to observe the Silver Jubilee Celebrations of India's Independence, it is proposed to publish a short history of the Freedom Movement in an easy style for the young and an "Anthology of Indian Poetry" of eminent poets writing during the Freedom Struggle and those who came on the scene after India became independence. The National Book Trust will also participate in the project for bringing out experimental editions of common reading materials for children sponsored by the Tokyo Book Development Centre, Japan.

### **Book Promotion in General-National Book Development Board**

To foster the growth of books in India, the Government of India set up a National Book Development Board in 1967 to lay down guidelines for the development of the Indian book industry and trade in the context of the overall requirement of the country. The Board has on it representatives of the different sectors of book industry—publishers, authors, printers and booksellers—as well as of the various governmental and non-governmental agencies dealing with the implementation of book programmes. Ordinarily the Board meets once a year. However, the Board sets up Committees for specific purposes. On the expiry of its first term of 3 years the Board was reconstituted in December 1970 with some additional functions.

The Board has so far held six meetings (including one of the reconstituted Board) and has identified the vital areas in the

field and has made a number of far-reaching recommendations. Partial tax exemption to Indian publishers, liberal credit facilities to book publishers, seminars in the field of book production and distribution, institution of training courses for publishers and booksellers, starting a University course in publishing, setting up of a Central Publication Exchange Unit for making common use of artistic and design works, setting up of a Book Information Centre, rationalising the imports and expanding the exports of books are some of the questions studied. An important recommendation of the Board is to carry out a comprehensive survey of the needs of the Indian Book Industry and Trade in order to recommend a coordinated policy for the promotion of book publishing as a whole. An export committee has been set up to launch this survey which would be the first of its kind in India.

#### **Training Programmes**

In order to create training facilities for Indian publishers and booksellers which were practically non-existent till recently, a committee set up by the Government of India has suggested the establishment of a training institute by the Federation of Publishers and Booksellers Associations in India. The institute will have a permanent organisational staff to plan and organise such courses with the help of a Technical Director and lecturers drawn for the occasion from the local experts in the field. To start with, two courses a year have been proposed. The duration of each course will be about two weeks. To begin with, the first two courses are proposed to be conducted at Delhi so as to gather experience and set down standards. In the subsequent years, courses will be extended to different regions of the country. If possible, these will be conducted in the regional languages.

During the period under review, Indian nominees participated the following courses:

1. Two nominees of the Government of India attended for a fortnight the International Book Art Exhibition held in Leipzig from May 29, 1971.



2. A representative of the N.B.T. attended the Second Experts Meeting on Planning Common Reading Materials in Asia in Tokyo from July 20 to 24, 1971.
3. Two nominees of the Indian National Commission for UNESCO attended the Fifth Training Course in Book Production in Asia from 10th September to 9th November, 1971 in Tokyo organised by the Tokyo Book Development Centre under the auspices of UNESCO.
4. Two nominees of the Indian National Commission for UNESCO attended the Regional Seminar on Production, Planning and Distribution of Text and General Books in Asia organised by UNESCO in Kuala Lumpur (Malaysia) from 29th November to 18th December, 1971.

### **Export Promotion of Books**

India is producing books of a fairly high standard some of which have been exported to foreign markets. During 1970-71 India exported books and pamphlets etc., worth about Rs. 1,00,00,000 to about eighty countries. Printing capacity of a fairly high standard is also available in India at comparatively lower rates and the possibility of exporting Indian publishing and printing capacities is being explored.

An Indian publishers delegation visited certain countries in East Africa in February-March 1971 and a six-member team of printers and publishers visited the U.S.A. in January 1972.

In addition to participating in the International Book Fairs, the Government of India also provides financial assistance to publishers to enable them to participate in important International Book Conferences.

## **World Book Fair**

In response to a UNESCO decision to celebrate 1972 as International Book Year, National Book Trust, India, had planned to organise a World Book Fair from January 22 to February 6, 1972. The Fair was to be held in extensive Ferozshah Kotla Grounds in New Delhi. An International Seminar on "Books For The Millions" and a National Writers' Camp were among the varied programmes which were planned as adjuncts to the Fair. Several countries like the USA, the USSR, the UK, France, the Federal Republic of Germany, the GDR, Austria, Ireland, Greece, Italy and Japan apart from many State Governments and various organisations administered by the Ministry of Education and Social Welfare and others had agreed to participate.

All arrangements to hold the Fair were proceeding according to schedule to provide for the participation of over 140 leading Publishers and Booksellers from India and abroad. They had booked stalls and reserve space for constructing pavilion when the Fair had to be postponed on account of the national emergency and the crisis which overtook the Country. Now, it has been decided to hold this Fair in March.

## **Import Policy for Books**

The import policy for books, journals, magazines, children's literature and other educational material is laid down by the CCIE in consultation with this Ministry. A liberal policy is followed in this behalf since this Ministry is of the opinion that in the interest of education there should be free flow of knowledge into the country but at the same time, it has to be ensured that this does not stand in the way of the development of indigenous books. For this purpose the following provision has been added in the Red Book that importers should avoid importing foreign editions of books of which Indian reprints are available.

**Financial Allocations**

The provision for the major schemes described in this chapter for 1971-72 and 1972-73 are given in the statement below:

( Rs. in 000's)

S. No.	Item	Provision for 1971-72		Budget Estimates for 1972-73
		Original	Revised	
1.	Collaboration Schemes for low-priced University-Level Books	125	25	125
2.	University Level English Books by Indian authors.	1,000	500	4,000
3.	Aadan Pradan Publications	1,200	1,000	1,000
4.	National Book Trust	830	810	880
5.	Book Export Promotional Activities	275	264	350
6.	Holding of World Book Fair	450	250	200
7.	Text Book Reference Library	100		Merged with Provision for Ministerial Posts.
8.	Documentation of Imported books	..	..	100
9.	National Book Development Board	290	250	290
10.	International Book Year Celebrations	..	..	120

## CHAPTER VIII

### YOUTH WELFARE, SPORTS AND GAMES

The development of sports and games on a large scale with the object of improving the physical fitness and sportsmanship of the average student as well as of those who excel in this field, has been given its due importance in the National Policy on Education. The Policy has also laid down the need to involve students in national service through participation in meaningful and challenging programmes of community service. This chapter gives an account of the activities under these heads.

#### **National Service Scheme**

Though originally conceived as an alternative to the National Cadet Corps programme to cover every boy student studying in the first degree course of college education, the National Service Scheme was started late in 1969 on a selective and volunteer basis because of the constraint on resources and the need for gaining experience before embarking on a large scale compulsory programme. The Fourth Plan outlay for this programme was fixed at Rs. 5 crores. The per capita cost on this programme estimated at Rs. 150 per year is shared by the Centre and the State in the ratio 2:1. Of the Centre share of Rs. 100/- Rs. 70/- are paid to the State and the balance of Rs. 30/- is to be spent towards grants to selected schools of social work who have been attached to various universities to give orientation training to NSS teachers, to develop the programme and organise All India camps and for grants to the three specialised Institutes namely, The Tata Institute of Social Sciences, Bombay, the Delhi School of Social Work, Delhi and the Indian Institute of Technology, Kharagpur, for research and evaluation, for providing necessary training facilities and for production of literature necessary for

the programme. The Centre's share of Rs. 70/- together with the State's share of Rs. 50/- is made available for utilisation by the universities and the colleges in the development of the programme.

The NSS programme launched in September, 1969 in 40 selected educational institutions covering 40,000 students has been extended to most universities during subsequent year and the target for 1971-72 was of 1,17,000 students.

The programme had its initial teething troubles mainly because the State Governments could not provide their share of the expenditure in their budget proposals. But this difficulty has since been overcome. The targeted strength for the NSS during 1972-73 is also 1,60,000 students.

During the year 1971-72, the social services rendered by the university students covered many aspects like adoption of a village by a university for intensive social uplift work, carrying out of socio-medical surveys, setting up of medical centres, imparting training to rural women in sewing, embroidery and knitting etc. Work in the urban areas ranged from social service to slum dwellers, mass immunization and sanitation drives, running of welfare centres, adult education programmes for the poorer sections of the community, blood donation and campaign work in slum areas. Social service under this scheme was also rendered in the form of help to patients in hospitals, inmates of the orphanages, Cheshire Homes and welfare institutions for the physically handicapped. Work projects were also carried out.

The most important social service rendered during the year was in the Central refugee camps set up for the refugees from Bangla Desh. Batches of NSS students from various universities served in these camps for 10 to 15 days at a time by rotation. In all about 15,000 students rendered such service. While proceeding to the refugee camps, the NSS students also collected donation in cash and kind for the refugees.

861 NSS teachers have so far been given orientation training in the 18 selected schools of social work. Training of more NSS teachers for the increased NSS strength for the year 1972-73 is now contemplated. The three schools of social work have also carried out the evaluation of the NSS programme in a limited number of universities. On the basis of the experience gained during the past two years of NSS activity, a working group is currently examining the modifications necessary to make the programme more realistic and meaningful both from the educational and service angles so as to make the programme more practical and effective.

Another significant feature of national service by students is their involvement in the work of "Chittaranjan Mobile Hospitals" established at the rate of one such hospital per State, as part of the C. R. Das centenary celebrations. These hospitals are attached to at least one Medical College in each State. On each mobile hospital, the Union Ministry would meet the non-recurring expenditure of Rs. 3 lakhs to meet the cost of capital equipment including the vehicle. Dr. P. K. Doraiswami, Adviser on Mobile Hospitals in the Department of Health in the Ministry of Health and Family Planning is also adviser for the Chittaranjan Mobile Hospital scheme. All the sixteen States to which the scheme was offered have set up these mobile hospitals.

In order to facilitate the setting up of these hospitals as expeditiously as possible, the types of equipment and appliances required were standardised and specifications communicated to the Deans and State authorities concerned. A Blue print for locating tents, the operation theatre, the out-patient department, staff quarters etc., was sent to each Dean. Detailed guidelines were also supplied to the Deans. A closely coordinated programme of visiting houses in the villages for collecting information regarding the families etc., was worked out in collaboration with the primary health centres and the medical college concerned. The training and service programme is closely supervised by the teachers from the medical college in collaboration with the personnel employed in various national programmes. These

services include out-patient and in-patient and laboratory work in the mobile hospital, home visiting for health survey and natal clinic, baby welfare motivation in family, planning antenatal surveys, collection of vital statistics, involvement in national programmes for eradication or control of communicable diseases, and family planning programme in collaboration with the State Public Health and Family Planning personnel and assistance in the implementation of nutrition, mid-day meal and school health service programmes.

Even within the short time that the scheme has been in implementation, it has proved to be very popular with the villagers. It has also fulfilled its other main objective of training the students and interns in preventive and promotive aspects of health. The villagers appreciate the health and medical care given by competent specialists near their homes. The scheme has also provided an incentive to those villagers who can afford, to make contributions for starting dispensaries on their own as permanent arrangement after the Mobile Hospital move out, as was evident in the village of Gummidipundi, about 65 kms. from Madras.

During 1971-72 up to 31st December, 1971 grants totalling Rs. 30,60,000 have been sanctioned to the State Governments. In addition grants of Rs. 20,000 each were sanctioned to four universities for organising the All India NSS camps for the relief of the refugees from Bangla Desh in which over 1800 NSS students have so far participated. So far grants to the extent of Rs.58,412 have been given to the specialised institutions during the year 1971-72.

#### **Youth Welfare Boards and Committees**

Under this scheme financial assistance is given to cover 50 per cent of the administrative expenditure incurred by universities on the employment of a wholetime Director or Dean of Students Welfare and a small complement of staff to assist him, besides miscellaneous contingent expenditure on certain approved items. At present about 40 universities have set up such boards and committees. A provision of Rs. 0.75 lakhs has been made for the year 1972-73. A proposal is under the

The agenda of the meeting included discussions on items like communication and cooperation between National Commissions and UNESCO Secretariat, role of Asian National Commissions in the Second Development Decade, establishment of a Liaison Office for Asian National Commissions, the celebration of International Book Year (1972), and preparation for the 17th session of UNESCO General Conference.

### **National Seminar on International Cultural Cooperation**

The Commission organised a National Seminar, under the Chairmanship of Dr. Prem Kirpal, President, Unesco Executive Board, at New Delhi from March 15-17, 1971, to consider ways and means to implement the Declaration of the Principles of International Cultural Cooperation adopted unanimously by Unesco in November 1966. The Seminar which was attended by about 20 participants, recommended, inter alia, the establishment of (a) a National Commission for Cultural Rights for the development and reinforcement of cultural policies and programmes, and for the protection of Cultural Rights, and (b) a Foundation for Cultural Development which would make positive efforts for the promotion of culture in the country by organising studies and projects through various organisations and by giving financial and other assistance for this purpose. The Seminar also recommended the strengthening of the cultural content of Education in the interests of the total development of the individual. It further recommended more extensive area studies in universities, intensive publication programme for foreign books, exchanges with foreign countries of documentary films, reproductions of paintings and sculptures etc., organisation of travelling Book Fairs and art exhibitions, and several other projects as part of the programme for International Cultural Cooperation.

### **Publications of the Commission**

#### **(a) Journals**

The Commission regularly brings out a quarterly "Newsletter" to publicise information about the activities of the Com-



mission and Unesco in India. It also publishes another journal entitled "World in the Class Room" to promote Education for International understanding. This is also a quarterly publication serving as a forum for dissemination of information on the classroom projects in the field of Education for International Understanding undertaken by the participating institutions. Special issues of these journals were brought out in commemoration of the 25th Anniversary of Unesco.

### **(b) Indian Languages Editions of Unesco Courier**

For the benefit of non-English knowing readers, the Commission continued the bringing out of the Hindi and Tamil edition of the "Unesco Courier". The Hindi edition is being brought out by the National Book Trust, India, New Delhi and the Tamil edition by the Southern Languages Book Trust, Madras.

In addition to these regular publications, the Commission brought out the proceedings of the Ninth Conference of the Indian National Commission for UNESCO held in July, 1970.

### **Translation of Unesco Publications**

With financial assistance from Unesco, the Indian National Commission for Cooperation with Unesco, completed translation into Hindi the following books brought out in English by Unesco:

1. Vocational and Technical Education
2. School Teachers and the Education of Adults
3. The Teaching of General Science in Tropical Secondary Schools.

The Hindi translation of another UNESCO book entitled "Teaching of Reading and Writing" has been completed and arrangements are under way for its publication.

## **Study Kits**

### **(a) Study Kits on India**

- (i) With financial assistance from Unesco, the Commission has prepared 20 Study Kits on India for supply to a few selected National Commissions for Unesco in other countries.
- (ii) On a request received from them, a set of 20 photographs depicting Indian folk dances, folk and traditional theatres was supplied to the Unesco Club of Benin, Lome (Togo).

### **(b) Study Kits on Denmark, Finland, Norway, Sweden and Iceland**

The Danish National Commission for Unesco, has despatched 60 Study Kits on Denmark, Finland, Norway, Sweden and Iceland to the Indian National Commission for distribution to Indian Schools participating in the Programme of Education for International Understanding and the Unesco Clubs.

## **Unesco Clubs**

(a) The Indian National Commission for Cooperation with Unesco has been promoting the establishment of Unesco Clubs in various Centres including universities, libraries and educational and cultural institutions. So far 108 such Unesco Clubs have been established throughout the country. These clubs undertake activities to disseminate information about the aims and policies of Unesco, U.N. etc. and arrange various programmes in the field of education, science, culture etc. to promote international understanding, cooperation and world peace. The Commission has been sending publications, periodicals, and other materials received from Unesco or brought out by the Commission itself regularly to all the Unesco Clubs. Special Kits of material were sent to these Clubs to enable them to celebrate U.N. Day, Human Rights Day, International Year for action to combat Racism and Racial Discrimination and the

Twenty-fifth Anniversary of Unesco. The Indian Federation of Unesco Clubs, with financial assistance from the Commission, organized a series of Workshops in connection with the Silver Jubilee of Unesco.

(b) Meeting on Promotion of Unesco Clubs in South-East Asia —Indian participation in.

On an invitation from the National Federation of Unesco Associations in Japan, Shri C. S. Nayar, Deputy Secretary in the Ministry of Education and Social Welfare, and Secretary, Indian National Commission for Co-operation with Unesco, participated in the meeting on the promotion of Unesco Clubs in South-East Asia organised at Tokyo from October 11 to 16, 1971 with financial assistance from Unesco.

#### **Programme of Education for International Understanding**

(a) Over 900 schools and Teacher Training Institutions are participating in the programme taken up by the Commission in support of Unesco's world-wide Associated Schools Project in Education for International Understanding and Cooperation. The Commission has enlisted about 30-40 secondary schools and Teachers Training Institutions and about 10 Primary Schools from each State to participate in the programme besides 142 Central Schools. The project hinges round three main activities:

1. Teaching about UN and its Specialised Agencies.
2. Teaching about other countries and cultures.
3. Teaching about Human Rights and Fundamental Freedoms.

(b) Teachers' Workshops

To orient teachers of participating institutions in the development of curricular and co-curricular activities under the project, the Commission has been organising workshops from time to time. These workshops enable the teachers to examine the teaching methods and materials suited for experimental and curricular activities in Education for International Understanding,

to exchange ideas and experiences on the operation of the projects in the classroom and on methods of evaluating them for assessing results and effecting improvements, and for considering ways and means for integrating the teaching of international understanding with the core subjects in the normal school curriculum. The Commission has so far organised 25 workshops on a regional and State basis in different parts of the country. Two such workshops were held during the year, one at Trivandrum (10—14th May 1971) and the second at Pondi in Goa (2—6 August, 1971).

### **Celebrations of Anniversaries of Important Events and Personalities.**

#### **(a) 25th Anniversary of Unesco**

##### *Public Function*

Professor Syed Nurul Hasan, Minister of State for Education and Social Welfare visited Paris from 2nd to 6th November, 1971, to participate in the 25th Anniversary celebrations of Unesco. Professor Nurul Hasan also took the opportunity to visit the United Kingdom for holding discussions with the High Commissioner of India in London and the officers of the Education Department of the High Commission on Educational problems.

The Commission, in collaboration with the National Council of Educational Research and Training, organised a public function in New Delhi on the evening of 4th November 1971 to commemorate the silver jubilee of Unesco. The programme included an address by Dr. Malcolm S. Adiseshiah, formerly Deputy Director-General of Unesco, screening of two films entitled, "In The Minds of Men" and "Unesco and N.C.E.R.T.", and a Cultural Programme. A commemorative postage stamp was also released on that day.

At the request of the Commission, a number of non-governmental and governmental organisations in India organised programmes to celebrate the events. These included news coverage

and special broadcasts and talks on Radio and Television, public functions and essays and declamation contests, debates, symposia etc. in educational institutions. The Commission sanctioned financial assistance to the following organisations for special programmes to commemorate the 25th anniversary of Unesco :

- (1) Indian Federation of Unesco Clubs for the organisation of Unesco Workshop meetings.
- (2) The United Schools Organisation of India for holding a Unesco Week;
- (3) Haryana UN Association for a Seminar on Education and Culture for Future etc.

#### **International Year for Action to Combat Racism and Racial Discrimination**

On the request of the Commission, a number of non-governmental organisations and educational institutions undertook various activities in the celebration of 1971 as the International Year for Action to Combat Racism and Racial Discrimination. With financial assistance from the Commission, the United Schools Organisation of India organised an All-India Teachers' Seminar on the theme in May 1971.

#### **Study of Civilizations of Central Asia**

(a) The Commission is participating in Unesco's project on the Study of Civilizations of the Peoples of Central Asia. The project has two aspects viz., deepening of scholarly knowledge, and better appreciation by the general public of the cultures of Central Asia through studies of their Archaeology, History, Science, Literature and Contemporary Social and Cultural developments etc. The geographical area covered under the Unesco project now comprises Afghanistan, Northern India, Eastern part of Iran, Pakistan, Mongolia and Soviet Central Asian Republics.

(b) In order to implement the Unesco project effectively, a National Advisory Committee on Central Asian Studies has

been constituted by the Commission which is responsible for coordinating Central Asian Studies in India under the project.

**(c) History of Ideas and Philosophy**

The special theme allotted to India by UNESCO under the project is 'History of Ideas and Philosophy'. The Centre of Advanced Study in Philosophy, University of Madras, has undertaken studies on Buddhist philosophy and Bhakti Movement in India and the impact of both on Himalayan borders. The Commission has also given financial assistance to the University of Patna for the preparation of a book containing studies on History of Social and Political Ideas in Central Asia and also to the University of Allahabad for carrying out study on Motifs, Symbols, Myths and Legends in Art and Architecture up to Mughal times in the context of the study of History of Ideas and Philosophy.

**(d) Other Projects**

Other projects under execution in India with financial assistance from Unesco or the Commission include :

- (i) Preparation of an Annotated Bibliography of Kushan Archaeology by Dr. B. N. Puri of the University of Lucknow.
- (2) Preparation of a descriptive catalogue on works on Central Asia available in India by the Asiatic Society, Calcutta.
- (3) Project on Cultural impact of the Peoples of Central Asia upon each other during the Medieval period by Aligarh Muslim University, Aligarh.

**(e) International Symposium on Al-Biruni and Indian Sciences**

The Indian National Science Academy, New Delhi organised with partial financial assistance from Unesco, and in collabora-

tion with the Commission, an international symposium on "Al-Biruni and Indian Sciences" at New Delhi, on November 8-9, 1971. Besides Indian scholars, participants from the U.S.S.R., Afghanistan, Iran, Kuwait and Lebanon attended the symposium.

**(f) Collective Consultation on the Study of Civilizations of Central Asia**

The Commission arranged for the participation of Prof. Ram Rahul of the Jawaharlal Nehru University School of International Studies, in the Collective Consultation on the Study of Civilizations of Central Asia, convened by Unesco at its Headquarters, Paris from 26th April to 5th May 1971 to discuss the technical problems connected with the implementation of the project including the evaluation of past experience and work already done within the frame work of the Central Asian project, the extension of geographical and disciplinary range of the project, inclusion of contemporary and new research themes, preparation of Unesco and other publications on Central Asian cultures, organisation of an International Association of Central Asian Studies etc.

**Study of Buddhist Arts**

Unesco launched in 1969 a five year project on the Study of Buddhist Arts. The Department of Ancient History, Culture and Archaeology, University of Allahabad (under Prof. G. R. Sharma), has been designated to function as a Coordinating Institution from India for collaboration with Unesco in the field of Study of Buddhist Arts.

The Asiatic Society, Calcutta has undertaken a project for the study of "Origin and Development of Tantrayana Art" with financial assistance from Unesco and the Commission.

**Recruitment of Indians to Unesco Posts**

The Commission continued to assist Unesco in the recruitment of Indians for its Secretariat and field assignments. About 90 Indian Nationals recruited by Unesco through the Commission as experts officials etc. are working under Unesco on different assignments all over the world.

### **Essay Competition on India in Hungary**

In order to reciprocate the gesture of the Hungarian National Commission for Unesco in offering prizes (including two weeks free trip to Hungary as the first prize) to Indian school children who had written the best essay on Hungary in the competition held in schools participating in our project of Education for International understanding, the Government of India had offered to the Hungarian National Commission prizes for a similar competition in Hungary about India.

An essay on 'The Cultural Heritage of India' by Miss Lilla Gabor was adjudged as the best amongst the 28 essays received in response to the Essay Competition on the various aspects of life in India conducted by the Hungarian National Commission for Unesco among the secondary school children of Hungary. Accordingly Miss Gabor was awarded the first prize offered by the Indian National Commission for Unesco viz., a two week free trip for a holiday in India. She arrived here on October 25, 1971. A suitable programme of visits to important places and institutions in and around Delhi was arranged for her during her stay in India. Suitable gifts were also sent to six other prize winners in the competition.

### **Copernicus Laboratory from Poland**

The Polish National Commission for Unesco, Warsaw, on the occasion of 500th anniversary of the birth of the great astronomer Copernicus have offered to the Indian National Commission for Co-operation with Unesco, a model science laboratory entitled "Copernicus Laboratory". The offer has been accepted and the laboratory consisting of equipment for school students will be given to a selected secondary school in India.

### **Films from the U.S.S.R.**

The U.S.S.R. National Commission for Unesco has despatched two films to the Indian National Commission for Co-operation with Unesco for circulation to Unesco Clubs in India :

1. "Not Just a Library".
2. "Uzbekistan is Studying".



## VISIT OF UNESCO OFFICIALS/EXPERTS/CONSULTANTS

Name	Date of Visit	Purpose
Mr A Wysocki ( Director, Division of Scientific Documentation and information, Unesco Headquarters, Paris)	April 1971	For discussion on the Unesco Project on "World Science Information System"
Miss Ulla Lofgren, Unesco Consultant	June 1971	Studies in Pre-School Education.
Mrs. Maria Laosunthera Documentation Officer, Unesco Regional office for Education in Asia, Bangkok.	June 1971	To gain acquaintance with Key persons in Libraries and Documentation Centres
Mr Rogers Barnes, Bureau of Personnel, Unesco, Paris.	September, 1971	For discussion on recruitment to Unesco posts.
Dr N P Pillai, Unesco Expert in Educational Research of the Asian Institute for Teacher Education, Quezon City (Phillippine)	September, 1971	Observation tour in the field of Teacher Training in India
Mr Raoul Curiel, Unesco's General Consultant for Monuments and Tourism and	October 1971	Consultation with Officials of the Deptt of Tourism, Govt. of India
Mr Conrad Wise, Programme Specialist Unesco Headquarters, Paris.		
Mrs. Maxine Shatton, Deptt of Mass Communication, Unesco Headquarters, Paris	October 1971	To study family planning programmes and to identify problems and needs with reference to the use of communication media.
Mrs Judithe Bizot, Project Officer, Section of International Cooperation and Peace, Unesco Headquarters, Paris	October 1971	Visits to schools and discussions with the concerned Govt. officials

## UNESCO FELLOWS FROM OTHER COUNTRIES

Name	Date of Vis	Type
Mr Mohammad Ayyub, Principal, Higher Teachers' College, Kabul, (Afghanistan)	June 1971	To study the teacher training system in India
Mr Fateh Mohammed Muntazir, Ministry of Education Kabul (Afghanistan)	July 1971	Training Programme in Adult Education
Mr B. Bismillah and Mr Habibullah, from Kabul	April 1971	To study the field of Science Teaching and for admission to the M.Ed. course in Delhi University.
Mr. Mohammad Ali Peyghami, Head, Textile Section Work Oriented Adult Literacy Programme Esfahan (Iran).	November 1971	Observation Programme in Textile factories.

## UNESCO FELLOWSHIPS AND TRAVEL GRANT FOR INDIANS OR STUDIES TRAINING COURSES ABROAD 1971-72.

Name	Subject	Duration
Mr. A. Jayagovinda, Research Fellow, Deptt. of International Law, School of International Studies, Jawaharlal Nehru University, New Delhi.	Fellowship in International Law.	11½ months.
Mr. R. Damodaran, Research Assistant, Oceanographic Laboratory, Foreshore Road, Cochin	Fellowship in Marine Sciences	6 months
Mr. Harsh K. Gupta, Project Leader, National Geophysical Research Institute, Hyderabad.	Fellowship in Seismology and Earthquake Engineering (Advanced Course)	12 months
Mr. R. P. Verma, University of Roorkee.	”(Regular Course)	

1	2	3
Mr. M. M. Choksi Principal, University Experimental School, M. S. University of Baroda	Fellowship for a 12 months Postgraduate Course on Teacher Education in the University of Phil- ippines, Quezon City, ( U.N.D. Programme) ]	
Dr. Ram Prakash Lecturer, Punjab University, Chandigarh	Selected for the 9 months Fourth Unesco P.G. course in Analytical Chemistry.	
Dr. Mohan Lal Mittal, Lecturer, Malaviya Engineering College, Jaipur.	Charles University, Prague.	
Mr. Balu Rao, Publication Assistant Sahitya Akademi, New Delhi. &		
Mr. Swaminath Singh Special Officer in Text Book Production & Curriculum Research, Bombay	Selected for the 2 months 5th Training course on Book Preparation in Asia, organised by the Tokyo Book Development Centre and the Japanese Commission for Unesco at Tokyo.	

*Grants Given by the INC for Unesco*

Organisation/Person 1	Purpose 2	Amount 3
India International Centre, New Delhi.	The Printing of 1000 Copies of "A Design for Living : a design for development"	Rs. 1000

1	2	3
Indian Federation of Unesco Clubs, Delhi-7	Holding a Unesco Workshop to in- form public opinion on Unesco and the UN as a part of the Silver Jubilee of UNESCO	Rs. 5000
United Schools Organisation of India New Delhi.	Celebration of Unesco Week in Hyderabad as part of the Silver Jubilee of Unesco	Rs. 5000
Haryana UN Association Chandigarh	For holding a 2 day seminar on "Education and Culture for Future" at Kurukshetra	Rs. 2000
Indian National Science Academy, New Delhi.	To arrange a lunch on meeting with the Participants in the International Symposium Al Biruni and Indian Sciences	Rs. 500
The Gandhian Institute of Studies, Varanasi	To bring out the Report of the Unesco Seminar on Gandhiji held at New Delhi in 1969.	Rs. 1000
Dr B N Puri, Lucknow University	To prepare an anno- tated bibliography on Kushan Archae- ology	Rs. 1,500
Patna University . . . . .	To prepare a book containing studies on History of Social and Political Ideas in Central Asia	Rs. 10,000
Allahabad University . . . . .	To carry out a study of motifs, symbols, myths and legends, in art and archi- tecture up to Mughal Times	Rs. 20,000

1	2	3
Asiatic Society, Calcutta	For a project on the Study of Tantrayana Art under Unesco Project for the Study of Buddhist Arts	Rs. 9,000
Southern Languages Book Trust, Madras.	To publish the Tamil edition of Unesco Courier 1971-72	Rs. 60,000
Sri Aurobindo Society, Pondicherry	Towards the 2nd instalment of the Union Govt's share for the development Auroville Project "Auromodel"	Rs. 2,00,000

### Executive Board of Unesco

Dr. Prem Kirpal, Indian member of the Executive Board and its Chairman attended the following sessions of the Board held at Paris;

- (i) 87th Session held at Paris from 28th April to 4th May, 1971.
- (ii) 88th Session held at Paris from 6th October to 2nd November, 1971.

### Participation in Conferences Meetings and Seminars Organised by Unesco

(a) *Third Regional Conference of Ministers of Education and those responsible for Economic Planning in Asia held in Singapore from 31st May to 7th June, 1971*: The Indian delegation to the above conference was composed of the following :

1. Shri T. P. Singh Leader  
Secretary  
Ministry of Education and Social Welfare.
2. Shri Prem Bhatia Member  
Indian High Commissioner in Singapore

3. Shri T. R. Jayaraman . Member  
Joint Secretary  
Ministry of Education & Social Welfare .
4. Shri J. L. Azad . Member  
Joint Director  
Education Division,  
Planning Commission, New Delhi

*Short Course of Planning, Organisation and Administration of Teacher Educators held at Quezon City, Philippines, from 12th to 16th April, 1971 :*

Shri Veda Prakasha, Executive Director, Asian Institute of Educational Planning and Administration, New Delhi, was deputed to participate in the above-mentioned course.

#### **International Conference on Education**

Dr. Prem Kirpal, former Secretary, Ministry of Education, Government of India, and now Chairman, Executive Board of Unesco, was deputed to represent India at the 5th Session of the Council of the International Bureau of Education held at Geneva on 13th and 14th September, 1971 and 33rd Session of the International Conference on Education held at the same place from 15th to 23rd September, 1971. The Conference examined the main trends and the most important problems in Education in recent years.

#### **First Session of the Co-ordination Council of the Man and the Biosphere**

Professor Ram Deo Misra, Banaras Hindu University, was deputed to Paris to participate in the First Session of UNESCO's Co-ordinating Council on the 'Man and the Biosphere' from 8th to 21st November, 1971.

#### **Inter-Governmental Conference for the Establishment of World Science Information System**

Shri S. Parthasarthy, Scientist-in-Charge, Indian National Scientific Documentation Centre and Dr. V. A. Kamath, Scientific Information Officer, Bhabha Atomic Research Centre,

were deputed to Paris to attend the above Conference from 4th to 9th October, 1971.

### **6th Session of the Council of the International Bureau of Education**

Shri M. Krishnamurti, First Secretary, Embassy of India, Paris, was deputed to attend the 6th Session of the Council of International Bureau of Education held at Geneva from 22nd to 25th November, 1971.

### **Visit of His Excellency Mr. Mansoor Khalid**

His Excellency Mr. Mansoor Khalid, the then Permanent Representative of Sudan to U.N. and Special Adviser to the Director-General of Unesco on financing of education for the Palestine refugees, visited India from 11th to 13th June, 1971. Mr. Khalid visited India to collect additional resources necessary to ensure maintenance and development of educational programmes for Palestine refugees which the United Nations Refugees Welfare Association for Palestine refugees in the Near East is responsible for administering, with technical assistance from Unesco. The Government of India decided, as a result of discussions with Mr. Khalid, to make an additional contribution of Rs. 15,000 in kind towards the educational programme for Palestine refugees.

### **Visit of Unesco Mission**

On an invitation of the Government of India, a Unesco Mission, led by Mr. John E. Fobes, Deputy Director General of Unesco, arrived in India on the 8th August, 1971 to review India-Unesco Co-operation in the fields of Education, Science, Culture and Communication over the next seven years. A series of meetings were organised between the members of the Mission and the concerned officers in the Ministries of Education and Social Welfare, Irrigation and Power, Finance (Department of Economic Planning), Information and Broadcasting, Food, Agriculture, Community Development and Co-

operation, Planning Commission and the Department of Science and Technology. Separate meetings were also held by the Members of the Mission with the representatives of the University Grants Commission, Indian Council of Social Science Research, Council of Scientific and Industrial Research, National Council for Educational Research and Training, Indian Institute of Mass Communication and the Asian Institute of Educational Planning and Administration. Three interdepartmental meetings were also held under the Chairmanship of the Secretary, Ministry of Education and Social Welfare, at which inter-Ministerial problems were discussed with the Mission.

In addition, the leader of the Unesco Mission and some of its members visited institutions in the States of Mysore, Punjab and Haryana. In Mysore, the Mission visited the Central Institute of Indian Languages under the Ministry of Education and Social Welfare, and evinced keen interest in the work of the Institute.

An *Aide Memoire* based on discussions between representative of the Government of India and the UNESCO Mission on future cooperation was signed by the Secretary, Ministry of Education and Social Welfare and the Deputy Director General, Unesco on the 18th August, 1971. The Mission left India on the 19th August, 1971.

#### **International Campaign to Save the Temples of Philae**

The Government of India sanctioned a contribution of Rs. 3 lakhs towards the international campaign to save the Temples of Philae (U.A.R). The contribution will be utilised by Unesco for purchasing in India generating sets and pumps which will be exported to the UAR.

ASIAN INSTITUTE OF EDUCATIONAL PLANNING AND  
ADMINISTRATION, NEW DELHI

Administered by the Government of India in collaboration with Unesco, the Asian Institute of Education Planning and



Administration offers high-level courses in educational planning and administration of educational administrators from the Asian region. It thus constitutes an important part of India's contribution to the educational development of the Asian region.

A brief account of the main activities undertaken by the Institute during the period is given below:

### **Training Courses for Education Planners and Administrators**

The main training course organised annually by the Institute is of 5-6 months' duration and is specially designed to meet the needs of and improve the equipment of educational planners and administrators by acquainting them with concepts fundamental to educational planning and administration by giving them a grounding in basic skills and techniques essential to educational planning and administration.

#### **The XI Course**

The XI Course for Educational Planners and Administrators commenced on September 1, 1970 and concluded on the 28th January, 1971. Dr. Prem Kirpal, President, Executive Board, Unesco, was the Chief Guest at the valedictory function and distributed certificates to 21 participants from 12 Asian countries.

The national Education Plan prepared by the participants in this course has been used by the Asian Regional Institute for School Building Research, Colombo (Ceylon) in its second course in School Building Design. It has also been used by the UN Asian Institute for Economic Development and Planning, Bangkok in their special course on Human Resources Development, Manpower and Education.

#### **The XII Course**

The XII Course for Educational Planners and Administrators commenced on 1st September, 1971 and concluded on the

31st January, 1972. In all, 30 participants attended the course. The countrywise distribution of participants was as follows : Afghanistan (1), Ceylon (3), Republic of China (1), India (3), Indonesia (7), Iran (2), Khmer Republic (2), Republic of Korea (1), Malayasia (3), Nepal (2), Phillippines (2) and Thailand (3).

Prof. Syed Nurul Hasan, Minister of State in the Ministry of Education & Social Welfare and the Department of Culture, Government of India, was the Chief Guest at the valedictory function and distributed certificates to 30 participants from 12 Asian countries.

11 participants, one from Afghanistan, two from Ceylon, seven from Indonesia and one from Nepal are staying on for an extended programme of training up to the end of February, 1972.

#### **Participation in National Programmes of Member States**

(a) *Indonesia*: At the request of the Indontsian authorities, Prof. M. V. Mathur, Director and Dr. Ananda W.P. Guruge, Unesco Expert at the Institute visited Indonesia to help the Indonesian Government in drawing up a programme of training their selected officers in educational management and reform. In this connection the Institute has agreed to provide *inter alia* the following facilities; 5 additional places for Indonesian nominees in the 12th Course; 2 Senior Training Fellowships|Associate staff positions; and organisation of a special two months course in February-March, 1972 for 20 Indonesian participants.

(b) *India*:

#### **Tamil Nadu State Seminar on Educational Planning and Administration**

The Seminar was organised in collaboration with the State Government of Tamil Nadu at Coimbatore from May 20—26, 1971 to discuss the States IV Five Year Plan of Education,

pattern and problems of educational administration in the state, district and institutional planning, qualitative improvement of education and school improvement programmes in Tamil Nadu. All the District Education Officers, Chief Education Officers and other senior officers of the Directorate and State Education Department participated.

### **Seminar of Principals of Higher Secondary Schools**

This Seminar was organised by the Institute in collaboration with the Central Board of Secondary Education and the Ministry of Education and Social Welfare at New Delhi in June, 1971. It was attended by 32 Principals of Higher Secondary Schools from all over the country following the All-India syllabus. The Seminar concerned itself with three broad areas: (i) Modern trends in secondary education, (ii) Institutional planning and (iii) Concepts and Techniques of modern management.

### **Study Group on the Training of District Education Officers**

The first meeting of the Study Group on the Training of District Education Officers, set up in pursuance of the recommendations of the National Seminar on the Role, Functions, Recruitment and Training of District Education Officers organised by the Institute in February 1970 was held on June 16, 1971. The main terms of reference at the Study Group are: To identify the training needs of District Education Officers; to specify the type and duration of courses for different types of entrants; to indicate the content and methods appropriate to such training; and to recommend suitable institutional and departmental arrangements for this purpose.

### **Preparation of Country-wise Monographs on Educational Administration in Asian Countries**

During 1969-70, the Institute had initiated a project for the preparation of countrywise monographs on educational administration in different Asian countries. Sixteen countries of the

region, viz., Afghanistan, Burma, Ceylon, Republic of China, India, Indonesia, Iran, Japan, Republic of Korea, Laos, Malaysia, Nepal, Pakistan, Thailand, Philippines and Vietnam are collaborating with the Institute in this project. Draft monographs have already been received from Afghanistan, Republic of China, Iran, Japan, Laos and Thailand.

#### NATIONAL STAFF COLLEGE FOR EDUCATIONAL PLANNERS AND ADMINISTRATORS

The National Staff College for Educational Planners and Administrators has been set up at New Delhi as an autonomous organisation as a registered society under the Registration of Societies Act XXI of 1860. The College was registered on 31-12-1971 but came into existence on March 1, 1971.

With the coming into existence of the Staff College, the Indian Programme of the Asian Institute of Educational Planning and Administration, which was initiated in 1969 as a precursor to the National Staff College, was transferred to the Staff College. The main training programmes of the Staff College will commence from 1973-74 and the interim period is to be utilised in developing the training programmes and completing certain administrative and academic preliminaries during this period, appropriate liaison is being maintained with the Asian Institute of Educational Planning and Administration, New Delhi.

The main functions of the Staff College will be: to organise pre-service and in-service training, conferences, workshops, seminars, etc. for senior educational officers of the Central and State Governments and Union Territories, university and college administrators, teacher-educators; to undertake, aid, promote and coordinate research in various aspects of educational planning and administration; to offer consultancy service to State Governments and other educational institutions; to act as a clearing house of ideas and information on research, train-

ing and extension; and to collaborate with other agencies and offer fellowships and scholarships in furtherance of the objectives of the Staff College.

During the period under review, the Staff College has mainly continued the work initiated under the Indian Programme of the Asian Institute of Educational Planning and Administration, and is briefly described below :

*State Seminars on Educational Planning and Administration:* The reports of Bihar, West Bengal, Kerala, Rajasthan, Nagaland, Punjab, Haryana, Jammu and Kashmir, Uttar Pradesh and Tamil Nadu Seminars organised during 1969-70 and 1970-71 as part of the Indian Programme of the Asian Institute are under preparation.

*Field Visits of Officers of State Education Departments to places of Successful Educational Programmes:* Under the Indian Programme of the Asian Institute of Educational Planning and Administration, field visits of officers of State Education Departments were organised to successful educational programmes in Gujarat, Bihar, Tamil Nadu, Kerala, Mysore, Maharashtra, Rajasthan, U.P. and Punjab during 1969-70 and 1970-71. A consolidated report on these programmes is under preparation.

*Seminar of Principals of Higher Secondary Schools:* The Staff of College collaborated with the Asian Institute of Educational Planning and Administration and the Central Board of Secondary Education in organising a Seminar of Principals of Higher Secondary Schools in June, 1971 at New Delhi.

*Study of Middle School Education in India:* This study was initiated under the Indian Programme of the Asian Institute of Educational Planning and Administration. Two pilot studies have been undertaken in UP and Rajasthan. The data collected through the Rajasthan study is being processed.

*Study of Organisation of Education Department in the State of Mysore:* This Study has been entrusted to the Administrative Staff College of India, Hyderabad, on a consultancy basis.

### Financial Allocations

The following statement gives the financial allocation for the various major schemes described in this chapter for 1971-72 and 1972-73:

(Rupees in thousands)

Serial No.	Item	Provision for 971-72		Budget Estimates 1972-73
		Original	Revised	
1	2	3	4	5
1	Grants for the programmes of Indian National Commission for Unesco	250	225	250
2	Grants for Auroville International Cultural Township	300	300	500
3	Indian National Commission for Unesco—Direct Expenditure	104	80	100
4	Asian Institute for Educational Planning and Administration, New Delhi	591	560	500
5	National Staff College for Educational Planners and Administrators, New Delhi	275	150	300
6	Contribution to Unesco	55.06	50.66	51.69
7	Deputations and Delegations Abroad	30	30	100

## CHAPTER X

### EDUCATION IN UNION TERRITORIES

The Government of India bear a special responsibility for education in the Union Territories. The territories of Goa, Daman and Diu and Pondicherry have their own legislatures and exercise powers specified in the Government of Union Territories Act, 1963. Delhi has a Metropolitan Council and an Executive Council which function according to the provisions of the Delhi Administration Act, 1966. The other territories namely Andaman & Nicobar Islands, Chandigarh, Dadra & Nagar Haveli and L.M. & A Islands have no legislatures.

Tripura and Manipur were also Union Territories but with effect from 21st January, 1972 these territories have become full fledged States. Two new Union Territories have also been created with effect from this date. They are Arunachal Pradesh and Mizoram.

An account of the educational activities in the Union Territories during the year is given in the following paragraphs.

#### ANDAMAN AND NICOBAR ADMINISTRATION

##### **Educational Facilities**

There are 161 educational institutions in this territory, comprising 1 Government Degree College, 1 Teachers Training School, 9 Higher Secondary Schools, 20 Senior Basic Schools, 127 Junior Basic Schools, and 3 Pre-Primary Schools with a total enrolment of 20,077 (11,646 Boys and 8,431 girls). The total number of Teachers is 886 (598 males and 288 females).

trained teachers being 656 (443 males and 213 females). Education up to Higher Secondary stage is free. Out of 17,966 scholars at the school and college level 10,519 are males and 7447 females. The media of instruction at the primary stage are Hindi, Bengali, Urdu, Tamil, Telugu, Malayalam, Nicobarese, English and Karen. Books prescribed by the Directorate of Education, Delhi, in Hindi and Urdu media are used at the primary stage while books prescribed by the Central Board of Secondary Education are used in Higher Secondary Schools. Mid-day meals up to class VIII are provided to all the Children at the rate of 0.20 paise per working day to students. Free books are provided to students who parents have an income less than Rs. 2,000/- per annum. Hostel facility exists in Middle and Higher Secondary Schools for children coming from rural areas. Hostellers are given stipends at the rate of Rs. 30/- per month to meet expenses of meals etc. Free travel concession by bus or ferry is provided to those students coming from rural areas up to the Higher Secondary stage.

### **Science Teaching**

Out of 9 Higher Secondary Schools, facilities for teaching Science exist in 5 Higher Secondary Schools and these are well equipped with Science Laboratories. Physics, Chemistry and Biology are being taught as separate subjects and books published by the NCERT are being used.

### **Teacher Training**

There is one Junior Basic Teacher Training School at Port Blair. The intake capacity of the school has been increased to clear the back-log of untrained teachers. Programme for training not only for Primary school teachers but all the teachers has been chalked out under the guidance of the NCERT. The fresh candidates will be awarded a stipend of Rs. 50/- per month per head.



### **Special Facilities for Scheduled Castes and Scheduled Tribes**

There are Scheduled Tribes only and no Scheduled Castes in this Territory. There is one Higher Secondary School, 4 Senior Basic Schools, 23 Junior Basic Schools and one Pre-Primary School in the Nicobar group of Islands. A Junior Basic School at Little Andaman provides facilities to Onge children. The enrolment is 1819 (1214 Boys and 605 Girls). A sum of Rs. 1,230 lakhs has been approved under the Plan for Welfare of Backward Classes out of which 0.365 lakh has been allocated for the additional facilities for the education of the Nicobarese. Books and Stationery are to be supplied free of cost to the tribal school going children. 0.80 lakh has been approved for Sports and Games. Two merit scholarships in each class in each school-one to a boy and the other to a girl will be awarded to the tribal students. Hostel facility for the students coming from rural areas and studying in Middle and Higher Secondary stages is provided at the Higher Secondary School, Carnicobar and the Senior Basic School, Champion at Mancowrie. Stipend at the rate of Rs. 30/- per month is paid to the hosteller plus additional stipend at the rate of Rs 10/- per student staying in the hostel. At present only four tribal students are prosecuting post-higher secondary education, Post-Higher Secondary Scholarships are awarded to these students. Reservation of jobs in all categories of posts has been made for the students belonging to Scheduled Tribes.

### **Adult Literacy**

There are 33 Literacy Centres in the Islands. One Lady Extension Officer has been appointed. Three Extension Officers under the C.D. Blocks are also working for the promotion of programmes of Adult Education including Literacy, Libraries and reading rooms.

### **Budget**

In 1971-72 the expenditure on general education is estimated to be Rs. 24,39,000 for Plan schemes and Rs. 50,00,000 for

non-plan schemes. In 1972-73, the expenditure is expected to be Rs. 24,39,000 for Plan schemes and Rs. 53,00,000 for Non-Plan items.

### CHANDIGARH

The Union Territory of Chandigarh continued to make rapid progress during the period under report in the field of education. S. Man Mohan Singh, I.A.S., continues to be the Secretary Incharge, Education Department and Mrs. H. M. Dhillon, Principal, Government College for Men, Chandigarh, as the Director Public Instruction in addition to her own duties.

### Budget

The budget of the Department increased on revenue side as under:

	Actual expenditure 1971-72 (Rs. in thousands)	Revised Estimates 1971-72 (Rs. in thousands)
Non-Plan . . . . .	1,04,31	1,43,25 (Proposed)
Plan . . . . .	6,45	9,46

### Enrolment

The enrolment at various stage as compared to the previous year stood as under.

Stage	1970-71	1971-72
Class I-V . . . . .	25,700	28,200
Classes VI-VIII . . . . .	11,600	12,100
Classes IX-XI . . . . .	6,900	6,800
Higher Education . . . . .	14,600	15,900

The enrolment at the secondary stage showed a downward trend due to the fact that the Panjab University decided to make students who passed the Higher Secondary Part I eligible to join Pre-university class in the colleges. Consequently a number students of this category joined colleges direct.

Three Nursery and 6 new primary schools have been started. Two Primary Schools in rural areas have been upgraded to middle standard, and one Model High School has been started. All the primary schools have been started in the villages or labour colonies so as to provide educational facilities to the children of the poor sections of society.

In order to cope with the additional enrolment, 50 additional posts of teachers and 4 of lecturers were provided. Out of these 20 posts of teachers have been given by the Government of India, under their Crash Employment Programme for the educated unemployed.

### **Buildings**

In order to ease the problem of accommodation an amount of Rs. 12.00 lakhs was earmarked out of the Capital Project Plan outlay. With this money 3 new double section primary school buildings and extension to 2 existing buildings was sanctioned. Work has since been started on 3 buildings.

As regards the rural areas a survey was undertaken to assess the position of buildings and it was found that the position is not satisfactory. Accordingly a special project for construction of school buildings was under-taken. Under this project the funds lying in the buildings fund pool with the DEO and the schools were utilised. The Block Development Officer, Chandigarh has also been co-opted in this project. The local village panchayats are required to provide matching funds for this purpose. Under this project work was to be undertaken in 11 village schools. The work has been completed in 5 schools.

### **Improvement of Other Facilities**

A special survey was undertaken with a view to finding out the deficiencies in the school plant and steps have been taken to remove deficiencies as far as possible.

(i) Library books worth Rs. 12,500 have been given to 8 schools; ii) Science equipment worth Rs. 22,500 to 11 schools have given to strengthen their science laboratories. (iii) Furniture is being provided for about 2000 children in schools. This will remove the deficiency to a large extent. (iv) A phased programme for providing telephones to Government High/Higher Secondary schools was undertaken. New connections have been given to 8 such schools so far. (v) The scheme of work experience has been started in 2 schools. The students at the middle stage will have to undertake some craft in these two schools. If the experiment proved a success, the scheme will be extended to the other schools. (vi) Under the milk feeding programme 10,500 children at primary stage continued to be covered. (vii) So far as Colleges are concerned, an amount of Rs. 1.14 lakh has been provided for library books, science equipment to strengthen them further. (viii) The project of school-complex was started last year. Under this project nuclei schools have started helping the satellite schools. These institutions have started sharing physical facilities and efforts are being made that the sharing of ideas and teaching techniques also takes place. The co-ordination of this project has been entrusted to the State Institute of Education, Chandigarh. (ix) The J.B.T. institute for women has been closed due to large scale un-employment amongst J.B.Ts. The in-service training programme is attended to by the State Institute of Education & Extension Service Centres. The Regional Institute of English continued to provide in-service training in English to teachers drawn from Punjab, Haryana and the Union Territory of Chandigarh.

### **Sports**

The Skating Rink was completed and thrown open to the public. The new building for the State Yoga Organisation has

been completed and it is likely to be occupied soon. The Third All India Hockey Tournament was organised in September/October 1971. Teams of repute participated in the tournament. The All India Women's Hockey Tournament was also organised in Chandigarh. Besides a number of other coaching camps and tournaments were held. This is giving a great fillip to the promotion of sports in the Union Territory of Chandigarh.

A grant of Rs. 50,000 was given to a private Girls College for starting science classes. This eased to a great extent the problem of science education to girls.

All out efforts are being made to promote educational activity within the available resources.

## DADRA AND NAGAR HAVELI

### **Educational Facilities**

There are 137 primary schools and 4 pre-primary schools in the territory. There is co-education at all stages of education in all schools. Post-matric and pre-matric scholarships are granted regularly to candidates coming forward for the same to receive higher education outside the territory. Free education up to the S.S.C. stage of education is provided. Free mid-day meals are supplied to all existing 137 primary schools along with 4 pre-primary schools. Free supply of textbooks notebooks, slates etc., to pupils of primary schools and secondary schools is supplied by the Administration. Free supply of clothes is also made to the pupils of primary schools of S.C., S.T. and those from economically backward classes. Medical treatment is given to the poor and needy pupils of primary and secondary schools after the Annual Inspection.

### **Hostel Facilities**

There are 8 Government Social Welfare Hostels including one Ashram type school at Rakholi run by the Administration.

A girls' hostel at Khanvel is also run by the Administration where S.C., S.T. and economically backward girls are admitted. Lodging and boarding facilities are provided free of cost by the Administration.

### **Science Teaching**

Four High Schools (3 full-fledged and 1 up to Std. X High) are run by the administration and all the science materials have been supplied to all the High Schools.

### **Facilities for Teachers Training**

Primary and Secondary teachers have been deputed for PTC and B. Ed. training.

### **Budget**

In 1971-72 the expenditure on general education is estimated to be Rs. 4,00,000 for Plan schemes and Rs. 1,00,000 for non-plan items. The corresponding figures for 1972-73 are Rs. 4,50,000 and Rs. 11,00,000 respectively.

## LACADIVE MINICOY AND AMINDIVE ADMINISTRATION

### **Educational Facilities**

There are 6 Nursery Schools (Pre-primary Schools) 19 Primary Schools, Middle Schools, 4 High Schools, One Higher Secondary School and One Balwadi attached to Junior Basic School for girls in this Union Territory. Total number of children on rolls is 7277 as against 7121 in the year 1970-71.

### **Education of Girls**

There are three Senior Basic Schools. Four Junior Schools are functioning exclusively for girls. A separate Girls section for High School classes has been opened in High School, Kal-

peni during 1969-70. There is a Girls' Hostel functioning at Kalpeni attached to the High School. Separate Girls section for the Hostel at Kavaratti is also functioning. Free boarding and lodging are provided in all the hostels. Of the 7277 students on rolls 2767 are girls as against 2692, in the year 1970-71. The practice of posting a sufficient number of lady teachers in mixed schools is continued.

### **Facilities for Science Teaching**

General Science is taught in all schools as a compulsory subject. To spot brilliant students in Science at the Higher Secondary stage the Science Talent Search Scheme has been implemented. Under this scheme a Science Fair was organised in the Higher Secondary School, Kavaratti in October 1971. Promising students are given special instruction in Science by qualified teachers during holidays and out of school hours.

### **Scholarships and Other Concessions**

The grant of scholarships and lumpsum grants have been continued as in the previous years. Education is free at all stages in this Union Territory. Facilities for education up to the higher secondary stage alone are available in this Union Territory at present. The students desiring to take up University, professional and technical courses are got admitted in the institutions on the mainland. There are 175 scholarship holders in the institutions on the mainland studying for various courses like collegiate and professional courses and 379 scholarship holders studying in the high/higher secondary schools in the islands. They are all given scholarships for undergoing higher education on the mainland over and above full fee concession. Students studying in pre-degree/B.A./B.Sc. classes, Medical and Engineering courses in Government college and residing in the hostels attached to the colleges on the mainland are allowed actual expenses instead of scholarships. The students accommodated in island hostels are also allowed hostel expenses. Textbooks and writing materials are supplied free

of cost to all students studying in island schools. Free mid-day meals are given to all the school children in the Nursery, Junior Basic and Senior Basic section.

### **Special facilities for scheduled castes and scheduled tribes and other backward classes**

The inhabitants of this Union Territory are all Muslims classified as Scheduled tribes. All the facilities provided by this Administration are meant for them only.

### **Adult Literacy**

Adult education classes are conducted in the islands under the Social Education Pilot Project Scheme to eradicate illiteracy. This scheme also envisages Women Welfare programme, Youth Welfare programme and training in health habits. Reading Room-cum-libraries are established in all the islands to cater for the needs of neoliterates and others as well.

### **Budget**

In 1971-72 the expenditure on general education is estimated at Rs. 4,42,000 for Plan Schemes, and Rs. 16,91,000 for Non-Plan Schemes. For 1972-73 the expenditure is expected to be Rs. 5,24,000 for Plan Schemes, and Rs. 20,00,000 for Non-Plan Schemes.

## **DELHI**

### **School Education**

There has been a marked expansion in School Education during the year. Fresh admissions have been given to 17,000 children in the age-group of 6—11, 13,000 in the age-group of 11—14 and 8,000 in the age-group of 14—17 years. Four new Government Higher Secondary Schools and 2 new Government aided schools have been started this year. About 400 new sections have been opened in the existing schools.



### **University Education**

One new college for Girls was started at Jhandewalan by the Administration during this year. Additional seats have also been provided in the existing colleges for all the eligible students.

### **Correspondence Course (Patrachar Vidyalaya)**

This scheme was introduced in 1968-69, with a view to providing education for the students who are not able to continue their studies after Class VIII. The students are charged Rs. 50/- only as annual fee. The number of students under this scheme has increased from 3900 to 5650 this year. In the Higher Secondary Examinations held in March-April, 1971, 1988 candidates appeared from this Vidyalaya out of which 68 per cent passed.

### **Remedial Teaching**

To decrease the failure percentage among the failed students, 67 remedial teaching centres have been running. For regular students also 50 such centres were started during the summer vacations for students who obtained compartment in their examinations.

### **Supply of textbooks to needy students**

Textbooks have been supplied free to those needy and poor students whose parents/guardians income is upto Rs. 300/- p.m., in various schools. Books produced by the Textbook Bureau have also been supplied to students on concessional rates.

### **Physical Education**

Facilities for physical education have been provided not only to the school students but also to all the youth-folk in the

Territory through the School Sports Board and Delhi Sport Council.

### **N.C.C.**

Facilities for N.C.C. training in all the three wings of the Armed Forces, have been provided to boys as well as girl students in all the Higher Secondary Schools and Colleges.

### **School Buildings**

12 school buildings have been constructed during the year. A sum of Rs. 1.44 crores was provided for this purpose.

### **Girls Education**

To give incentive for girl's education, the girls students are charged half the prescribed tuition fees and where the number of students is sizeable, separate girl's schools have been opened. In 10 rural schools free bus conveyance has been provided to about 1700 girl students to enable them to attend the nearby schools.

### **Science Teaching**

Facilities for teaching physics and chemistry in 4 schools and biology in 6 schools were extended this year. Science teaching centres have been started at Hakikat Nagar, Vasant Vihar and Link Road where the Science and Mathematics teachers are provided training for teaching these subjects according to the new methods of teaching. In addition, a Science Museum is also being set up. Science fairs are also held in various schools to popularise science education. Six Science Seminars were held during the year in Primary Schools in which 201 teachers participated, in order to improve science teaching under the UNICEF programmes.

### **Scholarships**

In addition to the 19 existing scholarship schemes, 7 new scholarship schemes are being implemented by the Administration during the year under report.

### **Teacher's Training**

In addition to the existing facilities for Teachers Training, T.G.T.s. and P.G. Ts of various schools participated in various teacher schemes of the Administration on various subjects.

### **Facilities for students belonging to SC/ST and other Backward classes**

Scheduled Caste students are given post-matric scholarships ranging from Rs. 27 to Rs. 75 p.m. Pre-matric scholarships ranging from Rs. 30 to 60 per annum are also given to SC students of classes V-XI. Examination fees are re-reimbursed to these students appearing at the higher secondary examination. Besides, all scheduled caste students studying in Kasturba Vidayala are given scholarships @ Rs. 35 to 40 per month. In addition, the students belonging to backward classes whose parents/guardian's income is less than Rs. 1500/- per annum are also given scholarships ranging from Rs. 25 to Rs. 60 per annum for the classes V—XI. Scholarships ranging from Rs. 25 to Rs. 70 per month are also given to college students whose parents/guardians income is less than Rs. 2000 per annum in case of general education and less than Rs. 2400 per annum in the case of technical education.

### **Adult Education**

4,182 adult women and 2,872 children were made literate through the 68 social education centres during the year. In addition to providing literacy in these centres, women are also imparted training in Home Science, Child Welfare, family

planning and other house-hold activities. Facilities for literacy to farmers were also provided in Najafgarh Block under the scheme "Kisan Saksharta Yojna" started by the Government of India.

### **Evening Schools**

1500 students were imparted free education in 7 evening schools during the year.

### **Audio-Visual Education**

235 demonstrations were held through the Audio-Visual Unit of the Administration free of charge.

### **Budget**

Expenditure on general education for 1971-72 is estimated at Rs. 2,12,19,000 for Plan Schemes and Rs. 16,97,92,000 for Non-Plan schemes under the general education. In 1972-73, the expenditure is expected to be Rs. 2,35,94,000 on Plan schemes and Rs. 17,78,84,000 for non-Plan schemes.

## **PONDICHERRY**

### **Educational Facilities**

Adequate educational facilities from Primary to the University-stage for technical education have been provided in the territory. There are 49 Pre-primary schools, 264 Primary Schools, 83 Upper Primary Schools, 47 High Schools and 7 Colleges. With the starting of new colleges at Mahe and Yanam, higher educational facilities have been provided for all the regions of this territory. Besides there are two Teachers Training Centres, four Pre-Vocational Training Centres, one

Junior Technical School, one Polytechnic, one School of Nursing run by the Administration, and one Post-Graduate Medical Education and Research Institution administered by the Government of India. Two special institutions 1) School for Blind and (2) School for Deaf and Dumb, are catering for the needs of the handicapped children. Seats are also reserved for the students of this territory in the colleges and institutions of the neighbouring States for the courses which are not offered in this territory. For the benefit of the employees in Government, quasi-Government and private firms, evening colleges with two year P.U.C. are functioning the colleges at Pondicherry and Karaikal. During the year, two new Primary Schools, 50 additional classes in the existing High Schools and one new High Schools have been opened. B.Sc. Degree Course in the Chemistry in the Tagore Arts College, Pondicherry and B.A. Degree Course in English in the Bharathidasan Government College for Women have been introduced in 1971-72. A new diploma course in Electronics has been started in the Motilal Nehru Polytechnic, Pondicherry.

### **Girls Education**

There are 3 Pre-Primary Schools, 14 Primary Schools, 20 Upper Primary Schools, 12 High Schools and one college exclusively for girls. The steps taken to encourage girls' education include (i) the introduction of free education up to the end of P.U.C./1 Year P.D.C./1 Year Intermediate/Pre-technical Course (ii) award of various Post-matric scholarships for poor and meritorious girl students for prosecuting higher studies; (iii) award of attendance scholarships and merit-cum means scholarships; (iv) free supply of school stationary for the poor students in Standards I to III in Government Schools; (v) free mid-day meals; (vi) posting of women teachers to the mixed schools in rural areas to encourage the enrolment of girls and payment of special monthly allowance to them to work in rural areas etc.

### **Science Teaching**

Study of Science at the school stage is compulsory and optional at the University level. Science subjects have also been included among the electives in secondary schools in the X and XI standards. In order to re-orient the methods of teaching Science in Schools and to develop scientific thinking in the students' the UNICEF assisted Project on Science Teaching has been implemented as a pilot project in 30 Selected Upper Schools and 50 Primary Schools. Every year 6 High Schools are supplied with adequate science equipments at a cost of Rs. 15,000/- per school and 50 per cent of the selected schools are provided with laboratory halls under the scheme "Improvement of standards in High Schools."

### **Scholarships and other Concessions**

Various scholarships schemes like the National Scholarships, Scholarships for Children of School Teachers, National Loan Scholarships, National Scholarships for the Talented Children in the rural areas, Scholarships for the children and grand children of Political Sufferers, Pondicherry Merit Scholarships etc., are implemented to help poor and deserving students to prosecute their studies. Education has been made free up to the end of P.U.C. stage in the Government institutions. Besides Scheduled Caste students are awarded scholarships by the State Department of Harijan and Welfare.

### **Facilities for Teacher Training**

There are two Teacher Training Centres imparting training to 120 students. Some seats are reserved in the training colleges of the neighbouring states every year for the students of this territory.

### **Adult Literacy**

The Education Department is conducting one Social Education Centre. Four more Adult Literacy Centres have been

opened during the year. A Board of Adult Education has been constituted to develop Adult Literacy.

### **Budget**

The expenditure on Education for the year 1971-72 is estimated at Rs. 50.493 lakhs for the Plan Schemes and Rs. 127.187 lakhs for non-Plan items.

## **GOA DAMAN AND DIU**

### **Primary Education**

There are 935 Primary Schools/Sections as against 934 during the year 1970-71. The enrolment in Classes I—V is 1,22,336 as against 1,13,989 during 1970-71. At the middle stage (i.e., VI—VIII) of Education there are 202 institutions with an enrolment of 36,720 as against 34,618 during the year 1970. Two crafts—one Card Board Modelling leading to Carpentry and other kitchen gardening leading to Agriculture have been introduced in middle schools. Construction of 310 class rooms was either completed or nearing completion. The scheme of providing quarters to primary teachers in backward areas where housing facilities are not available has also been taken up for implementation. Seven quarters are expected to be ready for occupation by the end of 1971-72. Mid-day meals programme for school children in backward areas is also undertaken during the year and about 9,000 children will be covered under this scheme.

### **Secondary Education**

During the year there were 195 high schools as against 181 high Schools during 1970-71. The enrolment in Classes IX—XI is 21,705 as against 19,018 during 1970-71. To introduce diversified courses at the Secondary level Government is running two Technical High School centres, one at Panaji and other at Damam. The Secondary High School at Mapusa is working as Technical High School. In the private sector Government

is giving all possible help to private enterprise for secondary education by giving grants. A scheme has also been introduced for payment of 100 per cent grant on the salaries of teachers deputed for training during the period of deputation with effect from the year 1971-72. It is also proposed to appoint subject inspectors for Science, Mathematics during the year 1971-72 in order to guide teachers in teaching subjects at the higher classes of the secondary stage.

### **University Education**

There are in all 5 Arts and Science Colleges and one Commerce College in this territory. Besides a Post-Graduate centre established by the Bombay University is also functioning effectively in this territory conducting M.A./M.Sc./M.Ed. and Ph.D. courses in various subjects. The said centre is paid grant by the Government on a 100 per cent basis in order to meet the expenditure incurred by it. The total enrolment in Arts, Science, Commerce, and Education is 5,575 during the year 1971-72 of which 150 students have registered for post-graduate courses in Arts, Science Education including Ph.D.

### **Training of Teachers**

The Government have taken necessary steps to ensure that the in-service teachers are given facilities for getting themselves trained. For this purpose the intake capacity of the Government Primary Teachers' Training College at Provornim is proposed to be increased to 250 during the IV Plan period from the present capacity of 203. In addition to this Government Primary Teachers Training College, there is also one private teachers Training College at Margao. This college is paid maintenance grant by the Administration.

### **Technical Education**

The Engineering College which was started in the year 1967-68 has become full-fledged in all the three branches of



Civil, Mechanical and Electrical Engineering. The total enrolment in this college during the year 1971-72 is 141. Steps are also being taken to provide suitable buildings to the three existing technical high schools.

### **Social and Adult Education**

The scheme for eradication of illiteracy was continued during the year with an intensive literacy drive. 92 literacy centres have been opened and 2,200 adults were expected to be made literate during the year. The Kala Academy promotes and develops art by encouraging local talent and providing it with the necessary training in various cultural fields.

### **Education of Girls**

There are 18 aided institutions for girls run by private societies. These include 17 Secondary Schools and one Art and Science College. The percentage of girls at the school level (standard I to XI) is 40.69 per cent. A scheme to develop girls' education is included in the Fourth Five Year Plan. This scheme also includes granting financial assistance to girls for purchase of books, slates and uniforms etc.

### **Scholarships and other Concessions**

Government is giving free education up to Standard VIII in all the schools. Freeships are also given by Government to political sufferers and their dependents, children of displaced goldsmiths, children of teachers and service persone as also to backward class students. In addition to freeships, backward class students are also given stipends towards the cost of books and other school material.

## **MANIPUR**

### **Educational Facilities**

There are 2,508 Primary Schools, 385 Middle/Junior High Schools, 102 High Schools, 21 Higher Secondary Schools, 11

Colleges for professional and special education and 13 colleges for general education. In the field of Technical Education there is one aided Polytechnic Institute with an intake of 60. The Government is taking steps to develop it as a full fledged Polytechnic. In other fields of professional and special education, there are many training-*cum*-production centres, several Hindi Schools, Art Schools, Music and Dancing Schools and Commercial Schools.

### **Girls Education**

Education is free up to Secondary stage. Girls students who have the highest records of attendance are given scholarships. There are also schemes for award of special scholarships to meritorious girl students and extension of financial assistance to poor and needy girls. At the Government Women's college, pre-university class in Science was introduced.

### **Facilities for Science Teachers**

General Science is taught from Class III onwards. Science equipments have been purchased for the Women's College. Science equipment and materials have also been supplied to Government Junior High Schools.

### **Scholarships and Other Concessions**

There are a number of schemes for the grant of scholarships such as Merit Scholarships to Primary/Middle students, Cadets of R.I.M.C., State Merit Scholarships, National Merit Scholarships, National Loan Scholarships, School Teachers' Children's Scholarships, Hindi Scholarships, Music Scholarships, Goldsmith's Children's Scholarships and scholarships to SC/ST.

### **Adult Literacy**

The Education Department is conducting Adult Literacy Centres at different Block areas. During 1970-71, 3200 adults were

made literate. The village libraries were supplied with library books.

### **Teachers' Training**

The following facilities for teacher training exist: (i) 100 graduate teachers are trained in the B.T. Department of the Government D. M. College. (ii) The Basic Training College is imparting Senior Basic Training of two years duration for 200 teachers of Middle/Junior High Schools. (iii) There are 4 Government Basic institutions with 500 trainees of Primary Schools. The duration is one year only. (iv) The Hindi Teachers' Training Institute is functioning with 40 trainees.

Besides these facilities the Government deputed 7 Hindi Teachers of Secondary Schools for Hindi Training at Agra, 4 Physical Education Teachers of Secondary Schools for Training in Diploma Course in Physical Education outside Manipur. For better and effective teaching at the Middle and Primary stages of Education many short-term training and subject trainings were organised by the Extension Unit of the Education Directorate.

### **Special Facilities for Scheduled Castes and Scheduled Tribes**

Education is free for the Scheduled Castes and Scheduled Tribes students at all stages of Education. As a measure to enable the SC/ST students to attend schools, they were given Pre-Matric as well as Post-Matric Scholarships. Students in indigent circumstances were also given financial assistance. Under the Tribal Welfare Schemes, grants have been given for construction of Teachers' quarters.

## **TRIPURA**

### **Educational Facilities**

There are 368 Pre-Primary schools (excluding Balawadi Centres), 1,417 Primary Schools (Class I to V), 233 Middle Schools

(Class VI to VIII), 89 High/Higher Secondary Schools (Classes IX to XI), six General Degree Colleges with a Postgraduate Wing in one College, 1 Engineering Degree College, 1 Polytechnic Institute and Music College. The enrolment figures are given below:—

(a) Pre-Primary Stage	16,000
(b) Primary Stage	1,30,500
(c) Middle Stage	58,000
(d) High/Higher Secondary Stage	42,200
(e) University/College Stage	6,377

### **Girls Education**

One Degree College, 11 High Secondary Schools and 3 Middle Schools are imparting education exclusively for girls while in other schools and colleges there is co-education. Education is free up to the Higher Secondary Stage and for girls belonging to SC & ST, it is free up to the collegiate stage. The proposal to award attendance scholarships to girl students reading in classes II to V is under consideration of the Government. The programme for awarding free textbooks to the SC/ST girls students reading in Class I & II and free dresses to the SC/ST girls students reading in classes III to VIII were continued during the year.

### **Science Teaching**

To improve the standard of Science teaching UNICEF-aided Science instruments have been installed in two training colleges and one more project is proposed to another training college. Provision has been made to give financial assistance to the teachers for Postgraduate studies. During the year 10 Primary Schools and 3 Middle Schools and 2 Higher Secondary Schools have been provided with Science equipment. Science laboratories in Secondary Schools have been reorganised.

### **Scholarships and other Concessions**

There are a number of schemes for the grant of scholarships. Books grant are given to the deserving students in indigent circumstances. During the year a provision of Rs. 36,000 has been made under the scheme of supplying free textbooks to the students belonging to SC/ST reading in Classes I & II. The programme for awarding stipends to handicapped students for studies and training as well as the programme of mid-day meals for primary students continued during the year. Various types of special facilities are being provided to students of SC/ST and other backward classes such as reservation of seats at the collegiate level, exemption from the payment of tuition fees, examination fees, supply of free textbooks, book grants, free dresses, hostel facilities, boarding house stipends and scholarships for higher studies.

### **Adult Literacy**

During the year 1971-72, it was proposed to start 10 Adult Literacy Classes, 6 Mobile Literacy Units 6 Shishu Rangas, 7 Horticulture Gardens, 4 Reading-cum-recreation centres. It was also proposed to improve 6 existing Social Education Centres, excavate one tank, formulate 6 Mahila Samities, awards/rewards to the Youth Clubs, Mahila Mandal<sub>s</sub> and individual<sub>s</sub> who make 125 literates per 6 months and to organise cultural and recreational programmes.

## CHAPTER XI

### PILOT PROJECTS

The need for integrated area development or district planning has been emphasised by the Planning Commission time and again. Its importance was also underlined by the Education Commission Report (1964-66). In 1969, the State Governments accepted the proposal of the Ministry of Education that a few selected districts should be taken up in each State where the concept of district planning, inclusive of the integration of educational and economic planning, should be worked out in detail. The intention is to effect two types of integration, functional and spatial, which are themselves integrated at the district level where educational programmes would be linked effectively with economic development and where various innovative projects in the field of education could be tried out in selected institutions and areas so that in the light of experience, the programmes could be taken up in other districts as well.

A number of Study Groups was set up to finalise the programmes of the selected pilot projects to be taken up in one district in each of the States and the State Governments were advised to select districts where these programmes could be introduced.

The accent in these pilot projects would be on the following:

- (a) Identifying and trying out concrete programmes for linking up the educational structure in the district with its overall economic and social development, with special reference to employment, productivity and social justice.

- (b) To start an experiment in the vocationalisation of education and work experience at the school stage.
- (c) To start experiments in dealing with problems of wastage and stagnation in schools, the lag in girls' education, the handicaps faced in the education of scheduled castes and scheduled tribes and other backward communities, of part-time and continuing education for school drop outs and of liquidating adult illiteracy and promoting educational programmes of weaker and talented students, intensive use of radio, etc.

In these projects, the objectives would be achieved with minimum additional financial in-puts, while making optimum use of the existing physical and manpower facilities and by mobilising public co-operation and support for different items in the programmes.

The following two types of pilot projects have been initiated:

- (i) Intensive Educational District Development Projects.
- (ii) Educational District Development Projects.

Under the Projects, various programmes will be covered broadly under the following three categories:

- (i) *Equalisation of Educational Opportunities*.—This involves provision of educational facilities for children of the age-group 6-14; part-time and continuation education; special programmes for girls and Scheduled Castes Children, adult literacy, pre-school education and integrated system of school education;
- (ii) *Making Education more Efficient*.—The involves introduction of programmes like intensive use of radio sets, institutional planning and development of school

complexes, improvement in science education in rural primary schools, strengthening of guidance and career advising services in schools etc.;

- (iii) *Making Education More Relevant.*—This involves, introduction of work experience programmes in schools, vocational and technical courses with a general education bias etc.

*Intensive Educational District Development Projects.*—Intensive Educational District Development Projects have been initiated in one district each in Bihar (Darbhanga), Maharashtra (Jalgaon), Mysore (Bellary), and Punjab (Sangrur) to identify and try out concrete programmes for linking up the educational structure in the district with their overall economic and social development with special reference to employment, productivity and social justice.

The programmes to be initiated in the district are to be based on the project report prepared on the basis of detailed occupational and educational surveys. The necessary sanction for the project staff to conduct the surveys was issued during 1970-71. The surveys have since been completed in all districts and the project reports are being finalised. Preliminary project reports have been received from all the four districts. These have been examined and the project authorities requested to revise these keeping in view the results of the surveys.

*Educational District Development Projects.*—Educational District Development Projects have been extended to the remaining States. Each State has selected a district for the projects. The Districts selected are: (1) Guntur (Andhra Pradesh), (2) Nowgong (Assam), (3) Baroda (Gujarat), (4) Karnal (Haryana), (5) Simla (Himachal Pradesh), (6) Trichur (Kerala), (7) Sehore (Madhya Pradesh) (8) Puri (Orissa), (9) Jaipur (Rajasthan), (10) Sultanpur (Uttar Pradesh), (11) Saidapet (Tamil Nadu), (12) Burdwan (West Bengal) and (13) Delhi.



Jammu and Kashmir has not yet selected the district. Among the Union Territories the programme is being implemented in Delhi.

The State Governments were informed that for the appointment of the project staff assistance up to Rs. 20,000 for six months, and for carrying out surveys and studies connected with the programme of pilot projects an assistance of Rs. 45,000 could be available. Sanctions for project staff, survey and studies have been issued to Andhra Pradesh, Gujarat, Haryana, Himachal Pradesh, Kerala, Rajasthan, Tamil Nadu, Punjab and Delhi.

To plan innovative programmes, it is considered necessary that the results of experiments being carried on in different states, both internal and external should be available with the project authorities. Therefore, periodic consultations between experts both Indian and international are considered necessary. The N.C.E.R.T., the Regional College of Education, the State Institutes of Education and similar institutions will be fully involved and consulted while framing the details of various programmes.

A study on polytechnical education and work experience in schools in the GDR was made in 1969 and it was found that the system of polytechnical education, as it is being worked out in the GDR, has many good features which are relevant to the programmes of introducing work experience and vocationalisation of education in India. The services of an expert in the field of work experience were obtained from the GDR in the middle of January, 1971. The expert was in India till the middle of July, 1971.

#### CLEARING HOUSE FUNCTIONS

##### **Strengthening of Statistical Unit**

In pursuance of the recommendations made by the Committee on the Reorganisation of the Statistical Unit, additional posts have been created during 1971-72.

### **The Fifth All India Conference of Educational Statistics**

The Fifth All India Conference on Educational Statistics was organised in February, 1971 to (i) review the present situation regarding educational statistics in various States, (ii) discuss the problems of timely data collection, (iii) of its presentation, and (iv) consider the programme of launching special depth studies with the help of Educational Statistics. The Conference made some useful recommendations. The most important of these related to (i) strengthening of the Statistical Units of the State Education Departments as well as that of the Ministry of Education, (ii) developing suitable training programmes for the training of persons concerned at different levels for the collection and compilation of Educational Statistics, (iii) undertaking a number of intensive special studies as part of Pilot Projects and (iv) establishing Administrative Intelligence cells in the State Educational Directorates.

The recommendations have been examined in detail and have been accepted by the Ministry of Education for implementation. The Ministry of Education has written to the States Governments and other agencies on taking appropriate action.

### **Committee for Rationalisation of Forms for the Collection of Educational Statistics and Committee for Rationalisation of Hindi Terms used in Forms.**

The Ministry of Education has constituted a Committee to consider the rationalisation of various Forms that are being used by the Ministry for the collection of educational statistics. Another Committee has been constituted to consider the variations in Hindi terms used in these forms and to bring uniformity in these terms. These committees are expected to meet in January, 1972 and February, 1972 respectively.

### **Standing Advisory Committee on Education Statistics**

In pursuance of the recommendations of the second meeting of the Standing Advisory committee on Educational Statistics

held on February 4, 1971, draft tables for the merged Volumes I and II of "Education in India" have been prepared and are expected to be finalised for consideration in the next meeting of the Standing Advisory Committee on Educational Statistics. To make the current statistics available in the minimum time, it was decided to collect selected educational statistics in an abridged proforma and publish them in mimeographed form with "Selected Educational Statistics" as the title of this publication.

#### **The Sub-Committee on Computerisation of Tabulation of Educational Statistics**

The Sub-Committee appointed for considering the introduction of computerisation of tabulation of educational statistics made the following recommendations:—

- (i) The introduction of computerisation in the tabulation of educational statistics was accepted in principle to be tried out on a Pilot basis in the Union Territory of Delhi.
- (ii) This project can be undertaken when the necessary machinery required for the collection, scrutiny and processing of the data is fully strengthened in the Directorate of Education of the Delhi Administration.
- (iii) The total expenditure involved in this project may be borne by the Central Ministry of Education and Social Welfare.

#### **Publications Unit.**

The Publications Unit of the Ministry is its main publishing agency although a few publications are brought out by a few other units/sections of the Ministry. The Unit continued the regular publication of three quarterly journals, namely, 'The Education Quarterly' (at present in the 22nd year of its publication), 'Cultural Forum' (at present in the 13th year of its

publication), and 'Sanskriti' Hindi counterpart of 'Cultural Forum' (also at present in the 13th year of its publication). Besides, the Unit brings out the various publications of the Ministry proper like the annual administrative report, reports of various committees, commissions, study groups, etc., set up by the Ministry, reports of important meetings, conferences, etc. convened by it and other pamphlets and brochures on the various subjects of its competence.

The Unit sells and helps to promote the sale of the various publications and journals brought out by it. Its casual sales depot, situated, at it is, in a central place like Connaught Circus in the Capital also sells publications of the various offices/organisations connected with the Ministry and also UNESCO publications as an agency of the UNESCO. The total sale during the year has been of the order of Rs. 40,000.

### **Indian Council of Social Science Research**

An important programme taken up during the current year is to conduct a depth study, in all the States of India, in the educational problems of Scheduled Castes and Scheduled Tribes. The study, which is being organised by the Indian Council of Social Science Research, is expected to provide valuable insights in the operation of schemes for the spread of education among the weaker sections and indicate important guidelines for future policies in this field.

### **CENTRAL SECRETARIAT LIBRARY**

The reorganisation of the Central Secretariat Library was completed during the year under report and under the reorganised structure 8 divisions have been created depending upon the nature and form of the reading material. The divisions are:

1. Reference Division.
2. Circulation Division.
3. Education Division.

4. Rare Books Division.
5. Indian Official Documents Division.
6. Foreign Official Documents Division.
7. Serials Division.
8. Acquisition and Processing Division.

New steel shelving was provided at a cost of Rs. 4,14,000/- approximately. The old furniture was replaced. Mounted paintings have been provided in public service areas to enliven the atmosphere. It continued to provide reference service and lending facilities to the employees of all the Ministries, Departments, attached and subordinate offices. Lending facilities were extended for the first time to the employees of public undertakings and government-financed autonomous bodies situated in Delhi besides the employees of Delhi Administration. Reference service and consultation facilities were also provided to scholars and research workers from various Universities and other Institutions from all parts of the country.

During the period under report, 2500 volumes were added to library. About 900 periodicals, 2600 Indian Government Publications and 5000 Foreign Official Documents were also acquired. The total number of membership of the Library stood at 7477 including 4,021 new members enrolled during the period. The following three publications viz. i. "Indian Education Abstracts" (Q) ii. "Current Educational Literature" (Q) iii. "Youth Services Abstracts (H.Y.) were brought out continuously during the period under report.

The Students' Information Services Unit attended to about 5,000 enquiries regarding facilities for higher Education in India and Abroad. 950 persons visited the Unit's Library to consult the prospectuses and Calendars of various Universities/ Institutions and other available literature. This unit also supplied the Students' Advisory Bureaux, Employment Information and Guidance Bureaux attached to various universities with the

latest informative material on educational courses in India and abroad. "Educational Facilities in India and abroad", a quarterly mimeographed publication, continued to be brought out. The material on courses of study in India and abroad was collected and compiled for the use of students all over the country. About 60 compilations on different topics/subjects were brought out during the year under report.

### Financial Allocations

The financial allocation for the programmes described in this chapter for 1971-72 and 1972-73 are as follows:

(Rs 000's)

Serial No.	Item	Provision for 1971-72		Budget Estimates for 1972-73
		Original	Revised	
1	Pilot Projects	40.75	13.50	35.00
2	Statistical Programmes	1.65	1.65	2.50

‡The amount has been included in the Ministry of Education and Social Welfare, Department of Education Budget placed under Pay of officers, establishment and contingencies (Plan).

## CHAPTER XII

### ADULT EDUCATION

Although, due to the increase in population, the number of illiterates in 1971 was 386 million as against 338 million in 1961, the percentage of literacy has actually risen and according to the 1971 Census of India, it is 29.35 per cent as against 24.05 per cent in 1961. It has however to be noted that literacy has shown a growth rate of only 0.5 per cent during the last 10 years.

The National Policy on Education took into account the magnitude of adult illiteracy in India and recommended among other things that teachers and students should actually be involved in organising literacy campaigns, especially as part of the social and national service programme.

The following account deals with the steps which the Ministry has initiated in accordance with the national policy resolution.

#### **Kisan Saksharta Yojana (Farmers' Functional Literacy Programme)**

This programme, as a component of a joint integrated project of three Central Ministries, viz. Education, Agriculture and Information and Broadcasting, is in the nature of a Pilot Project aimed at making a million illiterate adult farmers in 100 selected H.Y.V.P. districts in the country functionally literate during the Fourth Plan period. Aimed to raise agricultural production of the high yielding varieties crops, the specially-designed Functional Literacy Courses, conducted under this programme, help the illiterate farmers to acquire not only literacy skills, but also agricultural know-how which could be immediately used by them. Started initially in 3 districts in

1967-68, the programme has been progressively extended to ten districts in 1968-69; 25 districts in 1969-70; 60 districts in 1970-71 and 80 districts in 1971-72. About 70,000 adult farmers have been made functionally literate, while about a lakh are currently participating in the Functional Literacy Courses. A few of the most significant activities under this programme, during the period under report included: (i) Preparation of specially-designed reading and teaching materials including problem-oriented materials, based on an on-the-spot evaluation study in the field in Jaipur district; (ii) Evaluation of the programme in Lucknow district and publication of the Evaluation report; (iii) Publication of a Handbook on the Programme to serve as guide to the Functional Literacy personnel at the various implementation levels; (iv) Formulation of a new strategy to meet the increasing needs of training the Functional Literacy personnel at various levels; and (v) Constitution of Coordination Committee at the State, District and Block levels in most of the States for achieving inter-departmental coordination and integration amongst the three components of the Joint Project, etc.

### **National Board of Adult Education**

Constituted by a Government Resolution of 5th December, 1969, the National Board of Adult Education held its first meeting in May, 1970 and the second (in the form of a National Seminar on Adult Education) in September, 1970 at New Delhi and Bangalore respectively. The year under report was marked by a vigorous follow-up action in the implementation of the national blueprint for the eradication of illiteracy embodied in the 14 comprehensive resolutions on various aspects of the problems of adult education and adult literacy adopted by the Board at its past meetings. One of the most significant impacts of the implementation drive has been felt in the greater involvement of universities who, in most cases, have taken up Adult Education as an important component of their programmes of the National Service Scheme.



### **Pilot Projects for Eradication of Illiteracy in Selected Districts**

In pursuance of the recommendations of the National Board of Adult Education, a draft scheme, prepared for complete eradication of illiteracy among 6 million illiterate adults in selected districts in the first phase of the Fourth Plan, has been approved by the Planning Commission and is now under consideration of the Ministry of Finance. Designed to mobilise the full support of educated people, students and teachers on an honorary basis, the scheme aims at tackling the illiteracy problem on a large scale within the constraints of limited financial resources and to serve as pilot projects and a forerunner of a nation-wide programme of eradication of illiteracy.

### **Assistance to Voluntary Organisations Working in the Field of Adult Education**

The scheme was revised last year by a Working Group providing for liberalised terms and conditions of assistance to voluntary organisations working in the field of Adult Education for taking up meaningful projects in the field of adult education and adult literacy. The scheme has been given wide publicity through the State Governments, Union Territory Administrations, Voluntary Organisations, etc. Up to December 1971, 11 individual projects for a total grant of Rs. 8 lakhs were approved out of which grants amounting to Rs. 3.25 lakhs have been released as first instalment. In addition to this, 31 individual projects for grants amounting to Rs. 45 lakhs are under consideration.

### **Workers' Social Education Institutes**

The multifaceted activities of the Institutes at Indore and Nagpur in the various fields of adult education, civic education, vocational education, etc. were continued during the year. During the period under report, a 5-member expert group was set up to formulate concrete proposals for the expansion of the activities and programmes of these Institutes. The group has submitted its report which will be considered in the next meeting of the National Board of Adult Education.

### **Directorate of Adult Education**

The Directorate of Adult Education was set up as a Subordinate Office of the Ministry of Education and Social Welfare with effect from the 1st March, 1971, after taking the Department of Adult Education out of the National Council of Educational Research and Training. The Directorate acts as the technical and academic wing of the Ministry of Education and Social Welfare, as far as Adult Education and Adult Literacy programmes are concerned, and helps in the formulation and implementation of the programmes and takes up any other work as assigned to it by the Ministry of Education and Social Welfare, from time to time.

### **Literature for Neo-Literate Adults—National Writers' Workshop**

The National Writers' Workshop was organised by the Directorate of Adult Education in April, 1971, in New Delhi to review the current status of the literature available for neo-literates and suggest a new strategy for the production of adequate literature for meeting the needs of adults made functionally literate under the literacy programmes with both a mass approach and a selective approach. As follows up action to one of the important recommendations of the workshop, the Directorate of Adult Education is currently engaged in the preparation of suitable problem-oriented reading materials for use in the Farmers Functional Literacy Programme.

### **Literature for Neo-Literates—Prize Competition Books for Neo-literates**

During the year, the XVI Prize Competition of Books for Neo-literates was organised. About 40 prizes of Rs. 1,000 each will be awarded to authors of printed books and manuscripts in 14 Indian languages. The results of the Competition are expected to be announced by the end of 1971-72.

### **Polyvalent Adult Education Centres**

In 1965, UNESCO gave assistance to the Department of Adult Education (NCERT) to establish a Central Adult

Education Organisation under whose auspices, a network of Polyvalent Adult Education Centres were to be established. The first Polyvalent Adult Education Centre was established in Bombay in 1967 by the Bombay City Social Education Committee under grant-in-aid from the National Council of Educational Research and Training. An evaluative study of the Polyvalent Centres, Bombay, made by the Tata Institute of Social Sciences pointed out that the Polyvalent Adult Education programme was meeting a genuine need and it was worthwhile extending the idea to other areas. After the reconversion of the Department of Adult Education (NCERT) as the Directorate of Adult Education in the Ministry of Education, a fresh agreement has been executed between the Ministry of Education and Social Welfare and Bombay City Social Education Committee to run the Polyvalent Adult Education Centre, Bombay. The Director of the Directorate of Adult Education represents the Ministry of Education and Social Welfare on the Managing Committee of the Polyvalent Adult Education Centre, Bombay. During the period under report, the Polyvalent Adult Education Centre, Bombay, organised the following courses among others:

- (1) Courses in mechanical draftsmanship attended by turners, fitters, millers; etc.
- (2) Course in supervisory skills for junior engineers.
- (3) Course in metrology and quality control attended by shopfloor inspectors, laboratory assistants, quality control inspectors.
- (4) Course in boiler attending, attended by firemen, boiler attendants.
- (5) Course in maintenance of chemical plant attended by turners and fitters.

**Asian Regional Seminar on Polyvalent Adult Education Centre**

To share the experience of operating the Polyvalent Adult Education Centre and to discuss the project in greater detail, the Ministry of Education and Social Welfare

in collaboration with Unesco organised an Adult Regional Seminar on Polyvalent Adult Education Centres from September 20 to 27, 1971. The Directorate of Adult Education undertook the responsibility for preparing the draft agenda papers and helped the Ministry in organising the Seminar. The main recommendations of the Seminar have been brought out in the draft final report of the Seminar.

### Financial Allocations

The financial allocations for the various schemes described in this chapter during 1971-72 and 1972-73 are as follows:

(Rs. in 000's)

Serial No.	Item	Provision for 1971-72		Budget Estimates 1972-73
		Original	Revised	
1	2	3	4	5
1	Directorate of Adult Education . . . . .	..	4,61	6,12
2	Grant to Polyvalent Adult Education Centres . . . . .	2,00	2,00	2,00
3	Production of Literature for Neoliterates . . . . .	3,50	2,00	2,00
4	Farmers' Functional Literacy Project . . . . .	40,00	35,00	50,00
5	Workers' Social Education Institute, Indore . . . . .	62	62	62
6	Workers' Social Education Institute, Nagpur . . . . .	1,00	40	1,00
7	National Board of Adult Education . . . . .	15	15	15
8	Voluntary Organisations Working in the field of Adult Education . . . . .	25,00	10,00	15,00
9	Pilot Projects for eradication of illiteracy in selected districts . . . . .	..	..	25,00

\*This is subject to the concurrence of the Ministry of Finance.

**CHAPTER XIII**  
**MEMORIAL PROGRAMMES**  
**AND**  
**NATIONAL INTEGRATION**

This chapter deals with the aftermath of the various Centenary Celebrations observed during the past two years and with programmes designed to promote national cohesion by involving teachers and students and the members of the writing profession in such activities as are germane to their field of work.

**Lenin Centenary Celebrations**

The various papers discussed at the several seminars held on Lenin were compiled into two publications, one in Hindi and the other in English. They help to present the views of Indian thinkers on Lenin's economic policy, how he tackled the problem of minorities and how equalisation of opportunity was made a reality.

The Delhi Indo-Soviet Cultural Society held a Mushaira and a Kavi Sammelan in connection with the Centenary Celebrations.

An All-India Essay Competition on Lenin was conducted among school children by the National Council of Educational Research and Training. Fourteen candidates came out successful in this competition. Medallions are proposed to be awarded to the winners at an appropriate function.

Two programmes remain to be organized—an all-university seminar to make a comparative analysis of the political, economic and social conditions and policies in Russia in the decade after the revolution and in India after independence. It is proposed to hold this seminar in February-March 1972. The second programme is to hold a seminar to discuss Lenin's contribution to make culture an instrument of mass education. On the basis of the discussions at this seminar, it is hoped to evolve a national cultural policy resolution. Preparations are under way for organizing this seminar in the summer of 1972. It is expected that delegates from the USSR will also be participating in this seminar.

### **C. R. Das Centenary Celebration**

As part of the centenary celebrations of Deshbandhu C. R. Das which fell on November 5, 1970, the Government of India decided to establish 16 Mobile Training-cum-Service Hospitals known as "Chittaranjan Mobile Hospitals" at the rate of one per State which had at least one Medical College. An account of these hospitals is given on the chapter on Youth Welfare.

### **C.R. Andrews Centenary Celebrations**

The birth centenary celebrations of C. F. Andrews were started in February 1971. The various programmes under these centenary celebrations continued throughout the year 1971-72.

Mr. Horace Alexander, an old associate of Andrews, Gandhiji and Tagore was invited to visit this country and participate in some of the Andrews centenary functions. Mr. & Mrs. Alexander spent four weeks in November-December, 1971 as guests of the Government of India. Mr. Alexander delivered the Andrew's Memorial Lecture in New Delhi and similar lectures at Ahmedabad, Bombay and Madras. He also participated in the national symposium on Andrews organized at New Delhi in November, by the Gandhi Peace Foundation on behalf of the Ministry of Education. This seminar discussed three facets of Andrews life; Andrews as a

teacher; Andrews and Gandhiji; and Andrews and international understanding. An exhibition on Andrews was organized on this occasion by the Gandhi Museum, New Delhi.

It has been proposed to bring out a biography of Andrews through the National Book Trust of India. Miss Majorie Sykes has undertaken to write the biography. The book is expected to be published shortly.

Another project under the Centenary Celebrations was to bring out a commemoration volume on Andrews. This project has been assigned to the Gandhi Peace Foundation. An Editorial Board with Miss Marjorie Sykes, the biographer of Andrews, as chairman has been set up. This Board met twice in Delhi in November and discussed the major emphasis and the outline of the volume. It was decided that the commemoration volume should bring together carefully chosen selections from Andrews writings with appropriate explanatory notes. The volume would also include a biographical sketch and very selective tributes, as for example, the one paid by Gurdev Tagore on the occasion of the death of C. F. Andrews. This volume when completed, is expected to fill a gap in the available literature on Andrews and to serve as a valuable piece of reference material for young and old alike. The sources of the material have been located and listed and the work on the selection and compilation is expected to start very shortly.

### **Dr. Zakir Husain Memorial Programmes** **Zakir Husain Memorial**

It was Dr. Zakir Husain's wish that he should be buried in the campus of Jamia Millia, an institution which he founded and brought up. That was where he lies now in a spot chosen by himself. It was decided that it would be a most befitting homage to his memory to erect a mausoleum over the grave and also build a museum nearby to house books and other collections. Plans and estimates were prepared by the Ministry of

Works, Housing and Urban Development. The foundation stone of the Mausoleum was laid by the President of India, Shri V. V. Giri, on the 1st of October, 1971. The construction has also begun.

### **Biography of Dr Zakir Husain**

Prof. M. Mujeeb, Vice-Chancellor, Jamia Millia was entrusted with the task of bringing out the biography of Dr. Zakir Husain. The manuscript is now in press.

### **Establishment of Dr. Zakir Husain Chair**

The Centre of Studies in the Jawaharwal Nehru University has been renamed after Dr. Zakir Husain and is being developed as part of the School of Social Sciences.

### **Children's Books in Urdu**

Dr. Zakir Husain had great love for and faith in children. He had himself written several children's books, some of which were published in his life-time. A programme has been drawn up under which a series of 24 books for children will be brought out under the Nehru Bal Pustakalaya Series. The National Book Trust is in charge of this assignment. The series will cover books on mythological stories of major religions, and a biography of Dr. Zakir Husain written specially for children.

The following titles have been brought out so far:

- Kachhua aur Kharosh*: Story written by Dr. Zakir Husain for children.
- Abu Khan Ki Bakri*: a collection of stories written by Dr. Zakir Husain.
- Anokhi Dukan*: a collection of stories prepared by the late Begum Qudsia Zaidi under Dr. Zakir Husain's supervision.



Two more books prepared by the late Begum Qudsiya at the instance of Dr. Zakir Husain are in press.

#### **Establishment of Department of Islamic Studies**

It has been decided to establish a Department of Islamic Studies in the Jamia Millia Islamia. The Ministry released an amount of Rs. 3,00,000 to the university for creating an endowment fund for the purpose. The University Grants Commission has agreed to offer financial assistance for research projects to which Jamia Millia will attach priority and which will be undertaken by the new Department.

#### **Development of Delhi College**

The College was formerly run by the Anglo-Arabic College and School Society. When after partition, most of its trustees migrated to Pakistan, the management broke down completely and at this stage the Jamia Millia took over as a trustee of the Society. The Memorial Committee decided to re-name the Delhi College as Dr. Zakir Husain Memorial College, and develop it further so as to promote the ideas for which the late President strove. The immediate need for the College is a better campus, the existing campus having little accommodation for expansion and development. The Delhi Development Authority have offered a site of about 8 acres in the zonal development plan of Mata Sundari Road or Minto Road area.

#### **Bio-centenary Celebrations of Raja Ram Mohan Roy**

The bi-centenary of the birth of Raja Ram Mohan Roy falls in May, 1972. A National Committee has been set up to advise on planning and organizing the centenary celebrations in an appropriate manner. The President of India is the Committee's patron and Prime Minister its President. The Committee is expected to meet shortly and determine the programmes that are to be undertaken.

### **Establishment of Nanak Bhavans**

In connection with the 500th birth anniversary of Guru Nanak celebrated in 1969-70, it had been decided to establish Nanak Bhavans or Student Service Institutes in States, with the object of inculcating a spirit of self help and self-reliance among students, to provide opportunities to students to utilise their spare time in activities useful for themselves, the community and the nation, and to encourage sports and literary activities. Each Bhavan is expected to accommodate about 1000 students and offer facilities of a workshop, a class room, an auditorium a library-cum-reading room, a cafeteria and a gymnasium.

The Nanak Bhavan is to be constructed by the State Governments concerned at a total cost not exceeding Rs. 5 lakhs, of which 75 per cent would be met by the Government of India. The Central Government will also bear 75 per cent of the expenditure on running classes for teaching modern Indian languages during the current plan period, and will also finance adult literacy work and the adoption of village-cum-rural development work projects. The State Governments are expected to provide 10 acres of land for each Bhavan free of cost and to bear the rest of the non-recurring and recurring expenditure on the Bhavans. The School of Social Work-University Departments of Social Work in the States will exercise over-all control over the implementation of the scheme, organise student co-operatives for the day-to-day running of the student service institutes and continuous guidance and evaluation of the scheme.

The Governments of Mysore, Gujarat and Rajasthan had initiated action to set up these Bhavans during 1969-70 and those of Madras, Orissa and Maharashtra during 1970-71. The first instalment of grant had been released to these States earlier. Work is in various stages of progress in these States. The second and the final instalment of grant will be paid to them after the completion of the Bhavans. Proposals to set up similar Bhavans in Punjab and U.P. are expected.

### 400th Anniversary of Ram Charit Manas

The 400th anniversary of the Ram Charit Manas is to be clearance of the Finance Ministry and the Planning Commission Rashtriya Samiti which is organizing the celebrations on a national scale made a request for financial assistance from the Ministry of Education for some of the programmes. Subject to the clearance of the Finance Ministry and the Planning Commission wherever necessary, the following programmes will be supported within the approved programmes of the Ministry of Education:

- (i) A grant of about Rs. 3 to 5 lakhs will be made available for bringing out translations of the Ram Charit Manas in different modern Indian languages provided the publications are brought out through voluntary organizations. These grants will be on a sharing basis and up to a maximum of 50 per cent of the total cost.
- (ii) The academies of foreign countries will be requested to bring out editions of the Ram Charit Manas in their respective languages.
- (iii) A World Conference on Ramayana will be held during the centenary year. At the time of this Conference, an exhibition of paintings, sculptures and masks connected with the Ramayana will be held as also Ramayana ballets from Indonesia, Thailand and Laos. UNESCO has been requested to defray the international air fare in respect of participants who might like to attend the Conference from abroad.
- (iv) UNESCO has been requested to include the 4th centenary celebrations of Ram Charit Manas in their calendar for important anniversaries for the year 1973-74. They have also been requested to consider publication of English/French translation of Ram Charit Manas under UNESCO'S programme of collection of representative works—India series.

- (v) An Essay Competition on the subject will be held for the children in Middle and Higher Secondary Schools by the National Council for Educational Research and Training.
- (vi) Awards of scholarships in universities to be called "Tulsi scholarships" may be arranged through the U.G.C. The U.G.C. will also be requested to allot a few existing scholarships for research in subjects like philosophy, and religious literature, particularly on Ram Charit Manas and Tulsidas during the years of centenary celebrations.
- (vii) Three different editions of Ram Charit Manas suitable for children of primary, middle and secondary schools will be brought out through the National Book Trust. The fourth edition will also be brought out for neo-literates.

The extent of Government of India's assistance to these programmes may be about Rs. 14 lakhs.

### **Quincentenary of Copernicus**

The Quin-centenary of Copernicus falls on 19th February 1973 and it has been decided to celebrate this occasion appropriately in the country, under the auspices of the Indian National Science Academy and the Delhi University. The following programmes have been included in the celebrations:

- (i) A seminar on the life and contributions of Copernicus to be organized on the 19th and 20th February, 1973 by the Indian National Science Academy, to which eminent Indian and Polish scientists will be invited.
- (ii) Polish scientists and scholars will be invited to deliver lectures in selected universities in India during the celebrations.
- (iii) Exhibitions on the life and work of Copernicus will be organized where seminars and lectures are held.

- (iv) Translations of the book of Copernicus "De Revolutionibus Orbium Coelestium" will be translated into Hindi for the benefit of students at the undergraduate and graduate level.
- (v) A paper on Copernicus will be prepared by Prof. Auluck to be supplied to the Ministry of Information and Broadcasting for holding talks on Copernicus on the national hook-up of the All India Radio. Films made available by the Polish Embassy will be supplied to the Ministry of Information and Broadcasting for showing on the T.V.
- (vi) The N.C.E.R.T. will bring out a brochure on the life and work of Copernicus.

The Indian National Science Academy has set up an Organizing Committee to plan and guide the celebrations.

### **25th Centenary of Lord Mahavira's Nirwan**

The 25th centenary of Lord Mahavira's Nirwan falls in 1974. It is proposed to celebrate this in an appropriate manner on a national scale. A National Committee is being constituted for the purpose.

### **Planning Forums**

The Scheme continues to be administered by the State Government, the Centre bearing 60 per cent of the total expenditure. There are 1096 Planning Forums functioning at present in the various universities and colleges in the country. Out of these only three belongs to the 'C' category. The total provision for the scheme in the Fourth Plan is Rs. 20 lakhs and for the current year the provision in the Revised Estimate is Rs. 1.30 lakhs.

### **Writers' Camps**

The programme of Writers' Camps as in the previous year was continued this year also. Two regional camps were held,

one at Simla in April, 1971 and the other at Poona in August, 1971. To the Simla camp were invited writers of Hindi, Punjabi, Assamese and English and to the second at Poona were invited writers of Bengali, Oriya, Kashmiri and Sanskrit.

A National Camp is being organized in Delhi in February, 1972 to which will be invited all the participants of the earlier four regional camps. In addition, other eminent writers who could not attend the regional camps would also be invited. This regional camp will discuss aspects of Indian literature, such as Indianness in Indian literature, universality in Indian literature, literature of protest and the writer as an instrument of change.

The Writers' Camp has been a highly useful activity and has gone a long way in bringing our creative writers together. It has enabled writers from various regions to forge abiding friendship among them. Opinion makers of society, as they are, creative writers meeting regularly at such camps could contribute a great deal towards fostering inter-regional understanding and emotional integration.

### **National Integration Samitis**

Mention was made in the last year's Report, about the formation of National Integration Samitis in universities and colleges and public undertakings.

At present there is a total number of 105 Samitis functioning in the country, 55 of which are in universities, 44 in colleges and six in public undertakings.

The Ministry of Education extends financial assistance to the extent of Rs. 400 per month to each Samiti functioning in universities and colleges, and Rs. 200 to those run by public undertakings. (The latter contributing an equal share). An amount of Rs. 1,84,226 was sanctioned during the first half of the current year. The second instalment of Rs. 1,76,00 is being released currently.

In addition to the above financial assistance, samitis which take up special projects are given ad hoc grants of about Rs. 2,000. The Ministry of Education also meets the travelling expenditure of teachers and students who travel from one university to another to give lectures or to participate in seminars, etc.

The Committee of Educationists and Student Leaders has suggested that a suitable National emblem be evolved for the National Integration Samitis. Accordingly entries were invited from students of universities, colleges and art colleges. The best entry has been selected and a cash prize of Rs. 3,000 will be awarded shortly to the winning candidate.

A meeting of about 100 coordinators of the National Integration Samitis was held in 1971 to discuss common problems and programmes.

The Samitis have been carrying out a varied programme of discussions, seminars, community gathering, inter-state visits and social service and promise to augment their work in the coming years.

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**PART TWO**  
**DEPARTMENT OF CULTURE**

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## CHAPTER I

### CULTURAL AFFAIRS

The various institutions set up by Government to promote and develop cultural activities within the country proceeded apace with their programmes during the year. In its effort to promote cultural relations with other countries, the Ministry is also responsible for entering into Government-level cultural agreements and sponsoring bilateral or unilateral programmes in the field of culture. This chapter sets forth a brief account of all these programmes.

#### THE NATIONAL AKADEMIS

##### **Sahitya Akademi**

An outline of the activities of the Sahitya Akademi, an autonomous organisation set up by the Government of India, in March 1954, during the year is given below:

##### **New Fellows of the Sahitya Akademi**

The General Council of the Sahitya Akademi, at its meeting in New Delhi on February 21, 1971, elected the following persons as its Fellows, in addition to nine persons already elected earlier

(1) Mahamahopadhyaya Sri Gopinath Kaviraj, for his eminence as an Indologist and Sanskrit scholar; (2) Kakasaheb Sri (D. B.) Kalelkar, for his eminence as an author in Gujarati; (3) Sardar Sri Gurbaksh Singh, for his eminence as an author in Punjabi; and (4) Sri Kalindicharan Panigrahi, for his eminence as a novelist in Oriya.

### **Recognition to Manipuri and Rajasthani**

The General Council of the Sahitya Akademi at its meeting held on February 21, 1971, resolved to recognise Manipuri and Rajasthani as independent modern languages of India of literary importance for the purpose of Sahitya Akademi's programme.

### **Indology in Germany Exhibition**

In collaboration with the authorities of the local Max Mueller Bhavan, the Sahitya Akademi organised an Exhibition on Indology in Germany at Rabindra Bhavan, New Delhi, in May 1971.

### **Seminar on Social Change and Indian Fiction**

The Sahitya Akademi organised a special Seminar on June 22, 1971, at Rabindra Bhavan, New Delhi, in which about 60 scholars from various parts of India took part. The subject for discussion was Social Change and Indian Fiction.

Among the many publications brought out, special mention may be made of National Bibliography of Indian Literature (1901-1953) and Iswar Chander Vidya Sagar translated into English.

### **Sangeet Natak Akademi**

The significant activities during the year of the Sangeet Natak Akademi, an autonomous organisation set up in January 1953, are set out briefly below:

(a) Programmes and Projects: Important programmes during the period were:

- (i) Programme of Indian dances in honour of His Majesty the Druk Gyalop of Bhutan at Rashtrapati Bhavan, New Delhi;
- (ii) Lecture demonstration on tribhanga, a comparative study of Basics of Orissi and Mayurbhanj Chhau Dances by Dr. Kapila Vatsyayan at National Museum Auditorium; (iii) A dance recital

by artists' delegation from Andhra Pradesh and Punjab sponsored by the Ministry of Education and Social Welfare for a concert tour of North African countries and West African countries; (iv) Preview show of Dances by Ranga Sri Little Ballet Troupe, Gwalior; (v) Preview show by 12-Member Dance troupe, Darpana, Ahmedabad; and (vi) Programme of Indian Dance and Music at Rashtrapati Bhavan, in honour of the King and Queen of Tonga.

### **Prize for Books in Music**

The following books were awarded prizes on the best books in the languages:

**Bengali:** 'Bhartiya Sangeet Kosha' by Bimal K. Roy Choudhury.

**Kannada:** 'Haridasa Keerthana Sudha Sagara' by N. Chennekeshawaiiah.

**Marathi:** 'Gharandaz Gayaki' by Shri V. R. Deshpande.

**Sanskrit:** 'Sangeetaraja' or Rana Kumbha, edited with introduction by Dr. Premrata Sharma.

**Kashmiri:** 'Koshur Sargam' by Shri Abdul Azim.

**Hindi:** 'Sangeet Chintamani' by Dr. K. C. D. Brahaspati and Smt. Sumitra Anand Pal Singh.

**Telugu:** 'Mridanga Tatva' by Shri Dharmala Ramamoorti.

### **Exhibition**

At the instance of the Ministry of Education and Social Welfare an exhibition on Ramayana Theme was compiled for being sent to Indonesia in connection with International Ramayana Festival during September, 1971.

### **Festivals**

(i) A three-day festival on traditional theatre was organised. Seven parties of ballet troupes representing major forms participated in the Festival. (ii) A two-day festival of Shadow

Theatre was organised from 26th to 27th November, 1971. Four styles of Shadow theatre were presented on this occasion.

### **Rasika Music Circle**

The Akademi organises programmes of recorded music under the auspices of the Rasika Music Circle. Three such programmes were held during this period featuring (i) Melodies from Bengal; (ii) Dance Music of India; and (iii) Varieties of Rag-Malhar.

### **Documentation**

Under its regular programme, the Akademi Documentation Unit visited different regions and documented the traditional folk Dance, Drama and Music forms for the use of the Archives of the Akademi. There are the Chhau Dance in Orissa, Bomalatta Puppet Theatre in Tamilnadu, Sampoorna Ramayana in Kerala, Lava-Kusha Kalaga in Mysore, the traditional Ramlila of Ramnagar, Varanasi (U.P.), Lai Haraoba dance and Ras and Goshtilila performances in Manipur and Ojha Pali Ballets of pre-Shankradeva tradition in Assam, such as Vyas Geet, etc.

### **Lalit Kala Akademi**

Among the important exhibitions held in this country and abroad in which the akademi took part, mention may be made of the following :

- (i) A collection of 58 exhibits by 16 artists which had earlier been shown in Tokyo was sent to Brazil in April 1971;
- (ii) An exhibition entitled Tantric Art commenced as part of 'man and his environment concept, consisting of 28 paintings was sent to Montreal (Canada) in May 1971;
- (iii) An exhibition consisting of 38 works was sent to Eastern Europe-Romania, Hungary, Czechoslovakia, Yugoslavia under the Cultural Exchange Programme;
- (iv) A collection consisting of 8 Artists' works was sent to XII Paris Biennale as part of Indian Section in September 1971;
- (v) An exhibition of French Contemporary

Art entitled Twenty five years of French Painting was opened in New Delhi by M. F. Hussain on November 19, 1971. The exhibition was accompanied by the noted French Art Critic Madame Dera Vallier and (vi) A circulating exhibition of contemporary Indian Art was on display in Amritsar and in Chandigarh during November 1971.

#### **Reviewing Committee for Three National Akademis**

The Committee was set up to review the working of the three National Akademis and the ICCR. Its report is expected after April 1972.

#### **Shankar's International Children Competition**

This year, about 16000 children took part in the competition which continues to receive financial assistance from the Department of Culture.

#### **Building Grants to Cultural Organisations**

The scheme covers all organisations primarily working in the cultural fields of dance, drama, music, fine arts, indology, literature other than religious institutions, public libraries, museums, municipalities, schools and universities. Six institutions have been given the first instalment of grant for the construction of buildings and 12 institutions have been given the second and third instalments of grant this year.

#### **Propagation of Culture among School and College Students**

Under this scheme two refresher courses were arranged by Delhi University on behalf of this Department during May-June and September-October, 1971, for the teachers of various schools and colleges. 92 lecturers attended these refresher courses.

#### **Financial Assistance to Dance, Drama Ensembles**

The scheme is to provide maximum help to enable performing troupes in the country which have been working in the field through pure voluntary efforts over 10-15 years to

sustain themselves. Financial assistance to 4 well-known cultural organisations in the country has been given for development activities this year. The names of these cultural organisations are as under :

1. Ranga-Sri Little Ballet Troupe, Gwalior.
2. Kalakshetra, Madras.
3. Triveni Kala Sangam, New Delhi.
4. Darpana, Ahmedabad.

### **Cultural Relations with Other Countries**

India continued her efforts to develop and strengthen cultural relations with other countries. Besides entering into cultural agreements and drawing up cultural exchange programmes, incoming and outgoing delegations—performing and non-performing constitute a significant part of these activities, an account of which is given in the following paragraphs.

### **Cultural Agreements**

(i) Indo-Tunisian Cultural Agreement, signed in New Delhi on the 24th June, 1969, came into force on the 30th August, 1971, with the exchange of the Instruments of Ratification by the two Governments at Tunis. The agreement provides for cooperation between the two countries in the fields of education, science, culture, sports and radio and television etc. (ii) The Indo-Australian Cultural Agreement was concluded in New Delhi on the 21st October, 1971. The Agreement provides for cooperation between the two countries in the fields of science and technology, education, art and culture, radio, press, films and sports through exchange of artists, writers, professors, scholars, students, members of scientific and cultural institutions and sports teams, exchange of books, periodicals, music, dance and theatrical ensembles, art and other exhibitions, etc. The Agreement was signed by Shri T. P. Singh, Secretary, Ministry of Education and Social Welfare, on behalf of the Government

of India and Sir Keith Waller, Secretary, Department of Foreign Affairs, of the Commonwealth of Australia on behalf of the Australian Government.

Proposals for concluding Cultural Agreements with Malaysia, Uruguay, Syria, G.D.R., Belgium, Argentina, Cambodia, Ceylon, Mauritius, Senegal, Chile, Venezuela, and Mexico are under negotiations.

### **Cultural Exchange Programmes**

A number of Cultural Exchange Programmes were drawn up during the year (i) Indo-Romanian Cultural Exchange Programme for 1971-73 signed at New Delhi on 6th August, 1971, formulated in pursuance of the Cultural Agreement which India and Romania entered into in 1957. (ii) Indo-GDR Cultural Exchange Programme for years 1971—73 signed at Berlin on the 8th September, 1971. (iii) Indo-Soviet Cultural Exchange Programme for the years 1971-72 signed at Moscow on the 17th September, 1971. (iv) Indo-Hungarian Cultural Exchange Programme covering the years 1971-72 and 1972-73 signed at New Delhi on 18th November, 1971. In functions held at the capital the programmes (i.e. in case of Romania and Hungary) were signed by the Deputy Minister for Foreign Affairs, Romania, and Deputy Chairman of Cultural Relations, Hungary, on behalf of their Governments and by the Secretary, Ministry of Education and Social Welfare on behalf of the Government of India; and those held in the capitals of the other concerned countries (i.e. in the case of the GDR and the USSR) by the Secretary, Ministry of Education and Social Welfare on behalf of the Government of India and State Secretary, Ministry of Culture on behalf of the Government of the GDR and Deputy Foreign Minister of the USSR on behalf of his Government. The programmes generally envisage cooperation in the various fields of science, technology, education,

art, culture, films, radio, television, electronics, health and sports etc.

### **Incoming Delegations**

To promote mutual understanding and good-will and to foster closer relations with foreign countries, a number of cultural delegations and art exhibitions are invited to visit India every year under the various Indo-foreign Cultural Exchange Programmes and the Cultural Activities Programmes of the Department of Culture. The cultural delegations invited to visit India from foreign countries consist of performing delegations, non-performing delegations, journalists, educationists, officials, musicians, writers, painters, scholars and indologists etc. and art exhibitions comprising paintings, sculptures, photographs and graphic arts, posters etc. Till December 15, 1971, 6 cultural delegations (3 performing and 3 non-performing) from Romania, Bulgaria, North Korea, Kuwait, Ceylon, Ghana, Laos, Ethiopia, Mongolia, the USSR, Belgium, Yugoslavia and Sikkim visited India. During the period from 15th December, 1971, to 31st March, 1972, about 14 cultural delegations from the USSR, Morocco, Ceylon, Bhutan, Thailand, Romania are expected to visit India.

### **Out-going Delegations**

Performing delegations sent abroad during 1971-72 were (a) 10-member Bhangra dance group from the Punjab and 6-member Kuchipudi dance group from the Sidhendra Kalaksheram, Andhra Pradesh, which visited Algeria, Tunisia, Syria, Jordan and Iraq in July-August, 1971; (b) a 27-member Range-Sir Little Ballet of Gwalior and a 14-member Kathakali troupe from P.S.V. Natya Sangam, Kottakal participated in the First International Ramayana Festival held in Indonesia from 30-8-71 to 17th September, 1971 in cooperation with UNESCO. Professor Asutosh Bhattacharya (Calcutta), Smt. Rukmini Devi (Madras), Prof. A. S. Raghvan (Tuticorn), Dr. Lokesh Chandra (Delhi), scholars from India participated in the Seminar organised during the Festival. Dr. Kapila Vatsyayan, Deputy Educational Adviser (Culture) accompanied the delegation as



Programme Director. After the Festival she worked on the Plan Project; *viz.*, "Reconstruction of Indian and Asian Dance Traditions", in Indonesia, Thailand and Burma. Dr. S. Awasthi, Secretary, Sangeet Natak Akademi, also visited Indonesia, Thailand and Hong Kong under the same scheme. An Exhibition compiled by the Sangeet Natak Akademi on the theme of Ramayana was also displayed. Some exhibits were presented to the Indonesia Government after the Festival. Three Indian feature films were also screened in the Festival: (c) a 12-member Dance Troupe of the Darpaṇā Academy, Ahmedabad, led by Smt. Mrinalini Sarabhai visited Denmark, the UK, the Netherlands, West Germany and Greece during September-October, 1971.

Among the non-performing delegations sponsored for visit to various countries under the Cultural Exchange Programmes, mention may be made of: (a) Shri Sachin Shankar, Choreographer to Yugoslavia and Bulgaria to study the folk dances of these countries; (b) Shri Ka Naa Subramaniam, writer, to Yugoslavia and the GDR to deliver a series of lectures and familiarise himself with the literary achievements of these countries; (c) Dr. V. Raghavan, Sanskrit scholar to the USSR and Bulgaria to give lectures on Indian art and culture and exchange views with scholars; (d) Shri Keshav Malik, Literary critic to the USSR, Czechoslovakia and Bulgaria to give lectures; (e) Smt. Lolita Mayadas, Principal, Calcutta School of Music, Calcutta to Czechoslovakia for participation in the Prague Spring Festival, (f) Dr. Anand Krishna, Art Historian, Bharat Kala Bhavan, Varanasi, to the USSR for research and study of Central Asian and Indian Art; (g) Dr. S. S. Paranjpe, Principal, Government College, Shajapur, M.P. to the Soviet Union to give lectures and to have fruitful meetings with the Soviet musicians, (h) Shri Biren De, an artist, to the Soviet Union and Czechoslovakia to deliver lectures on Indian art and exchange views on art and culture; (i) Dr. Shiv Mangal Singh, 'Suman', Vice-Chancellor, Vikram University, Ujjain, Dr. Prophulladatta Goswami of Gauhati University and Shri Vidya Nath Misra alias "Yarti—Nagarjun" Writers, to the Soviet Union

to meet their counterparts and acquaint themselves with the literature of the USSR; Dr. Suman also went to Mangolia, (j) Shri Gurbaksh Singh, the eminent writer and Editor of "Preet Lari" to Yugoslavia and Bulgaria; (k) Shri Hari Uppal, Choreographer to Czechoslovakia and the USSR to work on the problems of adaptation of folk dances for the stage (Music), (l) Dr. B. C. Deva, Assistant Secretary, Sangeet Natak Akademi, New Delhi, to Yugoslavia and the USSR for lectures; (m) Shri R. Chatterji, Secretary, Lalit Kala Akademi, New Delhi, to France for participation in the VII Biennale of Paris; (n) Shri Utpal Dutt, Theatre expert, Mrs. Sova Dutt (nee Sen), artiste and Shri Azim Lewis Mayadas, Musicologist to the GDR, for participation in the XV Berlin Festival of Theatre and Music;

Shri Dutt also went to Czechoslovakia; (o) Shri Habib Tanvir, Theatre Expert to Philippines for participation in the Conference on Developing Theatre in Developing Countries at Manila.

### **Travel Subsidy**

A travel subsidy to the extent of 50 percent return economy class air fare was sanctioned to a 4-member troupe of the Vijayanagar Sisters for participation in the Bharat Natyam performance, organised by the Bharat Majlis, Berlin in October, 1971.

Similar travel subsidy for non-performing delegations included the two delegates of the Bharatiya Natya Sangh, New Delhi for participation in the 14th World Congress of the International Theatre Institute, London in May-June, 1971; Shri M. F. Hussain, Painter, for participation in the XI Biennale in Sao Paulo, Brazil in September, 1971, Prof. A. S. Patel, Head of the Department of Psychology, University of Baroda to attend the XVII International Congress of Psychology at Liege, Belgium in July, 1971; S/Shri Sumanta Chatterjee, Sibaji Biswas and Sisir Kumar Biswas of the Youth Puppet Theatre, Calcutta, for participation in the Nashville 1971 Festival, U.S.A., in August 1971; Dr. Sisir K. Bose, Executive Director, Netaji

Research Bureau, Calcutta, for participation in the working conferences on Netaji in Prague, Berlin and Bonn in August-September, 1971; Sati G. S. Khosla, delegate of the Indian P. E. N., Centre, Bombay, for participation in the International Congress of the P. E. N. in Dublin during September, 1971.

### **Exhibition**

An Exhibition of Contemporary Indian Art compiled by the Lalit Kala Akademi, New Delhi, after its display in Japan, was displayed in Brazil. The Exhibition was inaugurated in Sao Paulo, Brazil on the 7th June, 1971 and displayed till 20th October 1971. It is likely to be diverted to Caracas, Venezuela. There is a proposal to send this Exhibition to other South American countries.

### **Presentation of Art Objects**

As in the past the programme of presentation of Indian art and other objects abroad, continued. The articles included Indian Handicrafts, Musical Instruments, Gramophone Records of India Music, National Flag, Sculpture 'Peacock', Paintings, Dolls in Indian Costumes, Paintings, Plaster Casts etc. Beneficiary organisations abroad included, the National Educational Television network in the United States; the School of Indian Music and Dance, Port Louis, Mauritius; the Waterloo University, Canada; Indian Cultural Society, Johannesburg; the Municipal Museum of Orientalists, the Hague, Netherlands; Caribbean Society and Bhartiya Vidya Santhan, Trinidad; the City of Montreal.

### **Grants**

(i) A grant of Rs. 60,000/- was given to the Indian Institute of Advanced Study, Simla during June, 1971, for executing the 2nd phase of the Plan Project entitled 'Source Book of Indian and Asian Civilization'.

(ii) A sum of Rs. 15,000/- was sanctioned to meet the expenditure on the visit of the 2-member team of the Sangeet

Natak Akademi, New Delhi to South-East Asia in connection with the Plan Project, "Reconstruction of India and Asian Dance Traditions."

### **India Office Library**

A draft Agreement for Arbitration between the Government of the U.K., on the one hand and Government of India and Pakistan on the other, received from the Government of the U.K. has been under examination in the Ministries of External Affairs, Law, and Education and Social Welfare.

### **Indian Council for Cultural Relations, New Delhi**

Though the administrative control of the ICCR was made over to the Ministry of External Affairs, some of the items transferred to the Council continued to be implemented by the Council on behalf of the Ministry. These items are categorised below:

#### *Items implemented during April-December, 1971*

(1) A cultural delegation consisting of Smt. Madhuri Mattoo (vocalist), Smt. Mandakini Malviya (Kathak), dancer, and Shri Yakub Ali Khan (Sarodist) was sent to Nepal in August 1971 on the occasion of Indian Independence Day.

(2) A ten member troupe of the Kuchipudi Dance Academy Madras, led by its Director, Guru Chenna Satyam, was sent to Sikkhim in August 1971 on the occasion of Indian Independence Day.

(3) A sixteen member troupe of the Indian Revival Group, led by Shri Yog Sunder, was sent to Bhutan in August 1971, on the occasion of Indian Independence Day.

(4) Books of the value of Rs. 80,000 have been despatched for presentation to institutions in forty-eight countries

(5) Books and handicrafts were sent to 14 countries to be given away as prizes to winners of Essay Competitions on India. *Anticipated Items for Implementation during January-March 1972.*

1. A troupe consisting of puppeteers and folk dancers to be sent to Sikkim in January 1972 on the occasion of Indian Republic Day.

2. A sitar player and a Bharatnatyam dancer to be sent to Nepal in January 1972, on the occasion of Indian Republic Day.

3. A group of Bhojpuri Singers from Bihar to be sent to Mauritius (dates not yet fixed) for performance there.

4. An instrumentalist to be sent to Ceylon (dates not fixed).

5. Books of the value of Rs. 70,000 will be despatched for presentation to institutions abroad.

6. Indian handicrafts and books will be sent to five more countries to be given away as prizes to winners of Essay Competitions on India which will be organised by the Indian Missions abroad.

### Financial Allocations

( Rs. in crores)

Sl. No.	Item	Provision for 1971-72		Budget Estimates for 1972-73
		Original	Revised	
1	2	3	4	5
1	Grants for International Cultural Organisations . . . . .	2,00	3,47	5,25
2	Cultural Delegations from abroad and Grants for International Cultural Activities . . . . .	9,91	8,85	9,16

1	2	3	4	5
3	Cultural Delegations . . . . Outgoing Delegations	10,00	9,50	10,00
	Cultural Activities Abroad (Travel subsidy exhibitions, art objects etc).	2,75	2,50	2,00
4	Grant for 'Transferred' items to Indian Council for Cultural Relations (Delegations to neigh- bouring countries, Art objects, Book Presentations)	3,75	3,57	3,75
5	Reviewing Committee . . . .	..	1,00	50
6	Shankar's International Children Competition . . . . .	..	1,75	1,75
7	Building Grants to Voluntary Cultural Organisations . . . .	..	9,00	9,00
8	Propagation of Culture among College and School Students . . . .	..	2,00	4,90
9	Financial Assistance to Dance, Drama Ensembles . . . . .	..	5,60	7,00
10	Lalit Kala Akademi			
	Plan . . . .	..	3,10	4,00
	Non-Plan . . . .	..	9,50	9,70
11	Sahitya Akademi			
	Plan . . . .	..	2,50	2,75
	Non-Plan . . . .	..	7,40	7,67
12	Sangeet Natak Akademi			
	Plan . . . .	..	3,10	4,00
	Non-Plan . . . .	..	22,50	23,30

## CHAPTER II

### ARCHAEOLOGY, GAZETTEERS AND COPYRIGHT

The Archaeological Survey of India continued to give all possible attention, within the available funds, to all its major activities which includes: (i) Preservation of Monuments, Chemical Preservation and research and maintenance of gardens, (ii) Explorations and Excavations, (iii) Epigraphy, (iv) Museums, (v) Architectural Survey of monuments, (vi) Work outside India, and (vii) Publications.

#### Preservation of Monuments

Major conservation work was done to the Dwarakadhish temple at Dwaraka (District Jamnagar, Gujarat). The damaged stones of the sanctum and the *sabhamandapa* of the main temple along with a few pillars have been renewed. The damaged monuments, Syed Usman Mosque and Darga Sameh Burhani at Ahmedabad, are being repaired. Extensive repairs were executed to the group of monuments at Arthuna, District Banswara, and the Shiva temple at Deo Sonnath, District Dungarpur, both in Rajasthan. Repairs were also carried out to the Rana Kumbha Palace, Chitorgarh Fort.

At Ajanta and Ellora the roofs of the caves were rendered watertight and contour drains were constructed on the top to clear rain water. Attention was also given to the main Elephant Cave. Repairs were also carried out to the Madhukeshwara temple, Banavasi, Ratnatraya Basati, Bilgi and Chowtar's Palace, Mudabidri, in Mysore State.

In Delhi, the strengthening of the foundation of the Qutab Minar by pressure grouting with cement is in progress. At Purana Qila the cells in the walls were repaired, bituminous

paths were laid and extensive clearance of debris was done. Repairs to the Jama Masjid are also being carried out by replacement of damaged stones in the masonry. Repairs were also executed to the Tughlakabad Fort, Humayun's Tomb, Khairul Manazil Mosque, Kotla Feroz Shah and Lal Kot. Further, Sheikh Chilli's tomb at Thanesar (Haryana) and the Bhatinda Fort (Punjab) were also attended to.

At Thanjayur, the top portion of the tower of the Brihadishwara temple was watertightened and the uneven floor of the Amman shrine reset. The flooring of the Airavateswara temple at Darasuram was repaired. Repairs were also carried out to the Rock-cut temple at Mahendravadi (North Arcot District), Brihadishwara temple, Gangaikondacholapuram and the Fort at Gingee.

At Nalanda (District Patna, Bihar) cracks on walls of Temple site No. 3 were repaired and tops of votive stupas in front of Temple No. 12 were watertightened. Repairs were also executed to the Nirvana temple, Kushinagar (District Deoria, U.P.), the Buddhist remains at Sarnath (District Varanasi, U.P.), Iftikar's tomb, Chunar (District Mirzapur, U.P.), Buddhist remains at Rajgir (District Patna) and the Mauryan Palace at Kumrahar, Patna.

The exposed dwelling pits at Burzahom (Kashmir) were provided with shelters for protecting them from weather. The loose masonry of the Dera temple at Babore (District Udhampur, Jammu) was also reset. The special repairs to the apsidal chaitya were continued at Harwan (Srinagar, Kashmir)

### **Chemical Preservation**

Concerted efforts have been made for chemical preservation of monuments and wall-paintings which are extant in many of them. Particular mention may be made to the work of chemical conservation of the Sun Temple at Konarak, where ochreous clay suspensions are in use for preventing the weathering of stones. The monuments at Bhubaneswar and the temples at



Khajuraho are being chemically treated and preserved in phases. The marble work in Red Fort, Delhi, has claimed special attention for its conservation. For preservation of the wall-paintings at Ajanta and Bagh, humidity and temperature data are being collected. Besides undertaking a programme of documentation of paintings, large-scale work of repairs to painted plaster is also in progress at Ajanta. The extensive wall-paintings in several monuments of the South, such as the Kailasanatha Temple, Kancheepuram and the Brihadiswara Temple, Tanjore, have been systematically preserved from deterioration. Efforts have also been made for tackling problems of preservation of ancient brick structures. Technological studies of excavated sites and monuments have been undertaken and excavated antiquities and museum objects chemically treated and preserved in large numbers.

#### **Maintenance of Gardens**

At Purana Qila, Delhi after clearance of extensive debris the scheme of a garden was executed with well laid-out lawns and paths giving an attractive look to the monuments. The gardens in the other monuments in Delhi and in Agra, Deeg, Ajmer, Khajuraho and Bijapur were maintained in a presentable condition.

At Velha Goa a pump was installed with distributing pipes for watering the gardens. The fencing of the Ali II Rauza garden, Bijapur was completed. For developing the gardens at Bibi-Ka-Maqbara, Aurangabad, a vertical turbine pump has been procured.

#### **Explorations**

As a result of explorations, Early Stone Age sites yielding unifacial choppers on trap, were discovered at Parle and Wakoli between Mahad and Poladpur in District Kolaba in Maharashtra. During the course of exploration in Bangarpet Taluk, District Kolar, Mysore, a neolithic site at Ramasagara and a number of megalithic sites were discovered at Mallapahalli, Naihanapalli,

Allikunta Kadiremahalli, Parandahalli, Bitigirahalli, Kulkambi, Chakrabanda and Doddakala. In Ernad Taluk, of District Malappuram in Kerala, a *Topikal*, a number of medieval sculptures and bronzes and fragments of marals were noticed. Sherds of the Northern Black Polished and red wares were noticed at Balipatti, in District Saran, Bihar; terracottas and sculptures were noticed at the village Tarwanigarh in the same District.

### Excavations

Excavation were resumed at Purana Qila in New Delhi for the third season. The area between Sher Mandal and Qila-i-Kuhna mosque was taken up for excavation with a view to uncovering the remains of the Mughal period. Sherds of glazed wares, fragments of Ming pottery from China, a few broken pieces of fine, paper-thin local Mughal jars, several coins and fragments of terracotta figurines are some of the important finds. A small-scale excavation in front of Cave No. 32 at Ellora in District Aurangabad, Maharashtra, brought to light remains of an ancient temple. The excavation is to be resumed to expose the entire temple-complex. At Burzahom, in District Srinagar, Jammu and Kashmir, excavations were continued, bringing to light neolithic dwelling-pits with post-hole and outstanding specimens of stone and bone tools. Excavations have been resumed at Surkotda in District Bhuj, Gujarat with a view to uncovering further details of the habitation-pattern of the Harappan and later occupants of the site.

### Epigraphy

The inscriptions copied from Aisuru and Biligi in Siddhapur Taluk in District North Kanara, Mysore, have revealed the existence of an important centre of Jaina religious activity including the construction of Ratnatrayabasadi at the instance of the famous Jaina pontiff Bhatt-Akalanka and the installation of the image of Neminatha, Parsvanatha and Vardhamana. The lists of inscriptions collected during the year 1970-71 were finalised.

Among the newly-discovered epigraphs mention may be made of a few inscriptions from Gundnapur near Banavasi, District. South Kanara, Mysore, belonging to the early Kadamba-Dynasty.

Fifty-three Arabic and Persian inscriptions from different parts of Haryana and Punjab were copied.

### **Museums**

Documentation work in the Site-Museums was taken up and the Photographing of antiquities in the Archaeological Museums at Hampi, Halebid and Bijapur has been completed.

#### *Archaeological Museum, Amravati*

A new site-museum is being set up at Amravati for displaying the select sculptures and friezes together with the excavated Buddhist relics and other important finds from Amravati and the neighbouring sites.

#### *Archaeological Museums, Delhi Fort*

The old site-museum is being thoroughly reorganised and a period-gallery called 'Bahadur Shah Gallery' is being put up with the exhibits belonging to the time of the last Mughal emperor.

#### *Archaeological Museum, Nalanda*

The bronze gallery was reorganised and concealed lighting was provided in all the show-cases. Index cards of all the antiquities were prepared.

#### *Archaeological Museum, Bijapur*

The re-arrangement of the galleries and photographing of the accessioned antiquities was completed.

#### *Archaeological Museum, Goa*

Labels giving a brief history of Goa and the antiquities in the Museum were put up.

*Archaeological Museum, Tipu Sultan Palace, Srirangapatna*

Two hundred copper coins belonging to the period of Hyder Ali were chemically treated.

*Architectural Survey of Monuments*

A Survey of temples in the Districts of Anantapur and Cuddapah revealed the presence in some temples of paintings comparable to Lepakshi and Sompalle. A careful study of the architectural features of the temples at Lepakshi and Sompalle showed a pre-Vijayanagara nucleus for the complexes. Definite indications of the spread of Chola architectural tradition were found in the temples at Attirale and Nandalur.

A similar survey of temples was carried out in parts of South Kanara District, Mysore State, which revealed that the earlier tradition of temple-architecture in the district was very similar to that of Kerala. Further, the Tulunadu is rich in apsidal temples. Circular shrines are popular in Kerala.

**Work outside India**

Preservation of Buddhist remains at Bamiyan, Afghanistan, was commenced in 1969-70. A team of experts is being sent every year to carry out repairs which are in progress. The conservation includes both structural and chemical preservation of rock-cut caves, sculptures and paintings. The paintings on the ceiling and niches etc. have been cleaned and preserved. The plaster bearing the paintings was strengthened. The work is to be resumed in 1972.

**Publications**

Several publications relating to epigraphy, viz. *Epigraphia Indica*, Volume XXXVIII and *South Indian Inscriptions* Volumes XVI and XVIII are in various stages of printing. *Epigraphia Indica. Arabic and Persian Supplement* for the year 1969 is in the press and for the year 1970 is being finalised. An exhaustive index of inscriptions published in the *Annual*

*Reports on Indian Epigraphy* is in the final stage of completion. *Indian Archaeology 1968-69* is in the final stages of printing and the Guide-books on *Dig, Ajanta and Khajuraho* are being reprinted. *A guide to Amaravati* is in the press. *Ancient India* No. 22 is being made press-ready.

#### COPYRIGHT

India is a member of the Universal Copyright Convention and Berne Convention. Both the conventions were revised at the Diplomatic Conferences held at Paris in July, 1971. India also participated at an International Conference of States for the Protection of phonograms held at Geneva in October, 1971.

During 1971, 1338 Artistic and 384 Literary works were registered with the Copyright Office. The term of the Copyright Board, which was to expire on 24th December, 1971, has been extended for six months.

#### GAZETTEERS

##### **Gazetteer of India**

The scheme envisages the revision of the first four volumes of the Imperial Gazetteer of India. Volume I of the revised Gazetteer—"Country and People"—which was published in 1965, has been sold out. A reprint of this Volume is expected to be published very shortly. 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 wider public appeal. The booklets on 'Social Structure of India' and 'India—The Languages', have been published in 1970-71. Volume II—"History and Culture"—is in the press and is expected to be published shortly. Volume III—"Economic Structure and Activities"—is being finally edited and made ready for the press. Most of the chapters of Volume IV—"Administration and Public Welfare"—have been received from the contributors. The volumes are expected to be published during the Fourth Five-Year Plan. It

has also been decided to bring out the Hindi version of volume 1 of the Gazetteer of India.

### **The Gazetteer of Bhutan**

The compilation of the Gazetteer of Bhutan was taken up in collaboration with the Royal Government of Bhutan. The manuscript is expected to be ready for the press shortly.

### **The District Gazetteers**

More than half of the work relating to the District Gazetteers has already been completed. Out of 330 and odd District Gazetteers drafts of 184 have been completed, of which 157 have been approved for publication. The drafts of 97 Districts have already been published while the remaining are in various stages of publication. The entire work is expected to be completed by the end of the Fourth Plan. The Scheme was brought under the Central Sector from the State sector of the Plan, from 1969-70 with 100 per cent central assistance, subject to a ceiling of Rs. 60,000 (Rs. 44,000 for compilation and Rs. 16,000 for printing) per volume.

### **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 the patriots 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 patriots who lost their lives in the course of the struggle for the liberation of the French and Portuguese possession 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. The material received from various sources is being edited and made ready for the press.

**Financial Allocations**

The financial provision for the Survey is as follows:

Sl. No.	Item	(Rs. 000's)		
		Provision for 1971-72		Budget Estimate for 1972-73
		Original	Revised	
1	2	3	4	5
1	Archaeological Survey of India New Delhi.			
	Plan	20,32	16,00	29,75
	Non-plan	1,91,54	1,78,09	2,14,47

## CHAPTER III

### MUSEUMS AND LIBRARIES

#### **Scholarships to Young Workers in Different Cultural Fields**

The scheme seeks to provide opportunities to talented young persons for advanced training in both Hindustani and Karnatak music (instrumental and vocal). Scholarships in classical western music, Bharatanatyam, Kuchipudi, Kathakali, Kathak, Manipuri and Odissi dances, drama, painting, sculpture are awarded under the scheme every year. It is proposed to make the same number of awards in 1972-73 also.

#### **Programmes of Assistance for Cultural Activities**

##### **Cultural Talent Search Scholarship Scheme**

To provide promising young children with facilities to develop their talent in various forms of fine arts such as music, dance, painting, and sculpture, a scheme for the award of 125 scholarships a year has been initiated. During the Plan period, it is proposed to award such scholarships to 250 children.

##### **Financial Assistance to Eminent Writers, Artists, etc., in Indigent Circumstances**

All grants under the scheme which was revised in 1961, are given on a sharing basis; the State and Central Governments bear the expenditure in the ratio of 1:2. Expenditure on grantees from Union Territories is borne entirely by the Central Government. It has not been possible to consider fresh cases.

A new scheme for the grant of maintenance allowance to the indigent artists, writers, etc., of regional and national fame has been approved under the 4th Plan. It is proposed to give grants to about 25 persons every year under this new scheme, the Central Government, meeting full cost of the allowance. The proposal is now under review.



### **Institutions and Organisations Engaged in Literary and Cultural Activities, and Special Cultural Studies**

During 1971-72, a few institutions like the Institute of Traditional Cultures, Madras, Asiatic Society, Calcutta, Bharatiya Vidya Bhavan, Bombay, etc., were assisted.

The Institute of Higher Tibetan Studies, Varanasi, started functioning in November, 1967. The main aim of the Institute is to award degrees for Madhyama, Shastri, Acharya, etc. As a first step in the development of this Institute, the Shastri Course with an annual intake of 30 students has been started from the academic year 1971-72. The annual intake to the Acharya course has been increased from 13 to 15. Some additional administrative and teaching staff has also been approved for the Institute. Proposals for the further development of the Institute are under consideration.

The School of Buddhist Philosophy, Leh was established in 1959 as an autonomous organisation. The entire expenditure on the School is borne by the Government of India.

The Namgyal Institute of Tibetology, Gangtok is an institution engaged in research on Buddhist Tibetanism. The Institute is being aided both by the Sikkim Darbar and the Government of India, both of whom have decided to increase the amount of maintenance grant to the Institute from Rs. 50,000 to Rs. one lakh annually. The Government of India have also decided to institute two Research Fellowships in Tibetanism each of the value of Rs. 400 per annum.

The Dairakul-Malrif-il-Osmania, Hyderabad, is being financially assisted by the Government of India to the extent of Rs. 50,000 per annum in its programme of publication of manuscripts in Arabic and Persian.

During 1971-72 Cultural Institutions and Organisations like the Ramakrishna Mission, Institute of Culture, Calcutta; P.E.N., All India Centre, Bombay; Jallianwala Bagh, National Memorial Trust, Amritsar were given financial assistance. A proposal for the integrated development of Nava-Nalanda Mahavihara and

Huen-Tsang Memorial Hall is under consideration in consultation with the Government of Bihar.

## **Museums and Art Galleries**

### **Reorganisation and Development of Museums**

Financial assistance is extended to private museums in the country for minor building extensions and repairs, purchase of display and laboratory equipment, bringing out of publications and training of museum staff on the basis of the applications from the private museums received through the State Government, etc., concerned, of the recommendations of the State Governments, and the funds available for the purpose. The scheme also provides for financial assistance to a few scholars for research in the fields of museology.

### **Museum Camp**

The Ninth All-India Museum Camp was held from 23rd October, 1971 to 1st November, 1971 at Hyderabad to discuss the subject of "Museums in the service of the Community". Museologists and Museum workers from all over the country attended the camp.

### **National Museum, New Delhi**

Set up in 1959, the National Museum, New Delhi is one of the premier museums in the country. It continued to expand its acquisitions to fill up some of the gaps in its collection and received gifts of valuable art objects from the Lalit Kala Akademi, New Delhi and from Mrs. Alice and Mr. Nasli Heeramanek of New York.

The Museum participated in an international exposition entitled "Man and his world" held at Montreal, Canada. It also held exhibitions at the Museum and helped other museums in the country in holding exhibitions. It conducted a training course in Museology for the benefit of trainees from the Museums from different parts of the country. The educational programme of the museum included inter alia holding of Seminars on the various subjects in the field of Museology. The

Central Conservation Laboratory of the Museum, besides giving preservation treatment to the art objects in the collections of the National Museum, treated art objects received from other institutions in the country. It also inspected the wall painting in the Sikkim monasteries at the request of the Political Officer, Sikkim and prepared a report for their preservation.

Under the joint auspices of the National Museum and the International Centre for the Study of the Preservation and Restoration of Cultural Property, Rome, an International Conference was held in February, 1972 to discuss the problems regarding the preservation and restoration of cultural property.

### **Indian Museum, Calcutta**

During the year, the Indian Museum, one of the largest and oldest museums in the country, brought out three publications and a set of picture postcards and the "Indian Museum" Bulletin. The educational programme of the Museum included preparation of plaster casts of different sculptures and coins and preparation of models and miniature dioramas for the Mobile Exhibition. The Photography Unit of the Museum was active in preparing and supplying photographs and slides for use in the Museum to make it a centre for visual education and also for the use of outsiders. The Unit also enriched the photo-library. The Museum Library acquired 377 books and received 201 publications under the exchange programme. The Museum organised two temporary exhibitions with the themes of "Art of Bengal through the Ages" and "Tagore's Paintings". A new block of Pre-history Gallery with the help of the post-Harappan material and the Indian metal age antiquities has been built up and thrown open to the public. The mobile archaeological exhibition in the Museo-bus was enriched by the addition of two dioramas and was taken round the various cultural and educational institutions especially in the rural areas. To popularise its children's programmes, special lectures to students were arranged and educational films were shown to them.

### **Victoria Memorial Hall**

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, the Museum acquired the Achkan and lock of hair of Tantiya Tope, some Old Calcutta photoprints, old periodicals and coins of the East India Company and Victorian periods. The Museum also brought out a number of useful publications.

### **Nehru Memorial Museum and Library, New Delhi**

Inaugurated on the 14th November 1964, the Nehru Memorial Museum and Library has been attracting a large number of visitors from all over the country. The number exceeded 6 lakhs during the period. Mention may be made of the following important activities of the Organisation during the period under review

The Library which is designed as a Research Library on modern Indian History with special reference to the national movement continued to acquire more books. On November 30, 1971 the Library had 42,261 volumes on its shelves including 2,441 volumes of old newspapers. Important additions were also made to the Nehruana collection. The cataloguing and classification work also continued to make progress.

Important collections of private papers and correspondence acquired for the manuscript section include papers of Dr. B. C. Roy, Shri B. G. Kher, Nawab of Chhattari, Shri D. G. Tendulkar, Shri N. R. Sarkar and the correspondence of Shri A.C.N. Nambiar with Jawaharlal Nehru. The project of microfilming old Indian newspapers continued to make rapid progress. A project for microfilming the manuscripts and correspondence of poet Rabindra Nath Tagore has been taken up in co-operation with the Rabindra Sadan, Santiniketan. The first instalment of the manuscripts has been microfilmed. It is proposed to microfilm the entire collection. In addition Jawaharlal Nehru's correspondence with Shri Mahavir Tyagi and letters addressed to Shrimati Vijayalakshmi Pandit were microfilmed by the

Reprography Unit, which continued to render assistance to scholars by providing them with copies of documents of interest.

The Library of Photographs was further enriched with the addition of photographs. The Library had 38450 photographs by the end of November, 1971. The Photo-Library continued to be drawn upon by scholars, publishers, mass media organisations etc. During the period, 113 interviews were recorded by the Oral History Department bringing the total number of recordings to 967 by 370 persons. Six lectures were arranged during the period including one on "Concept of Class struggle and Peasant Movement in India."

#### **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 arranging three temporary exhibitions, visits by students to the Museum from various educational institutions and providing free guided tours to them and other visitors six times a day, carrying out of improvements in the display arrangements in the various galleries and the reorganisation of the galleries on a scientific basis, preservation treatment to various art objects of the Museum etc.

#### **National Gallery of Modern Art, New Delhi**

The Gallery, as a depository of all contemporary art, continues to grow in popularity. During the period under review, the Museum purchased 17 works of art including one sculpture and three works of modern international artists. It also purchased one sculpture and three paintings of Ram Kinkar. It arranged six exhibitions in its premises. 30 art objects were accessioned out of which eight were received as gifts including five crystal pieces of the Stuben Glass Company. Two art objects were presented to the Museum by the Brazilian Ambassador in India.

#### **Indian War Memorial Museum, Delhi**

The Indian War Memorial Museum situated in the Red Fort, Delhi, exhibits arms, ammunitions and equipment used in the

First World War. It continued to attract a large number of visitors during the year.

### **Gandhi Darshan Samiti, New Delhi**

The Gandhi Darshan Samiti Exhibition was reopened on the 2nd October, 1970 under the management of the Gandhi Darshan Samiti. The Samiti has been registered under the Societies Registration Act of 1860. The exhibition consists of five main theme pavilions with 12,000 exhibits depicting the entire life, works and philosophy of the Father of the Nation. The present staff strength of the Gandhi Darshan is 100 persons.

The exhibition has been very popular among the public and the visitors, more than 10,000 school children, several delegations and foreign dignitaries.

Besides, celebrating the Gandhi Jayanti on the 2nd October, 1971, the Samiti organised the Nehru Bal Mela on the occasion of the late Prime Minister Jwahar Lal Nehru's birth day on the 14th November, 1971. Film shows, demonstration of Khadi and Village Industries and other events were organised during the period.

### **Committees on Museums**

The Committee set up under the Chairmanship of Dr. Moti Chandra to examine the work of the Museums in the country, make recommendations towards providing the basis for a national policy and programme for the development of museums, and suggesting measures for promoting the educational role of museums as instruments of mass education submitted its report in July 1971. The recommendations of the Committee are under consideration.

The report submitted by the Committee set up by the Government under the Chairmanship of Dr. M. S. Randhawa to review the working of the three Central Museums and the Museums under the Archaeological Survey of India has been examined. The recommendations which do not involve any financial or administrative implications have been implemented or are being implemented. The other recommendations which

have financial administrative implications of considerable magnitude and involve consultation with the other Ministries etc., are being processed.

### **National Archives of India**

The major activities of the Department during the year under report relate to research and reference services, accession and management of records, compilation of reference media, National Register of Private Records, reprography and conservation of records, training in archives keeping, publications and the Indian Historical Records Commission.

650 scholars including 64 from abroad availed themselves of the research facilities afforded by the Department.

Due to paucity of storage space, the Department, accessioned only such records as were helpful in filling up gaps in the various series in its custody. These included files of the Railway Board, the erstwhile Foreign and Political Department, Legislative Department and Department of Agriculture. Authenticated copies of about 400 Bills passed by the Legislatures of Union Territories were also accessioned.

Under its programme of acquiring papers of national importance, the Department acquisitioned valuable collections of the private papers of Dr. Sampurananand, Pandit Banarsi Das Chaturvedi and Prof. Nirmal Kumar Bose. It also acquired from the District Court, Meerut, records relating to the Meerut Conspiracy Case (1929—33).

The microfilm collection of the Department was further enriched by the addition of 57 rolls covering the private papers of Secretaries of States for India and other British officials. Four strips of microfilm covering portions of some rare books and manuscripts in the State Library of the German Democratic Republic were also added.

The programme of appraising non-current records, sorting out those worthy of permanent retention and drawing up schedules of unimportant papers with a view to their eventual destruction registered good progress during the year under report.

The Department continued its regular programme of imparting training in Archives Keeping. 16 trainees including one from Burma joined the new session which started in October 1971. Short-term training in the preservation and photo duplication of records was imparted to the persons nominated by the State Archives of Kerala and the Maulana Azad Library of the Aligarh Muslim University.

The Department pursued with vigour the programme of compiling reference media to the records in its custody with a view to facilitating research among its holdings. The reference media prepared during the period under review included a Descriptive List of Secret Department (1783), inventory of files of Central Board of Revenue (1927—44) and check-list of files of Home Department (1876—1945), proceedings of the Military Department (1907—10) and proceedings of the Foreign and Political Department (1865—73) and all the original Persian letters received (1837—50). Check-Lists were also prepared of about 2500 documents belonging to the collection of papers of Dadabhai Naoroji, Padma Kant Malaviya and Pandit Banarsi Das Chaturvedi. Subject-lists were prepared of over 4000 important documents. Similar lists were also prepared of the microfilm rolls covering the documents relating to Netaji Subhas Chandra Bose and the private papers of Ripon, Morley, Chatham and Durand. Besides this about 246 Mughal seals and 877 Survey of India maps were catalogued.

The work of compiling the National Register of Private Records made considerable progress during the year under report.

Volume XX and XXI of the *Fort William India House Correspondence* were released for sale. The printing of Volume VII of the series neared completion and Volumes X and XI made satisfactory progress. Volume XVI and XVIII were made ready for the Press, and the scrutiny of the editorial work of Vol. XIX was taken in hand. Vol. XI (1794-95) of the *Calendar of Persian Correspondence* and Vol. III of the *Descriptive List of Mutiny Papers in the National Archives of India, Bhopal* came



out of the press during the period. Vol. XIX covering 1970 of the Indian Archives was published and Vol. XX No. 1 (January—June 1971) was sent to the press.

The 41st Session of the Indian Historical Records Commission was held at Trivandrum on 9—11 October, 1971. Important Resolutions regarding compilation of reference media, weeding of records, Research Fellowship Schemes of State Archives, compilation of classified lists of documents by State Archives, Administration and management of State Archives Offices etc. were passed at the session. Meetings of the National Committee of Archives and representatives of the Regional Records Survey Committees co-ordinating in the compilation of National Register of private records were also held at Trivandrum after the session of the Commission.

#### **National Library, Calcutta**

The significant activities of the Library during the period are briefly outlined below :

##### *(a) Gift and Exchange*

As many as 3,215 volumes of books and 2,865 issues of periodicals were received as gift from sources both Indian and foreign. 626 books and 1,685 issues of periodicals were added on exchange; and 102 books and 36 issues of periodicals were sent to various institutions with which this Library has exchange relations.

About 40,000 volumes, received by the Library as gift from time to time over a number of years, were taken up for checklisting and subsequent servicing to readers. By the 30 November, 1971, 8,000 volumes had been made ready and placed on the shelves.

##### *(b) Acquisition and Processing*

The total number of volumes in English, accessioned during the period under review, was 2,015.

The Processing Division of the Library processed a total number of 5,826 monographs and 999 bound volumes of periodicals (all in English).

The Indian Languages Divisions of the Library continued to bear responsibility for selection and acquisition of publications in Indian Languages (including acquisition under the Delivery of Books Act) and for accessioning and processing of publications so received.

The total number of maps accessioned during the period was 3,372.

In addition, a total number of 196 and 304 volumes in Afro-Asian languages (excluding Indian Languages) and European Languages (other than English) respectively was also processed.

The Total number of American documents, British documents, Commonwealth documents, U.N. publications and other publications of various foreign governments accessioned was 1,526. The total number of Indian Official publications accessioned was 2,431.

(c) *Reader's Service*

The Reference Division enrolled 3,481 regular members (apart from issuing casual daily tickets to 2,724 readers), while the Circulation Division had 908 new members. As many as, 1,78,753 readers attended the Reading Room of the Library. The total number of volumes issued to them from the Reading Room counter was 64,418.

The Circulation Division issued 48,378 Volumes on loan. It also handled 70 requisitions received from various libraries in foreign countries for international loan of materials from Library's holdings.

Reading facilities were also provided to readers on the various floors of the Annexe building, which houses collections in foreign languages, maps and prints, bound volumes of

periodicals, Indian official publications, rare books, British Parliamentary papers, Asutosh Collections, etc.

(d) *Bibliography Service*

The Bibliography Division compiled as many as 33 bibliographies comprising a total number of 2,833 entries.

As in the past, entries for the Index Translationum (Vol. 24) were being compiled.

The work on the editing and binding of letters, telegrams, loose notes, statements, legal cases, etc., in the Sapru private papers available in the Library made further headway.

(e) *Preservation of Books*

As many as 3,62,000 books were disinfected with insecticide. Besides, 1,614 books were treated with leather preservative mixture. The number of volumes fumigated was 13,876, while 10,079 delicate sheets were laminated with tissue paper. A total number of 6,262 volumes were bound, 1,134 mended, 4,366 lettered, and 6,158 volumes were labelled.

The Preservation Division of the Library also rendered technical assistance to a number of institutions and Libraries in preserving their books and in training persons deputed by them in the techniques of binding and restoration work of books and documents.

(f) *Reprography Service*

The Reprography Division microfilmed as many as 2,03,800 book pages.

Under the plan project "Microfilming of rare books and materials" the microfilming of old files of the 'Calcutta Review and of the papers of late Sri Tej Bahadur Sapru was continued and completed. The microfilming of papers of late Dr. B. S. Moonje, has also since been completed.

In addition, positive copies of 140 rolls of the master negatives prepared by the UNESCO mobile microfilming unit and of 24 rolls of Sapru papers were also prepared.

The microfilmed rolls available are also now being checklisted.

*(g) Exhibitions*

An Exhibition of Soviet Books on India was organised in the Library in August-September, 1971.

**Central Reference Library, Calcutta.**

The Library brought out during the period an important publication entitled 'Subject Indices List', which is a collection of about 4500 subject indices used in the various issues of the Indian National Bibliography with Dewey and Colon numbers for each. It also issued the Five Yearly Cumulated Index 1958-62. The annual volume of the Indian National Bibliography for 1965 is in the press. The Sanskrit Fascicule of the Bibliography for the years 2963-67 is also in the press. The Library issued the following Language Fascicules during the period:

- (a) Gujarati (monthly) November, 1970 to May, 1971.
- (b) Annual Volume (1958-69) for Malayalam books.
- (c) Annual Volume (1968) for Kannada Books.

**Delhi Public Library**

The Delhi Public Library consists of General Library, 4, Branch Libraries, 3 Sub-Branch Libraries, 8 Community Libraries 14 Deposit Stations and Mobile Library Vans serving 54 areas in the Union Territory once a week. Among its special services may be mentioned a Gramophone Record Library, a Braille Library for the Blind, and Hospital Libraries in Hindu Rao Hospital and G. B. Pant Hospital. The Library is thus rendering its services at 88 points in the Union Territory of Delhi.

During the period under report 1,7483 volumes were added to the Library upto 30th September, 1971 raising the book-stock to 4,91,170.

On 30th September, 1971 the registered membership of the Library stood at 1,28,298. The total number of books issued upto 30th September, 1971 was 12,42,310. During the period under report 36,654 volumes were got bound.

About 33,483 adults, and 12,422 Children participated during the period in the Cultural Activities (e.g. as lectures, discussion dramas, film shows and Television viewings etc.) organised by the library. The Library had 1964 Gramophone Records which were borrowed about 6588 times upto 30th September, 1971.

#### **Khuda Baksh Oriental Public Library, Patna**

The Khuda Baksh Oriental Public Library, Act, 1969 which seeks to declare and financially assist it as an institution of national importance was passed by Parliament in December, 1969. The Act came into force from July 21, 1970. The Khuda Baksh Oriental Public Library Board was set up under the chairmanship of the Governor of Bihar in accordance with the provisions of the Act.

#### **Central Library, Bombay**

This is one of the three recipient libraries 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 cover 50 per cent of the additional recurring expenditure over and above the level of expenditure in 1960-61.

#### **T.N.S.S. Mahal Library, Thanjavur**

The proposal of formally declaring the T.M.S.S. Mahal Library Thanjavur as an institution of national importance has been deferred for the present. It is, however, proposed to assist the library financially.

#### **Raza Library, Rampur**

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

### Grants to Public Libraries

Under this scheme, grants-in-aid are given to public libraries for the purchase of books, library equipment and furniture and also for the construction of library buildings on the recommendations of the State Government/Union Territory Administration concerned. The grants for the purchase of books, library equipment and furniture are limited to 60 per cent of the total approved estimated expenditure, and for the library buildings to 40 per cent of the total approved estimated expenditure, not exceeding Rs. 30,000 in each case. During 1971-72, grants amounting to Rs. 3 lakhs have so far been given under this Scheme to various public libraries in the country.

#### Central Tibetan Library and Archives, Dharmasala

A proposal to give financial assistance for the establishment and maintenance of the Central Tibetan Library and Archives at Dharmasala is under consideration.

#### Financial Allocations

The financial provisions for the programmes and institutions/organisations described in this chapter are given below:

Sl. No.	Item	Provision for 1971-72		Budget Estimates for 1972-73
		Original	Revised	
1	Cultural Talent Search Scholarship Scheme Plan	3,50	20	2,00
2	Financial assistance to eminent writers, artists etc in indigent circumstances Non-Plan	6.25	6.74	6.74
	Financial assistance to Writers and artists of national/regional fame Plan	75	..	75
3	Institutions and Organisations engaged in literary activities Non-Plan	80	1,35	1,40
	(a) Institute of Higher Tibetan Studies, Varanasi. Plan	3,00	3,42	5,87
	(b) School of Buddhist Philosophy, Leh. Plan	3,94	3,87	2,80

(Rs. in 000's)

Sl. No.	Item	Provision for 1971-72		Budget Estimates for 1972-73
		Original	Revised	
	(c) Namgyal Institute of Tibetology, Gangtok			
	Plan	80	1,00	1,14
	(d) Dairatul-Ma-Arif-il-Osmania, Hyderabad			
	Plan	50	50	50
	(e) Grants to Cultural Organisations in India			
	Non-Plan	1,55	2,29	2,49
4	Reorganisation and Development of Museums (grants to private Museums)			
	Plan	5,90	4,90	5,00
	Nav-Nalanda Mahavihara and Huen Tsang Memorial Hall			
	Plan	2,00	..	2,00
5	National Museum, New Delhi			
	Non-Plan	18,27	16,00	18,00
	Plan	6,00+	3,00+	5,00+
		10,00	10,00	8,00
6	Indian Museum, Calcutta			
	Non-Plan	8,35	7,90	8,00
	Plan	4,12	2,00	2,00
7	Victoria Memorial Hall, Calcutta			
	Non-Plan	3,46	3,28	3,45
	Plan	1,86	1,86	70
8	Nehru Memorial Museum and Library, New Delhi			
	Plan	37,85	37,85	27,24
9	Salar Jung Museum, Hyderabad			
	Non-Plan	6,01	5,00	5,25
	Plan	3,50	3,00	3,50
10	National Gallery of Modern Art, New Delhi			
	Non-Plan	3,73	3,53	3,93
	Plan	3,00	3,00	5,00

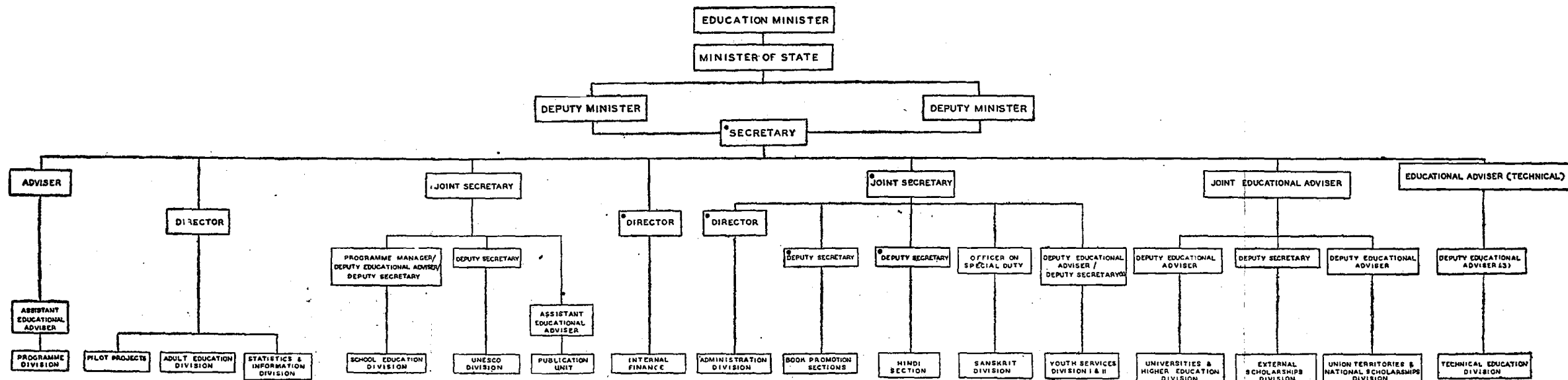
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SI No.	Item	Provision for 1971-72		Budget Estimates for 1972-73
		Original	Revised	
11	Indian War Memorial Museum, Delhi			
	Non-Plan	34	34	34
12	Gandhi Darshan Samiti			
	Plan	4,10	3,90	4,50
13	National Archives of India, New Delhi.			
	Plan	6,00	4,00	7,00
	Non-Plan	17,93	18,48	20,05
14	National Library, Calcutta			
	Plan	8,00	3,00	6,00
	Non-Plan	30,21	28,70	31,00
15	Central Reference Library, Calcutta			
	Plan	40	40	1,50
	Non-Plan	4,03	3,60	3,80
16	Delhi Public Library, Delhi.			
	Plan	7,61	2,61	4,00
	Non-Plan	14,61	13,00	14,00
17	Khuda Bakhsh Oriental Public Library, Patna			
	Non-Plan	1,50	1,32	1,30
18	Central Library, Bombay			
	Plan	2,00	1,00	2,00
19	T M S S Mahal Library, Thanjavur			
	Plan	2,00		1,00
20	Raza Library, Rampur			
	Plan	50		25
21	Grants to Public Libraries			
	Plan	3,00	3,00	3,00
22	Central Tibetan Library and Archives, Dharamshala			
	Plan	Nil	Nil	1,00



# ADMINISTRATIVE CHART

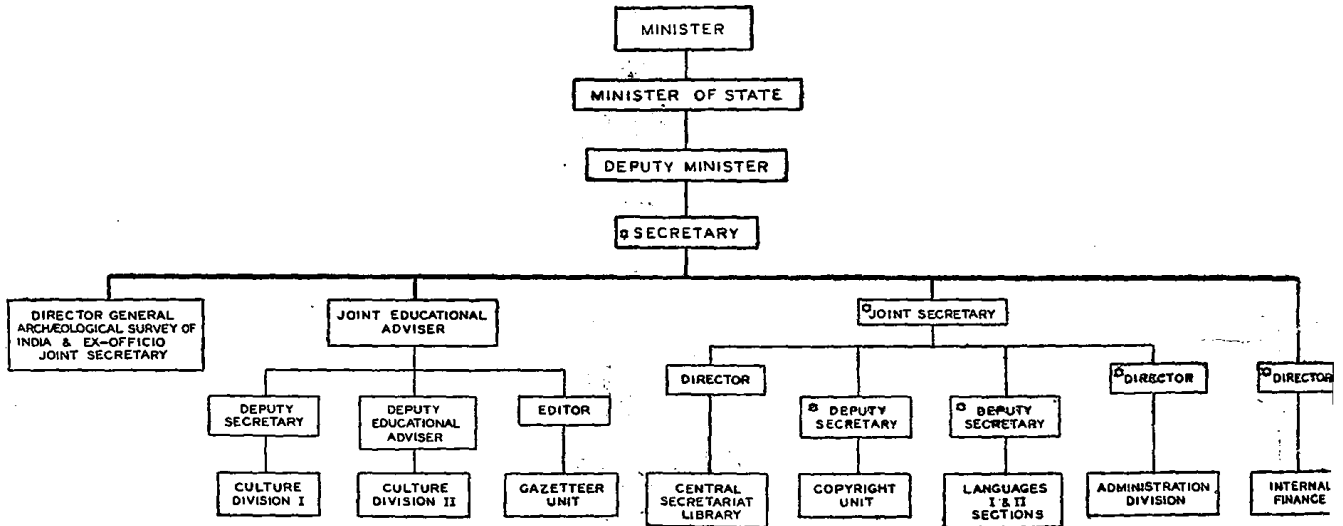
## DEPARTMENT OF EDUCATION



● COMMON FOR DEPARTMENT OF EDUCATION AND DEPARTMENT OF CULTURE AS ON 29.2.1972

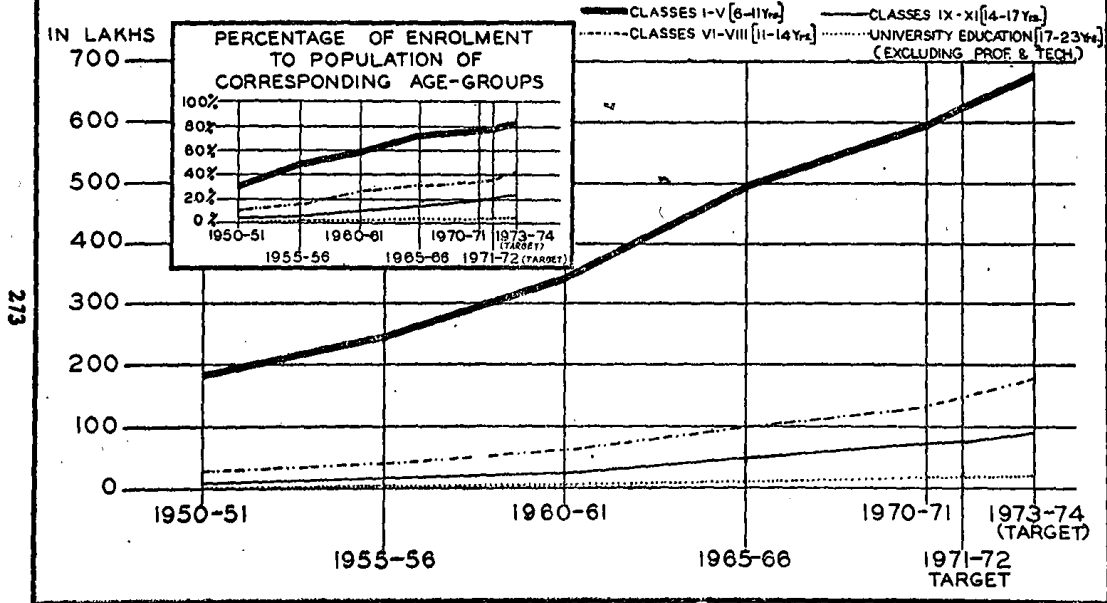
# ADMINISTRATIVE CHART

## DEPARTMENT OF CULTURE



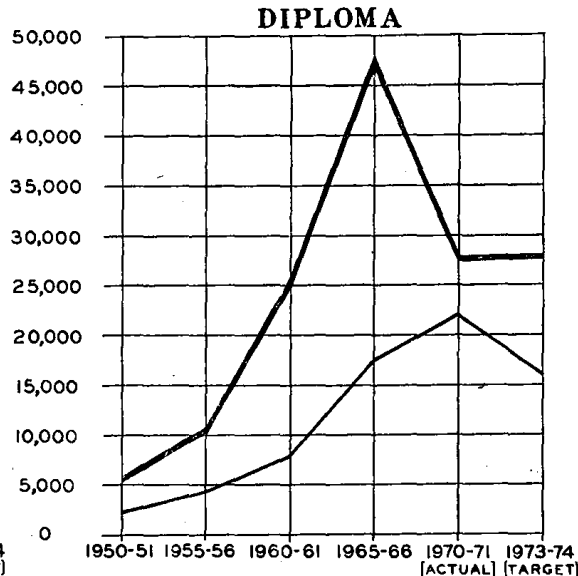
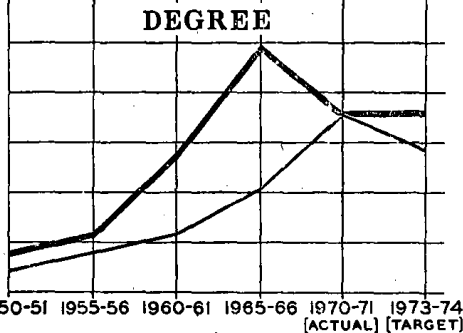
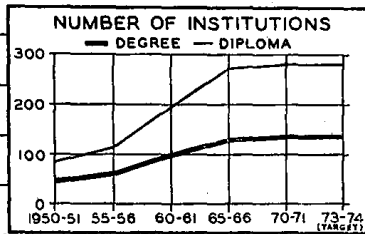
◊ COMMON FOR DEPARTMENT OF EDUCATION  
AND DEPARTMENT OF CULTURE  
AS ON 29.2.1972.

# PROGRESS OF PRIMARY, MIDDLE, SECONDARY AND UNIVERSITY EDUCATION



# PROGRESS OF TECHNICAL EDUCATION

— INTAKE — OUT-TURN



# PROGRESS OF EXPENDITURE ON EDUCATION BY SOURCES

