



सत्यमेव जयते

REPORT

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GOVERNMENT OF INDIA
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MINISTRY OF EDUCATION, SOCIAL WELFARE
AND CULTURE
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INTRODUCTORY

The years 1973-74 and 1974-75 witnessed a widespread dislocation of academic activities, and disruption of the processes of teaching and learning. The situation, in general, left much to be desired. With the proclamation of the Emergency, however, the general atmosphere took a dramatic turn for the better and the country's educational system has greatly benefitted as a result. Educational life has now been restored to normalcy and academic programmes are running on an even keel. The announcement, in particular, of the 20-point economic programme by the Prime Minister brought substantial relief to the students, whether in the form of reduced costs of books and stationery or mess charges in hostels and approved lodgings. Opportunities have increased for students to put their educational experience to worthwhile use as a result of apprenticeship schemes in whose systematic and organised working, the Technical Education Wing of the Union Ministry of Education closely cooperates with the Union Ministry of Labour. The already existing Apprenticeship Training Scheme operated by the Technical Education Division has gained an added impetus and importance in the context of the 20-point economic programme. A separate chapter on the implementation and consolidation of this programme in so far it applies to the field of education has been included in this Report following this introductory note.

The general improved situation, following the declaration of the Emergency provided a propitious setting in which a review and reappraisal of the educational needs and requirements of the country could profitably be undertaken. Accordingly, the Central Advisory Board of Education met at its 38th session on 27th and 28th November, 1975 in New Delhi to consider problems clamouring for immediate attention.

The Central Advisory Board of Education

The CABE Meeting was inaugurated by the Prime Minister. The Board resolved that Central and State Governments should make larger allocations to education during the rest of the Five-Year Plan period, and that every effort should be made to mobilise additional resources. Steps should be taken to rationalise all

non-plan expenditure and to identify priority areas in education and accordingly make adjustments in the Plan proposals. Programmes of non-formal education should be intensified on a large scale to achieve the target of universal education in the age-group 6-14 by 1986. Sports, games and physical education should be broad-based to help the development of the total personality of the pupil and students' amenities should be given high priority. Education should be vocationalised at the end of the secondary stage. Particular attention should be paid to the elementary education of scheduled castes and tribes by adequate provision of incentives. This also applied to the development of education in backward, hilly and tribal areas and among children belonging to the weaker sections of the community, through scholarships and reservation of seats in good quality institutions.

Consultations on a wide scale

Apart from the meeting of the C.A.B.E., a noteworthy feature of educational activity in the country during the period under report, was the dialogue conducted on educational questions of moment on a wide scale, embracing a variety of those working at different levels of the educational ladder. This dialogue facilitated a salutary cross-fertilisation of ideas and helped those concerned with educational progress to hammer out their thoughts on the anvil of discussion. From teachers at the primary level to Vice-Chancellors, from Principals of colleges to Coordinators of youth programmes, all had ample opportunity to share and pool knowledge and information and work out concrete programmes of action. Thus the year witnessed, the Primary Teachers' Conference, the Vice-Chancellor's Conference, the Principals' Conference, the Conference of District Education Officers, of the Directors of the States Institutes of Education, the Meeting of the Directors of IIT's, the Conference of State Board Chiefs of Text-books, UGC's Regional Conference, Academics Workshops Consensus on curriculum meeting, the Students' Convention, the Conference of Youth Coordinators of Nehru Yuvak Kendras and the National Service Scheme and the meeting of the National Council for Women's Education. The deliberations at these gatherings helped to evolve a national consensus on a countrywide programme of action to implement the national policy, on education.

Universal, free and compulsory Primary Education

Substantial progress has been achieved in enrolments at the school level. However, due primarily to financial constraints, the goal set out in the Constitution still remains distant. The

table given below gives an indication of the progress made so far and projects the possibilities for the future.

Age group 6—11	1950-51	1974-75	1978-79
			(Target)
Enrolment Classes I-V	191.55	638.43	782.07
Percentage to population	42.6%	82.7%	97%
<i>(Age group 11-14)</i>			
Enrolment Classes VI-VIII	31.20	152.24	215.80
Percentage to population	12.7%	36%	47%

In addition it is proposed to enrol 78.31 lakh children under non-formal education by 1978-79 which would raise the coverage from 47.0 to 64.0 per cent.

Education in classes I-V is already free in Government schools and in schools run by local bodies in all parts of the country. It is also free in classes VI-VIII in all States except for boys in Orissa, Uttar Pradesh and West Bengal. These States also propose to extend free education for boys up to the VIII class by the end of the Fifth Plan provided the necessary funds become available to them. Compulsory Primary Education Acts are available in all the States except Manipur, Nagaland and Tripura, and among the Union Territories, in Delhi, Andaman and Nicobar Islands, and Chandigarh.

Women's education

While there has certainly been a spurt in women's education since independence, and no avenue either in education or in employment is closed for the country's women folk, the education of girls and women still continues to lag very far behind that of men. The National Council for Women's Education in its meeting held in March 1975 took this into account and recommended that concerted efforts should be made to ensure that appreciable progress is made in this direction. At this meeting the various programmes undertaken by the NCERT in the field of Non-formal education for women were explained as well as the curriculum prepared by it to suit girls studying on the 10+2 pattern of education.

Satellite Instructional Television Experiment (SITE)

The year witnessed a significant breakthrough in school education in that the Satellite Instructional Television Experiment was launched in the country in August 1975 for a period of one year. The broadcast programmes which followed reached 2400

villages in six selected States. Among the several aims of this project, the most important is to underline and confirm the efficacy of television as a medium of communication, on a mass scale for instructional purposes as well as for the improvement of teacher training and education. The thrust of the programme is in the rural areas which are relatively unexposed to mass media and other communications. The Ministry has offered its full cooperation to the Ministry of Information and Broadcasting and the Department of Space in this programme.

Structure of education

As laid down in the National Policy on Education, the Central Advisory Board of Education has adopted a unanimous resolution recommending that the new pattern of 10+2+3 should be introduced all over India during the V Plan period. The Vice-Chancellors' Conference held on September 30, 1975 decided that in view of the agreement that 10+2 should be the pre-university level the new enriched 3-year first degree course should be launched with effect from or about the academic year 1979-80. All the State Governments are to be advised to plan their Secondary education accordingly. The 12 year pattern is already in force in Andhra Pradesh, Kerala, Karnataka and Uttar Pradesh. Assam, Jammu & Kashmir, West Bengal and Maharashtra have introduced the revised pattern of Secondary Education and are taking steps to introduce the two year course at the higher secondary stage. Bihar, Gujarat, Madhya Pradesh, Nagaland, Tamil Nadu, Himachal Pradesh, Manipur, Tripura and Rajasthan have accepted the new pattern and are working out the details. Other State Governments are considering the matter. The Delhi Administration as well as the Central Board of Secondary Education introduced the new pattern in class IX from May, 1975. Schools in the other Union Territories, will adopt the changes made by the respective Boards of Education to which they are affiliated.

Curriculum for the Ten-year school

An expert Committee of the NCERT has prepared an Approach Paper on the curriculum for the 10 year school. Work experience is included throughout the 10 years of school. Programmes of Work Experience have been introduced in Central Schools affiliated to the Central Board of Secondary Education and in many of the Schools Controlled by the State Governments. The objective of work experience will be to develop proper attitudes towards work, to inculcate dignity of labour, to remove status and class distinctions and to stress the principle of productivity. It is proposed to develop in selected Central Schools, special programmes of work experience directly linked to Science and

Technology. To promote a rational outlook and a scientific temper among the pupils in a changing society, science instruction will be provided throughout the 10 years and it will be related to health, hygiene, community needs, population education and environmental studies. A programme of general education will be common to all pupils for ten years. After wide discussion among educationists and representatives of the States, guidelines have been given on the preparation of instructional materials in various subject areas for the first ten years of school.

Examination reform

Many States have introduced significant changes in the examination system at the secondary level. The NCERT is in close touch with the States and is giving them guidance in the implementation of examination reform at the school stage.

At the university level, the UGC organised four regional workshops in 1975 on the grading system in examinations. The progress of examination reform in universities is under constant review by the UGC's Implementation Committee on Examination Reform.

Vocationalisation

Emphasis is to be laid on the introduction of vocational courses in 900 selected schools throughout the country during the 5th Five Year Plan. The intake of the courses will be regulated in accordance with employment potential. An approach paper on vocational education is currently under preparation by the NCERT which is also organising the syllabi in the subjects of Agriculture, Commerce and para-medical services. Such facilities as are available in Polytechnics, Multi-purpose and Technical schools are proposed to be utilised in the 2 year vocational courses under the 10+2 pattern.

Non-formal and Adult Education

Programmes of non-formal education have caught the imagination of the public and some experimental projects have been initiated in almost all States. Non-formal education programmes both for the age-group 6-14 and for 15 and above have taken off the ground and are in various stages of implementation in different States.

The Functional Literacy programme in the field of Adult Education was continued during the period under report in an intensified manner. The programme was extended to 16 new districts bringing the total number of districts with such projects

to 123. The additional number of beneficiaries during the first two years of the 5th Plan is expected to be 3 lakhs. The project has now started to cover not only new districts but also new functional areas. Production and supply of literacy and reading materials registered further strides during the period under report.

Higher education

A notable feature in this field is the atmosphere of discipline which prevails in the universities which since the declaration of the emergency, have been free from campus unrest. Another significant development is the decline of unplanned proliferation in the institutions of Higher Education. Examination Reform, Faculty improvement, restructuring of courses, and curriculum, in science and humanities and improvement of college programmes form some of the other features. Measures of social justice constitute another advance, whereby 20% seats are reserved in institutions assisted by the UGC for scheduled castes/tribes candidates. As part of the 20 point economic programme, book banks, supply of books and stationery and essential commodities at cheap prices have become available in all universities to needy students.

Student activities

Another feature worthy of mention is the spurt in student activity. Students in various universities have begun to evince considerable interest in the National Service Scheme and have participated in several camping programmes and engaged themselves in socially useful activities like the campaign for "Youth Against Dirt and Disease" and "Youth For Afforestation and Tree Plantation".

Technical education

The links between educational research institutions and industry were strengthened during the period under report. Measures to improve the quality and standard of technical education in tune with the demands of industry were the key note of the activities in this field. Measures of qualitative improvement through reorganisation of the degree and diploma courses, faculty and curriculum development and joint research programmes have been put through. The rise in the intake of students in technical institutions, the introduction of new courses in the Institutes of Technology which have now become centres of advanced research and what is of special significance, viz, the involvement of these institutes in rural service are also worthy of mention. Besides, the programme of Apprenticeship Training made further headway during the year.

Sports and Physical education

A notable event in this field was the National Women's Sports Festival held as part of the celebrations of the International Women's Year in New Delhi in November 1975. 1774 women representing 25 States/Union Territories and 2 teams sponsored by the Inter-university Sports Board participated in different games.

To implement the programme of broad basing sports and games and to involve in particular a large number of youth in rural and tribal sectors in these activities on a sustained basis, a set of guidelines was formulated and circulated to the State Governments. Progress is being continuously watched through periodical reports and personal discussions. A number of specific activities were arranged during the year in the field of rural sports and games.

Languages

The various schemes for the promotion and development of Hindi, modern Indian languages and Sanskrit, as well as English and other foreign languages made further headway during the year. Language teaching, production of university level books in Hindi and regional languages, of books in Urdu and Sindhi and other programmes continued to be operated and the institutions and organisations involved bent their energies to registering progress in various directions.

The Second World Book Fair was held in New Delhi from 16 to 25 Jan. 1976. The National Book Trust Collaborated with the Indian Book Industry in the organisation of this Fair in which 37 publishers from 19 foreign countries and 266 Indian publishers and distributors participated.

The Indian National Commission for Unesco

The Sixth Regional Conference of the UNESCO National Commissions of Asia and Oceania was held in New Delhi in November 1975. The Conference adopted ten important recommendations on regional cooperation among the National Commission of Asia and Oceania in the fields of education, natural sciences and their application to developmental efforts.

Culture, Akademies and Agreements

The Akademies and other Cultural Organisations continued their activities under various schemes during the period under report. Taking into consideration the recommendations of the Khosla Committee and the views of the Department of Culture, the

constitution of the Lalit Kala Akademi has been amended by the Akademi. In accordance with the amended constitution, the General Council and the Executive Board of the Akademi have been reconstituted during 1975-76.

Cultural Agreements were concluded with Tanzania, Zambia, Rwanda, Mexico and Syria. Seven Cultural exchange programmes were drawn during the year. The Second Meeting of the Indo-US Joint Commission was held in Washington in October 1975. Among the various programmes approved, the award to ten Fellowships/Visitorships per year to each other's national for two years 1976-77 is worthy of mention.

Archaeology

Surveys, explorations, excavations, information services and publications in the field of archaeology made further progress during the period under report. A countrywide drive was launched from 1st November, 1975, for a period of six months to build an awareness in the public mind of the need to preserve the country's ancient monuments. At the instance of the Prime Minister, a Working Group was set up to consider ways and means of making concerted efforts in this direction. As a result of the steps taken, schools and colleges have adopted monuments in their vicinity, with the aim of clearing and conserving them. Besides, guided tours are arranged to places of archaeological interest. The over-all objective of the effort is to inculcate in the public a pride in the country's heritage and a zeal to preserve and cherish it.

Museums and Libraries

The various museums maintained their tempo of work during the year and also reached out to new horizons holding the promise of a museum movement in the country. The most important event was the inauguration in April, 1975 of 'Son-et-Lumiere' in Teen Murti House. This has been installed by Nehru Memorial Fund and is operated by the Nehru Memorial Museum and Library. The Raja Rammohun Roy Library Foundation, Calcutta has continued to provide library services and provide a lead in the matter of promoting reading habits among the public. The Raza Library, Rampur was declared as an institution of national importance from January 1975. The National Library Calcutta, held various exhibitions and organised lectures during the period under report. Mention should be made of the exhibition organised in connection with Sardar Vallabhbhai Patel's Birth Centenary on 31st October, 1975. The Tulsi Sadan Library has been further developed with the accessioning of more books.

Annual plan

For the year 1975-76, the total plan outlay for educational programmes was Rs. 189 crores of which Rs. 62 crores was for the Central and Centrally sponsored schemes and Rs. 127 crores was provided in the States and Union Territories Plan. While the anticipated expenditure in the Central Sector is Rs. 63 crores for the year 1975-76, it comes to Rs. 143 crores in the case of State Plans. Nearly 46 per cent of the State's Plan outlay i.e. Rs. 59 crores was earmarked for elementary education for which the anticipated expenditure is about Rs. 63 crores. The major programmes included by the State Governments in their plans for 1975-76 were expansion of elementary education, the 10+2+3 pattern, vocationalisation, work experience, quality improvement programmes for secondary and higher education, programmes of youth services and social education etc.

The proposed size of the annual plan of education for 1976-77 is of the order of Rs. 252 crores of which Rs. 173 crores will be in the States sector. In view of the constraint on financial resources, provision has been made for continuing schemes and a few new programmes which were considered to be of a very high priority.

Budget Estimates Department of Education

The total budget provision for 1975-76 and 1976-77 for the Department of Education in the Demands for Grants concerning the Department is as under :

Particulars	(Rs. in lakhs)		
	Budget 1975-76	Revised 1975-76	Budget estimates 1976-77
<i>Demand No. 26—</i>			
<i>Department of Education</i>			
Secretariat of the Department, hospitality and entertainment and discretionary grant of Education Minister	140.51	147.86	143.41
<i>Demand No. 27—Education</i>			
Provision for General Education, other Revenue Expenditure of the Department, including provisions for Grants-in-Aid to States/Union Territories on Central and Centrally sponsored Plan Schemes and also provision for loans for construction of hostels, etc. and other Educational Loans for Central and Centrally Sponsored Schemes	13508.28	14533.29	16812.48
TOTAL	13648.79	14681.15	16955.89

Department of Culture

The budget provision for 1975-76 and 1976-77 for the Department of Culture is as under :

(Rs. in lakhs)

Particulars	Budget 1975-76	Revised 1975-76	Budget estimate 1976-77
Department of Culture	678.41	649.35	752.61
Archaeology	590.32	506.87	605.09
TOTAL	1268.73	1156.22	1357.70

EDUCATION AND THE TWENTY POINT ECONOMIC PROGRAMME

There are two main aspects of the twenty-point economic programme, which relate to the student community in the country. They are (a) supply of essential commodities at controlled prices to the students in hostels and approved lodgings and (b) supply of textbooks and stationery to them at reasonable prices and setting up of book banks. Resolute measures have been taken to ensure their speedy implementation.

(a) *Supply of Essential Commodities*

Consumer articles such as foodgrains (non-controlled), pulses, spices, vanaspati and other edible oils, tea and coffee, sugar and the like are to be supplied through consumer cooperative institutions to students' hostels and approved lodgings at preferential, concessional rates. The controlled items of foodgrains such as wheat, rice and sugar are supplied to the students hostels through the public distribution system. Thus, in addition to foodgrain and food articles, students hostels are assured of regular supplies of essential consumer goods at concessional rates. This programme is under implementation in all the States and Union Territories.

Reports from the States and Union Territories indicate that the scheme is already in operation. 2933 hostels serving 2,40,524 hostellers are being supplied with essential commodities. Roughly, there are about 5 lakh students in university/college hostels and approved lodgings. Thus about 50% of the students in hostels or approved lodgings have been covered so far. Assam, Haryana, Himachal Pradesh, Jammu & Kashmir, Manipur, Meghalaya, Nagaland, Orissa, Tripura and Union Territories of Andaman and

Nicobar Islands, Arunachal Pradesh, Chandigarh, Lakshadweep, Mizoram and Pondicherry have reported full coverage of students in university/college hostels and approved lodgings.

The supply of foodgrains, food articles and other consumer articles at controlled/concessional rates to the hostels and approved lodgings has resulted in reduction in the monthly mess bills. While there has been substantial reduction in the monthly mess bills in some hostels, the average reduction has been about Rs. 10/- per head per month.

The State Governments and Union Territories have been advised to set up a suitable machinery to review the progress of implementation of this programme periodically. This is to ensure the speedy achievement of the aims of the scheme in view.

(b) *Supply of Books and Stationery at Controlled prices and Setting up of Book Banks*

Following the supply of white printing paper at the concessional rate of Rs. 2750 per tonne ex-mill, the prices of text-books and exercise books have noticeably come down, and in some States, they have been stabilised at the 1973 level. Since June 1974, concessional paper is regularly being supplied to the States and Union Territories for the production of school text-books, reference books, and college/university books, and for the manufacture of exercise-books for school and university examinations and correspondence courses. Recently, the scope of the scheme has been enlarged by including allocations for class examinations and the printing of school and college journals. So far 2.40 lakh tonnes of paper has been allocated to the States and Union Territories for such educational purposes.

As revealed from the statements of prices of text-books received from various States, the supply of concessional paper has had a tangible impact on the prices of text-books, particularly those reprinted or fresh titles even though the cost of production during the last two years has increased. Assam, Orissa and West Bengal have reported reduction in the prices of text-books in 1975 as compared to what obtained during the last two years.

Andhra Pradesh, Haryana, Karnataka, Punjab (university books), Nagaland, Tamil Nadu, Uttar Pradesh (954 titles), Mizoram and Arunachal Pradesh have reported stabilization of prices at the 1973 level despite rise in printing costs.

Since July 1975, Bihar, Himachal Pradesh, Manipur and Rajasthan have reduced prices of text-books by 20%, 10%, 75 paise per book (average reduction) and 18% respectively. Delhi has requested private publishers of text and reference books to

reduce their prices by at least 10% on the printed prices of these books. A few leading publishing houses have already responded very favourably to this request and have reduced their prices between 10 to 20%.

Exercise-books have been made freely available to students at fixed prices from the date of opening of schools in July, 1975. The prices have been further reduced by 4 to 7% at the initiative of the Union Ministry of Education. Standardization of exercise-books and quality control have also been attempted.

It has been suggested to the State Governments that books, stationery and articles of daily use may be made available to students through a book/stationery shop in every institution. Such shops can be run by a students cooperative or departmentally by the authorities of the institution.

Book Banks

Colleges : The University Grants Commission is assisting colleges in setting up book banks to make available to poor and needy students books on loan during the period of their studies. Since the announcement of the 20-point programme, the University Grants Commission has relaxed the minimum condition of enrolment for setting up book banks so that colleges with an enrolment of at least 100 students in degree classes are assisted by the Commission in setting up book banks. This will enable colleges situated in backward areas also to participate in the scheme. Since July 1975, 899 book banks have been opened with financial assistance of Rs. 61.68 lakhs made available by the U.G.C.

Schools : After the announcement of the 20-point programme the suggestion for the establishment of book banks in schools was made to the State Governments and Union Territory Administrations.

According to the reports available in the Ministry, 74,586 book banks have already been opened in schools. The State Governments of Andhra Pradesh, Bihar, Gujarat, Jammu & Kashmir, Maharashtra, Manipur, Nagaland, Punjab, Tamil Nadu, Uttar Pradesh and Chandigarh have reported that the scheme of establishment of book banks in schools is under consideration.

Student Apprentices : Two other features of considerable significance require to be mentioned in this context. The first relates to the employment of students after their graduation. The Technical Education Division of the Union Ministry of Education acts in unison with the Ministry of Labour and Employment in providing

apprenticeships to students after their studies are completed. The programme of Apprenticeship Training, which was already in operation under the supervision of the Technical Education Division of the Union Ministry of Education, has now assumed special significance in the context of the twenty-point economic programme. During the current financial year, approximately 10,000 fresh trainees are expected to be engaged in the scheme of apprenticeship training. So far, 15,337 graduates and diploma holders have been under training in the Apprenticeship programme, (8383 Engineering graduates and 6954 Diploma holders). Of these 172 belong to the Scheduled Castes, 36 to the Scheduled Tribes, 556 to the minority communities and 5 are handicapped persons. Further details about this scheme are given in Chapter III of this Report.

Students in the Service of National Development

Finally, the National Service Scheme, which has increasingly begun to gather momentum in the universities and colleges, is expected to become the pivot of student service in the cause of rural uplift. Students and volunteers who have in the recent past been engaging themselves in service in selected camps on specific programmes, are now poised to expand their activities and reach out to remote, rural areas and offer their assistance in the spread of literacy and promotion of civic virtues.

These programmes have effectively taken off the ground and bid fair, in the present congenial climate, to expand and prove socially and educationally effective in the years ahead.

CHAPTER I

SCHOOL EDUCATION

The main programmes funded by the Government of India relating to School Education are :

- (1) Vocationalisation of Higher Secondary Education.
- (2) The Educational Technology Project.
- (3) Qualitative Improvement Programmes in School Education.
- (4) Reorganisation and Expansion of Science Teaching at the school stage, and
- (5) Provision of schooling facilities for children of transferable central government employees.

In addition, certain programmes are carried out by the Central Government in cooperation with the States and these are :

- (1) Universalisation of free compulsory primary education, and
- (2) Implementation of the 10+2+3 pattern.

The main Institutions of the Central Government through which programmes are carried out are :

- (1) The National Council of Education Research and Training.
- (2) The Kendriya Vidyalaya Sangathan, and
- (3) The Central Board of Secondary Education.

Vocationalisation of Higher Secondary Education

The Ministry of Education has under consideration a scheme of vocationalisation for implementation in the 5th Five Year Plan in selected higher secondary schools. It is proposed that during this period 1000 schools be selected throughout the country. Stress will be laid on introduction of vocational courses and on adding new vocational courses in addition to the technical courses being conducted by Polytechnics, Industrial Training Institutes and Departmental Training Centres. Stress will be laid on educating for self-reliance and training for self-employment. The intake of courses will be regulated in accordance with employment potential. It is proposed to utilise the spare capacity and

facilities available in polytechnics, multipurpose schools and technical schools in the proposed 2-year vocational courses under the 10+2+3 pattern. The National Council of Educational Research and Training is currently working on the Approach paper on Vocational Education and is engaged in the preparation of syllabi in the areas of Agriculture, Commerce and Para-medical Services.

Educational Technology

The Educational Technology Project is designed to stimulate and promote integrated use of mass media and instructional technology at all levels of education including non-formal education of the adults. This will help to achieve qualitative improvement as well as acceleration of the rate of expansion of educational facilities. It will also help to reduce wastage. The programme which is being implemented with the collaboration of UNDP involves the setting up of educational technology cells in the states and a Centre for Educational Technology as a separate institute of the NCERT at Delhi, and an Educational Technology Unit in the Ministry of Education & S.W.

Under the programme, the Centre for Educational Technology was established in New Delhi in 1972-73. The Centre is expected to pave the way for the introduction of educational technology in the educational process specially in the area of training and research. Its programmes include development of innovations in education, training of teachers, communicators and administrators, evaluation of materials and programmes and building an information bank of educational technology. It will also be concerned with the development of curriculum and preparation of basic scripts for films, radio and television as well as with the production of multipurpose kits, models and other instructional material including 16 mm films. Grants amounting to Rs. 15.71 lakhs have been released to the Centre during 1975-76.

Educational Technology Cells have been established in Maharashtra, Rajasthan, Andhra Pradesh, Orissa, Madhya Pradesh, Bihar, Karnataka and Gujarat so far. Central assistance will also be made available to other States for establishing such cells. The proposal for setting up cells are under consideration of the governments of Punjab, Uttar Pradesh, West Bengal, Himachal Pradesh, Manipur, Tamilnadu and Jammu & Kashmir. These cells are expected to foster and promote the development of the programme at the state level. A sum of Rs. 4.22 lakhs has been released to State Governments for this purpose during 1975-76.

Under the guidance of ET Cell, Bombay, lessons in English and Science are telecast for Standard V and VIII. Approximately 2,25,000 students have been benefitted by these telecasts. The cell has also conducted two user teachers seminars to acquaint Classroom teachers with the proper technique of utilising tele-lessons in classroom teaching. Nearly 300 teachers participated in these seminars.

Satellite Instructional Television Experiment (SITE)

A significant experiment in communication for national development was launched in the country in August, 1975 for a period of one year. The experiment uses a satellite loaned to India by the US National Aeronautics and Space Administration (NASA) for broadcasting programmes to 2400 villages, in six States selected for the purpose—Andhra Pradesh, Bihar, Karnataka, Madhya Pradesh, Orissa and Rajasthan. The programmes are broadcast in four languages and in two transmissions, and are intended for primary school children and the adult population. Among the several objectives set for the experiment the most important is to prove the efficacy of television as a medium of communication for National Development. The specific concern of the Ministry of Education is to test the feasibility of this kind of mass communication programme for instructional purposes and its possible use in the expansion and improvement of education and training of teachers. The thrust of the programme is in the rural areas which are relatively unexposed to mass media and other modern communication.

To oversee the educational programmes transmitted through SITE, the Ministry of Education set up in 1975 a Steering Committee with representatives of the Ministry of Education, AIR, NCERT, Central Bureau of Health Education and some non-officials. So far five meetings of the Steering Committee have taken place.

The morning transmissions have been used for teacher training programmes also. The responsibility of the training programmes was with the Centre for Educational Technology, NCERT in collaboration with the State Governments concerned. A project for multi-media package for in-service training of primary school teachers was developed by the Centre for Educational Technology, New Delhi. Under this project 24,000 primary school teachers from 2,400 specially selected villages in the six States covered by the Satellite received training in science from October 16-27, 1975 during Dussehra holidays. The training materials were in the form of a multi-media package which consisted of television programmes, radio programmes, activity

guides, enrichment materials and tutorials. A sum of Rs. 1.70 lakhs has been sanctioned to each of the six States for expenditure on this programme. It is likely that this programme may be repeated in summer 1976.

User-Teachers training camps were also organised in the six States to enable the operators-cum-custodians of TV sets, who are invariably primary school teachers to utilise the TV programmes in enriching the curriculum of primary school children in a meaningful way and to provide them an opportunity of conducting pre-telecast and post-telecast activities and to help them in discharging their duties as user-teachers. The Ministry of Education sanctioned grants to the six States for undertaking this programme, which amounted to Rs. 2.11 lakhs.

NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

In what follows an account of the various activities of the NCERT is given.

Research activities

The research activities within the Council were directed among others, towards the following themes :

1. Graphic analysis of Devnagari Script.
2. Phonological variations in standard Hindi in its dialectic areas.
3. Scientific creativity test development project.
4. Comparative study of mother tongue textbooks for primary classes.
5. Compilation of linguistic analysis of Hindi vocabulary of children of primary classes in Hindi.
6. Developmental norms project (5½—11 years).
7. Studies of academically gifted boys.
8. Cooperative research on first generation learners.
9. Development of scientific and mathematical concepts in urban and rural children at the primary level.
10. A National Survey of Teacher Education at the elementary level.
11. A Survey of rural talent search scheme.

Apart from research work within the Council it also supports and sponsors research by outside agencies. 23 Research Projects undertaken by various universities or teacher training colleges during the year are being supported with a total financial

aid of about Rs. 2,00,000/-. 18 professional educational organizations have been supported with a cost of about Rs. 68,000/-.

Development work

(i) Curriculum development for 10+2 pattern of schooling

An expert committee has developed an Approach Paper on the curriculum for the 10 year school. The Approach Paper laid emphasis on inculcation of values and attitudes and on awakening a sense of social awareness and responsibility, a pride in our cultural heritage, national integration, socialism and secularism. Work experience is included throughout the 10 years of school and science instruction for all the 10 years of schooling will be related to health, hygiene, the needs of the community, population education and environmental studies. The programme of general education for 10 years will be common to all pupils. This Approach Paper has been widely discussed in a National Seminar consisting of representatives of States and Educationists and on the basis of the views obtained a revised Approach Paper has now been finalized to guide the States in the preparation of instructional materials in various subject areas for the first 10 years of school.

The Council has already prepared the textbooks in various science subjects, mathematics, social sciences and languages for Class IX which are currently in use in the schools under Central Board of Secondary Education. Similar textbooks for Class X for the new pattern are being developed. These will be available before the next school session.

For the higher stage, Classes XI and XII, syllabi in academic and vocational courses are being developed, so that those entering the academic stream will undergo intensive learning in some of the selected areas leading to specialisation taking into account the aptitude of the students. Diversified courses will be provided for those taking up vocational education.

(ii) Improvement of primary education

To achieve the goal of universalization of educational facilities to the age group 6-11 within the Fifth Plan period the Council is concentrating on several fronts. Some of these are the development of non-formal education programmes, mobilising the entire resources of the community, the renewal of the primary curriculum in cooperation with the State Primary Curriculum Units and the UNICET, and the trying out of a community based educational approach through specially selected Community Primary Centres in the States.

(iii) *Development of instructional materials in various subject areas during the year*

This is a core activity of the various departments and units of the Council. More specifically the achievements during the year have been as follows :

(a) *Curriculum & Syllabi*

1. Curriculum and syllabi in science, mathematics, social sciences, population education, languages and work experience for the first 10 years of schooling have been developed through a number of workshops in association with teachers and educators.
2. Syllabi for XI and XII Classes in sciences, mathematics and social sciences are under preparation.
3. For the +2 stage of 10+2 pattern of schooling draft curriculum in 50 vocational subject areas and 16 areas in commerce have been developed.
4. In the field of teacher education, courses were developed for television teaching at B.Ed. level and revision of M.Ed. courses undertaken.
5. A prototype of a correspondence course for Careers Masters have been developed for use by States.
6. Programmed learning materials in different subjects areas have been developed as sample materials for use by States.

(b) *Textbooks*

Textbooks in various subjects continued to occupy the attention of the Council during the period under report. Revision of textbooks for various classes have been completed. Draft textbooks for Science and Social Studies for Class X have been prepared. 7 Supplementary Readers in Science subjects were completed.

(c) *Evaluation of Textbooks*

Textbooks have continued to be evaluated. Besides, the following publications were completed.

1. A National Bibliography in Population Education.
2. A Source Book in Population Education.
3. An annotated Bibliography on Childrens Literature.

Training programmes

The four Regional Colleges of Education continued as usual the four year B.Sc. B.Ed and one year B.Ed. programmes. M.Ed. courses continued in Bhopal and Bhubaneswar and one year

M.Ed. in Science and 2-year M.Sc. course have been started at Ajmer and Mysore respectively. All the colleges are continuing the Summer School-cum-Correspondence course for B.Ed. The Regular Training Courses at the NIE, and other training programmes in various areas were also continued during the period under report.

Extension programmes

Extension forms an important aspect of Council's work not only for disseminating ideas to the States but also to arouse fresh thinking and foster active collaboration among practising teachers on a wide scale. Intensive Teacher Education Programmes, Seminars, Workshops and Conferences at various levels of the educational ladder and in various subject areas were part of the year's activities under the auspices of the Council.

Centre for Educational Technology

The Centre for Educational Technology is working for the development of innovations in education and is actively involved in various ways in educational broadcast of SITE directed to children in the age-group 5-12 in 2400 villages of 6 States. A massive programme of training 24,000 teachers was completed. It is also working in close collaboration with the I.S.R.O. to study the impact of SITE programme on primary school children. It has also taken up a number of feasible studies for designing system of optimisation of education and studies of radio for education and the feasibility of "open school" system of education.

Other activities

The Council continued to provide secretarial assistance to the National Board of School Textbooks and the National Council of Teacher Education.

It has also implemented on behalf of the Ministry of Education, The National Integration Project, Population Education Project and National Prize Competition for Childrens Literature.

The Third-All-India Educational Survey at the school level was taken up by the NCERT on behalf of the Ministry of Education. The NCERT has also coordinated the work of the Third Survey in so far as it relates to the other agencies which are responsible for conducting different areas of survey. The basic data has been received from all States and Union Territories with a few exceptions. The preliminary report has been completed and final report is expected to be completed in 1976.

National Council for Teacher Education

In view of the importance of school education as the foundation for all educational effort and the crucial role that the school teacher plays in the educational system, the Government of India established a National Council for Teacher Education with the following terms of reference :

- (i) To advise Government of India, on all matters concerning teacher education, including pre-service and in-service training; evaluation of curricula for teacher education and periodical review in revising curricula;
- (ii) To advise State Governments on any matters referred to the Council by them;
- (iii) To review the progress of plan schemes, both Central and State, concerning teacher education;
- (iv) To advise Government on ensuring adequate standards in teacher education;
- (v) Any other matter entrusted to the Council by the Government of India.

The N.C.E.R.T., New Delhi functions as the Secretariat of the National Council for Teacher Education.

The first meeting of the National Council for Teacher Education was held in New Delhi on 21-12-73. The Council reviewed the progress of plan schemes and set up Standing Committees and Working groups on different aspects of teacher education.

The second meeting of the General Body of the Council was held on 29th March, 1975. Some of the main resolutions passed by the N.C.T.E. to revamp teacher education are as follows :

1. It has urged for accreditation for teacher training institutions as this will go a long way in raising the standard of teacher education.
2. It has recommended that certain sensitive areas in Teacher Education may be identified for bringing about change in those areas. This would help in the maximum use of the resources available for teacher education.
3. It has suggested that talented teachers should be attracted to teacher training institutions, so that qualitative improvement can be effected in teacher education programmes at all levels.

4. The Council has recommended that at least for some years to come, the main thrust should be on the improvement of the quality of elementary teacher education and to achieve this objective, special pre-service courses should be instituted at some selected centres in the country. Also, some special inservice courses for the existing teacher educators should be provided in primary teacher training by making use of the facilities available in the State Institutes of Education, Regional Colleges of Education and N.C.E.R.T.
5. The Council has urged that the resources of those elementary teacher training institutions which have been closed or are being closed in some States, should be utilised for organising inservice education courses and extension programmes for primary school teachers.
6. It has been recommended that pre-school and primary teacher education should be integrated in a phased manner as, ultimately, this would have favourable impact on the enrolment and retention of children at the primary level.

The various Standing Committees of the NCTE also met during the course of the year and made recommendations to improve teacher education in their respective areas.

The budget provision for 1976-77 in respect of National Council for Teacher Education is being made by N.C.E.R.T.

Science Education Programme and Other Projects assisted by UNICEF

During 1975, 8000 primary science kits are to be distributed to the States/Union Territories. The price of the kits as well as cost on transport up to one point in the State will be borne by the UNICEF; besides, they will reimburse 75% cost on the training of teachers at the rate of 3 teachers against 2 primary kits supplied. The total Fifth Plan allocation for the Science Education Programme is Rs. 10.00 lakhs. The budget provision for 1975-76 is Rs. 3.50 lakhs while that for 1976-77 is Rs. 2.00 lakhs.

Besides the Science Education Programme, UNICEF assistance in the Fifth Plan period will cover the following projects :—

(a) Primary Education Curriculum Renewal

The objective of this project is to develop innovative curricula and related instructional material, techniques etc. which could meet the educational needs of a large number of children who

are likely to remain in school for only a few years or who are not reached at all. The curriculum is to be adjusted to the life-style of the child and to the socio-economic opportunities likely to be available.

(b) *Development Activities in Community Education and Participation.*

The objective of this project is to develop and test new types of educational activities as a feasible means of meeting the minimum educational needs of a large group who are currently partially or totally deprived of any form of education.

The following States/Union Territories have been selected for participation in the two experimental projects viz. Primary Education Curriculum Renewal and Development Activities in Community Education and Participation :

(1) Andhra Pradesh, (2) Bihar, (3) Gujarat, (4) Himachal Pradesh, (5) Karnataka, (6) Kerala, (7) Madhya Pradesh, (8) Maharashtra, (9) Orissa, (10) Pondicherry, (11) Tamil Nadu, (12) Uttar Pradesh, and (13) Delhi (Slum Areas).

(c) *Children's Media Laboratory*

The objective of the C.M.L. is to develop or discover inexpensive, non formal effective media of educational and entertainment value for children from 4-8 years of age to teach them the information, skills and attitudes that will enhance their life opportunities. The C.M.L. mainly concerns the central level agency and the States are not directly involved.

Textbook Printing Presses received as gift from the Federal Republic of Germany

The printing press at Chandigarh which started production in January 1972 has facilities of photolitho printing in Hindi, Urdu, Gujarati and Gurmukhi. The building of the Bhubaneswar press has been completed and installation of machinery is expected to be completed shortly. The building of the Mysore press is nearing completion and orders for machinery have been placed. The presses at Bhubaneswar and Mysore are expected to be fully operative during 1976-77.

Introducing the new 10+2+3 educational structure

On the recommendation of the Education Commission, the Central Advisory Board of Education has adopted a unanimous resolution recommending that the new pattern of 10+2+3 should be introduced all over India during the Fifth Plan period. The 12

year pattern of school education is already in force in Andhra Pradesh, Kerala, Karnataka and Uttar Pradesh. Assam, Jammu & Kashmir, West Bengal and Maharashtra have introduced the revised pattern of Secondary Education and are planning to introduce the two year course at the higher secondary stage. Bihar, Gujarat, Madhya Pradesh, Nagaland, Tamil Nadu, Himachal Pradesh, Manipur, Tripura and Rajasthan have accepted the new pattern and are working out the details. Other State Governments are considering the matter. The Delhi Administration as well as the Central Board of Secondary Education introduced the new pattern from May, 1975. Schools in the other Union Territories will adopt the changes made by the respective Boards of Education to which they are affiliated.

CENTRAL BOARD OF SECONDARY EDUCATION

The Board undertook a very stupendous task during the year 1975-76 by introducing the new 10+2 pattern of education in the member-schools of the Board, numbering about 982, from 1st May, 1975. The first public examination under the new scheme will be held in March, 1977. The following steps were taken towards the successful implementation of the new pattern :—

(a) *Syllabi and courses*

The syllabi and courses for the Secondary Course under the new pattern were prepared by the Board through its committees of courses in consultation with expert agencies and teachers concerned. They were circulated to all the member schools in time to enable them to prepare for the change. These have been well received by the teachers and other agencies.

(b) *Textbooks for the new pattern*

The new textbooks for the Secondary School Examination (for classes IX and X) were released on 30th April, 1975 at a special function held at Vigyan Bhawan, New Delhi. The authors of the books were also honoured for their valuable contribution and certificates and prizes were awarded to 23 authors by Prof. D. P. Yadav, Deputy Minister of Education, who was the Chief Guest at the function. The Board published 14 titles of textbooks for the students of classes IX and X under 10+2 Pattern.

(c) *Orienting teachers to the new pattern*

The Board in association with the N.C.E.R.T., New Delhi and Directorate of Education, Delhi arranged numerous programmes for all the independent schools, Sainik Schools, Tibetan Schools and Government Schools in other Union Territories and administrations. The Directorate of Education, Delhi organised such

programmes for Delhi schools whereas Kendriya Vidyalaya Sangathan arranged similar programmes for its schools scattered all over the country.

The teachers received training in diversified subjects as Botany and Batik, Physics, Chemistry, Mathematics, Life Sciences and subjects of work experience. The programmes were highly successful.

Modernisation of instruction in Sciences

The Board has adopted a new method of teaching Science in its member-schools which is popularly known as Project Technology. To encourage creativity among students, the Board has taken up a long range programme in collaboration with the British Council. The Board organised a summer institute in Project Technology at Lawrence School, Sanawar from 23rd June to 12th July, 1975. The programme was conducted by two British experts alongwith other resource persons from the country.

Improving Mathematics teaching

As part of the CAMET Project, every year three Post-Graduate teachers in Mathematics from member-schools of the Board are sent to the U.K. These teachers with the help of British experts have prepared detailed instructional material on modern lines for classes IX and X based on the syllabus in Mathematics prescribed by the Board under the new pattern.

Sports meet to cover all the member-schools of the Board

For the first time, the Board organised an All-India Sports Meet in December, 1975 at National Stadium, New Delhi for its member-schools. Earlier in October 4 zonal meets were held at different places in the country. Winners of Zonal Sports Meets participated in the National Sports Meet.

The Board has decided to award a scholarship of Rs. 30/- per month for one year to the students who have stood first in the National Meet in different events.

Curriculum for the Plus 2 Stage

The Board has set up various committees of experts for preparing syllabi and courses for plus 2 stage (classes XI and XII). The first joint meeting of the conveners of these committees was held on 30th July, 1975 to discuss and arrive at a common approach to be followed by various committees, while preparing the syllabi for their respective subjects.

The syllabi and courses for academic subjects are being drawn so that they are relevant to life. The Vocational Courses are expected to aim at equipping the students for gainful or self-employment.

KENDRIYA VIDYALAYA SANGATHAN

Expansion of Kendriya Vidyalayas

During 1975-76, 16 new Kendriya Vidyalayas were opened, 8 in the Defence areas, 3 in Civil areas and 5 in the campuses of Public Undertakings, bringing the total number of Kendriya Vidyalayas to 203. The Sangathan now have 110 Vidyalayas in the Defences areas, 69 in Civil areas, 16 in the campuses of Public Undertakings and 6 in the Campuses of Institutions of Higher learning financed by the Government of India. They have also a Visesh Kendriya Vidyalaya at Delhi catering to the needs of the students from boarder areas and a Vidyalaya at Kathmandu. The student strength in the Kendriya Vidyalayas has increased to 143388 registering a 10% increase over the previous year.

It has been decided that 15% and 7½% of fresh admissions in each Kendriya Vidyalaya at the beginning of each academic session will be reserved for children of Scheduled Caste and Scheduled Tribes employees respectively. For this purpose the following relaxations are allowed :

- (i) Relaxing in the qualifying standard for admission;
- (ii) Admitting a child not qualifying even under relaxed standards to the next lower classes with the parent's consent;
- (iii) Relaxing where necessary, the transferability condition of the parents and admitting even children of non-transferable SC/ST employees to make up the reserved quota.

Performance in the All India Higher Secondary Examinations

Of the 4855 candidates who appeared in the A.I.H.S. Examination in 1975 from 134 Vidyalayas, 4657 (95.9%) passed. 34 Vidyalayas showed 100% pass, 9 Kendriya Vidyalaya students were placed in the merit list. 2073 students were placed in the First Division and 2401 in the Second Division.

In-Service training

The 10+2 pattern of education has been introduced in Kendriya Vidyalayas from 1975-76. The staff of the Sangathan and the Vidyalayas actively helped in the preparation of text-books for classes IX and X in the new syllabus. Orientation training in

summer institutes was given to 650 teachers in Physics, Chemistry, Biology and Mathematics and 97 teachers of Economics were given orientation training in Commerce, a subject newly introduced in the Kendriya Vidyalayas in the light of the 10+2 pattern.

Work experience

Work-experience, already included in the syllabus of the Kendriya Vidyalayas in classes VI to VIII, has been introduced in classes IX and X also from this year. The subjects mainly related to assembling of electrical appliances and fabrication of articles for sale and sewing the needle work as well as manufacture of stationery articles furniture items, etc. The main emphasis now is on utilising the facilities and raw materials locally available to provide goods in quantity for being sold in the market at competitive prices bearing a small margin of profit which is deposited regularly in the Post Office Savings Bank account of every participating student.

Other achievements

The students of Kendriya Vidyalayas continued to be in the limelight in National Competitions. Out of 362 students selected for the award of the Science Talent scholarships, 66 were selected from Kendriya Vidyalayas. Master K. V. Prasad, student of the Kendriya Vidyalaya, Golconda won the Soviet Land Nerhu Award in painting with an opportunity to visit the USSR this summer. Three members of the teaching staff of the Kendriya Vidyalayas won awards in the All India Seminar Competition organised by the NCERT. Shri H. N. Suthar, the Drawing Teacher of Kendriya Vidyalaya, Vallabh Vidya Nagar received the National Award for Teachers.

Sports and games

A Sports Control Board of Kendriya Vidyalayas was formed in September, 1975 to promote Sports and Games and Physical Education, organise tournaments at regional and All India level, select the Sangathan teams for sports competitions, arrange for intensive training for participation, in all the regional and national sports events. Part of the expenses of the Board is met by contributions from the pupil's fund of the participating schools.

Central Tibetan Schools Administration

The total number of students studying in the schools run or aided by the Administration is 7,214, out of whom 1,351 are residential students and 5,863 Day-Scho'ars. In residential schools, boarding and lodging, bedding and clothing, daily necessities and medical facilities are provided free to those students

who are orphans and came to India as refugees. Mid-day meals and free text-books and stationery are provided to all students including those studying in the Day Schools.

OTHER PROGRAMMES

Bal Bhavan Society

During the year eight exhibitions and twenty two workshops were organised for parents/teachers in science, clay modeling, graphic, toy-making, mask, batik, cardboard-work, shcools decoration, art appreciation, wood-work, construction and puppet making. In these workshops 887 teachers participated, including instructors from various Jawahar Bal Bhavans in India.

Besides this, 15 week-end workshops also conducted which were attended by the teachers of local schools. A series of lectures on "How to guide children in Creative Art" and "Art appreciation" were attended by the teachers of different local schools.

21000 children participated in "Bal Din" and two seasonal festivals and cultural programmes on Independence Day.

The Repertory Group of Bal Bhavan gave 18 performances and plays for the children and conducted a nationwide singing programme for 35000 school children and also conducted a teacher's training programme in Music, Creative Drama and Dance.

The Revised Estimates for 1975-76 in respect of Bal Bhavan Society are Rs. 10.40 lakhs and Budget Estimates for 1976-77 are Rs. 9.50 lakhs.

National Foundation for Teachers' Welfare

Collections to the Foundation Fund through voluntary contributions during the year totalled about Rs. 32 lakhs. Of this, 80% has been released to States and Union Territories. A sum of Rs. 2.74 crores has so far been released to 29 State and Union Territory Working Committees. The Foundation has built up a corpus of about Rs. 2.93 crores. The interest on this is given for various schemes of teachers' welfare.

National awards to teachers

During 1975, 97 teachers of Primary and Secondary Schools and Sanskrit teachers working in traditional Pathshalas and Tols have been selected for these awards. The awards carry a certificate of merit and a cash payment of Rs. 1000.

Out of these 97 teachers selected, 4 teachers are selected for four higher awards, which carry in addition cash certificates of Rs. 1000/- for each higher awardee.

Educational concessions to the children of the officers and the men of the armed forces killed or disabled

Following the Indo-Pakistan conflict of December, 1971, the Central Government proposed to the State Governments to give the following educational concessions to the children of Defence personnel and Para-military forces killed or permanently disabled during the hostilities for education up to the first degree level.

- (a) Complete exemption from tuition and other fees levied by the educational institutions concerned as well as charges levied for school bus maintained by the school and actual fares for railway pass for students or bus fare certified by Head of Institution.
- (b) Grants to meet hostel charges in full for those studying in boarding schools and colleges.
- (c) Full cost of books and stationery, and
- (d) Full cost of uniform where this is compulsory.

Most of the State Governments/Union Territories have agreed to the proposal and have announced educational concessions more or less on the above lines for children in question reading in the educational institutions under their control. These concessions are continuing. The Central Government gives these concessions to the entitled children studying in institutions functioning under the Central Government and some private institutions not recognised by any State Government.

A budget provision of Rs. 1,00,000 has been made for this scheme for 1976-77 in the Ministry budget.

Nehru Bal Pustakalaya

This scheme seeks to provide supplementary reading material to children with national integration as the main aim. Each title is brought out in all the principal regional languages with uniform format, price etc. The Scheme is implemented by National Book Trust who are given a grant of Re. 1/- per copy brought out by them. Generally, 1,00,000 copies of each title are published. The Trust brought out 32 original titles and 267 translations by the end of the Fourth Plan. Up-to-date 38 original titles and 374 translation have been brought out. 5 original titles and 106 translations in 12 languages are expected to be completed by the end of 1975-76. A budget provision of Rs. 8.00

lakhs for 1975-76 and for 1976-77 a sum of Rs. 10.00 lakhs has been agreed to for this scheme.

National Council for Women's Education

The members of the National Council for Women's Education, who participated in the General discussions in the meeting held on the 18th March, 1975, had pointed out the various aspects of Girl's Education and expressed their desire for concerted efforts to ensure that appreciable progress is made in this direction. They appreciated the items for consideration including the important recommendations on education from the report of committee on the status of women and proposals for celebration of the International Women's Year. Smt. Padma Ramachandran explained the background of the report of the committee on the status of Women and mentioned the salient recommendations for consideration of the Council. Representatives of the NCERT explained the various programmes taken in hand by the Council in the field of non-formal education and the approach of the Council with regard to the curriculum prepared by it for 10+2 pattern of education keeping in view the need of girls' education.

CHAPTER II

HIGHER EDUCATION AND RESEARCH

The Ministry of Education is primarily concerned with the maintenance and determination of standards in higher education, a function discharged through the University Grants Commission. Special emphasis has been laid in the programme for the consolidation and improvement of the quality of education. The Ministry has also been paying special attention to the improvement of the facilities available for students and to the enhancement of the status of teachers. The Ministry has also funded separate organisations for the promotion of social science and historical research. Provision of scholarship facilities for meritorious students in higher education has been separately dealt with in Chapter IV.

Some of the institutions of the Government of India in this field are :—(i) the University Grants Commission, (ii) the Central Universities, viz. the Aligarh Muslim University, the Banaras Hindu University, the Jawaharlal Nehru University, the University of Delhi, Visva-Bharati, the North-Eastern Hill University and University at Hyderabad, (iii) the Shastri Indo-Canadian Institute, (iv) The Institute of Advanced Study, Simla and (v) the Indian Council of Social Science Research.

UNIVERSITY GRANTS COMMISSION

The University Grants Commission has been reconstituted in January, 1976 and Prof. Satish Chandra, formerly Vice-Chairman of the Commission has been appointed Chairman of the Commission with effect from the 15th January, 1976. The UGC continued to provide assistance to Universities and colleges for approved development programmes in the area of higher education. The main emphasis in the current plan is on consolidation, flexibility and social justice. For this purpose, strengthening and proper orientation of the existing Departments of Universities; and making the existing colleges viable in order to raise their academic standards, regulating the growth of enrolment, informal and full-time education particularly at the undergraduate level, are some of the important programmes. Unplanned proliferation of Universities and colleges has declined.

There were 101 Universities in 1974-75 and 102 as on 1-12-1975. The number of new colleges has dropped to 125 in 1973-74 and to 83 in 1974-75 as against 200 on an average per annum during the period 1969—73. The growth rate in the University enrolment excluding PUC/Intermediate/Pre-Professional which was 14.5% in 1969-70 over 1968-69 has fallen to 3% during 1973-74. Additional facilities made available for non-formal education through private study and correspondence courses have contributed to this sharp decline in the growth rate of enrolment. While enrolment in general is being regulated, access to higher education for the underprivileged sections of the society is among the priority programmes of the Commission. The Fifth Plan proposals of the Universities and colleges have also taken into account the need for special facilities to be provided for backward areas and special efforts are being made towards removal of regional imbalances. During the current Plan period, the Commission has adopted a liberalised pattern of assistance for the development of backward areas. Institutions located in such areas are eligible to receive assistance from it in relaxation of the minimum prescribed students enrolment and faculty strength. For construction of student hostels, assistance to institutions in backward areas will be 75% of the approved cost as against 50% for others. All institutions assisted by the Commission towards the construction of hostels for students are now required to reserve 20% of seats for students belonging to Scheduled Castes and Scheduled Tribes.

Some of the important steps taken by the Commission towards the development of higher education include special assistance to Centres of Advanced Study, development of colleges, re-structuring of courses, implementation of the 10+2+3 pattern of education, examination reforms, faculty improvement programmes through seminars and orientation courses for teachers, travel grants to teachers, special assistance to teacher education and research and programmes of area study and research, fellowships and improvement of undergraduate education. Steps have also been taken towards giving autonomy to selected colleges so that they can experiment with new educational processes and bring about necessary changes in the courses of study and techniques of teaching and evaluation.

The Commission has advised all State Governments to set up an Inter-University Coordination Board so as to make the best use of all available resources and expertise for the coordinated development of the academic programmes of the various Universities in each State. The Universities have also been asked to set up a Planning Board which would engage itself in a

continuous review of the implementation of the various academic programmes in the University, prepare long term plans and suggest measures to involve the Universities more closely with the problems and needs of the community.

The schemes being implemented for the development of colleges include provision for faculty improvement, practical training and field experience and also reorienting courses towards community needs. Both city colleges and colleges in rural areas will be assisted in the restructuring of their courses so as to make them relevant to rural needs.

The Commission has communicated a set of guidelines to Universities for restructuring courses of studies at the first degree level within the general principles of relevance and flexibility so that they would be related to local needs and environment. The courses are to be reoriented in such a manner that the student can apply his theoretical knowledge to the problems of the region through field work, project work, extension etc. With the help of review committees, subject panels and regional workshops, it has initiated a process that would lead to the up-dating and modernisation of syllabii and courses and the development of the teaching-learning process related to the individual and social needs of students.

While endorsing a new pattern of education, the Commission has appointed a taskforce to work out the details of the change over and the nature of adjustments that would become necessary in the 5th plan-proposals of the universities. The task-force will also consider the question of introducing pass, honours and linked courses in the Central Universities as well as the problem of organising school and pre-degree classes within the framework of the 10+2+3 pattern.

The Commission has accorded priority to the faculty improvement programme and faculty awards. Institutional faculty improvement programmes have also been integrated with college science improvement programmes and the college humanity programme.

The Commission's programme of research fellowships in humanities, social sciences and science, engineering and technology is continuing and assistance is continued to be given towards the provision of students amenities and student-welfare. The Commission has also taken steps to open regional instrumentation centres to help the Universities to repair and to bring to use

the idle equipment and to train technicians to maintain the equipment properly. The Commission has approved financial assistance to Universities to have computer facilities so that all the Universities will have either some computer facilities of their own or would be enabled to have appropriate computer time from other institutions.

The Commission continues to give assistance towards students amenities and student welfare including the provision of hostel accommodation, setting up study centres and non-resident study centres, establishment of books banks, student-aid-fund, setting up of health centres and students' homes. Under the scheme of book banks, multiple copies of text-books are provided in college libraries and they are made available to deserving students on loan during the period of their study. Universities and colleges are also assisted towards establishing a student-aid-fund so that the poor and needy students might be helped to pay tuition fees and examination fees and meet other needs related to their study. A Working Group has also been set up by the Commission to finalise new programmes of student welfare to be taken during the current plan.

The Commission conducted regular cultural programmes with the Governments of Afghanistan, Bangla Desh, Bulgaria, Czechoslovakia, Hungary, Romania, Poland, G.D.R., F.R.G., France, U.S.S.R., Iran, Yugoslavia, the Arab Republic of Egypt and Mongolia. During the year 30 foreign scholars were received and 40 Indian scholars were sent abroad under various cultural exchange programmes. These visits have provided an excellent opportunity to Indian teachers to study the latest developments in various fields abroad. Comprehensive reports received from Indian and foreign scholars have also helped to formulate effective, collaborative programmes between the Universities and institutions in India and their counterparts in foreign countries.

As the Annual Report of the University Grants Commission is separately placed before Parliament for discussion, no detailed account of its programmes and activities has been given here.

Central Universities

With the promulgation of the Emergency there has been a good deal of improvement in the atmosphere of the campuses of the Central Universities. The students could devote more attention to their studies; and their attendance in the classes and laboratories has improved.

ALIGARH MUSLIM UNIVERSITY

Admission to courses

The University admitted during the session under report 4,507 students including 85 foreign students. The total number of students in the various Faculties during the session 1975-76 is 11,646 which includes 1,047 students of evening classes, 824 Ph.D. students and 328 foreign students.

Games, sports and other cultural activities

The students took part in many extra curricular activities in and outside the University. One of the University hockey players was taken in the I.H.F. team to play at Kabul and another in the combined Universities team. The University Skating team and the Tennis team distinguished themselves during the year. The Riding Club Captain was awarded a Sports Talent Scholarship by the Inter-University Sports Board.

Participation in conferences abroad

The University teachers participated in various International Conferences, Symposia and Seminars in and outside the country. The important among those are the 3rd International Congress of Iranian Chemical Society at Iran, the 4th Joint IAU/IUHPS Symposium on History of Astronomy on the occasion of the Tercentenary Royal Greenwich observatory symposium at London, the 1st International Symposium of Continental Margin Benthonic Foraminifera at Halifax, Canada, the 27th International Symposium on Crop Protection at Gont, Belgium, Commonwealth Helminthological meeting in the U.K. and the 8th International Congress on Carboniferous Stratigraphy held at Moscow.

Several important local Conferences, Seminars and Symposia were also organised during the year under review. Special mention may be made of the 36th Annual Session of the Indian History Congress, Seminar on "Religion and Social Protest" and on Milton on the occasion of his death tercentenary celebration and a Symposium on 'Technology'.

Research activities

Certain teachers of the Department of Chemistry have signed a patents agreement with an American Pharmaceutical company for world market rights of a new drug which is considered a boon for heart patients. The Bio-chemistry Research Unit is also engaged in finding out a safe drug for the treatment of atherosclerosis. The Bio-chemistry Section of the Department of

Chemistry has started a programme to study properties of insoluble Trysin and important pepsin digestive enzymes.

The Department of Chemistry in collaboration with Dr. Helen F.S.U, an American Scientist, has undertaken a research project under PL-480 on 'Screening of Indigenous Herbaceous Seed Oils'. The object of the project is to find out useful vegetable oils as can be obtained from the seeds of indigenous herbaceous plants, especially those growing in Rajasthan region and in the low lands of Uttar Pradesh.

Creative Teaching Unit

The Creative Teaching Unit in the Department of Physics has taken up a comprehensive programme of innovative instruction at the undergraduate level. It is an experiment in experimental learning in which the students are expected to tap their talent, resources of thinking, learning and doing.

Health Centres

The Rural Health Training Centre of the Jawaharlal Nehru Medical College has expanded its activities for providing health care for the rural population under the centre. In addition to the internees of the College, post-graduate students also work in the area in connection with their research work.

The Urban Health Centre of the Medical College has chosen a new field practice area—Zohrabagh and Jivangarh villages. About 500 families have been registered and preventive and curative services are being provided to them. The Centre has also started specialised clinics like Family Planning, Health Screening, etc.

Acquisitions

The Department of Pharmacology has acquired valuable items of equipment worth Rs. 3.5 lakhs through a donation from the Alexander Von Humboldt Foundation, West Germany. The Department has established a section of Psychopharmacology and the work on "Effect of Hypoxia at different environmental temperatures on the behavioural correlates of anxiety in Tats" is in progress.

Students committee

An ad-hoc committee with a nominated President, Vice President, Secretary and Executive has been constituted in place of the students Union which was dissolved in October 1975.

BANARAS HINDU UNIVERSITY

The most revealing feature of the year under review is that the University, with the co-operation of its vast majority of teachers, students and the staff fortified with the proclamation of the emergency, stood as a man against all forces of disruption and other anarchical elements, and went ahead undoing the evil effects of indiscipline and proving its worth as a great seat of learning. It was able to hold examinations smoothly and in time.

Research projects

In the field of science and agriculture, seven new Research Projects were sanctioned during the year. Notable amongst them were those on the production of some Petrochemicals, RNA-Protein binding sites in ribosomes (DNA), wheat and on rice.

The University admitted 9909 students during the year under review.

Students amenities & welfare

In pursuance of the 20-point Programme announced by the Prime Minister, larger amenities were provided to the students during the year. Deserving students were given special financial assistance to the extent of about Rs. 3.78 lakhs including Rs. 17,914 from the Student Welfare Fund. Arrangements have also been made for subsidised establishment charges in hostels run by students themselves. Cafeterias have been set up for the supply of wholesome meals in the campus at Re. 1/- per Thali against Rs. 2.50 outside the campus.

Textbook Bank

Nearly 20% of the students including all belonging to Scheduled Castes/Scheduled Tribes have benefited by the setting up of the Textbook Bank. To students residing outside the campus, four Study Centres having Textbooks have been established.

Games, sports & other cultural activities

Among the activities of the University students in the field of games and sports, special mention may be made of the XXIX All-India Inter-Varsity Wrestling Competition and Inter-Varsity (East Zone) Basket Ball Tournament, which were held in the Campus. In the first competition the University got two gold medals. The University team won the East Zone Basket Ball Championship.

Participation in conferences

The University has been a seat of many national and international seminars and symposia in various fields. A number of teachers were deputed to attend various Seminars, Conferences, etc., within the country and abroad. A few among the important seminars, etc. are a Seminar on "Democracy in India—Challenges and Perspective", All-India Conference on Women's Education, UNESCO Conference on "Man and the Biosphere", International Symposium on "Rural Settlements in Monsoon Lands and the 20th Congress of the Indian Society of Theoretical and Applied Mechanics.

Computer centre

The University has obtained sanction of the University Grants Commission for the establishment of the much needed computer centre and setting-up of a Post-Graduate course in computer Science.

Economy measures

The University has taken various steps to effect maximum economy like, stoppage of payment of over-time allowance; curtailment of expenditure on celebrations and convocations, on travel abroad and on travel by air; discontinuance of refreshments; reduction in direct telephones.

Finance

During 1974-75, the Annual Revenue Budget of the University was Rs. 5.70 crores. 78% of the expenditure was met by receipt of a Block Grant of Rs. 4.45 crores from the University Grants Commission.

The total amount of donations received for general purposes was Rs. 64,500. The value of the property and assets of the University stood at Rs. 19,10,63,700 as on 1-4-1974.

Developmental activities

In the sector of developmental activities, the IV Plan period bears a distinct mark as compared to the earlier Plans so far as the implementation of various schemes and projects is concerned.

Building projects

Excepting the second, third and fourth phases of the Hospital complex which continue as spill-over to the V Plan schemes, most of the building projects of other faculties have been completed and are in occupation and use of the concerned departments of the University.

UNIVERSITY OF DELHI

The Campus has been comparatively free from tensions and disturbances during the year 1975, mainly as a result of the implementation of the 20 point programme announced by the Prime Minister with special reference to the student amenities. Various disciplinary measures have been tightened up in the offices of the University.

Representation of students & teachers-Academic Council

The demand for democratic participation, specially of the student-community in the academic body, has been accepted, and steps have been taken, to implement the same to a large extent.

New appointments

Dr. R. C. Mehrotra, former Head of the Chemistry Department and Dean of the Faculty of Science, Rajasthan University, took over as Vice-Chancellor on 8th December, 1974 (A.N.) Prof. U. N. Singh, Dean of the Faculty of Mathematics assumed charge of the post of Pro-Vice-chancellor with effect from 29th April, 1975.

Admissions

The total number of students admitted during the year 1975-76 was 17,640 including those admitted to the School of Correspondence Courses and those registered as External candidates and Non-Collegiate Women candidates. The total enrolment during the year was 1,32,682.

Health centre

The facilities for the health care of students have been augmented and an additional Health centre was established in the South Delhi Campus.

Mess facilities

The University has arrived at an arrangement whereby the Super Bazar has opened a branch at the University Campus and is supplying rations and other commodities to the hostels. A concession of 5 to 10 per cent is also given on some of the items supplied to the hostels. Many colleges already have Consumer Co-operative Stores but this year additional stationery and book stalls have been opened in the University and some colleges.

Student committees

This year in place of Unions, Central Students Committees have been nominated in various colleges and at the University. A

special feature of these committees is that areas of functioning have been defined. These are :—(1) Debating (2) Cultural Programme (3) Student Amenities (4) Transport (5) Sports (6) Academic Programmes and (7) N.S.S. At the University level, two central Students Committees—one for the Main Campus and other for the South Campus have been constituted. These committees have been functioning effectively since their constitution and have organised a number of academic programmes to educate the student community on the Prime Minister's 20-point economic programme.

20-Point Programme

The Students committees have launched a collective drive for raising adequate funds for the establishment of a Book Bank for the poor and needy students. They also organised seminars and lectures as a part of their anti-dowry campaign.

South Campus

While the South Campus was set up mainly to cater to the needs of Post-graduate students residing in the South Delhi area, a beginning towards administrative decentralisation has further been consolidated by deciding to transfer the administrative control of 18 colleges and 12 Law Centres to the Director, South Campus. The Director, South Delhi Campus, will accordingly deal with the administrative and academic matters of all these colleges. In addition, in the third phase of the arrangement, some more colleges will be assigned to him with effect from the 1st of March, 1976.

Criteria for recruitment of teachers

With the introduction of the revised pay scales, better minimum qualifications for future recruitment of Lecturers in the University as well as in Colleges have been prescribed.

Computer centre

In order to cope with the increasing demand for the computer facilities in the University and the surrounding region, the system 360/44 was augmented by installing a Seven Track Tape Drive, a Dual Density Feature and a Plotter.

Hospital facilities

The employees of the University and its colleges have been extended hospitalisation facilities in recognised hospitals in Delhi on the same lines as are available to the Central Government employees in Delhi. This Scheme has been sanctioned with effect from the 1st April, 1974.

Over-time allowance

The University has decided with effect from the 1st October, 1975, that work on payment of over-time allowance must cease in all sections and departments of the University, except in very exceptional circumstances.

New courses

The following new courses were introduced :—

Diploma in International Law; Diploma in Law of International Institutions; Bachelor of Pharmacy; Doctor of Medicine (M.D.) Tuberculosis and Respiratory Diseases; and M.Ch. (Cardio-Thoracic Surgery course).

UNIVERSITY OF HYDERABAD

Campus

The Government of Andhra Pradesh have allotted a site extending over 2300 acres situated at the old Hyderabad-Bombay Highway which is nearly 14 Km. from the centre of the Hyderabad city, for locating the University. The possession of the land was handed over to the University on the 25th March, 1975. The late Miss Padmaja Naidu has bequeathed her property consisting of two buildings known as "Golden Threshold" and "Gopal Clinic" situated in the city of Hyderabad to the University. The Prime Minister dedicated these two buildings to the University when she visited this campus in November, 1975. The University office is now functioning in the "Golden Threshold". "The Gopal Clinic" is being utilised as the Students' Hostel.

Courses

During the current academic year the University has started one year M. Phil courses in (1) Organic Chemistry (2) X-ray Crystallography (3) Physical Methods in Structure Determination and Analysis and (4) Computer Methods. These courses commenced on the 1st December, 1975.

One year M. Phil courses in (1) Bio-chemical Techniques, (2) Economics and (3) Environmental Geo-sciences will commence shortly.

These courses are being conducted with the assistance of the central institutions situated at Hyderabad.

A two year M. A. course in English has also been started with the assistance of the Central Institute of English and Foreign Languages.

The University Grants Commission has provided a Fellowship of Rs. 400/- p.m. to the M. Phil students.

Finances

During the year 1974-75, the University Grants Commission paid a grant of Rs. 10 lakhs to the University. An expenditure of Rs. 8,08,242 was incurred against this, till the 31st March, 1975.

For the current year 1975-76, there is a provision of Rs. 75 lakhs for the University.

JAWAHARLAL NEHRU UNIVERSITY

Admissions

The number of students enrolled for various programmes of study, both on the main campus and at the Centre of Postgraduate Studies, Imphal is 2,500 during the year 1975, of which about 1,644 students are post-graduates.

New Schools

The School of Environmental Sciences and the School of Computer and Systems Sciences started functioning during 1975. The seventh school *viz.* of Creative Arts, is in the process of being set up.

New courses

The undermentioned new courses were instituted :

1. Ph.D. in Economics, Environmental Sciences, Computer and Systems Sciences, Hindi, Urdu and Persian;
2. M.Sc. programme in Life Sciences;
3. Two-year M.A. programme in Urdu; and
4. Certificate of Proficiency in Sinhala and Vietnamese.

Tissue Culture Unit

The Tissue Culture Unit of the Indian Council of Medical Research has been transferred to the Jawaharlal Nehru University and accommodated in the Animal Tissue Culture Laboratory being set up in the School of Life Sciences.

Participation in conferences etc.

Several members of the faculty delivered lectures in other universities/academic institutions in the country under the National Lecturership Scheme. Prof. B. D. Nag Chaudhri was invited to be Chairman of the Indian side of the Indo-US sub-commission on Science and Technology. Prof. Rasheeduddin Khan led the Indian side at the Joint Indo-Soviet Commission for

Cooperation in Social Sciences in Moscow, and Pro. Moonis Raza participated in the deliberations of the Commission as a member. Prof. Moonis Raza has also been requested to accept the Chairmanship of the Section on Methods of Regionalisation of the forthcoming international Geographical Congress scheduled to be held in Moscow in July, 1976.

Research work

Research work on as many as 102 research projects sponsored by institutions such as the Indian Council of Social Science Research, the Bhabha Atomic Research Centre, The Indian Council of Historical Research, the National Council for Sciences and Technology, etc., are in progress in the various schools.

Scholarships, Freeships

Nearly, 1,000 students representing about 50 per cent of the total strength of full-time students received scholarships, freeships and other financial assistance from the University and from other organisations such as the Indian Council of Social Science Research, the University Grants Commission, the Indian Council of Historical Research, the Council of Scientific and Industrial Research etc.

Publications

Nearly 30 books were published by the members of the faculty of the Jawaharlal Nehru University.

Construction projects

Out of eighty residences under construction for the faculty and other employees, nearly 32 have already been occupied and the rest are expected to be occupied by or during 1976. One more Block for 200 students and four wardens has been occupied in July while the remaining two blocks, which will provide residential facilities to 400 students and eight wardens, would be ready for occupation during January/February, 1976. The work on the building of the school of Computer & Systems Sciences has been completed and the installation of the R-1020 Bulgarian Computer is expected to be completed by early February, 1976.

NORTH EASTERN HILL UNIVERSITY

The Government of Meghalaya is acquiring about 1000 acres of land for the North Eastern Hill University campus and this land is likely to be shortly handed over to the University.

Schools

The University has planned the setting up of ten schools of which five schools, viz., those of Languages, Special Sciences, Life

Sciences, Physical Sciences and Education have already been established and have started functioning through their respective Departments numbering ten in all.

Library

The Library has the strength of some 40,000 books at present and it is expected that it will be sufficiently up-to-date and well-equipped within a year to be able to provide the necessary library facilities to the teachers, researchers and students in various disciplines.

Sports camps and workshops

During the last two years since its establishment, NEHU organised two Inter-Collegiate Sports Meets and began sending teams in the Inter-University Zonal Tournaments. It organised two Student Leadership Training Camps (in collaboration with the Vishwa Yuvak Kendra of Delhi) and one National Service Scheme Leadership Training Camp. NSS Camps have also been conducted by colleges in different parts of the region under its jurisdiction. It conducted a Workshop in the Social Sciences for college teachers with the help of the Centres for the Study of Social Sciences, Calcutta and hosted the Twelfth Annual Historical Conference of the Institute of Historical Studies, Calcutta. Two workshops, one at Dinapur, Nagaland, and the other at Shillong Meghalaya, were conducted by the Central Institute of Indian Languages, Mysore, in cooperation with NEHU. A regional Centre of NEHU at Kohima, Nagaland, was established in 1974. Another Regional Centre of NEHU at Aizawal, Mizoram, is in the process of being set up.

Training centre

The University has recently started a Pre-examination Training Centre for candidates belonging to the Scheduled Castes and Tribes from the States of Assam, Meghalaya, Nagaland, Manipur, Tripura and the Union Territories of Arunachal Pradesh and Mizoram who intend to appear at the I.A.S., and Allied Services Examinations. They are also provided with hostels—one for men and the other for women.

20-Point Economic Programme

In pursuance of this programme, seven colleges affiliated to the University have already set up Book Banks.

Students aid fund

The University has already established a Students Aid Fund, and is taking steps to set up such Aid Funds in the affiliated colleges also.

VISVA-BHARATI

Appointments

Dr. Surajit Chandra Sinha, Director in the Anthropological Survey of India, Calcutta joined the University as its Vice-Chancellor *vice* Dr. P. C. Gupta who relinquished charge of his office on 1.9.1975. Many other eminent scholars also joined the University during the period under review.

Annual Plan Programme (1975-76)

In view of the stringent economic situation, the total outlay for 1975-76 was restricted to Rs. 1.50 crores. The amount of development grant during the Fifth Plan period is yet to be determined. The University is, however, continuing its programme on some essential items which are either spill-over from the Fourth Plan or are meant for inclusion in the Fifth Plan outlay, out of *ad-hoc* grants received from the Commission.

Committee on Visva-Bharati

The Committee appointed by the Government in February, 1974 under the Chairmanship of Justice S. A. Masud of Calcutta High Court to determine the lines on which the Visva-Bharati may develop and to recommend guidelines for the amendment of the Visva-Bharati Act, has since submitted its report to the Government. The recommendations of the Committee are under examination.

Shastri Indo-Canadian Institute

Twelve Fellows/language trainees have come to India during 1975-76 to conduct research in humanities under its fellowship programme and to study Indian languages.

The Institute has also started a Visiting Lectureship Programme, which is intended to encourage a dialogue between Indian and Canadian Scholars in specialised fields in order to bring first hand information about India and to assist in encouraging Indian Studies programmes in Canadian Universities. Under this programme, three Professors from various Indian Universities have been sent to Canada on a lecture tour during the current academic year.

During July/August 1975 a third group of High School Teachers and undergraduate students visited India under the Summer Programme of the Institute.

Indo-USSR Cultural Exchange Programme

Thirty-nine teachers have joined Indian Universities during 1975-76 for teaching Russian language and literature.

Indo-French Cultural Exchange Programme

Three French language teachers are continuing at Indian Universities.

Indo-FRG Cultural Exchange Programme

Eleven teachers have joined various Indian Universities for teaching German language and literature during 1975-76.

Indo-Bangladesh Cultural Exchange Programme

Ten delegates from Bangladesh have come to India to attend Seminars/Conferences organised by the Indian Universities/Institutes of Higher Learning. The invitations were extended by Delhi University, Aligarh Muslim University, Association of Indian Universities, New Delhi, Indian School of Mines, Dhanbad and Department of Atomic Energy.

Rural Institutes

During 1975-76, a sum of Rs. 16,07,215 has been released to the Rural Institutes. The number of candidates, who took the annual as well as supplementary examinations for various diploma/certificate courses conducted at the Rural Institute under the aegis of the National Council of Rural Higher Education in 1975, was 1175. Out of these, 849 were declared successful.

Institutions deemed to be Universities

- (i) Jamia Millia Islamia, New Delhi.
- (ii) Gurukul Kangri Vishwavidyala, Hardwar.
- (iii) Gujarat Vidyapith, Ahmedabad.
- (iv) Tata Institute of Social Sciences, Bombay.

These institutions are paid maintenance grants on cover-the-deficit basis and matching share of development grants approved by the University Grants Commission. These institutions continued their normal activities during the year.

The work relating to the Tata Institute of Social Sciences, Bombay and Jamia Millia Islamia, New Delhi (Higher Education Part) has been transferred to the University Grants Commission and they will be paying both the Maintenance grants and Development grants to these Institutions with effect from 1976-77.

Dr. Zakir Hussain Memorial College, Delhi

The Ministry of Works & Housing have allotted a plot of land of about 6 acres in the Minto Road area, New Delhi to the Dr. Zakir Hussain Memorial College for the construction of the

College building. A sum of Rs. 3 lakhs has already been released during the financial year for the purchase of land. Another amount of Rs. 3 lakhs has further been sanctioned to the College as the depreciated cost of the Municipal School buildings standing at the site of the land allotted to the College.

Dr. Zakir Hussain Memorial Lectures

The University Grants Commission wrote to the Vice-Chancellor, North Eastern Hill University, Shillong in September, 1975 to hold the lecture for 1975.

Establishment of Dr. Zakir Hussain Institute of Islamic Studies

The Department of Islamic Studies of the Jamia Millia Islamia, created with an endowment fund of Rs. 3,00,000 paid by the Government of India carried out the following activities during the current year :

- (i) The project entitled "A Field Study of Muslim Women in Six Cities of U. P., Delhi and Kashmir" has been completed. The report of the findings has been submitted to the U.G.C.
- (ii) Mrs. Irfan Beg Noori has translated Imam's Qushairis Risah on Tasawwuf.
- (iii) The work on A History of Muslim Education is in progress.
- (iv) On an invitation of the Institute, Prof. Sevket Bulu of the Faculty of Languages, History and Geography, Ankara University (Turkey) gave a lecture on 'Religion in To-day's Turkey'.

Recognition of degrees

Protocols on the recognition of degrees between India on the one hand and Bulgaria and Czechoslovakia on the other were signed during 1975.

Indian Council of Social Science Research, New Delhi

The various programmes undertaken by the ICSSR since its inception in 1969 continued to make headway during the year under report, though their volumes had to be curtailed somewhat owing to paucity of resources.

During the year under report, the ICSSR sanctioned 80 research projects involving an expenditure of Rs. 20.81 lakhs. The Council awarded various fellowships, namely : (i) Senior Fellowships-7, (ii) Postdoctoral-1, (iii) Doctoral-63, (iv) M. Phil-20 and (v) Contingent grants-51.

The Council sanctioned grants-in-aid for the publication of 32 doctoral theses and 7 research reports and continued to maintain its grants-in-aid to 12 Professional Organisations of Social Scientists. Overseas Travel Grants were sanctioned to 12 social scientists who went abroad in furtherance of their research interests in social sciences and 7 foreign social scientists who visited India.

The Council also organised 8 training courses in research methodology and 8 conferences/seminars/workshops.

To commemorate the International Women's Year, the ICSSR initiated a programme of publications, research and seminars on problems relating to changes in the status of women and their conditions.

The Council brought out in all 44 publications. During the year under report, besides the normal activities of the Social Science Documentation Centre, a sales service was established and 300 Government of India's publications were supplied to various institutions in the country. An Inter Library Resources Centre in collaboration with the Jawaharlal Nehru University was also established in the Social Science Documentation Centre. The Centre has acquired on deposit about 40,000 volumes of back files of periodicals, newspapers and Government Documents which are available for consultation by social scientists and research workers. The Social Science Documentation Centre published the Union Catalogue of Social Science Periodicals : Uttar Pradesh, Madhya Pradesh, Tamilnadu, Maharashtra, Delhi Part II & III and Union Catalogue of Social Sciences Serials : Madhya Pradesh, Uttar Pradesh, Kerala and West Bengal.

NATIONAL STAFF COLLEGE FOR EDUCATIONAL PLANNERS AND ADMINISTRATORS, NEW DELHI

Prof. M. V. Mathur took over as Director on the 4th October, 1975.

The following programmes were organised during 1975-76 :

Training Course for Education Officers of Himachal Pradesh

A course in modernisation of Educational Administration was organised for 23 officers from April 17 to 29, 1975, to acquaint the participants with some concepts fundamental to educational planning and administration with particular reference to Himachal Pradesh.

Two Orientation courses of Principals of Kendriya Vidyalayas

The Courses were conducted from June 5 to 13, 1975 and from October 16 to 28, 1975. They were attended by 24 and 23 principals of Kendriya Vidyalayas respectively. The themes related to were the role of Kendriya Vidyalayas in the national system of education and the implementation of the new programmes of the introduction of the 10+2+3 pattern, work experience, vocationalisation of secondary education, non-formal education, etc.

Training Programme for Uttar Pradesh Education Officers

Two newly recruited officers of the U.P. Education Service were trained from July 10 to 23, 1975.

Second Group Training Course in Educational Planning

The Unesco Regional Office for Education in Asia organised the second group training in educational planning for 28 participants from Burma, India, Nepal, Philippines and Sri Lanka. The Staff College hosted Phase II of the course arranged in New Delhi from November 10 to December 5 1975. The trainees also visited 24 primary, middle and secondary schools in Gurgaon District and prepared a plan for the qualitative improvement of education in the District.

Three month Training Course for Education Officers from North Eastern States

The Course for 24 officers from the north-eastern states, namely, Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim and Tripura is being held from January 1, 1976 to March 31, 1976. A UNDP nominee from Afghanistan is also attending the course. The course is designed to :

- (i) acquaint the participants with concepts of educational planning and administration;
- (ii) endow them with basic techniques as educational planners and administrators;
- (iii) develop problem-solving abilities and stimulate critical innovative thinking; and
- (iv) foster attitudes conducive to educational planning and development.

All Indian Survey of Educational Administration

The work on the first All-India Survey of educational administration (as part of the third All-India Survey of education)

continued. The reports in respect of Andhra Pradesh, Haryana, Himachal Pradesh, Madhya Pradesh, Orissa, Uttar Pradesh and Tripura and the Union Territories of Andaman and Nicobar Islands, Arunachal Pradesh, Chandigarh, Delhi, Goa, Daman and Diu, Mizoram and Pondicherry were drafted, and sent to the respective Governments for vetting, and those already vetted are being published. Reports for Andaman & Nicobar Islands, Chandigarh and Goa, Daman & Diu have since been brought out.

Visit to Sikkim

Shri Veda Prakasha, the Acting Director, visited Sikkim from July 7 to 9, 1975 to survey the educational problems of Sikkim, particularly on educational administration, and to suggest ways of tackling them. A comprehensive report on the visit was submitted to the Union Minister of Education and Social Welfare.

All India Conference of District Education Officers

The Conference of about 500 participants was held from March 6 to 8, 1976, to give an opportunity to the District Education Officers of the country to comprehend the administrative implications of the 10+2+3 system of secondary education and vocationalization of secondary education at the +2 stage.

Publications

Among the publications brought out are :

1. "Growing multitudes and the Search for Educational Opportunity" being the Report of the UNESCO sponsored Seminar on the Dynamics of Population Education held in October, 1974.
2. A Brochure and a leaflet on the National Staff College for Educational Planners and Administrators.
3. January—June, 1975 and July—September, 1975 Issues of the Institutes News.
4. Survey Reports on Educational Administration relating to Andaman and Nicobar, Chandigarh, Goa, Daman and Diu.

CHAPTER III

TECHNICAL EDUCATION

During the Fifth Five-Year Plan the main programmes of the Government of India in the field of technical education are :

(1) Development of Postgraduate studies and research, (2) Establishing linkages between technical institutions and industry, (3) Linking technical education with manpower requirements, (4) Consolidation of existing engineering colleges and polytechnics, (5) Reorganization of degree and diploma courses, (6) Faculty development through training programmes, (7) Curriculum development, (8) Diversification of courses, and (9) Development of management education.

As in the previous year, all these programmes are carried out through the engineering education complex consisting of Institutes of Technology, University Departments of Engineering and Technology, the Institute of Management, the Specialised Institutes in Mining, Architecture, Industrial design and Forge and Foundry, the Regional Engineering Colleges, the Technical Teachers Training Institutes, Other Engineering Colleges and Polytechnics, including Women's Polytechnics. There has been a further improvement in the overall admissions to the engineering colleges and polytechnics in the country. Against the actual admission of 21,870 to engineering colleges and 43,984 to the polytechnics in the year 1974-75, the actual admissions made in 1975-76 were 22,691 and 45,000 respectively. The out-turn of graduates and diploma-holders was 14,019 and 18,000 respectively. On the advice of the All India Council for Technical Education the Central Government has requested the State Governments to restore the original admission capacity that was reached in the year 1966-67, wherever the demand justifies. Besides restoring admission to the normal branches of engineering, a number of diversified courses and electives in the existing courses are being introduced to meet the demand of the industry. During the year 1975-76, the expenditure on various development programmes of technical education is anticipated to be of the order of Rs. 12.17 crores as against Rs. 10.75 crores provided for the programmes of technical education.

Consolidation and development of the existing facilities and reorganization of degree and diploma courses with a view to improving the quality and standard of technical education and to

meet the demand of industry by diversification of the courses continue to be keynote of the activities in 1975-76. A number of programmes under the Quality Improvement Programmes Scheme was conducted to improve the quality of teaching in the institutions by providing to the teachers facilities for higher qualifications or giving short-term courses in Summer Institutes or providing training in industry.

Efforts were continued in 1975-76 also to provide a new orientation to technical education facilities at all levels with an eye on the requirements of technical personnel, in terms of quality and training for industries. The programmes at the post-graduate and research level continue to be improved in consultation with industry for training highly specialised technical personnel for research, development and design. The salary scales for teachers in engineering colleges have been revised to attract and retain competent faculty for the colleges. The question of revision of salary scales for the teachers of polytechnics is under consideration.

If any well-established institutions have developed expertise for consultation and undertaking research and problem-solving capability related to the industry of their area. Our institutions are also collaborating with RD & D Committees set up by the Department of Science and Technology in seventeen States to provide assistance and help the small scale industry in their respective areas.

20-Point Economic Programme

Under the 20-Point Economic Programme, Book Banks are being established in engineering colleges and polytechnics. For this purpose, the All India Council for Technical Education has recommended that each technical institution should set up a Text-Book Library or Book Bank to help poor students who are unable to purchase books from their own resources. For this purpose a provision of Rs. 20,000/- for an engineering college and Rs. 10,000/- for a Polytechnic has been recommended. Necessary action in the establishment of Book Bank has been taken by most of the State Governments.

Under this Programme it has also been suggested that Co-operative Stores may be established in all institutions to provide stationery and exercise books etc. to the students at a cheaper rate. The State Governments were requested to establish Co-operative Stores for the purpose.

The position in respect of Central institutions like I.I.T's etc. are :

(a) *Book Bank.*—Multiple copies of prescribed books for the several courses and more specially the costlier books are placed separately in the Library so that the concerned students can easily make use of these books in the ample place made available for reading in the same place. The number of such books is increased year by year according to needs. Books are also loaned out from these collection to the students. Specially for SC/ST students, books are loaned out to them for the duration of the course.

(b) *Supply of stationery at controlled rates.*—Arrangements have been made to enable the students to get stationery items at reasonable rates.

(c) *Control of mess charges etc.*—A concerted effort is being made to keep down the common expenditure by proper and optimal utilization of the services of staff in the messes. Besides, wastage of materials is kept minimum, if not almost eliminated.

(d) *Welfare measures for SC/ST students.*—Special coaching classes have been provided to all new entrants belonging to SC/ST. In addition to 20% reservation for SC/ST students (15% for Scheduled Castes and 5% for Scheduled Tribes), they are being given free tuition, free hostel room and scholarship of Rs. 150/- per month for undergraduate courses in IITs and IISc, Bangalore.

International Women's Year

This year being International Women's Year, special efforts were made in the field of technical education to provide facilities to women teachers of technical institutions. Special short-term courses were organised for the women teachers of Women's Polytechnics at Technical Teacher's Training Institutes. Further, seats were specially reserved at M. Tech. and Ph.D. levels at the five Indian Institutes of Technology for women teachers.

Quality Improvement Programme

The following various schemes of faculty and curriculum development under Quality Improvement Programme continued in 1975-76.

Faculty development

In 1975-76, 155 teachers of engineering colleges joined courses leading to M. Tech. and Ph. D. degrees. The total number of

teachers trained or being trained under these programmes will now be 863.

Up to 1974-75, 6032 teachers of engineering colleges and polytechnics were benefitted by the short courses in various specialised areas. In 1975-76, 53 short courses at degree and diploma level have already been organised during the first 6 months of the year. The number of teachers trained under the Summer Schools Programme remained 1200 to 1400 this year also. Under the programme of Training in Industry for serving teachers, 1893 teachers from engineering colleges and polytechnics have been trained so far.

Curriculum development

The Curriculum Development Programme continued to be organised at 5 institutions at Diploma level and 6 institutions at Degree level.

The entire programme of Quality Improvement has been reviewed in the light of the progress and performance achieved during the Fourth Plan period and necessary modifications are being suggested in the scheme including further expansion during the Fifth Plan period.

Postgraduate courses and Research work

This scheme provided 100% Central assistance to selected State Government and Non-Government engineering colleges in the country to develop postgraduate courses for the advanced training of engineers and technologists. The assistance is provided for building, equipment, maintenance, staff and scholarships to the students. The value of the scholarship has been increased from Rs. 250/- p.m. per student to Rs. 400/- p.m. with effect from 1-7-1974. At present 39 Government and Non-Government engineering colleges are covered by this scheme with a total intake capacity of 1200 students per year for various courses.

All the institutions conducting Postgraduate courses in Engineering and Technology have also been asked to reserve 5% seats for admitting Scheduled Castes/Scheduled Tribes candidates to Post-graduate courses in Engineering and Technology.

Programme of Apprenticeship Training

The Apprentices Act, 1961, provides for the regulation and control of training of apprentices in trade and for matters connected therewith. Earlier the training of graduate engineers and diploma holders was being arranged by the Ministry of Education under Voluntary Scheme known as "Programme of Apprenticeship

Training". The object of the scheme is to impart practical training facilities to unemployed engineers and diploma holders in order to condition them for gainful employment in the industry. The Apprentices Act 1961 was amended by Apprentices (Amendment) Act., 1973 to provide statutory backing for the training of Engineering Graduates and Diploma holders.

The training programme in each region is looked after by the Directors, Board of Apprenticeship Training located at Kanpur, Calcutta, Bombay and Madras. The Boards are autonomous organizations and fully financed by the Central Government. The Apprentices (Amendment) Act., 1973 came into force from 1-12-74 and rules under the Act were notified by the Ministry of Labour on 21-7-75 when their Directors/Training Officers were designated as authorities under the Act.

The Amended Act provides that the cost of stipend shall be borne by the Central Government and the employer in equal shares up to such limits as may be laid down by the Central Government and beyond that limit by the employer alone as against the entire cost of stipend being borne by the Central Government under the voluntary scheme. The minimum stipend to be paid under the Act is :—

- | | |
|--------------------------------------------|-------------------|
| i. Graduate Apprentices | : Rs. 280/- p. m. |
| ii. Technician Apprentices | : Rs. 180/- p. m. |
| iii. Sandwich Course Graduate Appren | : Rs. 180/- p. m. |
| iv. Sandwich Course Technician Apprentices | : Rs. 150/- p. m. |

The Apprenticeship Rules framed under the Act also provide for reservation of training places for the Scheduled Castes and Scheduled Tribes.

The Programme of Apprenticeship Training has acquired special importance in view of the Prime Minister's Directive of 1st July, 1975 regarding 20-Point Economic Programme.

The Ministry expects to engage approximately 10,000 fresh trainees during the current financial year.

Management Education

In order to meet the increasing demand of managerial personnel in the country, additional centres for the introduction of 2-year full-time degree courses in Management have been approved

at Gauhati University, Assam, and South Gujarat University, Surat, with an annual intake of 30 students.

In view of the special circumstances of a State like Gujarat which is industrially advanced and, therefore, could sustain more than one centre for the full-time M.B.A. course, the proposal of the Gujarat University, Ahmedabad, for financial assistance to start a 2-year full-time M.B.A. course has also been accepted subject to the availability of funds.

A number of other proposals from State Governments, Universities and institutions for organising Management training programmes are under active consideration of the Government.

Model Bill for the States for setting up of a Board of Technical Education

The All India Council for Technical Education decided that a Model Bill should be prepared to enable the State Governments/Union Territories to set up Boards of Technical Education as a Statutory Body for coordinated development of Polytechnic Education and improvement of the quality and standard of Diploma Course in each State.

The Model Bill has since been prepared by this Ministry on the advice of the All India Council for Technical Education and in consultation with the Ministry of Law and has been sent to all the State Governments/Union Territories for adoption. The Bill when enacted by the State Governments will, no doubt, go a long way for development of Polytechnic Education in the country as a whole.

Assessment Board

A Board of Assessment for educational qualifications has been set up under the aegis of the Ministry of Education and Social Welfare under the Chairmanship of Dr. A. R. Kidwai, Chairman, Union Public Service Commission to consider the recognition of degrees/diplomas awarded by Indian and Foreign Universities/Higher Educational Institutions and private bodies in the field of Humanities, Sciences, Social Sciences, Engineering and Technology, Agriculture and Veterinary Sciences for the purpose of employment under the Central Government. The Board will also examine the proposals for the mutual recognition of degrees/diplomas between the Government of India and foreign countries.

Three protocols concerning equivalence of certificates, degrees and diplomas awarded by secondary schools, universities and other educational and scientific organisations and institutions has been signed between the Republic of India and Peoples Republic

of Hulgaria, the Czechoslovak Socialist Republic and German Democratic Republic on 15th January, 1975, 17th October, 1975 and 19th March, 1976 respectively.

Steps are afoot to sign similar protocol with Hungary and Yugoslavia.

Grants to non government scientific and technical institutions for development and improvement

Under this scheme grants-in-aid are sanctioned to non-Government Engineering and Technological Institutions for their establishment and development at first degree/diploma level and for various other schemes of technical education such as technical institutions for girls, Junior Technical Schools etc. Private agencies sponsoring these institutions by themselves or in association with the State Governments concerned meet the non-Central portion of the assessed costs. The Scheme is designed to develop and improve non-Government Technical Institutions by providing them with physical facilities by way of instructional buildings, workshops, equipment, library, furniture, staff etc. Under this scheme over 100 institutions have been established/developed since the commencement of the scheme during the First Plan period, in accordance with the pattern of central assistance laid down for the purpose. Grants over Rs. 10 crores have been paid to the Institutions from the 1st Plan period.

Loans for construction of students' hostels in technical institutions.

For provision of hostel facilities for students in technical institutions loans are sanctioned both for Government and non-Government Technical Institutions to the extent of 50% of the students population. Loans amounting to Rs. 19.38 crores have been sanctioned for the construction of hostels. The non-Government institutions represented that the income from hostel fees was too inadequate to repay the loan instalments and the loanees had no other resources to pay off the loan instalments. To ease difficulties experienced by non-Government technical institutions in repayment of hostel loans, it was decided in 1973 that 50% of the loans already given should be written off and the balance 50% recovered in the remaining number of instalments. 90 non-Government institutions have agreed to make use of this offer. It has also been decided that balance of the approved loans would be given to these non-Government technical institutions in the form of 50% grant and 50% as loan recoverable in 25 annual instalments.

Up to the year 1974-75, 62070 hostel seats had been provided through these loans. By the end of 1975-76, 650 additional hostel seats will be made available.

THE INDIAN INSTITUTES OF TECHNOLOGY

The Indian Institutes of Technology at Kharagpur, Bombay, Madras, Kanpur and New Delhi have made significant contribution in promoting technological education and research. Apart from the training of scientists, engineers and technologists these institutes are engaged in research and development activities in areas which are of crucial importance to industrial and economic development. To strengthen the existing infrastructure for research and development the institutes at Madras, Kharagpur and Bombay are equipped with modern computer system.

The total student enrolment and out-turn of graduates from these institutes are given below :—

Indian Institute of Technology at	Under graduate	Post graduate and research	Total	Out-turn of graduates
Kharagpur . . .	1662	969	2631	691
Bombay	1295	751	2046	471
Madras	1269	907	2176	591
Kanpur	1208	950	2158	501
New Delhi	1145	894	2029	594

Indian Institute of Technology, Kharagpur

During the academic session 1975-76 the Indian Institute of Technology at Kharagpur has been able to introduce four 2-year M.Tech. courses in (1) Aero Engineering (2) Agriculture Engineering specialising in Dairy and Food Engineering (3) Chemical Engineering specialising in control and automation engineering and (4) Electronics and Electric Communication Engineering specialising in computer Engineering.

The Chemistry Department of the Institute has published 30 papers and Department of Electronics and Electric Communication Engineering has published/communicated 20 papers. The institute has undertaken major consultancy programme during the year 1975 viz. Agrico, Jamshedpur for their disk testing and (2) West Bengal State Planning Board for organising design and development programmes of agricultural machines.

Indian Institute of Technology, Bombay

During the year 1975-76 the Institute has started the following two Postgraduate Diploma Courses in Civil and Aeronautical Engineering respectively :

- (1) Advanced Aerial Photo interpretation
- (2) Aero Engine Design

All postgraduate courses have been brought under semester/credit system from the current session.

Indian Institute of Technology, Madras

The Indian Institute of Technology at Madras continued to offer the five year B.Tech. Degree Programme in the six grades of specialisation namely, Aeronautical, Chemical, Civil, Electrical (including Electronics), Mechanical Engineering and Metallurgy. The Department of Chemistry, Mathematics and Physics continued to offer the two year M.Sc. Degree Programme.

The Institute commenced during the year, a new one year postgraduate Diploma (DIIT) course in 'industrial tribology'. This was in addition to four other courses already in operation, namely Building Technology, Coastal Engineering, Production Engineering and Aircraft Production. The Institute plans to offer, on a part-time basis, using the facilities of its city-office, a series of programmes for participants from industry, to enable them fulfil the prescribed academic requirements and qualify for the DIIT award.

The year under review is noteworthy for the initiation of advanced study, research and development work in the following inter-disciplinary areas :

1. Energy
2. Composite Structure (Fibre-reinforced Plastics): and
3. Materials Science and Technology.

In order to foster industry oriented and collaborative research, the scheme of external registration of scientists and engineers in industries and national laboratories for research programmes leading to M.S. and Ph.D. are intensified.

Indian Institute of Technology, Kanpur

Both from the point of view of physical resources, intellectual capital and willingness to participate in national and development work, the Institute has reached a stage of considerable strength and maturity. Apart from the intensive work on the basic educational, research and development programmes of the ten departments, the Institute has contemplated intensive work in (i) Materials Science Programme, (ii) Educational Development Programme and (iii) Computer Centre, involving several departments in the Institute. Interaction with industry sponsored projects work in the Institute are substantial and are growing in their dimensions.

Indian Institute of Technology, New Delhi

The Department of Chemical Engineering revised and brought up to date its M.Tech. programmes in Chemical Engineering. A new stream, process Dynamics and Control, is being introduced at the post-graduate level. Electrical Engineering Department introduced a new M.Tech. course in Computer Technology with emphasis on hardware aspects of digital computers. Research programmes were actively pursued in all departments of the Institute. A total of 448 research projects were in progress some of which were completed.

INDIAN INSTITUTES OF MANAGEMENT

Indian Institute of Management, Calcutta

The Indian Institute of Management, Calcutta, has the post-graduate programme where admission varies from 100 to 124 per year. In addition to this, there are Fellowship Programmes at the doctorate level, Executive Development Programmes for public sector and private sector industrial organisations, Extension Programmes in functional areas at various centres. A good number of students of the institution are placed in permanent employment in public sector undertakings also.

Indian Institute of Management, Ahmedabad

The Indian Institute of Management, Ahmedabad continues to provide opportunities for training in management and for improvement of management practices. The two-year Post graduate Programme in Management for the first time admitted a total of 171 students during this academic year. This programme is the largest of its kind in Asia and it provides a specialised package of courses in agricultural management in addition to the conventional categories of functionally oriented courses. In order to minimise the deficiencies of weaker students in English and Mathematics, a special remedial programme was organised for them in the campus prior to the commencement of the academic year.

In addition to the postgraduate programmes in Management, the Institute conducts Fellowship Programme (at the doctoral level). The Institute also undertakes many functional programmes in different areas of Management for executive development as required by the industry and has special sectoral programmes in areas like Agriculture, Rural Development, Economic and Business Forecasting, etc. The Institute has collaborative/consultative contacts with a large number of industries both in the private and public sector.

Indian Institute of Management, Bangalore

The Indian Institute of Management, Bangalore was established in 1972 and continues its progress in its five objectives—first to provide professional training in management and related subjects to persons from industry, and institutions and associations connected with industry and commerce and individuals to enable them to practise competently the profession of management and to instruct others in the practise of management; second to select and prepare a cadre of young persons for careers in management; third, to meet the needs of industry and commerce in respect of uptodate information on management through research and publication of management literature; fourth, to provide research and consultancy services to industry and government agencies with a view to improving administration and productivity and fifth to cooperate with educational or other institutions in any part of the world having similar objectives for mutual benefit in the field of management education. The Institute admitted the second batch of Post Graduate students in September, 1975.

Indian Institute of Science, Bangalore

The total student strength of the Institute at any time is around 1,100 and the annual intake is about 400. The out-turn of students who complete all the requirements and quality for the awards each year on an average is as follows :—

Ph.D./M.Sc. (By research)	75
M.E./M.Tech.	160
B.E.	70
Diploma	30

The Institute has been able to introduce three new courses during the year under review :—

1. A one-year post-graduate diploma course in Electronics design technology.
2. A collaborative programme between the 'Tata Institute of Fundamental Research and the Indian Institute of Science, as a Centre for Application of Mathematics.
3. The emphasis of activities at the Institute has been programmed at 3 levels of education i.e. (i) as a centre for learning and research in branches of science and technology which are increasingly interpenetrative and inter-disciplinary to ensure growth of

scientific man-power at the higher levels for the country, (ii) as a centre for Continuing Education for intellectual renewal and rejuvenation for those already active in research, industry and education. Appropriate Committees have been constituted to direction-ize the activities of industrial consultancy as also the continuing Education Programme at the Institute.

Over 500 research publications are brought out incorporating the research and development activities at the Institute. They are published in both national and international periodicals of professional repute.

Regional Engineering Colleges

The fourteen Regional Engineering Colleges established in various States are making satisfactory progress with the programmes of consolidation and further development in engineering education. All these colleges are offering first degree courses in Civil, Mechanical and Electrical Engineering. Some are also offering courses in Architecture, Metallurgy, Electronics and Chemical Engineering. Ten of these colleges have entered the second phase of their development with the introduction of post-graduate courses. Of these nine 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 structure, electronic instrumentation, integrated power systems etc. The fifteenth college proposed to be established in Assam is expected to start functioning during the Fifth Five Year Plan Period.

The Review Committee which was appointed by the Central Government in consultation with the Planning Commission to review the present progress of the Regional Engineering Colleges and to suggest the lines along which they should be consolidated and further developed, submitted its Report in February, 1974. The Review Committee Report was considered by the All India Council for Technical Education in May 1974 and the Council generally endorsed the recommendations made by the Review Committee. The Chairman of the All India Council for Technical Education has approved the recommendations of Development Committee set up to consider the proposals made by the Regional Engineering Colleges in the light of the Review Committee Report and to suggest measures for their improvement and development in the context of the needs of the country and the capacity of the individual colleges taking into consideration

the facilities that are already available in the respective colleges. The Development Committee has also recommended additional grants for modernization and replacement of obsolete equipment in the college laboratories, additional grant for improvement of college libraries and provision of some students amenities on the campus of the colleges. The recommendations are under consideration of the Government of India.

Technical Teachers Training Institute

It was reported last year that a High Power Committee of experts under the Chairmanship of Dr. P. K. Kelkar, ex-Director, Indian Institute of Technology, Bombay had been set up to review the progress of these institutes with reference to their objectives and suggest future course of development. The Committee has completed the visits of 4 Institutes at Madras, Chandigarh, Calcutta and Bhopal and is currently busy in drafting its report.

It has been decided to accept the proposal of Royal Netherlands Government for extension of technical assistance programme and in that connection assignment of Mr. B. Mone, Netherlands expert to the TTI Chandigarh to carry out an evaluation study of the Institute's achievement. The earlier agreement providing assistance to Chandigarh Institute ended on 31-8-1974.

These Institutes continued to conduct regular courses for Polytechnic teachers and also conducted various short-term courses under the Q.I.P. Scheme.

The Calcutta Institute conducted a seminar on "Women for the World of Work" for Women in different walks of life. The Madras Institute conducted a programme of short courses for lady teachers of Technical Institutes in Southern Region on "Special needs of adolescent girls and suitable methods for teaching them". The Bhopal Institute conducted a 2-week programme for Women teachers in Western Region on the subject of Educational Technology and new Evaluation Techniques. These programmes were arranged as a part of celebrating International Women's Year.

The Bhopal Institute has shifted to its new buildings constructed for the purpose.

The teacher trainees are being provided subsidised hostel accommodation and essential commodities/stationery at subsidised/controlled rates at some of these Institutes.

Indian School of Mines, Dhanbad

The School continues its existing programmes at undergraduate and postgraduate level in Mining Engineering, Petroleum Engineering, Applied Geology and Applied Geophysics. In addition the School has been able to introduce two more new courses. One is the 2-year industry oriented M.Tech. Programme in Opencast Mining, designed to training personnel for middle and higher level management positions in opencast mine. To support this programme, M/s TISCO have sponsored a Chair on Opencast Mining at the School for a 3 year period. The second new course started during the year is a 3-year part-time M.Tech. course in Mining Machinery. Both these courses have been started to meet the intensified needs of the mining industry and cut entirely fresh ground in the field of mining education in the country. A new Department of Industrial Engineering and Management has also been started with funds provided by BCCL and H. S. L. chavi in management. The student enrolment and out turn of graduates from the school is as below :—

Under Graduate	Post Graduate	Total	Out-turn of Graduates
387	77	464	43

30 Research scholars at the School are engaged in research work sponsored by different agencies on areas of national importance relating to Mining. Some 16 major testing and consultancy assignments are in progress. 13 short term courses were also conducted/planned during the year for the benefit of practising engineers in mining.

School of Planning and Architecture, New Delhi

The School of Planning and Architecture, New Delhi is a premier Institution established in 1959 with the object of providing facilities for training in Rural, Urban and Regional Planning as also in Architecture and allied subjects.

The Institution conducts a five year degree course in Architecture and two year Post Diploma Courses in Urban Design, Landscape Architecture, Town and Country Planning with specialisation in Traffic and Transport Planning, Housing and Community Planning etc.

The School is an autonomous body wholly financed by the Central Government and administered by a Board of Governors appointed by it.

The activities of the Institute are currently being reviewed by a Committee appointed by the Education Minister in pursuance of the recommendation of the Public Accounts Committee.

National Institute for Training in Industrial Engineering, Bombay

The Institute provides comprehensive training facilities in Industrial Engineering and allied fields. It also conducts a P.G. Course in Industrial Engineering and organises short term courses for Industrial executives. In the year under report, the Institute conducted about 54 short-term courses (Executive Development Programme) of 2-10 weeks duration. In the post-graduate course there are 44 students on roll. It is proposed to increase admission from 25 to 50 in this course from July, 1976. 17 units based programmes and 13 senior executive programmes were conducted at various places up to October, 1975 to which 358 and 265 executives participated respectively.

National Institute of Foundry and Forge Technology, Ranchi

The Institute provides facilities for imparting specialised training in the field of Foundry and Forge Technology and allied subjects, to the technicians and engineers working in the industries through refresher courses, Advanced Diploma Course of 18 months duration and P.G. Course and to carry out Industrial Research in collaboration with industry.

In the year under report the Institute conducted 8 refresher courses for 122 participants. Under Advanced Diploma course, 24 persons were awarded diploma while 60 are undergoing the course. A special course of one year for 13 engineers of TETCOS was conducted. 10 engineers are continuing their post-graduate course of 24 months duration.

CHAPTER IV

SCHOLARSHIPS

The Ministry of Education and Social Welfare is operating several Schemes of Scholarships which fall broadly into the following categories :

- A. Scholarships for Indian Students for Study in India.
- B. Scholarships for Indian Students for Study Abroad.
- C. Scholarships for Foreign Students for Study in India.

A brief account of scholarship schemes under each of the above three categories is given below :

A. SCHOLARSHIPS FOR INDIAN STUDENTS FOR STUDY IN INDIA

(i) National Scholarships Scheme

The objective of the Scheme is to assist poor but meritorious students to pursue their academic career. The Scheme which was started in 1961, has been continued from year to year. Under this Scheme scholarships are awarded on a merit-cum-means basis to the students passing School Leaving Examinations and the First Degree Examinations conducted by various Universities/Boards of Secondary Education and Examining Bodies in India.

In 1973-74, 12,000 fresh scholarships were awarded. The Sixth Finance Commission in its recommendations took into account the financial requirements of the States towards scholarships under educational schemes including this scheme and provided requisite funds to them at the same level as reached at the end of 1973-74 as part of the committed expenditure of the State Governments. In 1974-75 and 1975-76 three thousand scholarships were awarded each year over and above 12,000 awarded by State Governments from the aforesaid provision made available to them on the basis of the recommendations of the Sixth Finance Commission. Keeping in view the recommendations of the Estimates Committee (Fifth Lok Sabha) in its 79th Report that the number of scholarships under this Scheme should be increased, it is proposed to award in 1976-77 about 5,000 fresh scholarships over and above 12,000 to be awarded by the State Governments. For this purpose a sum of Rs. 112.41 lakhs (Rs. 108 lakhs under Plan and Rs. 4.41 lakhs under Non-Plan) has been provided in the budget estimates for 1976-77.

(ii) National Loan Scholarships Scheme

The main object of this Scheme is to provide financial assistance to needy and meritorious students to complete their education. The Scheme which was started in 1963-64 has been continued from year to year since then. As in previous years, 20,000 fresh scholarships are likely to be awarded under this Scheme on an all India basis during 1976-77 as well. For this purpose a budget provision of Rs. 90 lakhs under Plan and Rs. 332.07 lakhs under Non-Plan has been made.

(iii) National Scholarships for the Children of Primary and Secondary School Teachers

This Scheme was started in 1961 as a token of recognition of the services rendered by School Teachers to enable their meritorious children to pursue higher education. It has been continued from year to year thereafter. In 1973-74, 500 fresh scholarships were awarded under this Scheme. In accordance with the recommendations of the Sixth Finance Commission the State Governments have been provided with requisite funds at the same level as reached at the end of 1973-74 and accordingly scholarships have been awarded at the same level as in 1973-74 from the provision made available to them. It is proposed to increase the number of scholarships to 750 in 1976-1977.

(iv) Scheme of Scholarships at the Secondary Stage for Talented Children from Rural Areas

The objective of this Scheme is to achieve greater equalisation of educational opportunities and provide fillip to the development of rural talent. The Scheme was started in 1971-72 and has been continued thereafter from year to year. Under this Scheme about 10,000 fresh awards (at the rate of 2 scholarships per Community Development Block) are awarded every year. The Sixth Finance Commission in its recommendations took into account the financial requirements of the States towards scholarships under educational schemes including this scheme and provided requisite funds to them at the same level as reached at the end of 1973-74 as part of the committed expenditure of the State Governments. From 1974-75 scholarships have been awarded at the same level as in 1973-74. The Scheme is to be continued in 1976-77 with the same number of awards as in the current year. The provision made in the Budget Estimates for 1976-77 represents expenditure over and above the level of expenditure of 1973-74 which has already been provided to the State Governments in pursuance of the recommendations of the Sixth Finance Commission.

(v) Scheme of 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 Governments of these States, suitable personnel to man teaching and other posts where knowledge of Hindi is essential. Under this Scheme scholarships are awarded to students from Non-Hindi Speaking States for pursuing Post-Matric Studies provided Hindi is studied as one of the subjects in that course. The Scheme was started in 1955-56 and has been continued from year to year thereafter with more and more number of scholarships. During 1975-76 two thousand fresh scholarships were awarded under this Scheme. The Scheme is to be continued in 1976-77 with the same and if possible more number of scholarships.

(vi) Government of India Scheme of Scholarships in Approved Residential Secondary Schools

The objective of the Scheme is to help the talented children whose parents have low income and, therefore, are unable to avail themselves of the opportunities of studying in good public/residential schools. Under this Scheme 500 scholarships are awarded every year to the children in the age-group of 11-12 years whose parental income does not exceed Rs., 500 p.m. Under this Scheme 470 fresh scholarships were given during 1975-76 and 500 scholarships are proposed to be awarded during 1976-77. At present there are 1850 merit scholars studying in 61 public/residential schools approved for the purpose of the Scheme all over the country.

B. SCHOLARSHIPS FOR INDIAN STUDENTS FOR STUDY ABROAD

(i) Partial Financial Assistance Scheme

The scheme provides for the grant of loans towards passages 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 *bonafide* Indian students are also given by Missions in the U.S.A., the U.K. and West Germany. During 1975-76 such loans have been granted to 17 students.

(ii) Scheme of National Scholarships for Study Abroad

The Scheme is intended to provide financial assistance to meritorious students who do not have the means to go abroad

for further studies. A total number of 50 scholarships are earmarked every year under the scheme. In general, the scholarships are available for Post-graduate studies leading to Ph.D. Degree and Post-Doctoral research as well as training. However, a few scholarships are reserved for under-graduate courses also.

Only those candidates whose parental income is less than Rs. 1000 per month from all sources are eligible for the award of scholarships. At present 165 scholars are studying abroad under the scheme. Each scholar is entitled to a maintenance allowance at the rate of \$ 3000 per annum in the U.S.A. and £ 900 per annum in the U.K. and other countries. Besides, the Government of India also defrays tuition fees and all other compulsory charges, cost of books, equipment etc. on behalf of the scholar.

(iii) Scholarships under Commonwealth Scholarships and Fellowships Plan

(a) *Australia*

One scholarship was awarded under the 1975 scheme.

(b) *Canada*

10 scholarships were awarded under the 1975 Scheme.

(c) *United Kingdom*

(i) 30 Scholarships were awarded under the 1975 Scheme.

(ii) Against an offer of 30 fellowships in 1975, 35 candidates were nominated for the 1-Year Awards under the Commonwealth Education Fellowships, U.K.

(iii) Against an offer of 30 fellowships for 1976, 36 candidates have been nominated.

(iv) Against an offer of 20 Short-term fellowships under the Commonwealth Education Fellowships Scheme 1975, 27 candidates were nominated; out of this 12 awards have been made so far.

(iv) Scholarships/Fellowships offered by Foreign Governments Organisations/Institutions

1. *Arab Republic of Egypt*

12 Candidates have been nominated.

2. *Austria*

(i) Out of 20 candidates nominated against the offer of an unspecified number of scholarships for 1974-75, Austrian Government finally accepted 11 candidates. Against the offer of scholarships made for 1975-76, 10 candidates have been selected.

(ii) 4 candidates have been recommended to Austrian authorities for their approval against the offer of an unspecified number of scholarships for Post-Graduate training course in Animal Management and Reproductive Biology in 1976-77.

3. *Belgium*

15 candidates were recommended against an offer of 10 scholarships, for Post-graduate studies/research for 1975-76.

4. *Bulgaria*

Against an offer of 3 Scholarships for 1973-74, 3 candidates were selected.

5. *Czechoslovakia*

(i) Against an offer of 5 Czechoslovak Scholarships 1975-76, 6 candidates have been recommended.

(ii) Under the COMECON Scholarships, 1975-76, 5 candidates have been approved by Czechoslovak authorities.

6. *Denmark*

(i) 9 candidates who were selected against 1974-75 offer, left for Denmark during 1975.

(ii) Against an offer of scholarships for 1975-76 for Post-graduate studies, 5 candidates have been finally approved by the Danish Authorities.

7. *Federal Republic of Germany*

(i) 8 candidates left for West Germany under the German Academic Exchange Service Fellowship Scheme 1975.

(ii) Under the 1976 Scheme, 11 scholars have been nominated.

8. *Finland*

7 candidates have been nominated under the Finnish Government Scholarships for 1974-75.

9. *France*

(i) 5 candidates have been nominated against the 1976-77 offer.

(ii) Of the 20 candidates nominated under the French Government Scholarships for higher studies, 1975-76, approval in respect of 18 candidates has been received.

10. *G. D. R.*

15 candidates were recommended against an offer of 10 scholarships under the G.D.R. Government Scholarships for Post-graduate studies, 1973-75.

11. *Greece*

Against the offer of scholarships for 1975-76, extension has been granted to the scholars already in Greece.

12. *Hungary*

6 candidates have been nominated under the exchange of scholars between India and Hungary in 1975.

13. *Italy*

(i) 6 Selected candidates left for Italy under the Italian Government Scholarships, 1975-76.

(ii) 2 Selected candidates have left for Italy under the Italian Government Scholarships (ISVE), 1975-76.

(iii) of the 3 nominated candidates, one candidate has been approved under the Italian Government Scholarships in Hydrology, 1975-76.

14. *Japan*

(i) Against an offer of 8 scholarships, 7 candidates have been selected and they left for Japan, under the Japanese Government Scholarships, 1975-76.

(ii) 2 candidates have been selected under the Japan Foundation Fellowships for 1975-76. They left for Japan.

15. *Netherlands*

Against an offer of an unspecified number of fellowships for 1975-76, 38 candidates have been finally approved by the Dutch authorities.

16. *Norway*

7 candidates were awarded Norwegian Fellowships, 1975-76, Out of these one declined the offer and the others left for Norway.

17. *Poland*

(i) 4 candidates have been selected against an offer of 9 scholarships for 1974-75.

(ii) 5 candidates have been recommended to the Polish authorities for approval under the Polish Government Scholarships for 1975-76.

18. *Romania*

(i) Out of 10 candidates selected under the 1974-75 offer, 4 candidates left for Romania.

(ii) 12 candidates have been nominated against an offer of 14 scholarships under the Romanian Government Scholarships for 1975-76.

19. *Sweden*

One selected candidate left for Sweden for the International Seminar in Physics in the University of Uppsala, Sweden, 1975-76.

20. *Turkey*

Against an offer of 4 scholarships, 4 candidates have been nominated under the Turkish Government Scholarships, 1975-76.

21. *U. K.*

(i) Against an offer of 10 scholarships, 10 scholars have left for the U.K. under the British Council Scholarships for 1975-76.

(ii) Against an offer of 5 scholarships, 6 candidates have been nominated under the Confederation of British Industry Overseas Scholarships, 1975-76.

(iii) 2 candidates selected under the Royal Commission Scholarships, 1975-76, have left.

22. *U. S. S. R.*

(i) Under the USSR Government Scholarships for Post-graduate studies/research/higher specialisation, 1975-76 Scheme, 68 scholarships were offered by the Soviet Government. 10 Scholarships under this scheme were allocated for the children of Indian residents in the USSR and the remaining 58 scholarships were advertised. 62 candidates were recommended against this, out of whom 34 candidates were approved by the USSR authorities. Against the 10 scholarships earmarked for the children of Indian residents in the USSR during 1975-76, 10 candidates have been nominated.

(ii) The Peoples' Friendship University, Moscow authorities offered 22 scholarships for 1975-76. 16 were approved against 22 candidates nominated for these scholarships.

23. Yugoslavia

Again an offer of 5 scholarships under the Yugoslav Government Scholarships for 1973-74 for Agricultural fields, 4 candidates have left for Yugoslavia.

C. SCHOLARSHIPS FOR FOREIGN STUDENTS FOR STUDY IN INDIA

(i) *General Cultural Scholarships Scheme*

Under the Scheme 180 scholarships are awarded every year to the Nationals of African, Asian and other foreign countries for Post-Matriculation studies in India. The Scheme has been evolved to promote friendly relations between India and foreign countries and to provide for the nationals of selected countries all such facilities for higher education and training as are available in India.

During 1975-76, 180 scholars were selected. 155 scholars have joined the educational institutions in India and the remaining are likely to join the institutions shortly. Scholarships have been awarded in the fields of Agriculture, Engineering and Technology, Medicine, Pharmacy, Arts and Humanities. It is proposed to award 180 scholarships to the nationals of 52 countries of Asia, Africa and Middle-East during 1976-77 for which Indian Missions abroad have been notified and the applications have been invited.

(ii) *Scheme of Scholarships/Fellowships for Nationals of Bangladesh*

As part of their assistance to the Government of Bangladesh, the Government of India provide facilities to the students of Bangladesh for study of certain specialised subjects in India. For this purpose the Scheme has been in operation since 1972-73. Against the offer of 100 scholarships, 52 scholars have so far joined the educational institutions in India and about 20 more scholars from Bangladesh are likely to join the institutions during the year 1975-76. Altogether there are 197 scholars from Bangladesh studying various educational institutions at present in the fields of Medicine, Engineering, Technology, Agriculture, Fisheries, Fine Arts and other specialised courses. It is proposed to offer 100 scholarships again to Bangladesh during 1976-77.

(iii) *Special English Course for Foreign Students*

In order to enable the foreign students who do not have proficiency in English and wish to take up studies through the English medium of instruction for joining the regular course, the Ministry have been organising a special English course every year. Such a course was conducted for foreign students selected for the award of scholarships under the General Cultural Scholarships Scheme, 1975-76 at the Regional Institute of English, Chandigarh.

from March to June, 1975. 23 scholars from certain selected countries benefitted from this course. In addition, some self-financing foreign students were also permitted to take advantage of this course. It is proposed to organise such a special English course again for foreign students at the Regional Institute of English, Chandigarh from March to June, 1976.

(iv) *Construction of International Students House, Calcutta*

The proposal for the construction of International Students House, Calcutta has been estimated to cost Rs. 18.00 lakhs to be shared between the Government of India and the Government of West Bengal on 50:50 basis. The International Students House Society, Calcutta who has been entrusted with the task of supervising the construction work, has been making efforts to acquire the land for the building from the West Bengal Government. The construction of the building is likely to commence as soon as the land is in possession of the Society.

(v) *T.C.S. of Colombo Plan, 1975-76*

71 scholars have come to India and joined their respective universities/institutions.

(vi) *Commonwealth Scholarship/Fellowships Plan, 1975-76*

20 scholars arrived in India for studying under the scheme and have joined their respective institutions.

(vii) *Commonwealth Education Cooperation Plan—Training of Craft Instructors, 1975-76*

3 Trainees from Sierra Leone have joined their training courses at the Central Training Institute, Bombay.

(viii) *Reciprocal Scholarships Scheme 1975-76*

6 scholars have joined Indian Universities/institutions.

(ix) *Indo-French Cultural Exchange Programme, 1975-76*

3 scholars have joined Indian Universities/Institutions.

(x) *Indo-F.R.G. Cultural Exchange Programme, 1975-76*

4 scholars have joined Indian Universities/Institutions.

(xi) *Indo-A.R.E. Cultural Exchange Programme 1975-76*

2 scholars have joined Indian Universities/Institutions.

(xii) *Indo-Afghan Cultural Exchange Programme, 1975-76*

3 Afghan students have joined their respective institutions.

(xiii) *Indo-Czechoslovak Cultural Exchange Programme, 1975-76*

1 scholar has joined the M. S. University of Baroda.

(xiv) *Indo-USSR Cultural Exchange Programme, 1975-76*

6 scholars have joined the Punjab University, Chandigarh, and one scholar has joined the Delhi University.

(xv) *Indo-Polish Cultural Exchange Programme, 1975-76*

1 scholar has joined the Jawaharlal Nehru University, Delhi.

(xvi) *Commonwealth Education Cooperation Plan, 1975-76—
Short Term Visit of Educationists*

Mrs. Suliana Siwatibau of Suva, Fiji visited India for 14 days under the scheme.

(xvii) *Aneurin Bevan Memorial Fellowship Scheme 1975-76*

Under this scheme Prof. David Selbourne of Ruskin College, Oxford University, London arrived in Delhi on 28th November, 1975.

CHAPTER V

BOOK PROMOTION AND COPYRIGHT

With a population of about 100 million students and 200 million literates we need in large numbers, text books as well as good general reading material which widen the horizons of one's mind. There is also the need to make books available at prices which the reading public in general and students in particular can afford. This need has been underlined in the National Policy on Education and has also been stressed in the 20-Point Economic Programme announced by the Prime Minister. Accordingly this Ministry had been undertaking several programme for production of text and reference books, both of foreign and Indian origin, as well as good general reading material at low prices.

The more important activities undertaken in this field are briefly as follows :

NATIONAL BOOK TRUST

During 1975-76 so far, 45 titles have been brought out by the Trust under several series bringing the total number of books published to about 780. About 36 more titles are expected to be brought out during the remaining period of the current financial year.

In pursuance of the objective of fostering book-mindedness, the Trust has since its inception, held seven National Book Fairs and more than 70 regional book exhibitions in the various regions of the country.

In addition to these activities the Trust has also been entrusted with the implementation of some important schemes such as the Aadan-Pradan, the Scheme of Subsidised Publication of University Level Books in English by Indian Authors, Science Textbook Programme, Organisation of the World Book Fair, etc.

Briefly these programmes are as under :

(a) Aadan-Pradan

During 1975-76 so far, the Trust has brought out, under the Scheme, 51 books and translations, bringing the total to about

250 books and translations in the series. About 15 more titles are in various stages of production.

(b) Scheme of subsidised publication of University level books in English by Indian authors

As one of the points in the 20-point economic programme is to make available textbooks at reasonable prices, this scheme has gained added importance and steps are being taken to accelerate the tempo of the scheme so that a larger number of books are subsidised for the benefit of students. During 1975-76, so far the publication of 12 titles has been subsidised, bringing the total number of books brought out under the Programme to 78, the Trust expects that about 25 more titles will be brought out under the Scheme during the remaining period of the financial year.

(c) Science textbook programme

Since 1971-72, the Trust is also subsidising with USAID funds, the publication of science and technology titles by Indian authors and translations of American and Indian titles in regional languages, in the fields of science and technology. During 1975-76 so far, 57 titles have been subsidised, bringing the total number of books brought out under this scheme to 127.

(d) Second World Book Fair

In collaboration with the Indian book Industry, the National Book Trust organised the Second World Book Fair in New Delhi from 16th to 25th January, 1976. 37 publishers from 19 countries, viz., the U.S.S.R., the U.K., the U.S.A., the Federal Republic of Germany, the German Democratic Republic, Czechoslovakia, Yugoslavia, Bulgaria, France, Afghanistan, Malaysia, Singapore, Iraq, Kenya, Holland, Bangladesh, Sri Lanka, Nepal and Iran, WHO, UNESCO and ILO, and 266 Indian publishers and distributors, including publishing units of various State Governments and the Centre participated in the Fair. The University Grants Commission also put up a collective display of the publications brought out by the Universities in Delhi. A delegation of publishers from Pakistan also attended the Fair. Some of the main features of this Fair were :—

- (i) a National Exhibition of over 5000 Indian books published between January 1974 and September 1975, in Indian languages and English;
- (ii) an International Exhibit of Children's Books received from 22 countries, held pursuant to UNESCO's decision to observe 1976 as the Year of the Child;

- (iii) the presentation of the International Book Award on behalf of UNESCO to the Book Committee of the U.S.S.R.;
- (iv) a four-day international Seminar on "The World publishing in the Eighties" in which 51 experts from India and 19 experts from foreign countries including a representative each of UNESCO and the Commonwealth Secretariat, participated; and
- (v) a special Book Bazar at which books were sold at concessional prices by the Indian participants in the Fair.

A training course on publishing management and symposia and seminars on various aspects of publishing were organised by the Federation of Indian Publishers, Federation of Publishers and Booksellers Associations in India, etc.

During the Fair, the Author's Guild of India organised their second National Convention which was inaugurated by the Prime Minister. The Indian Library Association also held their 22nd All India Library Conference, which was inaugurated by the Vice-President.

Low-priced editions of standard educational material of University level originating abroad

Since, at the university stage of education, we have been dependent on foreign books and finding that imported books were beyond the resources of most Indian students and also keeping in view the fact that the production of standard indigenous works would take sometime, the Government of India entered into collaboration arrangements with the Governments of the U.K., the U.S.A. and the U.S.S.R. in 1960, 1961, and 1965 respectively to make available standard university level books originating in these countries, to Indian students at low-prices.

Under the U.K. Scheme (known as the English Language Book Society Series) and the Joint Indo-Soviet Textbook Programme, low-priced editions of selected titles, are reproduced in the U.K. and the U.S.S.R. respectively, and marketed in India through normal commercial channels. Under the Joint-Indo-American Standard Works Programme, the books are reprinted in India by Indian publishers with a subsidy from the PL 480 funds and sold at about $\frac{1}{5}$ th of the U.S. retail price.

The books brought out under all these three programmes are approved by the Government of India in consultation with expert agencies such as the U.G.C., the I.C.A.R. etc. The titles are

normally evaluated from the point of view of their suitability and usefulness to the students. As a general rule of equally good books by Indian authors are available, the foreign titles are not recommended for publication under these programmes. Efforts are also made to ensure that only the latest editions of the approved titles are republished under these programmes.

So far about 600 British, 1450 American and 230 Soviet Books have been brought out under these programmes.

The eighth meeting of the Indo-Soviet Textbook Board was held in New Delhi in November 1975. The Board was set up in 1965 with the Education Secretary as the Chairman and 5 members each from Indian and Soviet sides, to lay down a broad policy for the implementation of the Programme. A Soviet delegation headed by the Soviet Deputy Minister of Higher and Specialised Secondary Education, attended the meeting held in November, 1975. During this meeting, the Board considered and made recommendations on various matters relating to the translation of Soviet books into English and the Indian languages, co-authoring of books by Indian and Soviet authors, bilateral agreements for facilitating quick transfer of reprinting and translation rights, utilising facilities for printing in India and measures for ensuring the correct presentation of each other's country in their respective textbooks.

Since 1970-71, a few Indian scholars are also being deputed each year to get training in the U.S.S.R. in translation techniques for about 10 months. This is being done to increase the facilities for translation of Soviet books into English and Indian languages, so that a larger number of books could be made available under the Joint Indo Soviet Textbook Programme. During 1975-76 five Indian scholars have been deputed to the U.S.S.R. for this training.

Procurement of translation rights

As part of their programmes to produce university level books in Indian languages, the State Governments have been bringing out translations into Indian languages of suitable foreign books. To facilitate the work of obtaining translation rights from foreign copyright owners in regard to books selected by the State Governments and to provide coordination, the copyright licences are negotiated centrally on behalf of the State Governments. During 1975-76 so far 33 contracts for translation rights were executed, bringing the total to 1359 contracts with the American and British Publishers for translation of their books into the various Indian languages.

National Book Development Board

The National Book Development Board which was set up in 1967 was last reconstituted in 1970. The question of its being reconstituted further is under consideration.

Raja Rammohun Roy National Educational Resources Centre

This Centre was started in 1972 with Textbook Reference Library Wing. The Library has a large collection of about 35,000 university level books produced in the country since 1965 in all languages including English and in various disciplines and donated to the Centre by the Indian publishers, as also the books brought out under the three programmes operated by the Government of India in collaboration with the Governments of the U.K., the U.S.A. and the U.S.S.R. Fresh titles are added from time to time. This collection facilitates authors, publishers and other interested in the field, to identify the subject-fields and levels where books need to be produced indigenously. In order to publicise the availability of indigenous books, the Library Wing of the Centre organises from time to time exhibitions of selections of such books at various university centres. During 1975-76, the Centre has organised five such exhibitions at the Universities of Kerala, Mysore, Utkal, Kashmir and Udaipur. The Centre also arranges on-the-spot evaluations by subject specialists of selected books and circularises particulars of the books found suitable for use by various universities etc. so that they could be increasingly used instead of foreign or imported books. During 1975-76 so far on-the-spot evaluation of 32 books on Management Sciences public Administration and Education were arranged. In addition the Centre has been (a) conducting sample surveys on the various aspects of the production and use of university level books (b) issuing periodical supplements to the National Catalogue of University Level Books (which was compiled in 1972 by the Federation of Publishers and Booksellers Associations in India with financial assistance from this Ministry) to keep it up-to-date and (c) making available annotated bibliographies about indigenous university level books and guides to periodical literature on book industry. Quarterly supplements to the National catalogue have been issued and two combined issues have been brought out in mimeographed form and distributed to publishers, universities, etc. Two issues of the Annotated Catalogue of Low-priced Publications and Core Books have been brought out. The Centre also brought out two issues of "A Guide to Periodical Literature on Book Industry" to serve as an index of articles appearing in a select periodical literature in English published in India and abroad, and is distributed free to publishers of university level books. The Centre has also brought out

two NERC Newsletters, two fascicules of the Bibliography on Book Industry and Trade, bi-monthly lists of university level books etc.

Import and Export of Books

Import policy for books

The import policy for books, journals, magazines, children's literature and other educational material is laid down by the Chief Controller of Imports and Exports in consultation with this Ministry. However, to ensure that imported materials do not impede the development of indigenous books, the importers are exhorted not to import books of which Indian reprints are available.

The features of the import policy are that individuals can import educational books for their own use upto Rs. 500/- per year without an import licence. They can also import other books upto Rs. 400/- in each case against licences. Libraries and educational institutions can import educational, scientific and technical books upto Rs. 10,000/- per year for their own use without a licence. For requirements exceeding Rs. 10,000/- they can also obtain import licences for the import of such books.

The established importers are allowed quota licences for the import of books, non-technical journals, news magazines etc. upto 100% of their basic quota. They are also allowed supplementary licence @ 250% of their basic quota for the import of educational, scientific and technical books. The quota and supplementary licences are also made valid for the import of scientific and technical journals on request. Import of filmstrips with pre-recorded cassettes of an educational nature is also allowed against quota and supplementary licences for books against specific orders. Teaching Aids including microfilms filmstrips and microfiches are also allowed, import up to 10% of the value of quota licence for books.

New comers to the import trade of books who had been in the internal trade of books for a minimum period of one full year, and had an annual internal purchase turnover of Rs. 1 lakhs are also allowed import licences for the import of educational, scientific and technical books for Rs. 2 lakhs or more depending upon the number of years they have been in the internal trade of books and their annual internal purchase turnover.

The STC which had for the first time taken up the import of scientific and educational journals and magazines in 1973-74 is assisting universities and other institutions of higher learning

by arranging imports of scientific and technical journals for their use. The STC not only plans to extend its services to cover a larger number of universities and other institutions of higher learning, but also to undertake the import of low discount books and also such books which the universities find difficult to obtain through the normal trade channels.

At the instance of this Ministry with the object of developing healthy relations between booksellers and librarians, the Federations of Publishers and Booksellers Associations in India has on behalf of the book trade agreed to allow a uniform discount of 10% on all imported books.

Book export promotional activities

India is one of the leading publishing countries in the world and has a growing potential for exporting books not only to the established markets like the U.K. and the U.S.A. but to new markets in South East Asia, West Asia and the African countries.

During the year under review, arrangements were made to participate in the International Book Fairs held in Montreal (May 1975), Singapore (August 1975), Frankfurt (October 1975), International Book Fair held in Cairo (January 1976) with the assistance of the National Book Trust Missions abroad. Special exhibitions of Indian books were organised with the assistance of our Missions abroad in Guyana (June-July, 1975), Thailand (September and November, 1975), Fiji (October 1975), Indonesia (December 1975) and Iran in (February, 1976). Books were also sent for display at the International Exposition of Children's Books held at Boston (June, 1975) in the combined Book Exhibit held in San Francisco (June-July, 1975) and in the International Book Fair held in Leipzig (April, 1975) and in Sofia (September 1975). In these exhibitions, books were displayed on behalf of various publishers both in the public and in the private sector.

To promote the exports of books and publications, this Ministry continued to obtain market survey reports through Indian Missions abroad which were circulated among the various publishers and booksellers through their Federation. The Federation of Publishers & Booksellers Associations in India was assisted in the publication of a quarterly journal "Recent Indian Books" a copy of which was airmailed to 700 foreign books importers. Subject catalogues covering 5250 titles were also got compiled and printed through the National Book Trust and distributed among various Educational Institutions and Libraries abroad.

Miscellaneous

An All India Workshop for Writers, Editors and Indexers, is proposed to be organised by the India International Centre in collaboration with Ministry of Education and Social Welfare. The Authors Guild of India has also been associated with the proposal. The objective of the workshop is to promote the professional efficiency of those responsible for the creation of Books i.e. writers, translators, editors, reviewers, librarians and indexers. A grant of Rs. 18,000/- has been sanctioned to India International Centre by this Ministry for the purpose.

After organising the first National Convention of Authors in 1974, the Authors Guild of India organised the II National Convention of Authors in New Delhi in the third week of January, 1976 so as to coincide with the World Book Fair being held in the capital at the same time. A grant of Rs. 32,000/- has been sanctioned to Authors Guild of India by this Ministry for the purpose.

On a request from the Asian Cultural Centre for UNESCO, Shri Abul Hasan, Special Officer (Books) in this Ministry has been deputed to visit Bangla Desh from 28.12.1975 to 6.1.1976 and Sri Lanka from 24th to 31st January, 1976 as a lecturer in the Mobile Exports Team for Book Production Training Course being organised by the Asian Cultural Centre for UNESCO. The main objective of the Mobile Team is to organise on-the-spot training courses on book production with the aim of training local personnel in the book field catering to the local needs and situations. The team will provide lectures and practical training and also offer general advice on various problems in the field of book development activities.

During 1975-76, India participated in the following International events/training programmes in the field of book promotion:—

(i) International meeting of specialists in the field of Children's Literature held at Tehran in May, 1975 by the Institute for the Intellectual Development of Children and Young Adults, Tehran in cooperation with UNESCO and the Iranian National Commission for UNESCO.

(ii) Meeting of Governmental experts convened by UNESCO in Paris in November, 1975, in cooperation with the World Intellectual Property Organisation, at which it was agreed that double taxation on copyright royalty remittances from one country to another, should be avoided and the possibility of seeking a

multilateral solution to the problem, with special provision in favour of the developing countries, might be further explored by UNESCO.

(iii) UNESCO Regional Seminar on Planning, Production and Distribution of Books for Children and young people in Asia, held at Kuala Lumpur (Malaysia) in December 1975 by the UNESCO Regional Centre for Book Development in Asia-Karachi in co-operation with the host country, to discuss the need for suitable literature for children and young people in Asia and to consider various means to plan, produce and distribute attractive low-cost books and thus promote the reading habits of the new generation.

(iv) Two Assistant Production Officers, one each from the NCERT and National Book Trust, were deputed to Tokyo to attend the Eighth Training Course on Book Production in Asia from 9th September 1975 to 9th October, 1975. This training course is being organised, annually, by the Asian Cultural Centre for UNESCO, Tokyo, in collaboration with UNESCO, the Japanese National Commission for UNESCO and the Japan Book Publishers Association.

COPYRIGHT

In the Copyright Board which was reconstituted on 24th September, 1972, in pursuance of Section 11 of the Copyright Act, 1957 (14 of 1957), two vacancies caused by the death of Shri C. B. Rao and the resignation of Shri B. N. Mitra were filled by the following new members.

1. Shri A. A. Ginwala,
Secretary,
Law and Judiciary Department, Government of Maharashtra.
2. Shri D. C. Chakraborti,
Secretary,
Judicial Department,
Government of West Bengal.

During 1975 and up to December 15, 1975, 2,550 works of which 2185 were artistic and 365 Literary works were registered with the Copyright Office. In addition, changes in the Register of Copyright were registered in respect of 215 works.

During the period under review India participated in the meetings of the administrative bodies of WIPO, Working Group on Scientific Discoveries, Sub-Committee of the Inter-Governmental Copyright Committee and the Executive Committee of the Berne Union and Reprographic Reproduction, Inter-governmental Copyright Committee established under the Universal Copyright Convention and Executive Committee of the Berne Union. India was elected as Chairman of the Executive Committee of the Berne Union for the first time.

CHAPTER VI

YOUTH WELFARE, NATIONAL INTEGRATION, SPORTS AND GAMES AND PHYSICAL EDUCATION

In the fields of Youth Welfare, National Integration, Sports and Games and Physical Education, the Union Ministry pursued the following programmes during the year under report :

(1) Programmes meant for student and non-student youth and cooperation on an international level in matters affecting youth welfare.

(2) National Integration Programmes like Inter-State Camps for school children and National Integration Samitis in universities and colleges.

(3) Sports and Games for which financial assistance is given to the Institute of Sports, Patiala, the Lakshmibai College of Physical Education, Gwalior, National Sports Federations, State Sports Councils and development programmes in the fields like Rural Sports Tournaments, Coaching Camps, Provision of Sports Facilities and Sports Talent Scholarships.

(4) Physical education which includes the activities of Lakshmibai National College of Physical Education, Gwalior, National Physical Efficiency Drive and the Promotion of Yoga.

(5) Other programmes such as mountaineering, hiking, scouting and guiding.

A brief account of the activities under these Programmes carried out during the year is given in this Chapter.

Youth Services

The National Service Scheme

The NSS strength increased from 40,000 in 1969-70 to 1,70,000 in 1974-75. The coverage for 1975-76 has been kept at 2.10 lakhs; this is likely to be achieved. The Scheme is now in operation in all the States/Union Territories except Sikkim and Lakshadweep and Dadra and Nagar Haveli. Necessary steps have been taken to implement the Scheme in Sikkim and Lakshadweep from the next academic session.

Special Camping Programmes on which emphasis has been laid in the Fifth Plan have now been made a regular feature of NSS. During 1975 a Special Camping Programme entitled

'Youth Against Dirt and Disease' alongwith 'Youth for Afforestation and Tree Plantation' as an ancillary programme was launched to involve about 80,000 students in such camps. Under the programme, camps of 10-15 days duration were held in rural areas and urban slums. The activities under the Youth Against Dirt and Disease comprised (a) environmental sanitation (b) medico-social work such as mass immunisation against preventable diseases including primary vaccination (c) provision of potable water, and (d) popularisation and construction of gobar gas plants. The emphasis under 'Youth for Afforestation and Tree Plantation' programme was on (i) preservation of soil erosion, (ii) soil conservation works, (iii) plantation of trees, and (iv) preservation and upkeep of trees planted. The campaign was publicised through press, radio and television. The programme was conducted with the co-operation extended by the concerned State Government departments, resource persons and the rural community. As per the reports received from States/Universities, about 1800 camps involving about 1 lakh students, non-students and teachers were held in different parts of the country. The NSS Volunteers also participated in the flood-relief work in the States of Bihar, Orissa and Uttar Pradesh.

There has been an enlargement in the activities under NSS. Emphasis is being placed on literacy programmes, discussions and dissemination of information to facilitate the implementation of the 20 point economic programme and encouraging discussions on the need for family planning, the desirability of late marriages and the eradication of social evils like dowry etc. The students are also assisting in the preservation and cleaning of important archaeological monuments.

The participation of girl students in the NSS Programme has increased from about 2800 in 1969-70 to about 30,000 in 1974-75. Their participation will be further stepped up. State level and inter-state camps for girls have been organised at some places.

The University Grants Commission has given its whole-hearted support to the promotion of the National Service Scheme. The question of integration of National Service in the University curriculum is being examined in the workshops organised by the University Grants Commission to modernise and up date the syllabi in humanities and social science disciplines.

National Service Volunteers Scheme

As an extension of the National Service Scheme, the Ministry of Education proposes to launch the National Service Volunteers Scheme under which volunteers will be recruited on a selective

and voluntary basis from among the motivated college graduates who have pronounced aptitude for service. On their recruitment the volunteers will spend one year in villages in developmental programmes undertaken by the Central and State Governments and worked out according to local needs and priorities. The volunteers will be required to render service after an orientation training in rural areas on specified programmes, namely; adult education, agricultural extension, community development, health and child care programmes, primary education and other social services. The desirability of implementing the scheme has been agreed to in principle by the Planning Commission.

Among the Central Ministries, the Ministry of Health and Family Planning have finalised a Scheme of multi-purpose health workers which provides for deployment of about 2000 female science graduates for a period of one year in work relating to health and family planning in sub-centres under the Primary health centres. The State Governments have been requested to get a roster of graduate volunteers prepared and to make it available to the State Health Departments so that their immediate deployment could be taken up. The possibility of implementing the scheme is also being explored with Ministry of Agriculture and Irrigation.

In so far as Ministry of Education is concerned, a beginning will be made in 1976-77 with the deployment of about 500 volunteers with Nehru Yuvak Kendras, and non-formal education programmes.

Planning Forums Scheme

Action to reactivate these Forums has been initiated. A coordination committee consisting of representatives of Ministries of Education and Social Welfare and Information and Broadcasting, Department of Rural Development and Planning Commission has been set up to provide overall guidance in the implementation of the Scheme, which is meant to create an awareness among the youth of the need for the planned development of the country and their involvement in it.

Nanak Bhavans

The construction of Nanka Bhavan in the State of Rajasthan has been completed. In the States of Maharashtra, Orissa and Tamilnadu, Nanak Bhavans are in different stages of construction. The remaining two States, Gujarat and Karnataka are taking necessary action to provide land and start construction. In the meantime the concerned State governments have been requested to start some of the activities of Nank Bhavans in the nearby University buildings, pending the construction of such

Bhavans. The aim of these Bhavans is to inculcate a spirit of self-help and self-reliance among the student community.

Youth Welfare Boards & Committees

This scheme has now become the responsibility of the Universities. Provision in this regard has been made for meeting the commitments upto 28.2.1975.

Establishment of Work Centres

The basic objective of this scheme is to train out-of-school youth with potential for self-employment in various occupational skills and help them to establish themselves in a productive vocation.

Three Work Centre Projects have so far been approved under this scheme; one is being implemented by a voluntary organisation at Calcutta, the second by the Andaman and Nicobar Administration at Port Blair and the third by the Punjab Agriculture University.

Nehru Yuvak Kendras

185 Kendras have so far been sanctioned in various States and Union Territories. 93 of these are, at present, functioning. The remaining are in the final stages of establishment. The number of Kendras sanctioned in 1975-76 is 75. With this, about half of Districts in the country are covered by the programmes of Nehru Yuvak Kendras. It is expected that by the end of the Fifth Plan, the programme will be extended to cover the entire country.

Programmes of non-formal education, vocational training, sports, games and physical education, cultural activities and social service constitute the core element in the activities of the Nehru Yuvak Kendras. On an average, a provision of Rs. 20,000/- per year is utilised by a Kendra in organising these core programmes. Besides the Kendras help in fuller utilisation of funds available under different schemes of the Central and State Governments.

The Kendras have been organising, on a continuing basis, programmes of non-formal education which consist of adult literacy, functional literacy and literacy campaigns. Reading room and library facilities are also provided. Literacy classes for a batch of adults normally continue for a period of 3-6 months and after that fresh batches are enrolled. According to the reports of October-November, 1975 there were 460 adult classes in 79 Kendras with an enrolment of over 14,500 youth.

Under the programme of vocational training, the Kendras organise training programmes in selected fields in which opportunities for self employment are locally available, the more important trades in which the training has been imparted being tailoring, knitting, embroidery, radio repair, soap making. On an average, 5000 persons are enrolled for various training programmes at different centres at a time and their training extends over a period of 3-4 months. The Kendras have also continued to be the major agencies of broadbasing sports and games and of giving physical education the character of a mass movement. During the year under report, 7500 youth have participated in these programmes.

The Kendras have made further headway with programmes of youth leadership training. These programmes have now been extended to a large number of states and institutions. During the current year sanction has been given to train about 3000 youth leaders sponsored by the Kendras in various States.

Detailed guidelines are being formulated to further strengthen and consolidate the programmes of the Kendras and proposals to establish a suitable organisational structure to supervise the expanding activities of the Kendras are also under consideration.

Inter-State Students-teacher camps for the promotion of National Integration—Visits of students from one part of the country to another

(1) National Integration Camps for Children

Under this Scheme, camps are organised "for 10-15 days in which 75 students and 15 teachers from five different states camp in the sixth State to afford them an opportunity to understand the essential unity in diversity of the entire country." The scheme is in operation from 1969-70. During the year 1975-76, 14 camps for school children are being organised by the NCERT.

(2) Teacher Camps

From 1974-75, NCERT has been asked to organise Teachers Camps with a view to promoting national integration in educational institutions. Each such camp will comprise 100 teachers drawn from different regions.

Three camps have so far been organised by the NCERT at Manali this year. 4 more camps are being organised by them. There is a total provision of Rs. 4.00 lakhs for the above programme during 1975-76, which has been spent in full.

National Integration Samitis

The National Integration Samitis established in Universities and Colleges continued their programmes for the promotion of national integration during the period under report. There are 67 Samitis functioning in Universities, 65 in affiliated Colleges. The Samitis have been carrying out the programmes as indicated in its constitution. Some of them have been functioning, with considerable success and have taken up meaningful programmes.

A Review Committee has been set up for the NIS under the Chairmanship of Shri T. K. Tope, Vice-Chancellor, Bombay University, Bombay. Other steps have also been taken to activate the existing National Integration Samitis.

Sports and Games

By the end of 1975-76, the Netaji Subhas National Institute of sports, Patiala had produced 2,850 coaches in 13 different sports and games. A new discipline viz., Boxing has been added during 1975-76 and coaches will now be produced in this field as well. 327 trainees are undergoing training at the Institute during 1975-76 academic session, which is a record number. Amongst the 327 trainees, 16 are from abroad and 27 are women. Those undergoing training at the Institute include a good number of ex-international players and nearly 2/3rd National level players.

The institute organised five orientation courses of six weeks duration each during the summer vacation 1975, at Patiala, Delhi, Bangalore, Gwalior and Gandhinagar. The course was attended by 475 Physical Education Teachers.

Coaching camps were organised by the Institute for their National teams before their participation in international events. The teams trained include, the Women's Hockey team for the World Cup, the National Athletic team for the 2nd Asian Athletic Championship at Seoul, the National Basketball team for Asian Basketball Championship at Bangkok, the Indian Boxing team for Asian Boxing Championship held in Japan, the Indian Badminton team for the Thomas Cup, the Indian Hockey Senior team for its New Zealand tour, the Indian Hockey Junior team for its European tour and the Women's Cricket team for the Indo-New Zealand Test Series. Coaching camps for Juniors on various games like Athletics, Badminton, Tennis, Basketball, Table Tennis, Hockey, Football, Gymnastics, Weightlifting were also conducted. Owing to the rigorous training provided under the ideal conditions, and expert coaches, the team trained by the Institute gave a good account of themselves in their respective

tournaments. Indian athletes for the first time secured 1st position in Men's events in Asian Athletic Championship held at Seoul and bagged nineteen medals. There has also been improvement in Basketball and Women's Hockey.

The Institute received foreign coaches in Weightlifting from the U.K. and the U.S.S.R. and Volleyball and Football coaches from the U.S.S.R. These coaches conducted clinics for the in-service coaches and organised coaching camps in their respective games for senior and junior players. Five NIS Coaches are on coaching assignments in Nigeria, Nepal, Afganistan and Mauritius. 4 coaches one each in Athletics, Basketball, Football and Tennis have returned after getting 2 years training in F.R.G. Six more coaches have returned after completing one year Diploma course in coaching in GDR.

The sports Medicine wing of NIS has undertaken research on problems confronted by wrestlers, football and hockey players. In its publication programme, the Institute brought out regularly the NIS Journal, Sports Medicine Journal, Athletic Asia and NIS News Bulletin. A revised and amplified edition of the Book "Playing Field Manual" was released. The Swimming Pool and Gymnasium already under construction at Patiala are likely to be completed shortly.

All India Council of Sports

The All India Council of Sports, reconstituted in April, 1972, continued to function during 1975-76 to advise the Ministry on all matters pertaining to the promotion and development of sports and games in the country.

Grants to State Sports Councils

Grants totalling Rs. 3 lakhs were released to State Sports Councils during the period April, 1975 to January, 1976.

Rural Sports Centres

Grants for the establishment of 185 new centres have been given up to January, 1976.

Sports Talent Search Scholarships for school students

400 scholarships at the National level, and 800 scholarships at the State level of the value of Rs. 600/- per annum and Rs. 300/- per annum respectively have been awarded during 1975-76. Besides, 80 National level scholarships and 179 State level scholarships awarded during the preceding years were renewed.

Grants to National Sports Federations

During the year 1975-76 grants totalling Rs. 15.95 lakhs (Plan), Rs. 8.75 lakhs (Non-Plan) have been sanctioned to the various National Sports Federations for holding annual championships, participation in International sports competitions, visits of foreign teams to India, and payment of salaries of paid Assistant Secretaries, holding coaching camps and purchase of sports equipment.

India's participation in International events

(i) The 33rd World Table Tennis Championships were held at Calcutta from 6th to 16th February, 1975. India secured 16th position in team events in category 'A'.

(ii) The Indian Hockey team participated in and won the 3rd World Cup Hockey tournament held at Kuala Lumpur from 1st to 15th March, 1975. Defeating Pakistan in the final, India regained the World supremacy in Hockey.

(iii) The 2nd Asian Amateur Athletic Championships were held at Seoul from 9th to 14th June, 1975. A contingent of 29 athletes participated in the Championships. Indian athletes won 9 gold medals, 5 silver medals and 5 bronze medals. For the first time in Asia India secured first position in the men's events.

(iv) A 6-member Indian shooting team participated in the 3rd Asian Shooting Championship held at Kuala Lumpur from 16th August, 1975. One of the shooters secured a silver medal.

(v) A 2-member Billiards team participated in the 1975 World Billiards Amateur Championship held at Auckland (New Zealand) from 9th to 27th September 1975 and secured 2nd position.

(vi) India won the first match of the Asian Zone Thomas Cup (Badminton) Tie, in the Indo-Pakistan tie held at Lahore during November, 1975.

(vii) The Indian Hockey team (men) participated in the Rene Frank Gold Cup Hockey Tournament held at Madras from 29th December, 1975 to 8th January, 1976. India won the Tournament.

(viii) The Indian Women's Hockey team won the Begum Rasul Trophy in the 1st Asian International Women's Hockey Tournaments held at Madras from 29th December, 1975—6th January, 1976.

(ix) A Junior Yatching team participated in World Cadet Class Yatching Championship held at Trieste (Italy) during August, 1975.

Bilateral Cultural Exchange Programmes

Among the significant exchanges with friendly countries in the field of sports during 1975 are :

- (1) A 7-member wrestling team from U.S.S.R. visited India during March, 1975.
- (2) A Junior Indian Hockey team (below 18 years) visited West Germany & Spain during August-September, 1975.
- (3) An Indian Hockey coach was deputed to Afghanistan on a coaching assignment for one year from 1975.
- (4) A 7-member weightlifting team from U.S.S.R. visited India during October, 1975.
- (5) Lokomotive Football team, Moscow, visited India from 15th December, 1975 to 7th January, 1976.
- (6) Fortune Koln Football club from FRG visited India from 13th December, 1975 to 10th January, 1976.

National Sports Organisations

This scheme aims at the promotion of excellence in sports and games amongst university students. The progress of the programme covered under this Scheme is given below :

(i) *Physical Facilities* : The University Grants Commission continued to assist the Universities/Colleges for the development of physical facilities under the scheme of National Sports Organisation. Up to 31st December, 1975, 15 Universities/Colleges and 140 Universities/Colleges completed their projects for gymnasium and play-fields respectively, with the help of assistance rendered by the U.G.C. Grants totalling Rs. 10 lakhs were granted to the Commission for this purpose during 1975-76.

(ii) *Sports Talent Scholarships* : 100 fresh Sports Talent Scholarships were awarded and 52 such Scholarships awarded during the previous year were renewed.

(iii) *Coaching-cum-Competition Programme* : Coaching camps for talented university sportsmen/women in Athletics, Hockey (men), Basketball, Volleyball, Wrestling and Football were arranged under the programme of 'Coaching-cum-Competition'. These camps were organised in collaboration with the

Netaji Subhas National Institute of Sports at Patiala and Bangalore. Inter-University competitions in these games are in progress.

Broadbasing of Sports and Games

Measures to build up a mass movement of sports, games and physical culture by involving a large number of youth particularly in rural and tribal sectors in these activities on a sustained basis were discussed in a meeting of State Ministers of Sports, Presidents of State Sports Councils and the All India Council of Sports held at New Delhi in November, 1974. The consensus arrived at in this meeting suggested *inter-alia* (a) involvement of atleast 1500 youth in sustained sports and games activities in each Block so that at the end of the Fifth Plan about 80 lakhs youth are covered under this programme; (b) physical facilities like play-fields, utility stadia, gymnasias, swimming pools etc., should be provided; (c) games, sports and physical education should be made compulsory at the School level; (d) Open spaces in rural and urban areas should be preserved for use as play-fields and legislation enacted wherever necessary; (e) State Sports Councils should be activated so that they can play a meaningful role in the development of sports and games and can effectively coordinate the activities in this field; and (f) competitions for boys and girls should be held regularly block-wise onwards.

The progress of implementation of this programme was reviewed in July, 1975, with the help of a Group of Members of Parliament. A set of guidelines was formulated and circulated to the State Governments for expeditious implementation. Further progress is being watched through periodical reports obtained from the State Governments and by personal discussions between the officials of the Ministry and the State Governments.

The following specific activities were arranged by this Ministry during the year to involve the rural and tribal youth in sports and games :—

- (i) The All India Rural Hockey Tournament for rural and tribal youth below the age of 16 years was held at Bhopal (M.P.) during October, 1975. 14 teams participated in the Tournament.
- (ii) The All India Rural Volleyball Tournament for rural and tribal youth for boys and girls was organised at Bhopal during October, 1975. 17 boys team and 10 teams of girls participated therein.
- (iii) The All India Rural Sports Tournament in Athletic (both boys and girls), Basketball (both boys and

girls) and Football (boys only) was held at Jorhat (Assam) from January 4 to 7, 1976. 328 Competitors and officials from 19 States participated.

- (iv) The Third All India Rural Swimming Coaching Camp and Competition for children of people living on aquatic vocation was held in New Delhi from September 1 to 24, 1975. 87 boys and 18 girls participated in the Tournament. 19 out of 20 previous records were bettered. One of the participants of this tournament won a Gold medal in the 400M individual midlay and a Bronze medal in 1500M free style in the Indo-Sri Lanka dual Aquatic Meet.
- (v) All India Rural Gymnastics Competition for boys and girls was held at New Delhi during September, 1975. 32 boys and 15 girls took part in the games.
- (vi) The All India Rural Meet in Kabaddi, Kho-Kho, Archery and Indian Style Wrestling was held at Delhi from 19th to 22nd February, 1976. About 700 participants took part.

Sports activities in the International Women's Year (1975)

The year 1975 was celebrated as the International Women's Year. As a part of these celebrations, a National Women's Sports Festival was organised at New Delhi from 19th to 22nd November, 1975. The President of India inaugurated the Festival on 19th November, 1975, followed by a Mass P.T. Display in which 5,000 Delhi School girls participated.

In the sports event arranged during the Festival 1774 sports women representing 25 States/UTs and 2 teams sponsored by the Inter-University Sports Board participated in different games viz. Athletics, Basketball, Hockey, Volleyball, Swimming, Gymnastics, Kho-Kho, Kabaddi and Table Tennis.

The Government of India also extended financial assistance to State Governments to hold special sports meet for women during the International Women's Year. The teams which participated in the National Sports Festival were selected on the basis of competitions held by the various State Governments at Block, District and State levels.

Physical Education

Lakshmbai National College of Physical Education, Gwalior

For the academic year 1975-76, 184 students were admitted to the three-year Bachelor's Degree Course, and 38 students to

the two-year Master's Degree Course raising the total student strength of the College to 484 including 89 girls. The College continues to attract students from all parts of the country including a few from abroad.

Besides its teacher training programme, the College continues to provide refresher/reorientation training facilities for the in service personnel in Physical Education and Sports. The College also continues to assist the Ministry of Education & Social Welfare in the implementation of the Schemes of National Physical Efficiency Drive and the National Prize Competition for the Published Literature on Physical Education, Sports and Games etc.

To cope with the increase in its student strength the College plans to improve its facilities, by adding during 1976-77 another Mens Hostel (Dormitory type) for 100 students and Students Mess Extension.

Under the 20-point Economic Programme, the College has taken steps to arrest the upward increase in the cost of food in the Students Mess and to make available articles of stationery to the students at controlled prices at the College itself through the staff and student's Consumer Cooperative Stores.

National Physical Efficiency Drive

In the 1974-75 Drive the actual participation was over ten lakhs.

The 1975-76 Drive was launched in different States and Union Territories of the country during the period October, 1975 to January, 1976.

XV All India Competition for National Awards in Physical Efficiency

The XV All India Competition for the National Awards in Physical Efficiency under the National Physical Efficiency Drive was held at Allahabad (Uttar Pradesh) on the 7th and 8th February, 1976. 105 competitors including 33 women from various States and Union Territories participated in the Competition. 20 persons, including 10 women, won the National Awards.

Promotion of Yoga

As per the approved pattern of the Scheme to assist the Yogic institutions of all India character for promotion of research and/or teacher training programmes in Yoga, the Kaivalyadham Shreeaman Madhav Yoga Mandir Samiti, Lonavala (Poona) and the Vishwayatan Yoga Ashram, (New Delhi and Katra Vaishnav

Devi Centres) continue to be assisted for their recurring as well as non-recurring expenditure. It has not so far been possible to extend the coverage of the Scheme to other Yogic institutions on account of limitation of funds.

Promotion of Popular Literature on Physical Education, Sports etc.

The Fifth National Prize Competition for the Published Literature on Physical Education and Sports, (1974-75) was organised through the Lakshmbai National College of Physical Education (Gwalior). As against the maximum of five national prizes provided for under the Scheme only three books were selected for the National Prize.

Entries have also been invited for the Sixth National Prize Competition (1975-76) under the Scheme.

Society for the National Institutes of Physical Education and Sports

The three-year term of the Board of Governors of the Society for the National Institutes of Physical Education and Sports expired on the 23rd April, 1975. The term of the Chairman and members of the Board has been extended till such time as the Board is reconstituted.

Other Programmes

Assistance to Himalayan Mountaineering Institute, Darjeeling

The Institute received maintenance grants-in-aid both from Central Government and the Government of West Bengal in the following proportion :—

- (i) For recurring & non-recurring expenditure (other than capital)—50% from the Central Government and 50% from the Government of West Bengal.
- (ii) For capital expenditure—70% from Central Government and 30% from the Government of West Bengal.

The grant to this institution by the Central Government is shared between the Ministries of Defence and Education in the ratio of 2 : 1. A sum of Rs. 1.30 lakhs has been sanctioned to the Institute this year also.

Assistance for Promotion of adventure facilities, mountaineering including development of camping sites

Financial assistance continued to be given to the Indian Mountaineering Foundation, New Delhi. The Foundation has assisted so far 9 mountaineering expeditions during the year under report, and the Foundation has received a sum of Rs. 1,80,600/-. In addition a sum of Rs. 3.00 lakhs has been sanctioned to the Foundation for artificial rock museum etc.

In addition to the grants to I.M.F., assistance is also given to Universities which have formed mountaineering clubs; to the Himalayan Mountaineering Institute, Darjeeling and to the Nehru Institute of Mountaineering, Uttarkashi for conducting Adventure Courses. Grants amounting to Rs. 41,411/- have been released on this account so far.

Financial assistance of the order of Rs. 8000/- in addition to Rs. 10,000/- advanced earlier has been given to the Explorer's Club of India, Calcutta for organising a sail bamboo raft expedition from India to Indonesia. An amount of Rs. 2,000/- has been sanctioned to Cycle Federation of India to enable World Tour by a couple from Karnataka on Cycle. Sanction of Rs. 3,000/- has also been accorded to the Agra Gliding Club for arranging Sky Diving demonstration during December, 1975; Rs. 5,100/- for a Free Fall Parachuting Competition in France.

Against Rs. 7.00 lakhs allotted for the above programme, an expenditure of Rs. 5.40 lakhs has so far been incurred.

Scouting and Guiding

In the current year an ad-hoc grant of Rs. 30,000/- has been given to the Bharat Scouts and Guides Association for holding a Samagam, Rs. 1,00,000/- as the 1st instalment for organising five national integration camps, Rs. 10,000/- on administration grant, Rs. 78,839/- for organisational grant and Rs. 4,002/- for participation of Shri S. K. Das, National Secretary of the organisation at Manila in the 2nd Asia Pacific Professional Scouters' Institute organised by the World Association of Boy Scouts and Rs. 30,000/- for Training Camps/Courses/Events etc.

The All-India Boy Scouts Association is organising about 50 Training courses for Scout Leaders in various parts of the country in cooperation with the Nehru Yuvak Kendras for which a grant of Rs. 1,12,000/- has been approved. Besides, grants of Rs. 950/- on administration and Rs. 3,333/- on organisational expenses have been issued to them.

Assistance to Voluntary Organisations engaged in Youth Welfare activities

Under the scheme, financial assistance is extended to any eligible voluntary body to cover 80 per cent of the expenditure up to the maximum grant of Rs. 10,000/- for carrying out youth welfare activities. During the year 1975-76 Rs. 2 lakhs have been allowed for this scheme.

Commonwealth Youth Programme

India is participating in the Commonwealth Youth Programme formulated by the Commonwealth Ministers at Lusaka in February 1973 and finalised in the meeting of Commonwealth Heads of Governments at Ottawa in August, 1973. Under this Programme the Commonwealth Asia Pacific Regional Centre for Advanced Studies in Youth Work has been established at Chandigarh. Two similar Centres were started earlier under the Programme in Lusaka (Zambia) and Georgetown (Guyana). The Chandigarh Centre, as well as the other two Centres, have been set up to meet the acute shortage of well-trained youth workers and youth leaders by providing for the specialised education and training of those who are or are likely to become key personnel in youth service programmes throughout the Commonwealth.

The Chandigarh Centre, which started functioning from early September, 1975, in the Jawalamukhi Hostel of Punjab Engineering College, offers a basic course for young workers covering a period of nine months and has been designed on the sandwich principle to provide a balanced combination of institutional training and field work. The first basic Course in which 17 trainees from different Commonwealth countries including six from India are participating, started on 3-9-1975.

The Commonwealth Secretariat, London, organised a sub-regional Symposium (Bangladesh, Sri Lanka and India) on Employment Strategies and Programmes at the Asia Pacific Regional Centre for Advanced Studies in Youth Work at Chandigarh from 2—13 February, 1976. The Symposium considered possible solutions to the problems of unemployment among the youth; and focussed attention on strategies and programmes for employment generation in respect particularly of the educated and the out-of-school youth. India was represented by four participants and four observer participants.

India's annual contribution to the Commonwealth Youth Programme is Rs. 4.00 lakhs (Rs. 2.00 lakhs in Foreign Exchange and Rs. 2.00 lakhs in Indian currency). For the year 1975-76, in addition to releasing this contribution, Government of India spent Rs. 6.58 lakhs for renovating and furnishing the building for the Commonwealth Asia Pacific Regional Centre for Advanced Studies in Youth Work at Chandigarh.

CHAPTER VII LANGUAGES

During the year under report, the work of the promotion and development of Hindi and other Modern Indian Languages and Sanskrit, in addition to English and other foreign languages, continued to be carried out according to plan. The various activities and programmes undertaken for the promotion of these languages are indicated below :—

Spread and Development of Hindi and Promotion of Modern Indian Languages

The different schemes and programmes relating to the spread and development of Hindi, the promotion of Modern Indian Languages and the improvement of Foreign Languages Teaching continued to be operated and the pace and tempo of the work of previous years were maintained.

Promotion of Sanskrit

The expanded activities towards the promotion of Sanskrit gathered further momentum during the period under report. Voluntary Sanskrit organisations and Gurukulas in addition to State Governments and Union Territory Administrations received financial assistance for their schemes to develop and promote Sanskrit studies. The Rashtriya Sanskrit Sansthan continued to conduct various examinations and produced publications in Sanskrit.

Spread and Development of Hindi

Teaching of Hindi in the Non-Hindi speaking States

The Ministry continued to provide facilities for the teaching of Hindi in non-Hindi speaking States by : (i) providing financial assistance to the non-Hindi speaking States in appointing Hindi teachers in their schools and providing such assistance for the training of their Hindi teachers; (ii) awarding scholarships to students belonging to non-Hindi speaking States for the study of Hindi beyond the stage of matriculation; (iii) encouraging voluntary institutions to hold Hindi teaching classes through financial assistance; (iv) providing funds to the Central Hindi Directorate for continuing and expanding its programme of Hindi correspondence courses; and (v) organising research on the methodology of teaching Hindi to different mother-tongue groups and allied matters through the Kendriya Hindi Sansthan, Agra.

Financial Assistance to Non-Hindi Speaking States

Appointment of Hindi Teachers in Non-Hindi Speaking States

During the year under report, the budgetted provision of Rs. 130 lakhs has been utilised for giving grants to the various non-Hindi Speaking States/Union Territories for making payment to 2200 teachers appointed during 1974-75 and 1300 fresh teachers during 1975-76. The scheme will be continued next year with the appointment of more Hindi teachers.

Establishment of Hindi Teachers Training Wings in the Non-Hindi Speaking States

The scheme has been continued in the Fifth Five Year Plan. 16 Hindi Teachers Training Colleges are already in existence. Two new Teachers' Colleges/Wings in Manipur and Mizoram were sanctioned during 1974-75. Both these Colleges/Wings started functioning during 1975-76. Approval was accorded during 1975-76 for the opening of two more Training Colleges/Inservice Training Centres at Warrangal (A.P.) and Trivandrum respectively.

Award of Scholarships for the Study of Hindi

About 2,000 scholarships are expected to be awarded during the year under report for the study of Hindi at the postmatric stage for students belonging to non-Hindi speaking States. There is a provision of Rs. 30 lakhs for the scheme in 1975-76. By the end of the Fifth Plan, it is proposed to increase the number of scholarships to about 2500 per year.

Financial Assistance to Voluntary Hindi Organisations

During the year 1975-76, grants amounting to over Rs. 17 lakhs are expected to be given to Voluntary Hindi Organisations for the spread and development of Hindi. These organisations have been running classes for teaching Hindi in the non-Hindi speaking States. The organisations running Hindi Typewriting Classes and Hindi Libraries, continued to render useful service.

Hindi through Correspondence Courses

During the year under report, 6186 students were taught Hindi through correspondence courses. The correspondence courses offered are Hindi Pravesh and Hindi Parichaya which are of two years duration each, the former being an elementary and the latter an advanced course. These courses are intended for those non-Hindi speaking Indians and foreigners, who have not been able to study Hindi due to lack of time or facilities in schools

and colleges. This scheme has met with notable success. An amount of Rs. 1.60 lakhs has been earned in foreign exchange since the commencement of the scheme in 1968. Besides these two general courses the Directorate also offers special courses like Prabodh, Praveen and Pragya for the benefit of those Central Government Employees who cannot take advantage of the facilities offered by the Hindi teaching scheme of the Department of Official Language.

Since teaching through correspondence courses does not afford direct contact with the students, the Directorate undertakes personal contact programmes in different parts of the country to train students in correct pronunciation and conversation etc. The Directorate has also prepared lingua records of a set of 32 lessons made up of 16 discs which have proved very popular both in the country and abroad. Self taught help books like Bilingual conversational guides and Hindi primers have been published to help the students and tourists in day-to-day conversation in Hindi.

**KENDRIYA HINDI SANSTHAN, AGRA
(CENTRAL INSTITUTE OF HINDI, AGRA)**

Research and Material Production

The Sansthan has taken up preparation on scientific lines, the Hindi teaching materials and aids for use by students of 1000 primary schools in the different linguistic regions of the country. The Sansthan has also prepared instructional and teaching material for Hindi basic course for English speakers, Hindi script books, bilingual textbooks, phonetic readers, translation exercises, collections of Hindi poems and prose, etc. Phonetic lessons with tapes for the students of Nagaland, Mizoram, Andhra Pradesh, Assam and Orissa were also prepared. Preparation of teaching materials such as Hindi readers, Hindi glossary, grammar, desk books and Hindi composition for class IV to VI students of Mizoram and Nagaland was also taken up during the year under report. In addition, special material for intensive Hindi teaching courses for bank officers and air-hostesses was prepared. The Sansthan has also been working on the projects of compiling Tamil-English-Hindi, Hindi-Sindhi-English and Sindhi-Hindi-English dictionaries at the instance of the Central Hindi Directorate.

Advanced Training

Fourteen teachers took the Nishnat (equivalent to M.Ed.) examination from the Institute in 1975. Besides, 73 Hindi teachers from non-Hindi speaking areas attended the Paramod

(equivalent to B.Ed.) course of the Sansthan. The Sansthan continued to give training to teachers under the schemes of (i) Intensive Hindi teaching-cum-training course for trained graduate teachers of subjects others than Hindi; (ii) specialised intensive Hindi teaching-cum-training course for the untrained teachers of Meghalaya, Mizoram, Arunachal Pradesh and Nagaland and (iii) Short-term orientation courses for university and school teachers.

Activities at New Delhi Campus

During the year under report, 100 officials were trained in the New Delhi Campus. 120 officials of the Institute of Secretariat Training and Management took the one month intensive training course conducted by the Sansthan. 28 foreigners including eight foreigners who came to India under the Scheme for Propagation of Hindi Abroad attended the Hindi Courses meant for them. The Sansthan also conducted a summer language programme (an improvement course for Hindi Learners) and a diploma course in applied linguistic.

Other activities

The Universities of Agra and Mysore have accorded recognition to the Sansthan as their research centre. Following this 12 persons are carrying on their research for Ph.D. degrees of the aforesaid Universities under the guidance of the Sansthan. One American student has been deputed to the Sansthan by the University of Wisconsin to carry on her research on "A Metrico-Linguistic Study of the Structure of Traditional Narrative Poetry of Hindi". A Japanese professor from Osaka University is also working on a project of compilation of Hindi-Japanese and Japanese-Hindi dictionaries.

The Sansthan published a number of useful Hindi books, and organised essay and elocution contests in Hindi on an all-India basis. Two seminars on 'India Bilingualism' and Functional Hindi (Second Session) and three extension lectures on topics "Hindi as an official language", "Language in social contact" and "Child and the development of language" are to be organised. The Sansthan continued to extend its expert assistance to Hindi teaching and training institutions in the country.

Award of Prizes to Hindi Writers of Non-Hindi Speaking Areas

To encourage writers belonging to non-Hindi speaking areas to write in Hindi also, the Ministry continued its scheme of awarding prizes to such writers for quality books written by them in Hindi. During the year under report 13 first prizes of Rs. 1,000/- each and 3 second prizes of Rs. 500/- each have been awarded.

Evolution of Scientific and Technical Terminology and Preparation of Dictionaries

The Standing Commission for scientific and technical terminology was reconstituted in August, 1975. After this reconstitution the Commission took stock of the work already done in the field of preparation and dissemination of terminology in scientific and technical subjects and has formulated its future programmes. The Commission has now embarked upon a programme of publication of definitional dictionaries relating to science, social sciences and humanities, the production of digests, review journals and monographs in various subjects, compilation of trilingual dictionaries, the publication of bilingual pocket dictionaries as also a dictionary containing meanings in all Indian languages. The project for the preparation of bilingual pocket dictionaries of Hindi and each Indian language has been undertaken in pursuance of a decision taken by the Kendriya Hindi Samiti. 16,000 Hindi words have been selected out of which 1,000 will be finally chosen by the experts for these pocket dictionaries. The Directorate is also working on the publication of a Hindi-English administrative glossary containing 8,000 entries for which there was a good deal of demand in Government offices. The press copy of 45,000 words of civil, mechanical and electrical engineering has been prepared and is being sent to the Press. 1500 definitions towards the compilation of denitional glossary in all the science subjects are also nearing completion. Work on the preparation of Hindi-German and German-Hindi dictionaries progressed during the year and 21,000 entries for the Hindi-German Dictionary were selected and sent to the G.D.R. Work on the compilation of definitional dictionaries, a revised and enlarged edition of Hindi-English Dictionary as also revised and enlarged glossaries of words common to Hindi and other Indian languages registered further strides during the year.

Popular Books in Hindi

The Central Hindi Directorate is implementing a scheme of preparation, translation and publication of popular Hindi books in collaboration with private publishers. This scheme is intended to foster the values of National Integration. Secularism and Humanism, besides the dissemination of scientific knowledge and the promotion of a scientific temper. The books published under this scheme are also intended to improve the general knowledge of the laymen particularly in the context of growing modern knowledge. During the year under report 20 books are being published besides 8 which are ready for being sent to the Press.

Encouragement and Guidance to Non-Hindi speaking Students and Writers of Hindi

With a view to reaching out to those non-Hindi speaking people who are studying Hindi/or are trying to write in Hindi, the Central Hindi Directorate is implementing several extension programmes. Under the programme of organisation of workshops for Neo-Hindi writers belonging to non-Hindi speaking areas, 4 workshops have been planned to encourage Hindi writers of non-Hindi areas engaged in creative writing through intensive orientation and through acquainting them with the latest trends in literature. This programme also affords opportunities to the non-Hindi speaking Hindi writers to come into contact with their counterparts elsewhere in the country.

Besides this programme, the Directorate has also planned 10 lecture tours of Hindi scholars. Of these 10, five scholars from the universities of non-Hindi areas would lecture in the Hindi speaking areas and vice-versa. This programme, in addition to encouraging creative writing has also proved to be effective in bringing about emotional integration in the country. The Central Hindi Directorate also arranges educational tours of those students who are studying in B.A. and M.A. Hindi. Two such tours have been planned during the year and over 100 students from non-Hindi speaking areas would be taken to the universities in the Hindi areas.

There are other non-Hindi speaking people who are pursuing post-graduate or research courses in Hindi in the non-Hindi speaking universities. They require special help in their research work and to facilitate their contact with Libraries and Universities as also the scholars in the Hindi speaking areas, they are given travel grants. During the year under report, 20 Hindi research scholars of non-Hindi speaking areas will be given such grants.

Propagation of Hindi abroad

Under the Scheme, Hindi books worth about Rs. one lakh were purchased during the year under report for distribution abroad with a view to providing reading material to those who have already learnt Hindi. Apart from the books supplied to Indian Missions abroad, Hindi books were presented to foreign universities in Japan, Bulgaria, Republic of Korea and Thailand. Hindi typewriters would also be supplied to our Indian Missions in Prague, Fiji, Trinidad and Rangoon for the development of Hindi abroad. The Ministry continues to maintain three lecturers working in the Caribbean countries and two-part-time teachers in Sri Lanka. Two students from Mongolia, one from Fiji, one

from Guyana and one from Cambodia who were awarded fellowships earlier returned to their countries after completing the Hindi courses at the Central Institute of Hindi, New Delhi. During the year under report, scholarships were granted to four nationals from Fiji, one from Guyana and one from Britain for studies in Hindi at the Institute. Other specific requests from any country which could lead to the promotion of Hindi are also entertained under the Scheme.

A Japanese professor from Osaka University has been awarded fellowship for 12 months to do work on a project of compilation of Hindi-Japanese and Japanese-Hindi dictionaries. It is proposed to take up the preparation of Hindi-Czech and Czech-Hindi dictionaries in cooperation with the appropriate Czech authorities under the Indo-Czech Cultural Exchange Programme.

Hindi Shiksha Samiti

The Hindi Shiksha Samiti continued to guide the Ministry in the field of spread and development of Hindi.

Promotion of Modern Indian Languages

Central Institute of Indian Languages, Mysore

The Institute was set up in 1969 primarily with the objective of promoting modern Indian languages and through this, creating an emotional empathy between the people from different regions of the subcontinent. The programmes of the Institute which are intended to foster the learning of Indian languages are aimed at facilitating the implementation of the Three-Language-Formula. The main activities are concerned with second-language teaching, research and teaching methodology of languages, preparation of teaching materials and the study of tribal languages. A brief account of the different activities is given below :

Teacher-Training

During the year under review, 275 graduate teachers from 14 States and 4 Union Territories got their diplomas in April, 1975 after being trained at the Language Centres at Mysore, Poona, Bhubaneshwar, Patiala and Solan. The teaching courses enabled the teachers to teach a second language which is not their mother-tongue at the school level. At present 306 teacher trainees from 13 States and 2 Union Territories are undergoing training in 13 languages. Besides regular teaching, the Regional Language Centres held refresher courses during the

year for the ex-teacher trainees. The Centres have also prepared several types of language learning materials for adult learners. In addition, National Integration Camps were held for children learning Malayalam, Tamil, Gujarati, Assamese and Bengali as non-mother tongue additional languages.

Preparation of Teaching Materials

The Institute through its Publication Unit and Teaching Material Unit has brought out several Phonetic Reader Series, Mother-tongue Series, Grammar and Common Vocabulary Series, Phonetic Reader Series of languages like Manipuri, Lotha, Balti, Brokskat and Ladakhi have been published. Of the mother-tongue series, Kannada textbook third level, Malayalam textbook third level, Tamil textbook third level and Marathi Copy Book first level have been published. Besides the above publications, Grammar books on Ao and Mundari, Folklore Series in Telugu and Hindi, a Common Vocabulary Book in Hindi and Kashmiri have also been brought out. 14 more publications have been sent to the press during the year dealing with Indian Socio-linguistic Research, Kuvi-Folk-Literature, Kok Borok Folk Literature, Kuvi Primers, Kuvi Copy Book, Kok Borok Primer and Copy Book, Marathi Textbook Script and Teachers Manual, Telugu Textbook, etc. It is expected that the quartet levels of books on mother-tongue series some of which have already been published will be completed during the current year. The total number of books published by the Institute so far, is 120.

The Institute conducted a number of seminars, workshops and conferences during the year of which mention may be made of an Orientation Camp for 30 tribal teachers/graduates representing 8 tribal groups from Assam. Two Summer Institutes on Linguistics were held in collaboration with the universities of Madras and Mysore. An all India Urdu Seminar, a seminar on Language Teaching Methods and yet another seminar on "Women's Literacy" were held during the year. Several Material Production Workshops in collaboration with State Governments have been held in selected States. Two workshops on Adult Literacy under the Mysore University were also arranged.

Study of Tribal Languages

The Tribal Languages Section of the Institute is working on 37 languages. The new languages taken up during the year for purposes of description and material production, are Konyak, Apatani, Mishmi, Nocte, Adi-dlla, Bodo, Mikir, Miri, Abuj Maria and Jeua Kuruba. Grammars on Ao and Mundari,

Phonetic Readers on Mundari, Lotha, Balti and Brokskat, Phonetic Readers in Sema, Ladakhi and Grammar and Folk-Literature as well as Bi-Lingual Dictionary in Kok Borok and Primers, Folk-Literature and Tri-Lingual Dictionary are being published. The Institute has a programme of testing Bi-lingual Education in the Kuvi areas of Orissa. Bi-Lingual Instructional materials for study of Madia, Gondi Kolami and Varli are being prepared in collaboration with the State Governments.

PRODUCTION OF UNIVERSITY LEVEL BOOKS IN HINDI AND REGIONAL LANGUAGES

The Main Scheme

By the end of March, 1975 grants amounting to Rs. 652.32 lakhs had been released to the 15 participating States. According to the reports received from the State Governments about 3500 books have been produced under this Scheme in Hindi, Urdu and regional languages. Of these about 600 are translations and about 2900 original writing. Another about 1500 books are under preparation. The investment made in the Scheme is beginning to give returns and the sale proceeds of books produced under the scheme have crossed the figure of Rs. 250 lakhs.

Central Sub-Schemes

Production of Books in Urdu (Taraqqi-e-Urdu Board)

Under this sub-scheme of production of books in Urdu, so far 65 books have been published and 71 are in the press. It is expected that by the end of 1975-76, the Board would have brought out 100 titles. In the field of terminology about 1 lakh technical terms in 16 subjects have been finalised. The work of coordination of terms in allied subjects will shortly be undertaken and for this work coordination committees have been constituted. In the field of school textbooks in Urdu, Taraqqi-e-Urdu Board has, in collaboration with Delhi Administration, undertaken translation and publication of 26 textbooks in Urdu meant for classes VI to VIII for schools in Delhi. Twenty-one of these books have been published and the remaining five are under print.

The Board organised a display of its publications at Bangalore in October 1975 and at Calcutta in November 1975 on the occasion of the conference of All-India University Urdu Teachers and All-India University Urdu Writers' Conference respectively.

Production of Books in Sindhi

The implementation of the scheme has been entrusted to the Commission for Scientific and Technical Terminology. An Advisory Committee of eminent Sindhi scholars has been constituted to formulate the programme of Sindhi Book production and this Committee is scheduled to meet on 22nd and 23rd January, 1976.

Production of Core Books

Under this programme the National Book Trust in collaboration with the All India Institute of Medical Sciences, New Delhi has initiated production of a number of medical books. One book "Textbook of Surgery by Col. Sangham Lal" has been published; two books are under printing and 7 books are under preparation. Preparation of books on science and translation of a set of selected titles in History in different Indian Languages in which the National Book Trust and the Indian Council of Historical Research collaborate are other features of this programme.

Award of Fellowships for writing manuscripts

Up to 31st December, 1975, 314 projects had been selected for preparation of books in various fields of science and humanities and at present 226 projects are in different stages of progress. 43 manuscripts have since been completed.

National award of prizes to authors for writing original standard works of University Level

920 entries have been received for the first batch of awards and 75 prizes are likely to be awarded soon. The award are of the individual value of Rs. 10,000.

Book Production in Hindi in Agriculture, Medicine and Engineering Subjects

Under this head, 22 books in Engineering, 25 in Medicine and 31 books in Agriculture have been published. 23 books are in the press.

IMPROVEMENT OF FOREIGN LANGUAGE TEACHING IN THE COUNTRY

Central Institute of English & Foreign Languages, Hyderabad

The Central Institute of English and Foreign Languages, Hyderabad which is an autonomous body set up and fully financed by this Ministry and is deemed to be a University under the UGC Act went ahead with its development programmes during the year, with its 12 departments including the Departments of

German, French and Russian. The post-graduate diploma course in the teaching of German has been instituted and the post-graduate diploma course in teaching of French and Russian will shortly follow. The certificate course in the teaching of English by correspondence which was started two years ago has met with outstanding success as evidenced by the increasing demand for this course from all parts of the country. The attainment by the Institute of the Status of an institution deemed as a university has given prestige to the Institute's diploma courses in the teaching of English/English studies and there has been a great demand for admission to these courses.

Research and materials production continued to be a significant part of the Institute's activities. Apart from guiding M. Litt. and Ph.D. students, the academic staff of the Institute was engaged in a wide area of research covering the broad spectrum of Linguistics, Phonetics, English Literature and English Language Teaching. Numerous publications in scholarly journals both in India and abroad by members of the Institute staff attest to the range and quality of research done at the Institute. In the field of Materials production there has been a new emphasis on materials suitable for the college level—pre degree and degree.

In the field of Extension services, besides organising a number of short courses to meet specific demands, the Institute collaborated as in the past, with the UGC and the British Council in organising summer Institutes in English. The Institute also organised the under-mentioned courses :

1. Three week workshop on Lexicography with the help of Dr. Ladislav Zgusta, Professor of Linguistics, University of Illinois; 23 teachers and research scholars from Universities, State Governments and National Institutes participated.
2. Refresher courses at Tura and Jowai for high school and middle school teachers of English in Garo hills organised by the Regional Centre of the Institute at Shillong.
3. Advanced summer courses in Phonetics and spoken English at the Institute which was attended by 37 University and college lecturers.
4. Sixth course in English for the staff of Mahatma Phule Krishi Vidyapeeth at Poona.
5. Refresher course for diploma holders of the Institute; 43 ex-participants from different educational institutions attended this course.

6. A seminar on 'Materials Production' at the Institute; 39 participants and 5 observers from different educational institutions attended it.
7. A course in the teaching of English for secondary school teachers of Goa at the Institute of Education, Goa.
8. 10 Annual conferences of English Language teaching. Institutes at the Institute.
9. 115 lessons prepared and produced by the Institute for classes VII, VIII, IX and X were broadcast by A.I.R., Hyderabad.
10. A seminar on 'English for Science and Technology' at the Institute; 40 participants from different education Institutions attended it.

The Regional Centre of the Institute at Shillong is now in a position to offer extension services to the States in the region besides collaborating with the North Eastern Hill University.

PROMOTION OF SANSKRIT

Rashtriya Sanskrit Sansthan

More than 2100 students appeared for the various examinations of the Sansthan. A total number of 1260 students have been admitted into the Vidyapeethas under the Sansthan for various courses besides 1175 students who have enrolled themselves for the correspondence courses. The Journal of the Sansthan 'Sanskriti Vimarsha', was continued. Six new publications from the Sansthan as well as from Vidyapeethas were brought out during the year and nine are in the press. More than 860 scholarships were awarded to the students of the Vidyapeethas under the Sansthan.

Scholarships

Research scholarships to 67 products of Sanskrit Pathshalas were awarded during the year, besides 90 merit scholarships to Shastri and Acharya Students in traditional pathshalas and more than 200 scholarships to the students in the Post-Matric classes in the Universities.

Financial Assistance

Grant amounting to about Rs. 21.00 lakhs is likely to be released to about 450 Voluntary Sanskrit Organisations and 17 Gurukulas by the end of the current financial year.

Sanskrit Dictionary on Historical Principles at Deccan College Post-Graduate and Research Institute, Poona

Preparation of the Critical Sanskrit Dictionary on historical principles has made further progress and the first fascicule of 300 pages has been brought out and the entire first volume is expected by the end of 1975.

Financial Assistance to Voluntary Organisations working in the Field of Classical Languages

Grant to the extent of Rs. 60 thousand will be given to the eligible Voluntary institutions working in the field of classical languages (Arabic & Persian).

Centrally Sponsored Schemes for Promotion of Sanskrit

An amount of Rs. 20.00 lakhs was paid as financial assistance to the State Governments and Union Territory Administrations for the propagation and development of Sanskrit under the following five centrally sponsored schemes :

- (a) Financial assistance to eminent Sanskrit pandits in indigent circumstances.
- (b) Award of scholarships to the students of High/ Higher Secondary Schools studying Sanskrit.
- (c) Providing facilities for teaching of Sanskrit in Secondary Schools.
- (d) Modernisation of Sanskrit Pathshalas.
- (e) Grants to State Governments for promotion of Sanskrit under schemes proposed by the State Governments.

Production of Sanskrit Literature

A comprehensive scheme for the production of Sanskrit literature has been approved under which assistance is provided for the publication of original Sanskrit works, translations, commentaries etc. of important Sanskrit texts; preparation and publication of critical editions of rare Sanskrit manuscripts and descriptive catalogues of Sanskrit manuscripts; reprinting of out-of-print Sanskrit works and for publication of Sanskrit periodicals. Financial assistance totalling Rs. 4.00 lakhs was paid under this scheme during the year. Besides books relating to Sanskrit language and literature were also purchased and distributed to different educational institutes.

All India Elocution Contest for the Students of Shalashalas and Vedic Convention

The 14th All India Elocution contest for the students of Sanskrit pathshalas and the Vedic convention were held in Kerala at Kodungullur (Trichur) in the month of November, 1975. Students from different States participated in the contest in eight different events. The first three winners in each event were awarded cash prizes and medals. The running shield was bagged by the State team of Karnataka. The Vedic convention was attended by about 60 scholars and they recited from different branches (Shakhas) of the four Vedas. A panel of vedic scholars was also selected from the participants for training two students each under the newly formulated scheme of preservation of the tradition of vedic recitation.

Sanskrit Day

21st August being shravani Purnima was celebrated as Sanskrit Day all over the country. A function was also organised on that day in co-operation with Rashtriya Sanskrit Sansthan.

CHAPTER VIII

INDIAN NATIONAL COMMISSION FOR COOPERATION WITH UNESCO

India has been a member of the United Nations Educational, Scientific and Cultural Organisation since its inception in 1946. Article VII of the Constitution of UNESCO requires that "each Member State shall make arrangements as suit its particular conditions for purposes of associating its principal bodies interested in educational, scientific and cultural matters with the work of the Organisation preferably by the formation of a National Commission or any representative of the Government and such bodies" and further provides that "National Commissions or national co-operating bodies, where they exist, staff act in an advisory capacity to their respective delegations to the General Conference and to their Governments in matters relating to the Organization and shall function as agencies of liaison in all matters of interest to it". Accordingly, an interim Indian National Commission for Cooperation with UNESCO was set up in 1949, and a permanent Commission was established in 1951. Since then the working of the Commission has been reviewed from time to time. It was last reconstituted in September, 1974.

The functions of the Commission are : to promote understanding of the objects and purposes of UNESCO among the people of the Republic of India; to serve as a liaison agency between the Government of India and the institutions concerned with the working for the advancement of education, science and culture; and to advise the Government of India on matters relating to UNESCO. During the year under review the Commission actively cooperated with UNESCO in its efforts to promote international understanding and world peace through education, science, culture and communication.

At the invitation of the Indian National Commission for Cooperation with the UNESCO, Ministry of Education and Social Welfare, the Sixth Regional Conference of the UNESCO National Commissions of Asia and Oceania was held at New Delhi from November 10—15, 1975. The Conference was attended by 98 delegates and observers representing seventeen National Commissions in the region, the Unesco National Commissions of certain countries outside Asia, and Oceania, the Unesco, and other international governmental and non-governmental organisations. The

Conference was inaugurated by Prof. S. Nurul Hasan, Minister of Education, Social Welfare and Culture, Government of India. Mr. John E. Fobes, Deputy Director General of Unesco, represented the Director General of Unesco at this Conference. The delegation from Mongolia was led by Minister of Education and that from Nepal by Minister of Education and Communication and Chairman, Unesco National Commission of Nepal. The delegations from Burma and Afghanistan were led by their Deputy Ministers of Education.

The Conference adopted ten important recommendations concerning regional cooperation amongst the National Commissions of Asia and Oceania in the fields of education, natural sciences and their application to development, social sciences, humanities and culture and communication which fall within the purview of Unesco's competence.

It also made useful suggestions for effecting re-orientations in the policies and programmes of Unesco concerning the countries in the region of Asia and Oceania as well as for setting up suitable machinery for their implementation. It also recommended intensification of Unesco activities to improve the conditions of women in the context of the programme of the International Women's Year and their follow-up.

Amongst the major recommendations were :

- (1) Strengthening regional cooperation among the countries of Asia and Oceania in science, education, culture and communication activities;
- (2) Decentralisation of Unesco Programmes and strengthening of regional offices and institutes;
- (3) Establishment of regional science information centres in Asia and Oceania;
- (4) Building up of indigenous capabilities in science and technology;
- (5) Formation in cooperation with the other U.N. agencies, programmes for the building up of competence and expertise within the countries of the region and also for setting up centres for technology transfer within the framework of the programme of action for the establishment of new international economic order;
- (6) Considering the feasibility of setting up a Regional Centre for Social Sciences in Asia and Oceania;

- (7) Dissemination of information relating to promotion of human rights, peace and international understanding; and
- (8) Strengthening of National Commissions in the region.

The Education Minister also utilized the opportunity of having an informal exchange of views and discussions with the leaders of the delegations from participating countries on matters relating to regional cooperation.

The Commission brings out a quarterly "Newsletter" to publicise information about the activities of the Commission and Unesco in India, and "World in the Classroom", a special bulletin.

The National Commission has been promoting the establishment of UNESCO Clubs in various centres including universities, libraries and educational and cultural institutions. So far 116 such Unesco Clubs have been established throughout the country. These clubs undertake activities to disseminate information about the aims and the policies of UNESCO, U.N. etc. and arrange various programmes in the fields of education, science, culture, etc. to promote international understanding, cooperation and world peace. The Clubs have been asked to take up action programmes of utility to the communities in which they are located. The Commission has been sending publications, periodicals and other materials received from UNESCO or brought out by the Commission itself to all UNESCO clubs regularly. Special kits of the material are sent to these clubs to enable them to celebrate U.N. Day and Human Rights Day in a befitting manner.

The Indian National Commission for Cooperation with UNESCO continued to get the Hindi and Tamil editions of UNESCO "Courier" published through the National Book Trust, India, Publication Section of the Ministry of Education & Social Welfare and the Southern Languages Book Trust, Madras, respectively.

The Commission continued to operate the UNESCO International Coupons Scheme designed to assist institutions and individuals working in the fields of education, science, culture and communication on payment in Indian rupees. Coupons worth Rs. thirteen lakhs approximately were sold during 1975.

International Meetings

During the year 1975-76, 97th and 98th Sessions of the Executive Board of UNESCO were held in May, 1975 and September-October, 1975 respectively in Paris. Shri Parthasarathi, India's representative on the Board participated in the deliberations.

India also participated in a number of international Conferences and Seminars organised by UNESCO. Important amongst them were :

- (i) 35th Session of the International Bureau of Education and 12th Session of the Council of the International Bureau of Education held in Geneva from 27th August to 5th September, 1975. The Indian delegation consisted of Shri K. N. Channa, Education Secretary, Dr. Satish Chandra, Vice-Chairman of the University Grants Commission and Shri Maheshwar Dayal, India's Deputy Permanent Representative to UNESCO in Paris.
- (ii) Commonwealth Conference on Materials for Learning and Teaching held in Wellington (New Zealand) from 22nd September 1975 to 3rd October 1975 and Commonwealth Educational Broadcasting Conference held in Sydney from 7th to 16th October 1975. India was represented by Prof. Rais Ahmed, Director, National Council for Educational Research and Training, New Delhi.
- (iii) 13th Session of the Council of the International Bureau of Education in Geneva from 6th to 9th January, 1976. Education Secretary Shri K. N. Channa, represented India assisted by Shri Maheshwar Dayal, India's Deputy Permanent Representative to UNESCO, Paris.

CHAPTER IX

NON-FORMAL (ADULT) EDUCATION

The major achievements during this year in the field of adult education have been : launching the programme of non-formal education for youth in the age-group 15—25; expansion and strengthening of the functional literacy project; expansion and strengthening of urban adult education programmes; increased exchange of experiences with adult educators in other countries; and emphasis on adult education programmes for women. In addition, on-going programmes such as assistance to voluntary organisations, production of literature for neo-literates, were consolidated and strengthened.

Non-Formal Education for Youth In 15—25 Age-Group

The Fifth Plan Educational strategy which has been endorsed by the Central Advisory Board of Education in its 37th and 38th sessions, places great emphasis on a combination of non-formal with formal approaches to education. Accordingly, non-formal education programmes are being developed both for the age-group 6—14 and for 15 and above. Under the adult education programmes priority is being given to the age-group 15—25 for the reason of the vital importance of this group in socio-economic development.

The Scheme of non-formal education for the age-group 15—25, duly approved by the Planning Commission and the Ministry of Finance, was launched during the year. It is being started in one district in each State with Central assistance. Each district will start about 100 learning centres, each centre enrolling about 30 young people. Central assistance at the rate of Rs. 1 lakh per district was released to the States and Union Territories. In addition, each State and Union Territory has also been requested to start the scheme at least in one more district out of its own resources. Most States have done so, some like U.P., Rajasthan and Assam have started the programme on a larger scale.

Guidelines for preparatory work for implementing the programme were provided as also a draft curriculum prepared with the help of a large-group of adult educators curriculum and subject specialists. The curriculum is related to the environmental conditions and local needs and aspirations of youth groups. Among other things it includes information and knowledge and

understanding about the living environment, basic knowledge for understanding various social, economic, scientific and technological changes, elementary principles of health and hygiene, child care and nutrition, introductory occupational vocational skills and basic skills in reading, writing and arithmetic correlated with attitudinal changes and aptitudinal promotion.

The programme is in various stages of implementation in the States. Some have organised new orientation courses for personnel (Rajasthan, Haryana, and Uttar Pradesh); some have formulated curricula, learning and teaching materials (U.P.) and others have held writers workshops for preparing the learning materials (Haryana).

Functional Literacy Programme

The process of strengthening and consolidating the programme which started during 1974-75 has since been continued in an intensified manner. These measures include orientation of project personnel, activising of the coordinating machinery at various levels, streamlining of the data flow, review of teaching and learning materials and continuous supply of guide materials to project organisers, supervisors and teachers. In addition, the programme was extended to 16 new districts during the current year bringing the total number of farmers functional literacy project districts to 123. Selection of these new districts has been done in consultation with the Ministry of Agriculture. Up to the end of Fourth Plan about 3 lakh adults had benefitted under the farmers functional literacy programme. During the first two years of the Fifth Plan, additional number of beneficiaries is expected to be 3 lakhs.

During the current year the project has not only been extended to cover new districts, but also to cover new functional areas. One of the new districts is the Goalpara district in Assam where the programme is being related to the small farmers' needs. Steps have also been initiated to develop functional literacy programmes in selected tribal area linked with the Integrated Tribal Development Project implemented by the Ministry of Home Affairs. Further, with the financial help from the Ministry of Education, voluntary organisations are also developing functional literacy programmes related to other areas such as animal husbandry, adult urban workers, special needs of women etc.

The experiment in the problem-oriented materials built around the Bajra crop in Jaipur district was carried out in 30 village centres. The evaluation data gathered in this project are now under analysis.

Non-Formal Education of Urban Workers

Non-formal education of urban workers constitutes an important component of the overall adult education effort. The objective is to develop a variety of such educational programmes which may improve the professional skills of workers and also enrich their family and community life. Two types of programmes are offered under this scheme. The first is the programme of polyvalent education centres and the second of workers social education institutes. The experiment of polyvalent education centre started in Bombay. This centre provides integrated educational and training courses for different categories of workers with a view to improving their competence and productive ability and enrich their personal life. The new polyvalent education centres have been opened at Delhi and Ahmedabad during the current year. The polyvalent education centre, Delhi is working under the direct control of the Directorate of Non formal (Adult) Education, and the centre at Ahmedabad is being managed by the University of Gujarat.

The workers' social education institutes at Indore and Nagpur continued to offer educational programmes to working men and women in their areas.

Assistance to Voluntary Organisations

The Ministry of Education continue to extend financial support to worthwhile and meaningful adult education projects undertaken by various voluntary organisations in the country. Particular emphasis was placed on non-formal and functional literacy programmes related to women, tribal areas, urban workers and innovative efforts to develop new curricula and materials for non-formal education approaches. About 50 voluntary organisations have been assisted during this year and the total amount of assistance is about Rs. 18 lakhs.

production of Literature For Neo-Literates

Production and supply of appropriate literature to the beneficiaries of adult education programmes is an important follow-up activity. The object is to help neo-literates in getting such material through which they may continue their self-learning. The programme consists of the following schemes :

- (1) National Prize Competition for books/manuscripts for neo-literates.
- (2) Grants-in-aid to State Governments for production of literature for neo-literates.
- (3) Production/supply of literacy and reading materials to National Service Scheme Centres, Nehru Yuvak Kendras etc.

1. *National Prize Competition of books/manuscripts for neo-literates*

This is an annual feature and seventeen competitions have been organised so far, in which 560 books/manuscripts have been awarded prizes. During the current financial year XVIII Competition has been organised and results will be announced shortly.

The XIX Competition is being announced. A significant feature in the XIX Competition will be the addition of 25 awards specifically ear-marked for themes of family planning. The Department of Family Planning will be meeting the expenditure in respect of these additional awards.

2. *Grants-in-aid to State Governments for the production of literature for neo-literates*

During the year 1975-76 Central Grant amounting to Rs. 2.5 lakhs has been released to the State Governments for this programme.

3. *Production/supply of literacy and reading materials to National Service Scheme Centres, Nehru Yuvak Kendras etc.*

The Directorate of Non-formal (Adult) Education continued their activities under these sub-schemes by purchasing and supplying literacy and other follow up materials to all the beneficiaries/organisations. Sets of literacy and reading materials were supplied to NSS units in different universities and FFL Projects to the value of Rs. 2.85 lakhs.

Publications and Documentation Service

During the year under report, Directorate of Non-formal (Adult) Education brought out a large number of publications on various aspects of non-formal (adult) education and youth programmes. Exchange of information and documentation is becoming a regular feature of the Directorate which has been able to establish contacts with organisations, institutions, libraries in India as well as in many countries.

Visits of Foreign Delegations/Teams

Study-cum-observation teams from Tanzania, Kenya and Afghanistan visited India to study Indian projects of non-formal education. These visits were sponsored by UNDP/UNESCO.

CHAPTER X

EDUCATION IN UNION TERRITORIES

The Government of India bear a special responsibility for education in the Union Territories. The Territories of Goa, Diu and Daman, Pondicherry, Arunachal Pradesh and Mizoram 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 functions according to the provisions of Delhi Administration Act, 1966. The other territories, namely, Andaman and Nicobar Islands, Chandigarh, Dadra and Nagar Haveli, Lakshadweep, have no legislatures. An account of the Educational facilities and related details in respect of each of the above Union Territories is given in the paragraphs that follow.

ANDAMAN AND NICOBAR ISLANDS

Educational Facilities

There are 208 educational institutions in the territory comprising 1 Government Degree College, 1 Teachers' Training Institute, 15 Higher Secondary Schools, 33 Senior Basic Schools, 152 Junior Basic Schools and 6 pre-primary Schools, with a total enrolment of 27,258. The total number of teachers is 1459 of which 498 are women. School Education in these islands is tuition free. Free travel concession is given to students in Middle and Higher Secondary stages who reside at a distance of more than 4 Kilometers. Books are supplied free to school students the income of whose parents is less than Rs. 2,500/- per annum and college students if it is less than Rs. 3,000/- per annum. Stipends are given to hosteliars at the rate of Rs. 50/- per month. An additional sum of Rs. 10/- is paid to each tribal boarder. Mid-day meals are supplied upto class VIII @ 20 paise per head per working day. Post-Higher Secondary Scholarships for Higher Education on mainland are given for such subjects for which facilities are not available in the Government College. Arrangements for reservation of seats in various institutions are also made by the Administration. Free Stationery is provided to all tribal students at all stages.

Teachers Training

There is one Teachers Training Institute at Port Blair which provides a two years instruction at the undergraduate level to train primary school teachers. Total strength of the Institute is 156 of which 85 are girls. Greater stress is laid on contents and methodology.

Extra Curricular Activities

A science, art and crafts exhibition was organised in December, 1975. Interantional Women's year was celebrated with zeal. Book Banks were established. Schemes of Scouts and Guides and N.C.C. were further extended. Games and cultural activities were promoted.

Steps taken under 20 Point Programme

As a measure of Prime Minister's 20 point programme, low cost exercise books in different sizes have been made available to students at various places. The Directorate of Education, has purchased paper from the mill directly and the exercise books are being manufactured in the Co-operative Press.

CHANDIGARH ADMINISTRATION

The Union Territory of Chandigarh continued to maintain its pace of progress in the field of education.

School Education

The enrolment at various stages rose as compared to the previous year as under :

Stages	1974-75	1975-76	Increase
Classes I to V	34,700	36,300	1,600
Classes VI to VIII	14,700	15,300	600
Classes IX to XI	8,000	8,400	400

42 posts of elementary teachers and 20 posts of secondary teachers were created to cope with the additional enrolment in Government Schools. Two Government Middle Schools were upgraded to High standard and two Government Primary Schools, and a new Model High School, were started.

Incentive for Children of Weaker Sections of Society

An amount of Rs. 40,000 has been sanctioned for grant of Attendance Scholarships to 500 children and free books and

stationery to 2500 children particularly belonging to poor sections, studying in Primary classes.

Science Education

All classes up to VIII class have been covered under the UNICEF aided Science Education Programme and, with a view to improving Science Education and amount of Rs. 30,000 has been sanctioned for purchase of science kits.

Improvement of Other Facilities

Under the phased programme of providing Librarians in all High and Higher Secondary Schools, three more posts of Librarians were created. Provision of furniture has also been made for 100 additional children.

College Education

Besides the normal expansion, additional funds were sanctioned for the starting of M.Sc. classes in clothing and textiles in Home Science College, Chandigarh. A new building is also being constructed for this College.

Scholarships

10 new Merit-cum-Means scholarships at the Middle stage and 15 scholarships at the Secondary Stage have been introduced.

Sports and Youth activities

One post of Youth Welfare Officer has been created to co-ordinate the Sports and Youth activities in the Union Territory. Facilities for Yoga Training have been extended further.

DADRA AND NAGAR HAVELI

There are 4 pre-Primary Schools, 157 Primary Schools and 4 High Schools in the Union Territory. Education in all schools up to S.S.C.E. stage is free. Free mid-day meals are supplied to the pupils in all Government Primary Schools including 4 pre-Primary Schools. The facility of free supply of textbooks, notes, slates etc. to pupils of Primary and Secondary schools has been extended to the Scheduled Castes/Scheduled Tribes and economically backward classes students in Government schools. Clothes are also supplied free to such students in Government Primary Schools. Medical treatment is given free to pupils of Primary and Secondary Schools after annual inspection. Hostel facilities are available to students of S.C./S.T. and economically backward classes. There are 8 Government Social Welfare

Hostels with a total strength 500 inmates. Construction of 3 New Hostel buildings is under progress. The entire boarding and lodging expenses of these Hostels are borne by the Administration. There are 2 public libraries and one new library is proposed to be added during the current-year. All Central Primary Schools and all High Schools have Libraries.

20 Point Programme

20 point programme is already being implemented in right earnest. All the S.C./S.T. and low income group students have been provided textbooks, exercise note books and other material free of cost by getting the same on controlled rates.

Scholarships

Post-matric/pre-matric Scholarships are being granted to S.C./S.T. and low income group students. National Loan Scholarships Scheme has also been implemented.

National Cadet Corps

Physical Education has been introduced in all Primary and Secondary Schools. There are 4 groups of N.C.C. Cadets establishment in two Secondary Schools each group having 100 cadets both for boys and girls.

Applied Nutrition Programmes

There are 11 Primary Schools where the Applied Nutrition programme is being implemented by the Block Development.

Vocationalisation of Secondary Education

The following subjects in Secondary Schools have been introduced : —

1. Elements of Electrical and Mechanical Engineering
2. Workshop Technology Grade-I
3. Geometrical Machine-Drawing

Vocational

1. Agriculture
2. Typewriting
3. Tailoring
4. Drawing

LAKSHADWEEP

Educational Facilities

The number of educational institutions in Lakshadweep is 42. This includes one Junior College, one Higher Secondary School, 7 High Schools, 6 Senior Basic Schools, 18 Junior Basic Schools, and 9 Nursery Schools. Total strength of students is 9257 as against 8600 in 1974-75. The staff strength under education establishment is 484 including non-teaching staff. There are facilities for education up to pre-degree level.

Special Facilities for Education of Girls

Three Senior Basic Schools (one complete and two incomplete) and One Junior-Basic School are functioning exclusively for girls. A separate girls section for high school classes is functioning in high school, Kalpeni. Two girls hostels are run by the Administration at Kavaratti for college and higher secondary school students. Free boarding and lodging are provided in these hostels. Out of 9257 students in the schools, 3778 are girls.

Facilities for Science Teaching

General science is taught as a compulsory subject in all schools. The new syllabus which lays emphasis in teaching chemistry, physics, biology as separate subjects has been introduced in the schools. Under the UNICEF aided science education project 25 science kits for use in primary and middle schools are being supplied. The science teachers working in primary and secondary schools are given inservice courses arranged by the State Institute of Education, Kerala.

Scholarships and Grants

The scheme for granting scholarships to students in high/higher secondary/College classes is continued. Education is free at all stages in this union territory. The students desiring to take up higher studies in both academic and technical courses are admitted to the institutions on the mainland against the seats reserved for them by the administration. The scholarship rates were enhanced with effect from January, 1975. The number of scholarship holders is 62 on mainland institutions and 640 in the institutions in the islands. The students studying in islands other than their native islands are provided with free boarding and lodging facilities in Government hostels. In the case of students studying in the institutions on mainland, all the expenses towards tuition fee and boarding lodging expenses are

met by the administration. Scholarships are given to the students in case hostel facilities are not available.

Facilities for Teachers Training

There are no teacher training schools or colleges in this Union Territory. Candidates are sent for teachers training in institutions on the mainland.

Special Facilities

The inhabitants of this territory are Muslims who are classified as Scheduled Tribes. All facilities provided by the Administration are meant for them only.

Social Welfare Programmes

Social Education centres and reading room cum libraries are functioning in the islands. Nine librarians for the reading room cum libraries, and one librarian for the central library have been newly appointed. Nine lady village level workers appointed last year continued to work. They are attending the work relating to adult literacy programme, women welfare activities and other programmes connected with health and hygiene. Mahilasamajams are also functioning in all the islands.

A state social welfare advisory board has been constituted recently. It is proposed to set up a separate wing for social welfare with one social welfare officer and staff under him.

GOA, DAMAN AND DIU

Educational Facilities

Education in this Territory is free up to Class VIII. Scheduled Castes and Scheduled Tribes students and students belonging to economically backward classes are exempted from payment of fees in classes IX and X also.

There are 1114 schools at the Primary level with an enrolment of 1,13,963. At the middle level there are 52,144 students in 358 schools. At the Secondary level there are 228 schools with an enrolment of 30,869 students. Under the new pattern of 10+2 the first batch of students for new S.S.C. (Class X) examinations appeared in April, 1975. A total of 13 institutions (private and good) are conducting class XI and XII. The enrolment in class XI is 1950, A.S.S.C. Board for Goa has been established which is due to conduct its first examination in March/April, 1976.

There are 14 colleges and a post-graduate centre with a total enrolment of 9,839. There is also a Food Craft Institute offering courses in Cooking, Bakery and Book-keeping with an enrolment of 45.

Education of Girls

To promote education among girls, special incentives to those belonging to poor sections in the form of uniforms, books and stationery are being provided. During the year a sum of Rs. 90,000 is proposed to be spent for the benefit of 2250 girls.

Science Teaching

Posts of subject inspectors for Science and Mathematics have been created to guide the teachers in teaching these subjects in higher classes.

Scholarships and Other Concessions

76 National Scholarships, 96 National Loan Scholarships, 14200 Freeships, 10 merit scholarships and 35 scholarships for study of Sanskrit have been provided.

Teachers Training

A two year Diploma course for Primary Teachers has been started in Government College with an enrolment of 100 untrained Government teachers every year. There is one Secondary Teachers Training College under private management providing Diploma, B.Ed and M.Ed. courses.

Special Facilities for Scheduled Caste, Scheduled Tribe and Backward Class Students

Besides free education, stipends are given to such students in Middle and Secondary Classes for purchase of books, uniforms, etc. Under a new scheme, all S.C./S.T. students at the 3 stages are proposed to be paid grants for purchase of books and uniforms. 35 post-Matric Scholarships are also given for Higher Education in College and other technical institutions.

Adult Literacy

215 Adult Literacy Centres were opened and 7000 adults were enrolled.

Book Banks

Book Banks in educational institutions at all levels are proposed to be established under 20 point Economic programme.

PONDICHERRY

Elementary Education

To expand facilities for providing universal and pre-primary education 42910 poor children have been given Mid-day Meals. To encourage regular attendance of children and to improve standards of learning, stationery articles like school bags, slates, pencils etc. were supplied free of cost to poor children. With the assistance of UNICEF, the teaching of Science and Mathematics has been strengthened by giving orientation in-service training to 500 Secondary grade teachers in the teaching of these subjects.

Secondary Education

To meet the increased demand for schooling facilities, 1 new High School and 18 additional classes were started. To introduce work experience scheme 2 more high schools have been selected.

Scholarships and Other Concessions

To help the poor meritorious students, 125 post-Matric Merit Scholarships, 13 National Scholarships, 18 awards under National Loan Scholarships and 4 awards of National Scholarships for children of primary and secondary school teachers were given. A number of scholarships as well as grants were also given to the children of political sufferers.

University Education

Facilities in this field have been expanded by starting more classes/courses in 5 colleges.

Other Educational Programmes

The draft Gazetteer is under scrutiny and is expected to be published in 1976. Steps have been taken for the acquisition of land for the establishment of a Central University at Pondicherry. Action has been initiated to start 5 Farmers Functional Literacy centres during 1976. To supply textbooks, exercise books, etc. at fair/controlled prices, 13 students co-operative stores have been opened. In all the 52 High Schools book banks have been opened.

DELHI

School Education

There has been further expansion of school Education in Delhi in order to cater to the needs of the increasing population

of Delhi . 21 Higher Secondary Schools, 6 Middle Schools and 53 Primary Schools were opened during 1975-76. The percentage of the enrolment has also gone to 101 in the age group of 6-11, 87.6 in the age group of 11-14 and 68.5 in the age group of 14-17.

University Education

15 degree colleges are functioning under the Delhi Administration and the number of seats in these Colleges has been increased to accommodate all eligible students.

Adult Education

12 Adult Schools are being run by the Administration and the enrolment of students getting education through this system and correspondence courses is 10119.

Free Supply of Textbooks

Book Banks have been started in 531 Government and Government aided Higher Secondary Schools and 322 Government and Government aided Middle Schools to provide the benefit to students belonging to the weaker sections of the Society and to those whose parents' income does not exceed Rs. 500/ per month. Books worth Rs. 8,00,000 have been purchased to boost up this activity under 20 point Economic Programme of Prime Minister.

Girls Education

Out of 21 new Higher Secondary Schools, 5 Girls, 9 Co-educational Higher Secondary Schools, One Girl and 3 Co-educational Middle Schools have been opened during the year for Girls education by the Delhi Administration. Free transport facilities are provided to Girl students living in rural areas. This facility has been extended to 2400 Girls residing in rural areas.

Science Teaching

New textbooks of Science have been made available in schools where the facilities for Teaching Science on the UNICEF Scheme has been provided. Education is being provided in many schools through Television.

Scholarships

The Delhi Administration proposes to spend Rs. 58.00 lakhs for granting scholarships under the various schemes to deserving students. 60787 students are likely to be benefitted by these schemes.

Teachers' Welfare

Every year 10 teachers with meritorious services are honoured by State Awards.

Introduction of New pattern of Education

The Delhi Administration have introduced the new pattern of education (10+2) from the academic session 1975-76 in all the Higher Secondary Schools in Delhi. Funds to the extent of Rs. 30.00 lakhs have been provided to these schools for the purchase of Science equipment and workshop material.

ARUNACHAL PRADESH

School Education

During the year under report seven Pre-School Education Centres, and 80 Primary Schools were set up; 18 Primary Schools and 3 Middle Schools were upgraded, bringing the total number of Primary Schools to 622. There are 88 Middle Schools, 22 Higher Secondary Schools, 1 College and One Teachers Training Institute, imparting much needed education to 34470, 8080, 1094 and 3857, at Primary, Middle, Higher Secondary levels and others, respectively. There are other educational institutions imparting necessary training to National Cadet Corps, and in Rural Sports, Vocational Programmes and Science Education programme.

University and Higher Education

Apart from the J. N. College, Pasighat which imparts college education upto B.A. standard, 36 students have been sent to other institutions of higher learning in other States.

Teachers Training

The teachers training institute at Changlang has been giving valuable training to Matriculate, Primary/Middle School Teachers as usual. Training to Teachers (5 for B.Ed. Courses, 13 for B.T., 84 for short term English courses and 40 in Science Courses) is being imparted at different Training Centres in the country.

Science Education

More and more science teachers are appointed to introduce new methodology of teaching science with UNICEF assisted Science Kit Boxes in Primary and Middle stages of Education. The Education Department has supplied UNICEF designed science boxes to 300 Primary Schools during the period under report.

Stipend

The rate of stipend has also been enhanced from Rs. 50/ to Rs. 75/- at school stage, from Rs. 120/- to Rs. 150/- at college stage and from Rs. 150/- to Rs. 175/- at University stage of Education.

20-point Economic Programme

To highlight and reflect the steps taken to implement the 20-point Economic Programme of the Prime Minister, textbooks, guide books, reference books, work books, worth Rs. 5.12 lakhs, were supplied to the students of Primary, Middle and Higher Secondary Schools.

MIZORAM

The Union Territory of Mizoram came into existence in January, 1972. The Directorate of Education and Social Welfare started functioning with skeleton staff and has now been adequately strengthened and is functioning effectively by taking important steps to accelerate the development activities in the field of education in the Union Territory.

Primary Education

The Directorate has been running 400 Lower Primary Schools, enabling children to have their Schools within a walking distance of 1.3 Km. The earlier pupil—teacher ratio has been improved from 46:1 to 41:1, as a result recruitment of 200 additional teachers during the year under report. There has been substantial increase in the enrolment to 2973 during the year.

School Education

Out of the 208 Middle Schools, 68 are run directly by the Government and 140 under private organisation with maintenance grants from the Government. A total of 93 High Schools—10 under direct control of the Government and 83 under non-government management with substantial grants from the Government are functioning effectively.

There has been a substantial increase in the enrolment—1300 in high schools and 1300 in middle schools—during the year.

College Education

The four colleges in Mizoram have now been transferred to the jurisdiction of the North-Eastern Hill University from the Gauhati University. One of these is a Government College at Aizawl. The other at Lunglei is being taken over by the Government of Mizoram. The non-governmental colleges are given substantial grants to enable them to function effectively.

Adult Education

2177 adults were made literate by mobilising them in their spare time through 80 Literacy Centres, run by voluntary organisations with financial assistance from the Government of Mizoram.

Training Institutes and Libraries

The Industrial Training Institute at Aizawl has been shifted to the new campus building. The number of Libraries in High and Middle Schools has been increased. Working of public libraries is also being stream-lined.

A Hindi Training Institute has started functioning at Aizawl. 55 teachers have been trained at the Central Hindi Institute, Agra. The work relating to propagation of Hindi in the Union Territory is in full swing.

Science Education

The UNICEF assisted pilot project, started in 1973-74, for improvement of science teaching in elementary schools, has provided the much needed enrichment of the existing school curriculum in Science as also expert guidance from the Science Promotion Wing of the Directorate.

Inspection

In respect of inspection, supervision and pedagogic guidance of educational institutions, adequate field staff have been provided in the Inspectorate. The systematic inspection has resulted in necessary improvement in school education at all levels.

Scouts & Guides Movement

The Scouts and Guides movement has further been strengthened/introduced in a large number of Primary, Middle and Higher Secondary Schools. The Physical Efficiency Test Centres have also been strengthened and financial assistance provided for youth and welfare activities.

Technical Education

Facilities for Technical education through I.T.I. have been brought over to Aizawl from Sri-Konas at Silchar where it was functioning, as a guest institution for Mizoram.

A Mizoram Institute of Education for the B.Ed. Course with an annual intake of 30 graduate teachers, has also been opened at Aizawl.

The targets envisaged, both financial and physical, have been very substantially achieved in the Union Territory.

CHAPTER XI

CLEARING HOUSE FUNCTIONS

In the field of Education, one of the important functions of the Central Government is to act as a clearing house of information. It is accordingly one of its responsibilities to collect, compile and publish educational statistics covering the entire country. In addition, it brings out journals and other published material on education and culture both in English and Hindi and a large part of this material relates to some selected programmes and schemes of the Ministry. A Students' Information Service operates in the Ministry and attends to enquiries about facilities for Higher Education in India and abroad.

In this chapter is given an account of the various activities in this area as well as of important conferences and meetings at the Central level.

Conferences of Education Secretaries and Directors of Education/Higher Education/School Education of States and Union Territory Administrations.

Conference of Education Secretaries and Directors of Education/Higher Education/School Education of States and Union Territory Administrations held on June 6-7, 1975 and November 25-26, 1975 discussed the strategy to be adopted for the development of Education in the context of constraint on resources.

38th Session of the Central Board of Education

This meeting was held on 27th and 28th November, 1975 in New Delhi and was attended, among others, by all the members of the Board, State Education Ministers, Member (Education), Planning Commission and Shri Om Mehta, Minister of State for Home Affairs. The Prime Minister inaugurated the Meeting. The details of the meeting are given in the Introductory narrative preceding the chapters of this report.

The Sixth All India Conference on educational statistics was organised in New Delhi from August 21st to 23rd, 1975. The Conference was attended by the Statistical Officers from various State Governments and Union Territories and the representatives from some of the Central Ministries and other Organisations. The conference discussed issues relating to stream-lining the

present system of collection of statistics to reduce the present huge time-lag in the collection and publication of Educational Statistics. The Conference recommended a revised system of collection of statistics with effect from 1976-77 with certain minimum data to be collected on census basis and the other data to be collected either periodically or on a sample basis. It was also resolved to clear the arrears of collection of statistics up to 1975-76 in a simplified proforma by September, 1976. The recommendations of this Conference are under implementation and efforts are being made to reduce the present time-lag.

A detailed paper on "*Statistics of Education*" was presented by the representatives of the Ministry at the "National Seminar on Social Statistics" organised by the Central Statistical Organisation at New Delhi on 17-22 March, 1975.

A research study on the problem of wastage and stagnation at the elementary stage was completed during the year under report.

The Statistics and Information Division of the Ministry continued to publish statistical publication. During the year, "Educational Statistics at a Glance, 1974-75," "Pay Scales of teachers in India, 1973-74," "Progress of Education of Scheduled Castes and Scheduled Tribes 1969-70," "Selected Information on School Education 1973-74" were published. Besides "Education in India" was brought out up to the year 1968-69.

This Division also imparted training to the trainees sponsored by various organisations like C.S.O. and others.

The Report of the Central Advisory Board of Education Committee on Student Unrest

The CABE Committee on Student Unrest has submitted its report. The main recommendations of the Committee include improvement of standards, establishment of a proper relationship between teachers and students, giving students adequate opportunity for participation, developing student unions on the right lines and strengthening University administration. The Committee has also suggested that students should be involved in meaningful programmes of national development and their services enlisted to fight the forces of communalism, casteism, regionalism and linguism.

The report will be placed before the next meeting of the Standing Committee of the Central Advisory Board of Education. Meanwhile, the State Governments have been requested to send their comments.

Economic Programmes Relating to Students

The two points relating to students included in the 20-point economic programme announced by the Prime Minister are (a) supply of essential commodities at controlled rates to the students in hostels and approved lodgings and (b) supply of textbooks and stationery to the students at reasonable prices and setting up of book banks.

Supply of Essential Commodities to Students in Hostels

The primary objective of this programme is to ensure availability of essential commodities including foodgrains to the students' hostels at controlled rates so that the mess bill of the students are not unduly inflated and are reduced/stabilised at reasonable levels. Thus this programme consists of two elements e.g. (a) supply of foodgrains through the public distribution system and (b) supply of other consumer articles like pulses, spices, vanaspati, tea, coffee, toilet goods, hosiery goods etc. through the consumer cooperative institutions. For the former, the Department of Food, Ministry of Agriculture, at the initiative of the Ministry of Education had issued a circular letter to all State Governments in June 1974 asking them to arrange supply of foodgrains at controlled rates @ 80 Kg. per student per year. According to the information made available to the Ministry, foodgrains are being supplied to the students hostels in almost all the States. Definite information with regard to the total number of hostels covered and the number of hostellers benefitted as a result of these supplies has been received in the Ministry according to which 5093 hostels have been covered benefitting, 3,09,737 hostellers.

The scheme for the supply of other essential commodities through the consumer cooperative institutions was circulated in April, 1975. Following the announcement made by the Prime Minister the scope of this Scheme was expanded to cover all students hostels in the country. According to information received, 4429 hotels have been covered benefitting 3,70,051 hostellers.

Supply of Textbooks

The shortage in supply of textbooks and exercise books at the appropriate time and the rising cost of textbooks create tremendous difficulties for the students. In early 1974 the rising cost of printing and writing paper in the open market had assumed dangerous proportions. To safeguard the interests of the student community the Government took certain measures and the economic programme now announced by the Prime Minister in

this regard is intended to ensure that the students get textbooks, exercise-books and other items of stationery on time and at reasonable rates.

Supply of white printing paper to the educational sector at a concessional rate of Rs. 2750/- per tonne has had a tangible impact on the prices of textbooks and exercise books and has helped some States even to reduce the prices of textbooks and exercise books vis-a-vis 1973 prices. While Assam, Orissa and West Bengal have succeeded in reducing the prices this year compared to those obtainable during the last two years, Andhra Pradesh, Haryana, Karnataka, Punjab (in the case of university level books only), Nagaland, Arunachal Pradesh, Mizoram have been able to stabilise the prices at the 1973 level. In all other States prices this year have increased when compared to 1973 prices. In U.P. out of 1188 titles published during 1975, prices of 234 titles only have been increased.

The prices of exercise-books which were fixed by the exercise-books manufacturers and are much less than the 1973 level of prices have been reduced and have also been standardised in order to bring uniformity in their pattern throughout the country.

With the availability of adequate quantity of concessional paper it should be possible for the State Governments to effect all possible reduction in the prices of textbooks and bring them nearer to the 1973 level of prices, as paper constitutes nearly 60% of the cost of production of textbooks where the print order is large. During 1975-76 i.e. since July 1975 to date 72489 tonnes of paper has been allotted to the State Governments and Union Territories for various purposes.

Publications

The Publication Unit brought out 29 publications and journals during the year under report. These included the issues of two quarterly journals, The Education Quarterly and Indian Education Abstracts. Particular mention should also be made of the following publications :

- (i) Education in India 1973-75
- (ii) Our Teachers
- (iii) Women in the Indian Freedom struggle.
- (iv) Special Educational Facilities for Scheduled Castes and Scheduled Tribes students in educational institutions administered by the Centre.
- (v) A folder on the new 10+2+3 pattern of Education.
- (vi) Scholarships for Study Abroad and At home (Revised edition).

17 Hindi publications were also brought out during the year including the issues of two quarterly journals Shiksha Vivechan and Sanskriti.

Students Information Unit

The Students' Information Services Unit continued to render educational guidance services to Students Advisory Bureaux in the country. It attended to about 7,400 enquiries related to facilities for higher education in India and abroad. Nearly 2,000 persons visited the Reference Library attached to the Unit to consult the prospectuses and calendars of Universities/Institutions in India and abroad. The work of collection and revision of informative material on facilities for higher education in India and abroad was continued. 63 compilation on different topics/subjects on higher education in India and abroad were brought out/revised during the year under report. 1604 additions were made to the Reference Library of the Unit by way of the latest calendars, prospectuses and other reference literature about India and abroad. Some of the Students' Advisory Bureaux attached to various Universities were supplied with informative material to help them deal with enquiries received by them from students.

Training Course in Educational Planning by UNESCO Regional Office

Unesco Regional Office for Education in Asia, Bangkok proposed to organise a Training Course in Educational Planning in four phases during 1975-76, Phases I & IV being Correspondence Programmes and Phases II and III being Training Workshop and Third Country Study and Observation in New Delhi and Colombo respectively. The National Staff College for Educational Planners and Administrators New Delhi has been selected as the venue in India for Phase II of the programme from November 10 to December 5, 1975 and Phase III will be in continuation in Colombo (Sri Lanka) from December 8-19, 1975.

DEPARTMENT OF CULTURE

CHAPTER I

CULTURAL AFFAIRS

The main institutions and programmes of the Department of Culture are :

- (1) Sahitya Akademi, Lalit Kala Akademi, Sangeet Natak Akadmi and other institutions engaged in literary and cultural activities;
- (2) Cultural Agreements, Cultural Exchange Programmes, in-coming and out-going Cultural Delegations;
- (3) Building Grants to Cultural Organisations; Propagation of culture among college and school students, and Financial Assistance to Dance-Drama and Theatre Ensembles; and
- (4) Cultural Scholarships and Cultural Talent Search Scholarships Scheme.

SAHITYA AKADEMI

One Significant event of the year was the recognition of Nepali language as an independent literary language of India by the Sahitya Akademi.

At special functions held at Nagpur (Maharashtra) on January 10, 1975, and at Calcutta on January 21, 1975, Dr. V. V. Mirashi and Dr. Sukumar Sen were presented Fellowships by Smt. Indira Gandhi, Prime Minister of India and Dr. Suniti Kumar Chatterji, President, Sahitya Akademi respectively.

The Akademi participated in an exhibition of books in May, 1975 organised by Nagri Pracharini Sabha, Varanasi as a part of the celebration to mark the birth centenary of Dr. Shyam Sunder Das, at the Mavlankar Auditorium, New Delhi. The exhibition was inaugurated by Shri Fakhruddin Ali Ahmed, President of India.

Dr. Suniti Kumar Chatterji, President of the Sahitya Akademi attended the World Sanskrit Conference at Turin, Italy, in June, 1975. Dr. V. Raghavan, the Editor of Samskrita Pratibha and Prof. R. N. Dandekar, Convenor, Sanskrit Advisory Board, accompanied him as UNESCO delegates.

Dr. C. R. Sarma, was deputed by the Akademi to attend the 49th conference of Union Academique International held at Munich from 15th to 21st June, 1975.

During this year, the Akademi organised a number of meetings of its informal literary forum at its headquarters and regional offices. The Akademi's various offices have also brought out a total number of 36 publications in different languages.

The Executive Board of the Sahitya Akademi selected 17 books in the various Indian languages for the Akademi Award, 1975. The winners of the Award are : (1) Shri Navakanta Barua (Assamese), (2) Shri Bimal Kar (Bengali), (3) Shri Krishan Samailpuri (Dogri), (4) Shri Nirad C. Chaudhuri (English), (5) Shri Manubhai Pancholi 'Darshak' (Gujarati), (6) Shri Bhishma Sahni (Hindi), (7) Shri S. L. Bhyrappa (Kannada), (8) Shri Ghulan Nabi Khayal (Kashmiri), (9) Shri Girindramohan Misra (Maithili), (10) Shri O. N. V. Kurup (Malayalam), (11) Shri R. B. Patankar (Marathi), (12) Shri Radhamohan Gadnaik (Oriya), (13) Shri Gurdial Singh (Punjabi), (14) Shri Mani Madhukar (Rajasthan), (15) Shri R. Dhandayuthan (Tamil), (16) Shri Boyi Bhimanna (Telugu), (17) Shri Kaifi Azmi (Urdu).

LALIT KALA AKADEMI

Among the important exhibitions organised by the Akademi during the year, mention may be made of the following :

- (1) *Travelling Exhibition* : This exhibition of works selected from the Akademi's permanent collection, was shown in Trichur, Calicut and at Cochin School of Art, Branakulam. There were also illustrated lectures on modern Indian art at these places.
- (2) In cooperation with the Department of Culture and the Romanian Embassy, an exhibition of "Naive paintings from Romania" was organised in New Delhi from May 5 to 10, 1975.
- (3) In cooperation with the cultural centre of the Italian Embassy the Akademi and the I.C.C.R. organised two exhibitions on Italian art.
- (4) A photographic exhibition on Bramante, a Renaissance architect, was organised in October-November, 1975 at the Lalit Kala Gallery. 96 panels of photographs and 3 wooden models of Bramante's architecture were on display.

- (5) *Fifty years of Italian Graphics (1925-1972)*—This exhibition of 66 works of 22 artists was on view at the Lalit kala Gallery in November, 1975.

The Akademi brought out seven publications during the period under report.

SANGEET NATAK AKADMI

The significant activities of the Akademi during the period under report are as follows :—

1. The Akademi presented programmes of dance and music on behalf of the Ministry of External Affairs in honour of several visiting State Dignitaries, including H.R.H. the Prince of Wales, Sir John Kerr, Governor-General of Australia and H.E.L.E. Alvarez, President of the United Mexican States.

2. Organised programmes in honour of the Delegates to the Sixth Regional Conference of the National Commission of Asia and Oceania in November, 1975.

3. Organised programmes for the celebrations of the 7th Centenary of Amir Khusrau Dehlavi in January 1976.

4. The Akademi organised celebrations of the bi-centenary of the celebrated South Indian composer Muthuswami Dikshitar by holding concerts in different centres of the country, such as Delhi, Calcutta, Varanasi and Trivandrum. The Akademi is also bringing out a publication in the form of an anthology of 25 songs of Dikshitar with their translation in Hindi and notation in the Bhatkhande system of Hindustani music. The Akademi has instituted a Fellowship, initially for one year, for specialised training in the songs of Dikshitar.

5. The Akademi presented a lecture-demonstration by leading experts on the life and work of the ystic Saint-Singer of Tamilnadu, Shri Arunagirinathar.

6. The Akademi is organising a 3-day festival of Young Musicians covering talent drawn from all over the country. This is slated for the first week of February 1976.

7. The Akademi is presenting a Festival of contemporary ballet in the middle of February 1976. This will last 4 days and offer 8 groups with their recent productions.

8. A Seminar on Theatre Training is being organised by the Akademi towards the end of February 1976. This will deal with the importance and objectives of training in theatre and explore

ways and means for linking these objectives with the crystallisation of a National Indian Theatre.

The Akademi's Journal SANGEET NATAK completed ten years of its publication. During the year, four quarterly issues were brought out.

In collaboration with the Akhil Bharatiya Dhrupad Mela Samiti, a Dhrupad seminar was organised in Varanasi in February 1975.

A Workshop on Khyal singing was held in Bombay in collaboration with the Department of Music, Bombay University in March 1975.

Under the Plan Scheme 'Research in the Science of Music' a Seminar on the Psychology of Music was organised in January 1975 in collaboration with the Department of Experimental Psychology, Poona University. The proceedings of the Seminar are being published.

A Seminar on musical scales was held in March 1975 in collaboration with Sarjana, Calcutta.

The Report of the Symposium on Musical Scales held in 1973 has been published.

A Workshop on the Science of Music was held in Bangalore in October 1975 in collaboration with the Department of Dance, Drama and Music, Bangalore University.

Under the Plan Scheme "Documentation, Research and Building up of Archives", the Akademi's recording unit took about 40 hours of taperecording, took more than 500 photographs in colour and in black and white and about 3,000 feet of 16 mm movie film both in colour and black and white. The 11 projects undertaken for the purpose included Rod puppets of Uttar Pradesh, Swang theatre of Haryana, Tol Bomalatta, shadow play of Andhra Pradesh folk Sarangis of Rajasthan and Gujarat.

The Akademi's book library added 449 new volumes to it. A reference library comprising 300 books was set up at Bangalore at the time of the Workshop in the Science of Music. The disc library of the Akademi has acquired 88 new discs.

The Akademi has selected six gurus who will impart training in music, dance and drama under the Fellowship Scheme of the Akademi.

The Akademi has selected 10 forms of music, dance and drama which are suffering from want of proper patronage for subsidizing shows and providing training to students

The Akademi selected following eminent artistes for awards during 1975 :—

Fellowships

1. Shri Rasiklal Chhotalal Parikh.
2. Pandit Ravi Shankar.
3. Smt. T. Balasaraswathi.
4. Shri Zubin Mehta.
5. Shri Embar Vijayaraghavachariar.

Awards

Music

1. Shri Bhimsen Joshi (Hindustani Music-Vocal).
2. Shri Ram Narain (Hindustani Instrumental Music-Sarangi).
3. Mangalampalli Shri Balamurali Krishna (Karnatak-Music-Vocal).
4. Shri C. S. Murugabhoopathy (Karnatak Music-Instrumental-Mridangam).
5. Shri N. P. Krishnan Kutty Nambisan (Dance Instrumental Music-Maddalam).
6. Smt. Indubala (Music).

Dance

1. Shri Krishna Chandra Naik (Chhau Dance-Guru).
2. Smt. Rajani Naibi (Manipuri).
3. Kumari Roshan Kumari (Kathak).
4. Shri K. Sankaran Kutty Panikker (Kathakali).

Drama

1. Shri Bijon Bhattacharya (Playwriting).
2. Smt. Vijaya Mehtra (Direction).
3. Smt. Molina Devi (Acting-Bengali).
4. Shri Ugam Raj (Folk Theatre-Khyal).

NATIONAL SCHOOL OF DRAMA

The National School of Drama and Asian Theatre Institute, constituent unit of the Sangeet Natak Akademi has been registered as a new society known as the National School of Drama. The activities of the School relate to the training in the field of

acting, direction and production of drama, conducting and promoting research and survey in classical, traditional and modern drama, fostering cultural and academic contacts within India as well as with other countries through exchange of personnel and research material.

Institutions and Organisations engaged in literary and Cultural activities

Institutions Receiving Annual Grants

During 1973-74 some important institutions like the Institute of Traditional Culture, Madras, Asiatic Society, Calcutta, Bhartiya Vidya Bhavan, Bombay, Numismatic Society of India, Varanasi, Pen All India Centre, Bombay, Islamic Culture Board, Hyderabad, Jallianwala Bagh Memorial Trust, Amritsar etc., have been given financial assistance. The working of the Institutions like Rama Krishna Mission Institute of Culture, Calcutta, Asiatic Society, Calcutta and Indian Academy of Philosophy, Calcutta has been reviewed by the Visiting Committees. The reports on Asiatic Society, Calcutta, Indian Academy of Philosophy, Calcutta and Rama Krishna Mission Institute have since been received and are under examination.

Namgyal Institute of Tibetology, Gangtok, Sikkim

The Namgyal Institute of Tibetology, Gangtok is an Institution engaged in research on Buddhism. The Institute is being aided both by the Sikkim Administration and the Government of India. Each of these Governments has increased its contribution from Rs. 50,000/- to Rs. 1 lakh a year for maintenance of the Institute.

Daira-tul-Maarif-il Osmania

The Daira-tul-Maarif-il-Osmania, Hyderabad, is an Institution engaged in the publication of manuscripts in Arabic and Persian. The Institute has been in receipt of a grant of Rs. 50,000/- a year. The working of the Institute was reviewed by a Visiting Committee. According to the recommendations of the Reviewing Committee, it is proposed to increase the annual grant to Rs. 90,000/-.

Abul Kalam Azad Oriental Research Institute, Hyderabad

The Abul Kalam Azad Oriental Research Institute, Hyderabad, has been established with the object of conducting research in History, Philosophy, Culture, Languages and other allied areas of study.

On the recommendations of a Review Committee, the Institute was receiving an annual grant of Rs. 12,000/- for the following purposes:

- (a) Research fellowships.
- (b) Supervisor allowances.
- (c) Research equipment.
- (d) Publication charges etc.

In 1975-76 Rs. 18,000/- have been released for the purpose. Institute of Higher Tibetan Studies, Varanasi

The Institute was established in November, 1967. It prepares its students for the following courses, all mainly related to Tibetan Buddhism:

- (1) Purva Madhyama.
- (2) Uttar Madhyama.
- (3) Shastri.
- (4) Acharya.
- (5) Vishishtacharya.
- (6) Vidyavaridhi.

At present, there are about 246 students on the roll of the Institute and the teaching strength comprises 19 teachers including the Principal.

The working of the Institute was reviewed by a Committee constituted by the Government of India in September, 1970. Some of the recommendations of the Committee viz. Shastri Course with an annual intake of 30 students, Acharya Course with an annual intake of 15 students, Vishistacharya/Vidya Varidhi Course with an intake of 5 students, creation of the post of Director/Registrar/two senior lecturers/two junior lecturers, have been implemented.

School of Buddhist Philosophy, Leh

The School of Buddhist Philosophy, Leh, an autonomous organisation fully financed by the Department was established in October, 1959. It is registered under the J. & K. Societies Registration Act and has a Board of Management which includes scholars of Buddhist philosophy and the Tibetan Language, a representative of the Government of Jammu & Kashmir, a representative of the Ladakh Gompa Association, Ladakh Buddhist Association and officials of the Central Government. A hostel building and some staff quarters are to be taken up for construction as

plan programmes for which the State Government has been asked to make available a suitable plot of land. Efforts are also being made to find a suitable agency which can be entrusted with the work of construction.

Award of fellowships to outstanding artists in the fields of the performing, the literary and the plastic arts

There are two types of fellowships one for Rs. 1000/- p.m. and the other for Rs. 500/- p.m. The number of fellowships in the former category is 4 and 8 in the latter category. The Selection Committee under the Chairmanship of the Education Minister will finally decide the awards.

Scheme of financial assistance to persons distinguished in letters etc.

It is actually a continuance of the 1961 scheme which remained suspended from 1969-70. The scheme has been publicised through the State Governments and Union Territory Administrations. The grants under the scheme are given on a sharing basis with the State Governments who are required to pay one third share of the expenditure involved.

Centenary Celebrations

During the period under report, the following important programmes were undertaken in connection with the celebrations of the 2500th Anniversary of Bhagwan Mahavir's Nirvan, the Birth Centenary of Sardar Vallabhbhai Patel and the 700th Anniversary of Amir Khusrau.

2500th Anniversary of Bhagwan Mahavir's Nirvan

One of the programmes approved for the celebrations of the 2500th anniversary of Bhagwan Mahavir's Nirvan relates to the 'Development of a Vanasthali' in South Delhi named after Bhagwan Mahavir. The Vansthalī will be developed and maintained by the Government as a national park. An area of land measuring about 25 acres has been allotted for the purpose, out of ridge area lying close to Buddha Jayanti Park. The Directorate of Horticulture, C.P.W.D. will be responsible for the maintenance of the Vansthalī. The project was inaugurated by the Vice-President of India at a function held on the 27th April 1975 which was presided over by Shri Raghuramaiah, Union Minister for Works & Housing.

Some of the other programmes undertaken in this connection are the establishment of Bhagwan Mahavir Memorial in Delhi, setting up of Bal Kendras and Rural Library Centres under the

name of Bhagwan Mahavir in various States, release of a special commemorative stamp, special programmes in All India Radio, etc.

Birth Centenary Celebrations of Sardar Vallabhbhai Patel

As a part of the programme for the celebrations, the National Police Academy, Abu was renamed as Sardar Vallabhbhai Patel National Police Academy, Abu. An Exhibition of the official and private papers of Sardar Patel was also organised by the National Archives of India as part of the celebrations of his birth centenary. The exhibition was inaugurated by the Vice-President of India at a function held on 19th May, 1975 at the National Archives of India premises, New Delhi and it was kept open upto 29th May, 1975.

A Memorial Lecture on the life and work of Sardar Patel was delivered by Shri U. N. Dhebar at a function held in New Delhi on September 5, 1975. The Vice-President of India presided over the function.

An ad-hoc grant of Rs. 6 lakhs was sanctioned to the Government of Gujarat on 29th October, 1975 to start the construction work of the Sardar Patel Memorial at Bardoli, Gujarat.

The concluding function of the year long celebrations of the birth centenary of Sardar Vallabhbhai Patel was organised on the lawns of Vithalbhai Patel House, Rafi Marg, New Delhi on the 31st October, 1975. The function was organised under the auspices of the National Committee and was presided over by the Prime Minister. A commemorative stamp and a photographic album on Sardar Patel were also released on the occasion.

700h Anniversary of Amir Khusrau

As a part of the 700th anniversary celebrations of Amir Khusrau, an International Seminar on the Life and Works of Amir Khusrau was inaugurated by the President of India on 23rd January, 1976 at Vigyan Bhavan, New Delhi which continued upto 25th January, 1976. Scholars and experts on Amir Khusrau from the following foreign countries participated in the Seminar in addition to Indian participants :—

1. Afghanistan.
2. Bangladesh.
3. Egypt.
4. Iran.
5. Syria.
6. Turkey.

7. U.S.S.R.

8. U.S.A.

Arrangements were also made for sight-seeing in Delhi and Agra for the foreign delegates.

Preservation of Monuments and other similar Public Causes

At the instance of the Prime Minister, the following Working Group has been set up to consider ways and means of making concerted efforts to build an awareness of the need to preserve monuments and other similar public causes :—

1. Shri K. N. Channa,—Convenor.
Education Secretary.
2. Gen. K. P. Candeth,
Director General, Youth Services.
3. Shri P. C. Chatterjee,
Director General, A.I.R.
4. Dr. B. D. Nag Chaudhari,
Vice-Chancellor,
Jawahar Lal Nehru University.
5. Mr. Gerson da Cunha,
Lintas India Ltd.,
Bombay-400001.

The first meeting of the Working Group was held on 23rd August, 1975 under the Chairmanship of Prof. S. Nurul Hasan, Minister of Education and Social Welfare. The Working Group recommended that the first theme on which such awareness may be built and a programme of work chalked out, should be "Preservation of Monuments" and that the drive might begin in the last quarter of 1975-76, sometime around 1st November, and continue for a period of six months. The various programmes recommended by the Working Group in this connection are being implemented through the agencies concerned like the State Governments, the Archaeological Survey of India, the Ministry of Information and Broadcasting, the DAVP, the S.Y. Division of the Ministry of Education & S.W., etc.

The Working Group has held four meetings till the end of January, 1976.

Cultural Agreements

The following Cultural Agreements were concluded during the year :—

- (1) Indo-Tanzanian Cultural Agreement was signed on 17-1-75 in New Delhi. The Agreement was signed by Prof.

S. Nurul Hasan, Minister of Education, Social Welfare and Culture on behalf of the Government of India and by H. E. G. Mapunda, Minister of Labour and Social Welfare on behalf of the Government of the United Republic of Tanzania.

(ii) Indo-Zambian Cultural Agreement was signed on 26-1-75 in New Delhi by Shri Y. B. Chavan, Minister of External Affairs on behalf of the Government of India and by H. E. Mr. V. J. Mwaanga, Minister of Foreign Affairs on behalf of the Government of the Republic of Zambia.

(iii) Indo-Rwanda Cultural Agreement was signed in Kigali on 4-7-1975 by Shri H. K. Singh, Ambassador of India in Rwanda and by Lt. Col. Nsekaliye Aloys, Foreign and Cooperation Minister on behalf of the Government of Rwanda.

(iv) Indo-Mexican Cultural Agreement was signed in New Delhi on 23-7-1975 by Shri K. N. Channa, Secretary, Department of Culture on behalf of the Government of India and Mr. Jose S. Gallastegui, Under Secretary of External Affairs on behalf of the Government of the United Mexican States.

(v) Indo-Syrian Cultural Agreement was signed in New Delhi on 13-11-1975 by Prof. S. Nurul Hasan, Education Minister on behalf of the Government of India and by H.E. Abdul Khalim Khaddam, Deputy Prime Minister and Minister of Foreign Affairs on behalf of the Government of Arab Republic of Syria.

Some of the agreements since entered into were with Jordan, Belgium, Turkey and Hungary.

These Agreements envisage strengthening of relations with other countries in the fields of art and culture, education including academic activity in the field of science & technology, sports, mass media of information, public health, etc. In pursuance of these Cultural Agreements, regular Cultural Exchange Programmes are drawn up which comprise exchange of visits of professors, writers, artists, grant of scholarships of higher studies, exchange of books, publications, art exhibitions, etc.

Cultural Exchange Programme

A number of Cultural Exchange Programmes were drawn up during the year—

1. Indo-Polish Cultural Exchange for the years 1975 and 1976 was signed on 21-1-1975 in New Delhi.
2. Indo-Mongolian Cultural Exchange Programme for the years 1975 and 1976 was signed in New Delhi on 17th May, 1975.
3. Indo-Yugoslav Cultural Exchange Programme for the years 1975 and 1976 was signed in Belgrade on the 29th May, 1975.

4. Indo-Afghanistan Cultural Exchange Programme for 1975 and 1976 was signed in Kabul on 1-9-75.

5. Indo-French Programme for Cultural, Scientific and Technical Cooperation for the years 1976 and 1977 was signed on 28-11-75 in New Delhi.

6. Indo-Australian Cultural Exchange Programme for the years 1975-77 was agreed to in a meeting between the delegations from India and Australia held in New Delhi on 2-4-1975.

7. Indo-Iraqi Cultural Exchange Programme for the years 1976 and 1977 was signed in New Delhi on 15-1-1976.

These Cultural Exchange Programmes generally envisage cooperation in various fields of education, art & culture, radio, television, press and films, health, sports etc. These Programmes also provide for exchange of professors, scientist/research workers, sportsmen and journalists and exhibitions of arts etc.

Indo-US Sub-Commission on Education and Culture

The second meeting of the Indo-US Joint Commission was held in Washington on October 6 & 7, 1975. Among several matters discussed at the Session, the working of the Indo-US Sub-Commission on Education & Culture and the progress made since its last meeting held in February were discussed. Among the programmes approved were the establishment of a Joint Committee on museums, holding of joint seminars, Visitorships and Fellowships, exchange of Art Exhibitions, Films and Audio-visual & T. V. Programmes etc. Both sides have since agreed to have a programme to award ten Fellowships/Visitorships per year to each other's nationals for two years 1976 and 1977. The Fellowships are for pre-doctoral and post-doctoral studies, and the duration ranges between 6-12 months. The visitorships are for a short duration of 3 months each.

Cultural Delegation (Incoming)

Till December 31, 1975, 25 cultural delegations (3 performing, 20 non-performing and 2 art exhibitions) visited India under the various Indo-Foreign Cultural Exchange Programmes and the Cultural Activities Programme of the Department of Culture. The Slovak Education Minister from Czechoslovakia, the Deputy Education Minister from Burma and the Cultural Adviser to the President of the United Arab Emirates visited India during the period.

Performing groups/ensembles from Burma, U.S.S.R. and Czechoslovakia visited the country and gave performances during the period.

Besides, distinguished visitors who have made a mark in the fields of art, letters and culture from Trinidad, Poland, GDR, Singapore, Sri Lanka, U.S.S.R. Belgium, Hungary, Mauritius, Argentina, Bangladesh, Czechoslovakia, Indonesia, Burma, U.A.E., and South Korea were received in the country during this period.

Two art exhibitions from Poland and Romania were held during the period.

An International Seminar on the Ramayana Tradition in Asia was organised by Sahitya Akademi on behalf of the Department of Culture in Delhi. 15 foreign delegates from Bangkok, Colombo, Malaysia, Japan, Burma, Philippines, Australia, England and U.S.A. and 40 Indian delegates participated in the Seminar. An exhibition of publications and manuscripts on Ramayana and cultural programmes on Ramayana theme were also organised in connection with the Seminar.

During the period from 1st January to 31st March, 1976, Ministers for Education and Culture from Hungary, G.D.R. and Bulgaria are expected to visit the country. In addition 16 cultural delegations (non-performing) from Nepal, Bhutan, Sri Lanka, F.R.G., Tonga, Bulgaria, Romania, Belgium, Mongolia, U.S.S.R., U.S.A., Ethiopia, Tunisia, A.R.E. and Madagascar, five performing delegations from USSR, Bulgaria, Australia, Afghanistan and Romania and two art exhibitions from F.R.G. and U.S.S.R. are likely to visit India under the various Indo-Foreign Cultural Exchange Programme and the Cultural Activities Programme of the Department of Culture.

Performing Delegations Abroad (Out-going)

Indian dancers/musicians participated in the following International Festivals under various Cultural Activities Programme :—

(i) (a) 5th Festival of Arts of India was organised by the Sanskritik Centre of Indian Art Ltd., London during June-July, 1975.

(b) 8th International Festival of Arts, Carthage was organised by the Government of Tunisia during 11—20 July, 1975.

A 13-member dance music ensemble consisting of Km. Darshana Jhaveri, Manipur dancer, Shri & Smt. Dhananjayan, Bharatanatyam dancer, Shri Indranil Bhattacharya, Sitarist and Shri Mani Prasad, Vocalist including accompanists participated in the two Festivals mentioned above. In addition they toured various towns in the U.K. and Tunisia. Shri Indranil Bhattacharya won the first prize in the instrumental session in the Festival at

Carthage. On their way back the troupe visited Kenya, Malawi and Ethiopia. Their performance in all these countries was greatly appreciated and widely acclaimed in the Press.

(ii) The Asian folk dance Festival was organised in Seoul by the Government of Republic of Korea. At the invitation of the Government of Republic of Korea a 24 member dance/music ensemble of Ranga Sri Little Ballet Troupe, Gwalior was sponsored to participate in the Festival. On its way back the troupe gave successful performances in Thailand in response to the invitation extended by the local authorities.

(iii) The Asian folk music and dance festival was organised by the Government of Japan and the Japan Broadcasting Corporation. On the invitation of the organisers a 25-member dance ensemble consisting of Jagoi Marup Manipuri dance troupe from Imphal and Km. Uma Sharma a well known Kathak dancer with accompanists participated in the celebrations. Their performances were warmly applauded all round.

(iv) The International Puppet Festival, Barcelona was organised by the 'Biblioteca-Museo del Instituto del Teatro de la Diputacion de Barcelona' from 23rd to 30th November, 1975. A 6-member troupe of Puppeteers of Bharatiya Lok Kala Mandal, Udaipur was sponsored to participate in the Festival. In addition to giving puppet shows the troupe also gave performances of folk dances. After Barcelona they visited Algeria, Senegal and Iraq.

(v) The International Dance Festival, Paris was held for young dancers in Paris from 17th to 22 November, 1975. Government nominated Km. Bijoyalaxmi Mohanty a young Odissi dancer to participate in the Festival. Thereafter, she visited Hungary and Bulgaria under the respective Cultural Exchange Programmes. Her performances in all the three countries visited by her were greatly appreciated.

(vi) The well known dance troupe of Kalakshetra, Madras consisting of 24 artistes visited USSR, Poland, Czechoslovakia and F.R.G. under the respective Cultural Exchange Programmes with these countries. In addition to individual dancers the troupe also performed scenes from their Ballet Ramayana. Their performances all over were well received.

(vii) Shri Balachander, eminent Veena player with 3 accompanists was sponsored to visit Yugoslavia and Poland under the Cultural Exchange Programme. His visit evoked considerable interest in these countries.

Visitors to foreign countries (Out-going)

Under the Cultural Exchange Programme/Cultural Activities Programme, 9 Indians were sponsored for visits abroad to attend meetings, conferences organised in the countries of their visit and for meeting and exchange of experience with their counterparts in those countries.

Exhibitions

An exhibition of Contemporary Indian Sculptures consisting of 40 sculptures covering a span of 35 years from 1940 to 1975 of work of 25 eminent sculptors was sent to Belgium for the 13th Biennale of the Middleheim Open Air Museum of Sculpture at Antwerp. The exhibition was devoted to Asian sculpture and besides India, Turkey and Japan participated. It was for the first time that an exhibition of Contemporary Indian sculptures was sent to Western countries. The exhibition was compiled by the National Gallery of Modern Art on behalf of this Department.

Travel Subsidy

The following scholars/experts were granted 50% travel subsidy for attending conferences, seminars etc. —

- (1) Shri Gautam Joshi, Director, Indian National Theatres to attend the World Festival of Theatres, Nancy, France.
- (2) Smt. Prabhjot Kaur, a punjabi writer to attend the 4th P.E.N. International Executive Committee and round table conference, Paris as a nominee of the P.E.N. Centre of India.
- (3) Shri P. V. Jankiraman, a well known sculptor to Budapest to revive the award won by his sculpture at the Second International Small Plastic Biennale held in Budapest in 1972.
- (4) Prof. R. N. Dandekar of Bhandarkar Oriental Research Institute, Poona to attend the 13th International Congress of History of Religions in London.
- (5) Two accompanists who accompanied Smt. Indrani Rahman, well-known Bharatanatyam dancer to USA and the troupe of Sonal Mansingh, eminent Bharatanatyam dancer and Odissi dancer who visited Iran and West Germany.

Plan Project

The work in the preparation of a Source Book on Indian and Asian Civilisation has been going at the Indian Institute of Ad-

vanced Studies, Simla and the Indian Council of Historical Research, New Delhi. The latter was to have completed their project 'Source Book on Indian Culture' during this year but have taken additional work in hand covering important aspects of the three periods viz most ancient, early period and the post independence period for the use of foreign scholars which is likely to be completed during 1976-77.

The Institute at Simla have already finalised the three monographs on the Source Book; one of them has already been printed and the other two are in the press. They have also started work on the other two monographs. In this connection the Director and the co-ordinator of the Scheme are visiting South East Asian countries for the same. The work will continue during the Fifth Five Year Plan.

Transferred items of the Indian Council for Cultural Relations

(1) The Indian Council for Cultural Relations under the 'Transferred Items' sent three delegations abroad. These include Shri Anant Lal, a Shehnai player, Smt. Nalini Malhotra, a well known dancer and Shri Munawar Khan a vocalist to Afganistan to give performances on the occasion of Jashan Celebrations; Shri Bhagawan Sahu and his party to Bhutan on the occasion of Indian Independence day celebrations; Km. Praveen Sultana, a vocalit and Shri Raja Reddy and Smt. Radha Reddy both Kuchupudi dancers along with the party to Nepal on the occasion of Republic Day Celebrations.

Two delegations led by Km. Praveen Sultana and Sri Durga Lal are scheduled to participate in the Republic day celebrations in Nepal and Sri Lanka respectively. A performing delegation will also be sent to Mauritius during March, 1976.

(2) Prizes in the form of Handicrafts and books were despatched to our Missions in Turkey, Thailand, Somalia, Hungary, Mauritius, USSR, Australia, Zambia, Bhutan, Yugoslavia and Senegal to be given away as prizes to the winners of essay competitions on subjects relating to India organised by the respective missions of India abroad.

(3) Under the Scheme of Presentation of Books and Art objects, books were despatched to various institutions in Mauritius, Tunisia, USA, Fiji, Mexico, Bangladesh, Czechoslovakia, West Germany, Iran, Romania, Zaire, Sri Lanka, Zambia, Canada, Trinidad, Algeria, Belgium, Australia, Bhutan, Chile, Indonesia, Republic of Korea, Turkey, Somalia, Ghana, Afganistan, Dublin, Brazil, Kenya, Malaysia, Greece, Hongkong, Mozambique and Poland.

Musical instruments were presented to India School in Washington and Port Luis. Indian dolls were sent to Canada and USA. Three replicas of Taj Mahal were despatched to three museums in Trinidad and a set of masks was sent to International Museum of Carnivals and Masks, Binche, Belgium.

Building Grants to Voluntary Cultural Organisations

Sixteen organizations have been selected for grants for purchase of equipment during the year.

Financial Assistance to Professional Dance-Drama and Theatre Ensembles

The objective of the scheme is to provide help to performing troupes in the country which have been working in the field through purely voluntary efforts over the last 10—15 years. 14 dance-drama and theatre groups are in receipt of grants under the scheme.

Scheme of Inter-State Exchange of Cultural Troupes

The scheme of Inter-State Exchange of Cultural Troupes has been revived from the current year. The object of the scheme is to create opportunities by which people from different parts of India will get to know more about one another's culture and thus promote emotional and cultural integration in the country. Under the programme worked out at the conference of the liaison officers of the governments of States and Union Territories, about 30 troupes from different States are to visit other States during the year.

Propagation of Culture among College and School Students

Under this scheme, five refresher courses were organised. Three of these courses were organised for the teacher educators at Bhubaneswar, Mysore and Delhi in collaboration with the N.C.E.R.T. and one course each was held for secondary schools and colleges teachers at Delhi and Trivandrum.

(i) A Scheme for the promotion of amateur cultural activities among youth and (ii) A scheme for giving subsidy to Professional Dance-Drama and Theatre Ensembles for presenting shows at the invitation of Students' organisations of recognised educational institutions or of registered non-students' organisations.

It has been decided to institute these schemes with effect from 1976-77.

National Research Laboratory for Conservation of Cultural Property

In view of the vast cultural heritage of India, there is a great need for research in the field of conservation of cultural property and technical study of objects of art, archaeology, anthropology, etc. Accordingly, a scheme to set up a national research laboratory for conservation of cultural property during the 5th five-year plan has been formulated with an outlay of Rs. 40 lakhs. The main functions of the laboratory will be basic research relating to cultural property of all kinds with relation to dating, environmental archaeology, technical study by physical and chemical means, conservation methods, etc. In addition, the laboratory will provide assistance to other laboratories and to such institutions, museums, state departments of archaeology, libraries, as do not have laboratories of their own. The National Research Laboratory will also maintain liaison with international bodies in the field.

The scheme has been approved and steps are being taken to set up the laboratory. A provision of Rs. 2 lakhs exists for this scheme during 1975-76 and a provision of Rs. 4 lakhs has been made for 1976-77.

Cultural Scholarships

Scholarships to Young Workers in different Cultural Fields

Under the scheme, 50 scholarships are awarded every year to young artists of outstanding promise in the age group of 18—28 years for advanced training within India in the fields of Hindustani and Karnatak music, Western Classical Music, classical forms of Indian dances, traditional theatre, drama, painting and sculpture. Originally, the value of these scholarships was Rs. 250 p.m. but from 1-4-1975 it has been raised to Rs. 300 p.m. The duration of the scholarship is two years. In exceptional cases, the scholarship is extended by another year. 50 scholarships have been awarded under this scheme during 1975. Applications received in response to advertisement for award of scholarships for 1976 are being scrutinised.

A provision of Rs. 2.35 lakhs has been made for this scheme for 1976-77 as against the budget provision of Rs. 2.30 lakhs for 1975-76, under non-plan budget and a provision of Rs. 2.24 lakhs is made under plan budget for 1976-77 as against the budget provision of Rs. 2.00 lakhs for 1975-76.

Cultural Talent Search Scholarships Scheme

This is a plan scheme under which facilities are provided to outstanding young children of the age-group of 10-14 years

studying in recognised schools to develop their talents in various cultural fields, i.e. traditional forms of dance, music and theatre as well as painting and sculpture. Upto a hundred scholarships are awarded every year out of which 25 are reserved for children belonging to 'Gharanas' and 'Sampradayas'. The scholarships are granted from year to year till the completion of secondary stage of education by the scholars or upto the age of 18 years, whichever is earlier. The value of scholarship is Rs. 600/- per year, but where the child is required to shift to a new station for the purpose of specialised training in the approved field, the value of scholarship is increased to Rs. 1200/- per annum. In both cases, the actual tuition-fee paid for the specialised training is reimbursed to the scholarship-holder in addition to the scholarship mentioned above. 59 scholarships have been awarded during 1975 under this scheme. The scheme for the award of scholarships for 1976 was circulated to all State Governments and Union Territory Administrations and they are making preliminary selections in their respective States.

Assistance to Voluntary Organisations for Promotion of Indian Languages

During the current financial year about 50 organisations have been given grants totalling Rs. 2 lakhs under the scheme. 2980 books in Urdu, English, Marathi and Kannada have also been purchased.

There is a provision of Rs. 1.06 lakh for giving financial assistance to (i) Anjuman Taraqqi Urdu Hind, New Delhi and (ii) Abul Kalam Azad Oriental Research Institute, Hyderabad for general maintenance, Library and for development of Urdu language and culture.

Gazetteers

Gazetteer of India

Out of the 4 volumes of the Gazetteer of India to be published under this scheme, three volumes viz. 'Country and People', 'History and Culture' and 'Economic Structure and Activities' have already been published. Volume IV-'Administration and Public Welfare', the last volume in the series is being edited and is likely to be published in 1976. As all the copies of volume I were sold out, its reprint has been brought out. Some of the chapters of this volume have been brought out separately in the form of booklets such as People, Languages, Physiography, etc.

District Gazetteers

The Scheme of the Revision of District Gazetteers has been taken up by all the States and Union Territories. The drafts of 240 have been completed of which 225 have been approved for publication.

Who's Who of Indian Martyrs

The project of 'Who's Who of Indian Martyrs' has been completed and all its 3 volumes have since been published.

CHAPTER II

ARCHAEOLOGY

The Archaeological Survey of India continued its activities in the various fields like Excavations and Explorations, Preservation of Monuments, Chemical Preservation, Epigraphy, Museums, Architectural Survey of Temples and Gardens and Publications, besides the work of Preservation of Monuments and Explorations, in Afghanistan.

Explorations and Excavations

During the year, a number of sites were explored and discovered in parts of Himachal Pradesh, Madhya Pradesh, Maharashtra, Punjab and West Bengal, which cover various periods extending from the Early Stone Age to the medieval times.

An outstanding discovery of the year was a set of Rock Edicts of the Mauryan Emperor Asoka in a rock-shelter at Panguraria in Budhni Tehsil, District Sehore, Madhya Pradesh. The inscription, which is partially damaged, was discovered while the party of Survey officials was exploring the prehistoric caves and other sites on the southern fringes of the Vindhyan hills, overlooking the Narmada river. Extensive rubble-built Buddhist remains, *Chaityas* and *Stupas* were also found nearby indicating some kind of Buddhist establishment. At Talpura, near Budhni, were also found some painted rock-shelters and Buddhist remains.

During the year, excavations were conducted by the Survey at eight important sites viz., at Piprahwa, District Basti and Mathura in Uttar Pradesh, Antichak, District Bhagalpur, in Bihar, and Bhagwanpura, District Kurukshetra, in Haryana, Vidisha in Madhya Pradesh, Veerbhadra in District Rishikesh, in Uttar Pradesh, Tamluk, in District Midnapur, in West Bengal and Pudukottai in Tamil Nadu.

Excavations at Mathura were continued with a view to (a) examining the actual nature of habitation at Dhulkot *vis-a-vis* the historical evidence and (b) assessing the nature of settlement of the Saka-Kushan period at the site. The excavation established the existence of a mud fortification around the ancient city, datable to the third century B.C. However, during the Saka-Kushan Period, the mud fortification seems to have been re-used, repaired and enlarged. The surviving traces of the fortification indicate that it had an irregular crescentic shape with the Yamuna

flanking the chord side on the east. The area enclosed by the fortification is over seven sq. kms.

The habitation area was found to be much disturbed due to water erosion, pits and dumps of later periods including those of modern times. However, a cultural sequence, divisible into three periods, beginning with the period in which fine grey ware was in use and terminating with the Saka-Kushan period, was unfolded.

The first phase or period of occupation at Mathura on the basis of excavations in different habitational areas, was characterized by the use of plain grey, black-slipped and red wares, besides the well-known Northern Black Polished ware. The principal building material was mud and mud-bricks. In some of the pits, which were cut into the floors, were found fragments of animal bones, ash, terracotta figurines, beads and complete pots and dishes. Terracotta figurines, mostly of elephants, in grey colour, stylized birds and deities like the Mother Goddess, were also associated with these levels, besides beads and moulds, bone points and a few seals, sealings and coins.

The Saka-Kushan Period was marked by the structural remains of mud and baked bricks, ovens, floors, etc., and a variety of pottery-types like sprinklers, incense-burners, basins, bowls, spouted jars and vases, plain and decorated with stamped designs. The other finds comprised ivory objects, beads of semi-precious stones, Kushan coins, a few seals and sealings, terracotta bird-shaped rattle, bearing auspicious symbols, terracotta figurines including the fine representation of a *yakshi* in the art-tradition of Mathura. Moulded pottery, especially a sherd embossed with a female figure, perhaps Ganga, ascribable to *circa* fifth century, is an attractive piece.

At Kankali Tila, the site of the ancient Jaina *stupa*, an impressive tank-complex (9.1 x 8.1 m) of baked bricks showing at least two structural phases, was exposed. The tank, which was cut into the natural soil to a depth of 3.96 m., is rectangular on plan and has a ramp on the eastern side and oblong ancillary compartments on the northern and southern sides. On the north wall of the tank was found a stone-channel evidently for the purpose of filling it. A significant find obtained from this tank was an inscription of the fifth regnal year of Kanishka referring to a gift by one Vishakhmitra. A few fragmentary sculptures of the Jain Tirthankaras of the Saka-Kushan period and a stone plaque depicting Mahishasuramardini were also found in the tank.

Work was also started at the Ambrish Tila at Mathura and a few ancient sealings, terracotta figurines, floors of latter periods and pottery were unearthed.

Excavations at Piprahwa in District Basti, Uttar Pradesh, brought to light the remains of a Buddhist monastery and about forty terracotta sealings bearing the legend '*On Devaputrivahare-Kapilvastu Bhikshu Sanghasvya*' in Brahmi script of the Kushan Period point to the prospects of the ancient Kapilvastu in the neighbourhood. Remains of a monastic establishment near the *stupa* were also brought to light.

During the course of further excavations at an adjacent mound known as Ganwaria, two massive baked brick structural complexes with impressive entrances to the east were exposed. The larger structure-complex has twenty-six rooms with four galleries and the smaller one has twenty-one rooms built around a central courtyard. The smaller rooms in the north-eastern and south-western corners of the smaller complex had some interesting features. Access to the rooms was provided through another smaller room opening in the central courtyard. A terracotta head of Buddha, a decorated terracotta horse, beads of semi-precious stones and silver punch-marked coins are the other important finds from the excavation.

A brick *stupa*, 65.5 m in diameter, built in three stages, with the *pradakshina-patha*, railings and gateways, was unearthed at Bakrur, in District Gaya, Bihar, belonging initially to the first-second century B.C. with later vestiges.

Excavations at Anti-chak identified with the ancient university-site of Vikramsila, in District Bhagalpur, Bihar, had already brought to light the remains of a massive *stupa* with two terraces belonging to the Pala Period. The last season's excavation exposed a massive three-metre wide boundary-wall and a number of shrines to the north of the *stupa* besides the remains of a gateway. Among these, the find of a bronze image of Vajrapani is remarkable. The whole structure-complex seems to have been destroyed by a fire as indicated by the ashy deposits.

Excavations have been taken up at Bhagwanpur, District Kurukshetra, Haryana, where a sequence of two cultures, the Late Harappan followed by the Painted Grey Ware has been found. The excavations are still in progress.

Excavations are in progress at megalithic site in Pudukottai in Tamil Nadu. Small-scale excavation was also undertaken at Tamluk, District Midnapur, West Bengal which yielded remains of a hitherto-unknown protohistoric culture.

Preservation of monuments (including chemical preservation) and gardens

During the year under report, a country-wide drive for the preservation of monuments was launched in collaboration with the State Governments and Central agencies like the Archaeologi-

cal Survey of India, All India Radio, D.A.V.P. etc. Special mention should be made of the fact that many schools and colleges have adopted monuments in their localities, with a pledge that they will keep them clean with fostering care. Guided tours of monuments for school and college students have been organised to instill in the latter a pride in their cultural heritage. National Service Camps have also been organised near selected monuments in various parts of the country and the young participants in these camps are motivated to attend to the improvement of the surroundings and the cleaning of the monuments.

The Survey continued to give attention to the monuments and sites under its control. Structural repairs were carried out to monuments like the Avantisvami temple at Avantipur in Kashmir, temples at Puri, Humayun's Tomb, Red Fort, Jantar Mantar and some other monuments in Delhi and the Taj at Agra. Conservation works at Pathar Masjid, Srinagar, Temple-complex at Puri, Orissa, Buddhist monastery at Antichak, Bihar, Siva temple at Bhojpur, Tambekarwada at Vadodara, and the Churches at Goa, are in progress. Special repairs to monuments were carried out at various places throughout the length and breadth of the country. The gardens around the monuments and sites were also attended to and maintained properly.

Chemical cleaning and preservation of paintings, sculptures, etc., were carried out at Ajanta, Ellora, Elephanta, Karla, Bhaja, Thanjavur, Kanchipuram and other sites. A special unit has been formed to take up the preservation of the paintings in the Bagh Caves.

Preservation of monuments outside India

The Survey continued the work of Preservation of the 'Big Buddha' at Bamiyan, Afghanistan. In order to drain out the water melted from the snow, that was otherwise flowing on the facade of the niche of the image, a series of drains were constructed at the top. The passage to the gallery at the top had a tin shade which has been replaced by one of R.C.C. The construction of a R. R. masonry retaining wall on the right side of the facade has been taken up to fill up the breach on the east wall. The work is in progress. An R. C. C. cantilever has been provided to support the overhanging portions of the right knee of the Buddha image. Chemical treatment of the plastered surface of the walls and ceilings of the shrines was also taken up, which has brought out the details of the scroll-work and various other features of decoration in stucco. Filletting of the broken edges of stucco was also done.

Extensive repair works were also taken up at the shrine of Khwaza Parsa at Balkh, Afghanistan by the Survey. The entire cost of structural preservation is being borne by the Government of India. During this year, the cracks and fissures on the ceilings of the front vestibule have been repaired. The facade and the two *minars* on its either side which have ornamental tiles have been built giving bondage in old work and plastered with gutch. The dome, which had developed vertical cracks, was strengthened by giving additional support from inside. For this purpose, three arches were erected from inside along the intrados of the dome, suitably bonding them with the dome. The two bastions at the rear were repaired and made watertight.

Expedition outside India

A team of archaeologists from the Survey visited Afghanistan with a view to exploring ancient sites and remains in the Farah region. Two sites, Qala-i-Faraidun (Shahr-i-Kuhna) to the north of the modern city of Farah, and Kafer Qala (Kala-Kahzad), about 20 km, south-east of Farah, were located. Both the sites have medieval fortifications, but the remains at Qala-i-Faraidun seem to go back to pre-Islamic times.

The party also explored some areas along the Arghandab river, besides revisiting old sites.

Preliminary arrangements for starting the excavation at Begram were also finalized after exploring the area which consists of both the lower city and a fortified upper city.

Epigraphy

All the Sanskrit and Dravidian inscriptions collected in 1974-75 were examined, listed and reviewed. The material has now been made ready for compilation. About 250 inscriptions were examined and listed for inclusion in the Annual Report. Transcripts of the inscriptions since found missing were prepared and were under examination. Arrangements were made to have new inscriptions copied from Madhya Pradesh and Kerala. Illustrative material of about 150 photographs for *Corpus Inscriptionum Indicarum Vol. VI* was prepared.

Architectural survey of temples

Architectural survey of some Chola-Vijayanagar temples in Tamil Nadu, Hoysala and early Ganga temples in Karnataka was carried out. Among the temples surveyed are the Valisvara temple at Valikandapuram, District Tiruchirapalli, the Jalakanthesvara temple at Vendavasi, District North Arcot, the Somesvara and the Chennakesava temples at Harnahalli, District Hassan, the Hariharesvara temple at Harihar, the Isvara temple at Anekonda

both in District Chitaldrug, the Kailasesvara temple at Honnudike, District Tumkur, and the Kallesvara temple at Asandi, District Madurai, the Mahimalesvara temple at Erode, District Coimbatore and the Siva temple at Perangiyur, District South Arcot, apart from some Jain monuments in District Coimbatore.

Publications

The following publications were brought out during the year :—

A. *Guide Books (English)*

Khajuraho, Sanchi, Mandu, Old Goa, Rajgir, Udaigiri and Khandagiri, and Delhi and its Neighbourhood

B. *Guide Books (Hindi)*

Sanchi and Rajgir.

C. *Excavation Report*

Nagarjunakonda, Part I.

D. *Indian Archaeology—1971-72—A Review, South Indian Inscriptions, Vol. XCIII, Annual Report on Indian Epigraphy 1968-69, Epigraphia Indica-Arabic & Persian Supplement, 1970*

The following are in various stages of printing :—

·Guide to Konark, Lothal Excavation Report, *Sivahara Inscriptions*, under the series. *Corpus Inscriptionum Indicarum, Paramara Inscriptions*, under the series *Corpus Inscriptionum Indicarum, An Architectural Survey of Temples of Kerala, Indian Archaeology—1966-67—A Review Epigraphia Indica, Volume XXXVIII—Pts V, VI and VII and Volume XXXVII pt. VII Annual Report on Indian Epigraphy for the years 1967-68, 1969-70, 1970-71 and 1971-72. South Indian Inscriptions Vol. XXII and Vol. XXIII Index to the Annual Report on South Indian Epigraphy 1936-1966. Picture Postcards-Belur.*

CHAPTER III

ANTHROPOLOGICAL SURVEY OF INDIA

In the year under report, the survey has covered various socio-economic, cultural, bio-anthropological and genetic problems of the Indian population including those ethnic groups which are isolated in remote Himalayan areas in the North and Andaman and Nicobar in the South. The main features and results of the research activities are stated below :

Cultural Anthropology Division

- (a) The field work on the major projects of "Study of the weaker sections of the Indian population" has been completed. The study shows that in general the weaker sections have not been able to improve their economic and political position in the rural areas. In eastern India, although the upper castes are not in any dominant position as regards the control of means of production, the general socio-economic position of the rural population has not been better than that of their counterparts in other areas of India. A fuller report is being prepared.
- (b) In the project namely "Society and Culture among the people of the Himalayan Border Area : Structure and Change" 8 ethnic groups were included in the study selected for the region extending between Ladakh and Arunachal Pradesh. Of the groups studied, reports on the Ladakhi of J & K and Kinnauris of Himachal Pradesh have been prepared. The reports on the remaining groups are progressing.

Besides the above, the survey has been conducting studies on a number of research problems covering different ethnic groups, classified into the following perspectives of Anthropological Research.

(a) *Ethnographic studies :*

In this sphere, various ethnic groups relating to the weaker sections of population were studied. In one of the projects, ethnographic information on an isolated group of tribal population of Arunachal Pradesh has been collected.

(b) *Area study :*

Under this project, 7 ethnic groups of Chhatisgarh in Madhya Pradesh and the Loi Tribe of Manipur have been studied. Two reports on the Chhatisgarh communities have been prepared.

(c) *Studies on rural problems :*

In this category certain selected problems among the different ethnic groups were studied for knowing the nature and peculiarities of rural socio-economic and cultural life. Field investigations were made in various regions on socio-economic conditions and class formations, agricultural innovation, socio-economic study of sweeper community, indigenous practice of medicine, cultural and linguistic mode of communication.

(d) *Study of political problems :*

To study the political aspects of the cultural life of selected groups of backward and tribal communities, information has been collected on the movement of "Ujoi Assam Rajya Parishad", and "Vai" concept of the Mizo of Mizoram, the problems of castes and political identity in a Telengana village, political structure of the Gonda of Central India, and socio-political movement among the Harijans of Karanataka.

(e) *Industrialisation :*

The impact of industrialisation on the tribal and rural population in various regions has been studied. In some more regions the study is continuing.

(f) *Urban problems :*

The survey made a cross-cultural study of the different communities in the cities of Shillong and Calcutta. Three reports have been prepared in this connection.

(g) *Psychological studies :*

In this category some interesting psycho-cultural aspects of certain ethnic group have been studied. They include inter-ethnic relation among the communities of Chamoli and Uttar Kasi districts of Uttar Pradesh and child-rearing practices among the tribes of India child-rearing practices among the Mahars of Nagpur and effect of contact, mental health and intelligence of the Juang of Orissa.

(h) *Linguistic Studies :*

In order to highlight the peculiarities of lesser known tribal languages, the survey has been conducting studies on the Sherpa language of Darjeeling district of Himalayas, ethnic groups of Tripura State, the Pahira dialect of Bihar, languages of the Kuku Wanchoo of Manipur and Arunachal Pradesh and inter-tribal communication in the Bamra district of Orissa. Besides these, a socio-linguistic study of an Andhra village and compilation of socio-linguistic publication on South Indian languages have been made.

The folk tales of Tripura and Bastar district of Madhya Pradesh have been compiled and a special study on the folk songs and folk life in Varanasi district of Uttar Pradesh has been going on.

(i) *Studies on ecological problem :*

In this category selected problems of ecology and cultural adjustment have been studied in the Kameng district and Dhaphabhim area of Arunachal Pradesh, among the Shompen of Great Nicobar Island, and in four selected villages of West Bengal and Karnataka.

Out of the research activities, sixty one papers and seven memoirs were prepared for publication by the members of the Survey. The different libraries have acquired 1720 books and 1921 journals. In the Clearing House Unit more than 1000 paper clippings on anthropological and socio-economic interest, published in the important newspapers of India, have been compiled and a hand-book for use of persons interested in anthropological research is being prepared.

Physical Anthropology Division

Under the All India Bio-anthropological Project taken up in 1973, three rounds of field investigation have so far been completed covering 25,000 households spread over 250 locations. The analysis of data relating to the physical constitution of the people and the incidence of genetic defects, congenital anomalies, disabilities, etc. is in progress.

A volume entitled "Bio-anthropological research in India" has recently been published. This contains 37 informative reports on physical anthropology and human biology with special reference to India.

A complete inventory of the ancient and modern skeletal collections in the custody of the Anthropological Survey of India is being prepared. Chemical treatment for the preservation of ancient skeletal remains has been continued. A report on the Bronze Age people of Harappa is being finalized.

A report on the Negritos of Little Andaman Island was selected by the Calcutta University for the award of Sir Asutosh Mookherjee Gold Medal. Another report entitled "Progressive decline in stature in the population of India" was selected for the award of Bengal Immunity Research Prize.

Research work for establishing the norms of deciduous teeth eruption has been continued. Skeletal development is being assessed from the X-ray plates of hand and wrist bones. An odontometric study of the modern and ancient Indian populations has been completed.

Reports on Inaantigen, fertility and mortality of cancer patients, selection and intensity against diabetes mellitus, taste threshold for phenyl-thiocarbamide, sickle cell trait and malaria, colour vision deficiency, and dermatoglyphics of several ethnic groups have been completed. A genetic survey has been completed among the tribal people of Surguja District of Madhya Pradesh. Genetic studies are in progress among the Central and Western Himalayan populations. The collection of blood samples and demogenetic data has been carried on under the projects "Causes of spontaneous abortion : A study in blood group incompatibility" and "Congenital malformations and genetic disorders among the Bengalees".

Studies in the genetical demography of cancer, diabetes mellitus and haemophilia are in progress. The effects of seasonal variation in food consumption on physique are being assessed among the Juang people of Orissa by biochemical and anthropometric methods. The techniques for detecting lactase deficiency and milk intolerance are being standardized. Investigation has been taken up in mental hospitals under the project "Mental disorders and dermatoglyphics".

CHAPTER IV

MUSEUMS, ART GALLERIES, ARCHIVES AND LIBRARIES

The following are the institutions and programmes in the field of Museums, art galleries, archives and libraries :

- (1) National Museum, New Delhi, Central Conservation Laboratory, Salar Jung Museum, Hyderabad, Indian Museum, Calcutta, Victoria Memorial Hall, Calcutta, Nehru Memorial Museum and Library New Delhi, Indian War Memorial Museum, Delhi, Dr. Zakir Hussain Memorial Museum, Delhi, National Gallery of Modern Art, New Delhi, Gandhi Darshan, Delhi.
- (2) National Archives, New Delhi, National Library, Calcutta, Central Reference Library, Calcutta, Delhi Public Library, Delhi, Khuda Baksh Oriental Public Library, Patna, Central Library, Town Hall, Bombay, Grants to other libraries and Central Secretariat Library including Central Language Library (Tulsi Sadan).

National Museum, New Delhi

The National Museum as the premier museum in the country, continued to develop its activities in the field of acquisitions, exhibitions, conservation and educational programmes.

While art objects worth nine lakh rupees were purchased by the Museum, 181 objects were received as gifts from various sources. Significant among the gifts are two plaster-casts, one Gudea of Lagash of Mesopotamia and one Sumerian Head presented by the Iraq Government to the Prime Minister of India, a fossil wood, 20 million years old presented by the Geological Survey of India, one stone Royal Head from the Government of the Arab Republic of Egypt, 42 Chinese and Japanese art objects from the Late Miss Padmaja Naidu.

The Museum organised special exhibitions entitled :

- (i) 'Sivaji and his times';
- (ii) 'Jain art through the ages';
- (iii) 'Bengal Folk art from Gurusaday Museum'; and
- (iv) 'Ramayana in Asia'.

Under the scheme of propagation of culture among students in schools and colleges, 100 kits have been produced jointly by the National Museum and University of Delhi, and are being distributed to those educational institutions which had deputed their teachers to attend the refresher courses organised at different places on the appreciation of fine arts.

A number of lectures were organised at the Museum. A comprehensive publication on Pahari Paintings on the 'Nala Damayanti Theme' was brought out.

The Museums Modelling Unit continued to prepare plaster replicas of master-pieces of Indian sculpture from the Museum's collection for sale to visitors as well as for supply to educational and cultural institutions.

The Central Conservation Laboratory of the National Museum continued to advise and assist museums in India on conservation of their important objects. The project for the removal of wall-paintings from Phodong Monastery in Sikkim was completed. The Chief Chemist attended the General Assembly of the International Centre for Conservation, Rome, and also participated in the International museum programme arranged by the Government of the U.S.A. At the invitation from Unesco, he also delivered lectures at the Regional Conservation Training Centre, Baghdad.

Salar Jung Museum, Hyderabad

The collection of the Salar Jung Museum consists of art objects drawn from all over the world. In this sense, the Salar Jung Museum is a very different museum from other museums of India, which have largely Indian collections.

Research scholars from various countries continued to visit the Museum for studying the Oriental Manuscripts, of which there are more than 7,700 items.

A new gallery has been added, during the period under review, which presents the copies of famous original Western paintings. The display has been arranged in such a manner that the entire western art history from renaissance to the 19th century can be reviewed and appreciated at one glance.

The temporary exhibitions arranged during the year were based on Jain Art, Qutub Shahi Art, Modern Indian paintings, and the New Acquisitions of the Museum. Another feature of the mass education programme of the museum was a series of popular lectures by well-known scholars.

Indian Museum, Calcutta

The Indian Museum comprises six sections of which the three cultural sections, viz., Art, Archaeology and Anthropology are directly under the Museum Directorate and administered by a Board of Trustees and the remaining three scientific sections, viz., Geology, Zoology and Industry (Economic Botany) are under the administrative control of the respective Surveys.

In the Archaeology Section renovation work in the Gandhara Gallery with a view to improving display, is in progress. For the Anthropology Section steps have been taken for improved display in respect of artifacts used by Nicobarese and Angami Nagas.

The Publication Unit published the monograph entitled 'Mughal Court Painting' written by Dr. Niharranjan Ray.

Besides the usual lectures delivered by eminent scholars in the Popular Lectures series, Dr. Erich Von Daniken, Swiss archaeologist-author, delivered a very interesting lecture "Were the Gods Ancient Astronauts?"

The Curator, Industrial Section, published a paper on 'Con-specificity of *Solanum Khosionum* and *B. Myriacanthum*' and in the course of an exploration tour in Gondhamadan hills of Orissa, the systematic Botanist collected 460 materials.

Study facilities were accorded to the post-graduate students of the Departments of Ancient Indian History and Culture, and Museology of the Calcutta University. The Library of the Museum offered, as usual, its services to a large number of scholars and students.

Victoria Memorial, Calcutta

The Memorial is intended to serve as a Period Museum of modern Indian history (1750-1900). As a preparatory measure, the Memorial has acquired, on transfer on loan from the Corporation of Calcutta, 14 marble busts of prominent 19th century leaders of India. It has been also possible through the kind offer of the Chief Justice of the High Court, Calcutta, to obtain, on loans, a considerable number of documents of the days of the Sadar Dewani and Nizamat Adalats, besides wills and testaments of prominent personalities like H. L. V. Derozio, Iswar Chandra Vidyasagar and John Palmer. The acquisition of valuable reports and surveys from the custody of the Calcutta Corporation on transport, drainage and water supply in Calcutta, dating back to 1891, has also been added to the Memorial's archives.

Apart from the popular lectures by eminent scholars on phases of the 18th and 19th century history and art, the Memorial organised, as part of its academic activities, special exhibitions, particularly intended to serve the needs and interest of students at school, college and university levels. Each one of the three special exhibitions, organised in the year, featuring Tipu Sultan, Pen & Ink Sketches on Old Calcutta by Sir Charless Doyly and From Murshidabad to Calcutta—A Tale of two cities, drew a large number of visitors.

The publications, intended to educate the public and to popularise the Memorial's collections include the Annual Bulletin, Vol. III, a classified catalogue of objects on Calcutta and reprint of picture post-cards.

Nehru Memorial Museum and Library, New Delhi

The most important event during the year was the inauguration on April 13, 1975 of 'Son-et-Lumiere' in Teen Murti House. This unique spectacle has been installed by the Jawharlal Nehru Memorial Fund and it is operated by the Nehru Memorial Museum and Library.

The new pictorial and documentary exhibition on the Indian national awakening between the years 1857 and 1915 is nearing completion. It would portray the intellectual, social and political achievements in the country in the pre-Gandhian period.

During the year 1,567 books and 30 volumes of newspapers were added to the library, bringing the total number of volumes in the library to 59,795 as on 22-12-1975. The Library's microfilm collection was further augmented by the addition of microfilms of 66 unpublished dissertations obtained from universities abroad and acquisition of microfilms of the *Hindoo Patriot*, 1854-1923, and other old Indian newspapers. Arrangements were completed for acquisition of microfilms of the *Statesman* of Calcutta and *Civil and Military Gazette* of Lahore. The collection of photographs was enriched by the addition of 1,285 photographs.

During the year a collection of more than 8,000 files of the All-India Congress Committee for the post-independence period was accessioned. The records of several Gandhian institutions located in and around, Wardha, and the correspondence of Vinoba Bhave, have also been microfilmed.

Indian War Memorial Museum, Delhi

The Indian War Memorial Museum situated at Red Fort, Delhi, exhibits arms, ammunition, equipment and uniforms used in the 1914-18 War. The Museum had to remain closed to the

public during the current year on account of major repairs to its roof and building. Repairs have been completed in December, 1975 and the exhibits are being arranged for re-display in the Museum.

Dr. Zakir Hussain Memorial Museum, Delhi

A mausoleum-cum-museum in memory of this late President Dr. Zakir Hussain is being set up. The museum building is nearing completion, the mausoleum having been completed in 1972. The post of Curator and other ancillary staff has been sanctioned for running the museum. The museum will contain, among other things, the personal belongings of Dr. Zakir Hussain including his collection of geological specimens.

National Gallery of Modern Art, New Delhi

During this period 182 art objects were purchased and added to the Gallery's collections. A prestigious collection of the late Jamini Roy's rare paintings was also acquired.

4500 students of 54 schools and colleges were given planned guided-tours of the Gallery. About 400 students, trainee-teachers and teachers of various Delhi Schools attended the art appreciation programme arranged by the Gallery.

The exhibition 'A Glimpse of Modern Indian Paintings in Prints' was displayed in the mobile-bus and sent to various schools and organizations. The demand for the mobile-exhibition bus from schools is growing rapidly.

The following exhibitions and illustrated talks were arranged in the Gallery :

- (1) Contemporary Polish Paintings.
- (2) Selected New Acquisitions.
- (3) Selected Paintings and Drawings by George Keyt.
- (4) Illustrated talk by Mr. Ingo Timm, a Restorer from East Berlin on the problems of restoring old and modern paintings.
- (5) An illustrated talk by Mr. Robert Welch, a distinguished Industrial Designer from Britain.

Gandhi Darshan Samiti, New Delhi

The Gandhi Darshan exhibition under the management of Gandhi Darshan Samiti continued to draw a large number of visitors during the period to its pavilions listed below :

- (1) My life is My Message.
- (2) India of My Dreams.

- (3) Philosophy of Satyagraha.
- (4) Truth is God.
- (5) Constructive Programme.
- (6) India's Freedom Struggle.

As usual, special programmes were organised on Gandhi Nirvan Day on the 30th January, death anniversary of Kasturba Gandhi on the 22nd February, independence day on the 15th August, Gandhi Jayanti Day on the 2nd October and on Nehru Jayanti on the 14th November. These programmes consisted of bhajans, kirtans, patriotic songs, recitation, on-the-spot art, music and games competitions, dance-drama, film-shows, etc.

The following temporary exhibitions were also organised on various occasions :

- (1) "Indian Woman and Gandhiji"
- (2) "Gandhiji's concept of Equality"
- (3) "Life and works of Jawaharlal Nehru"

On the occasion of International Women's Year, a public meeting was organised on 22nd February, 1975, to pay homage to Kasturba Gandhi and women freedom fighters.

On 2nd October, 1975 a dance-drama "Apni Kismat Apne Haath" highlighting the 20 point programme of the Prime Minister was staged in the Gandhi Darshan Exhibition.

Reorganisation and Development of Other Museums

This is a continuing scheme. Under this scheme *ad hoc* grants are given to private museums as well as Central University museums for purchases of equipments, bringing out publications, minor extensions and repairs to the existing museums' buildings and laboratory equipment on the basis of the applications received through the State Governments and Union Territory Administrations. The scheme also provides for financial assistance to a few scholars for research in the field of museology. It has not been possible to extend any assistance towards building activities under this scheme this year too, but several museums have been aided for bringing out publications and other approved purposes. The Planning Commission has revised the total Fifth Plan outlay from Rs. 30.00 lakhs to Rs. 45.00 lakhs.

Exchange of visits of librarians, archivists, museologists, etc., with their counterparts in foreign countries and also books, manuscripts, microfilm and photo-copies of manuscripts' records, etc., under the Cultural Exchange Programmes

With a view to making the Department of Culture the implementing agency instead of the National Museum, New Delhi, National Archives of India, National Library, Calcutta, National Gallery of Modern Art, etc., in respect of exchange of visits of librarians, archivists, museologists, etc., with their counterparts in foreign countries and also exchange of books, manuscripts' microfilm and photo-copies of manuscripts' records, the budget provision has been included in the Department of Culture's own budget. The Planning Commission has approved a total outlay of Rs. 10.00 lakhs for the Fifth Plan period.

Under this scheme, roughly 2 librarians, 2 archivists and 2 museologists are to go abroad and an equal number of such persons is to be received in this country.

National Library, Calcutta

The Committee of Management which was set up by the Government of India in 1973 to advise the Department of Culture and the Acting Librarian on the functioning of the National Library, had a number of meetings. The Department of Culture has initiated action on some of the suggestions made by Committee.

Efforts are being made to reorganise the Library on functional lines, as recommended by the Reviewing Committee.

The Library initiated the Extension Lectures series during the year and eminent authorities, delivered lectures on different topics.

The Library has published Bibliographies and Catalogues of its holdings with a view to disseminating information.

Exhibitions

The holding of Exhibitions of books and photographs on different important occasions during the year under review was a common feature of the Library. The Library organised the following exhibitions during the year under review :

- (1) Exhibition in connection with "Thomas Mann Centenary" was held on 21-4-75.
- (2) Exhibition in connection with "Saratchandra Chattopadhyaya Centenary" was held on 17-9-75.

- (3) Exhibition in connection with the auspicious occasion of "Sardar Vallabhbhai Patel's Birth Centenary" was held on 31-10-75.

Visitors

- (1) Mr. Moonindra Varma, Ministry of Education, Mauritius.
- (2) Mr. F. Posthuma Rossudam, Educationist, Holland.
- (3) Prof. M. Lidia Kilivkshtis, Professor of Urdu and Hindi languages, International Relations Institute.
- (4) Mrs. Alla Niktima, Teacher of Russian Language.
- (5) Hon'ble Ali Yawar Jung, Governor of Maharashtra.
- (6) The German Television Team.
- (7) A Delegation of American Teachers from the University of Columbia.
- (8) Dr. Gerald Duverdier, Bibliothecaire au College of France.
- (9) A Delegation of Parliament Commonwealth Conference.
- (10) Miss F. Patault, the Librarian of a French Library.
- (11) Dr. Peter Lazar, Director General, Hungarian Central Technical Library and Documentation Centre, Budapest, Hungary.

The activities of the Library showed an improved trend in their services to the Reading public.

Khuda Bakhsh Oriental Public Library, Patna

The Khuda Baksh Oriental Public Library, Patna is an institution of National importance, containing precious manuscripts and important printed books in oriental languages especially in Arabic and Persian languages. It has a world-wide reputation for its unique collection of manuscripts in Arabic and Persian languages specimen of calligraphy and paintings. Therefore, the library's main activities are to preserve and enlarge the rare collection, and provide research facilities to scholars and institutions.

During the year the library has acquired 166 manuscripts and 600 printed books. The Library hopes to acquire double the number by the end of the year. Fifty odd micro-films of the manuscripts of the India Office Library, London were received in the Library.

Raza Library, Rampur

Rampur Raza Library, has been declared as an Institution of National Importance with effect from 1st July, 1975. (The Plan schemes of the library for the 5th Five Year Plan have already been received and sent to the Planning Commission for approval. There is a Plan provision for Rs. 2 lakhs for the year 1975-76. Out of this a sum of Rs. 1 lakh has so far been sanctioned on an *ad-hoc* basis for the maintenance of the library). The development schemes of the Library are being formulated.

Central Library, Town Hall, Bombay

This is one of the three libraries which are at present authorised to receive books and newspapers published in the country under the Delivery of Books and Newspapers (Public Libraries) Act, 1954 as amended in 1956. The Central Government is assisting this Library to the extent of two thirds of the non-recurring expenditure and half of the recurring expenditure on the DBA Section of the Library.

During the year 1975-76 a sum of Rs. 1.5 lakh is being received to cover the recurring as well as non-recurring expenditure of the above D.B.A. Section.

Delhi Public Library

Delhi Public Library consists of Central Library, 4, Branch libraries, 7 Sub-Branches,, 8 Community Libraries, 16 Deposit Stations and 5 Mobile Library Vans serving 57 areas in the Union Territory once a week. Among its special services may be mentioned a Gramophone Records Library, a Braille Library for the Blind, a Library for the inmates of the Central Jail, Tihar, and Hospital Libraries in Hindu Rao Hospital, G.B. Pant Hospital, and All India Institute of Medical Sciences. The Library is thus providing library service at 98 points in the Union Territory of Delhi.

During the period under report 17,246 volumes were added to the Library upto 30th September,, 1975 raising the net book-stock to 5,21,303 out of which 2,89,439 were in Hindi, 1,31,488 in English, 65,737 in Urdu 26,643 in Punjabi, 1,958 in Sindhi, 520 in Bengali and 5,518 in Braille.

The registered membership of the Library stood at 1,05,033 on 30th September, 1975. The total number of books issued during this period was 10,30,559. About 26,880 adults, and 4,179 children participated in the cultural activities (e.g. lectures,

discussions, dramas, film shows and television viewing etc.) organised by the Library. The Library had 2,219 gramophone records which were borrowed about 18,049 times up to 30th September, 1975.

Central Reference Library, Calcutta

Publications

The Central Reference Library had been publishing since the last quarter of 1957 the Indian National Bibliography which is a classified record of all current Indian publications published in major languages and in English. During the period under review 7 monthly issues of the Indian National Bibliography in roman script for the period October, 1974 to April, 1975 have been published. The printing of the annual volume 1973 is in progress and it is likely to be published by January, 1976.

Apart from the roman script issues of the Indian National Bibliography the Central Reference Library has been compiling the language fascicules of the said bibliography in respective language scripts in order to help the development of regional languages and the official language. The printing of the language bibliographies is being done by the respective State Governments. It has been possible to publish the following language bibliographies during the period under review :

- (i) Desiya Grantha Suchi, Malayalam Vibhag (in Malayalam Script), 1973 and 1974.
- (ii) Rashtriya Grantha Suchi, Gujarati Vibhag (in Gujarati Script), July 1973 to December, 1973 (6 monthly issues).
- (iii) Rashtriya Grantha Suchi, Marathi Vibhag (in Marathi script), 1968.

The printing of the annual volumes 1965, 1966, 1967 and 1971 of the Rashtriya Grantha Suchi, Hindi Vibhag (in Hindi script) is in progress.

Sale of Publications

The Indian National Bibliography is being subscribed for by a large number of universities, libraries and research institutions throughout India and abroad. The sale is handled by the Library so that scholars and students may get each periodical issue in time. The bibliography earns a lot of foreign exchange. During the period from April to November, 1975 the total sale proceeds have come to nearly Rs. 79,000/- of which about Rs. 48,000/- is in foreign exchange. The sale proceeds are likely to exceed Rs. 1 lakh at the end of the year. In order to increase the sale

proceeds particularly the receipt in foreign exchange, a scheme for the reorganisation of printing and sale of the publications of the Central Reference Library has been submitted to the Government of India for inclusion in the Fifth Five Year Plan.

Fifth Five Year Plan

The following three schemes have been proposed for implementation during the Fifth Five Year Plan. The total outlay will come to about rupees ten lakhs.

- (i) *Library Development*.—Compilation, editing, printing and sale of the Indian National Bibliography and other publications (The scheme was sanctioned in the 2nd Plan period)—Rs. 6,85,000
- (ii) *Compilation of Index Indiana*—an index to the articles appearing in current Indian periodicals published in major Indian languages. This will be a periodical publication (monthly and annual) just like the Indian National Bibliography (New Scheme)—Rs. 1,00,000.
- (iii) Setting up of Book Exchange Centre (The scheme was sanctioned in the 4th Plan period).—Rs. 2,15,000

Grants to Public Libraries

Grant-in-aid under the scheme of financial assistance to voluntary educational organisations working in the field of public libraries for the purchase of books, equipment and library furniture and also for the construction of library buildings on the recommendations of the State Governments/Union Territories Administration. Financial assistance is given on a sharing basis. The Central Government's share is 60% of the non-recurring expenditure for the purchase of books, furniture and equipment and 40% of the expenditure on construction of buildings for libraries, subject to a maximum of Rs. 30,000/-. This is a continuing Plan scheme and the allocation during the Fifth Plan is Rs. 80 lakhs.

Library of Tibetan Works and Archives, Dharamsala

This library was set up by the Council of Religious Affairs of H. H. the Dalai Lama with the approval of the Ministry of External Affairs. The main objects of the Library are to acquire and conserve Tibetan books and manuscripts, to provide intensive reference services and to compile and publish bibliographies and documentation lists etc. This Department is paying grant for recurring and non-recurring expenditure on the basis of the report of the Review Committee which visited the Library in June, 1975.

T.M.S.S.M. Library, Thanjavur

This library has a rich collection of over Rs. 40,000/- manuscripts in Sanskrit, Marathi, Telugu, Tamil, Modi and other languages which cover a wide range of subjects such as Vedas and Vedantic Philosophy, Fine Arts, Music, Sculpture and medicine. There is a Plan allocation of Rs. 20.00 lakhs for the development of this Library. So far *ad-hoc* grants of Rs. 1.00 lakh each have been paid during 1974-75 and 1975-76. Further a visiting committee has been proposed to assess its requirements etc.

Indian Council of World Affairs Library, Sapru House, New Delhi

As a result of the division of the Library housed in the Sapru House between the Jawaharlal Nehru University and the Indian Council of World Affairs and considering the importance and the need of continuing and developing a library at the Sapru House it has been decided to give assistance to this Library during the Fifth Plan period. There is a Plan allocation of Rs. 10.00 lakhs during the 5th Plan. An Expert Committee which was set up by this Department has submitted a report which is being examined in this Department. Pending finalisation of the report this Department has given an *ad-hoc* grant of Rs. 75,000/- so far.

Establishment of Rural Library Centres After Mahavira

One of the programmes included in the celebrations of the 2500th Anniversary of Bhagwan Mahavir's Nirvan relates to the establishment of Rural Library Centres after Bhagwan Mahavir, one in each State at a total cost of Rs. 6.00 lakhs. Library Centres are to be established in 20 major States. The scheme is being implemented through State Governments. The States which have conveyed the acceptance of the proposal are being given a non-recurring grant of Rs. 30,000/- (Rupees 25,000/- for building and Rs. 5,000/- for furniture). The Raja Ram Mohan Roy Library Foundation will supply books worth Rs. 10,000/- to these centres.

National Archives of India

The various activities of the National Archives, covered both under plan and non-plan items, are described below :

Accessions

During the year under review, 7010 files and 24 bundles of the Viceroy's Executive Council, the Office of the Comptroller and Auditor General of India, Department of Food and Irrigation, the Department of Finance and the Ministries of Home Affairs, External Affairs, and Food and Agriculture, were accessioned. 123

duplicate authenticated copies of Bills, assented to by the President of India in 1975 were also received for custody.

During the remaining part of the year, it is expected that 20,000 files from the Ministries of External Affairs and Defence will be received in the Department.

Under the programme of acquiring private papers of eminent Indians, the Department received some more papers belonging to the collections of Banarsidas Chaturvedi, Raja Mahendra Pratap, Satyabhakta, and other papers relating to Punjab conspiracy case, Freedom Fighters, Trade Union Movement at Jamshedpur 1928-1953, Oaten Incident 1916, and letters of, Gandhiji to B. C. Roy, and those of Rabindra Nath Tagore to President Wilson.

The Department has received as a gift about six hundred original documents in Persian and Rajasthani belonging to the Haldiya House of Jaipur. These documents throw light on the diplomatic relations between the States of Bharatpur, Alwar and Tonk with the Mughal Emperors and the Nawabs of Oudh.

About 50 documents in Persian and Urdu were gifted to the Department by Sayyid Muhammad Siyadat Naqvi, of Amroha. These documents relate to the Social and Economic conditions of Amroha, District Moradabad.

In addition, the acquisition of microfilm copies of records from abroad comprise 3 rolls of Baldwin Papers, 23 rolls of Ilbert papers, 30 microfiches of Despatches from the Secretary of State for India, 3 rolls of Kitchener Papers, 37 rolls of Guy Electwood Wilson Papers and one roll of Attlee Papers.

Record Management

The Department completed appraisal of 32,634 files belonging to the Central India Agency and 12,000 more files of the same Agency are expected to be completed during the remaining part of the year. 2056 files of the Ministry of External Affairs, 385 files of the Cabinet Secretariat and 9438 files of the President's Secretariat were appraised by the officers of the National Archives of India at their respective record rooms.

Following the implementation of the Archival Policy Resolution issued by the Government of India, the first Report of the Director of Archives, for 1972-73 is being sent for offset printing.

To facilitate evaluation of the fast growing records, the Department took steps to collect information about their archival assets from the various creating agencies who wish to transfer

their records to the National Archives of India. A detailed study of the record management programme is under way.

Preparation of Reference Media

During the period under review, Summary Inventories of the files of the Revenue Department and the Revenue Agriculture Department, Despatches from the Secretary of State from 1880-1921, Revenue (Home) Department 1864-1906 and P.W.D.—Agriculture Despatches 1862 to the Secretary of State, and Foreign Secret Department consultation 1799-1807, were completed. Subject listing of records of the Financial Department, Finance and Commerce Department and Finance Department 1876-1925, was completed. Further progress was made in the Descriptive listing of Persian Correspondence (1802, 1804 and 1805).

Descriptive listing of about 90 documents in Persian has also been completed. Subject listing of 3788 letters of Dr. Rajendra Prasad Collection, 14459 cuttings of news papers, 1908 miscellaneous papers, 6677 letters of Dadabhai Naoroji, 255 items of Banarsidas Chaturvedi papers, 54 letters of Gooroodas Banerjee papers and 760 letters of Srinivasa Sastri, has been completed.

In addition microfilms of 589 letters of Pherozeshah Mehta Papers, one roll of Attlee papers and 37 rolls of Guy Electwood Wilson papers were listed during the period.

Research and Reference Service

During the period under review 425 Indians and Foreign scholars were provided with facilities for research among records relevant to their subjects of research. The average daily attendance in the research room was approximately 25.

Repairs and Reprography

The programme of repair and rehabilitation of records in the custody of the National Archives of India was continued as before. During the period under review 71,705 sheets were repaired while 1442 volumes and 627 books were bound in the Department. It is expected that 35,900 sheet of records will be repaired and 1235 volumes will be bound during the remaining period of the financial year.

The Department continued to help outside agencies by way of repair and rehabilitation of old manuscripts of National importance. It may be mentioned in this connection that some manuscripts of Swami Daya Nand, a copy of Diwan-i-Ghalib and

Guru Granth Sahib of Bhai Bano were repaired during this period.

Microfilming of records and reprographic service to scholars and other outside agencies were continued as usual. During this period 180821 exposures were taken. Other methods of photo-duplication, like positive printing, enlargements, Xerox copying were also carried on as required by the research scholars. It is expected that during the remaining period of the year 90,410 exposures will be taken by the Department.

"Towards Freedom Project"

The Unit continued to work in collaboration with the Indian Council of Historical Research and collect relevant material for the proposed publication of basic documents on transfer of power and partition of India, (1937-47). The research teams belonging to both the organisations met twice during the period on the 12th May and 26th August 1975, and reviewed progress of work, discussed research and operational problems and set programmes for future work.

The Unit proposes to complete collection of materials for the year 1937 from the aforesaid series of records and examine records in the custody of the Ministries of Home Affairs, External Affairs, Information & Broadcasting, the Intelligence Bureau by March 1976. It also proposes to examine non-current Public records in the archives offices and departments in the States, police records in the various regions of India and the records of the municipal and local bodies.

Publications

Under Scheme 1 of the Publication Programme, printing of Fort William India House Correspondence, Vol. XVI and XVIII made further progress. Editing of Vol. XII of the same series was completed and it was sent to the press. Besides, the printing of volume of Index to Titles has also made further progress. Bulletin of Research Theses and Dissertations No. 7 will soon be published in a cyclostyled form.

National Register of Private Records

During the period, the National Register, Vol. VI (1964-75) comprising material received from the States of Andhra Pradesh, Assam, Bihar, Karnataka, Punjab, Rajasthan, Kerala, Tamil Nadu and Uttar Pradesh was completed and Vol. VII comprising (1965-66) material received from Andhra Pradesh, Assam, Bihar, Karnataka, Orissa, Punjab, Rajasthan, Tamil Nadu and Uttar

Pradesh is expected to be completed by the end of the financial year.

Indian Historical Records Commission

The agenda for the forthcoming Session of the I.H.R.C. to January, 1975. The work is being carried on to publish further the National Committee of Archivists Proceedings Volume IV (1961-73), Index to the I.H.R.C. Proceedings Volumes from 1919-73, Resolutions of the IHRC—1949-73 and Index to Papers read at the IHRC Session, 1957-73.

The agenda for the forthcoming Session of the I.H.R.C. to be held in February 1976, is under preparation.

The Committee on Record Management, constituted by the Government of India on the recommendations of the I.H.R.C. visited Northern, Central, Western, Southern and Eastern zones and held discussions with Archivists, historians and administrators on the subject of Record Management.

The Committee on Records of National Importance constituted in 1975 by the Government of India on the recommendations of the I.H.R.C. submitted its report to the Secretary to the Government of India, Ministry of Education and Social Welfare, Department of Culture in October, 1975 for placing it before the Standing Committee of the I.H.R.C.

Library

During this period, 730 books were added to the Departmental Library in addition to 4256 periodicals which were received either in exchange or as gifts to the Department. Among the rare and out of print books accessioned in the library, mention may be made of the publication entitled Waqiat-I-Dahul-Hikumat-I-Delhi.

During this period 17,368 books were consulted by 1200 scholars, members of the staff of the National Archives of India, Officers of the Government of India and various State Governments. 2045 titles of prescribed and confidential literature were also consulted by research scholars etc.

The Ministry of Education appointed an expert committee to review the work of the National Archives of India Library and to suggest ways and means for an improvement in its functioning. The Committee met a number of times and has submitted its report to the Ministry of Education.

Training in Archives Keeping

Theoretical as well as practical training in archives keeping was imparted to short term and one year Diploma Course Trainees. The training of 13 Diploma course trainees (1974-75) concluded in October, 1975 and another batch of 17 trainees joined in the 1975-76 Session.

Under the Scheme of short term training courses of Record Management and repair of records for nominees of the various State Governments and Semi-Government agencies, two sessions of each of the courses were held, in which 10 and 8 candidates respectively participated. In addition special training facilities in Reprography and Preservation were provided to the nominees of the Geological Survey of India, Calcutta University and Visva Bharati, during the period under review.

Central Secretariat Library

The Central Secretariat Library and its branch at Ramakrishnapuram, New Delhi, continued to provide reference and reading facilities to the employees of the Ministries, Departments, Attached and Subordinate offices and Government Sponsored Autonomous Organisations located in Delhi.

During the period under report, 2,777 new members were enrolled and 1,68,370 books were lent out for home reading and 5,132 volumes were added to the library including 2,870 books, 2,200 Indian Official Documents and 62 Foreign Official Documents. The library received 1,000 periodicals by way of purchase, gratis and exchange.

The Regional Languages Library and the Central Hindi Library located in Bahawalpur House, New Delhi, is being further developed. By 31st December, 1975, 42,714 books for the Regional Languages Library and 4,470 books for the Central Hindi Library have been acquired.

An exhibition of Books by Women Authors was held in Bahawalpur House from January 3 to 9, 1976. About 3000 books in English and in all the Indian languages were displayed in the exhibition.

PROGRESSIVE USE OF HINDI IN THE DEPARTMENTS OF EDUCATION AND CULTURE

As in the past years, during 1975-76, regular Quarterly Reports on the progressive use of Hindi in the Ministry were sent to the Ministry of Home Affairs.

Correspondence, noting and drafting in Hindi continued to increase during the year. The work of translating Acts and Statutes was completed. Registers were separately maintained indicating letters received and replied to in Hindi. Circulars continued to be issued bi-lingually. Training facilities in Hindi were afforded to employees, and workshops to instruct employees in noting and drafting in Hindi were conducted.

The Hindi Advisory Committee held its 5th Meeting on 7th November 1975 and considered a report on the up-to-date position in respect of the progressive use of Hindi in the Ministry and ensured that the provisions of the Official language Act, as amended by the Amendment Act, 1967 were being complied with.

OBSERVANCE OF ORDERS REGARDING RESERVATION IN SERVICES FOR SCHEDULED CASTES & SCHEDULED TRIBES

A special Cell functions in the Ministry to ensure that reservation orders relating to the appointment of members of the Scheduled Castes/Scheduled Tribes in the Departments of Education and Culture are strictly observed. During the year under report rosters were inspected by the Cell to verify whether in accordance with the reservation orders vacancies were properly located and filled up. Inspection Reports were also drawn up in the prescribed form and copies sent to the Commissioner for Scheduled Castes and Scheduled Tribes.

Proposals for de-reservation of posts require the specific approval of the Education Minister. During the year under review no post had been de-reserved.

AUDIT OBSERVATIONS & INSPECTION REPORTS

In accordance with the recommendations made by the Public Accounts Committee in its 169th Report (5th Lok Sabha), the Ministry made concerted efforts to clear the outstanding Audit Observations and Inspection Paras. As against 5,400 Audit Observations and 5,660 Inspection Paras, which were included in the C & A.G.'s Report for 1972-73 (Civil), the Ministry cleared 2,828 Audit Observations and 3,329 Inspection Paras. Efforts are continuing to clear the remaining observations and paras also.

APPENDIX

FINANCIAL ALLOCATIONS (IN LAKHS) OF ITEMS DISCUSSED UNDER VARIOUS CHAPTERS

S. No.	Item	Budget Estimates 1975-76		Budget Estimates 1976-77	
		Original	Revised		
1	2	3	4	5	
<i>Department of Education</i>					
SCHOOL EDUCATION					
1.	Unicef-assisted Science Project	Plan	3.50	3.50	2.00
2.	Printing Presses	Plan	58.18	80.00	39.17
3.	Nehru Bal Pustakalaya	Plan	8.00	8.00	10.00
4.	N. C. C. Junior Division Troupes in Public/ Residential Schools	Non-Plan	4.35	4.35	4.35
5.	Bal Bhavan Society, New Delhi	Plan	1.75	1.25	2.00
		Non-Plan	8.74	10.40	9.50
6.	Educational Concessions to the children of Officers & Men of Armed Forces killed or disabled during hostilities	Non-Plan	0.10	1.10	1.00
7.	Financial Assistance to Voluntary Educational Organisations in School Education.	Plan	5.00	3.17	3.50
		Non-Plan	0.11	0.11	0.11
8.	Extension Service Centres	Plan	15.00	10.00	1.00
9.	Vocationalisation of Secondary Education	Plan	50.00	25.00	20.00
10.	National Council of Educational Research and Training	Plan	111.12	130.12	150.00
		Non-Plan	320.09	325.87	353.91
11.	Educational Technology Programme	Plan	22.50	37.50	50.00

1	2	3	4	5
12.	Kendriya Vidyalaya Sangathan	1018.52	1067.52	1432.48
13.	Central Tibetan Schools Administration	63.00	61.85	67.41
14.	National Awards to Teachers	1.45	2.45	1.82
15.	Moral and Spiritual Education	0.50	0.50	0.50

HIGHER EDUCATION

1.	Indian Council of Historical Research, New Delhi	Plan	18.19	18.50	20.00
		Non-Plan	3.71	4.79	5.17
2.	Indian Institute of Advanced Study, Simla	Plan	4.11	5.33	4.50
		Non-Plan	24.54	27.89	28.96
3.	Institutions of Higher Learning of All India Importance	Plan	4.00	5.53	4.00
		Non-Plan	6.00	10.00	8.00
4.	Scheme of loans for construction of hostels of affiliated/constituent colleges	Plan	4.00	0.40	2.00
5.	Scheme of assistance to Voluntary Educational Organisations in big cities	Plan	1.50	0.34	1.50
6.	Loan to Punjab University	Plan	15.00	15.00	15.00
7.	Salary scales of University/College teachers	Non-Plan	770.00	770.00	825.00
8.	Centenary Awards at Presidency College, Calcutta and Gold Medal etc.	Non-plan	0.03	0.03	0.03
9.	University Grants Commission	Plan	3020.00	3020.00	3883.85
		Non-Plan	2249.00	2910.00	3172.10
10.	Grants-in-aid to Rural Institutes	Plan	1.00	0.20	0.20
		Non-Plan	15.40	16.50	8.50
11.	Educational Conferences and Exchange of Delegates	Plan	0.75	1.00	0.75
12.	Shastri Indo-Canadian Institute	Non-Plan	12.00	12.00	12.00

1	2	3	4	5
INDIAN COUNCIL OF SOCIAL SCIENCE RESEARCH				
1. Grants to the Council	Plan	55·00	59·51	60·00
	Non-Plan	30·80	32·45	33·75
2. Grants to Research Institutes	Plan	35·55	40·00	40·00
3. Publication of Selections from Educational Records.	Plan	0·90	0·90	1·00
4. Assistance to Voluntary Professional Associations in Humanities and Social Sciences	Plan	1·0	5·50	0·50
5. Partial Financial Assistance to Social Scientists Going Abroad	Non-Plan	0·15	0·10	0·15
6. Indian Council of Philology	Plan	1·00	—	—
NATIONAL STAFF COLLEGE FOR EDUCATIONAL PLANNERS AND ADMINISTRATORS NEW DELHI.				
	Plan	5·02	5·02	12·00
	Non-Plan	2·62	3·28	3·26
TECHNICAL EDUCATION				
1. Indian Institutes of Technology	Plan	475·00	620·00	532·00
	Non-Plan	1096·00	1361·71	1450·30
2. Indian Institute of Science, Bangalore	Non-Plan	218·41	226·70	—
3. Institutes of Management	Plan	100·40	103·56	110·00
	Non-Plan	92·15	94·54	102·20
4. School of Planning and Architecture, New Delhi	Plan	5·00	5·00	7·00
	Non-Plan	30·40	30·46	38·35
5. N.I.T.I.E., Bombay	Plan	19·00	17·24	19·00
	Non-Plan	28·89	29·49	35·13
6. National Institute of Foundry and Forge Technology, Ranchi	Plan	10·00	11·46	12·00
	Non-Plan	18·63	21·48	23·11
7. Institute of Industrial Design	Plan	3·00	18·35	—
	Non-Plan	4·80	7·80	—

1	2	3	4	5	
8.	Regional Engineering Colleges	Plan	79·90	75·00	90·00
		Non-Plan	273·50	300·00	300·00
9.	Postgraduate Courses and Research	Plan	85·00	90·00	95·00
10.	Revision of the rates of Post-Graduate Scholarships	Plan	50·00	45·00	30·00
11.	Development and Improvement of non-Government Technical Institutions	Plan	15·00	15·00	15·00
12.	Loans for Hostels	Plan	25·00		29·00
13.	Apprenticeship Training	Plan	81·00		135·00
14.	Regional Technical Teachers Training Institutes	Plan	30·00	35·45	45·00
		Non-Plan	45·04	44·64	51·33
15.	Quality Improvement Programme	Plan	80·00	80·00	80·00
16.	Management Education	Plan	5·00	3·50	5·00
17.	National Council for Science Education	Plan	6·07	5·40	6·00
18.	Asian Institute of Technology, Bangkok	Plan	1·00	1·00	
SCHOLARSHIPS					
1.	National Scholarships Scheme	Plan	70·00	70·00	108·00
		Non-Plan	—	4·41	4·41
2.	National Loan Scholarships Scheme	Plan	60·00	60·00	90·00
		Non-Plan	283·70	282·07	332·07
3.	Write Off of Loans and Advances—National Loan Scholarships Scheme.	Non-Plan	6·00	6·00	6·00
4.	National Scholarships for the children of Primary and Secondary School Teachers	Plan	0·30	0·30	3·00
		Non-Plan	—	—	0·64
5.	Scheme of Scholarships at the Secondary Stage for Talented Children from Rural Areas	Plan	20·00	20·00	40·00

1	2	3	4	5	
6.	Scholarships to Students from Non-Hindi Speaking States for Post-Matric Studies in Hindi	Pla Non-Plan	10·00 20·00	10·00 20·00	12·00 20·00
7.	Scheme of Scholarships in Residential Secondary Schools	Plan Non-Plan	28·00 30·00	16·00 30·00	25·00 30·00
8.	National Scholarships for Study Abroad	Plan Non-Plan	38·00 30·00	24·20 30·00	35·00 30·00
9.	General Cultural Scholarships Scheme	Non-Plan	30·00	30·00	34·00
10.	Scheme of Scholarships/Fellowships for Nationals of Bangladesh	Non-Plan	14·00	12·00	12·50
11.	Special English course for Foreign Students	Non-Plan	0·10	0·10	0·10
12.	Construction of International Students House, Calcutta	Plan	1·00	—	1·00
13.	Revision of the Rates of Scholarships	Plan	18·70	18·70	—
14.	Indian Scholars going abroad against Scholarships offered by foreign Governments/Organisations	Non-Plan	3·00	3·00	3·00
15.	T. A./D.A. to Non-Official Members of Selection Committees	Non-Plan	1·00	1·00	1·00
16.	Foreign Scholarships for Study in India	Plan Non-Plan	2·00 7·00	0·00 7·00	2·50 7·00
17.	Partial Financial Assistance (Loan) Scheme	Non-Plan	0·90	0·90	0·90

BOOK PROMOTION AND COPYRIGHT

1. Cheap Publication of Text-books:

(i) Payment of Honarium to Evaluators/Charges for Translation

0·50 0·50 0·50

1	2	3	4	5
(ii) Meetings of the Joint Indo-Soviet Textbooks Board		—	—	0.50
(iii) Subsidy for publication of Law cost University level Textbooks by Indian authors		12.00	—	30.00
2. National Book Development Board		2.00	1.10	2.00
3. Grants to National Book Trust for its maintenance and normal activities. . . .		12.07	12.43	14.10
4. Aadan-Pradan		9.00	9.00	9.00
5. World Book Fair		6.00	6.00	1.00
6. Book Export Promotional Activities		2.50	2.50	2.75
7. Raja Rammohun Roy National Educational Resources Centre				
(i) Textbook Reference Library at Kasturba Gandhi Marg	} Provision for salaries, allowance, Travel and other expenses etc, included in the Ministry's budget.			
(ii) Documentation and Analysis of Imported Books				
8. Contributions to the International Union for the Protection of Literary and Artistic Works		0.64	0.85	0.77
9. TA/DA for the non-official members of Copyright Board		0.30	0.15	0.30
10. Honorarium to Chairman and non-official members of Copyright Board		0.45	0.45	0.45
11. Lump Sum Provision for Copyright Office		0.20	0.20	0.20
YOUTH WELFARE, SPORTS AND GAMES				
1. National Service Scheme	Plan	80.00	90.00	100.00
	Non-Pan	15.22	15.40	17.50
2. National Service Volunteer Scheme	Plan	10.00	10.00	7.50
3. Planning Forums	Plan	8.00	2.50	2.50

1	2	3	4	5	
4.	Youth Welfare Board and Committee	Non-Plan	1·00	3·00	2·50
5.	Nanak Bhawans	Non-Plan	2·25	2·25	1·00
6.	Nehru Yuvak Kendras	Plan	80·00	45·00	90·00
		Non-Plan	32·00	32·40	34·00
7.	Lakshmbai National College of Physical Education, Gwalior	Plan	3·50	3·50	5·15
		Non-Plan	11·55	13·06	13·50
8.	National Physical Efficiency Drive	Plan	3·15	0·75	4·00
9.	Promotion of Yoga	Plan	2·00	2·00	2·50
		Non-Plan	2·63	3·25	3·30
10.	Promotion of Literature on Physical Education and Sports	Plan	0·35	0·25	0·35
11.	Grants to National Institute of Sports and National Coaching Scheme	Plan	23·00	25·00	35·00
		Non-Plan	29·00	39·50	42·00
12.	Grants to Sports Federation	Plan	5·00	15·00	15·00
		Non-Plan	8·75	8·75	9·00
13.	Grants to National Sports Organisation	Plan	15·00	15·00	15·00
14.	Grants to State Sports Councils	Plan	20·00	10·00	20·00
15.	Sports Talent Search Scholarships Scheme	Plan	4·00	4·00	6·00
		Non-Plan	3·50	3·50	3·50
16.	Rural Sports Tournaments	Plan	8·00	7·00	9·00
17.	Development of National Sports Centre	Plan	1·00	1·00	1·00
18.	Special Sports Schools	Plan	24·20	—	7·50
19.	Sports and Games (Arjuna Awards etc)	Non-Plan	0·20	0·20	0·20
20.	Programmes of Youth Services including Work Centres, Youth Leadership Training Programme and Reception Centres	Plan	10·00	5·00	11·00
21.	Scouting and Guiding	Plan	6·00	3·50	7·00
		Non-Plan	1·35	1·35	1·35

1	2	3	4	5
22.	National Integration-Visit of Students from one part of the country to another	4.00	4.00	4.00
23.	Assistance for Promotion of Adventure Facilities, Mountaineering, including Development of Camping Sites	7.00	6.50	10.00
24.	Assistance to Voluntary Youth Organisations	2.00	1.50	2.00
25.	(a) Commonwealth Youth Programme	5.00	10.59	5.00
	(b) Other Commonwealth Programmes	1.00		
26.	Exchange of Youth Delegations at Inter-State and International level	1.00	1.00	1.00
27.	India's contribution to I. S. V. S. Non-Plan	0.52	0.52	0.52
28.	Campus Work Projects	0.80	0.25	0.50
29.	National Integration Samitis	4.00	4.00	4.00
30.	Himalayan Mountaineering Institute, Darjeeling Non-Plan	1.30	1.30	1.30

LANGUAGES

1.	Appointment of Hindi Teachers in Non-Hindi Speaking States Plan	130.00	130.00	19.00
2.	Establishment of Hindi Teachers Training Wings/ Colleges in Non-Hindi Speaking States Plan	12.00	6.00	10.00
3.	Opening of Hindi Medium Sections in the Existing Colleges Plan	2.00	—	1.00
4.	Assistance to Voluntary Hindi Organisations Plan	17.00	17.00	20.00
5.	Award of Prizes to Hindi Writers of Non-Hindi Speaking States Plan	0.40	0.40	0.40

1	2	3	4	5
6. Kendriya Hindi Sansthan, Agra	Plan	13.45	13.45	18.00
	Non-Plan	15.55	18.00	20.00
7. Schemes of Central Hindi Directorate	Plan	8.00	8.00	8.60
	Non-Plan	43.47	45.52	46.04
8. Correspondence Courses	Plan	8.00	8.00	8.00
9. Propagation of Hindi Abroad	Plan	5.00	5.00	5.00
	Non-Plan	2.00	2.00	2.00
10. Scholarships for Study of Hindi at Post-Matric Level for Students from Non-Hindi Speaking States	Plan	10.00	10.00	12.00
	Non-Plan	20.00	20.00	20.00
11. Library of Nagari Pra- charini Sabha	Plan	6.00	6.00	6.00
12. Institute of Hindi Transla- tion and Interpretation	Plan	2.00	—	1.00
13. (a) Production of Books in Urdu (Tarraqui-e-Urdu)	Plan	12.00	12.00	15.00
	Non-Plan	5.76	5.90	6.00
(b) Production of Books in Sindhi	Plan	2.00	0.25	2.00
14. Production of Core Books.	Plan	8.00	8.00	8.50
15. Award of Fellowships	Plan	12.00	12.00	12.00
16. Grant-in-aid for Production of University Level Books	Plan	87.00	87.00	100.00
17. Financing of Book Pro- duction through C. S. T. T.	Plan	8.00	8.00	8.00
18. National Award of Prizes to Authors	Plan	3.00	3.00	3.00
19. Central Institute of English and Foreign Languages	Plan	18.50	14.00	22.00
	Non-Plan	20.78	19.25	23.15
20. Central Institute of Indian Languages	Plan	18.55	12.43	18.00
	Non-Plan	36.72	38.99	40.27
21. Regional Language Centres				
22. Appointment of Teachers of Modern Indian Languages	Plan	3.00	—	1.00
23. Voluntary Sanskrit Organi- sations		21.00	21.00	23.00

1	2	3	4	5	
24.	Production of Sanskrit Literature	8.00	8.00	8.00	
25.	All India Sanskrit Elocution Contest/Vedic Convention	0.80	1.40	4.00	
26.	Centrally Sponsored Schemes	20.00	19.99	20.00	
27.	Rashtriya Sanskrit Sansthan				
	Plan	26.00	20.00	30.00	
	Non-Plan	36.10	36.00	36.00	
28.	Award of Scholarships to Products of Sanskrit Patasalas/Post-Matric Sanskrit Students/Shastri and Acharya Courses				
	Plan	5.00	4.50	5.50	
	Non-Plan	4.00	4.00	4.00	
29.	Assistance to Voluntary Organisations and Scholarships for Arabic & Persian	Plan	1.20	1.20	3.00

UNESCO AND ITS INDIAN NATIONAL COMMISSION

1.	Grants for Programmes of the Indian National Commission for Unesco-Expansion of the Activities of the Indian National Commission	Plan	1.50	1.50	1.00
2.	Expenditure of the Indian National Commission for Unesco for Publication of Hindi and Tamil editions of Unesco Courier	Non-Plan	4.35	3.44	3.80
3.	Grants to Non-Governmental Organisations for the Programmes of Indian National Commission for Unesco	Non-Plan	0.50	0.50	0.50
4.	Other Items—Indian National Commission for Unesco	Non-Plan	1.00	1.00	1.00
5.	Other Programmes—Hospitality and Entertainment on Schemes Connected with Unesco	Non-Plan	0.09	0.09	0.09
6.	Other Items—Deputations and Delegations Abroad	Non-Plan	0.80	0.80	5.00

1	2	3	4	5	
7.	Contribution to Unesco	Non-Plan	92.29	92.29	96.18
8.	National Committee for Gandhi Centenary Celebrations	Non-Plan	3.50	0.50	3.00

ADULT EDUCATION

1.	Mass Programme of Adult Education Non-Formal	Plan	25.00	25.00	50.00
2.	Farmers Functional Literacy—				
	(a) Grants to States and UTs	Plan	50.00	61.00	65.00
	(b) Printing Press		8.00	0.97	2.75
3.	Establishment of Rural Libraries	Plan	8.00	2.00	4.00
4.	Adult Education through Universities	Plan	2.00	1.00	3.00
5.	Assistance to Voluntary Organisations	Plan	15.00	18.00	20.00
6.	Linking Literacy with Employment Programme	Plan	1.00	—	1.00
7.	Production and Supply of Literature for Neo-Literates	Plan	3.50	3.50	3.50
8.	Directorate of Non-Formal Education and National Board of Adult Education	Plan Non-Plan	6.00 6.75	5.75 7.75	6.25 7.75
9.	Sharmik Sdyapeeth	Plan	3.08	3.08	5.00
10.	Workers Social Education Institutes	Plan	2.92	2.92	3.00
11.	National Board of Adult Education	Plan	0.50	0.02	5.00
12.	Grameen Vidyapeeths	Plan	—	—	1.00

DEPARTMENT OF CULTURE

CULTURAL AFFAIRS

1.	Visits of Foreign Cultural Delegations Performing and Non-performing	Plan Non-Plan	10.00 9.66	9.50 9.16	10.00 9.16
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1	2	3	4	5
2. Sahitya Akademi	Plan	3.00	3.75	7.50
	Non-Plan	13.16	13.51	14.38
3. Lalit Kala Akademi	Plan	6.04	3.62	7.60
	Non-Plan	10.79	12.28	11.36
4. Sangeet Natak Akademi	Plan	8.04	5.88	12.75
	Non-Plan	28.02	29.25	30.85
5. Building Grants to Voluntary Cultural Organisations	Plan	5.00	5.00	10.00
6. Propagation of Culture among College and School Students	Plan	8.00	9.00	10.00
7. Financial Assistance to Dance-Drama and Theatre Ensembles	Plan	9.00	8.50	9.00
	Non-Plan	4.80	4.80	4.80
8. Inter-State Exchange of Cultural Troupes	Plan	3.50	3.50	4.00
9. Strengthening of Existing Institutions and Establishment of new Institutions in the Fields of Plastic and Performing Literary Arts	Plan	3.00	—	3.00
10. Promotion of amateur cultural activities among youth and subsidy to professional Dance-Drama Theatre Ensembles	Plan	—	—	2.00
11. Extra Curricular Cultural Activities for Children	Plan	0.10	0.10	0.10
12. Grant-in-aid to Indo-Foreign Friendship Societies		2.00	2.25	2.25
13. Presentation of Books in Foreign countries	Non-Plan	2.00	2.00	2.00
14. Other Cultural Activities Essay Competition	Non-Plan	0.50	0.50	0.50
15. India House, Paris		0.27	0.41	0.41
16. Sanskritik Centre of Indian Arts, London		0.70	0.76	0.70
17. Cultural Talent Search Scholarships Scheme	Plan	3.00	1.65	3.50
18. Scholarships to Young Workers in Different Cultural Fields	Plan	2.00	1.90	2.24
	Non-Plan	2.30	2.14	2.35

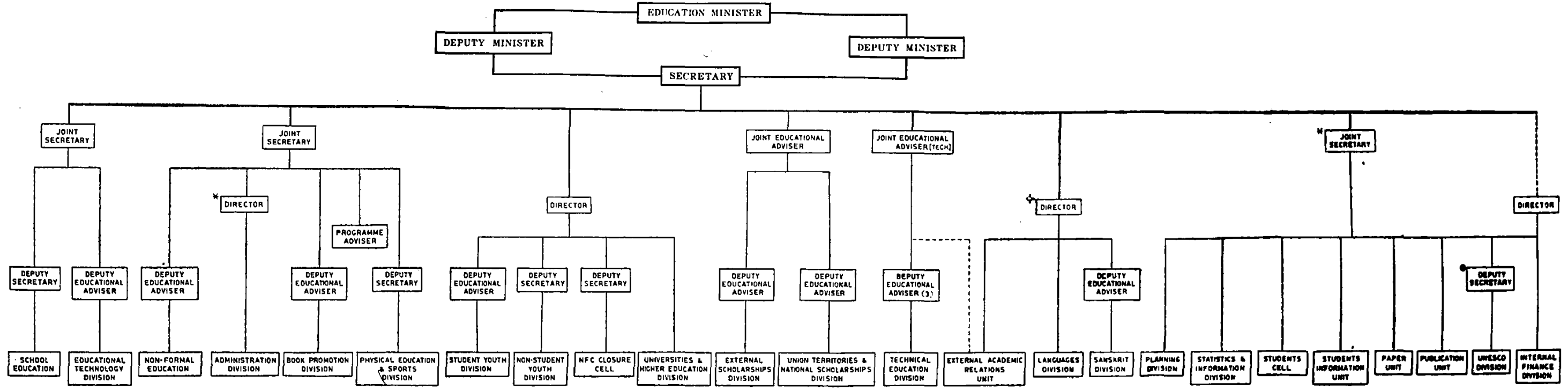
1	2	3	4	5	
19.	Central Research Laboratory for Conservation of Cultural Property	Plan	4.00	2.00	4.00
20.	Anthropological Survey of India	Plan	12.00	3.00	8.00
		Non-Plan	56.92	59.50	62.50
21.	Archaeological Survey of India		590.32	506.87	605.09
22.	National Museum of Man	Plan	1.00	1.00	1.00
23.	National Museum, New Delhi	Plan	10.77	10.77	25.00
		Non-Plan	26.20	28.80	30.00
					(15.00 on capital account)
24.	Salarjung Museum, Hyderabad	Plan	3.00	2.00	5.00
		Non-Plan	9.80	9.80	10.10
25.	Indian Museum, Calcutta	Plan	3.00	6.50	7.00
		Non-Plan	10.80	14.50	15.00
26.	Victoria Memorial Hall, Calcutta	Plan	2.50	2.50	3.50
		Non-Plan	6.00	8.00	7.51
27.	Nehru Memorial Museum and Library, New Delhi	Plan	5.00	2.00	3.61
		Non-Plan	18.60	21.00	24.08
28.	Dr. Zakir Husain Memorial Museum, Delhi	Plan	0.60	0.25	0.50
29.	Indian-War Memorial Museum, Delhi	Non-Plan	0.49	0.69	0.61
30.	National Gallery of Modern Art, New Delhi	Plan	6.00	6.00	4.50
		Non-Plan	5.90	6.60	7.21
31.	Gandhi Darshan, New Delhi	Plan	1.00	1.00	1.00
		Non-Plan	10.38	10.50	11.00
32.	National Library, Calcutta	Plan	16.40	15.00	17.00
		Non-Plan	43.61	45.00	46.00
33.	National Archives of India	Plan	20.70	10.70	24.21
		Non-Plan	32.96	36.00	37.00
34.	Central Reference Library Calcutta	Plan	2.21	1.89	2.40
		Non-Plan	5.15	6.00	7.00

1	2	3	4	5	
35.	Delhi Public Library, Delhi	Plan Non-Plan	6·00 17·25	6·00 20·50	12·00 21·00
36.	Khuda Bakhsh Oriental Public Library, Patna	Plan Non-Plan	2·00 2·90	1·70 2·90	3·00 3·23
37.	Central Library, Town Hall, Bombay	Plan Non-Plan	1·00 1·25	— 1·50	1·00 1·50
38.	Raza Library, Rampur	Plan	2·00	2·00	2·00
39.	Institute of Higher Tibetan Studies, Varanasi	Plan Non-Plan	3·00 5·60	— 5·60	0·10 6·50
40.	Namgyal Institute of Tibetology, Gangtok, Sikkim	Non-Plan	1·16	1·03	1·16
41.	Daira-tul Maarif-il Osmania, Hyderabad	Plan	0·90	0·90	0·90
42.	Abul Kalam Azad Oriental Research Institute, Hyder- abad	Plan	0·18	0·18	0·18
43.	Integrated Development of the scheme of Nava- Nalanda Mahavihara and Huen Tsang Memorial Hall	Plan	2·00	1·00	1·00
44.	Institutions and Organisa- tions engaged in Literary and Cultural activities	Non-Plan	1·69	1·69	1·69
45.	School of Budhist Philo- sophy, Leh	Plan Non-Plan	2·00 4·00	— —	2·00 4·50
46.	Reorganisation and De- velopment of Museums	Plan	6·00	6·00	8·00
47.	Assistance to Voluntary Educational Organisations working in the field of Public Libraries	Plan	10·00	10·00	10·00
48.	Fellowships to Outstand- ing Artists of Performing, Literary and Plastic Arts	Plan	1·00	0·64	1·44
49.	Financial Assistance to Distinguished Men of Letters		2·50	2·50	3·00

1	2	3	4	5
50.	Library of Tibetan Works and Archives, Dharamshala Plan	1.50	1.50	2.60
51.	T. M. S. S. M. Library, Thanjavur Plan	4.00	3.00	4.00
52.	Indian Council of World Affairs Library, New Delhi Plan	1.00	1.00	1.00
53.	Setting up of Rural Library Centres after Mahavira Plan	6.00	6.00	—
54.	Exchange of Visits of Librarians, Archivists etc. Under the Cultural Exchange Programme.	0.50	0.50	0.50

ADMINISTRATIVE CHART DEPARTMENT OF EDUCATION

AS ON 6-2-1976

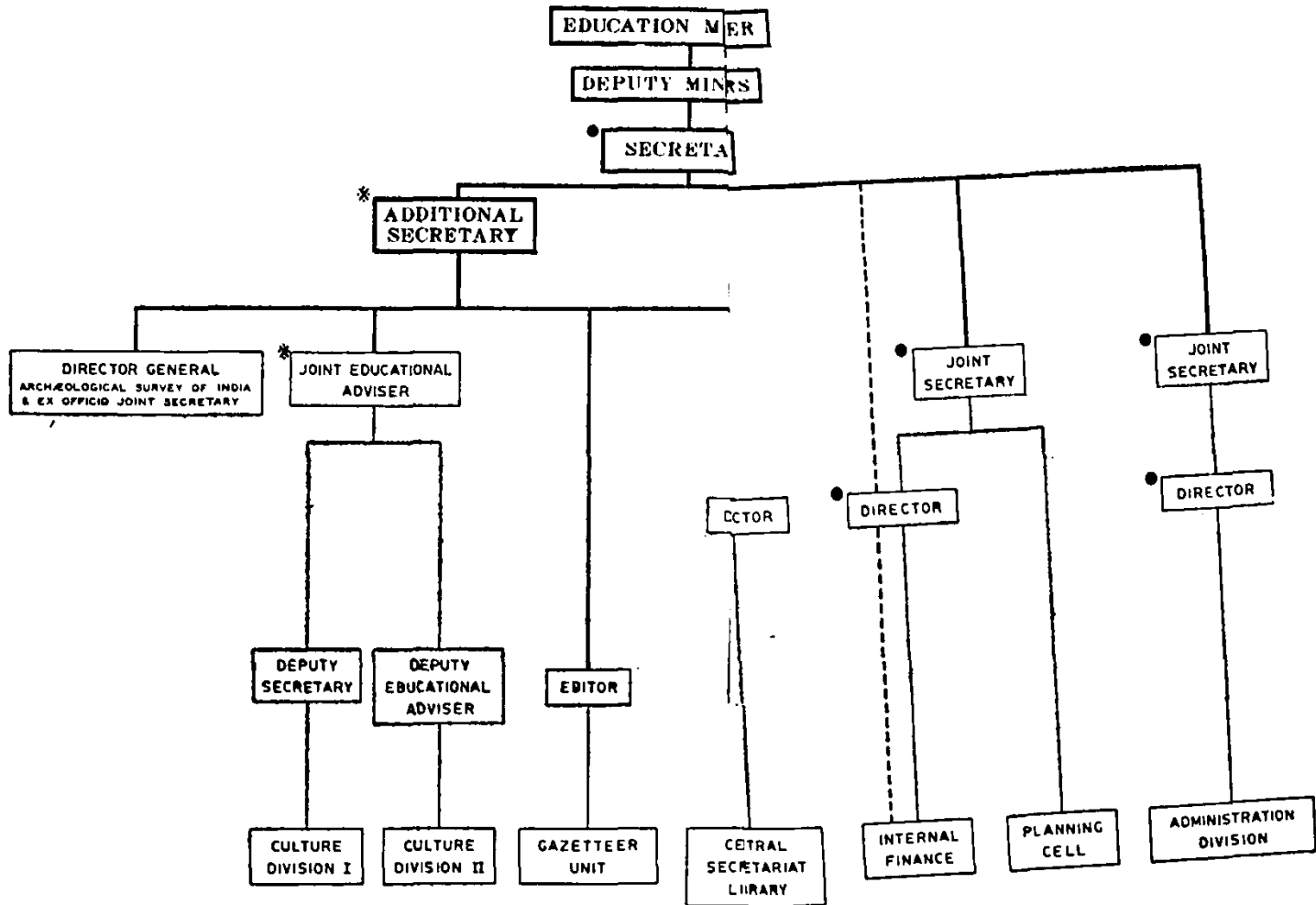


* COMMON FOR DEPARTMENT OF EDUCATION & DEPARTMENT OF CULTURE

† HOLDING ADDITIONAL CHARGE OF SOME PORTION OF WORK OF DEPARTMENT OF CULTURE

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ADMINISTRATIVE CHART DEPARTMENT OF CULTURE



● COMMON FOR DEPARTMENT OF EDUCATION & DEPARTMENT OF CULTURE

✱ AT PRESENT POST OF ADDITIONAL SECRETARY & J E A. [C] ARE LYING VACANT

J S [A] & DIRECTOR [L] ARE HOLDING ADDITIONAL CHARGE OF CA II & CA I DIVISION

AS ON 6-2-1976



समयमेव जयते

REPORT

1975-76



Ministry of Education and Social Welfare

Department of Social Welfare

New Delhi

REPORT

1975-76



Ministry of Education and Social Welfare
Department of Social Welfare
New Delhi

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- XIV. Guidelines to State Governments on prohibition
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CHAPTER I

INTRODUCTION AND HIGHLIGHTS

Introduction :

The role of social welfare in ensuring that social justice keeps pace with economic development can scarcely be over-estimated. The policies and programmes of the Department of Social Welfare continued to be directed towards the well-being of the physically and socially handicapped, women and children from weaker sections of society and from rural backward areas. The range of activities covered preventive, rehabilitative and curative services, with a strong emphasis on the development of the capabilities of the individual, the family and the community to enable them to participate in the mainstream of national development. This thrust is in pursuance of the Fifth Five Year Plan policy of widening the horizon of welfare from mere relief and curative services to enabling programmes for developing the potentialities of growth and development of individuals and groups.

1.2 The very nature of social welfare activities demands participation of people in the formulation of programmes as well as in their implementation. An important strategy in the activities of the Department has, therefore, been the promotion, assistance and development of voluntary organisations. This fosters community solidarity and cohesiveness, socialises the individual and orients him towards the community.

1.3 Apart from the implementation of welfare programmes, the activities of the Department extended to reviewing and promoting social legislation so that they function effectively as instruments of social change and development. It also continued to coordinate welfare policies and programmes and gave advice to the States and Union Territories in the formulation and implementation of social welfare schemes.

1.4 The subjects allocated to the Department of Social Welfare in 1975-76 are at Annexure I.

1.5 The functions of the Department are allocated among seven Divisions :

Child Development Division
Nutrition and Relief Projects Division
Women's Welfare Division

Handicapped Welfare Division
 Social Security and Defence Division
 Planning, Research, Evaluation and Monitoring
 Division
 Administration Division.

1.6 The Department is assisted in its functions by the following organisations :

- (i) Central Social Welfare Board
- (ii) National Institute of Social Defence
- (iii) National Institute of Public Cooperation and Child Development.

1.7 Professor S. Nurul Hasan, Minister of Education, Social Welfare and Culture continued to be in charge of the Department of Social Welfare assisted by Shri D. P. Yadav and Shri Arvind Netam, Deputy Ministers. Shri P. N. Luthra, Secretary to the Government of India superannuated on 30-11-1975; Shri S. Y. Ranade assumed charge on 9-1-1976.

HIGHLIGHTS

Integrated Child Development Services

1.8.1 Thirty three Integrated Child Development Service Projects have been started, 10 in tribal areas, 19 in rural areas and 4 in urban slums. A package of services consisting of supplementary nutrition feeding, immunization, health check-up, referral services, nutrition and health education, and nonformal pre-school education is provided to children less than 6 years of age, pregnant women and nursing mothers.

Creches for Children

1.8.2 Rupees 28.36 lakhs have been sanctioned during the year to 41 voluntary organisations for establishing 508 creches benefiting about 12,700 children of working women and ailing mothers.

Welfare of Destitute Children

1.8.3 For the welfare of children in need of care and protection, Rs. 132.37 lakhs have been sanctioned to 245 organisations benefiting 15,905 children.

National Children's Board

1.8.4 In pursuance of the National Policy for Children adopted in August 1974, a National Children's Board has been constituted with the Prime Minister as President and the Minister of Education, Social Welfare and Culture as the Working

Chairman. The inaugural meeting of the Board held on 15 September 1975 endorsed the main action areas for development of children. Guidelines based on these have been sent to the States/Union Territories.

International Women's Year

1·8·5 India joined the comity of nations to observe 1975 as the International Women's Year and a number of activities were undertaken to create awareness among women of their rights and responsibilities apart from initiating steps for their full participation in the mainstream of national life and development. A draft of action points was prepared with the assistance of the Institute of Applied Manpower Research. The National Committee on the International Women's Year met twice during the year under the presidentship of the Prime Minister. At its valedictory meeting on 17 February 1976, it endorsed the main action points for development of women.

Functional Literacy

1·8·6 A new programme of functional literacy for women was sanctioned in the Integrated Child Development Services project areas. It aims to impart functional literacy in maternity and child welfare, nutrition and health education, home economics and programmes of supplementary income like kitchen gardening, poultry keeping, animal husbandry, etc.

Socio-Economic Programme

1·8·7 The Socio-Economic Programme of the Central Social Welfare Board for providing work and wages to needy women made significant strides during the year. During the year, 294 institutions have been sanctioned Rs. 45·90 lakhs for setting up production units.

Hostels for Working Women

1·8·8 The Scheme of Hostels for Working Women in urban areas continued to make significant progress. During 1975-76, construction of 26 new hostels have been sanctioned in 21 cities. In view of 1975 being an International Women's Year, the Government of India reduced the contribution of voluntary organisations to the cost of construction from 40 per cent to 25 per cent.

Publication of English-Hindi Dictionary in Braille

1·8·9 For the first time, an English-Hindi Dictionary in Braille running into 14 volumes has been prepared by the National Centre for the Blind, Dehra Dun.

Placement of the Handicapped

1·8·10 To supplement the efforts of the Special Employment Exchanges for the Physically Handicapped, the Government

of India has taken a decision to assist voluntary organisations to start placement bureaux.

Revision of Scholarships

1.8.11 The number of physically handicapped students awarded scholarships is expected to be 6,000 during the current financial year as compared to only 50 students awarded scholarships in 1955 when the programme was first started. The scheme has now been made more liberal by way of enhancement of allowances, higher rates for students residing in hostels, increase in the number of courses which can be covered under the Scheme, and payment of stipends for inplant trainees in a number of industrial and commercial establishments.

Prohibition

1.8.12 A minimum programme of prohibition has been announced on the eve of Gandhi Jayanti Day in 1975. Detailed guidelines for the implementation of this programme have been sent to the State Governments.

Research Studies on Drug Addiction

1.8.13 Seven research studies have been sanctioned by the Department of Social Welfare for studying the nature and incidence of drug abuse among university students.

Delegations Abroad

1.9.1 A two member delegation consisting of Shri P. N. Luthra, Secretary, Department of Social Welfare and Shri M. S. Dayal, Deputy Secretary in the Department attended the 1975 Session of UNICEF Executive Board held in New York during May 1975.

1.9.2 A ten member delegation under the leadership of Shrimati Prabha Rau, Minister of Education, Government of Maharashtra participated in the World Conference of the International Women's Year held at Mexico from 19 June to 2 July 1975. The other members included Shrimati Margaret Alva, M. P., Shrimati Parvathi Krishnan, M. P., Shrimati Sunanda Bhandare, Shrimati Sakina Hasan, Shrimati Shyamala Pappu, Shri P. N. Luthra, Shrimati Padma Ramachandran, Shrimati S. Kochar and Shri E. A. Srinivasan.

1.9.3. The Government of India Delegation headed by Dr. (Smt.) Phulrenu Guha, Member, National Committee for the International Women's Year, participated in a Seminar on "Women's Participation in the Economic Development of their Countries and in the Upbringing of the Younger Generation" held at Alma Ata, USSR from 16 to 22 July 1975.

1-9-4 Shri M. S. Dayal, Director in the Department of Social Welfare, attended the International Congress of Nutrition at Kyoto, Japan from 2 to 9 August, 1975.

1-9-5 Shri B. B. Sahay, Director in the Department of Social Welfare attended the Regional Conference for Asia and Western Pacific of the International Council on Social Welfare held in Hong Kong from 1 to 6 September, 1975.

1-9-6 Shrimati Maragatham Chandrasekhar, Member of Parliament participated in a Seminar on "Women in Contemporary Society" held at Sofia in Bulgaria from 3 to 6 September, 1975.

1-9-7 Shri K. R. Ramachandran, Joint Secretary in the Department of Social Welfare and Dr. Hira Singh, Director, National Institute of Social Defence participated as members of the Indian delegation in the Fifth U. N. Congress on the Prevention of Crime and Treatment of Offenders held in Geneva from 1 to 12 September 1975.

1-9-8 Shri A. M. Kurup, Senior Research Officer, participated in a Regional Workshop organised by the Economic and Social Commission of Asia and the Pacific (ESCAP) on Standards and Legislation for Social Welfare Services in Bangkok from October 8-14, 1975.

1-9-9 In connection with the World Congress of Women held at Berlin (GDR) from 20 to 24 October, 1975, the Government of India met the travel costs of ten of the participants viz. Shrimati K. S. Nagarathamma, Speaker of the Karnataka State Assembly, Shrimati Vidyawati Chaturvedi, M. P., Shrimati Indira Mohini, M. L. A. (Uttar Pradesh), Shrimati Shilu Ao, Naga National Organisation, Shrimati Ushi Khan, Convenor of the Rajasthan State Committee for International Women's Year, Shrimati Saroj Kharpade, Shrimati B. K. Saraswathamma, Chairman of the Karnataka State Social Welfare Advisory Board, Kumari Shakuntala Sulhan, Shrimati Sarojini Varadappan, Chairman, Central Social Welfare Board and Shri K. R. Ramachandran.

The Prime Minister conveyed a special message (Annexure II) to the Congress which was read by the leader of the Indian delegation Smt. Purabi Mukherjee. The message was warmly applauded by the participants.

1-9-10 Dr. A. B. Bose, Director, participated in the Consultative Meeting on the Delivery of Social Services, of the U. N. Asian Development Institute, from 4 to 9 February, 1976.

Budget

1·10·1 An outlay of Rs. 200 crores has been provided in the draft Fifth Plan for central and centrally sponsored schemes in the social welfare sector. The plan allocation for 1975-76 is Rs. 10·6 crores against the allocation of Rs. 14·23 crores of 1974-75 which was utilised in full. The plan allocation proposed for 1976-77 is Rs. 9·12 crores.

1·10·2 A provision of Rs. 1426·86 lakhs was made for the Department of Social Welfare in the Budget Estimates for 1975-76 for meeting expenditure on (i) the Secretariat; (ii) direct execution of the schemes under Social Welfare (including Nutrition Programme); and (iii) Grants-in-aid to voluntary organisations and States/Union Territory Administrations for Central and Centrally sponsored Schemes in these fields. The Revised Estimates for 1975-76 are Rs. 1376·65 lakhs; savings are anticipated due to the sanctioning of the scheme of Integrated Child Development Services on an experimental basis in only 33 project areas. The provision proposed for the Budget Estimates for 1976-77 is Rs. 1358·28 lakhs.

1·10·3 The details of the Budget provision are given in Annexure III.

Administration

1·11·1 The following important measures were adopted to improve administrative efficiency:

(i) Desk Officer System :

Desk Officer System was introduced in two sections of the Department with effect from 1st January, 1976. Under this system, Assistants have been replaced by specially selected Section Officers, called Desk Officers. The Desk Officers dispose of cases on their own responsibility as Under Secretaries to the Government of India do. The chief advantages of the system are :—

- (a) it reduces the number of levels through which each case must pass before it is decided/acted upon to the barest minimum; and
- (b) it enhances the quality and speed of processing by raising the stage of initial handling and entrusting each Desk Officer with a specific area of responsibility.

A phased programme for introduction of Desk Officer System has also been prepared for the years 1976-79.

(ii) Reduction in number of levels of consideration at middle management level :

For improving efficiency and avoiding delays, action has been taken to bring about an over-all reduction in the number of levels of consideration of a case in the Secretariat hierarchy. In areas functioning under the Desk Officer System, Desk Officers of the level of Section Officers will work directly under a Director or a Deputy Secretary. The work among Under Secretaries/Deputy Secretaries/Directors in the Department has been reallocated in accordance with the scheme. Attention is being given to the possibility of selectively reducing further the number of administrative levels for the processing of cases.

(iii) Consolidated orders in respect of four subjects have been issued; these are : (i) Disposal of Audit objections, Inspection Reports and Audit paragraphs; (ii) Mid-term Review of the Budget and Preparation of Revised Estimates; (iii) Procedure of Reappropriation of Funds; and (iv) Distribution of Work and Channels of Working in the Department of Social Welfare. A few other subjects have been identified for the purpose of consolidation of orders. The task of preparation of consolidated orders on these subjects has been taken in hand.

(iv) A Brochure on "Discipline and Efficiency" was brought out in which instructions on matters which have direct impact on administrative efficiency were consolidated for the guidance of the officers and staff in the Department, as also in the subordinate offices and attached organisations with which this Department is concerned.

(v) Single File System

Single file system has been introduced between the Department and its three non-secretariat organisations viz., Model School for Mentally Deficient Children, New Delhi, Jawaharlal Nehru Complex of Institutions, New Delhi and the National Institute of Social Defence, New Delhi.

Propagation of Hindi

1.11.2 Special efforts were made during the year to induce the officers and employees of this Department to write their notes and drafts in Hindi. A cash prize scheme has been introduced in this Department to encourage the staff to make use of Hindi in official work. Nine members of the Department who attended the workshop organised by the Department of Education, received training in noting and drafting in Hindi.

Training Programme

1-11-3 Shri M. M. Bhalla, Research Officer in the Department of Social Welfare and Shri T.V.R. Chari, Administrative Officer of the Central Social Welfare Board have been sent to the United Kingdom for a six-month training course in social welfare planning and monitoring. The course is arranged under the Colombo Plan Programme.

Shri K. M. Sahai of the Department of Social Welfare, Government of Rajasthan was nominated for undergoing training in the field of Social Planning in National Development for 3 months in U. K. under the Colombo Plan.

Shri K. R. Ramachandran, Joint Secretary, attended the 4th International Training and Development Conference on Human Resources Development held in New Delhi during the month of November 1975.

CHAPTER II

CHILD DEVELOPMENT AND NUTRITION

National Policy for Children

2.1.1 Recognising the supreme importance of children in national development, the Government of India adopted a National Policy for Children on 22 August 1974, outlining a 15 point programme for children, the highest priority being given to child health and nutrition, welfare of destitute children, creches for the children of poor working and ailing mothers and care of handicapped children,

2.1.2 A National Children's Board with the Prime Minister as President was constituted on 3 December 1974. The first meeting of the Board was held on 15 September 1975 at Vigyan Bhavan, New Delhi. The Prime Minister gave the inaugural address (Annexure IV). The Board discussed the priorities and programmes for children and approved a plan of action. Guidelines have been issued to States for further implementation of the Policy,

2.1.3 By the end of February 1975, State level Boards have been constituted in Andhra Pradesh, Assam, Bihar, Haryana, Himachal Pradesh, Jammu & Kashmir, Kerala, Madhya Pradesh, Manipur, Nagaland, Rajasthan, Tripura, Uttar Pradesh and West Bengal. The Union Territories of Andaman & Nicobar Islands, Goa, Daman and Diu and Pondicherry have also constituted the Boards.

2.2 A stamp was released on 14 November 1975 to commemorate the Children's Day. An exhibition on 'Promotion of Child Health at the Village Level' was organised at the All India Institute of Medical Sciences, New Delhi on 14 November, 1975.

Balwadi Nutrition Programme

2.3.1 Various nutrition and diet surveys carried out during the two decades following Independence disclosed a high incidence of protein-calorie malnutrition and iron-folate and vitamin A deficiency amongst preschool children, pregnant women and nursing mothers, especially in urban slums and tribal areas. During the year 1970-71, the Balwadi Nutrition Programme for

children in the age group 3-5 years through balwadis and day-care-centres and the Special Nutrition Programme for children in the age group 0-3 years, pregnant women and nursing mothers in urban slums and tribal areas were started with a view to providing supplementary nutrition to the vulnerable sections of the population.

2.3.2 The Balwadi Nutrition Programme covered 2.29 lakh children at the end of the Fourth Plan. This programme is implemented through four national level welfare organisations—the Central Social Welfare Board, the Indian Council for Child Welfare, the Bharatiya Adimjati Sevak Sangh and the Harijan Sevak Sangh. It is now being continued at the Fourth Plan level from the non-plan budget of the Department of Social Welfare. A provision of Rs. 1.89 crores has been made in the non-plan budget of 1976-77 to continue the programme at the Fourth Plan level of beneficiaries.

Special Nutrition Programme

2.4.1 The Special Nutrition Programme, started in 1970-71 to provide supplementary nutrition to children in the age group 0-3 years and pregnant and nursing mothers in urban slums and tribal areas, was subsequently extended to cover children upto the age of 6 years and drought prone areas. The programme covered 37 lakh beneficiaries (Annexure V) at the end of the Fourth Plan. It was implemented through the State Governments with 100 per cent central assistance in the Fourth Plan.

2.4.2 In the Fifth Plan, the Special Nutrition Programme has been transferred to the State Sector. Expenditure on committed liability for the programme at the Fourth Plan level is to be met by the States from their non-plan budgets. Outlays for the extension in the Fifth Plan are provided in the State sector under the Minimum Needs Programme. The States did not agree to provide funds in their non-plan budgets for the continuance of the programme at the Fourth Plan level. The approved plan outlay of Rs. 11.65 crores for extension under the Minimum Needs Programme was therefore permitted to be utilised as a special case. In addition, central assistance to the extent of Rs. 6.69 crores was made available to States during 1974-75. The Planning Commission has now informed the States about their committed liability to be met from their non-plan budgets for the purpose of continuance of the programme at the Fourth Plan level so that the approved plan outlay is available for the extension of the programme. Efforts

are being made to persuade the States to provide sufficient funds in their non-plan budgets for the programme at the Fourth Plan level.

2.4.3 During the year 1975-76, CARE is providing under the INDO-CARE Agreement, food commodities to the extent of about 80,000 tonnes valued at about Rs. 20 crores for various preschool feeding programmes run by the State Governments, the Special Nutrition Programme being the largest among them.

2.4.4 Under a plan of operations agreed to between the Government of India and the World Food Programme in June, 1975, the WFP is providing food commodities to the extent of about 43,000 tonnes valued at about Rs. 16 crores for providing supplementary nutrition to 15.85 lakh preschool children and pregnant and nursing mothers for one year in selected areas of Assam, Bihar, Gujarat, Kerala, Madhya Pradesh, Maharashtra, Orissa, Rajasthan, Uttar Pradesh and West Bengal. The WFP food commodities started arriving from January, 1976.

Integrated Child Development Services

2.5.1 There has been, for some time, an awareness of the importance of organising early childhood services as an investment in the future economic and social progress of the country. However, sectoral approaches to the needs of children had prevented the development of a coordinated strategy. The foundations for physical, psychological and social development can be effectively laid in early childhood if an appropriate range of services can be provided in an integrated manner. The concept of providing an integrated package of services is based on the consideration that the overall impact will be much larger if the different services develop in an integrated manner as the efficiency of a particular service depends upon the support it receives from other related services. The provision of supplementary nutrition is for instance unlikely to improve the health of the child if he continues to be exposed to diarrhoea or worm infestation. The scheme of Integrated Child Development Services has, therefore, been included in the Fifth Plan.

2.5.2 The ICDS is an ambitious programme which aims at the delivery of a package of services to preschool children and pregnant and nursing mothers in order to ensure full opportunities for the all-round development of children. These services include supplementary nutrition, immunisation, health check-up, referral services, nutrition and health education and non-formal pre-school education. These services are to be

further strengthened by convergence of other supporting programmes like rural water supply and applied nutrition. Earlier experience of programmes for meeting the needs of children has essentially been a sectoral experience. In order to ensure optimum use of scarce resources, it was considered necessary to put the strategy of Integrated Child Development Services through an experimental phase in order to test its cost-effectiveness and management efficiency. Accordingly only 33 experimental projects have been sanctioned in different parts of the country (Annexure VI.) The sanction for the experimental projects was conveyed in August 1975 and administrative steps were initiated. The expenditure on ICDS during 1975-76 is, therefore, Rs. 96.73 lakhs against the *ad hoc* provision of Rs. 300 lakhs.

2.5.3 The objectives of the ICDS scheme are :

- (i) to improve the nutritional and health status of children in the age group 0-6 years;
- (ii) to lay the foundation for proper psychological, physical and social development of the child;
- (iii) to reduce the incidence of mortality, morbidity, malnutrition and school drop-out;
- (iv) to achieve effective coordination of policy and implementation amongst the various departments to promote child development; and
- (v) to enhance the capability of the mother to look after the normal health and nutritional needs of the child through proper nutrition and health education,

2.5.4 The Block Development Officer will have overall responsibility as for schemes of other Departments in the Block. A Child Development Project Officer is directly in charge of each ICDS project. The focal point for delivery of services is an anganwadi for each village, which is run by a local honorary anganwadi worker assisted by a helper. The work of anganwadi workers is supervised by mukhyasevikas. The health infrastructure is being strengthened by adding one medical officer (preferably a lady doctor with diploma in child health), two lady health visitors and additional auxiliary nurse midwives to increase the number of primary health sub-centres to one for a unit of 5000 population in rural and tribal projects. The additional staff in urban projects would be one medical officer and 4 ANMs or health visitors. The scheme places great reliance on involvement of voluntary agencies and community

participation in implementation and the coordination of efforts of different government departments and voluntary agencies at all levels.

2.5.5 Proper training of functionaries at various levels is crucial to the success of a programme. As ICDS is a major experiment of an integrated strategy for early childhood services, great emphasis has been laid on the training of workers at different levels. Thirty training centres have been selected for the training of ICDS anganwadi workers in different parts of the country. These training centres are run by the State Governments and two national organisations—Indian Council for Child Welfare and Bharatiya Adimjati Sevak Sangh. A workshop of the State level officers incharge of the selected training centres and officers of the above mentioned national organisations was held in August, 1975. A workshop of State level officers incharge of the ICDS programme was held in September, 1975. Orientation courses for BDO's, Chief Instructors and Instructors of the training centres were held in August and September, 1975. The training of anganwadi workers commenced in different training centres during the period October-December 1975. Three batches of mukhyasevikas have already been trained. One batch of Child Development Project Officers is under training.

2.5.6 A two-day Workshop of the representatives of medical colleges, which are near the ICDS project areas, was held at the All India Institute of Medical Sciences, New Delhi in February, 1976. The areas for collaboration of medical colleges in ICDS were identified. The medical colleges agreed to conduct base-line surveys and assist in the monitoring of the health and nutrition aspects of the ICDS programme and in re-orienting the medical officers and para-medical staff in the ICDS projects.

2.5.7 The Programme Evaluation Organisation of the Planning Commission will undertake evaluation of the experimental ICDS projects after the projects have had an operational period of about a year and expansion of the programme will be considered in the light of the results of the experimental projects.

Welfare of children in need of care and protection

2.6 Implementation of this scheme started in 1974-75. The scheme has now gained considerable momentum. Assistance is provided to voluntary organisations, through the State Governments, for institutional services and foster care of destitute children. During the year 1974-75, assistance of Rs. 75.83 lakhs was given to the State Governments for disbursement to 149 voluntary organisations for the benefit of 9,665

destitute children. During the year 1975-76, assistance of Rs. 132.37 lakhs has been sanctioned for grants to 245 voluntary organisations for providing services to 15,905 children (Annexure VII).

Creches for working and ailing women's children

2.7 Financial assistance is given to voluntary organisation for running creches for the children (0-5 years) of working and ailing women if the monthly income of parents does not exceed Rs. 300. The scheme, started in February, 1975, has gained momentum during the year 1975-76. During the year 1974-75, grants amounting to Rs. 5.93 lakhs were released to 10 voluntary organisations for establishing 247 creches for about 6,000 children. During the current year, grants amounting to Rs. 28.36 lakhs have been sanctioned to 41 voluntary organisations for establishing 508 creches for about 12,700 children.

UNICEF

2.8.1 UNICEF has been providing assistance for developmental programmes for children under an Agreement signed between the Government of India and UNICEF in 1949. The assistance is mostly in the form of training grants, equipment, vehicles and other supplies. The Department of Social Welfare is the nodal point for UNICEF activities in the country.

2.8.2 India has been a Member of the UNICEF Executive Board since 1950, except for the year 1960. The current term of India's membership will last till July, 1977. During the year 1975-76, India contributed an amount of Rs. 1 crore to the general resources of UNICEF and an amount of Rs. 18 lakhs towards the administrative expenses of the UNICEF Regional Office in New Delhi. The total UNICEF assistance to India till the end of 1975 was equivalent to about 140 million US dollars. At present, UNICEF annual assistance to India is equivalent to about 13 million US dollars.

2.8.3 The Master Plan of Operations, which was approved earlier for UNICEF assistance of 56.8 million dollars during the Fifth Plan period in addition to the earlier outstanding commitment of 4.6 million dollars and noted projects of water supply and environmental sanitation worth about 4.5 million dollars, was signed between the Government of India and UNICEF on 29 November, 1975. The programmes for which UNICEF would provide assistance under the Master Plan of Operations include integrated child development services, applied nutrition, production of processed nutritious foods, health and family planning, water supply and environmental sanitation,

elementary education, higher education in food and nutrition, National Institute of Public Cooperation and Child Development and supporting and developmental services.

Balsevika Training Programme

2.9.1 The Balsevika Training Programme was started during 1961-62 to meet the requirements of trained personnel for the institutions implementing welfare programmes for pre-school children. This programme is being implemented through the Indian Council for Child Welfare. The training course of Balsevikas has a duration of 11 months and includes training in pre-school education, recreation, health, nutrition and social work. Twenty-seven Balsevika Training Institutes are run in different States through the State branches of ICCW. In order to improve training facilities in the institutes, the earlier pattern of assistance (90 per cent expenditure subject to a maximum of Rs. 50,000 per year per centre) has now been revised to 100 per cent subject to a maximum of Rs. 94,000 (recurring) per year and Rs. 22,000 (non-recurring) for initial expenditure. Assistance is also given to ICCW for technical staff at the ICCW headquarters to supervise the Balsevika Training Programme.

* 2.9.2 The number of Balsevikas trained till the end of December, 1974 is 6,576; and 1,124 Balsevikas were taken in subsequent courses in the 27 Balsevika training institutes. Nine Balsevika training institutes were also entrusted with the additional work of the training of Anganwadi workers from some ICDS projects. Additional assistance was provided for this work.

2.9.3 Twentyone centres run by the State Governments and Bharatiya Adimjati Sevak Sangh were selected for the training of Anganwadi workers from different ICDS projects. Assistance to these training centres was provided for the training of Anganwadi workers on the basis of the revised pattern for the Balsevika Training Institutes run through the State branches of ICCW.

Central Coordination Committee on Nutrition Programmes

2.10 Nutrition has been included in the Minimum Needs Programme as improvement in the health and nutritional status of the population is one of the major plan objectives. Several Departments of the Central Government and the State Governments have been implementing programmes which directly or indirectly attempt to improve the nutritional status of the population. To provide a forum for systematic communication,

consultation and cooperation, a Central Coordination Committee on Nutrition Programmes has been constituted in the Department of Social Welfare (Annexure VIII).

National Institute of Public Cooperation and Child Development

2.11.1 The erstwhile Central Institute of Research and Training in Public Cooperation was re-organised and registered as the National Institute of Public Cooperation and Child Development (NIPCCD) on 4 July, 1975. The objectives are :

- (i) to develop and promote voluntary action in social development;
- (ii) to take a comprehensive view of child development and to develop and promote programmes in pursuance of the National Policy for Children;
- (iii) to develop measures for coordination of governmental and voluntary action in social development; and
- (iv) to evolve framework and perspective for organising children's programmes through governmental and voluntary efforts.

2.11.2 The Institute seeks to achieve the above objectives through research, training, documentation, evaluation studies, etc. During the year 1975-76, the Institute has organised the following :—

1. Orientation Course for Directors and Instructors of Family and Child Welfare Training Centres in India at *New Delhi* from 15 to 25 April, 1975 (26 participants from all Family and Child Welfare Training Centres)
2. Orientation Course for Superintendents of Residential Institutions for Women and Children in the States of Haryana, Punjab and Himachal Pradesh at *Simla* from 2 to 13 June, 1975 (32 participants)
3. Workshop for Senior Level State Officials Incharge of Gram Sevikas Training Programmes held at *New Delhi* from 4 to 6 August, 1975 (18 participants)
4. Workshop on Promotion of Leprosy Work in India held at *New Delhi* from 11 to 14 August, 1975 (40 Experts and renowned workers from all over India)
5. Orientation Course of Officials and Non-Officials in Social Welfare in Jammu and Kashmir State held at *Srinagar* from 18 to 29 August, 1975 (36 participants)

6. Workshop on Integrated Child Development Services Schemes for Senior Officials Incharge of this Scheme in States held at *New Delhi* from 4 to 6 September, 1975 (42 participants from all over India such as Secretaries, Deputy Secretaries, Directors etc. of Social Welfare Departments etc.)
7. National Seminar on Employment of Children in India held at *New Delhi* from 25 to 28 November, 1975 (90 participants)
8. Orientation Course for Middle Level Government Officials and Voluntary Leaders in Social Welfare held at *Hyderabad* from 15 to 27 December, 1975 (20 participants)
9. Orientation Course for Members and Office Bearers of State Level Voluntary Organisations in Social Welfare held at *Hyderabad* from 27 December, 1975 to 9 January, 1976 (30 participants)
10. Orientation Course for Superintendents of Governmental and Voluntary Residential Welfare Institutions held at *Mysore* from 5 to 16 January, 1976 (30 participants)
11. Orientation Seminar for the Chairmen/Members of State Advisory Boards held at *Mysore* from 19 to 23 January, 1976 (30 participants)
12. Seminar on "Women and Development" held at *Mysore* from 27 to 31 January, 1976 (60 participants)

2.11.3 The Institute also carried out several research studies:

A—Studies completed

- (i) Perspectives on the Child in India
- (ii) Nutrition Programmes in Delhi: A Case Study of Benefit Delivery and Utilisation
- (iii) Aurangabad Mass Vasectomy Camp with Special Reference to People's Role
- (iv) Mid-day Meal Programmes in Tamil Nadu
- (v) A Study of Orphanages in Delhi
- (vi) Children in Delhi Slums

B—Studies in progress

1. Child Labour in Metropolitan Cities
2. An Evaluation Study of Balwadis run by Central Social Welfare Board and Indian Council for Child Welfare

3. Pattern of Social Welfare Administration at State Level
4. Mahila Mandals in India-An Evaluation Study
5. A Study of Education and Training Facilities for Physically Handicapped Children

2-11-4 The Institute brought out 16 publications during the year of which 7 have been printed and 9 mimeographed (Annexure XVI).

CHAPTER III

WOMEN'S WELFARE

3·1·1 During the year, the Department of Social Welfare took follow up action on the Report of the Committee on the Status of Women in India which was submitted on 1 January 1975. The Committee had been set up for a comprehensive study of all important aspects affecting the life of women. The Department of Social Welfare had, therefore, the benefit of its deliberations and advice while considering measures to promote the development of women for their full participation in the mainstream of national life and remove the social injustices and disabilities from which they continue to suffer.

3·1·2 The Report of the Committee was circulated to Members of Parliament. The Rajya Sabha discussed the Report on 13 May 1975 and passed a Resolution urging that a comprehensive programme should be undertaken for removal of economic and social injustices, disabilities and discriminations against women (Annexure IX).

3·1·3 The Lok Sabha had earlier on 25 April 1975 also considered the matter and passed a Resolution (Annexure X).

3·1·4 In order to achieve the goals of the International Women's Year and take follow up action on the Report of the Committee on the Status of Women in India, a separate Division on Women's Welfare was constituted in the Department.

3·1·5 On 5 November 1975 an Empowered Committee comprising representatives from different Ministries/Departments was constituted to process the recommendations of the Committee on the Status of Women in India within a short time. The Empowered Committee had ten meetings during the year. The position of action taken on some recommendations is given in Annexure XI. The examination of the remaining recommendations is continuing.

Celebration of International Women's Year

3·2·1 The major period of the International Women's Year which began with a message from the President of India on 1 January 1975 fell during the year under report. The programme for the commemoration of the year was prepared by a Working Group of the National Committee on the International Women's Year of which the Prime Minister is the President.

3.2.2 The following measures were taken for spreading awareness about the role and rights of women and stimulating changes in attitudes and beliefs which stand in the way of their progress :

- (a) Mass communications media like the All India Radio, Television, Satellite Instructional Television Experiment and the press were intensively utilised for creating increased awareness of the special problems of women, both in urban and in rural areas
- (b) 16 February 1975 was observed as All India Women's Day throughout the country
- (c) A special commemoration postage stamp was released in February 1975
- (d) A number of special publications were brought out on various aspects of Indian womanhood
- (e) Production of five documentary films on women was undertaken
- (f) Essay competitions were organised at National and State levels to arouse interest among the student community on the special problems of women
- (g) Several seminars and discussions were organised by the Central Social Welfare Board and State Social Welfare Advisory Boards, educational institutions and voluntary organisations throughout the year on various aspects of women's welfare
- (h) State Governments and Union Territories also constituted State Level Committees to draw up and implement programmes for the Year
 - (i) A National Sports Festival for Women was organised in New Delhi in November 1975 to stimulate enthusiasm among women for achieving higher standards of efficiency in physical education and sports
- (j) A film festival was arranged in New Delhi in December 1975 to project the image of Indian womanhood. Besides, the Field Publicity Units of the Ministry of Information and Broadcasting arranged for exhibition of numerous documentaries on women in a large number of rural areas
- (k) The President of India gave a message to the Nation on 31 December 1975 to mark the close of the International Women's Year.

3·2·3 The National Committee on the International Women's Year met twice during the year. For its valedictory meeting on 17 February 1976, the Department of Social Welfare circulated for information proposals for a National Plan of Action prepared with the assistance of the Institute of Applied Manpower Research. These were divided into five chapters—

- (i) Employment
- (ii) Education
- (iii) Health, Family Planning and Nutrition
- (iv) Social Welfare
- (v) Legal Status and Provisions

The blueprint listing the main action points for the development of women was also placed before the Committee for its consideration.

3·2·4 It is proposed to set up a Bureau to take follow up action in regard to the National Plan of Action for Women and the Report of the Committee on the Status of Women in India. The Bureau will also generally be concerned with the coordination and implementation of various programmes pertaining to the development of women.

Legislative Measures

3·3·1 During the year a number of existing legislative and administrative measures affecting women were reviewed.

The Equal Remuneration Act 1976 was passed which provides for—

- (a) the payment of equal remuneration to men and women workers; and
- (b) prevention of discrimination on the grounds of sex against women in the matter of employment and for matters connected therewith or incidental thereto.

3·3·2 Several State Governments have taken action for amending the provisions relating to the eradication of dowry by imposing more rigorous penalties and by streamlining the enforcement machinery. The Central Government have also amended the Central Civil Services (Conduct) Rules 1964 to make the giving and taking of dowry by Government servants punishable.

Functional Literacy for Adult Women

3·4·1 A new scheme of functional literacy for adult women in the age group between 15—45 years was sanctioned during

the year. The scheme proposes to offer non-formal education using functional literacy as the means and covers the subjects: (i) elements of health and hygiene; (ii) food and nutrition; (iii) home management and child care; (iv) civic education; and (v) vocational and occupational skills. The scheme is being implemented through State Governments in the integrated child development services project areas. A detailed syllabus for the training of Anganwadi workers and beneficiaries in the field of functional literacy has been drawn up and copies thereof have been sent to the institutions that are imparting training to the teachers under the scheme. The training of Anganwadi workers has been extended by one month to train them as teachers of functional literacy classes. An Anganwadi worker of the ICDS scheme, a primary school teacher or some other educated lady running the functional literacy class is entitled to an honorarium of Rs. 50/- per month for this work.

Hostels for Working Women

3·5·1 More and more educated women from low-income groups are coming to cities in search of employment. Appreciating the difficulties of such women in finding safe accommodation at reasonable cost, the Government of India have been implementing since 1972 the scheme of assistance to voluntary organisations working in the field of women's welfare for construction/expansion of hostel buildings. During the first year of Fifth Plan, 44 hostels were sanctioned in 34 cities. During 1975-76, 26 new hostels have been sanctioned in 21 cities. A list of cities where hostels have been sanctioned is given in Annexure XII. As a special concession during International Women's Year, the Government have raised their contribution for construction cost of the hostels from 60 per cent to 75 per cent to enable the coverage of more cities.

CHAPTER IV

REHABILITATION OF THE HANDICAPPED

Introduction

4.1. Acceptance of the concept of equality of opportunity, enshrined in the Indian Constitution, places a special responsibility to foster with particular care the social and economic interests of weaker sections of the community. Handicapped persons, with physical and mental impairment, constitute one of the weakest segments of our population. Their disabilities have been compounded by prolonged social unconcern and unyielding prejudices. While statistics are not available, the estimates of physically and mentally handicapped persons range between five and ten per cent of the population. Experience gathered in many parts of the world shows that with proper education and training a majority of handicapped persons can be enabled to play their role.

Scholarships

4.2.1 The objective of the scholarship programme is to help students secure necessary education and training as a step towards their rehabilitation. Scholarships are given for general education from the ninth class onwards, as well as for technical training at certificate/diploma and degree levels. The following modifications were made in the programme during 1975-76 :—

- (i) To afford a wider opportunity for acquiring work experience, a special provision has been introduced for awarding stipends to physically handicapped persons between 14 and 40 years of age placed as inplant trainees in approved industrial or commercial establishments. No educational qualifications have been stipulated. This programme supplements that of the Ministry of Labour and Employment aimed at offering a percentage of apprenticeship vacancies to the physically handicapped. In the current year 191 handicapped persons were awarded these stipends.
- (ii) Scholarships have been allowed for approved correspondence courses. Twentyfive students were awarded scholarships for studying by correspondence.
- (iii) Scholarships have also been allowed to students studying music in institutions affiliated to the Gandharva Maha

Vidyalaya Mandal, Miraj, Bombay and the Prayag Sangeet Samiti, Allahabad.

- (iv) Students taking up research courses are now eligible for scholarships.

4.2.2 To bring the rates of payment more in line with current costs, the allowances for readers, transportation and maintenance of prosthetic and orthotic devices have been raised by 50 per cent. A special rate for students living in approved hostels has been introduced.

4.2.3 The number of fresh awards in 1975-76 was 2,520 as against 1,733 during 1974-75 and a bare fifty at the commencement of the scheme.

Grants

4.3.1 The Government of India have been offering financial assistance to voluntary organisations to help them develop, strengthen and expand educational, training and rehabilitation services. The extent of assistance set at 75 per cent has recently been raised to 90 per cent of the estimated expenditure on approved items. In the current year a sum of Rs. 65 lakhs was given to 90 organisations.

4.3.2 A formidable problem in the rehabilitation of the handicapped is that of securing remunerative employment for trained handicapped persons. It has been decided to offer as an experimental measure financial assistance to suitable agencies for the purpose of setting up a placement service to secure remunerative work for qualified handicapped persons. It is hoped that this will step up the tempo of securing employment for the handicapped.

4.3.3 Voluntary agencies are also being assisted to establish sheltered workshops employing various categories of handicapped persons together. The object is to diversify production and cut subsidies.

Integrated Education

4.4 The National Policy Resolution on Education suggests that as far as possible handicapped children should be placed in ordinary schools. A Scheme has been drawn up and forwarded to various State Governments with a request to formulate projects within the framework of National Policy guidelines. The following have submitted proposals; and funds have been released :—

Himachal Pradesh,
Kerala,

Maharashtra,
Orissa and
Union Territory of Delhi.

Special Employment Exchanges

4.5.1 The object of these exchanges is to put trained physically handicapped persons in touch with prospective employers. Thirteen Special Employment Exchanges were functioning by the end of 1974-75. Three, one each in Orissa, Rajasthan and Tripura, have started functioning in 1975-76.

4.5.2 The number of persons placed by the 13 employment exchanges since the inception of the first exchange in 1959 is as follows :

Category	Number
Blind	1,023
Deaf	1,430
Orthopaedically Handicapped	11,357
Miscellaneous	7
TOTAL	13,817

Science in the Service of the Handicapped

4.6 It has been decided to initiate steps for maximum utilisation of advances in the several branches of science for development of special aids to the handicapped. It is realised that this needs a sustained research effort. The Department of Social Welfare has initiated steps in this regard with the help of the Department of Science and Technology. It has been decided to sponsor development of orientation and mobility devices, reading machines and recorders of high speech output for the blind.

Training of Teachers

4.7.1 The Department has sponsored four centres for the training of teachers of the blind at Bombay, Calcutta, Delhi and Madras. A common examination is annually organised for the four centres. Thirtyeight teacher trainees passed this examination in 1975-76.

4.7.2 The rates of stipends payable to teacher trainees have been enhanced. The status of the course has been raised from certificate to diploma level. The Department bears 80 per cent of the cost of running the Teacher Training College for the Deaf

at Lucknow. This College trains about 20 teachers of the deaf annually.

National Awards

4.8.1 The President gives annually National Awards to outstanding employers of the handicapped and the most efficient handicapped employees. The object is to encourage the employers to offer more openings to the handicapped and at the same time to motivate handicapped persons themselves, to greater effort at improving efficiency.

4.8.2 The particulars of National Awards of 1976 are given in Annexure XIII.

World Day for the Disabled

4.9 The third Sunday in March every year is celebrated on a voluntary basis in many countries of the world and also in India. The celebrations include sports events, competitions, a variety entertainment programme and a lunch to handicapped children and adults.

Republic Day Celebrations

4.10 Thirty handicapped persons were invited from different parts of the country to witness the Republic Day Celebrations at New Delhi. This is an annual feature.

National Institutes

4.11.1 In the Fifth Plan a National Institute for each major category of handicap is being developed which will not only extend specific services as National Institute but also provide assistance to the Central and State Governments in the formulation of policies and programmes.

4.11.2 The Centre for the Blind already set up at Dehra Dun, the Institutions for the Deaf established at Hyderabad and Model School for Mentally Deficient Children that exists in New Delhi will be developed into National Institutes for the Blind, the Deaf and the Mentally Retarded respectively. A National Institute for the Orthopaedically Handicapped is being set up at Calcutta.

4.11.3 The programmes during 1975-76 in the five institutions were :—

National Centre for the Blind, Dehra Dun

- (i) The sheltered workshop of the Centre produced goods worth Rs 198,000 as compared with the production of Rs. 150,000 in 1974-75.

- (ii) The Central Braille Press published in Braille 26 new titles. Included in these new books is an English to Hindi Braille Dictionary in 14 volumes.
- (iii) Braille appliances of the value of Rs. 8,000/- were produced.
- (iv) Three students took the matriculation examination of the U.P. Board, 2 of them securing first division.

Training Centre for the Adult Deaf, Hyderabad

- (i) Eightyone deaf trainees including one from Nepal passed out of the Centre in August 1975
- (ii) Employment was found for 81 deaf ex-trainees.
- (iii) Eighteen trainees of the Centre who participated in the All-India Sports Meet at Madras in December 1975 bagged 2 gold medals, 6 silver medals and 11 bronze medals.
- (iv) The trainees who participated in the National Sports Meet for the Handicapped at Bangalore in May 1975 bagged 4 gold medals, 3 silver medals and 21 bronze medals in various events.

School for Partially Deaf Children, Hyderabad

- (i) One of the students of the School took the 7th class public school examination.
- (ii) Seven students have mastered speech and language so well that they are ready to join ordinary schools.
- (iii) The school bought substantial equipment to make the education of partially deaf children more effective.

Model School for Mentally Deficient Children, New Delhi

- (i) Fifty-one new students entered the school this year.
- (ii) Three children who participated in the National Sports Meet at Bangalore, bagged 4 gold, 4 silver and 2 bronze medals.

JawaharLal Nehru Complex of Institutions

The Department took over this Complex from the Council for the Aid of the Crippled and Handicapped on 22 May 1975. A new admission policy has been adopted. The buildings of the institutions are being renovated to make them more habitable. Working of the sheltered workshop has been restored and the number of patients attending the clinic has shown a steady increase.

CHAPTER V

SOCIAL DEFENCE

5.1 Under the stress of modern living, individual and social dis-organisation are manifesting themselves in the form of increased juvenile delinquency, crime, beggary, prostitution, alcoholism, drug addiction, etc. Various action programmes in the area of social defence are under implementation in the States. At the Centre, the Government of India provides overall policy and guidance, promotes research and training, and gives assistance to voluntary organisations.

Prohibition

5.2.1 Prohibition is enshrined in the Constitution as one of the Directive Principles of State Policy. The implementation of this policy is primarily the responsibility of the State Governments as laid down in entry 8 of List II of the Seventh Schedule of the Constitution. The States of Gujarat and Tamil Nadu are now totally *dry*. The States of Rajasthan, Uttar Pradesh, Assam and Karnataka have also introduced Prohibition in some of the Districts and Talukas. Although other States have not taken steps to introduce total prohibition area-wise, some of them have reduced the strength of country liquors, and prohibited sale of liquor on some days of the week and to persons below 21 years of age.

5.2.2 The recommendations made by the Central Prohibition Committee at its Seventh Meeting on 26 March, 1974 were pursued vigorously with the State Governments for implementation.

5.2.3 The Government of India have been noting with concern that the implementation of several measures suggested for reducing the consumption of alcoholic beverages has not been altogether satisfactory. In this connection, the Prime Minister in a recent speech observed that the achievement of the goal is possible only when adequate social pressure is built up and there is a nation-wide movement involving people in all walks of life. Government have, therefore, resolved to pursue the following minimum programme for implementation, beginning from 2 October, 1975 :

- (i) Discontinuance of advertisements and public inducements relating to drinks

- (ii) Banning of liquor shops near industrial, irrigation and other development projects in order to keep away the workers from drinking
- (iii) Stoppage of drinking in public places like hotels, hostels, restaurants and clubs and at public receptions
- (iv) Disallowing liquor shops along highways and residential areas in towns and villages; nor anywhere near educational institutions, religious places and colonies of labourers
- (v) Pay days in different areas to be uniformly 'dry' days
- (vi) Strict restrictions to be enforced on motor vehicle drivers and pilots; any infringement of rules to be punished with the cancellation of their licences for sufficiently long period
- (vii) Government servants of all categories, including employees of public undertakings to abstain from drinking in public; drunkenness while on duty to be severely punished
- (viii) No new liquor shops to be opened in any part of the country merely to earn more excise revenue
- (ix) No licence for creation of additional capacity or expansion of existing capacity for distillation or brewing of alcoholic drinks to be granted save in 100 per cent export-oriented cases
- (x) The existing legislation to be tightened up with a view to punishing the guilty more effectively; special Mobile Police Squads to be organised for the purpose where necessary
- (xi) Widespread and concerted propaganda by official as well as non-official agencies against the evil of drinking
- (xii) No liquor shop shall be opened by Government
- (xiii) Leaders of public opinion to set the tone by their personal example

Detailed guidelines on the above points have been issued to the State Government (Annexure XIV).

5.2.4 A sum of Rs. 20 lakhs has been allotted for Education Work on Prohibition during the Fifth Plan. During the year 1975-76, Rs. 2.00 lakhs have been paid to the All India Prohibition Council for education of the masses regarding the evil effects

of drinking liquor. A film entitled 'For A Happier Tomorrow' has been produced by the Films Division.

Assistance to Voluntary Organisations

5.3.1 Social Defence is an area in which voluntary effort has an important role to play, both in policy making as well as in the implementation of social defence measures. The Government of India have, therefore, been giving a grant to the Association for Social Health in India which is a pioneer voluntary organisation working in the field of social defence. During the year 1975-76, financial assistance to the Association was given for various programmes as indicated below :—

1. Short Stay Homes, Calcutta and Gwalior, for 50 inmates each	1,25,000
2. Family Life Institute	24,000
3. Central Office	24,000
4. Training Camp	8,000

5.3.2 A grant of Rs. 9,000 was sanctioned to the Association to depute one delegate to attend the 26th Triennial Congress of the International Abolitionist Federation, Paris.

5.3.3 The Indian Federation of United Nations Association was sanctioned a grant of Rs. 10,000 for holding a seven-day training camp for lady social workers engaged in the eradication of prostitution from the country. The camp was organised in New Delhi from 15 to 21 December, 1975.

Legislation

5.4.1 In order to tackle various problems associated with social defence, the Central and State Governments have enacted several legislations in the past in the field of juvenile delinquency, crime, probation, prostitution, etc., to provide the necessary statutory framework for various correctional and rehabilitative services. During the year the Children Act, 1960 and the Suppression of Immoral Traffic in Women and Girls Act, 1956 were reviewed; a model legislation for the eradication of beggary is being considered. The approach proposed is welfare-cum-correction, deterrent measures against able-bodied beggars and rehabilitative welfare measures for the rest.

5.4.2 A review of the implementation of the Children Act, 1960 has shown that certain provisions relating to classification, treatment, rehabilitation and after-care of children are inadequate. The administration of the Act has also revealed certain procedural lacunae. The Government are, therefore, proposing an amending Bill for consideration by Parliament.

5.4.3 There is a growing feeling that the Suppression of Immoral Traffic in Women and Girls Act, 1956 is inadequate for tackling the problem of prostitution and its different manifestations. The Committee on the Status of Women in India and the Law Commission have suggested some measures to remedy the deficiencies in the Act and to plug the loopholes in its implementation. The Department of Social Welfare are, therefore, considering amendments in the Act relating to its scope, definition of terms used in the Act, punishment of offenders, presence of witnesses during search etc.

National Institute of Social Defence

5.5.1 The erstwhile Central Bureau of Correctional Services was reorganised as the National Institute of Social Defence with effect from 1-1-1975. It has the following objectives :

- (i) to review policies and programmes in the field of social defence
- (ii) to anticipate and diagnose social defence problems
- (iii) to develop preventive, rehabilitative and curative policies in the field of social defence
- (iv) to identify and develop the instruments for realising the objectives of social defence policies
- (v) to review and evaluate the implementation of social defence policies and programmes;
- (vi) to develop and promote voluntary effort in social defence

5.5.2 The National Institute carried out a number of research, training and advisory activities in the fields of:

(i) Correction, rehabilitation and welfare of prisoners, prison reform/administration; (ii) juvenile vagrancy, delinquency and crime; (iii) Probation; (iv) Beggary; and (v) Social and Moral Hygiene. The strengthening of the Institute by providing for necessary supporting staff as envisaged in its reorganised set-up is under consideration. This will enable the Institute to play a more effective role in the field of social defence.

Training Courses

5.5.3 The Institute organised training/orientation courses on the following :

- (i) Probation, at Bhubaneswar, Jabalpur and Madras
- (ii) Prison Administration at Calcutta, Jammu and Lucknow
- (iii) After Care of Juvenile Delinquents at Poona
- (iv) Management of Institutions under the Bombay Children Act at Bombay
- (v) Role of District Magistrates in Social Defence at Madras
- (vi) Role of Judiciary in Social Defence at Patna and Pondicherry
- (vii) Beggary Prevention, at Delhi
- (viii) Delinquency Control, at Kinnaur and Lucknow
- (ix) Voluntary Participation in Social Defence , at Delhi
- (x) Role of Voluntary Organisations in Non-Institutional Preventive Services, at Hyderabad
- (xi) Role of Voluntary Organisations in Delinquency Control, at Chandigarh
- (xii) Social Defence Policy, Priorities in Research and Innovations, at Poona

Research

5.5.4 The research project on Devdasis which was sponsored by the Institute and undertaken by the Tata Institute of Social Sciences, Bombay, has now been completed and the final report is awaited.

5.5.5 The study on "Women Prisoners and Their Families in the State of Maharashtra" sponsored by the Institute and undertaken by the Karve Institute of Social Service, Poona, has also been completed and the final report is awaited.

5.5.6 The research project on "Recording as an Instrument of Supervision with Special Reference to Probation" sponsored by the Institute and undertaken by the Indian Council of Social Welfare, Bombay, has been completed and the final report is awaited.

Publications

5.5.7 The publications brought out by the Institute are given in Annexure XVI.

Compilation of Statistics

5.5.8 The Institute continued the compilation of statistics on various social defence programmes.

Advisory Services

5.5.9 The National Institute of Social Defence examined and offered suggestions on drafts of Acts and Rules received from various State Governments/Union Territory Administrations, some of which are as under :

- (i) The Tamil Nadu Restriction of Habitual Offenders (Amendment) Bill, 1975
- (ii) An Outline of the Young Adult Offenders Bill
- (iii) The Dowry Prohibition Act, 1961
- (iv) Draft of the Lakshadweep Jail Rules 1975 keeping in view the Model Prison Manual
- (v) The Goa, Daman and Diu Habitual Offenders Bill, 1975

Central Advisory Board on Correctional Services

5.6 The Seventh Meeting of the Central Advisory Board on Correctional Services was held on 20 March 1976 under the Chairmanship of Shri Arvind Netam, Deputy Minister for Social Welfare. The Board discussed matters relating to the enforcement of social defence legislations, application of the provisions of Probation of Offenders Act, 1958 by State Governments, setting up of Prison Industries Corporation, and strengthening the research, planning, advisory and consultative role of the National Institute of Social Defence. These recommendations are being followed up with the concerned Departments.

Prison Administration

5.7 The recommendations of the Working Group on Prison Administration in the country were followed up with the Central and State Governments. The Director, National Institute of Social Defence who is also an ex-officio Prison Adviser to the Ministry of Home Affairs continued to assist the Government in the implementation of the recommendations so as to systematically develop prison programmes in the country.

CHAPTER VI

PLANNING, RESEARCH, EVALUATION AND MONITORING

6.1.1 Development not only brings about a rise in the levels of living but also generates many new social problems, particularly due to the impact of industrialisation and urbanisation on family and kinship organisation, social values and norms.

6.1.2 A new concept of social planning is, therefore, developing in order to be able to guide the formulation of strategies and programmes which can effectively meet the requirements of a changing society. This is not a simple task since the realm of societal functioning, its organisation and structure, goals, values and norms are very complex and quantification is rather problematical, particularly in regard to cost benefit analysis.

6.1.3 Despite the strides made in the last two decades in the area of social research, social welfare problems and needs have hardly been researched upon satisfactorily. This has been due to the low priority that these programmes have received, the absence of awareness among social researchers about the precise problems to be probed and the unfortunate view in some quarters that welfare allocations and programmes need to be guided by humanitarian considerations alone. Welfare is also an area which has been regarded by some to be too simple to require scientific investigation. This is not correct. There is thus paucity of data on the nature and magnitude of welfare problems, the target groups for whom welfare services have to be provided, the cost-effectiveness of the services and the impact of different policies and programmes.

6.1.4 The Department of Social Welfare have set up a Planning, Research, Evaluation and Monitoring Division to make a beginning in providing a scientific base to social welfare planning and implementation.

Research

6.2.1 Since the inception of the scheme in 1973-74, 51 research projects have been sponsored. The following are some of the important areas chosen :—

- (i) Child welfare
- (ii) Women welfare

(iii) Follow up of physically handicapped recipients of Government of India scholarships

(iv) Manpower requirements in social welfare

(v) Drug abuse

6.2.2 During the year under report the following research studies have been sponsored :—

Title of Research Project	Grantee Organisation/Institute
1. Special Child Relief Programme : An Observational Survey	Council for Social Development, New Delhi
2. Job Analysis of Anganwadi Workers in Some Integrated Child Development Services Projects	Lady Irwin College, New Delhi
3. Evaluation Study on Socio-Economic Programme	Indian Cooperative Union, New Delhi
4. Structure of Employment and Earnings of Women in Non-Agricultural Sector	Sardar Patel Institute of Economic and Social Research, Ahmedabad
5. A Study of Socio-Economic Conditions of Widows in the Union Territory of Delhi	Delhi School of Social Work, Delhi
6. Follow up Study of Physically Handicapped Recipients of Govt. of India Scholarships in West Bengal	University of Calcutta, Calcutta
7. Follow up Study of Physically Handicapped Recipients of Govt. of India Scholarships in Rajasthan	University of Rajasthan, Jaipur
8. Follow up Study of Physically Handicapped Recipients of Govt. of India Scholarships in Andhra Pradesh	Andhra University, Waltair
9. Transfer of Training in Mental Retardates	University of Delhi, Delhi
10. A Study of Prevalence and Psychological Factors Related to Drug Abuse	All India Institute of Medical Sciences, New Delhi
11. Problem of Drug Abuse Among College/University Students in Delhi	All India Institute of Medical Sciences, New Delhi
12. Problem of Drug Abuse Among College/University Students in Jaipur	Rajasthan University, Jaipur

Title of Research Project	Grantee Organisation/Institute
13. A Study of Drug Abuse Among College/University Students in Bombay	Tata Institute of Social Sciences, Bombay
14. A Study of Drug Abuse Among College/University Students in Jabalpur	University of Saugar, Saugar
15. A Study of Drug Abuse Among College/University Students in Varanasi	Banaras Hindu University, Varanasi
16. A Study of Durg Abuse Among College/University Students in Hyderabad-Secunderabad	Osmania University, Hyderabad
17. A Study of Drug Abuse Among College/University Students in Madras	University of Madras, Madras
18. Assessment of Delinquency : An Examination of Personality and Event Interaction	Association of Social Health in India, West Bengal Branch, Calcutta
19. A Study of Juvenile Delinquency in Greater Bombay	Children Aid Society, Bombay
20. Public Participation in Social Defence	Lucknow University, Lucknow
21. A Study of Social Welfare Man-power Requirements in West Bengal	Department of Social Work, Viswa Bharti, Sriniketan
22. Social Welfare Manpower Requirements in Karnataka	School of Social Work, Mangalore
23. Social Work Education in India	College of Social Work, Institute of Social Service, Nirmala Niketan, Bombay

6.2.3 The research staff of the Division has also completed most of the field work in respect of the following two studies taken up by the Department during the year under report :

- (i) Beneficiaries of the Model School for the Mentally Retarded Children—An Evaluation Study
- (ii) Evaluation Study of the Special Employment Exchange for the Physically Handicapped, Delhi. Field investigations covering 123 job seekers, 121 employees and 58 employers have been completed.

Social Welfare Statistics

6.3.1 The Handbook on Social Welfare Statistics, published in 1974, fulfilled a long-felt need. The 1976 edition of the

Handbook has almost been completed. The statistics have been up-dated and the coverage has also been made more comprehensive. The Handbook will have sections on social services and on plan schemes.

6.3.2 A model handbook of welfare statistics for Delhi is under compilation. It is proposed to discuss this with States/ Union Territories so that a standard system for collection of welfare statistics can be developed.

Encyclopaedia of Social Work in India

6.4.1 The Government of India have taken a decision to revise the Encyclopaedia of Social Work in India which was published in 1968 by the Planning Commission in three volumes running into 1,500 pages. For this purpose, an Editorial Committee has been constituted.

6.4.2 The Committee met thrice during the year under report and decided that the new edition will be a fresh venture. There will be about 160 articles written by eminent authors on various aspects such as social policy and development, social services, general social welfare, women welfare, welfare of the handicapped, social defence, youth welfare, voluntary effort, research and evaluation in social welfare, plans and policies, social work education and training, social welfare administration, social work methods, etc. The Encyclopaedia will have a section on biographies of eminent social workers who have contributed to social work during the 19th and 20th centuries and who are not alive today. The Encyclopaedia will also have a separate section dealing with voluntary organisations of a national character in the field of social welfare. The staff requirements and cost estimates for this project are being worked out.

Publication

6.5.1 The publications brought out by the Division during the year are given in Annexure XVI.

Social Welfare Newsletter

6.6.1 In order to share with social welfare practitioners and others, important events and activities pertaining to social welfare throughout the country and publicise various grant-in-aid and other schemes of the Union Department of Social Welfare, State Governments and Union Territories, the Department has started bringing out a quarterly 'Social Welfare Newsletter'. The first issue was brought out in April, 1975.

CHAPTER VII

OTHER SCHEMES IN GENERAL SOCIAL WELFARE

Administrative Grants to Voluntary Organisations engaged in Social Welfare Work

7·1·1 Voluntary organisations have come to occupy a key-position in the implementation of social welfare programmes. The Department of Social Welfare, therefore, provides maintenance grants to all-India and major voluntary organisations. The scheme provides for meeting the deficit on their expenditure subject to a ceiling of Rs. 20,000 on:

- (i) Salaries and allowances of professional and non-professional staff
- (ii) Fifty percent on
 - (a) Purchase of office equipment
 - (b) Travelling and daily allowances for professional and honorary workers
 - (c) Stationery, telephones, postage and other contingencies, including food, clothing, medicines etc. of inmates of residential institutions.

7·1·2 A sum of Rs. 10·82 lakhs has been released to various voluntary organisations (Annexure XV.)

Relief Assistance under Bilateral Agreements

7·2·1 The Department of Social Welfare continued to operate Bilateral Agreements entered into by the Government of India with the Governments of Sweden, Switzerland and Federal Republic of Germany. These Agreements covered duty-free entry into India of donated relief supplies for relief and rehabilitation of the poor and needy, without discrimination of caste, creed or race. Under these Agreements, commodities like food-grains, milk powder, cheese, processed food stuff, multi-purpose food, drugs, medicines, multivitamin tablets, hospital equipment and supplies including ambulances, mobile dispensaries, agricultural implements, etc., are received duty-free from approved donors in the three countries mentioned above, by charitable recipient organisations in India.

7·2·2 The Food Corporation of India are entrusted with the handling of port operation work in respect of gift consignments coming under these Agreements on payment for the services at approved rates. The value of the gift supplies during the year 1974 was Rs. 175·05 lakhs. During the year 1975, gift supplies valued at Rs. 11·26 crores had been received upto 30 September, 1975.

7·2·3 The expenditure on handling, clearance and inland transportation of gift consignments to the approved consignees' destination is borne by the Department of Social Welfare as per terms of these Agreements. The expenditure incurred by the Government of India in this behalf during 1974-75 was Rs. 5·5 lakhs. The expenditure during 1975-76 is expected to be higher because of increase in operational charges.

CHAPTER VIII

THE CENTRAL SOCIAL WELFARE BOARD

8.1 The Central Social Welfare Board (CSWB) was established by the Government of India on 12 August 1953 as an instrument of executing national social welfare programmes and to generate voluntary efforts in a planned and organised manner throughout the country. The functions assigned to the Board include surveying the needs of social welfare organisations, evaluating their programmes and projects, rendering technical and financial assistance to deserving agencies, promoting social welfare activities and emergency measures in case of calamities. It was registered as Company under Section 25 of the Companies Act 1956 on 1-4-1969.

8.2 The General Body of the Central Social Welfare Board is constituted by the Government of India from amongst prominent social workers, social scientists, social welfare administrators, representatives of the Ministries of the Government of India actively concerned with welfare programmes and representatives of both Houses of Parliament. The Chairman of the Board is appointed by the Government of India. The Board consists of 43 members including the Chairman. The administration of the affairs of the Board vests in an Executive Committee which had four meetings during 1975-76, in June, September, December, 1975 and March 1976.

8.3 The Board has its counterparts in 28 States and Union Territories set up by the respective Governments in consultation with the Chairman of Central Social Welfare Board. The expenditure of the office of the State Boards is shared equally between the Central Board and the respective State Governments.

8.4 Smt Sarojini Varadappan continued to be the Chairman of the Board. Shri S. L. Chopra took over as Secretary of the Board on 10-11-1975 vice Shri J. S. Badhan.

8.5.1 The Board continued to participate in the Balwadi Nutrition Programme of Child Development and assisted 4305 Balwadis involving 1.68 lakh children in the age group of 3-5 years. The other 11 grants-in-aid schemes were maintained.

8.5.2 **Grant-in-aid to voluntary welfare institutions :** Grants amounting to Rs. 66.50 lakhs were given to 4221 institutions during 1975-76.

8·5·3 Welfare Extension Projects (Rural) : The 48 projects continued to function involving grants amounting to Rs. 12·83 lakhs in 1975-76.

8·5·4 Holiday Camps for Children : Grants totalling Rs. 10·66 lakhs were given under this programme for organisation of recreational services to the children through 403 holiday camps.

8·5·5 Foster Care Programme : Three units continued to provide substitute homes for children affected due to desertion, long illness of parents, divorce, imprisonment, death etc. Rs. 0·83 lakh were made available as grant in 1975-76.

8·5·6 Demonstration Projects : 249 Balwadis continued to exist in 11 States covering about 10,000 children. Grants amounting to Rs. 7·72 lakhs have been given during 1975-76.

8·5·7 Integrated Pre-school Projects : Seventeen such projects received grants totalling Rs. 1·67 lakhs during 1975-76.

8·5·8 Welfare Extension Projects (Urban) : Two additional voluntary organisations received grants for welfare of children in slums under this scheme. The total organisations thus became 39 involving a sum of Rs. 2·90 lakhs as grants during 1975-76.

8·5·9 Hostels for Working Women : Maintenance grants for 45 hostels were sanctioned to voluntary welfare institutions during the year amounting to Rs. 1·28 lakhs.

8·5·10 Grants to Mahila Mandals : This was one of the sponsored programmes for rural areas to provide welfare services for women. 324 Mahila Mandals were given grants in 1975-76 amounting to Rs. 41·09 lakhs.

8·5·11 Border Area Programme : Services for women and children are provided under this scheme in the border areas. Nine such projects were added during the year. Rs. 10·69 lakhs have been sanctioned for the total of 37 projects.

8·5·12 Research, Evaluation and Statistics : Rs. 1·09 lakhs were sanctioned under this scheme for preparation of Directories of Social Welfare Agencies. The Board has published Directories for the States of Assam, Kerala, Manipur, Haryana and Goa, Daman and Diu.

8·6·1 Socio-Economic Programme : This programme started in 1958 aims at providing opportunities for work and wage to needy women such as widows, destitutes, etc., and the physically handicapped. The Board provides financial assistance to voluntary welfare institutions and cooperative societies for setting up small production units. Technical assistance

from the National Small Scale Industries Organisation (Small Industries Service Institute) and Regional Offices of the All India Handicraft Board and the All India Handloom Board is availed of.

8.6.2 Some of the major categories of schemes being implemented under the programme are :—

- Production Units of small scale industries;
- Units ancillary to large industries;
- Handicrafts training-cum-production/procurement units;
- Handloom Training-cum-production units.

A new component in the form of Dairy scheme has been added to this programme in the current year. It is proposed to set up about 500 dairy units to augment the income of destitute women.

8.6.3 During the year 1975-76, grants amounting to Rs. 45.90 lakhs have been sanctioned to 294 institutions for setting up Socio-Economic Units under this programme. It was realised that this programme suffered in implementation due to inadequacy of technical staff to guide the voluntary organisations in formulating the schemes. Twenty posts of Assistant Project Officers have therefore been sanctioned.

8.7.1 **Condensed Courses of Education for Adult Women :** The scheme of Condensed Courses of Education for Adult Women was started in 1958 with the objective of creating a band of trained workers to man the various projects, particularly in the rural areas. The women of the age group 18-30 were coached for Middle and Matric levels upto 1974-75. This year two new components viz., one year course for failed candidates and vocational training courses have been added to the scheme. The scheme of vocational training has been added to help the women candidates passing out of condensed courses and other women of the age group 18-30 to undergo intensive training in selected vocations at the existing vocational training institutions so that they could have better chance of suitable employment (employment in the open market or self-employment)

8.7.2 The scheme is operated through grants to voluntary organisations. During the year, there were 174 courses of 2 year duration, 44 courses of one year duration and 33 courses for vocational training. The total amount released for all the courses was Rs. 46.00 lakhs.

8.8.1 **Family and Child Welfare (FCW) Projects :** This is a comprehensive programme directed towards the welfare of women and children, especially pre-school children in the age

group of 0-6 years. The project caters to social services including education, recreation, nutrition etc., to pre-school children and seeks to provide basic training to women and young mothers in home-craft, mother craft, health, education, child-care, etc. A project provides services to 380 children and 150 women.

8·8·2 The 281 FCW projects were established in the country by the end of the Fourth Plan period. The State Governments, except the Government of Jammu and Kashmir, have agreed to take over the Projects after completion of five years' existence. This is in accordance with a decision taken by the National Development Council. So far, out of 281 projects, 218 have been taken over by the State Governments.

8·8·3 During the financial year 1975-76, an amount of Rs. 62·00 lakhs has been spent.

8·8·4 Six Family and Child Welfare Training Centres were established during the Third and Fourth Plan Periods to train the field staff of these projects. These six training centres continued to train untrained personnel in the Family and Child Welfare Projects and other staff working in the sponsored programmes of the Board. The training centres at Jamia Milia and Baroda are now being utilised for conducting ICDS Training Programmes. The remaining training centres at Gandhigram, Sriniketan, Indore and Allahabad are being used for training the staff working in the sponsored programmes of the Board.

8·8·5 A sum of Rs. 9·78 lakhs has been utilised for the six training centres.

8·9 **International Women's Year** : As part of the celebrations of the International Women's Year, a number of seminars were organised by the State Social Welfare Advisory Boards. The participants were drawn from all walks of life e.g., doctors, lawyers, social workers, social scientists, educationists, representatives of voluntary organisations, etc. The discussions centred round a wide variety of subjects relating to improving the status of women. The recommendations made were considered at the Conference of Chairmen and Members of State Social Welfare Advisory Boards held in September 1975 which was inaugurated by the Prime Minister.

8·10·1 The Board continued to bring out two monthly journals "Social Welfare" (English) and "Samaj Kalyan" (Hindi). 'Samaj Kalyan' brought out its September and November 1975 issues as special issues on International Women's

Year, 'Social Welfare' brought out two special issues during the year—one on the devastating effects of alcohol and need for Prohibition in May 1975 and the other on the theme of the International Women's Year dealing with the position of girls and women against the Indian background in October 1975.

8·10·2 A number of long-pending administrative issues were sorted out during the year under report. Special mention may be made of the following :

- (i) Fixation of the pay of the staff members;
- (ii) Permanency of a large number of posts, and the determination of the staffing pattern;
- (iii) Extension of the benefits of gratuity to the staff members of the Board; and
- (iv) Finalisation of rules regulating the service conditions of the employees of the Board.

8·10·3 The programme of Shibirs, Seminars and Training camps was maintained to meet the requirements in various fields. 75 Shibirs, 43 Seminars and 10 Training Camps were organised during 1975-76 by making available grants amounting to Rs. 2·60 lakhs.

ANNEXURE I
SUBJECTS ALLOCATED TO THE DEPARTMENT OF
SOCIAL WELFARE

PART I

The following subjects which fall within List I of the Seventh Schedule to the Constitution of India :

—NIL—

PART II

The following subject which falls within List III of the Seventh Schedule to the Constitution of India (as regards legislation only);

1. Social Security and Social Insurance save to the extent allotted to any other Department

PART III

For the Union Territories, the following subjects which fall within List II or List III of the Seventh Schedule to the Constitution of India, in so far as they exist in regard to such territories :—

2. Relief of the disabled and unemployable and measures relating to social security and social insurance, save to the extent allotted to any other Department

PART IV

General and Consequential :—

3. Social Welfare; social welfare planning, project formulation, research, evaluation, statistics and training
4. Family Welfare
5. Women and child welfare and co-ordination of activities of other Ministries and Organisations in connection with this subject
6. Care of pre-school children
7. Coordination of National Nutrition Programme, nutrition feeding of pre-school children and nutrition education of women
8. Institutional and non-institutional services for the care and development of children in need including orphans, and orphanages.

9. United Nations International Children's Emergency Fund (UNICEF)
10. Education, training, rehabilitation and welfare of the physically and mentally handicapped
11. National Institute for physically handicapped and Mentally Retarded
12. National Centre for the Blind, including the Central Braille Press, Dehra Dun; Training Centre for the Adult Deaf, and School for partially Deaf Children, Hyderabad; Model School for Mentally Retarded Children, New Delhi and other national institutes
13. Central Social Welfare Board
14. Social and moral hygiene programmes
15. Beggary; juvenile vagrancy, delinquency and other care programmes
16. Probation of juvenile offenders
17. Research, evaluation, training, exchange of information and technical guidance on all social defence matters, including correctional services
18. All matters relating to prohibition
19. Education and social welfare aspects of drug addiction
20. Charitable and religious endowments pertaining to subjects allocated to this Department
21. Promotion and development of voluntary effort on subjects allocated to this Department
22. Central Institute of Research and Training in Public Cooperation (redesignated as National Institute of Public Cooperation and Child Development)
23. National Institute of Social Defence
24. Coordination of activities of CARE
25. All other attached or subordinate offices or other organisations concerned with any of the subjects specified in the list
26. Administration of the following Acts :—
 - (a) Suppression of Immoral Traffic Act, 1956;
 - (b) Probation of Offenders Act, 1958; and
 - (c) Children Act, 1960.

ANNEXURE II

TEXT OF MESSAGE CONVEYED BY THE PRIME MINISTER OF INDIA TO THE WORLD CONGRESS OF WOMEN HELD AT BERLIN (GDR) FROM 20 TO 24 OCTOBER 1975.

Those who fight for equality are as a rule sympathetic to similar endeavours of other peoples. During India's long struggle against imperialism, our objective was not only national independence but also equality within our country and between nations. This vision of freedom and equality unified all sections of our people—women and men, old and young, rural people and urban, irrespective of religious background or economic and educational status. We were also able to develop close fellow-feeling with other peoples fighting for liberty and social justice.

We live in a world marked by great economic disparities. A few nations, through mastery of technology, command a preponderant share of the world's goods and services. But the majority of the international community lives in want and has much leeway to make up. However, it would be wrong to assess all national and international problems solely in terms of economic criteria. A country's affluence does not necessarily imply that it has solved all its social disharmonies. In many rich and educated societies there are sections which still experience acute disadvantage, and women do not always have their due share of political responsibility. In many socialist countries and the countries of Asia and Africa women are able to play more dynamic roles. But very often, habit and social attitudes confine them to customary functions.

Women must break through the obsolete restraints because they have an inherent right to equality. Also, unless they contribute their genius and energy, the full potential of the human race will remain under-utilised and we will not be fully capable of meeting the future.

Asserting their rights does not imply that women disown home and motherhood. But every woman should be enabled to fully develop her inner gifts and capacities. Every individual has a duty towards society, the nation and the world community.

I hope that the women leaders who have gathered in Berlin will carry forward the message of international cooperation against inequality and thus strengthen the defences of peace.

Sd/- Indira Gandhi

New Delhi,
October 8, 1975.

C-1(3)(1)(2)	Training Centre for the Adult Deaf, Hyderabad	—	2·91	2·91	—	3·89	3·89	—	3·73	3·73
C-1(3)(1)(3)	School for Partially Deaf Children, Hyderabad	5·00	—	5·00	5·00	—	5·00	5·00	—	5·00
C-1(3)(1)(4)	National Institute for Mentally Retarded Children, New Delhi	5·00	2·79	7·79	5·00	3·85	8·85	5·00	4·30	9·30
C-1(3)(1)(5)	Establishment of a National Centre for Orthopaedically Handicapped	10·00	—	10·00	10·00	—	10·00	10·00	—	10·00
C-1(3)(1)(6)	Jawaharlal Nehru Complex of Institutions	20·00	—	20·00	20·00	—	20·00	15·00	—	15·00
C-1(3)(1)(7)(1)	Scholarships to the physically Handicapped	15·00	8·72	23·72	15·00	8·72	23·72	20·00	8·72	28·72
C-1(3)(1)(7)(2)	Research on Technical Aids for Physically Handicapped	5·00	—	5·00	5·00	—	5·00	5·00	—	5·00
C-1(3)(1)(7)(3)	Training of Teachers of the Physically Handicapped	3·00	—	3·00	3·00	—	3·00	2·00	—	2·00
C-1(3)(1)(8)	Assistance to Voluntary Organisations for the Handicapped	30·00	—	30·00	58·81	—	58·81	50·00	—	50·00
C-1(3)(1)(9)	Employment Promotion of the Handicapped	28·81	—	28·81	—	—	—	—	—	—
C-1(3)(1)(10)	Technical Cell for the Handicapped	2·00	—	2·00	0·10	—	0·10	1·00	—	1·00
C-1(3)(1)(11)	Other Schemes	1·19	—	1·19	1·19	—	1·19	12·00	—	12·00
Total : Education and Welfare of Handicapped		130·00	31·28	161·28	128·10	34·31	162·41	130·00	36·25	166·25

ANNEXTURE III Contd.

1	2	3	4	5	6	7	8	9	10	11
C-1(4)	Women's Welfare									
C-1(4)(4)	Functional Literacy	62·00	—	62·00	—	—	—	—	—	—
C-1(4)(5)	Condensed Courses of Education for Women	48·00	—	48·00	46·00	—	46·00	55·00	—	55·00
C-1(4)(6)	Socio Economic Programme	50·00	—	50·00	50·00	—	50·00	52·00	—	52·00
C-1(4)(7)	Assistance to Voluntary Organisations for the Hostels for Working Women	60·00	—	60·00	60·00	—	60·00	60·00	—	60·00
C-1(4)(8)	Grants-in-aid to Voluntary Organisations by Central Social Welfare Board and Strengthening its field organisations	150·00	45·76	195·76	200·00	52·00	252·00	170·00	52·60	222·60
C-1(4)(9)	Grants-in-aid to all-India Voluntary Organisations									
C-1(4)(9)(1)	Training of Rural Women in Public Co-operation	1·00	—	1·00	1·00	—	1·00	1·00	—	1·00
C-1(4)(9)(2)	Association for Moral and Social Hygiene in India	2·00	—	2·00	2·00	—	2·00	2·00	—	2·00
	Total : Grants-in-aid	3·00	—	3·00	3·00	—	3·00	3·00	—	3·00
C-1(4)(10)	Committee on the Status of Women in India	—	2·80	2·80	—	10·37	10·37	—	—	—
	Total : Women's Welfare	373·00	48·56	421·56	359·00	62·37	421·27	340·00	52·60	392·60
C-1(5)	Family and Child Welfare									
C-1(5)(1)	Family and Child Welfare Projects	58·00	—	58·00	62·00	—	62·00	44·00	—	44·00
C-1(5)(2)	Mobile Creches	5·00	—	5·00	5·00	—	5·00	20·00	—	20·00
C-1(5)(3)	Balwadi Nutrition	—	125·00	125·00	—	189·48	189·48	—	189·48	189·48
	Total : Family and Child Welfare	63·00	125·00	188·00	67·00	189·48	256·48	64·00	189·48	253·48

C-1(6)	Prohibition									
C-1(6)(1)	Assistance to All-India Prohibition Council	3·00	—	3·00	3·00	—	3·00	3·50	—	3·50
C-1(6)(2)	Other Items	—	0·03	0·03	—	0·03	0·03	—	0·03	0·03
	Total : Prohibition	3·00	0·03	3·03	3·00	0·03	3·03	3·50	0·03	3·53
C-1(7)	International Co-operation									
C-1(7)(1)	Assistance to UNICEF	—	18·00	18·00	—	18·00	18·00	—	18·00	18·00
C-1(7)(1)(2)	Grants-in-aid Contribution	—	100·00	100·00	—	100·00	100·00	—	100·00	100·00
	Total : International Co-operation	—	118·00	118·00	—	118·00	118·00	—	118·00	118·00
C-1(8)	Other Expenditure									
C-1(8)(1)	Planning Research, Training and Evaluation									
C-1(8)(1)(1)	National Institute of Public Co-operation and Child Development	21·00	6·42	27·42	21·00	6·50	27·50	14·00	7·50	21·50
C-1(8)(2)(1)	Balsevika Training	42·70	—	42·70	36·00	—	36·00	36·00	—	36·00
C-1(8)(1)(2)(2)	Family and Child Welfare Training Centre	6·30	—	6·30	10·90	—	10·90	10·00	—	10·00
C-1(8)(1)(2)(3)	Other Training Programme	1·00	—	1·00	1·00	—	1·00	1·00	—	1·00
	Total : Social Work Education and Training	50·00	—	50·00	47·90	—	47·90	47·00	—	47·00

ANNEXURE III-Cont .

1	2	3	4	5	6	7	8	9	10	11
C-1(8)(1)(3)	Research Studies and Research Publications	5.00	—	5.00	5.00	—	5.00	5.00	—	5.00
C-1(8)(1)(4)	Planning Research Evaluation and Monitoring in Social Welfare	3.00	1.88	4.88	3.00	2.17	5.17	3.00	2.53	5.53
C-1(8)(1)(5)	Assistance to All-India Voluntary Organisations in the Field of Social Welfare	13.50	—	13.50	13.50	—	13.50	17.00	—	17.00
C-1(8)(1)(6)	Other Items (Bilateral Agreements on Handling, Clearance of Duty free consignments)	—	3.00	3.00	—	7.00	7.00	—	6.00	6.00
	Total : Other Expenditure	21.50	4.88	26.38	21.50	9.17	30.67	25.00	8.53	33.53
	Total : Major Head-288	665.00	364.36	1029.36	650.35	454.99	1105.34	627.00	443.78	1070.78
360	Grants-in-aid to State Govts.									
D-1	Non-Plan Grants									
D-1(1)	Social Welfare									
D-1(1)(1)	Education and Welfare of the Handicapped	—	2.50	2.50	—	2.50	2.50	—	2.50	2.50
	Total : Social Welfare	—	2.50	2.50	—	2.50	2.50	—	2.50	2.50

D-2	Grants for Central Plan Schemes									
D-2(1)	Family and Child Welfare									
D-2(1)(1)	Functional Literacy	—	—	—	30.79	—	30.79	49.00	—	49.00
	Total : Grants-in-aid to State Governments	—	2.50	2.50	30.79	2.50	33.29	49.00	2.50	51.50
D-3	Grants for Centrally Sponsored Plan Schemes									
D-3(1)	Education and Welfare of the Handicapped									
D-3(1)(1)	Integrated Education	10.00	—	10.00	10.00	—	10.00	10.00	—	10.00
D-3(1)(2)	Placement of Handicapped Persons through Special Employment Exchanges and appointment of Special Officers in Ordinary Employment Exchanges	5.00	—	5.00	5.00	—	5.00	5.00	—	5.00
	Total : Education and Welfare of Handicapped	15.00	—	15.00	15.00	—	15.00	15.00	—	15.00
D-3(2)	Family and Child Welfare									
D-3(2)(1)	Integrated Child Development Services	300.00	—	300.00	141.81	—	141.81	125.00	—	125.00
D-3(2)(2)	Services for Children in need of Care and Protection	80.00	—	80.00	80.00	—	80.00	90.00	—	90.00
	Total Grants for Centrally Sponsored Plan Schemes	395.00	—	395.00	236.81	—	236.81	230.00	—	230.00
	Total Major Head-360	395.00	2.50	397.50	267.60	2.50	270.10	279.00	2.50	281.50

ANNEXURE III-Contd.

1	2	3	4	5	6	7	8	9	10	11
E	Grants-in-aid to Union Territories									
E-1	Grants for Central Plan Schemes									
E-1(1)	Family and Child Welfare									
E-1(1)(1)	Functional Literacy	—	—	—	1.21	—	1.21	1.00	—	1.00
	Total : Grants for Central Plan Schemes	—	—	—	1.21	—	1.21	1.00	—	1.00
E-2	Grants for Centrally Sponsored Plan Schemes									
E-2(1)	Integrated Child Development Services	—	—	—	—	—	—	5.00	—	5.00
	Total : Grants for Centrally Sponsored Plan Schemes	—	—	—	—	—	—	5.00	—	5.00
	Total : Major Head—361	—	—	—	1.21	—	1.21	6.00	—	6.00
	Total]: Demand No. 26— Department of Social Welfare	1060.00	366.86	1426.86	919.16	457.49	1376.65	912.00	446.28	1358.28

ANNEXURE IV

INAUGURAL ADDRESS OF THE PRIME MINISTER AT THE MEETING OF THE NATIONAL CHILDREN'S BOARD ON 15 SEPTEMBER, 1975

We have so many boards that I am a little wary of yet another one and I can only hope that this one will not remain a mere forum for talking but will be able to get down to the grassroots of some of the problems which we face.

Mr. Minister, you have quoted some statistics of the handicapped, the ailing and so on. But any body who deals with children must realise that they are not statistics. Each child is an individual and unless our education recognises him as such, we will be compounding the mistake which we have so far made in education.

In most of our educational institutions—perhaps this is true of most other countries as well, it is not an Indian phenomenon—there is a tendency not only for the child but for the adult also to be just the statistics—so many women, so many men, so many in this religion or that religion or caste or some other kind of grouping. There is obviously a necessity to have an integrated programme to deal with all aspects of the welfare and development of the child. But unless a proper foundation is laid, all these programmes will only be linked up at the top and so far all the coordination we have been doing, whether in child welfare or in other spheres of national activity—even governmental activity—has been coordination at the top. You are all, as the Minister has said, very experienced people but even now I do see that some important educational experimentation is completely unrepresented in this body and, I would say largely the people there are those who stand for the conventional, existing education. Do we think this is the right education for India? We ourselves—the Minister, myself and other people have been shouting from the house-tops that it is not, that we must make a major effort to change the structure of education.

I fully realise that this is easier said than done where the number we deal with are in millions. But we must make a beginning. We have vast problems, Mr. Minister I agree with you. But I also believe that we have vast opportunities. And I think that it would be better if this Board, instead of merely dealing with the problems side of it, looks at the opportunity side of it what is the positive, not the negative, side of the work

for children. And here I don't think I need repeat that the children are the foundation of any society and of the future of this country.

So our primary aim must be to see how we enable the child to fully develop his personality, a personality which is not narrowed down in any way. If I have a grouse against education that we are giving to our children, it is that while allowing the talent of a child to blossom, we quite often suppress the child's spontaneity and originality and even vision. Merely because of our age we think we are superior, we think we know more and may be we do know more so far as facts and figures are concerned, but I have grave doubts whether we know more otherwise.

Most saints or great religious heads of any religion have come down to some basic simple values. So we have to deal with this problem as explorers in a way, not as people who already know what has to be done, but who have to try and search what is the right way. First of all I don't think that we can make any changes in our welfare services or in our educational structures or system unless we are prepared to cast off a lot of preconceptions, a lot of superstitions. Amongst the major problems in this country I do not think it is the number of children who suffer, it is the attitude of the society towards children and towards these problems.

Superstition can be described in many ways. There is the harmless superstition which does not matter whether you touch wood or you don't have 13 or something like that. You have or you don't have so far as it does not make a big difference. But we have superstitions, we have ways of thinking in our society which imprisons our society.

There have been a number of special years announced by the United Nations. We had Population Control Year, we are in the middle of International Women's Year, but none of these has really helped to find a way out. With regard to Women's Year I have said on almost every occasion that I do think that the women needs to be liberated but I do think that men also need to be liberated equally and therefore woman's liberation is part of the larger liberation of men and women, and by liberation it means not that we can do many things which we perhaps are not allowed to do because of custom, but because we imprison ourselves in our superstitions, in our habits and customs and Indian society in spite of many changes which are taking place is still very much in the old rut. Now if we are dealing with children we have to go down to this basic fact. How are we taking the child out of this rut and enabling him to be a free human being?

We all know of course that freedom does not mean licence and when I say a child should be a free human being, it does not mean that if he says 'I will eat only sweets, or I don't feel like going to sleep or I won't take medicine when I am ill', that is not freedom. Freedom is that from the beginning the child learns to distinguish and it is not at all difficult. If you talk to a child like a reasonable human being, the vast majority of children understand and they do have that self-restraint and even discipline without any disciplining having to be undertaken. So I think that one of the primary aims of this Children's Board should be made to see that children are not the victims of superstition or any type of narrow thinking.

Children with all their charm and lovable qualities can be very cruel.

We know here, and in other countries also, they can be very cruel to somebody who is different - child who is handicapped for instance. A child who is different in religion, if there is a child of minority community. In India itself we have experience that he has had to suffer from taunts from other children. Now this is not natural to children. This is something that they have picked up from the adult atmosphere. And unless we can help to solve this in any institution which deals with children and not just help but be very very firm about such matters—we cannot create a good citizen of India.

I don't want to take much of your time but I would like to lay stress on this because all the other questions of details of programmes and so on are very important and I am sure all of you will deal with them, there is the general programme, there are specific programmes for special age groups or handicapped and you have to have special projects for specific needs of different groups or areas. You have to concentrate on nutrition, on sanitation which is essential for health. But I shall go back to the point which I have repeated several times that unless you have the right sight, unless you and the parents and teachers have the right attitude of mind towards children and enable the children to grow up in that sort of atmosphere, you will not be helping them in mental health. This is the sort of development to which we have to pay far greater attention. Obviously, no matter what an institution or a school it is for the child, unless his home atmosphere is conducive to proper growth, the institution cannot be successful. Therefore, it means the involvement of parents and guardians in any programme which you take up. A broader view of the programme must be taken not only how they complement one another. There may be gaps. But we need not wait for the gaps to fill up before linking up the programmes and seeing

how they can help one another. But for every programme the basis must be this of broader point of view.

We have far too many people in our country who are constricting growth. I hope this Board will play some small part in trying to break through these barriers. And, as I said, the broader view is not only of improving general welfare which has a great deal to do with the general material uplift, higher standards of general education and so on, but certain basic values for which this country has stood, for which we have fought in the past, for which we are fighting today, and I have no doubt that we will have to continue to fight for a very long time because it is not only the Indian man who needs to be liberated, it is man everywhere in the world. In any international conference, you see superstitions—perhaps not of the kind we have but different types of superstitions. You see prejudices—not perhaps of the kind we have but equally you do see prejudices against the weaker nations, against many other types of thinking and action. So we want to produce citizens who are capable of understanding these problems and who have the courage—moral, intellectual and physical—to stand up for our high ideals. This means developing the scientific temper of mind, by which I do not mean merely knowledge of science although that is important in itself and also it is conducive to the development of the temper, but a way of thinking a more rational way of thinking I would like to make it clear that when I use the word “rational”, I do not mean in any sense materialism. I think that our old thinking was very rational. It had a broadness of vision, it had a depth of thinking which is rare to find anywhere in the world. But it was rational. How many today who speak in the name of religion have gone away from that rationality and have imprisoned religion itself in routine or superstition. We have to liberate it from all these bonds.

If the problems are great with regard to the urban child, in some ways they are greater for the rural child. The problem of providing them proper facilities is a large one. Schools exist but I find still that greater importance is given to the building to see whether it has a corrugated iron roofing rather than the quality of the teaching. As Gurudev Tagore and many other teachers in our country taught us that you can learn anywhere and in any conditions. You will find in Delhi itself, many of you who have come from outside, may have read in the papers that some of the top positions in school examination went to girls from the poorest families who have no electricity or any other convenience in their own homes. I am not saying that therefore we should not have electricity, but I am not saying that these things should not inhibit the beginning of the school.

What is more important is the teacher, the attitude of the teacher and the attitude of the parents and of the society surrounding a child. And I hope that this will be taken cognizance of. Of course, there are the problems of the handicap. Now, I don't know to what extent we can afford today to give them the attention and the care and the treatment which is their due. That is why we have been trying to encourage voluntary organisation to do more for them. Again, this does not mean that Government should ignore them, but I personally feel the Government should help voluntary organisations, but society should try to take up this burden as far as possible on itself because until we have better conditions for the normal child, it will never be possible to give better conditions to one who is abnormal. They have our full sympathy because their burden is far greater than the other, but I don't think that we will be able to serve them unless the attitude of society changes towards them and the normal child has a better chance and is also willing to help. I think a great deal can be done in schools and other institutions by some children looking after other children. They are capable of it and it gives them the first experience of being useful, and from my experience of children which is considerable, I was looked after not only by myself but by a large number of other children, even in my student days I have found from the recollections of my own childhood, that nothing gives the child a greater pleasure than feeling that it is useful or doing something. Most children want to do work of what their mothers or their fathers are doing. Now this feeling should be channelised in a way that is useful for the child's growth and can be useful to society also.

Recreational facilities are also important. They don't mean that we must have dolls or various specific type of things. Perhaps you have read that in later years, the most popular play grounds in the richest countries abroad are junkyards. They collect things which are not needed by any body and the children enjoy playing with them, it encourages their imagination and they are very much happier than with the made dolls because the made dolls are some times things with which the child gets very quickly bored. While it is new, it is exciting, but after a while you are bored with it, but in things which you can endow your qualities through imagination, they are limitless because there can be different things as time goes on. So we must try to make everything more simple and I think that through that you will not be depriving the child, rather you will be adding the richness to his personality because it will be his effort to make something out of whatever there is, and in this way I would say that some of our rural children do have a richer personality than some of the slum children and so on because they have a greater opportunity of not only helping in the field and in the house but in

making do with things, which develops certain worthwhile qualities.

Now I have thrown up various ideas and I am sure that if you try to draw upon your experience, you will come up with many more. I have only said all these things so that this Board does not follow the routine pattern as most Boards do and, as I started by saying, becomes a mere talking shop. All experiments do not turn out well but it is only by experimenting and searching for the truth that we can have something worthwhile. I sincerely hope that this Board will be successful in this and I give it my best wishes.

ANNEXURE V

PHYSICAL TARGETS ACHIEVED IN 1973-74 UNDER THE SPECIAL NUTRITION PROGRAMME

Sr. No.	State/Union Territory	1973-74					
		Urban slums		Tribal areas		Total	
		Beneficiaries	Centres	Beneficiaries	Centres	Beneficiaries	Centres
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
STATES							
1.	Andhra Pradesh	88,048	160	2,06,386	3,102	2,94,434	3,262
2.	Assam	63,445	318	1,20,000	650	1,83,445	968
3.	Bihar	76,000	380	1,75,000	1,750	2,51,000	2,130
4.	Gujarat	89,353	465	1,33,255	1,497	2,22,608	1,962
5.	Haryana	15,726	79	..	..	15,726	79
6.	Himachal Pradesh	2,157	13	11,033	161	13,190	174
7.	Jammu and Kashmir	8,431	52	..	..	8,431	52
8.	Karnataka	1,54,830	503	2,380	39	1,57,210	542
9.	Kerala	1,28,231	626	18,366	94	1,46,597	720
10.	Madhya Pradesh	1,03,113	515	2,84,068	4,895	3,87,181	5,410
11.	Maharashtra	1,24,519	598	2,24,670	1,506	3,49,189	2,104
12.	Manipur	2,449	15	9,798	81	12,247	96
13.	Meghalaya	..	..	27,869	213	27,869	213
14.	Nagaland	..	..	22,380	157	22,380	157
15.	Orissa	40,410	229	3,30,600	3,225	3,71,010	3,454
16.	Punjab	18,985	56	..	..	18,985	56
17.	Rajasthan	1,31,600	783	1,03,609	1,180	2,35,209	1,963
18.	Tamil Nadu	2,68,982	883	6,150	88	2,75,132	971
19.	Tripura	17,410	159	22,700	227	40,110	386
20.	Uttar Pradesh	1,03,199	514	Nil*	..	1,03,199	514
21.	West Bengal	2,87,830	1,468	1,67,446	849	4,55,276	2,317

ANNEXURE V Contd.

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
UNION TERRITORIES							
22.	Andaman and Nicobar Islands	..	..	2,527	24	2,527	24
23.	Arunachal Pradesh . . .	Programme started recently but progress not yet reported					
24.	Chandigarh	Do.					
25.	Dadra and Nagar Haveli . .	..	...	3,931	30	3,931	30
26.	Delhi	75,000	375	..	..	75,000	375
27.	Goa, Daman and Diu . . .	1,819	10	..	..	1,819	10
28.	Lakshadweep . . . . .	...	..	2,279	6	2,279	6
29.	Mizoram . . . . .	..	...	10,000	90	10,000	90
30.	Pondicherry	12,420	52	..	..	12,420	52
TOTAL		18,13,957	8,253	18,84,447	19,864	36,98,404	28,117

*Feeding has been disrupted in whole of the tribal areas due to suspension of rusks/bread by Modern Bakeries, Kanpur on account of shortage of power.

Note :—10 per cent of the total coverage of beneficiaries can be taken as mothers as per the information received from the States/ Union Territories.

ANNEXURE VI
STATEWISE ALLOCATION OF ICDS PROJECTS

Sl. No	Name of the State/ U.T.	Nature of Project area	Name of the Blocks selected	District
1.	Andhra Pradesh	Rural—1	Kambadur	Anantapur
		Tribal—1	Utnoor	Adilabad
2.	Assam	Rural—1	Dhakuakhana	Lakhimpur
3.	Bihar	Rural—2	Manigachi	Darbhanga
			Tarapur	Monghyr
		Tribal—1	Barajamada	Singhbhum
4.	Gujarat	Tribal—1	Chhotaudepur	Baroda
5.	Haryana	Rural—1	Kathura	Sonepat
6.	Himachal Pradesh	Tribal—1	Pooh	Kinnaur
7.	Jammu & Kashmir	Rural—1	Kangan	Srinagar
8.	Karnataka	Rural—1	T. Narasipur	Mysore
9.	Kerala	Rural—1	Vengara	Malapuram
10.	Madhya Pradesh	Rural—1	Singroli	Sidhi
		Tribal—1	Tokapal	Bastar
11.	Maharashtra	Tribal—1	Dharni	Amravati
		Urban—1	(Bombay a group of slums) to be selected by State Govt.	
12.	Manipur	Rural—1	Umkehrul	East District
13.	Meghalaya	Tribal—1	Songsak	Garo Hills
14.	Nagaland	Tribal—1	Zeliangkuki	Kohima
15.	Orissa	Tribal—1	Subdega	Sundergarh
16.	Punjab	Rural—1	Nurpur Bedi	Rupar
17.	Rajasthan	Tribal—1	Garhi	Banswara
18.	Sikkim	Rural—1	Gyalzing and Namchi Districts	
19.	Tamil Nadu	Urban—1	Madras	(a group of slums to be selected by State Govt.)
		Rural—2	Thalli	Dharamपुरi
			Nlakottai	Madurai
20.	Tripura	Rural—1	Chawmanu	North District
21.	Uttar Pradesh	Rural—3	Shankargarh	Allahabad
			Jawan	Aligarh
			Lalganj	Rae Bareilly
22.	West Bengal	Rural—1	Man Bazar	Purulia
		Urban—1	Ward No. 79 & 85	
			Kidderpore Area	Calcutta
23.	Delhi	Urban—1	A group of slums in Jama Masjid, Mata Mahal, Turkman Gate, Ajmeri Gate Areas,	

ANNEXURE VII
GRANTS SANCTIONED IN 1975-76 FOR THE WELFARE OF
CHILDREN IN NEED OF CARE AND PROTECTION

Sl. No.	State/Union Territory	Total grants sanctioned
(1)	(2)	(3)
STATES		
1.	Andhra Pradesh	9,30,649
2.	Assam	2,40,271
3.	Bihar	5,01,611
4.	Gujarat	1,01,250
5.	Haryana	81,067
6.	Himachal Pradesh	20,250
7.	Jammu & Kashmir	1,38,982
8.	Karnataka	9,28,927
9.	Kerala	12,92,317
10.	Madhya Pradesh	1,57,500
11.	Maharashtra	16,27,159
12.	Manipur	1,37,216
13.	Meghalaya	82,231
14.	Nagaland	36,175
15.	Orissa	6,97,782
16.	Punjab	30,137
17.	Rajasthan	12,99,741
18.	Sikkim	2,84,180
19.	Tamil Nadu	22,19,236
20.	Tripura	96,169
21.	Uttar Pradesh	12,65,314
22.	West Bengal	7,11,844
UNION TERRITORIES		
23.	Andaman & Nicobar Islands	35,573
24.	Delhi	1,68,635
25.	Goa, Daman & Diu	52,488
26.	Mizoram	29,250
27.	Pondicherry	71,020
Total		1,32,36,974

ANNEXURE VIII

CENTRAL COORDINATION COMMITTEE ON NUTRITION PROGRAMMES

The efforts started in the Fourth Plan for framing a coordinated nutrition programme are being intensified during the Fifth Plan, which has accorded a high priority to this programme by including it in the nation's Minimum Needs Programme. The Draft Fifth Plan envisages substantial expansion of the nutrition programme so as to create better nutrition facilities for pregnant women, nursing mothers, pre-school children and school children of weaker sections. The National Policy for Children, enunciated in Government Resolution No. 1-14/74-CDD dated August 22, 1974, gives highest priority to children's health and nutrition. The Fifth Plan emphasises an integrated approach by providing supporting health and welfare services along with supplementary nutrition feeding of children, pregnant women and nursing mothers.

2. Several Departments of the Union Government and of State Governments are involved in implementing the nutrition programmes. In order to maintain appropriate liaison with the State Governments and to provide a forum for the purpose of systematic communication, consultation and coordination amongst these Departments and to ensure effective implementation, evaluation and monitoring of nutrition programmes at the Centre, the Draft Fifth Five Year Plan envisages the setting up of a Central Coordination Committee in the Planning Commission. However, considering the plan provisions made for various nutrition schemes and other details relating thereto, it has been decided that the nodal role and the responsibility for overall coordination should be with the Department of Social Welfare. It has accordingly been decided to set up Central Coordination Committee on Nutrition in the Department of Social Welfare.

3. *Functions of the Central Coordination Committee*

The functions of the Central Coordination Committee will be :

- (i) to ensure adequate overall coordination among the concerned Ministries/Departments at the Central and between the Centre and the States/U.Ts.;
- (i) To ensure systematic communication and consultation amongst the various agencies involved in the National Nutrition Programme;

- (iii) to set up adequate monitoring and evaluation machinery at the Centre and at the State level and watch the progress of various programmes to ensure a harmonised and meaningful integration of nutrition with other programmes of health and family planning and environmental sanitation, etc;
- (iv) to keep a watch on the progress of expenditure and provide pooling of financial resources for nutrition at the Centre/State level for coordinated implementation of the nutritional programmes;
- (v) to ensure proper utilisation of assistance from international and bilateral agencies for nutrition programmes;
- (vi) to review periodically the progress of research schemes pertaining to nutrition;
- (vii) to resolve problems pertaining to training and education in nutrition and any other matter connected with nutrition;
- (viii) to consider such other matters as may be necessary, incidental or conducive to the attainment of adequate nutrition level of the nation's population.

4. Composition of the Committee

The composition of the Committee will be as follows :—

- | | |
|-----------------------------------------------------------------------------------------------|----------|
| 1. Secretary, Department of Social Welfare | Chairman |
| 2. Adviser in charge of Social Services Planning Commission, or his representative | Member |
| 3. Shri K. R. Ramachandran, Joint Secretary, Department of Social Welfare | Member |
| 4. Representative of the Department of Food (not below the level of Joint Secretary) | Member |
| 5. Representative of the Department of Education (not below the level of Joint Secretary) | Member |
| 6. Smt. Serla Grewal, Joint Secretary and Commissioner (FP) | Member |
| 7. Dr. M. C. Swaminathan, Adviser (Nutrition), DGHS | Member |
| 8. Dr. (Miss) E V. Sebastian, Asstt. Commissioner (MCH), Deptt. of Family Planning | Member |
| 9. Representative of the Deptt. of Rural Development (not below the rank of Deputy Secretary) | Member |

- | | |
|-------------------------------------------------------------------------|------------------|
| 10. Executive Director, Food and Nutrition Board,
Department of Food | Member |
| 11. Shri R. L. Handa, Under Secretary,
Ministry of Finance | Member |
| 12. Director (NCD), Department of
Social Welfare | Member-Secretary |

5. The Chairman may co-opt representatives of the State Governments, international organisations, voluntary organisations and others as members as and when necessary.

6. If any non-official members are co-opted on the Committee, they will be entitled to receive TA/DA for journey for attending meetings of the Committee as admissible to first grade officers of the Central Government. The expenditure involved will be met from within the sanctioned budget allotment of the Department of Social Welfare.

7. The Committee may set up working groups to examine the specific aspects of nutrition problems.

8. The Committee may meet ordinarily once in six months.

9. The Committee will hold office for the duration of the Fifth Five year Plan. Government may extend this period if so desired.

ANNEXURE IX

*EXTRACT OF RESOLUTION PASSED BY THE RAJYA
SABHA ON 13 MAY 1975*

‘.....this House urges upon the Prime Minister to initiate a comprehensive programme of specific legislative and administrative measures aimed at removing, as far as possible, the economic and social injustices, disabilities and discriminations to which Indian women continue to be subjected.’

ANNEXURE X

EXTRACT OF RESOLUTION PASSED BY THE LOK SABHA ON 25 APRIL 1975

“this House urges upon the Prime Minister to initiate a comprehensive programme of specific legislative and administrative measures aimed at removing as far as possible the economic and social injustices, disabilities and discriminations to which Indian women continue to be subjected.”

ANNEXURE XI
RECOMMENDATIONS OF THE COMMITTEE ON THE STATUS
OF WOMEN IN INDIA AND POSITION OF ACTION THEREON
DURING THE YEAR 1975-76.

Recommendations

Action

Recommendation No. 1

We realise that changes in social attitudes and institutions cannot be brought about very rapidly. It is, however, necessary to accelerate this process of change by deliberate and planned efforts. Responsibility for this acceleration has to be shared by the State and the community, particularly that section of the community which believes in the equality of women. We, therefore, urge that community organisations, particularly women's organisations should mobilise public opinion and strengthen social efforts against oppressive institutions like polygamy, dowry, ostentatious expenditure on wedding and child marriage, and mount a campaign for the dissemination of information about the legal rights of women to increase their awareness. This is a joint responsibility which has to be shared by community organisations, legislators who have helped to frame these laws and the Government which is responsible for implementing them.

A campaign for the dissemination of information about the legal rights of women to increase their awareness was launched in the International Women's Year. An appeal has also been made in this regard to voluntary organisations and State Governments.

Recommendation No 4

Reform of Marriage Laws Prevalent in Former French and Portuguese Territories :

In our opinion continuation of such diverse laws (permitting polygamy), contrary to our social policy, in these territories is totally unjustified. We recommend the immediate replacement of these laws by the Hindu Marriage Act, 1955.

The Hindu Marriage Act has been extended to the Union Territory of Pondicherry. In regard to Goa, Daman and Diu, the endeavour should be to rouse public opinion so that the Administration is enabled to move for extension of the Hindu Marriage Act to the Territory.

Recommendations	Action
<p><i>Recommendation No. 6</i></p> <p>Registration of Marriages :</p> <p>Compulsory registration of marriages as recommended by the U.N. will be an effective check on child and bigamous marriages, offer reliable proof of marriages and ensure legitimacy and inheritance rights of children.</p> <p>We recommend that registration should be made compulsory for all marriages.</p>	<p>The idea is acceptable. The enforcement of this could be made operational through amendment to the Registration of Births and Deaths Act, to include compulsory registration of marriages.</p>
<p><i>Recommendation No. 7</i></p> <p>Prevention of Dowry</p> <p>(a) A very small but significant step could be taken by the Government by declaring the taking and giving of dowry to be against the Government Servants' Conduct Rules. Such a lead was given earlier to prevent bigamous marriages and giving or taking of dowry should be similarly dealt with.</p>	<p>The Central Civil Services (Conduct) Rules, 1964 have been amended to make the giving or taking of dowry an offence, vide Notification No. 11013/12/75-Estt. (A) dated 13-2-1976, issued by the Cabinet Secretariat (Department of Personnel and Administrative Reforms). That Department has also drawn the attention of State Governments to these provisions with request that they may introduce a similar rule in the Conduct Rules governing their own employees.</p>
<p><i>Recommendation No. 8</i></p> <p>Improvement of Laws of Divorce :</p> <p>The concept of 'union for life' or the sacramental nature of marriage which renders the marriage indissoluble has gradually been eroded and through legislation the right of divorce has been introduced in all legal systems in India, but the same variations and unequal treatment of sexes characterises this branch of law also.</p> <p>We recommend the following changes :</p> <p>(b) Cruelty and desertion should be added as grounds for divorce in the Hindu Marriage Act so that persons are not compelled to follow the present circuitous route and undergo the expense of going to court twice.</p>	<p>A Bill to amend the Hindu Marriage Act, 1955, is proposed to be introduced in the Parliament. This proposed Bill will inter alia, cover this recommendation.</p>

Recommendations	Action
(h) We recommend that mutual consent as a ground for divorce should be recognised in all the personal laws so that two adults whose marriage has, in fact, broken down can get it dissolved honourably.	The Bill to be introduced in the Parliament to amend the Hindu Marriage Act, 1955, will, inter alia, cover this recommendation.
<i>Recommendation. No. 10</i>	
Guardianship :	
(a) We recommend that the control over the person and property of a minor cannot be separated and should vest in the same person.	The present position in the Hindu Law in this regard is satisfactory. Other communities have to make a move for change of their personal laws.
(b) We recommend that the question of guardianship should be determined entirely from the point of view of the child's interest and not the prior right of either parent.	This has been provided for in the Hindu Law. All other cases which are brought to Court are governed by the Guardian and Wards Act, 1890 where the child's interest is fully safeguarded.
(c) We recommend that the parent who does not have guardianship should have access to the child.	(c), (d) and (e).
(d) We recommend that whatever the decision taken earlier, the child's choice of guardian should be obtained when the child reaches the age of 12.	As the existing law puts the interests of the child as the paramount consideration these recommendations should be considered as having been taken care of.
(e) We support the recommendations of the U.N. Commission on the Status of Women as follows :—	
(i) Women shall have equal rights and duties with men in respect to guardianship of their minor children and the exercise of parental authority over them, including care, custody, education and maintenance;	
(ii) Both spouses shall have equal rights and duties with regard to the administration of the property of their minor children, with the legal limitations necessary to ensure as far as possible that it is administered in the interest of the children.	
(iii) The interest of the children shall be the paramount consideration in proceedings regarding custody of children in the event of divorce, annulment of marriages or judicial separation.	

Recommendations	Action
(iv) No discrimination shall be made between men and women with regard to decisions regarding custody of children and guardianship or other parental rights in the event of divorce, annulment of marriage or judicial separation.	
<i>Recommendation No. 12</i>	
Inheritance.	
(a) The Indian Succession Act confers no restrictions on the power of a person to will away his property. Therefore, the protection enjoyed by a Muslim widow to a share of the estate and by a Hindu widow to be maintained is denied to other widows under this law. There is a need to incorporate some restrictions on the right of testation, similar to that prevailing under Muslim Law to prevent a widow from being left completely destitute.	This is not acceptable. For one thing, restricting this right may lead to unwise distribution of property during lifetime. For another, this law does not affect the large majority of people.
(d) We recommend the abolition of the right by birth and the conversion of the Mitakshara coparcenary into Dayabhaga.	This is not acceptable as it is fraught with complications. It is a controversial and much debated issue. It is also to be noted that in another 30-40 years or a generation, the matter will only be of academic interest, as the Joint Family is fading out slowly but surely.
(e) Section 4(2) of the Hindu Succession Act excludes the devolution of tenancy rights under State laws from the scope of the Act. This had led to the elimination of the beneficial effects of the Hindu Succession Act under the land legislation in many States. In order to achieve the social equality of women as also in the interests of uniformity, we recommend the abolition of the exception provided in Section 4(2) of the Hindu Succession Act, relating to devolution of tenancies.	This is not acceptable as it will not be possible to interfere with tenancy laws which are the concern of the States. There has to be a continuous effort to persuade State Governments to have a review of tenancy laws to make them more progressive.

Recommendations	Action
(f) Section 23 of the Hindu Succession Act relating to the right of inheritance to a dwelling house has also resulted in some discrimination between unmarried, widowed and married daughters. The main object of the section is unexceptionable as it asserts the primacy of the rights of the family as against the right of an individual and therefore the restriction against partition which is against the family interest should be retained. But nothing justifies the invidious distinction between married and other daughters. We recommend the removal of the discrimination between married and unmarried daughters regarding the right over a dwelling house.	This is not acceptable. Such a discrimination should exist between unmarried, widowed (and even deserted) daughters as against married daughters who are entitled to rights in their husband's homes.
(g) The unrestricted right of testation often results in depriving female heirs of their rights of inheritance. We recommend that the right of testation should be limited under the Hindu Succession Act, so as not to deprive legal heirs completely.	Not acceptable for the reasons mentioned against the recommendation No. 12(a)

Recommendation No. 16

Needed Reforms in Criminal Law

- (a) Consent to sexual intercourse: While consent to sexual intercourse is strictly interpreted and excludes consent given by the woman under duress or fraud, no provision is made for consent obtained by putting someone else in fear in the presence of the woman. We welcome the recommendation of the Law Commission in this regard.

The suggestion that the age of consent be raised from 16 to 18 years was discussed at length during the recent meeting of the Joint Committee on the IPC Bill and it was considered that the change was not necessary.

In our view consent to have sexual intercourse requires more maturity than to have an abortion. The same age-limit should be applied in both cases. We recommend that the age of consent below which a girl's consent to sexual intercourse is not legal should be 18, permitting some degree of flexibility to the court in borderline cases to decide whether the girl is mature enough.

Recommendations	Action
(b) Bigamy : The present law restricts jurisdiction of the court to the place where the bigamous marriage was performed or where the husband and wife last resided. This causes difficulties to the wife who may have to move on after being abandoned by her husband. We commend that in addition to the two jurisdictions under the Criminal Procedure Code, provision be made for inquiry and trial for bigamy in a court within whose jurisdiction the wife is residing.	Accepted with the slight modification that the permanent address of the wife will be the deciding factor.
(c) Adultery : Adultery in our opinion should be regarded only as a matrimonial offence the remedy for which may be sought in divorce or separation. Retention of this as a criminal offence brings out clearly the values of the last century which regarded the wife as the husband's property. It also prevents lawyers and others from giving necessary help to an oppressed wife. We recommend that continuing to regard adultery as a criminal offence is against the dignity of an individual and should be removed from the Penal Code.	The question of decriminalisation of the offence was considered by the Law Commission as well as by the Ministry of Home Affairs and it was felt that the stage has not reached where the offence can be done away with. The new Criminal Procedure Code makes the wife punishable for the offence in the same manner as the husband—hence the argument of the wife being treated as the husband's property is no longer valid. The balance of advantage lies in retaining adultery as a Criminal Offence in the Indian Social Context—although it may have been de-criminalised in other affluent and permissive societies.

Recommendation No. 17

Nationality :

- (a) In the absence of any provision dealing with the case of Indian women marrying foreigners in the citizenship Act many of them have become stateless. We recommend that the Citizenship Act be amended to provide a special rule for Indian women marrying aliens, stating that she will in no case lose her Indian Nationality as a result of her marriage to a foreigner.

The existing position is that an Indian woman continues to retain her Indian citizenship until she voluntarily acquires the nationality of her husband. She does not therefore lose her citizenship automatically on marriage to a foreigner.

Recommendations	Action
<p>(b) The present rule prevents the children of such Indian women from being considered as Indian citizens. Where the father and mother are separated and the mother is the guardian there is no justification for the rule that the child's nationality will be transmitted through the father. We, therefore, recommend amendment of section 4(1) of the Citizenship Act to read as : "A person born outside India on or after the 26th January, 1950, shall be a citizen of India by descent if his father or mother is a citizen of India at the time of his birth."</p>	<p>Nationality Laws of most countries provide for acquisition of nationality by descent through the father. It may lead to complications if our country alone were to change this universal approach, particularly in the case of children living in certain countries. Whenever an Indian woman is separated from her husband and is the guardian of her children, she could apply for Indian citizenship for her children under Sub-Section (i) and (iv) of Section 5 of the Indian Citizenship Act. An Amendment of the Citizenship Act is therefore not considered desirable. The purpose would be served by dealing expeditiously and with sympathy applications for Indian citizenship under Sub-Sections(i) and (iv) of Section 5 of the Indian Citizenship Act.</p>

Recommendation No. 20

Maternity Benefits Act 1961

- (i) This Act should be extended to all industries not covered by the Act at present and the provision of maternity relief ensured by the creation of a Central Fund levying contributions from employers. The administration of the Fund should follow the pattern already established by the Employees State Insurance Corporation.
- (ii) The Act should also cover agricultural labourers in the same manner as suggested for other industries. To facilitate its implementation, the Central Fund should also include a levy on Agricultural Holdings Tax by the Committee on Taxation of Agricultural Wealth and Income.
- (iii) The anti-retrenchment clause already included in the Employees State Insurance Act 1948 should be incorporated in the Maternity Benefits Act.

The Ministry of Labour have already suggested to State Governments/Union Territory Administrations to consider the Committee's recommendation for extending the Act to all the industries not covered by the Act at present, including agricultural labourers and home workers.

The first part of this recommendation is covered by the position stated in the preceding paragraph. The second part has not been found feasible.

The Maternity Benefits Act, 1961, already provides that—

"12(1) When a woman absents herself from work in accordance with the provisions of this Act, it shall be unlawful

Recommendations	Action
(iv) For women retrenched for short periods and re-employed on the same jobs, the period of unemployment should not be treated as a discontinuation of service for their eligibility for this benefit. For casual labour, a minimum of 3 months of service should be considered as qualifying them for this benefit.	<p>for her employer to discharge or dismiss her during or on account of such absence or to give notice of discharge or dismissal on such a day that the notice will expire during such absence, or to vary to her disadvantage any of the conditions of her service.</p> <p>(2)(a). The discharge or dismissal of a woman at any time during her pregnancy, if the woman but for such discharge or dismissal would have been entitled to maternity benefit or medical bonus referred to in Section 8, shall not have the effect of depriving her of the maternity benefit or medical bonus.</p> <p>Provided that where the dismissal is for any prescribed gross misconduct, the employer may, by order in writing communicated to the woman, deprive her of the maternity benefit or medical bonus or both."</p> <p>No further provisions are therefore considered necessary.</p>
(v) As decided by the Supreme Court in the case of bidi workers, the provision of maternity benefits should be extended to home workers in all other industries.	<p>Under the present Act, maternity benefit is available for women who have worked for not less than 160 days in the preceding 12 month period. This period of 160 days need not be continuous. The Act does not make any distinction between regular and casual employees. The underlying principle behind the provision of a period of qualifying service is that a pregnant woman does not join employment merely for the sake of obtaining maternity benefit. A reduction of the period of qualifying service to 3 months in the case of casual labour may nullify the object mentioned above.]</p> <p>See action indicated against Recommendation No. 12(i).</p>

Recommendations	Action
(vi) In order to eliminate unjust denial of maternity benefits, scrutiny of applications should be done by a committee of the management and trade union representatives. The latter should preferably include a woman. This will provide greater incentive to women workers to participate in trade Union activities.	The existing arrangements for enforcement of the provisions of Maternity Benefits Act seems adequate. There appears, therefore, to be no need for setting up a separate agency for scrutiny of applications.
(vii) The penalties for evasion of this law should be made more stringent.	Mere enhancement of punishment is not likely to have any deterrent effect as in most cases, as long as the payment is made, the accused gets away with a light fine. The remedy would lie in courts taking in social legislation as a concept.

Recommendation No. 21

Provision of Creches

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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>(i) The present limit of 50 women workers for the application of this provision under the Factories Act should be reduced to 20.</p> | <p>(i) & (ii) The Factories Act is proposed to be amended. It will inter alia cover reduction of the limit of women workers from 50 to 30 enabling women employed as casual or contract labour, to avail of the benefit.</p> |
| <p>(ii) Women employed as casual labour or as contract labour should be entitled to share this benefit.</p> | |
| <p>(iii) Whenever there is a demand, a room should be provided for keeping small children for other groups of women workers, e.g. workers in offices, hospitals, shops and commercial establishments.</p> | <p>(iii) & (iv) Financial constraints render it difficult to accept this proposal in the present context. Wherever possible, however, these recommendations should be implemented.</p> |
| <p>(iv) As far as possible, creches should be established near the residence of women workers rather than the place of work. The ideal arrangements, in our view, would be neighbourhood creches.</p> | |

Recommendation No. 22.

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|-----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| <p>Permission to work up to 10 P.M. should be granted, provided arrangements for transport and security are made.</p> | <p>This should be permitted wherever it is practicable and provided it will not adversely affect the employment of women.</p> |
|-----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|

Recommendations	Action
<i>Recommendation No. 24</i>	
<p>We recommend legislative enactment of Article 39(d) of the Constitution—equal pay for equal work—to add the weight of legal sanction to what is only a policy at present.</p>	<p>The Equal Remuneration Act 1976 has received the assent of the President on 11-2-1976.</p>
<p>We further recommend incorporation of this principle in the Minimum Wages Act.</p>	<p>In view of the provisions made in Sections 3 and 4 of the Equal Remuneration Act it is not necessary to incorporate the equal pay clause in the Minimum Wages Act.</p>
<i>Recommendation No. 25.</i>	
<p>Integrated Development of Training and Employment.</p>	
<p>(i) We recommend reservation of a definite quota for women for training within the industry in order to arrest their retrenchment as a consequence of modernisation.</p>	<p>It is considered that in the present context, this may not be feasible and would present practical difficulties.</p>
<p>(ii) A similar quota should be reserved for women for training of apprentices under the National Apprentices Act.</p>	
<p>(iii) We further recommend developing programmes of vocational training in close relationship with industries and resources located in the area. Links with possible employing agencies have to be developed from the beginning so that the training does not end in futility.</p>	<p>All vocational training programmes of the Directorate General of Employment and Training are under regular review.</p>
<p>(iv) As recommended by the Committee of the All India Council for Technical Education, Polytechniques for Women should include a production centre with assistance from the Small Scale Industries Departments of the State concerned.</p>	<p>The State Small Scale Industries Units have been advised, and they have agreed, to render necessary help and cooperation to the production units of the Women's Polytechnics.</p>

Recommendations	Action
<p data-bbox="157 355 387 375"><i>Recommendation No. 42</i></p> <p data-bbox="213 386 578 448">Equality of Sexes as a major value to be inculcated through the educational process.</p> <p data-bbox="189 463 578 822">The educational system is the only institution which can counteract traditional belief in inequality of sexes. The educational system today has not even attempted to undertake this responsibility. The schools reflect and strengthen the traditional prejudices through their curricula, classification of subjects on the basis of sex and the unwritten code of conduct enforced on their pupils. This is one area where a major change is needed in the content and organisation of education. Educators must admit their responsibility and bring about this much needed change in the values of the younger generation.</p>	<p data-bbox="596 463 917 612">Necessary efforts are being made to review text books and reading material so as to ensure that men and women are treated equally in them so as to foster correct values in the younger generation.</p>
<p data-bbox="157 833 397 853"><i>Recommendation No. 44</i></p> <p data-bbox="192 859 493 879">Reservation in Municipalities.</p>	<p data-bbox="596 859 917 1053">The position is that reservation of seats for women in municipalities already exists in some States. This recommendation was therefore considered in detail and it was felt that there should be no reservation of seats for women in municipalities.</p>
<p data-bbox="157 1059 397 1079"><i>Recommendation No. 46</i></p> <p data-bbox="192 1085 514 1105">Association in important bodies.</p> <p data-bbox="192 1111 578 1213">We further recommend the inclusion of women in all important committees, commissions or delegations that are appointed to examine socio-economic problems.</p>	<p data-bbox="596 1111 917 1173">Necessary instructions for implementing this recommendation have been issued.</p>

ANNEXURE XII

WORKING WOMEN'S HOSTELS
LIST OF CITIES—1975-76 SANCTIONS

Sl. No.	Name of City
1	Ajmer
2	Ambala
3	Amravati
4	Bangalore
5	Bhavnagar
6	Calicut
7	Chandigarh
8	Coimbatore
9	Delhi/New Delhi
10	Gauhati
11	Jabalpore
12	Hyderabad
13	Lucknow
14	Mangalore
15	Mysore
16	Madurai
17	Nagpur
18	Trivandrum
19	Srinagar
20	Simla
21	Ujjain

ANNEXURE XIII

NATIONAL AWARDS TO OUTSTANDING EMPLOYERS OF THE HANDICAPPED AND MOST EFFICIENT HANDICAPPED EMPLOYEES DURING 1975-76

Sl. No.	Name
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Employers :

1. B. C. Roy Polio Clinic & Hospital for Crippled Children,
Calcutta-10
(West Bengal).
2. Hindustan Aeronautics Ltd .
Bangalore Complex
Bangalore
(Karnataka)
3. M/s Premier Die Casting & Engineering Co. Ltd.
Ahmedabad
(Gujarat)
4. M/s Allied Industries
Hyderabad
(Andhra Pradesh)

Employees :

5. Shri Sompura Dinkeray Vajeshankar Acharya
Massagist
V. S. General Hospital
Ahmedabad
(Gujarat)
6. Smt. Vijaya Balakrishna Lotankar
Telephone Operator
Municipal Printing Press
Municipal Corporation of Greater Bombay
Bombay
(Maharashtra)
7. Shri Sunil Chandra Rakshit
Draftsman
Geological Survey of India
Calcutta
(West Bengal)
8. Shri R. Gopaldaswamy
Exhibit Maker
Institute of Hydrology & Hydraulics
Poondi
(Tamil Nadu)
9. Shri Bhagat Raj
Press Section
Jawaharlal Nehru Complex of Institutions
4 Vishnu Digamber Marg
New Delhi

Sl. No.	Name
10.	Shri Bharat K. Shende Music Teacher 14/20 Mughhat Street Bombay (Maharashtra)
11.	Shri P. V. Rangaswamy Mechanic 'C' Bharat Electronics Ltd. Bangalore (Karnataka)
12.	Shri C. Doraisamy Skilled Fitter Integral Coach Factory Madras (Tamil Nadu)
13.	Shri B. L. Bambodi Senior Typist Ujjain District Co-operative Bank Ltd. Ujjain (Madhya Pradesh)
14.	Shri T. S. Venkataraman Painter Grade II Bharat Heavy Electricals Ltd. Tiruchirapalli (Tamil Nadu)
15.	Shri Pramod Gokuldas Patikh Clerk Dena Bank, Naranpura Road Ahmedabad (Gujarat)
16.	Shri Ganga Prashad Shrivastava Scientific Assistant Bharat Heavy Electricals Ltd. Bhopal Unit Bhopal (Madhya Pradesh)
17.	Shri H. A. Kharat Driller Vanaz Engineers (Pvt.) Ltd. Poona (Maharashtra)
18.	Shri Kalipada Mondal Operator New Central Jute Mill Co. Ltd. P. O. Budge Budge Distt. 24-Parganas (West Bengal)

Sl. No.	Name
19.	Shri E. A. Kuriakose Compositor Malayala Manorama Daily Kottayam (Kerala)
20.	Shri Stanny Alphonso Commercial Artist Shilpi Advertising Ltd. Bombay. (Maharashtra)
21.	Shri K. Wungchan Radio Artist C/o Soonses Union Imphal (Manipur)
22.	Shri Puran Chand Proof-Reader V.V. Research Institute Press Sadhu Ashram Hoshiarpur (Punjab)

In addition to National Awards the following employers of the handicapped and handicapped employees have been selected for Certificate of Merit.

Employers :

1. Bharat Heavy Electricals Limited-
Tiruchirapalli
(Tamil Nadu)
2. M/s Binny Limited
(Buckingham & Carnatic Mills)
7, Armenian Street
Madras
(Tamil Nadu)

Employees :

3. Kumari Bhasha Rani
Pharmacist
E.S.I. Dispensary
Chikkadapalli
(Andhra Pradesh)
4. Shri Manehan Handique (Nocte),
Chowkidar,
Office of the Assistant Extra
Commissioner,
Longding,
Dist. Tirap
(Arunachal Pradesh)

ANNEXURE XIV

GUIDELINES TO STATE GOVERNMENTS ON PROHIBITION

- ADVERTISEMENTS :** 1. Advertisements and public inducements relating to drinks should be discontinued. The State Governments should frame necessary legislation, if not already done.
- DRINKING IN PUBLIC PLACES :** 2. Drinking in public places should cease. With this end in view, alcoholic beverages should not be served in hotels, hostels, restaurants, clubs and at public receptions...Likewise drinking in toddy and country liquor shops should not be permitted. However, in order to avoid undue inconvenience to foreign diplomats and to ensure that the tourists in-flow in the country is not adversely affected, certain relaxations have been permitted to ensure the rights of foreign missions and to avoid inconvenience to foreign visitors and tourists.
- LOCATION OF LIQUOR SHOPS :** 3.1 Location of liquor shops near industrial, irrigation and other development projects should be banned in order to keep away workers from drinking. The minimum distance should as far as possible be two Kms. in the case of large projects. In the case of heavily congested townships, the minimum distance may have to be lowered. Licences given to the excise shops near project areas should not be renewed for the next excise year.
- 3.2 There should be a minimum distance of 500 metres between a liquor shop and a highway.
- 3.3 Liquor shops should not be allowed in towns and villages near educational institutions, religious places and colonies of labourers and harijans. The question as to what the minimum distance should be is left to the discretion of the Government; it should not as far as possible be less than 500 metres. For this purpose, educational institutions should mean high schools, colleges etc., and not primary schools.
- SERVICE OF ALCOHOLIC BEVERAGES TO CHILDREN :** 4. There should be an absolute ban on service of alcoholic beverages to children below the age of 18 years.
- CONTENT OF ALCOHOL :** 5. It should be ensured that the percentage of alcohol in beer to be served does not in any case exceed 5 percent. Efforts should be made gradually to bring down the alcoholic content to 3 per cent.

CURBS ON PRODUCTION AND CONSUMPTION :

6-1 No licence for grant of additional capacity or expansion of existing capacity for distillation or brewing of alcoholic drinks should be granted, except in 100 per cent export-oriented cases.

6-2 Liquor shops should not be opened in any part of the country merely to earn more excise revenue.

6-3 Government should not itself open any liquor shop under any circumstances.

6-4 Pay days in different areas should inevitably be observed as 'dry' days.

RESTRICTIONS ON DRIVERS OF VEHICLES :

7-1 Existing restrictions on drivers of motor vehicles and pilots of aircrafts should be strictly enforced. Any infringement of the rules in force in this behalf should be punished with the cancellation of their licences for a sufficiently long period.

7-2 There should be a complete ban on purchase by or sale of drinks to drivers of automobiles.

TIGHTENING OF LEGISLATION :

8. The existing excise legislation should be tightened up with a view to punishing the guilty more effectively. So as to bring all the guilty persons to book, special mobile police squads may be organised wherever called for.

PUBLICITY AND PROPAGANDA :

9-1 Widespread and concerted propaganda should be undertaken by official as well as non-official agencies against the evil effects of drinking.

9-2 Leaders of public opinion should set the tone by their personal example.

ANNEXURE XV
VOLUNTARY ORGANISATIONS GIVEN ADMINISTRATIVE
GRANTS DURING 1975-76.

S. No.	Name of Organisation	Amount in Rs.	Purpose
1.	All Bengal Women's Union, 89, Eliot Road, Calcutta . . .	4,437.59	Organisational assistance
2.	All India Federation of Scheduled Castes/Tribes, Backwards and Minorities Employees Welfare Association, New Delhi . . .	20,000/-	Do.
3.	All India Pariwar Kalyan Parishad New Delhi . . .	18,700/-	Do.
4.	All India Women's Conference, Sarojini House, 6, Bhagwan Das Road, New Delhi . . .	20,000/-	Do.
5.	All India Women's Conference, South Calcutta . . .	11,794/-	Do.
6.	All India Women's Voluntary Service, Rashtrapati Bhavan, New Delhi . . .	20,000/-	Do.
7.	All Manipur Women's Association Keisamthend Imphal . . .	4,263.50	—do—
8.	Andhra Mahila Sabha, 'Rachana' Bagh Amberpet, Hyderabad . . .	3,452/-	—do—
9.	Arta-Tran Samithy Nilganj, 24-Parganas . . .	8,237/-	—do—
10.	Bharatiya Adimjati Sevak Sangh, New Delhi . . .	20,000/-	Maintenance of Central office
11.	Bharatiya Grameen Mahila Sangh, 9/104, Jamnagar Hutments, New Delhi . . .	8,857.45	Organisational assistance
12.	Bharatiya Grameen Mahila Sangh, New Delhi . . .	78,680.85	Training of rural women in public cooperation.
13.	Bureau of Child Welfare and Research, Lucknow . . .	20,000/-	Maintenance of Central office
14.	Central young Mizo Association Aizwal, Mizoram . . .	6,892/-	Organisational assistance
15.	Child Guidance School Society, New Delhi . . .	77,000/-	—do—
16.	Child Guidance School Society, New Delhi . . .	20,000/-	Maintenance of Central office

Sl. No.	Name of Organisation	Amount in Rs.	Purpose
17.	Children's Aid Society, Bombay	20,000/-	Maintenance of Central office
18.	College of Social Work, Institute of Social Service, Bombay	20,000/-	Organisational assistance
19.	College of Social Work, Hyderabad	17,957/-	—do—
20.	Deena Seva Sangha, Bangalore	824/-	—do—
21.	Holidays Home Society Chandigarh	20,000/-	Maintenance of Central office
22.	Indian Association of Trained Social Workers New Delhi	10,000/-	Organisational assistance
23.	Indian Council for Child Welfare, New Delhi	20,000/-	Do.
24.	Indian Council for Child Welfare, New Delhi	Rs. 1,73,978/-	For nucleus administrative staff for D.A./T.A. to Child Welfare Organisers in State Branches.
25.	Indian Council for Child Welfare, New Delhi	10,000/6	
26.	Indian Institute of Social Welfare and Business Management Calcutta	20,000/-	Organisational assistance
27.	Indian Council of Social Welfare 175, Dadabhai Naroji Road Bombay	4,500/-	National Committee quota
28.	Indian Council of Social Welfare Bombay	16,703-95	Organisational assistance
29.	International Council on Social Welfare (Regional Office) 175, Dadabhai Naroji Road Bombay	50,000/-	Organisational assistance
30.	Karve Institute of Social Service Poona	20,000/-	Do
31.	Madras School of Social Work, 23/24, Casa Road, Egmore Madras	20,000/-	Do
32.	Matru Sewa Sangh, Nagpur	16,944/-	—do—
33.	Nari Raksha Samiti, Raj Niwas Marg, Delhi	3,248/-	Do
34.	National Council of Women in India 166-B. B. Ganguly Street, Calcutta	20,000/-	—do—

S. No.	Name of Organisation	Amount	Purpose
35.	National Federation of the Blind Delhi	5,728/-	Salary of staff
36.	National Society for Equal Opportunities for the Handicapped Bombay	20,000/-	Do
37.	Nehru Bal Mandal, Allahabad	16,000/-	Maintenance of Central office
38.	Paraseva, Monghyr, Bihar	5,150/-	Organisational assistance
39.	Ramakrishna Mission, Home of Service, Varanasi	20,000/-	Do
40.	Rani Jhansi Bahini 7/5-A, Beadon St. Calcutta	6,000/-	Do
41.	Save the Children Committee (India) Calcutta	10,000/-	Maintenance of Central office
42.	School of Social Work Institute of Social Service Mangalore	14,753/-	Organisational assistance
43.	Servants of the People Society Lajpat Bhavan, Lajpat Nagar New Delhi	20,000/-	—do—
44.	Shraddhanand Mahilashram, Shraddhanand Road, Mutanga Bombay	20,000/-	Do
45.	Shri Kantabhen Narayanhbai Mehsana Gilla Vikas Gruh, Visnagar (N. Gujrat)	3,580/-	Do.
46.	Shri Kanyakumari Gurukula Ashram Kanyakumari	20,000/-	Maintenance of Central office.
47.	Shri Kasturba Stri Vikas Gruha, Jamnagar	10,967/-	Organisational assistance
48.	Shri Tapibai Ranchhodas Gandhi Vikas Gruha, Bhavnagar	20,000/-	Maintenance of Central office.
49.	Sodou Assam Maina Parijat Assam	20,000/-	Maintenance of Central office
50.	Valluvar Educational Society P. O. Chitrakudi Via Budalur, Tamil Nadu	14,482.50	Organisational assistance
51.	Vivekananda Ashram, 66, Masuktala St., (1st Floor, Flat No. 4) Calcutta	17,500/-	Organisational assistance
52.	Women's Coordinating Council, Calcutta	22,250/-	Training of rural wome n.

ANNEXURE XVI
PUBLICATIONS

I. Department of Social Welfare

1. Women in India—A Compendium of Programmes
2. Half the World—Thoughts of Indira Gandhi on Women
3. The World Plan of Action—Resolutions and Mexico Declarations
4. India and the International Women's Year, 1975—An Outline of the Programme
5. Women in the Indian Freedom Struggle
6. Mahatma Gandhi—Views on Women
7. Some Facets of Women in India
8. The Indian Woman—A Statistical Profile
9. Fact Sheets :
 - (i) Women Opportunities for Economic Participation
 - (ii) Women in Politics
 - (iii) Women in Education
 - (iv) Rights of Women—Constitutional and Legal Provisions
10. Social Welfare Newsletter (Quarterly)—Four issues
11. International Women's Year Newsletter (Monthly) English—Ten issues
12. International Women's Year Newsletter (Monthly) Hindi—Four issues.

II. National Institute of Public Cooperation and Child Development
(Printed)

1. Perspectives on the Child in India
2. Women in India
3. School Dropouts Among Harijan Children
4. Volunteers in Welfare Agencies
5. Urban Community Development
6. All-India Directory of Welfare Agencies for the Deaf
7. Syllabi for I. C. D. S. Functionaries
8. Special Nutrition Programme in Delhi.

(Mimeographed)

9. Report of the Regional Seminar on Volunteers for Welfare Services
10. Cognitive Development in India
11. Child Rearing Practice in India
12. Malnutrition Among Pre-school Children in India
13. The Need for Parent Education and Child Care (0—6 Years)
14. Scheduled Caste Children in India
15. Status of Child Health in India
16. Research Abstracts on Child Development
17. Relief Service for Women and Children during Famine

18. Financing Voluntary Agencies—A Study in Fund Raising
19. A Study of Destitute Children Discharged from Children's Homes in Delhi.

III. National Institute of Social Defence

1. A Study of Kidnapped Children in Bombay
2. Social Defence —A Statistical Handbook
3. Journal of Social Defence—Four issues.

IV. Central Social Welfare Board -

1. Social Welfare (monthly journal in English)—Twelve issues including special issues on :
 - (i) Devastating Effects of Alcohol and Need for Prohibition (May, 1975) .
 - (ii) International Women's Year (September-October 1975)
 - (iii) Special Conference Number (October-November 1975)
2. Samaj Kalyan (monthly journal in Hindi) Twelve issues including special issues on—
 - (i) International Women's Year (September, 1975)
 - (ii) Special Conference Number (October-November 1975)
3. Directory of Social Welfare Agencies in India
 - (i) Assam, Volumes I & II
 - (ii) Manipur
 - (iii) Kerala
 - (iv) Goa
 - (v) Haryana