



REPORT

1979-80

GOVERNMENT OF INDIA
MINISTRY OF
EDUCATION AND CULTURE

(Department of Education and
Department of Culture)

NEW DELHI

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INTRODUCTORY

Policy and Approach : During the 18th months preceding the year 1979-80, Working Groups in respect of various sectors and priority areas of education were set up, and after having received their reports and after consultations and discussions, the National Policy on Education was drafted and placed on the Table of Parliament. At the same time following the time-bound action programmes drawn up for universalisation of elementary education, and for the promotion of adult education, comprehensive efforts were taken in conjunction with the State Governments to implement them.

In regard to Technical Education, in order to improve the quality and to provide for programmes for emerging areas and for coordinated development of post-graduate education, special committees were set up.

The Department of Culture held a meeting of all State Governments at the Ministerial level so as to evolve a strategy for the total development of Culture in our country. Following the decisions of this high level meeting, action is being taken to formulate programmes and schemes for the fulfilment of the objectives.

Universalisation of Elementary Education : To realise the goal of free and compulsory education for all children in 6—14 age group enshrined in Article 45 of the Constitution, according to a time-bound programme, the State Governments were requested to prepare plans for implementation in 1978—83 of elementary education as envisaged by the Working Group that was set up in September, 1977. These were discussed with the representatives of the State Governments and their implementation is reflected in the provision of funds in the Annual and Draft Five-Year Plans of the States. A monitoring programme for prompt collection of the attendance reports in respect of the students of the elementary stage in all States is being initiated with a view to intensifying this programme.

An educational survey was mounted in all the States with Central funding with a view to collecting the latest information

on the educational development in the States to enable the plan programmes to be realistic and accurate.

Apart from this, the Central Government had taken initiative to promote intensive efforts on the part of the nine States which are backward as far as elementary education is concerned. A special study of the administration of the elementary education in the nine backward States was initiated to assist the States to improve their capabilities for implementation of the elementary education programme. A centrally sponsored scheme to assist the nine educationally backward States for non-formal education of the children of 9—14 age group has been very heartening.

It is hoped with these efforts it will be possible to accelerate the programme of universalisation of elementary education with in the country.

Content of Education : The year saw continuation of the efforts to revise the contents of the education in the schools stage with a view to making it relevant to our needs and environment. The Science Education Programme started on pilot basis in 1970-71 was given a wider basis. The programme of renewal of primary education curriculum is being implemented in all the States on a project basis. The programme for developmental activities in community education and participation by the community with a view to tackling the problem of drop-out of school going children is now being experimented in all the States. The effort in all these cases is to decentralise preparation of curriculum and relative teaching material. A national population education project for the year 1980—83 has been prepared for support from the United Nations Family Planning Agency.

National Adult Education Programme : A notable development during this year has been the actual start of the National Adult Education Programme (NAEP). Although NAEP was formally launched on the 2nd October, 1978, the five years of the Programme began only in April, 1979. Considerable headway has been made during this year in creation of administrative structures, and institutional arrangements for technical support to the Programme, including production of teaching and learning materials, training and evaluation. With the exception of some States, such as Orissa, Assam and Himachal Pradesh, the centrally sponsored Rural Functional Literacy Projects have been put on the ground throughout the country. The State Governments have planned and started their own projects also. The mobilisation of voluntary agencies has been impressive and the evaluation

of the Programme in Gujarat, Rajasthan and Bihar has shown that the reports being received from the field are substantially correct and there is significant involvement in NAEP of women and of persons belonging to the Scheduled Castes and Scheduled Tribes.

Programme of Vocationalisation of Higher Secondary Education : The centrally sponsored scheme of assistance to the State Governments in this area has been discontinued from April 1979 and the States have been requested to provide funds for this purpose in their own programmes. Assistance has already been rendered for conduct of vocational surveys in about 130 districts in the various States. The National Council of Educational Research and Training has provided the necessary support to the State Governments in the training of the teachers for vocational courses.

Higher Education : The University Grants Commission reviewed the priorities for development of higher education and drew up a plan of development for the universities and colleges. The Commission also initiated action to assist colleges located in tribal areas catering largely to the needs of the tribal students. It has developed criteria for determining viabilities in respect of colleges. While regulating enrolment, the Commission has been sponsoring specific measures, like provision of remedial courses and reservation of seats to ensure education to all the weaker students of the society and to those who have no access to higher education. The State Governments have been advised by the Commission to set up Inter-university Co-ordination Boards to make use of all available resources for the coordinated development of the academic programmes of the various universities in the States. The Commission has agreed to implement the scheme of Adult Education through universities with a view to bringing universities closely to the community.

Physical Education, Games and Sports : The All India Council of Sports has drawn up a Draft National Sports Policy and is consulting Sports bodies and experts on the contents. The Society for the National Institute of Physical Education and Sports (SNIPES) convened a conference of the Presidents and Secretaries of the State Sports Councils to assess and exchange views

on the working of the national coaching scheme as well as implementation of the various central programmes like rural sports, women sports and sports talent search scholarships programmes. The programme of national physical efficiency drive was modified and revised in a national level seminar held in May, 1979. A model syllabus of Yoga Education for schools has been prepared by the Yoga Assessment Committee set up by the SNIPES. The Institute of Sports at Patiala is pursuing further action to set up two centres respectively at Calcutta and Bangalore. The 5th National Sports Festival for Women was held at Jabalpur, in January, 1980. About 2,000 women from 28 States and Union Territories participated in the festival. Vigorous action is being pursued to successfully stage Asian Games, 1982 in New Delhi.

Technical Education : The Indian Institutes of Technology expanded their infrastructure and made substantial progress in acquiring new sophisticated research equipment, starting new inter-disciplinary academic programmes and pursuing research and consultancy services. The Institutes also intensified their activities in the area of continuing education. The Technical Teacher Training Institutes have taken up various UNDP projects having direct relevance to and great significance for the improvement of polytechnic education. Under the direct Central assistance scheme a large number of Engineering Colleges and Polytechnics have been given assistance in identified areas crucial for improvement of quality and standards of Technical Education. To promote transfer of technology to rural areas, 35 polytechnics have been selected to have interaction with the environment in accordance with well-designed plans. Action has also been initiated to develop an institutional network beginning with I.I.Ts and the Regional Engineering Colleges to make the best use of the expertise that has grown in the country over the years.

Book Promotion : The National Book Trust has brought out an anthology of contemporary stories for children in 12 languages to commemorate the Year of the Child. The Trust also organised in Delhi the 4th World Book Fair in February—March, 1980. In this connection in addition to other seminars, symposia, workshops, etc. a seminar was organised under assistance from Unesco on 'Publishing for Rural Areas in Developing Countries'. Contracts for translation rights of university level foreign books in Indian languages were executed, bringing the total to 1,458.

Youth Services : The National Service Scheme enrolled 4.5 lakhs of students during the year under review. The scheme has

been now extended in some States to cover the students of plus two stage. The Nehru Yuvak Kendras have been pursuing the programmes of interest for the non-student youth in the rural areas. It is estimated that about 30,000 Youth per month are being trained in various skills under the vocational training programme of the Yuvak Kendras. Emphasis is now being given on the enrolment of women and youth belonging to the weaker sections of the society in the activities of the Kendras.

Languages : The schemes for propagation of Hindi in terms of constitutional obligations, development of Hindi and other Indian languages so as to serve as media of instruction; the development of tribal languages as also teaching of foreign languages were continued during the year. Special efforts were continued for development of Urdu and Sanskrit.

Unesco : India extended full support to the activities and programmes under Unesco during the year under review. The Indian National Commission hosted a number of seminars and conferences in India in collaboration with Unesco authorities.

Culture : The year under review continued with the task of re-orienting policies and programmes relating to the preservation, conservation and dissemination of the cultural heritage of India. As a consequence of the recommendations of the Working Groups set up in the preceding year, an important Conference of the Ministers of States and Union Territories dealing with art and culture was organised.

The meeting reviewed the institutional infrastructure in different States dealing with matters such as archaeology, anthropology, museums, archives, manuscripts, etc. as also problems relating to the inter-linking of the programmes of these institutions with the curricula of the school and university system.

The meeting also made proposals in regard to the cultural content of education, both formal and non-formal. It emphasized the need for strengthening the cultural components of curriculum at the elementary, secondary and tertiary levels.

The work of the Department has been reorganised so as to provide a better direction and preciser focus.

Many new programmes for the preservation of the cultural heritage have been launched. These include a new scheme to protect monuments less than 100 years old, and a comprehensive scheme for the preservation of manuscripts.

The Buddhist Institutions, particularly at Varanasi and Ladakh, have been reorganised. The foundation stone of a new building of the Indian Institute of Tibetan Studies at Varanasi has been laid and a building complex is expected to come up in the Indian Institute of Buddhist Philosophy in Leh.

Conservation and dissemination of the cultural heritage has also been given high priority. The National Conservation Laboratory in Lucknow has organised many orientation courses for training personnel in scientific techniques of conservation. The Laboratory has served many regional and national institutions. It has developed conservation techniques more appropriate for India and South-East Asia.

The dissemination of culture at all levels of society has also been given a fresh impetus. The scheme for the Propagation of Culture amongst schools and colleges was examined and, in accordance with the recommendations of a Review Committee, a Centre for Cultural Resources and Training has been set up to organise orientation and refresher courses for teachers and to evolve cultural resources including kits for schools and colleges. Besides, many new programmes have been launched for fostering national integration. Amongst these is a long playing record of children's song in different languages of India.

The Art Akademies have been active. Instead of focussing attention on urban centres and metropolitan towns, there has been a marked shift of emphasis to regional centres. Workshops and festivals in remote corners of India, have been organised. Significantly amongst these is a theatre workshop by the Sangcet Natak Akademi in Vrindaban, and documentation of Bhavai Festival in Morvi (Gujarat). A concerted programme of documenting rare manifestation of folk and tribal culture has been introduced.

It has been decided to set up the Museum of Man in Bhopal. The Museum will present a panoramic view of folk and tribal culture of India.

Cultural Exchange : UP to the end of 1979, cultural agreements had been concluded with 54 countries. During the current year a cultural agreement was initiated with Morocco.

Archaeology : Archaeological Survey of India continued its activities in the field of excavation, exploration and preservation

(ix)

of monuments. Explorations in Punjab have revealed eight pre-Harappan and Harappan culture. The survey took up the challenging task of dismantling the Sangameshawarswami temple in Andhra Pradesh which was to be submerged by the construction of the dam under Srisaïlam Project. The temple is being reassembled at a site 25 kilometers away. The work of registration of antiquities has been continued and 18,000 applications were entertained during the year.

Conclusion : The Government is firmly of the view that illiteracy should be abolished. In this context, a determined effort will be made to universalise elementary education and implement the programme of Adult Education effectively. The Government will not only ensure equalisation of educational opportunities but also actively promote the prospects of success for the under-privileged which is equally important. Measures will be taken to improve the quality of education at all levels. In the area of vocationalisation and vocational education, the emphasis in the programmes would be with reference to employability so that the students who pass out, would be better employable. Moral and Social values will be emphasised at all levels of education and culture will be an integral part of such education. It is proposed to monitor and review the programmes from time to time to ensure that the objectives of good education are being fulfilled.

DEPARTMENT OF EDUCATION

CHAPTER I

SCHOOL EDUCATION

The main programmes in the field of School Education include :

- (i) Universal, free and compulsory elementary education ;
- (ii) Vocationalisation of higher secondary education ;
- (iii) Improvement of quality ;
- (iv) Educational technology for the improvement of quality of education and expansion of educational facilities; and
- (v) Programmes carried out through National Council of Educational Research and Training.

Other programmes concern the provision of schooling facilities to children of transferable Central Government employees and of Tibetan refugees in India; women's education; recognition of school teachers through National Awards; welfare of teachers in indigent circumstances ; provision of extra curricular activities to children through Bal Bhavan Kendras; educational concessions to children of defence personnel ; and implementation of cultural exchange programmes in the field of school education.

Universal, Free and Compulsory Elementary Education

To realise as part of a time-bound programme, the goal of free and compulsory education for all children of the age-group 6—14, the 1978—83 Plan assigns the highest priority to the programme of universalisation of elementary education. Elementary education was accordingly included in the Revised Minimum Needs Programme and allocated Rs. 900 crores or 45.3 per cent of the total Plan allocation for Education in the draft 1978—83 Plan.

Free Education : Education in classes I—V is already free in Government, local bodies and aided schools in all parts of the country. It is also free in classes VI—VIII in all States/Union Territories except for boys in Orissa and Uttar Pradesh.

Compulsory Education Acts : Legislation for compulsory primary education exists in all States except Bihar, Manipur, Meghalaya, Nagaland, Sikkim and Tripura ; among the Union Territories, such legislation is in force in Andaman and Nicobar Islands, Chandigarh and Delhi.

Programme of Universalisation of Elementary Education : The total number of non-enrolled children at the elementary stage (classes I—VIII) is of the order of 470 lakhs. The hardcore of non-enrolled children at the primary stage (classes I—V) consists of children from the weaker sections of the community like Scheduled Castes, Scheduled Tribes, agricultural landless labourers and urban slum-dwellers. Two-thirds of the non-enrolled children are girls and three-fourths of the non-enrolled children are in nine educationally backward States, namely, Andhra Pradesh, Assam, Bihar, Jammu and Kashmir, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal.

Outlining a feasible strategy for the universalisation programme, the Working Group on Universalisation of Elementary Education recommended a target of additional enrolment of 320 lakhs by 1982-83. It also recommended a major policy change : every child shall continue to learn in the age group 6—14, on a full-time basis, if possible and on a part-time basis, if necessary. The Group suggested that 50 per cent of the additional children to be enrolled during 1978—83 may be covered by non-formal part-time education. The States/Union Territories by and large accepted the strategy chalked out and recommendations made by the Working Group. Thus the Sixth Five Year Plan of 22 States have included the target of a total additional enrolment of 263.32 lakhs including a coverage of 100.47 lakhs through non-formal channel.

Central Assistance for Non-formal Education in Educationally Backward States : Based on the recommendations of the Working Group, a special scheme of Central assistance to the nine educationally backward States, namely, "Experimental Projects for Non-formal Education for Children of 9—14 Age-group", has been taken up for implementation. Originally, a sum of Rs. 50 crores was accepted as the Central Sector Plan outlay for this scheme, with a target of 29,63,350 pupil coverage in 73,690 non-formal education centres. This outlay has now been reduced to Rs. 25 crores and accordingly the norms and pattern of assistance have undergone change. The Central assistance on the basis of the proposals submitted by these nine States has started flowing from the current financial year. The academic component of non-formal

part-time education is being provided by the NCERT through the State Councils of Educational Research and Training/State Institutes of Education.

Progress of Enrolment : The following table indicates the position and target of enrolment at the elementary stage :

	1950-51	1977-78	1978-79 (Provisional)	Target 1982-83
	(in lakhs)			
Age-group 6-11				
Enrolment : Classes I—V	191.55	701.50	721.65	912
Enrolment as percentage of age-group population	42.6	82.8	84.5	103
Age-group 11-14				
Enrolment : Classes VI—VIII	31.20	177.67	181.17	288
Enrolment as percentage of age-group population	12.7	37.9	38.1	57
Age-group 6-14				
Enrolment : Classes I—VIII	222.75	879.17	902.83	1,200
Enrolment as percentage of age-group population	32.4	66.9	67.9	87

Special Programmes with Central Initiative : Four measures of importance have been taken by the Central Government to support and sustain the programme of Universalisation of Elementary Education. These are :

- (a) *The Fourth All India Educational Survey* : It was mounted in all States and Union Territories with Central funding, with 30th September, 1978 as the reference date. By December, 1979 State tables had been received from all States and Union Territories except Uttar Pradesh and Punjab.
- (b) *Special Study of Elementary Education Administration* : This was undertaken in respect of nine educationally backward states through the agency of the National Institute of Educational Planning and Administration. The final reports of the study of all the nine States have been received and an administrative model for universalisation of elementary education is under preparation.

- (c) *Monitoring of Attendance* : For the first time, an attempt has been made to collect block-level attendance reports in respect of all primary and middle schools directly by the Centre for computerisation, quick processing and feedback to the States for remedial steps. This, however, is yet to be introduced on a universal scale as an integral part of the elementary education system.
- (d) *Supply of Paper* : The Government of Sweden, through the Swedish International Development Authority, have agreed to provide assistance to the tune of Rs. 140 million for paper needed for non-formal education programmes for elementary age-group children. An agreement covering this assistance was signed on January 21, 1980.

Quality Improvement Programmes at the Elementary Stage

With UNICEF assistance the following experimental and innovative programmes for improvement of quality of elementary education have been in operation.

(a) *Science Education Programme*

Implemented since 1970-71 on a pilot basis, Science Education Programme was continued on a wider basis during the Fifth Plan period. A significant component of the Science Education Programme has been a project of Nutrition and Health Education and Environmental Sanitation in Primary Schools, implemented, on an experimental basis, through 5 Regional Nutrition Education Centres. Under this project, handbooks for primary teachers to teach environmental science with the help of local resources and improvisation were developed.

(b) *Primary Education Curriculum Renewal*

Implemented since 1975 in 15 States, in 30 primary schools in each State, the project aims at a qualitative adjustment of the curriculum to the life-style of the child and to the socio-economic opportunities available in the areas of the project schools. In almost all the states the entire package of curriculum materials for classes I—V had been prepared and is in try-out stages. The revision of materials for classes I—III has been completed. From the current year the programme is being extended to another 100 schools in each of the 15 participating States. It is also being introduced for the first time in experimental phase in the remaining States/Union Territories.

Developmental Activities in Community Education and Participation : This project has been under implementation in the 15 States in which the project of Primary Education Curriculum Renewal is under implementation. Under this, two communities in each of the 15 States have been selected and programmes and activities for various target groups, particularly for drop-outs, out-of-school children and adults have been developed so that the educational activities, mainly of non-formal nature, could meet the needs of those who are partly or totally deprived of any education. The project is being extended to another 50 centres, thus covering a total of 80 centres, in all the States and Union Territories.

Children's Media Laboratory : This project is being implemented by the NCERT to develop materials for education and entertainment in different media for children in 4—8 years age-group:

Comprehensive Access to Primary Education (CAPE) : The above three projects have provided adequate experiences and expertise for taking up a massive programme of producing decentralised curriculum and relevant materials in the country. Accordingly, CAPE project has been undertaken with technical cooperation of Unesco. The NCERT has already organised training and orientation programmes for State level resource teams and has prepared necessary training packages. At the State level, the States have organised training programmes for principals of elementary teacher training institutions who will play a key role in CAPE project.

Vocationalisation of Higher Secondary Education

This centrally sponsored scheme, started in February 1977, was discontinued from April 1979 and transferred to the State Sector in accordance with the decision of the National Development Council. Financial assistance was released for the conduct of vocational surveys in 131 selected districts of Assam, Gujarat, Haryana, Jammu & Kashmir, Karnataka, Madhya Pradesh, Maharashtra, Manipur, Nagaland, Orissa, Punjab, Sikkim, Rajasthan, Tamil Nadu and Tripura. Vocational courses were introduced with Central financial assistance in nine districts of Karnataka and eight districts of Maharashtra. The Government of West Bengal was also given grants-in-aid to supplement their efforts in the field of vocationalisation. Action has been initiated to implement the recommendations of the National Review Committee on Higher Secondary Education with special reference to vocationalisation and the Working Group on Vocationalisation.

Educational Technology Programme

The Programme launched in 1972-73 with the objective of promoting an integrated use of mass media and technology at all levels of education is being implemented through the Centre of Educational Technology as a constituent unit of the NCERT, and Educational Technology Cells in the States.

Centre of Educational Technology : The important programmes undertaken during the year were in the area of training, research projects and production of materials.

Training

(i) A seminar on the role of educational technology in universalisation of primary education to acquaint ET Cell officers and those in charge of primary education with the possible uses of educational technology in educating school children.

(ii) An orientation workshop at Shillong for the personnel of the North-Eastern States to assist in the development of meaningful programmes in educational technology.

(iii) A training course in evaluation in educational technology to impart basic understanding about the concept and practices of research methodology.

(iv) A workshop on innovative practices of teaching and learning techniques for supervisors of the National Adult Education Programme in collaboration with the St. Xaviers' Institute of Social Service, Ranchi, Bihar.

(v) Two 15 days' workshops in script writing for educational television at Bangalore and Delhi followed by an eight-week training course in the area.

(vi) A 10-day training course in the theory and practice of 1/2 inch portable video production.

(vii) A 15-day workshop for prototype production of TV programmes for very young children and a seminar of Doordarshan Programme Producers on problems and techniques of producing good television programmes for young children.

(viii) A month-long orientation programme on film animation attended by 15 participants from Doordarshan, ET Cells, FTII and NCERT.

(ix) A 15-day training course-cum-workshop in script writing for primary school radio broadcasts for 20 participants at Pune

(x) A seminar on the management and organisation of correspondence education for participants of eight Universities and two Boards of Secondary Education.

Special Projects

(i) Work on a feasibility project on teaching Hindi as a first language to children in Classes I—III with the help of radio and supportive material continued. The experiment is confined to 500 primary schools in the districts of Ajmer and Jaipur of Rajasthan.

(ii) A project aimed at developed prototype course material for continuing education of weavers has been taken up in a colony of handloom weavers in Delhi. A curriculum on improved practices in weaving, dyeing, managerial marketing, etc., was finalised in a workshop.

(iii) Editing and illustration of compilation of 100 games for pre-primary and primary school children is under progress.

Production

The Centre has produced 47 audio-tape programmes using archival materials of Akashvani, bringing the total number of audio-tape programmes to 203.

Educational Technology in the States

Twenty States have so far set up Educational Technology Cells. The programme has been initiated with hundred per cent Central assistance for five years, presently restricted up to the end of the Sixth Plan. Seven Educational Technology Cells (in Maharashtra, Rajasthan, Andhra Pradesh, Bihar, Karnataka, Madhya Pradesh and Orissa) are now functioning with State Government support.

The Educational Technology Cells are primarily engaged in bringing about greater utilisation of radio broadcasts and television programmes (where available) in collaboration with primary schools, AIR stations and Doordarshan centres. Andhra Pradesh is training teachers in script writing and developing questionnaires to assess utilization of the broadcasts. Orissa has persuaded schools to purchase radio sets out of school funds, and has established a silk screen printing unit for preparing graphic materials on experimental basis. It has also undertaken studies on impact of SITE on enrolment and attendance and on language

development in primary school children. In Gujarat the Educational Technology Cell in collaboration with the H. M. Patel Institute of English, Vallabhnagar is continuing work on teaching English through radio broadcasts and support materials for teachers. Rajasthan is assisting the Centre for Educational Technology in its feasibility project on teaching English by radio in schools. The Bihar Educational Technology Cell has finalized its report on evaluation of the multi media package used for training of teachers during SITE on the basis of two training camps organized by the Educational Technology Cells for the purpose of evaluation. Karnataka has undertaken a pilot correspondence-cum-contact course for primary school teachers in Tumkur and Kolar districts. Meghalaya and Tamil Nadu organized district level seminars and conferences to create awareness of the role of educational technology.

Open School

An Open School has been started by the Central Board of Secondary Education as a viable alternative system to cater to the needs of school drop-outs, working adults and women of rural areas and economically backward communities. It expects to start enrolling students in September 1980. The project is expected to be financially self-supporting.

NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

The National Council of Educational Research and Training (NCERT) was established in 1961 to assist and advise the Ministry of Education and Culture in implementing policies and major programmes in the field of education, particularly school education. During the year 1978-79, the Administrative Staff College of India, Hyderabad, reviewed the working of this organisation and submitted a report : "Strategic Objectives and Organisation Design for NCERT".

The NCERT continued to undertake research, training, development and extension activities for qualitative improvement of school education in the country. Activities were determined by the emerging social concern of the national task of over-all economic development and the main focus of attention was in the *direction of preparation of textbooks, etc.*, for the 10+2 pattern of schooling, universalisation of elementary education, vocationalisation of education, and improvement of teacher training.

I. Development

The important developmental activities include preparation and production of :

- (i) Eighteen titles of text books and workbooks and 12 titles of handbooks and teachers' guides for various subject areas of 10+2 pattern of schooling and revised versions of nine textbooks.
- (ii) Six textbooks and handbooks for elementary and secondary teacher educators.
- (iii) Curriculum development in the area of Socially Useful Productive Work and Vocationalisation of Education at the +2 stage.
- (iv) Reading materials in Hindi for non-formal education for use in the experimental Non-formal Centres.
- (v) Package of instructional materials for the primary stage in 15 States participating in Primary Curriculum Renewal Project.
- (vi) Proto-types of an integrated science kit for the middle stage, an electronic kit for the secondary stage, low-cost teaching aids for rural primary teachers and audio-visual materials for non-formal education of rural adults.
- (vii) 12,000 primary science kits for the States.

II. Training and Extension

The four Regional Colleges of Education continued to provide regular pre-service and in-service training for teachers. The National Institute of Education continued the diploma course in Educational and Vocational Guidance. In addition the following notable activities were organised :

- (i) Under the Intensive Teacher Education Programme (ITEP) two workshops for Elementary Teacher Educators were organised in Jammu and Kashmir and Tamil Nadu and one for Secondary Teacher Educators in Madhya Pradesh.
- (ii) The various departments of the NIE, the Regional Colleges of Education and the Centre for Educational Technology conducted a number of training/ orientation courses and workshops for the resource

persons from various States in the areas of curriculum development, preparation and evaluation of textbooks, examination reform, pupil evaluation, micro-teaching, vocationalisation of education and different aspects of audio-visual education and educational technology.

- (iii) Over 50 Centres for continuing education for teachers have started functioning in various States/ Union Territories.
- (iv) Six National Integration Camps (four for students and two for teachers) were organised.
- (v) Fifteen orientation camps on educational use of puppetry were organised.
- (vi) The IXth National Science Exhibition for children was organised at Bombay in collaboration with Maharashtra Government and a Science Exhibition with emphasis on Space was organised in New Delhi in collaboration with Jawaharlal Nehru Memorial Fund.

III. *Survey and Research*

(i) *Survey* : Some reports of the Third All-India Educational Survey (1973—78) have been published and others are under print. The work on the Fourth All-India Educational Survey (1978—80) continued during the year. The Council helped the States in the preparation and finalisation of State tables and scrutinizing them, and has taken up the compilation of national tables.

(ii) *Research* : The Educational Research and Innovation Committee of the NCERT approved 78 outside research projects and 150 research projects by constituent units in various areas of school education.

IV. *National Talent Search*

During 1979 the NCERT held the National Talent Search Test at three different stages. The number of candidates who appeared in the test and the number of awards made were : Class X, 43,000 and 250, Class XI, 10,000 and 100, Class XII, 29,000 and 150 respectively.

V. *Special Programmes*

(1) The following categories of non-formal education programmes have been taken up :

- (i) In some selected community centres, specific programmes and learning materials have been developed by involvement of teachers centred around the local environment and concept of socially useful productive work for different age-groups, and are being tried out as models of community education.
- (ii) Preparation of materials for non-formal education on a pilot basis for use in about 200 experimental Non-formal Education Centres set up by the Regional Colleges of Educationists and Field Advisers in various States/Union Territories.

(2) Population education received greater attention during the year. A national Population Education Project for the period 1980—83 has been prepared and submitted for financial support from UNFPA. A training programme for State level key personnel for population education was organised and some audio-visual aids were developed. NCERT hosted, on behalf of UNESCO, a regional workshop on "Innovative Structures and Approach to Population Education" which was attended by participants from 12 countries.

(3) The Tribal Education Unit has organised orientation course for district education officers from tribal areas to acquaint them with tribal lives and cultures and problems of tribal education. The Unit has also developed draft syllabus for a training course for teachers of non-formal education centres operating in tribal areas.

(4) The Women's Education Unit has undertaken studies on the status of women as evinced through the teaching of languages and other school subjects.

VI. *International Cooperation*

(1) The Council is one of the Associate Centres of Asian Programme for Educational Innovation and Development (APEID) of UNESCO and functions as the Secretariat of the National Development Group. It hosted, on behalf of UNESCO, the "Sixth Regional Consultation Meeting on APEID" at Bangalore in April 1979.

(2) Under the auspices of UNESCO, four other programmes were organised which were attended by participants from South East Asian countries :

- (i) Mobile Educational Seminar on Science Education ;
- (ii) Study Visit by South East Asian teams on Educational Technology ;
- (iii) Regional Workshop on Innovative Structures and Approaches to Population Education;
- (iv) Study Group Meeting on Training Methodologies based on locally available learning resources.

VII. Publications

During the year the Council published 205 titles which included school level textbooks, work books, teachers' guide, supplementary reading material, research monographs and reports and brochures. It continued to publish its five journals in English and one in Hindi.

CENTRAL BOARD OF SECONDARY EDUCATION

The Board is an autonomous organisation set up for raising the standards of secondary education and meeting the educational needs of students migrating from one state to another. This year 113 new schools were affiliated to the Board bringing the total to 1,287 which includes Government and aided schools from Union Territories, Kendriya Vidyalayas, Sainik and Military schools, Public Undertaking schools, as also 13 schools located abroad.

The Board conducted, for the first time, the Senior School Certificate Examinations under the 10+2 pattern in the year 1979. Four different examinations were conducted by the Board at secondary and senior secondary levels at which 1,30,469 candidates appeared. The Merit Scholarship Examination for admissions to residential secondary schools was also conducted by the Board for the first time this year.

Besides regular review of its syllabi and courses the Board also introduced Socially Useful Productive Work as a compulsory area of study, both at the secondary and senior secondary stages, in order to make education need-based. At the secondary stage alternative courses in mathematics and science were introduced.

A variety of extension programmes in the field of mathematical education, project technology, science education and examination reform were also undertaken, some of them in collaboration with the British Council.

CENTRAL TIBETAN SCHOOLS ADMINISTRATION

The Central Tibetan Schools Administration, an autonomous organisation set up for managing and assisting institutions for the education of children of Tibetan refugees in India, runs four residential and 18 day schools. Assistance in the form of grant-in-aid is being provided to 11 institutions. The total number of students studying in these schools is 9,000—1,646 boarders and 7,354 day scholars.

The schools having class IX and above are affiliated to the Central Board of Secondary Education and prepare students for the All India Secondary School Examination and All India Senior Schools Certificate Examination. The curricula, courses and textbooks up to classes VIII are those prepared by National Council of Educational Research and Training. In addition to English, students are also taught Hindi and Tibetan language. The result of Tibetan Schools in the Secondary School Examinations held in 1979 was 68.4 per cent. The Central Tibetan Schools Administration also awards scholarships to Tibetan students for prosecuting higher studies. Twenty seven students received such assistance.

KENDRIYA VIDYALAYA SANGATHAN

This is an autonomous organisation set up to provide educational facilities for the children of transferable Central Government employees. During the year, 26 new Kendriya Vidyalayas were opened, bringing the total to 291. The students' enrolment as on 1-8-79 was 2,24,203 as against 2,02,876 in the preceding year.

In the All India Senior School Certificate Examination held in June 1979, 3,779 students passed out of the 3,819 who appeared, the pass percentage being 98.95. Twelve students were placed in the merit list of the first 15 in Science Group and three in the merit list for Humanities Group. In All India Secondary School Examination at the end of Class X, 10,295 students passed out of 10,340, the pass percentage being 99.56. Four students came in the merit list.

In-service training courses were held in sciences, social sciences and languages for both trained graduate and primary teachers. A special workshop was held on 'Socially Useful Productive Work for the Principals.

One primary teacher received a National Award for 1979, five Principals received British Council fellowships for training in educational management, seven teachers and officials were sponsored for a course on paper setting and evaluation in UK under Colombo Plan, one teacher was sponsored for CAMET training programme and two for science training under Project Technology.

Kendriya Vidyalaya Sangathan which is a recognised "State" for sports competition was adjudged 7th among 24 States in the winter meet held at Nagpur. The Sangathan has been organising trekking and mountaineering for its students. One hundred and fifty students participated in the programme. Thirty five talented students received stipends.

One student received the Soviet Land Nehru Award in painting, another was awarded the best turnout prize during the Republic Day Parade in Delhi. One student was among the 12 international winners of an essay competition organised by British Airways in collaboration with the World Art and Adventure Club, London.

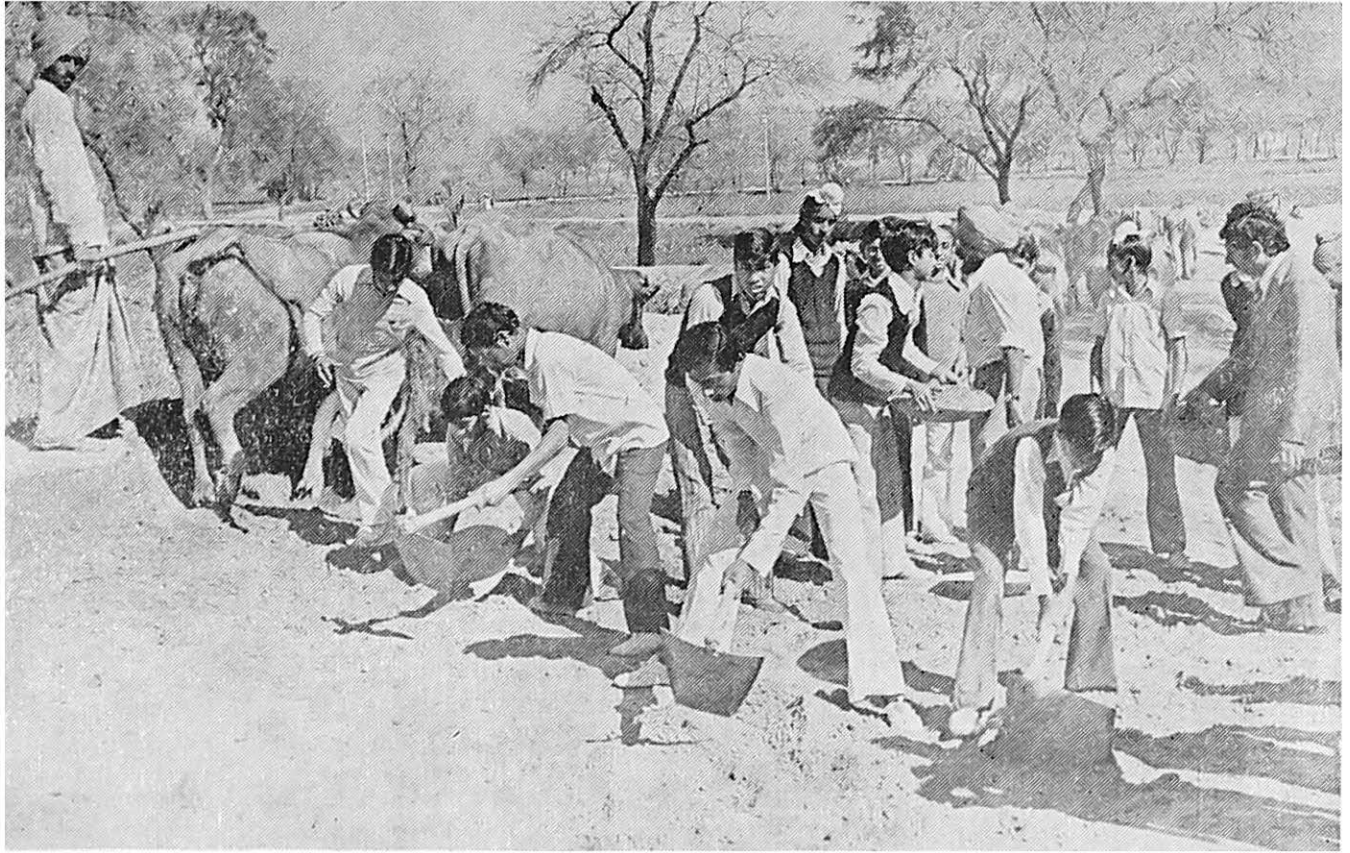
BAL BHAVAN

During 1979, declared as the International Year of the Child, the Bal Bhavan Society sent a delegation of 15 children to participate in the Children's International Assembly "Banner of Peace" held at Sofia, Bulgaria (August 15—25). In Delhi it organised a Bal Utsav in which children from all parts of the country participated.

In addition to its regular activities, the society opened ten new Bal Kendras in resettlement colonies of Delhi. It also organised the first All India Bal Bhavan Conference to promote the movement in the country.

Girls' and Women's Education

The Government of India have recognised the need and importance of girls' and women's education and formulated a variety of programmes from time to time for their educational growth.



Kendriya Vidyalaya, Ferozpur : Community Service—Dignity of Labour—Practical in Community Service in Valoor Village.

During the ten year period ending 1978-79 there has been an annual growth of 3.2 per cent in enrolment in classes I-V and 5.5 per cent in classes VI-VIII. The percentage increase in the girls' enrolment for these two segments was 1.6 per cent and 5.1 per cent respectively during the same period.

The position in respect of 1978-79 is as follows :—

Stage	Total number of girls on rolls
Primary	282.2 lakhs
Middle	61.9 lakhs
Secondary	19.7 lakhs

It is clear from the above figures of enrolment that there is an acute problem of drop-outs particularly from the primary to middle stage.

As part of the strategy for the universalisation of elementary education, large programmes of non-formal, part-time education of children are being undertaken to cover those children (including girls) who remain out of school for various socio-economic reasons.

The National Adult Education Programme has accorded the highest priority to women's education. A variety of schemes have been identified by government to develop social status of women in the country. The National Council for Women's Education, which was reconstituted in June, 1978, is the highest advisory body to advise Government on all matters relating to education of girls and women.

National Awards for Teachers

Under the scheme of National Awards for Teachers. 107 Awards for 1978 were given in May, 1979 to teachers of primary, middle and higher secondary schools, Sanskrit pathshalas and Arabic/Persian madarasas. This brings the number of teachers who have received National Awards to 1904. One hundred and sixteen awards are proposed to be given for 1979. The award carries with it a certificate of merit, a metal badge and a cash amount which has been increased from Rs. 1,000 to Rs. 1,500 from the year 1979.

National Foundation for Teachers' Welfare

The National Foundation for Teachers' Welfare was set up in 1962 to provide relief to teachers and their dependents who may be in indigent circumstances. A general committee has been set up under the chairmanship of the Union Education Minister for the management and administration of the Foundation. At the State/Union Territory levels, working committees have been appointed for similar work. As in the previous years, voluntary contributions were collected on the Teachers' Day-the 5th September, 1979, throughout the country. Functions to honour teachers were also held.

NCC in Schools

The expenditure on the maintenance of Junior Division NCC Troops in public, residential and central schools is shared between the Ministry of Education and Ministry of Defence on 40 : 60 basis. The provision for the scheme is Rs. 3.50 lakhs which was given to the Ministry of Defence during 1979-80.

Educational Concessions to Defence Personnel

The Ministry continues to operate the scheme under which educational concessions are offered to children of Defence personnel and para-military forces killed or permanently disabled during Indo-China hostilities in 1962 and Indo-Pakistan hostilities in 1965 and 1971. During 1978-79, 29 students received concessions under the scheme.

Cultural Exchange Programmes in the Field of School Education

Under the Cultural Exchange Programme with Czechoslovakia, a two-member delegation was sent to study vocationalisation and polytechnic education in Czechoslovakia. From the German Democratic Republic, the Ministry received a three member delegation to study vocationalisation of secondary education and the system of education in India.

CHAPTER II

HIGHER EDUCATION AND RESEARCH

The special responsibility of maintenance and determination of standards in higher education is that of the Central Government. This responsibility is discharged mainly through the University Grants Commission. However, a number of educational and research institutions in the field of higher education have come into being under Central auspices since independence. These are : (i) Central Universities ; (ii) Indian Council of Social Science Research ; (iii) Indian Institute of Advanced Study, Simla ; and (iv) Shastri Indo-Canadian Institute, New Delhi. Besides ,the Ministry of Education implements a number of schemes in this field, particularly relating to academic collaboration between India and other countries as well as international programmes of collaboration. What follows is a brief account of the activities and programmes of these institutions.

A—UNIVERSITY GRANTS COMMISSION

During the year under report proposals for the Sixth Plan were formulated, on the basis of an expected Plan allocation of Rs. 210 crores, the level of allocation in the previous Plan within the framework of the "Policy frame for the Development of Higher Education in India over the next 10—15 years" as also the paper on "Approach to Development for the period 1978—83" to which a reference was made in the Annual Report for 1978-79. With the increased allocation to the States Sector for the development of higher education, the Planning Commission recently indicated that the outlay for the period 1978—83 for the UGC is likely to be Rs. 126 crores only and suggested that the Commission should use its schemes with elective discretion. A sum of Rs. 43.32 crores was allocated in 1978-79. The Commission appointed a Committee to undertake a comprehensive review of its on-going programmes and to ascertain if there were peripheral schemes which could be discontinued. With a view to assessing the impact of grants on the determination and maintenance of standards of teaching, research and examination, the Committee undertook

an indepth study of eight selected Universities and 12 selected Colleges in the country. The report of the Committee is being finalised.

The Commission, with the help of another Committee, reviewed early in 1979 the priorities for the development of higher education in the light of the allocation that was likely to be available for four years, 1979—83 and resolved as under :—

(i) The ratio of 3 : 2 as envisaged in the Approach Paper, for providing assistance for (i) general development, and (ii) quality programmes and support for research, may have to be kept at 2 : 1 as at present (in the Fifth Plan). The ratio of general development assistance between the universities and colleges would also now be kept at 2 : 1 as against 3 : 2 proposed in the Approach Paper.

(ii) All eligible colleges may be provided assistance for faculty improvement programmes to enable at least 10 per cent of the teachers to improve their qualifications. Assistance may be given to develop about 750 colleges to be identified on the basis of special needs of backward areas and communities, and for maintaining adequate standards of teaching to enable as many colleges as possible to participate in the quality improvement programmes on a selective basis.

(iii) Normally, no fresh building proposals from the universities and colleges be sanctioned and where the construction has not already started, they may be advised to defer the same.

Early in 1979, the universities were requested not to send any fresh proposals for approval of the construction of buildings either for a university or for a college under any scheme. Further, the Commission reviewed the financial position for the year 1979-80 in the light of the reduced allocation and decided that all universities and colleges affiliated to them be advised that the construction projects for different buildings which have been accepted by the Commission for assistance but work on which has not actually commenced may be deferred for the present. This was done in July, 1979.

The Commission, at its meeting held on September 21, 1979, noted that on the basis of present indications an allocation of Rs. 126 crores might be available to it for the Sixth Plan, out

of which Rs. 43.42 crores were provided in 1978-79. As on 1-4-1978, the UGC had a spill-over commitment of the order of Rs. 86.82 crores leaving a sum of Rs. 40 crores for the new programmes. In the expectation that the Commission might receive additional allocation, it advised the universities, without any commitment whatsoever, to keep ready their plans for development in the Sixth Plan, in order of priority. At the same time, the Commission agreed that such proposals would be assessed by Visiting Committees only after a definite indication of additional resources was available.

The Commission has emphasised from time to time that with the allocation available during the Fifth Plan period, it has found it possible to help build up the infrastructure facilities for science education and research which is essential for both fundamental research and R & D effort capable of interacting with other R & D sectors. The Commission has desired that sincere efforts be made to sustain these activities and provide funds required for their continuation in the current Plan period, so that the danger of a serious "slide back" which may have a negative impact in the entire system and may require much larger inputs for revival at a future date might be avoided.

The Commission, at its meeting held in May, 1979, desired that colleges located in the tribal areas and catering largely to the needs of the tribal students may be provided special assistance in the current Plan. Such colleges may also be encouraged to provide facilities for the teaching of science subjects and for offering special courses to enable these students to compete for jobs in the public and private sectors. The universities have been requested to identify such colleges on the basis of certain criteria laid down by the Commission for the purpose and to send proposals from the eligible colleges for consideration. It may not be possible, however, to provide funds for the scheme within the suggested allocation of Rs. 126 crores.

The Commission recognises the need for attaching high priority and importance to collegiate education and more so for the institutions situated in rural, backward and tribal areas and serving the felt-needs of the under-privileged students of the society. These programmes would however be taken up for implementation depending upon the resources available.

The Commission has accepted the criteria suggested by the working group for determining viability in respect of arts colleges, science colleges and multi-faculty colleges as below :—

- (i) There should be at least four departments in the colleges ;
- (ii) There should be at least two teachers in each department ;
- (iii) There should be a minimum of ten permanent teachers in the college, excluding the Principal and the Director of Physical Education ;
- (iv) The pupil-teacher ratio in the college should not exceed 20 : 1. This, however, could be relaxed in special cases ;
- (v) Annual expenditure on books and journals should be at least Rs. 15 per student ; and
- (vi) Annual expenditure on laboratory equipment should be at least Rs. 60 per science student.

These guidelines will be kept in view while determining the basis on which fresh grants may be provided to the colleges.

The Commission welcomes the additional allocation of Rs. 20 crores for vocational courses and Rs. 25 crores for science education in the university system during the current Plan. This allocation has been made recently and it has been suggested that these programmes may be brought into operation with effect from 1980-81.

Trends and Orientation of Growth of Higher Education

The year 1978-79 witnessed certain stability in enrolment in higher education system. As a result of the policy of the Commission during the Fifth Five Year Plan that only institutions breaking new ground, providing innovative courses for providing good quality education for weaker sections and backward areas would be cleared as being fit to receive assistance from Central sources in terms of rules prescribed under Section 12A of the UGC Act, unplanned growth of universities and colleges declined. There were 108 universities and 10 institutions deemed to be universities under Section 3 of the UGC Act during 1978-79. The corresponding numbers in January, 1980 were 108 and 11

respectively. In the case of colleges, the State Governments/Universities have shown restraint in giving permission for starting new colleges. The growth rate on an average was 200 colleges per annum during the period 1969—73. During 1973—79, the total rise in the number of colleges was 302 only. There were 4,460 colleges, excluding pre-university, Intermediate and Junior Colleges, in 1978-79. Regulation of expansion in the number of colleges helped the existing institutions to have larger enrolments which should also be conducive to raising the standards of collegiate education.

As regards enrolment, the average growth rate in universities and colleges, excluding pre-university/intermediate/pre-professional/pre-medical during the decade 1969-70 to 1978-79 was 5.3 per cent per annum. This was considerably lower than the average growth rate of 14 per cent during the decade 1960-61 to 1969-70. Enrolment rate declined successively from 14.5 per cent in 1969-70 to 0.2 per cent in 1976-77 except during 1974-75 when it rose to 5.9 per cent from 3.1 per cent in 1973-74. The rate of growth which increased to 5.5 per cent in 1977-78, again came down to 2.1 per cent in 1978-79. Efforts are being made to see that the growth rate is not allowed to become unmanageable once again and that the existing institutions about 50 per cent of whom are non-viable, are strengthened in order to cater to the needs of the new students. There were about 26.18 lakhs students in the universities and colleges in 1978-79. The affiliated colleges accounted for 83.2 per cent of the total enrolment. Of the total enrolment at the under-graduate level, 88 per cent were on the rolls of the affiliated colleges and the remaining 12 per cent in the University Departments/University Colleges; at the post-graduate level, 53.5 per cent were on the rolls of the affiliated colleges and the remaining 46.5 per cent in the University Departments/University Colleges; and at the research level, only 13.2 per cent were on the rolls of the affiliated colleges and the remaining 86.8 per cent in the University Departments/University Colleges. The decline in growth of enrolment could be attributed to socio-economic development as also to the additional facilities made available for non-formal education through private study and correspondence courses. A recent study shows that for B.A., about one-third students who appeared were from non-formal sector. Enrolment at post-graduate level as a proportion of total enrolment at the university and college level increased from 9.9 per cent in 1976-77 to 10.2 per cent in 1977-78 and further to 10.6 per cent in 1978-79.

Equalisation of educational opportunities : While enrolment, in general, is being regulated in the interest of maintenance of standards and proper utilisation of the scarce resources, specific measures like the provision of remedial courses and reservation of seats have been adopted to ensure that students belonging to the weaker and under-privileged sections of the society are not denied access to higher education. The Fifth Plan proposals of the universities and colleges took into account the need for special facilities to be provided for backward areas and special efforts to be made towards removal of regional imbalances. The Commission also liberalised the minimum eligibility conditions in respect of enrolment and faculty strength as also the pattern of assistance for colleges located in tribal/backward areas. For the construction of academic buildings by colleges located in such areas, the Commission's contribution is 2/3rd of the approved cost as against 50 per cent allowed to other institutions. For student hostels, the Commission's assistance is 75 per cent of the approved cost for colleges in backward areas as against 50 per cent for others. All institutions assisted by the Commission towards the construction of hostels for students are now required to reserve 20 per cent of the seats in such hostels for students belonging to Scheduled Castes and Scheduled Tribes.

The Commission proposes to select about 100 colleges located in backward/rural areas serving the needs of the weaker sections of the society in the States for further relaxation of the eligibility conditions.

The State Governments have been advised to set up Inter-University Coordination Boards so as to make 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 Planning Boards which would engage themselves in a continuous review of the implementation of the various academic programmes in the universities, prepare long-term plans and suggest measures to involve the universities more closely with the problems and needs of the community. The Commission has agreed to provide assistance for the appointment of teaching and technical staff for a period of full five-years—up to the end of 31st March, 1981. The universities have been requested to make appointments to academic staff through open advertisements on an all-India basis in respect of posts sanctioned by the Commission.

The Commission had agreed to provide residential accommodation up to 50 per cent of the faculty positions sanctioned by it during the Fifth Plan period. The Commission had also decided to provide physical facilities such as accommodation for putting up the participants for various faculty improvement programmes like summer institutes, seminars, orientation courses, etc., with a view to ensuring greater inter-action amongst the universities and other agencies. This has, however, not been possible due to paucity of resources.

Some of the important steps taken by the Commission towards the development of higher education include special assistance to the Centres of Advanced Study, Departments of Special Assistance, development of colleges, restructuring of courses, examination reforms, faculty improvement programmes including organisation of seminars, workshops and refresher courses for teachers, travel grant to teachers, programmes of area studies 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.

Development of Colleges : The Commission continues to provide assistance to arts, science and commerce colleges within a ceiling of Rs. 3 to 10 lakhs for the improvement of undergraduate education. Assistance to postgraduate colleges for strengthening postgraduate studies is being made at the rate of Rs. 1 to 2 lakhs per department.

Assistance to colleges includes provision for construction of buildings, purchase of books and equipment, workshops, animal house, faculty improvement, including practical training and experience, as also orienting courses towards community needs. Both city colleges and those situated in rural areas are being assisted to restructure their courses, and provide remedial courses so as to make them relevant to the need of students from rural/backward areas and of students belonging to the weaker sections of the society. By the 31st March 1979, proposals of 1,207 colleges under this scheme have been accepted. About 2,400 colleges have been assisted during 1978-79 in the matter of providing books and equipment for science laboratories to support the undergraduate programmes. It has been agreed that one to two colleges in each District be identified as "lead colleges" to work as quality institutions.

The Commission has appointed a Standing Committee to advise it on the general policy regarding restructure of courses at the undergraduate stage following the introduction of 12 years of secondary schooling. The Commission has also set up Joint Consultative Committees with the Indian Medical Council, Indian Council of Agricultural Research, Bar Council and the National Council of Educational Research and Training for studying the implications of the new pattern of professional courses. The recommendations made by these committees have been accepted and circulated to universities and the concerned organisations for necessary action.

Teacher Fellowships and Faculty Improvement Programme

The Commission has instituted 3,500 teachers fellowships at any given time for award for a period of one to three years towards M. Phil/Ph.D. degrees for college teachers in identified departments. Besides, 1,000 teacher fellowships have also been awarded by the Commission on an all-India basis.

Research : Since 1974, over 1,467 major research schemes and about 4,400 minor research schemes have been accepted up to the end of December, 1979. One hundred and eighty two colleges have been provided assistance under College Science Improvement Programme and proposals of 148 colleges have been accepted under the College Humanities and Social Science Improvement Programme. University Leadership Projects have been accepted in 40 science departments and 15 departments of humanities and social sciences in the universities. Assistance has been provided for installation of computer at 28 universities.

The Commission has instituted 50 career awards to young scientists and social scientists in universities and colleges. Under this scheme, an awardee could undertake research programme for a period of three years and the Commission would pay the salary of the incumbent and financial assistance upto Rs. one lakh, including contingencies, etc., plus two or three research fellowships.

Reservations for Scheduled Castes and Scheduled Tribes and Special Facilities for Members belonging to Weaker Sections of Society : The Commission has reiterated its earliest request to the universities to observe the guidelines issued by the Government of India for the reservation of seats for students belonging to Scheduled Castes and Scheduled Tribes and they were also

requested to give a concession of 5 per cent marks in the minimum percentage of marks prescribed for admission to any course.

The Commission has also reiterated its advice to the universities to provide for reservations for Scheduled Castes and Scheduled Tribes for recruitment to the posts of lecturers in the universities and colleges and suggested mechanics for such reservations. Ten per cent of the research fellowship have been reserved for candidates belonging to Scheduled Castes and Scheduled Tribes. In addition, the Commission continued to operate 20 senior and 50 junior research fellowships awarded annually exclusively to candidates belonging to Scheduled Castes and Scheduled Tribes. The universities have also been requested to set up within the university a special cell to ensure implementation of the orders regarding reservations for Scheduled Castes and Scheduled Tribes issued by the Government of India from time to time.

With a view to strengthening academic contacts within the Border Hill Areas, the Commission has been operating annually 25 postgraduate scholarships for postgraduate studies in sciences humanities and social sciences for the students belonging to Scheduled Castes|Scheduled Tribes|Backward Communities of Border Hill Areas within the territorial jurisdiction of (a) Lahaul Spiti, (b) Chamba, (c) Rural Areas of Poonch and Rajouri Districts, (d) Ladakh District, (e) Nagaland, (f) Tripura, (g) Almora, Tehri Garhwal, Garhwal, Chamoli, Uttarkashi and Pithoragarh, (h) Manipur, (i) Meghalaya, (j) All the four districts of Sikkim, (k) Bhutan, (l) Mizoram and (m) Arunachal Pradesh.

For students coming from weaker sections of society, poor peasants and working classes from rural and urban areas, the Commission has agreed to provide assistance to universities and colleges for the appointment of supplementary staff or for payment of honorarium to the existing staff to enable them to provide remedial courses for bringing students at par with students from other sections of the society.

Adult Education, Continuing education and Extension : The Commission has agreed to implement the scheme of adult education through universities, with a view to bringing universities closer to the community. To begin with, the Madras University was selected for the purpose and seed money was provided to it to formulate the projects of its departments and colleges. The

guidelines for the implementation of the scheme have been circulated to the universities and colleges. The guidelines for the introduction of adult education in tribal areas were also circulated to universities. By the end of 1979, 7,400 adult education centres had been sanctioned in 55 universities and 602 colleges. Training programmes for National Adult Education Programme were organised in 20 universities.

The Commission continued to implement the scheme of continuing education through universities. Twenty universities and two institutions deemed to be universities have been participating in the programme since 1978-79. The Commission organised a conference at Bhubaneswar for universities in the eastern part of the country as follow-up of the conferences held earlier at Hyderabad and Simla. On the recommendation of these conferences, universities have been requested to bring within the purview the programmes, schemes relating to education of people in rural tribal and backward areas and the weaker sections of the community, as already underlined in the guidelines.

Student amenities : The Commission continued to give assistance towards provision of students' amenities and students' welfare, including the provision of hostel accommodation, study centres, non-resident student centres, student aid funds and health centres. The scheme of establishment of book banks in colleges was discontinued and the scheme of establishment of student aid funds was kept in abeyance in 1979-80.

The Commission with the help of a Working Group reviewed the implementation of the various programmes of student amenities and students' welfare and on the recommendations of the Working Group, has agreed to liberalised assistance for canteens, establishment of student aid funds, study centres, health centres, etc. Assistance will also be provided to the universities and colleges for improvement of living conditions in hostels, viz. sanitary facilities, proper dining halls, etc., on a 75 : 25 sharing basis. The Commission also agreed to provide assistance to the universities/colleges for the construction of gymnasias and improvement of play fields.

Indo-Foreign Cultural Exchange Programme : The University Grants Commission continued to implement items of the cultural exchange programmes with foreign countries assigned to it by the Government of India. These programmes involve exchange of academics for lecture-cum-study, development of bilateral academic links between institutions of higher learning of the two sides,

organisation of joint seminars, award of short and long-term scholarships/fellowships and provision of language teachers to universities in India for teaching foreign languages.

During the period under review, 59 scholars from India visited foreign countries under this programme. The corresponding number of foreign scholars coming to India was 44. The continued exchange of scholars for quite some time has enabled the two sides to initiate an appraisal of this programme and the Commission has now shifted its emphasis from the exchange of general visits to the development of bilateral academic links between institutions of higher education in the two countries. This involves identification of areas of interest to the two sides for bilateral cooperation and identification of institutions to take up collaborative programmes. These programmes involve exchange of faculty for *short and long-term periods*, organisation of bi-national seminars on topics of mutual interest and implementation of joint research projects. The areas for development of bilateral academic links have been identified under the cultural exchange programmes with USSR, GDR, Czechoslovakia, Hungary, FRG, France, Romania, Poland and Belgium. In some cases, progress has been achieved in the development of collaborative programmes while in others the programmes are in various stages of finalisation. During this period, an agreement of general cooperation was signed between the University of Baghdad and the University of Delhi when a delegation from the former visited India. The details of this cooperation are being worked out.

During 1979-80, foreign language teachers in French, Russian, German, Romanian, Polish and Serbo-croatian were provided to universities under the cultural exchange programmes.

Indo-British Universities Collaboration Programme : The programme which provides for the development of academic collaboration between selected universities in India and the U.K. in identified fields was continued. A review of the programme was undertaken in the case of the following links :—

- (i) Department of Chemistry, Poona University and Department of Chemistry, Manchester University ;
- (ii) Department of Physics, Poona University and University College, London/York University, UK ;
- (iii) Department of Chemistry, Panjab University, Chandigarh and its counterpart in Nottingham University, UK ; and

(iv) Indian Institute of Science, Bangalore and Liverpool University.

The link between the Department of Chemistry, Poona University and the Manchester University has been terminated on the expiry of its period of joint collaboration.

Owing to cuts in public expenditure in the U.K., the British Council informed the Commission that they would not be in a position to undertake links in new areas, and the question of continuing existing links would be examined on the merits of each case.

Indo-U.S. Fellowship Programme : The programme initiated in 1975-76 was continued. The Commission was allocated ten fellowships for the visit of Indian scholars to the UK for advance post-doctoral research work and against this allocation, the Commission nominated seven scholars for a full-term fellowship of ten man-months and nine scholars for a visitorship of 13 weeks each. The Commission offered 15 fellowships to American nationals for research work in India under this programme.

Under the Indo-US Exchange of Scientists Programme, operated by CSIR, the Commission nominated five scholars for a visit of the USA and received two American scholars for work in India.

Under the CSIR-CNRS (France) Programme of Exchange of Scholars, the Commission received two French scientists.

Area Studies Programme : The Commission continued to support this programme during 1979-80 at selected Indian universities. In the light of the recommendations made by the Standing Advisory Committee on Area Studies, the Commission issued revised guidelines to universities for the implementation of this programme. The Commission accepted the recommendations of the Area Studies Committee that some universities may undertake programmes of indepth study on Africa (excluding East Africa which is already being done by Bombay University). The Ford Foundation in consultation with the Government of India extended the period of validity of their allocation of 300,000 dollars to February 1982. This allocation is being utilised for the visit of Indian scholars abroad for their field work, visit of foreign scholars to India in connection with the development of area studies in the universities, purchase of books and journals by the Area Studies Centres.

B. CENTRAL UNIVERSITIES

Aligarh Muslim University, Aligarh : During the year under report, over 27,700 applications were received for admissions to the different faculties for the academic session, 1979-80.

A new one-year Diploma Course in Designing and Drafting was introduced in the University Polytechnic under the Faculty of Engineering and Technology from the current session.

A new Hall of Residence with provision for 144 seats has been constructed to meet the increasing shortage of residential accommodation for students.

The construction of six new building projects was taken up during the year under report. These include (i) Administrative Block ; (ii) Staff Quarters for Professors/Readers ; (iii) Department of Statistics ; (iv) Department of West Asian Studies ; (v) Extension of Engineering College Library ; and (vi) Laboratories and lecture theatres in the Women's College.

It is proposed to construct buildings for the Chemical Engineering Department, lecture theatres for the Engineering College, Faculty of Law and Faculty of Commerce.

The University Football team won the inter-varsity Asutosh Mukherjee Memorial Shield in Football at Tirupati on December 6, 1979, beating Calicut University in the final.

Banaras Hindu University, Varanasi : In keeping with the new pattern of education, the University has planned to introduce Honours Courses after 10+2 stage. The pre-Ph. D. Programme leading of M. Phil Degree has been planned to give new orientation with greater emphasis on Methodology and application of knowledge and technology to the service of community. The old Ph. D. Ordinances have been drastically revised with a view to making research more meaningful and relevant. The Schools of Material Science, Computer Science, Life Sciences, Bio-Engineering and Languages have been established. The scheme of Integrated Rural Development in Chirgaon Block in Varanasi District has been launched.

There are over 17,000 students on the rolls of the university. Greater participation of students has been secured at faculty and departmental levels. The University is providing coaching facilities to students who have passed the preliminary screening test for the Central Services.

There are 90 Post-graduate Departments and 13 Faculties, where work is going on in over 550 research projects. The teaching staff of the university number over 1,400.

During 1979, the Bharat Kala Bhawan organised four exhibitions. The Malaviya Bhavan continues to be a centre for spiritual and cultural activities through its programmes of Gita lectures, discourses on our ancient scriptures, etc. A Yoga Sadhana Kendra continues to cater to the development of physical and philosophical aspect of personality development. A committee has been constituted to plan the collection and publication of speeches and writings of the Founder of this university, Mahamana Pandit Madan Mohan Malaviya.

University of Delhi, Delhi : The University has decided to institute the following new courses in the various departments, viz., (1) Diploma Course in Physical Medicine and Rehabilitation in the Faculty of Medical Sciences; (2) M.A. in Buddhist Studies; (3) Intensive Course in English for overseas students in the Department of English; and (4) Advanced Diploma Course in Spanish Language in the Department of Modern European Languages.

The following scholarships have been instituted during the year :—(i) Shri D. D. Kapur Scholarship, (ii) Late Shri Vijay Kumar Chadha Scholarship, (iii) East-West Scholarship in International Law and Affairs, (iv) Two additional Scholarships each for Resident and Non-Resident Students studying in LL.M. Part II and Part III (Three years Course) ; and (v) Shri Ram Lobhaya Scholarship to a blind student on merit-cum-means basis. It has also been decided to establish a separate department of Business Economics independently. The university approved of micro-filming of the Ph.D. theses accepted, in the Department of Linguistics by the Central Institute of Indian Languages, Mysore.

The courses of studies in different subjects at the undergraduate level (Pass & Hons.) under the faculties of Arts, Science, Social Sciences, Education, Mathematics and Music & Fine Arts, were restructured under the pattern of 10+2+3.

The Delhi School of Social Work was merged with the university as the Department of Social Work.

The Central Institute of Education was merged with the University as the Department of Education. The Department of Education organised a two-day seminar on the draft of the National Policy on Education announced by the Ministry of Education early in 1979.

For the B. Ed. Programme, the following items of socially useful productive work have been started—Tailoring, Doll-making, Type-writing and Community Work which, among other activities, include cleanliness drive, adult education and helping backward school children. Co-curricular activities have also been organised through subject association and clubs.

Prof. R. C. Mehrotra completed his five-year term as Vice-Chancellor and relinquished the post with effect from 8th December, 1979. The Pro Vice-Chancellor, Dr. U. N. Singh is acting as Vice-Chancellor pending appointment of a regular incumbent.

The strength of teaching staff in the university during the year 1979-80 was 625.

During 1979-80 the student enrolment registered a fall due to the introduction of 10+2+3 pattern of education. There were 1,07,435 students on the rolls of the university during the academic year 1979-80. There are, 1,869 Ph.D. and 918 M. Phil. students on rolls.

University of Hyderabad, Hyderabad : During the year under report, post-graduate classes were started in the Departments of Economics, Political Science, History, Sociology and Anthropology, under the School of Social Sciences. Students were admitted for the first time for post-graduate courses in the Department of Hindi under the School of Humanities, and in Urdu and Telugu under the Centre of Regional Studies. Two more courses in the School of Life Sciences (M. Sc. Plant Sciences and M. Sc. Animal Sciences) with an intake of about 10 students each were also introduced.

Three hundred and fifty three students were admitted out of 2,912 candidates who applied for admission in response to an all India advertisement during the year under report. The total student strength during the year rose from 214 to 456. Special consideration in the matter of admission was given to students belonging to weaker sections, particularly Scheduled Castes/Scheduled Tribes candidates. Up to 3 per cent of the seats in each course were reserved for physically handicapped students.

Of the 78 students who appeared for final year M.A./M.Sc./M. Phil. examinations, five secured First Division with Distinction, 57 students were placed in the First Division and 10 students were placed in the Second Division.

As in the previous year, Merit scholarships and Merit-cum-Means Scholarships, each of the value of Rs. 100 p.m. were awarded to the students of M.A. and M. Sc. courses. Fifty fellowships of the value of Rs. 400 p.m. each were awarded to M. Phil. students. The U.G.C. Junior Research Fellowships were sanctioned to 24 students during the year 1978-79. In addition, deserving students were granted freeships. Some of the research students are in receipt of scholarships/fellowships from C.S.I.R., N.C.E.R.T., Ministry of Social Welfare and other similar agencies.

The excellent laboratory and library facilities provided by the University enabled the teachers and research scholars to produce more research papers. A number of research papers were published in reputed Indian and international journals. Several projects sanctioned by the U.G.C., C.S.I.R. and other agencies are also under operation in different Science Schools.

Some members of the Faculty obtained academic distinctions/awards during the year under report. Prof. V. S. Ramadas, School of Life Sciences, was elected as a Fellow of the Indian National Science Academy. Prof. Ramadas also received an award from the Federation of the Indian Chambers of Commerce and Industry, for outstanding contribution in Life Sciences including Agriculture. Prof. Goverdhan Mehta of the School of Chemistry was elected as a Fellow of the Indian Academy of Sciences. He was also awarded the Shanti Swaroop Bhatnagar Award, for his outstanding contribution in the field of Chemical Sciences. As a token of appreciation, the Government of Rajasthan has announced a cash award of Rs. 5,000 to him.

Prof. G. S. Agarwal, School of Physics, attended the Fourth International Conference on Laser Spectroscopy, held in Munich, Germany, during June 1979. Thereafter he worked for a short-term as Visiting Professor at the University of Essen (Germany). Prof. D. Balasubramanian of the School of Chemistry was at the National Institute of Health, Bethesda, Maryland (USA), as a Visiting Scientist for three months from May, 1979. He also worked as a Visiting Professor in the Department of Bio-Chemistry, Mahidol University in Bangkok (Thailand) for a month in December, 1979. Dr. A. P. Pathak of the School of Physics attended the 8th International Conference on Atomic Collisions in Solids, held at Hamilton (Canada) in August, 1979. He also visited Denmark and availed himself of a Fellowship offered by the DANIDA. Dr. V. V. N. Somayajulu of the Department of Economics was deputed by the University Grants Commission to participate in the XVI International Seminar on Strengthening the

National Economy Experiences in Socialist and developing countries, held in Berlin from June 25 to July 13, 1979. Dr. C. Kulshreshtha of the Department of English, proceeded to the University of Chicago (USA) on a post-doctoral assignment awarded by the American Council of Learned Societies, for a period of nine months from September, 1979 to May, 1980. Dr. (Miss) Sivakami, Lecturer in the School of Life Sciences, visited the University of Leeds (U.K.) on a Fellowship to carry-out further research in her field from October to December, 1979.

The developmental activities on the whole maintained the momentum of progress. Funds allocated by the U.G.C. for various purposes during the Fifth Five Year Plan, were almost fully utilised by the University.

During the year under report, the work on the staff quarters for Professors, Readers and Lecturers has either been completed or is in the final stage.

Prof. Gurbakhsh Singh, Vice-Chancellor, relinquished office on the 31st October, 1979 on the completion of 5-year tenure. Pending the appointment of a regular incumbent, Prof. Shiv K. Kumar has been appointed to discharge the functions of the Vice-chancellor.

Jawaharlal Nehru University, New Delhi : The number of students on the rolls of the University has gone up from 3,217 to 3,437 since the last report. This number includes the students in the Centre of Post-Graduate Studies, Imphal. Of the total number 1,084 students are studying for M. Phil./Ph. D. courses, 1,199 for M.A./M. Sc. courses and 854 students for Diploma/Certificate courses in various languages, besides some other courses of study.

More than 70 per cent of the full-time students/scholars on rolls, received, during the year under report, financial assistance from the university/outside sources in the form of fellowships/scholarships/freeships. In addition, a number of students received grants/loans from the Students Aid Fund and the Vice-Chancellor's Discretionary Fund.

There are at present 346 teachers on the faculty strength of the University.

About 11,500 volumes, including books and periodicals, were added to the central library of the university during the year, raising the total collection to 2,50,000. The current library membership stands at 3,750; this includes 2,700 new members added during the year.

Thirty sports and cultural clubs functioning in the university, provide opportunities to students to participate in these activities. The Badminton, Debating, Film, UNESCO, Cultural, Music and Dance, and Library Clubs were particularly active during the year under report.

The Employment Information and Guidance Bureau continued to maintain a well-equipped information bureau in which informative literature/material for different careers, occupational patterns, employment/training facilities, fellowships, competitions studies abroad, etc. was made available to the interested students. One hundred and ten students received individual guidance during the year, while about an equal number was given guidance at the time of registration of courses. In addition, the Bureau assisted over 225 students in finding suitable full-time/part-time placements.

During the year under report, work on about 25 research projects was completed and nearly 135 research projects sponsored by various national and international agencies are in progress. Nearly 30 books and over 150 research papers and articles were published by members of the faculty in Indian and foreign journals.

Participation in Seminars/Conferences etc.

About 20 eminent scholars from India and abroad were invited to deliver lectures, participate in seminars, etc. at the university. In addition, seven eminent scholars from India and abroad were offered visiting assignments for varying periods, ranging from one to six months, on the faculty of the various Schools. Over 25 faculty members availed of fellowships and visiting assignments in institutions in India and abroad. Over 30 faculty members attended seminars/conferences within India and abroad.

The following projects viz. (i) one hostel for 195 girls in Sector XIII; and (ii) two floors of Social Science School building in the Academic Complex were completed during the year.

The construction of another two floors of Social Science Academic Complex, married research scholars hostel, library building, 60 staff quarters (Type I and Type II) and 36 residential houses for faculty members is in progress.

North-Eastern Hill University, Shillong : The North-Eastern Hill University (NEHU) which was established as a Central University under an Act of Parliament, six years back, has at present 13 post-graduate teaching departments and two Centres of studies at its Headquarters in Shillong. It has also started post-graduate teaching in English and Education at its Nagaland Campus. The university has also established a Campus in the Union Territory of Mizoram, where facilities for post-graduate teaching in English, Education and Economics have been provided. During the year under report, the university took over the Pachhunga Government College which is now a Constituent College of the North-Eastern Hill University.

The University is considering the question of taking over the Kohima Science College from the Government of Nagaland.

Visva Bharati, Santiniketan : Dr. Umashankar Joshi succeeded Shri Morarji Desai as Chancellor (Acharya) of Visva Bharati with effect from September 23, 1979.

During the year, new Certificate Courses of Studies were introduced in Assamese, Tamil, Marathi, Italian and Russian.

The total number of students on roll in the university during this year was 3,033.

There were 400 members on the teaching staff of the university during the year under report.

Besides conducting various types of courses in Humanities, Science, Fine Arts & Crafts and Music & Dance, Researches in respective fields of studies were carried on and published. The Visiting Fellowship and Visiting Professorship programmes initiated in 1977, continued.

Four important seminars/conferences/workshops were conducted by the different Faculties (Humanities and Sciences) in which distinguished educationists and scholars from the different parts of India participated and read out papers in their respective fields.

The Department of Social Work continued to carry on the responsibilities of evaluating the National Social Service programme of the universities in the eastern region assigned to the Department by the Ministry of Education and Culture and also completed another assignment, viz. Study of Social

Welfare. Manpower requirements in West Bengal allotted by the Ministry of Social Welfare, Government of India.

The Granthana-Vibhaga (Department of Publication) of the university participated in various important book exhibitions held at Calcutta and other places in West Bengal. The Vibhaga also received award of distinction in these book exhibitions.

A Soviet Book Exhibition was held in the Central Library in March, 1979.

A seminar on 'Transformation in Indian Agriculture with special reference to Eastern states' was held in December, 1979 on the occasion of the Silver Jubilee Celebrations of the Agro-Economic Research Centre, Visva-Bharati.

Dr. Zakir Husain College, Delhi

The Dr. Zakir Husain Memorial College Trust was established by Government in 1973 inter-alia to take over the responsibility for the management and maintenance of the Delhi College since renamed as Dr. Zakir Husain College and to develop it as a memorial to the late President Dr. Zakir Husain. One of the major programmes to be implemented by the Trust is to shift the college from the present site to a new location on Jawaharlal Nehru Marg where further development is possible. Land for this purpose has already been acquired and new buildings have to be constructed. The plans and estimates for the construction programmes have been finalised and the construction is expected to start shortly.

Association of Indian Universities

The Association of Indian Universities is a voluntary organisation of which all universities in the country are members. The Association is primarily a forum for universities to discuss their common problems, suggest solutions for consideration by official agencies like the Central and State Governments, University Grants Commission, etc. The Association brings out a number of publications, undertakes surveys and studies on areas of common interest to the universities and deals with questions like equivalence of qualifications, inter-university mobility of students, etc. In recognition of the useful functions performed by the Association, the Government has been sanctioning to them a token grant every year towards its maintenance expenditure.

During the Fifth Plan period, the Association was provided assistance by the Government to initiate a project relating to introduction of examination reforms in the universities. A major activity undertaken by the Association was the preparation of question banks in all the subjects covered by the first degree curricula. The Association has already prepared and published question banks in ten major subjects. In addition, several monographs on grading system, internal assessment, etc., have also been brought out.

Loan to Panjab University, Chandigarh for Development

With the re-organisation of the State of Punjab in 1966, the Panjab University, Chandigarh, was declared an 'Inter-State body corporate' under the Punjab Reorganisation Act, 1966. Under the provisions of this Act, the successor States share the maintenance expenditure of the university. Since these States, do not contribute towards the developmental expenditure of the university, it was, decided that the Central Government might sanction loans to the university for meeting the expenditure on its development programmes, which include provision of matching share for the development grants sanctioned by the University Grants Commission and also funds for undertaking programmes which do not qualify for assistance from the Commission. The loan is sanctioned on the basis of requirements worked out on year-to-year basis.

C. SPECIALISED RESEARCH ORGANISATIONS

Indian Institute of Advanced Study, Simla

The Institute was set up in 1965 as an autonomous and residential institution to provide facilities for talented scholars to pursue advanced research in the humanities and social sciences. The institute has so far appointed 152 fellows for terms ranging between one year and three years. In addition, four fellows have been appointed for a period of five years, the fellowship renewable after every five years. Besides, the institute has been awarding Guest Fellowships for short duration upto four months, inviting senior academics to deliver lectures and organising a large number of seminars. The institute has a collection of over 65 thousand volumes of books in its library and it has its own publication programme. It had brought out about 85 volumes consisting of research work by the fellows, monographs, proceedings of the seminars, etc.

In September, 1977, the Government appointed a Committee to review the functioning of the institute and to make recommendations in regard to its future policy, programmes and activities. The Committee which submitted its report in May, 1978, came to the conclusion that there was no justification for the institute to continue in its present form and that if the institute should continue, its character should be changed and the objective revised. According to the committee, there were certain disadvantages in the location of the institute at Simla.

The report was carefully considered by the Government and different proposals for restructuring the institute as well as its location at a more central place were examined. However, considering the past experience of the institute as revealed by the Review Committee and the cost involved in locating the institute at any other place, the Government decided in June, 1979 that the institute should be closed down with effect from September 1, 1979. This decision was later reviewed by the Government in August, 1979 and it was decided that the implementation of the earlier decision should be deferred till March, 31, 1980 and that in the meanwhile the question whether the institute should be wound up or its functioning improved through suitable measures should be examined. Various possibilities for restructuring the institute are at present under examination of the Government.

All-India Institutions of Higher Learning

Certain voluntary organisations are offering programmes of higher education outside the university system. To encourage such institutions and to provide them with necessary financial support, the Ministry had formulated a scheme during the Third Plan period. Assistance under this scheme is made available only to those institutions which are offering programmes different from the normal and established pattern of education and are innovative in character. At present four institutions, namely, Shri Aurobindo International Centre for Education, Pondicherry, the Tilak Maharashtra Vidyapeeth Pune, Lok Bharati, Sanosara and Kanya Gurukul Mahavidyalaya, Dehradun, are receiving assistance under this scheme.

The Government decided that the performance of all these institutions should be assessed with the help of small committees and that the assistance to be provided to them during 1979-80 and subsequent years should be decided on the recommendations of these committees. All these institutions except the Tilak

Maharashtra Vidyapeeth, Pune have since been visited and the reports are under consideration of the Government.

Indian Council of Social Science Research

The Indian Council of Social Science Research, which was established during 1969-70 with the primary objective of promoting and coordinating social science research in the country, pursued its objectives during the year under report.

Out of 150 projects proposed for the year, 73 have been sanctioned upto November, 1979.

The council organised six training courses in research methodology during the year and trained 140 research scholars.

One hundred and eight fellowships, including National Fellowships, Senior Fellowships, Post-doctoral Fellowships, Short-term Fellowships, Institutional Fellowships and contingency Grants, have been awarded during the year under report.

Grants-in-aid were sanctioned to four Indian social scientists for visiting foreign countries. One scholar from Bangladesh was awarded fellowship to do research in India. Five foreign academics visited India under the various cultural Exchange Programmes. Three delegations were also sent abroad.

(i) Under Indo-Soviet Cultural Exchange Programme, the Third Plenary Meeting of the Indo-Soviet Joint Commission for Cooperation in Social Sciences was held in Moscow from August 12 to 18, 1979. Prof. Rajni Kothari, Co-chairman, Prof. T. N. Madan, Deputy Co-chairman and five other Indian social scientists attended the meeting.

(ii) The Third Annual Conference of the Association of Asian Social Science Research Councils (AASSREC), held at Manila from September 12 to 17, 1979, was attended by Professor Rajni Kothari, Chairman ICSSR and Dr. V. A. Pai Panandikar. The Country Report on behalf of the ICSSR was presented in the Conference. The delegation participated in the discussions in connection with improvement of cooperation among the Asian countries in the field of social science research.

(iii) An 8-member Indian delegation attended a workshop held in Amsterdam from November 12 to 16, 1979 under the ICSSR-IMWOO (Netherlands) Collaborative Research Programme.

During the year seven data sets have been acquired (i) "Social Mobility Among the Scheduled Castes", (ii) 'Age, Sex and Social Class differences in the development of Moral Judgement in Indian Children Aged 10—15 years : Occupational Values and Projections'. (iii) 'A Nurturant-Task Master : A Model of Effective Executive', (iv) 'Attitudes of Social Groups to Uniform Civil Code with Special Reference to Marriage', (v) 'A Probe into the Factors That Make for Drop-outs Among Scheduled Caste and other Backward Caste Students Enrolled for Higher Education', (vi) 'Citizen Participation in Rural Development and Urban Administration' and (vii) 'Decision Making and Organizational Effectiveness'.

In order to provide more extensive data collection facilities to social scientists in their research programmes, the Data Archives has been linked to the National Information Centre.

The Data Archives has completed the compilation of the Register which is proposed to be published.

Study grants were sanctioned to about 200 scholars from different universities to enable them to pursue research material available in various libraries/research institutes in the country. The Inter-Library Resources Centre, set up in 1975 as a co-operative venture of 25 local social science libraries in Delhi, was visited by 8,294 readers. About 120 theses and 100 research reports were added to the library. A Union list of periodicals received by the libraries in Delhi was brought out and distributed to participating libraries. A bibliography of theses in English and Hindi in the collection of Social Sciences Documentation Centre Library was brought out. During the year under report, the Council brought out seven books, 29 issues of journals and three non-priced publications while financial assistance was provided for the publication of 18 Ph. D. theses/research reports.

Under the Women's Studies Programme, three projects were sanctioned upto the end of November, 1979. The Women's section assisted the Department of Social Welfare in the preparation of documents for the Non-Aligned Conference on "Role of Women in Development" held at Baghdad in May, 1979. In this connection, 13 project reports, a few summaries of completed projects and eight review papers were prepared.

One more research institute, viz: the Govind Ballabh Pant Institute of Social Sciences, Allahabad, is being financially assisted by the Council, bringing the total number of such institutions to 17.

Indian Council of Historical Research

In fulfilment of its objectives the Council has been taking steps for promoting researches in the field of history. These included sanction of research projects, fellowships, study grants, publication subsidies and aids of similar kinds, undertaking the work of compiling such source material as would facilitate historical research, organising and sponsoring seminars for the utilisation of historical knowledge, sponsoring historical research programmes and assisting institutions and organisations engaged in historical research.

During the period April to November 1979 the Council sanctioned 12 research projects, 23 fellowships, 60 study/travel contingent grants (including two grants to visit foreign countries), 13 subsidies for publication and aid to eight professional organisations of historians. In addition, extension was accorded to three on-going research projects and five on-going fellowships. Work on the three volumes of sources was completed, while that on other volumes is in progress. One old book and three volumes of a collection of thematic articles were reprinted while a number of other old books were being processed for reprinting. Under the programme 'Production of Core Books' 31 translations of core books on Indian history and culture into six languages were received and steps were being taken to process them for publication. Six translations were published during the period. The collection of material for the volumes relating to projects on 'Towards Freedom' and 'Praja Mandal Movement' is continuing. The work of editing the volumes prepared under the project 'Role of the State Legislatures in the Freedom Struggle' also continued and one such volume, 'Orissa Legislature and its Freedom Struggle : 1912—47', was published. The council sponsored two seminars—one on 'Socio-economic History of Western India with Special Reference to Gujarat and Maharashtra during the Last Four Centuries' at Ahmedabad and the other on 'Socio-economic History of Rajasthan and Madhya Pradesh during the Medieval and Modern Periods' at Udaipur. The eighth issue of the Council's Journal 'Indian Historical Review' was brought out.

National Institute of Educational Planning and Administration, New Delhi

The National Institute of Educational Planning and Administration was set up mainly to improve the educational planning and administrative services in the country. Towards the achievement of this objective, it organises training courses, seminars,

workshops and conferences of senior education officers at the Centre and in the States, conducts research and studies, provides on request, consultancy services, collaborates with the national and international agencies and acts as a clearing house of information in the field of educational planning and administration.

The Institute organised (i) a seminar on Contribution of Education to New International Order from 22-27 January, 1979 in collaboration with the International Institute for Educational Planning, Paris and Unesco Regional Office for Education in Asia and Oceania, Bangkok, which was attended by 21 delegates, (ii) a five-day Training Seminar on Statistics of Literacy Programmes from 6-10 February, 1979 in collaboration with the Directorate of Adult Education, (iii) the second Contact Programme of the First Correspondence Course in Educational Planning and Management (1978-79) from February 27-March 3, 1979, which was attended by 40 participants, (iv) a Seminar on Educational Supervision for District Education Officers of Haryana from February 19-25, 1979 which was attended by 25 participants, (v) a six-day orientation programme in educational Planning and administration for Senior Education Officers of School Education Department of the State from March 5-10, 1979 in collaboration with the Directorate of School Education, Government of Tamil Nadu, which was attended by 24 participants and four observers, (vi) a pre-departure orientation programme for a select group of College Principals proceeding to the U.S.A. under the USEFI's Administrator's Project 1979, from March 20-22, 1979 which was availed of by seven Principals, (vii) National Training Seminar for Senior Level Personnel of Adult Education from April 16 to 21, 1979, in collaboration with the Directorate of Adult Education, (viii) three-day Conference on promotion of Teaching, Research and Extension in Educational Planning and Administration in the Universities from April 30 to May 2 1979, (ix) a training Seminar in Educational Planning and Administration for Probationers of UP Education Service from June 4 to 16, 1979, (x) a Seminar in School Management for Principals of Secondary Schools, from June 11 to 16, 1979 in consultation with the Central Board of Secondary Education and the British Council which was attended by 19 principals, (xi) an Orientation Seminar for Key Level Personnel in Adult Education in collaboration with the Directorate of Adult Education from July 9 to 14, 1979, (xii) an Orientation Programme for Principals of Higher Secondary Schools of Jammu and Kashmir, with a view to acquainting them with the challenges of the new pattern of education from July 15 to 28, 1979, (xiii) A UNICEF—sponsored National Workshop to develop

training of District and Block Level Education Officers in the Administration of elementary education from August 6 to 10, 1979 which was attended by 33 officers from Directorate of Education and Key Personnel of State Institutes of Education/ State Councils of Educational Research and Training of 14 States and three Union Territories, (xiv) a UNICEF—sponsored training Programme to prepare resource persons for the Training of District Education Officers in the Administration of Elementary Education from August 16 to 22, 1979, (xv) an Orientation Programme for District Adult Education Officers in collaboration with the Directorate of Adult Education from August 20 to 25, 1979, (xvi) a Seminar on Some Aspects of Administration of Higher Education from September 10 to 12, 1979 which was attended by 14 college principals, (xvii) an Orientation programme for School principals proceeding to the U.K. from September 15 to 18, 1979, (xviii) a six-day orientation course for university Registrars from September 17 to 22, 1979 in collaboration with the University Grants Commission, (xix) an Orientation Programme for the District Adult Education Officers from September 17 to 22, 1979 in collaboration with the Directorate of Adult Education, (xx) a series of Orientation Programmes in Educational Planning and Administration of three week's duration for principals of Women's Colleges in consultation with the University Grants Commission and (xxi) an Orientation Programme for District Adult Education Officers from November 21 to 26, 1979 in collaboration with the Directorate of Adult Education.

In pursuance of the decisions taken at the 18th Session of the General Conference of Unesco, the Institute organised a Regional Workshop on Goals and Theories of Education in Asia from January 15 to 21, 1980 with a view to providing a forum for achieving more clarity about the complex task of inter-relationships between beliefs and value systems, educational goals and theories, the decision making and policy formulation process in education and the reality of educational development. Eleven delegates from ten countries attended the Workshop.

D. BILATERAL/FOREIGN COLLABORATION PROGRAMMES

Shastri Indo-Canadian Institute, New Delhi

Ten fellows/language trainees came to India during 1979-80 to conduct research in humanities or to study Indian languages under the fellowship programme of the Institute. Under the

summer programme of the Institute for 1979, a group of 17 Canadian university students and high school teachers came to India during July—August 1979 for six weeks.

Indo-USSR Cultural Exchange Programme

Forty-five Russian teachers were assigned to various Indian universities/institutions during 1979-80 for teaching Russian language and literature.

Berkeley Professional Studies Programme in India

Under this programme, the University of California at Berkeley deputed its students for study/internship in professional fields in Indian institutions. During 1979-80, 11 students/scholars came for study/internship in the fields of medicine, law, engineering, textiles, architecture, agriculture, and health.

American Institute of Indian Studies, New Delhi

The American Institute of Indian Studies was established in 1962 to encourage research in India in the field of humanities and social sciences by pre-doctoral, doctoral and post-doctoral scholars in American universities. The institute awarded fellowships (faculty/junior/ad-hoc/short-term and language) to 157 scholars during the academic year 1979-80 for doing research in various fields of Indian studies.

United States Educational Foundation in India, New Delhi

Fifty-eight American scholars/students came to India during 1979-80 for pre-doctoral, doctoral and post-doctoral research under the Foundation's auspices and also on assignment as visiting professors. Similarly, 108 Indian scholars proceeded to the USA during 1979 for teaching and research work in universities and colleges in the USA under various programmes of the Foundation and East-West Centre, Hawaii.

Under the short term Group Educational Programmes of the US Universities/Colleges two academic groups consisting of 20-30 members each, including professors, teachers and educational administrators from the USA came to India for periods ranging from 2-3 months to acquaint themselves with the latest developments in the field of education, life and culture in India. These group programmes are organised in close collaboration with and under the supervision of Indian universities. During 1979-80, two such groups came to India for periods ranging 2-3 months.

American Studies Research Centre, Hyderabad

The Centre extends facilities to Indian scholars and students of American studies. It has been permitted to allow scholars from neighbouring Asian countries also to avail of these facilities at the Centre provided the US held rupee funds in India are not utilised for the purposes.

German Academic Exchange Service

During the year under report four scholars from Federal Republic of Germany came to India for post-doctoral research in social services.

E. OTHER ACTIVITIES

Revision of Scales of Pay of University and College Teachers

On the recommendation of the University Grants Commission, the Government of India had approved a scheme of revision of scales of pay of university and college teachers with effect from January 1, 1973 and decided to offer financial assistance to the State Governments to the extent of 80 per cent of the additional expenditure involved in giving effect to the revised scales. The Governments of Assam, Andhra Pradesh, Bihar, Gujarat, Haryana, Himachal Pradesh, Maharashtra, Manipur, Meghalaya, Nagaland, Orissa, Punjab, Rajasthan, Tamil Nadu, Tripura, Uttar Pradesh and West Bengal have already implemented the revised scales recommended by the Central Government. The Governments of Jammu and Kashmir and Karnataka have sanctioned these scales for university teachers only. The Government of M.P. had introduced certain modified scales from 1-1-73 but are presently considering the possibility of introducing the UGC scales from 1-1-78. The proposals of the Governments of Jammu and Kashmir, Karnataka and M.P. for sanctioning Central assistance are under consideration. The proposals of the Government of Kerala did not conform to the Central scheme and were not accepted.

During 1978-79, a sum of Rs. 15 crores was released to the State Governments for implementation of the scheme. According to the provisions of the scheme, the Central Government is to provide assistance to State Governments for the additional expenditure involved upto March 31, 1979 only. No further liability accrues to the Central Government beyond that date. However, on account of the delay in the finalisation of the scheme by several State Governments, and also because most of the State Governments have not been able to claim the Central

assistance in full before the terminal date for the scheme, provision is being made in the budget to meet the residual claims of the States and disburse Central assistance which has already been committed.

Special cell for Scheduled Castes/Scheduled Tribes : The Special Cell for Scheduled Castes/Scheduled Tribes which had been set up in January, 1977 in the University and Higher Education Division of the Ministry in pursuance of the recommendation of the Committee on the Welfare of the Scheduled Castes/Scheduled Tribes contained in its 42nd Report, continued to function under the control of Director/Deputy Secretary in charge of Universities and Higher Education Division. This Cell functions in close cooperation with the Scheduled Castes and Scheduled Tribes Welfare Cell in the University Grants Commission which started functioning from January, 1979. This Cell received 30 complaints/representations from individuals and others alleging discriminatory treatment towards members belonging to SC/STs. Most of these complaints etc. pertained to Universities/Colleges under the administrative jurisdiction of the State Governments. These were accordingly sent to the concerned State Governments requesting them to look into the complaints and initiate suitable remedial action for removing grievances of the concerned persons.

One of the important functions of the Cell is to collect data/material in respect of representation of Scheduled Castes and Scheduled Tribes in posts and services in the Universities and Colleges in the country, and to make it available to the Commissioner for Scheduled Castes and Scheduled Tribes for inclusion in his Annual Report. This data is collected by the University Grants Commission and transmitted to the Ministry. During the year under report, the Commission furnished the data in respect of 44 Universities, 6 institutions deemed to be Universities and 1,792 Colleges. The data which has so far been collected is being processed for further action by the Ministry.

During the year, the Cell also processed the recommendations contained in the 55th Report of the Committee on the Welfare of Scheduled Castes and Scheduled Tribes and forwarded to the Lok Sabha Secretariat a statement showing the action taken in respect of nine recommendations contained in this Report. This leaves only two recommendations of the Committee which are under examination of Government in consultation with the University Grants Commission.

CHAPTER III

TECHNICAL EDUCATION

In the development of technical education each Five Year Plan was characterised by major stress on certain aspects. Up to the end of the Third Plan, the main emphasis was on expansion, infrastructure development, and promotion of post-graduate education and research. During the Fourth Plan, there was selective expansion in post-graduate education and an attempt to consolidate other programmes. In the Fifth Plan, the effort was mainly directed towards consolidation, diversification, faculty development, industry-institution collaboration and curriculum development. As in 1978-79, the emphasis was laid on the following programmes in the current year :

- (1) Development of Post-graduate Studies and Research ;
- (2) Establishment of linkage between technical institutions and industry ;
- (3) Linkage of technical education with manpower requirements ;
- (4) The programme of apprenticeship training to train graduate and diploma holders in engineering and technology for gainful employment ;
- (5) Consolidation of existing engineering colleges and polytechnics ;
- (6) Faculty development through various programmes ;
- (7) Curriculum development ;
- (8) Diversification of courses ; and
- (9) The development of management education.

As a logical step in the direction of growth, it was now necessary to re-organise some of the activities and to identify programmes that need to be supported and promoted in the context of future needs of the country.

Setting Up of a Working Group

In November, 1977, Government of India set up a Working Group for Technical Education, to review the present status of the nation's needs during the coming decade and to suggest re-orientation and improvements to the existing programmes. At the first meeting of the Working Group in November, 1977 the following five subjects were identified which required indepth study and which could form the basis for further deliberations : (a) Technical Manpower, (b) Research and Development, (c) Diversification and Redesigning of the existing Programmes, (d) Quality Improvement Programme; and (e) Industry-Institutional Collaboration. The Group met again in January, 1978 to finalise the recommendations. Its recommendations were largely endorsed by the All-India Council for Technical Education at its meeting held in February, 1978. They pertained mainly to the assessment of manpower requirements on well-defined and well-established needs, measures for improvements in various aspects and optimising the utilisation of available resources by improving the management of the system.

Action on a majority of recommendations was required to be taken by the state governments and engineering/technological institutions. They have been requested to implement the recommendations of the All India Council for Technical Education as early as possible. Action on some of the important recommendations is being pursued in this Ministry also. Progress of some of the important schemes is given below :—

Direct Central Assistance to Engineering/Technological Institutions

Two expert committees were constituted to identify engineering colleges and polytechnics and projects suitable for direct central assistance. These committees selected 18 colleges and 30 polytechnics for grant of assistance for filling the total gaps in their laboratories and to provide assistance for new schemes such as Production Centres, Audio-Visual Cells, Resource Generation Centres, Service-cum-Training Centres, Consultancy and Testing Centre, Computer Terminals, etc., in the institutions selected for the purpose. The total expenditure involved in these recommendations was of the order of Rs. 73 lakhs for the engineering colleges and Rs. 58 lakhs for the polytechnics.

Community Polytechnics

The All India Council for Technical Education, had recommended that such polytechnics as have shown initiative to inter-act with environment by organising programmes and activities to meet the needs of the community should be selected as focal points to promote transfer of technology to the rural sector and called 'Community Polytechnics'. The Expert Committee constituted to identify such institutions selected 35 polytechnics during 1978-79 for this purpose. The Expert Committee has prepared a project report giving guidelines for the development of the Community Polytechnics. All the polytechnics are now being developed on the basis of guidelines laid down in the project report. The project report also provided for setting up four Pilot Projects for integrated rural development—one each in Northern, Southern, Western and Eastern Region, where intensive involvement of the Community Polytechnics for the integrated rural development could be tried. These projects would serve as models which could in turn be multiplied and translated at other places. For the present, one polytechnic viz. Ramgarhia Polytechnic, Phagwara, has been selected for the proposed Pilot Project, in the Northern Region. On the basis of the experience gained by this Polytechnic, suitable institutions in the remaining three regions will be selected. The recurring grant up to a ceiling of Rs. 1 lakh for each polytechnic and Rs. 2 lakh for a polytechnic for the Model Pilot Project is being released during the year 1979-80. The non-recurring grants, will be released in accordance with the requirements of the detailed schemes/projects that may be formulated for the various community polytechnics in the light of the general guidelines.

Advanced Technician Courses

As recommended by the All India Council for Technical Education selected Polytechnics will be given central assistance to conduct advanced level technician programmes. In order to work out the necessary details and to prepare a complete project report for organising these advanced level technician courses at the selected polytechnics, a committee has been constituted by the Chairman, AICTE. The Committee has already met and identified a number of areas where advanced technician courses could be organised profitably. The final report of the committee is expected to be made available in the near future.

Quality Improvement Scheme

As recommended by the AICTE, a committee has been constituted to formulate supplementary Quality Improvement Programmes to enable polytechnic teachers to pursue higher courses of studies to improve their qualifications and expertise relevant to polytechnic education and to identify institutions which could offer necessary facilities for undertaking such programmes. The committee has been concentrating on the following schemes :—

- (i) Three-year bachelor degree courses in engineering for polytechnic teachers having diploma qualifications ;
- (ii) One-year industry-oriented post-graduate diploma course for polytechnic teachers ;
- (iii) Three months' post-graduate certificate in education technology/management for polytechnic teachers.

The committee has already identified four institutions for organising bachelor degree courses in engineering and technology and six institutions for organising one-year post-graduate Industry oriented diploma courses. The recommendations of the committee are being examined.

Institutional Network

In the past, considerable foreign assistance has been received by the Indian Institutes of Technology, Regional Engineering Colleges, Technical Teachers' Training Institutes and a number of other engineering colleges and technical institutions in the country. In this context, a view was expressed by the Planning Commission that it is important to take into account the expertise that has grown in the country over the years and examine the question of promoting interaction of technical institutions within the country which may prove beneficial for all-round development of technical education. On examination it was felt that it should be possible to work out such an arrangement. A communication has already been addressed to the State Directors of Technical Education to give due consideration to this important activity so as to build up linkages between the different institutions in the states. A programme for the institutional network between Indian Institutes of Technology and the Regional Engineering Colleges is also being developed. Under this programme it is proposed to take up (a) faculty exchange ;

(b) faculty development; (c) laboratory development; and (d) research participation in the Regional Engineering Colleges with the support of the Indian Institutes of Technology in their respective regions. As regards the programme of laboratory development, it is proposed to develop at least two laboratories in each Regional Engineering College every year. For this purpose, a provision of Rs. 75 lakhs has been proposed under the Quality Improvement Programme scheme and the other amount of Rs. 75 lakhs is proposed to be met from within the Plan funds of the Regional Engineering Colleges. The scheme is expected to be ready for implementation, from the beginning of the year 1980-81.

Community Colleges

The Planning Commission, while approving the scheme of Community Polytechnics, *inter alia* suggested that the engineering colleges in the country should also be involved in the work of community development. An Expert Committee has been set up by the Chairman, All India Council for Technical Education, to lay down the general guidelines and identify the projects suitable for the various colleges. It is proposed to make a beginning by involving a few colleges in the work of the community development from the year 1980-81.

Continuing Quality Improvement Fellowship and Other Programmes

The Programme of Quality Improvement was initiated in 1970-71 with a view to improving the quality and standard of technical education system in India. This programme has the following constituents :

(i) The programme which includes Faculty Development, Curriculum Development, Preparation of Instructional Material, Textbooks and Laboratory Development is 2-Year M. Tech. Programme; 3-Year Doctoral Programme; Short-Term Courses at Quality Improvement Programme Centres; Short-term Training in Industry; Summer Institute Programme through Indian Society for Technical Education; and Curriculum Development.

(ii) This Programme is implemented centrally by the five Indian Institutes of Technology, University of Roorkee, Indian Institute of Science, Bangalore and some other colleges and polytechnics, Technical Teachers' Training Institutes etc. The Directors of Technical Education in the States and the Indian

Society for Technical Education are also involved in the implementation of these programmes.

In 1979-80, it is proposed to retrain 80 fresh teachers for M. Tech. and 120 for Ph.D., and to train 1,200—1,400 teachers under Summer School Programme. Similarly under Curriculum Development Programme, 14 groups are to be organised.

Board of Assessment for Educational Qualifications

The Board of Assessment for Educational Qualifications under the Chairmanship of the Chairman/Member, Union Public Service Commission, advises Government of India, in all matters relating to the recognition of degrees/diplomas, etc. awarded under the Central Government. During the year 1979, the Board met once.

Programme of Apprenticeship Training

The Boards of Apprenticeship Training located at Kanpur, Bombay, Calcutta and Madras are pursuing the Programme of Apprenticeship Training envisaged under the Apprentices (Amendment) Act, 1973 for providing practical training facilities to fresh engineering graduates and diploma holders to condition them for gainful employment. The prescribed period of apprenticeship training is one year. The minimum stipend per month provided under the Act is: (i) graduate apprentices Rs. 280; (ii) diploma holders Rs. 180; (iii) sandwich course students from degree institutions Rs. 180; and (iv) sandwich course students from diploma Institutions, Rs. 150. The cost of stipend is shared equally by the training establishments and the Central Government. As on 1st October, 1979, 13,538 trainees (5,503 engineering graduates and 8,035 diploma holders) were in position.

INDIAN INSTITUTES OF TECHNOLOGY

The five Indian Institutes of Technology at Kharagpur, Bombay, Madras, Kanpur and Delhi were established as premier centres of education and training in engineering and applied sciences and to provide adequate facilities for post-graduate studies and research. As these Institutes grew in stature, they have diversified their sphere of activity to provide for quality improvement programmes, curriculum planning, faculty development, inter-disciplinary research, inter-institutional collaboration, consultancy services, etc.

The Institutes conduct five-year under-graduate programmes leading to Bachelor's Degree in Technology in various fields of engineering and technology. They also offer integrated Master's Degrees courses of five years' duration in Physics, Chemistry and Mathematics, two-year M. Tech. Degree Courses in various specialisations and one-year Post-graduate Diploma courses in selected areas. In addition, the Institutes offer Ph.D. programmes in different branches of engineering, science, humanities and social sciences. There are also advanced centres of training and research in each institute in identified areas of specialisation.

The student strength and out-turn of the five institutes during 1979-80 were :—

IIT	Enrolment			Total	Out turn
	Under-graduate	Post-graduate	Research		
Kharagpur . . .	1,422	773	221	2,416	732
Bombay . . .	1,438	607	303	2,348	508
Madras . . .	1,229	633	621	2,483	522
Kanpur . . .	1,200	477	343	2,020	593
Delhi . . .	1,140	614	598	2,352	398
<i>Total</i> . . .	6,429	3,104	2,086	11,619	2,753

During 1979-80, the institutes expanded their infrastructural facilities and made substantial progress in acquiring new sophisticated research equipment, starting new inter-disciplinary academic programmes and pursuing research and consultancy services. The institutes also intensified their activities in the area of continuing education by organising a large number of short-term courses, long-term courses, symposia and workshops for the benefit of students, working engineers, technologists and scientists from all over the country.

Some of the salient achievements during the year are given below :—

Indian Institute of Technology, Kanpur

The institute introduced a new 5-year B. Tech. course in computer science. One hundred and fifty-two consultancy/testing jobs were undertaken, yielding a revenue of about Rs. 1.84 lakhs, whereas receipts from 75 consultancy projects amounted to Rs. 7.00 lakhs. About 800 research papers were either

published in national and international journals or presented at conferences. The institute also brought out six books.

Indian Institute of Technology, Bombay

The institute introduced a new 2-year post-graduate programme leading to the degree of Master of Design. This programme in design has been recognised by UNESCO as a model for the Asian region. During the year, 96 research publications were brought out. Forty-nine short-term courses were conducted. The total consultancy earning was Rs. 9.35 lakhs and the funds received for sponsored projects amounted to Rs. 36.47 lakhs. The institute strengthened its research laboratories and workshops with additional new equipment. The CSRE of the institute took up a consultancy project in Kenya for soil investigation. A significant achievement of the Radar Project Centre was the laboratory development of Micro-wave Garnet Materials. A UNDP-assistance programme was commenced at the Industrial Design Centre in January 1979. The Soil Engineering Section developed a new technique for solving the Black Cotton Soil problem which received recognition from the World Bank. This technique is being used by several states.

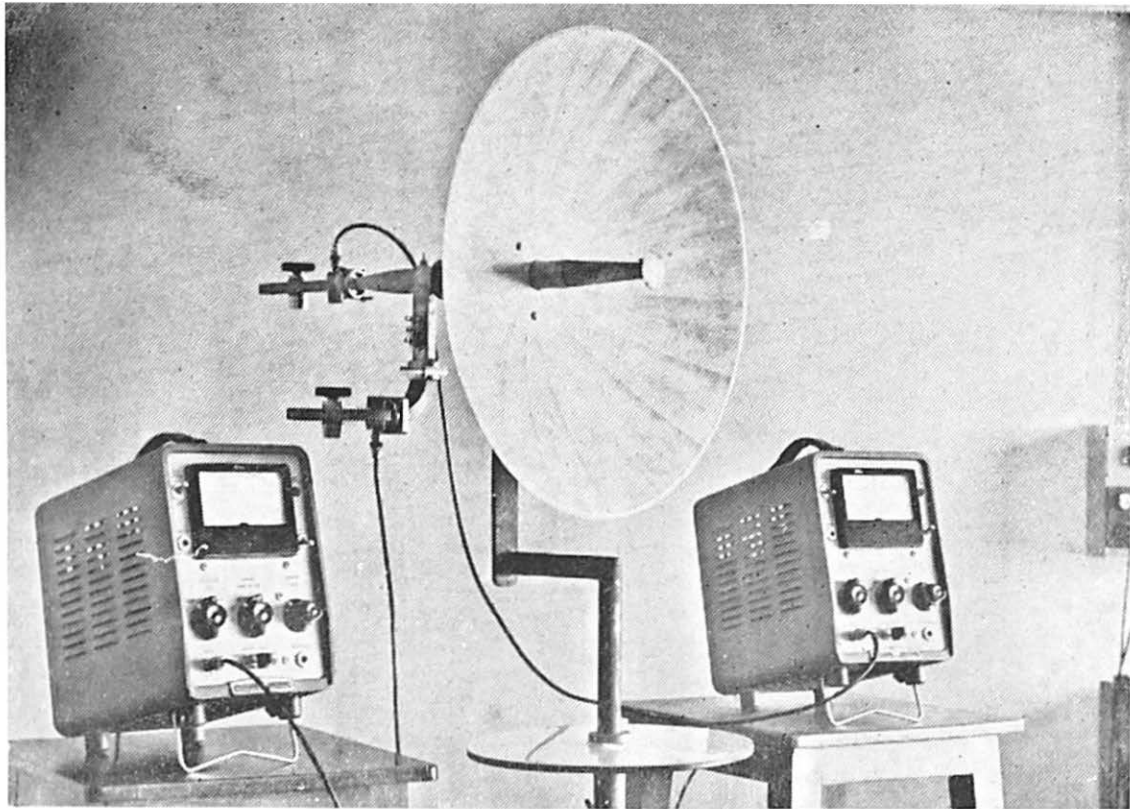
Indian Institute of Technology, Madras

The Department of Humanities and Social Sciences offered a new 4-month part-time programme in "Material Management" and "Manufacturing Management" for the benefit of practising executives. Ph.D. programmes were introduced in English and History. The institute set up an 8-booth language laboratory for teaching and learning German.

The institute published 453 research papers and seven books/monographs during the year. The institute undertook 349 consultancy assignments yielding a revenue of Rs. 9.67 lakhs. Twenty-four sponsored projects were also in progress.

The institute added several major items of equipment to its laboratories. Twenty three items of equipment were fabricated in the institute.

The Centre for Rural Development made good progress in developing a Technology Complex for transfer of appropriate technology to the rural areas.



Microwave Parabolic Antenna Dish made of fibre reinforced plastic fabricated by the Indian Institute of Technology, Madras.

Indian Institute of Technology, Kharagpur

The institute introduced a new course in Computer Science at the under-graduate level. New electives in Maintenance Engineering and Management, Micro-electronics and Semiconductor Devices were also introduced. A new M. Tech programme in Naval Architecture was also started.

Three hundred and fifteen research papers were published during the year. Twenty summer/winter schools and short-term programmes were conducted for the benefit of engineers and teachers. The earning from consultancy during the year was Rs. 22,520. The exchange programmes with other countries made significant progress and several faculty members were deputed abroad under these programmes.

Indian Institute of Technology, Delhi

The Department of Electrical Engineering introduced new electives at the under-graduate level in Cybernetics, Programming Languages and Science Dynamics. Courses on Computer Communication Network and Coding and Cryptography were also introduced at the post-graduate level. The Department of Mechanical Engineering developed a new course on Project Management at post-graduate level and improved its M. Tech course in Machine Tool Design. The Department of Physics developed a two-year M. Tech course in Opto-electronics. It also developed courses in Infra-red Engineering and Optical Electronics for M.Sc students. The Centre for Bio-medical Engineering offered a course on Bio-materials as a pre-Ph.D. programme. Four hundred and thirty-five research papers were published during the year. In addition, 118 papers were presented at various seminars/symposia. Fifteen books were also published by the various Departments. Fifty-four summer/winter schools/short-term courses/seminars were organised for practising engineers and teachers. The value of industrial consultancy projects undertaken during the year was Rs. 18.00 lakhs.

The institute set up a new Centre for Atmospheric Sciences as a part of its effort to consolidate inter-disciplinary research. Sponsored research projects were undertaken in areas of Laser Application, Solid State Device, Transportation, Ocean Engineering etc. Sixty-seven items of sophisticated equipment were designed and developed by the various departments. The Department of Physics developed a new laboratory for Infra-red Detector Technology.

In conclusion, it can be said that in shaping their academic and research programmes and in breaking new grounds in development programmes and technology transfer, the Indian Institutes of Technology have ably responded to the new perspectives of national growth and planning.

Asian Institute of Technology, Bangkok

The Asian Institute of Technology, Bangkok set up in 1967, is an autonomous international post-graduate engineering institute governed by an International Board of Trustees whose members come from different Asian countries including India. On a proposal received from the institute for India's association with its academic development, it has been decided to extend assistance from India by donating equipment of indigenous origin worth Rs. one lakh every year and deputing Indian experts to the faculty of the Institute.

Regional Engineering Colleges

Fourteen Regional Engineering Colleges were set up, one in each major State, during the 2nd and 3rd Plan periods to enable the country to meet the increased need for trained personnel during the subsequent Plan periods. The fifteenth college at Silchar (Assam) admitted first batch of students in November, 1977. While all the colleges offer first degree courses in Civil, Mechanical and Electrical Engineering, some of the colleges offer courses in Chemical Engineering, Metallurgy, Electronics and Architecture also. Thirteen of these colleges have since introduced post-graduate courses. Of these, nine are conducting industry-oriented courses in specialised fields like, design and production of high pressure boilers and accessories, heavy machines for steel plants, transportation engineering, industrial and marine structures, integrated power systems, etc.

The development of the Regional Engineering Colleges during the sixth Plan period lays emphasis on the consolidation of existing facilities, establishment of computer centres at selected colleges, modernisation of laboratories including replacement of obsolete equipment and development of students activity centres in all the colleges. On the recommendations of the Advisory Committee for these colleges, an expert committee has been set up to examine the project report of the individual colleges.

Loans for Construction of Students Hostels in Technical Institutions

In order to provide hostel facilities for students in technical institutions, loans were sanctioned to both Government and non-Government institutions to the extent of the cost for 50 per cent of the student population. Loans amounting to Rs. 19.40 crores have so far been sanctioned under this scheme. From the current year the scheme has been transferred to the State Sector.

Technical Teachers' Training Institutes

The Institutes at Madras, Calcutta, Bhopal and Chandigarh were set up in 1966-67 to (i) provide professional training for teaching engineering and technology subjects; (ii) to provide, for instruction and research in various branches of engineering and technology and for the advancement of learning and dissemination of knowledge in such branches; (iii) to arrange for practical training in industry on a co-operative education plan. The course of study for the Diploma in Technical Teaching lasts for one academic year. The trainees select the "MODULES" they like to study and undergo training from among a comprehensive list of Modules made available by the institute.

In accordance with the agreement entered into by the Government with UNESCO, the institutes have taken up various UNDP projects like Educational Film Production, National Testing Service, Educational Research, Development of multimedia learning/instructional packages, etc. The institutes are also engaged in curriculum development for technician courses and extension services.

School of Planning and Architecture, New Delhi

The school was established in 1959 to provide facilities for training and research in rural, urban, regional planning, architecture and allied subjects. The school has been given the status of an "Institution deemed to be university" under Section 3 of the UGC Act from December 3, 1979 with a view to broadening further its academic programmes relating to human settlements and the environment to promote research and extension. During 1979-80, 34 students were admitted to the bachelor's degree course in Architecture and 38 students in post-graduate courses.

National Institute for Training in Industrial Engineering, Bombay

The institute was set up in 1963 with the assistance of UNDP to provide facilities for training in industrial engineering and allied fields. The institute conducts a number of short-term courses for industrial executives and a two-year post-graduate diploma course in industrial engineering. The institute also undertakes consultancy work. During 1979-80, 48 students joined the 2-year post-graduate programme in industrial engineering. This institute conducted 90 development programmes for about 1,750 executive participants.

National Institute of Foundry and Forge Technology, Ranchi

The institute was set up in 1966 with the assistance of UNDP/UNESCO to provide facilities for: (i) Forge education and research in the form of full-time courses, vacation courses and the like; (ii) the training of senior executive personnel for foundry institute; (iii) the training of suitable qualified personnel for industry in the latest production techniques and methods design and development; and (iv) conducting applied research in the field of foundry and forge technology. During the year 1979-80, the institute admitted 179 participants to the advanced diploma, refresher courses and post-graduate programmes.

Indian Institutes of Management

The three Institutes of Management at Ahmedabad, Bangalore and Calcutta were set up in 1962, 1972 and 1962 respectively with the objective of providing facilities for training young men and women for management careers, conduct research in management techniques and for the development of teachers engaged in the field of management practice. The institutes continued their post-graduate programmes and fellowship programmes and other Research and Development activities with vigour. The Indian Institute of Management, Ahmedabad started this year a programme for the development of management faculty.

CHAPTER IV

SCHOLARSHIPS

A number of scholarships programmes are handled by the Ministry including those offered by other countries with a view to equalising educational opportunities as also providing facilities for higher and specialised education and training to Indian nationals. The Ministry also provides scholarships to nationals of other countries on a bilateral basis or otherwise. These could be grouped in three broad 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 these programmes is given below.

A. SCHOLARSHIPS FOR INDIAN STUDENTS FOR STUDY IN INDIA

1. National Scholarships

The Scheme has been continuing since 1961 with the objective that no brilliant student should be deprived of assistance on the grounds of poverty for pursuing academic career. In pursuance of the Seventh Finance Commission's recommendations, the State Governments meet the expenditure reached up to the level reached in 1978-79. The expenditure over and above this level is met by the Centre. In 1979-80, 22,000 fresh scholarships were awarded on merit-cum-means basis.

2. National Loan Scholarships

The scheme was started in 1963-64 with the objective of providing financial assistance to needy and deserving students to complete their education. Twenty thousand fresh scholarships are awarded every year. The scheme is being implemented through the State Governments. Scholarships are awarded on merit-cum-means basis.

3. National Scholarships for the Children of Primary and Secondary School Teachers

This scheme was started in 1961-62 as a token of recognition of the services rendered by the school teachers to enable their meritorious children to pursue higher education. Seven hundred and fifty fresh scholarships are awarded every year from the year 1976-77. It has now been decided that expenditure on this scheme will be met by the State Governments themselves.

4. National Scholarships at the Secondary Stage for Talented Children from Rural Areas

The scheme, started in 1971-72, is intended to achieve greater equalisation of educational opportunities and to provide fillip to the development of rural talents. In pursuance of the Seventh Finance Commission's recommendations, the State Governments meet the expenditure reached up to the level reached in 1978-79 and the expenditure over and above this level is met by the Centre. Under this Scheme, 21,000 scholarships are awarded every year amongst States and Union Territories at the rate of four scholarships per Community Development Block and two additional scholarships for each Tribal Community Development Block.

5. Scholarships for Students from Non-Hindi Speaking States for Post-Matric Studies in Hindi

The scheme is implemented to encourage 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 pursuing post-matric studies provided Hindi is studied as one of the subjects in that course. During 1979-80, 2,500 fresh awards were made. The scheme has become 'Grants-in-aid Scholarships Scheme' to be administered by the States and Union Territories with effect from 1979-80.

6. Scholarships in Approved Residential Secondary Schools

The scheme is intended to provide educational facilities to meritorious children of low-income groups, who are otherwise unable to avail themselves of the opportunities to study in good residential schools. Five hundred candidates in 11-12 years age-group whose parental income does not exceed Rs. 6,000

per annum are selected for scholarships every year. During the current academic year, about 2,050 scholars are studying in 73 approved residential schools. The scholarships are tenable up to the secondary education including +2 stage of education in the New Pattern.

B. SCHOLARSHIPS FOR INDIAN STUDENTS FOR STUDY ABROAD

1. National Scholarships for Study Abroad

The scheme is intended to provide financial assistance to such meritorious students who do not have the means to go abroad for further studies. Fifty scholarships are awarded every year under the scheme which are available for post-graduate studies leading to Ph. D and Post-Doctoral research or specialised training. Only those candidates whose parental income from all sources is less than Rs. 1,000 per month are eligible for scholarships under this scheme.

2. Partial Financial Assistance

The scheme provides for grant of loan towards international passage costs to such academically good scholars as have obtained admission in foreign universities, institutions, etc., for study in subject-fields suitable for the developmental needs of the country. During 1979-80, such loans were granted to five students.

3. Scholarships under Commonwealth Scholarships/Fellowships plan

One candidate has been selected for the scholarships offered by the Government of New Zealand.

Nominations have also been sought by the following Commonwealth countries-the U.K. (67), Canada (2), Trinidad (1), Malaysia (2), and Jamaica (1).

4. Scholarships/Fellowships offered by the Foreign Governments/Organisations/Institutions

For the year 1979-80, Austria has accepted 4 candidates, Belgium 3, Czechoslovakia 2, Denmark 6, France 12, Finland 1, G.D.R. 6(PG)-6(Coaches), Greece 2, Italy 6, Japan 8, Netherlands 21, Poland 5, Sweden 1, South Korea 1, the U.S.A. 6, and

Norway 8. Sixteen candidates have been nominated under German Academic Exchange Service (Bonn).

Approval to nominations from the following countries is awaited : Egypt 8, Hungary 8, Italy 16, Mexico 4, Poland 3, Turkey 4, and Yugoslavia 5.

Under the USSR Government Scholarships Scheme, 1979-80 for post-graduate studies/research/higher specialisation, 68 scholarships were offered by the Soviet Government. Out of these, 10 scholarships were allocated for the children of Indian nationals in the USSR. Out of 34 candidates nominated by the Ministry for the award of scholarships, 13 candidates have so far been approved by the Soviet authorities. Approval of the remaining candidates is still awaited. Twelve candidates were selected for scholarships in the Peoples Friendship University, Moscow, of whom nine have left for Moscow.

Under the British Technical Co-operation Training Programme, 40 nominations were made against an allocation of 40 awards, for educational training, research and development. Against another offer of 16 scholarships by the U.K. Government for Educational Links for those in Technical Teachers Training Institutes and Regional Colleges of Engineering, necessary nominations have been made. One candidate has been nominated for the Jawaharlal Nehru Memorial Trust (UK) Scholarship. Against the 1979-80 offer of British Council Scholarships, 11 nominations have been made. Under the Confederation of British Industry Scholarships, and under Science Research Scholarships of the Royal Commission for the Exhibition of 1851, eight and six nominations respectively have been made.

C. SCHOLARSHIPS FOR FOREIGN STUDENT: FOR STUDY IN INDIA

1. General Cultural Scholarships

Under the scheme, 180 scholarships are awarded every year to nationals of selected African, Asian and other foreign countries to provide them with facilities for higher education in India. The scheme is designed to promote friendly relations between India and other developing countries. Scholarships under the scheme are awarded in the fields of Agriculture, Engineering and Technology, Medicine, Pharmacy, Arts and Humanities and Basic Sciences at under-graduate and post-graduate levels.

2. Scholarships/Fellowships for Bangladesh Nationals

Under the scheme started in 1972-73, the Government of India awards 100 scholarships every year to Bangladesh nationals for studies in certain specialised subjects in India like Engineering and Technology, Agriculture, Medicine, Cinematography, Journalism, Education, Management, Sports, Dance and Music at under-graduate and post-graduate levels.

3. Special English Course for Foreign Students

Under this scheme a special English Course is arranged at the Regional Institute of English, Chandigarh every year from April to June for such selected foreign students as are not proficient in English. During 1979-80, 25 scholars selected for the General Cultural Scholarships from countries like Afghanistan, Jordan, Kuwait, Iran, Southern Yeman, took advantage of this course.

4. Scholarships for Foreign Students for Study/Training in India

(i) *Commonwealth Scholarship/Fellowship Plan 1979-80*

Out of 50 scholarships, 41 were approved for the award of scholarships. Out of these 23 scholars have since joined the institutions, six have withdrawn their candidature, one candidate had joined but left, and the admissions of remaining scholars are being finalised.

(ii) *Indo-French Cultural Exchange Programme 1979-80*

Against the offer of ten scholarships under the above programme, 11 scholars are studying in India. This includes, one scholar who has been given scholarship against an unutilised award under the Cultural Exchange Programme.

(iii) *Indo-F.R.G. Cultural Exchange Programme 1979-80*

Against the offer of ten awards under the above programme, five have joined various research projects in Indian universities.

(iv) *Indo-Senegalese Cultural Exchange Programme 1979-80*

Against the offer of five scholarships, one nomination was received and the scholar has arrived in India.

(v) *Indo-Soviet Cultural Exchange Programme 1979-80*

Sixteen Soviet students joined Delhi and Jawaharlal Nehru Universities.

(vi) *Indo-Japan Mixed Commission 1979-80*

Three Japanese students were awarded scholarships.

(vii) *Indo-ARE Cultural Exchange Programme 1979-80*

Six Egyptian students joined different universities/institutions for post-graduate studies and research in various disciplines.

(viii) *Indo-Iraqi Cultural Exchange Programme 1979-80*

Five Iraqi students joined different institutions in India.

(ix) *Indo-Afghan Cultural Exchange Programme 1979-80*

Out of 20 scholarships offered to Afghan nationals, four students are studying in India.

(x) *Indo-Yugoslav Cultural Exchange Programme 1979-80*

Out of three scholarships offered to Yugoslav Government, one Yugoslav student is studying in India.

(xi) *Indo-PDRY Cultural Exchange Programme 1979-80*

Out of seven scholarships offered, six PDRY students are studying in India.

(xii) *Indo-Polish Cultural Exchange Programme 1979-80*

Out of eight scholarships offered, six Polish students are studying in India.

(xiii) *Indo-Turkish Cultural Exchange Programme 1979-80*

Out of four scholarships offered, one Turkish student is studying in India.

(xiv) *Indo-Czech Cultural Exchange Programme 1979-80*

Out of five scholarships offered, two Czech students are studying in India.

(xv) *Indo-Mexican Cultural Exchange Programme 1979-80*

Against four awards offered, only one nomination was made. The student had joined the Jawaharlal Nehru University.

(xvi) *Indo-Belgian Cultural Exchange Programme 1979-80*

Admission of four students has been arranged.

(xvii) *Commonwealth Education Cooperation Plan 1979-80*

Out of ten scholarships offered, eight students are studying in India.

(xviii) *Reciprocal Scholarships Scheme 1979-80*

Out of 30 awards, 13 nominations have been received. Out of them nine have been awarded scholarships and the remaining four are under process.

(xix) *Special Indian Scholarships for an African National to mark Africa Day in Memory of late Dr. Amílcar Cabral—1980.*

One scholar, a Zimbabwean is studying in India.

(xx) *Commonwealth Fund for Technical Cooperation*

This Ministry, on the recommendations of Ministry of Finance, Department of Economic Affairs arrange placements of Zimbabwean and Namibian candidates for admission to under-graduate course in Humanities/Social Sciences in Indian Educational Institutions on behalf of the Commonwealth Secretariat, London.

(xxi) *T.C.S. of the Colombo Plan 1979-80*

Sixty-eight Nepalese and other nationals under T.C.S. of the Colombo Plan have joined the different institutions and universities.

(xxii) *Special Commonwealth African Assistance Plan 1979-80*

Three scholars under SCAAP have joined the different universities/institutions.

CHAPTER V

BOOK PROMOTION AND COPYRIGHT

The Ministry of Education has adopted several measures towards production and promotion of books and making them available to the people at moderate prices. During the year under review there has been noticeable improvement in their variety and also in their quantity and quality. Some of the important programmes undertaken in this regard are briefly described in the following paragraphs.

NATIONAL BOOK TRUST

The National Book Trust was set up in 1957 as an autonomous organisation with the objectives of producing and encouraging the production of good reading material for and for promoting book-mindedness among the people. In furtherance of these objectives, the Trust has been continuously engaged in publication programmes and also programmes for organising book fairs, exhibitions, seminars, symposia, etc. Besides, the Trust has served the needs of the student community by subsidising the publication of a large number of text books or supplementary reading material for the university students.

Since its inception, the Trust has to date brought out 932 books, out of which 237 are in English and 695 in 12 major Indian languages. This is in conformity with the Trust's avowed objectives to encourage publishing in regional languages.

The bulk of the Trust's publishing programme is in the following series : India—the Land and the People, National Biography, Popular Science, World of Today, Folklore of India, and Young India Library, in addition to a number of books of a general nature outside such series. The Trust has, in the period April-December 1979 published 65 books out of which 23 are in English and 42 in the major Indian languages.

The Trust also continued implementing the special projects, namely, the Aadan-Pradan and the Nehru Bal Pustakalaya, to foster national integration and provide communication channels

on an inter-regional and inter-linguistic basis by translation of outstanding books of one Indian language into other Indian languages. Under the Aadan-Pradan programmes, the Trust has so far brought out a total of 442 books out of which 15 have been published in the period April-December, 1979.

Under the Nehru Bal Pustakalaya programme, which is intended to provide supplementary reading material for children with national integration as the underlying idea, 22 titles have been published during April-December 1979 bringing the total number published under this series to 601.

To commemorate the Year of the Child, 1979, and to encourage production of literature in the regional languages, the Trust has brought out anthologies of contemporary stories for children in 12 languages i.e. Assamese, Malayalam, Marathi, Oriya, Punjabi, Bengali, Hindi, Gujarati, Tamil, Telugu, Kannada and Urdu. Another special project for this year has been a book on Festivals of India, profusely illustrated with photographs.

Scheme of Subsidised Publication of University Level Books in English

The Trust has subsidised the publication of 21 books up to December 1979 during 1979-80, bringing the total number of books subsidised under the scheme, to 300. In view of the fact that schools and colleges in most states have adopted the regional languages as the media of instruction, the Trust is now actively considering the extension of the scheme to cover books in regional languages.

The Trust has also been organising annual book fairs on national and regional levels. The Trust has so far organised nine National Book Fairs in important metropolitan cities of India and 90 Regional Book Exhibitions.

Fourth World Book Fair

The Trust has also organised three World Book Fairs, the first in 1972, the second in 1976 and the third in 1978. The Fourth World Book Fair was held in New Delhi in February-March 1980. The Posts and Telegraphs Department issued a special postage stamp to commemorate the occasion.

The Trust has been organising seminars, symposia, workshops, and training courses on problems connected with the writing, translation, editing, publishing, distribution and promotion of books, with the objective, *inter alia*, of encouraging publication of language books in the country. As a part of its programme of holding seminars on the theme of 'Publication in the Next Decade' the Trust, during the year, organised two seminars on publishing in Punjabi and Malayalam. During the Ninth National Book Fair held at Bangalore, a three-day seminar on 'Publishing for Children in the Next Decade' was conducted.

To synchronise with the Fourth World Book Fair the Trust organised a number of seminars, symposia, workshops, etc. One of the seminars organised under the assistance from UNESCO related to 'Publishing for Rural Areas in Developing Countries. A number of Indian and Foreign delegate participated in the seminar.

Publication of Low-priced Editions of University Level Books of Foreign Origin

In order to make low-priced editions of standard university books and reference material of foreign origin available to the university students, this Ministry has been operating three programmes in collaboration with the Governments of the U.K. (English Language Book Society Series, since 1960), the U.S.A. (Joint Indo-American Standard Works Programme, since 1961 and the U.S.S.R. (Joint Indo-Soviet Textbook Programme, since 1965). Books brought out under these programmes are first assessed by appropriate agencies and experts to their suitability to Indian students and non-availability of comparable Indian Books. The prices of such books come to about 1/3rd to 1/5th of the standard editions.

So far about 700 British, 1,600 American and 340 Soviet titles have been published under these programmes.

Under the Indo-Soviet Programme, a scheme for the award of scholarships to Indian scholars for training in translation techniques in the USSR is being implemented since 1970-71. So far, 27 Indian scholars have received this training.

The Indo-Soviet programme is being implemented under the over-all guidance of the Joint Indo-Soviet Textbook Board which was set up in 1965, with the Union Education Secretary as Chairman and five members each from the Soviet and Indian

sides. The Board meets alternatively in India and the USSR. The Board held its 11th meeting in Moscow from 14th to 21st May, 1979. A three-member Indian delegation led by Shri P. Sabanayagam, Secretary, Ministry of Education and Social Welfare, attended the meeting. The Soviet delegation was led by H.E. Prof. N. S. Egorov, Deputy Minister of Higher and Specialised Secondary Education, USSR.

Consultations with the Governments of the GDR, FRG, Poland and Hungary for developing similar translation and publication programmes are in progress.

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 and to coordinate the work of obtaining translation rights from foreign copyright owners in regard to books selected by the State Governments the copyright licences are negotiated centrally on behalf of the State Governments. During 1979-80, eight contracts for translation rights were executed, bringing the total to 1,458 contracts with the American, British and other foreign publishers, etc.

National Book Development Board

The National Book Development Board was set up in 1967, and reconstituted in 1970, as an advisory body to lay down the guidelines for the development of the Indian book industry and the trade in the context of the overall requirements of the country.

The Board functioned till February 1974 and made a number of important recommendations. The question of reconstitution of the Board is now under consideration.

Import and Export of Books

Import Policy for books 1979-80

During 1979-80, the liberalised import policy was continued and import of educational, scientific and technical books and journals, news magazines and news-papers was allowed under Open General Licence. This facility was subject to the grant of permission by this Ministry in cases where more than 2,000

copies of a single title were proposed to be imported. In the interest of the development of the indigenous book industry, the import of foreign editions of books for which latest Indian reprints are available were not allowed.

Dealers in books whose purchase turnover was Rs. 3 lakhs or more were eligible to apply for import licence on the basis of 10 per cent of their purchase turnover. Import of books other than those covered by the Open General Licence was allowed under the import licences. The importers were free to import any of the categories of books, viz., fiction, non-technical magazines, children books, teaching aids, etc. without any percentage restriction as applicable up to 1977-78. Recognised schools, colleges and libraries were also allowed to apply for the grant of import licence for the import of Books not covered under OGL up to a value of Rs. 10,000 per year per institution.

These facilities and the concession for the release of post parcels containing books, magazines and periodicals without the importers having to produce the import licence, continued to be available during 1979-80.

Book Export Promotional Activities

India, as one of the leading publishing countries in the world, has a growing potential for exporting books not only to the established markets like the UK and the USA but to new markets in South-East Asia, West Asia and Anglophone Africa. Concerted efforts are being made in this direction.

During 1979-80, India participated in the Singapore Festival of Books, International Book Fair held in Moscow, London International Book Fair, Frankfurt International Book Fair and National Book Fair in Ghana. It is proposed to participate in Cairo International Book Fair and Leipzig Book Fair during the current year.

Special exhibitions of Indian books were also organised in Mauritius, Kenya, Tanzania, Egypt and Nigeria with the assistance of the respective Indian Missions. Special exhibitions of Indian books are expected to be organised in Bangladesh, Iraq, Sri Lanka and Indonesia during the remaining part of the year.

Books were also displayed in various International Children's Book Exhibitions held to celebrate the International Year of the

Child in Tokyo, Bangkok, Seoul, Manila, Caracas and Addis Ababa.

Raja Rammohun Roy National Educational Resources Centre

The Centre was set up in 1972, as a part of the Book Promotion Division, with the objective, *inter-alia*, of promoting the writing and production of indigenous university level books and documentation and statistical analysis of printed materials imported into the country. It has about 31,250 volumes of university level books in the various disciplines produced in the country since 1965 in all languages including English as also low priced foreign books to enable authors, publishers and others interested to consult, at one place, the available indigenous university level books and identify the subject fields and levels where books need be, and could be, produced indigenously. From time to time, the Centre holds exhibitions of selected books at different university centres to publicise the indigenously available books. It also arranges for evaluation of the books at the Centre by panels of subject-experts and brings to the notice of the universities, etc., particulars of the books that have been adjudged to be of standards so that the indigenous books could be increasingly used instead of imported books. The Centre conducts sample surveys on the various aspects of the production and use of indigenous university level books. The Centre also issues periodical supplements, to keep up-to-date, the National Catalogue of University Level Books which was compiled in 1971 by the Federation of Publishers and Book-sellers Associations in India. It also brings out bibliographies on topics of interest on or in anticipation of demands of authors and research scholars.

The Centre has also recently been designated as the National Agency for the Introduction of the International Standard Book Numbering System in India.

During the year 1979-80, the Centre organised an exhibition at the Rajasthan University, Jaipur. Two more exhibitions are to be organised during the remaining part of the year.

A sample survey of books prescribed/recommended for study by some select universities in a few selected subjects, was carried out by the Centre in 1973. A comprehensive survey comprising the syllabi of all universities is now being undertaken.

During 1979-80, the Centre has brought out four supplements to the National Catalogue of University Level Books,

covering the period October 1978-September 1979. The Centre also proposes to print up-to-date volumes of the National Catalogue.

The Centre has also brought out two issues of the Annotated Catalogue of Low-priced Publications and Core Books, which include books under the National Book Trust's Subsidy Scheme, the Core Books Programme and books brought out under the collaboration programmes with the U.K., the U.S.A. and the U.S.S.R. including their translations/adaptation.

Two issues of the Annotated Guide to Periodical Literature on Book Industry indexing article appearing in select English periodicals and newspapers, published in India and abroad, have been brought out during the year.

During the year, the fourth fascicule of the bibliography on Book Industry and Trade has been brought out.

A sample survey, with a limited scope, of the import documents of eight importers, covering their imports during 1976-77, has been carried out. The Centre has also been assigned another survey of books costing more than Rs. 100/- in Medicine, Engineering, Agriculture, Sciences and Technology, where imports are substantial.

International Copyright

During the year, India participated in the meetings of the following Committees etc :—

(a) Executive Committee of the Berne Union for the Protection of Literary and Artistic Works; (b) Permanent Committee for Development Cooperation Related to Copyright and Neighbouring Rights; (c) World Intellectual Property Organisation (a specialised UN agency in the field of intellectual property) Budget Committee; (d) Working Group on Over-all Problems posed for Developing Countries concerning Access to Works Protected under Copyright Conventions.

Besides, the Secretary, Ministry of Education and Culture lead the delegation to the meeting of the Governing Bodies of the World Intellectual Property Organisation (WIPO), during September-October 1979. India also attended the meeting of Consultants on Registration and Institutional Arrangements for the Support of National Authors and Performers, to advise on the issue of U.S.A.'s accession to the Berne Convention.

A delegation consisting of representatives of the Ministries of Finance and Education, and lead by Indian Ambassador in Spain, participated in the Diplomatic Conference, held at Madrid during November-December 1979, for the adoption of a Multilateral Convention for the Avoidance of Double Taxation of Copyright Royalties remitted from one Country to another.

Training facilities offered to foreign countries under International Cooperation

Under the Annual Copyright Training Programme 1979 of WIPO, India received one trainee each from Fiji and Indonesia, for training in copyright and related fields like publishing, from 24th to 30th November, 1979.

India also received four UNESCO trainees, one each from Afghanistan, Nepal, Singapore and Thailand, from 10th to 21st December, 1979 for training in the field of book publishing, editing, printing, library services, etc. under UNESCO's short-term In-service Study Grant for the Book Industry Personnel in Asia, 1979.

Copyright

The Copyright Board reconstituted with effect from 24th September, 1976, in pursuance of Section 11 of the Copyright Act, 1957 (14 of 1957), with Justice Hardayal Hardy, retired Chief Justice, Delhi High Court, as its Chairman, held 8 meetings during the year 1979, heard 65 cases and decided 25.

During the year 1979, 4,180 works were registered in the Copyright Office for Copyright, out of which 3,732 were artistic and 448 literary works. In addition, changes in the Register of Copyrights were registered for 55 works.

CHAPTER VI

YOUTH SERVICES

The Youth Services Division has been implementing programmes catering to the needs and development of the student and non-student youth. What follows is an account of those that are being implemented at present.

National Service Scheme

The National Service Scheme (NSS), intended to develop among the students of universities and colleges an awareness of and concern for the social well-being of the community by involving them in various developmental activities was continued during the year. The scheme is being implemented presently in almost all the states and universities and the students enrolled under the scheme during the year under review numbered 4.5 lakhs. The scheme has been extended to cover students at +2 stage also in some of the States and Union Territories.

In addition to programmes like construction and repair of roads, school-buildings, village-ponds, tanks, tree-plantation, etc. N.S.S. students have been participating in programmes like environmental improvement, hygiene and sanitation, family welfare, child-care, mass immunisation, vocational training in craft, tailoring, knitting, toy-making, organizing co-operatives, mahila mandals, and balwadis for members of weaker sections, etc. N.S.S. students also participated in a significant way in the National Adult Education Programme. They did commendable work during the year in the states which have suffered from natural calamities. Students involved themselves not only in the collection of funds, clothes, medicines and distribution of relief materials to the flood victims, but also engaged in various programmes directed to prevent the outbreak of diseases and health hazards and help rehabilitate the victims.

National Service Scheme

The National Service Volunteer Scheme which was started in 1977-78 with the objective of providing opportunities to students



NSS volunteers of the Saurashtra University working in a relief project at Morvi.

who have completed their first degree, to involve themselves, on a voluntary basis, in nation-building activities for a specific period on a whole-time basis, was continued during the year. About 350 volunteers are deployed with 130 Nehru Yuvak Kendras and over 30 voluntary agencies. The volunteers are given suitable training before they start work. Each volunteer is paid a stipend of Rs. 175 per month plus a fixed amount of Rs. 25 per month on travel and contingencies.

Nehru Yuvak Kendras

The programme of Nehru Yuvak Kendras (NYK), meant to serve the interests of the non-student youth, mainly of the rural areas, was continued in 1979-80. Out of 255 sanctioned Kendras 187 were functioning by the end of December, 1979.

The activities undertaken by Nehru Yuvak Kendras during 1979-80 include organisation of youth leadership training camps, holding of work-camps for social and community service, organisation of cultural and recreational programme including folk art festivals, sports and games, vocational training and organisation of Yuvak Mandals and Mahila Mandals. It is estimated that about 30,000 youth per month are being trained in various skills under the vocational training programmes. In the field of sports, games and physical education, the Nehru Yuvak Kendras are able to mobilise, on an average, 10,000 youth per month. During the year under review, the Kendras gave high priority to organisation of adult education programmes. These programmes are organised in the form of Chetna Sanghs, which are village youth centres for organisation of literacy, social awareness and functional upgradation activities. Most of these activities are organised through National Service Volunteers and it is expected that the coverage under the adult education programmes through Nehru Yuvak Kendras will exceed 1.5 lakhs in 1979-80.

In pursuance of the recommendations of the Review Group on Nehru Yuvak Kendras, emphasis is being given on involvement of women and youth belonging to the weaker sections of the society in the activities of the Kendras. Financial support for programmes undertaken by Kendras has been enhanced from Rs. 20,000 to Rs. 40,000 per annum. With a view to providing guidance and counselling to the Youth Coordinators and other functionaries of the Kendras and to undertake research and evaluation of the work of the Kendras, three Information-

Development And Resource Agencies (IDARAs) were sanctioned at Narendrapur (West Bengal), Udaipur (Rajasthan) and Gandhigram (Tamil Nadu).

Financial Assistance to Voluntary Organisations Working in the Field of Youth

The scheme has been evolved to provide support to voluntary organisations which involve youth for developmental activities especially in rural areas. This scheme also encourages involvement of voluntary agencies in the implementation of youth programmes, such as leadership training to non-student youth and training for self-employment and establishment of work centres. About 28 organisations have been given assistance of an amount over Rs. 10 lakhs.

Scheme for Promotion of Adventure

The objectives of this scheme are to encourage the spirit of adventure, risk-taking, co-operative team-work, capacity of ready and vital response to challenging situations and endurance among the youth. Financial assistance is provided under the scheme for undertaking activities like mountaineering, trekking, hiking, exploration for collection of data, study of flora and fauna in the mountains, forests, desert and sea, canoeing, coastal sailing, raft expeditions, swimming, cycling, etc. Assistance is also provided for training as well as for the establishment and development of institutions to facilitate such activities. Assistance to the extent of over Rs. 6 lakhs has been given to various institutions, groups and individuals for these activities. In addition, the Indian Mountaineering Foundation, New Delhi, and the Himalayan Mountaineering Institute, Darjeeling, were given financial assistance to the extent of Rs. 3 lakhs and Rs. 2.25 lakhs respectively for running their programmes.

Scouting and Guiding

Scouting and Guiding, an international movement, aims at developing the character of boys and girls to make them good citizens by inculcating them a spirit of loyalty patriotism and thoughtfulness for others. It also promotes balanced physical and mental development and inculcates a desire for social service. The Government of India encourage this activity by assisting Bharat Scouts and Guides, and All India Boy Scouts Association in the shape of organisational and administrative grants and grant-in-aid for training camps, rallies, jamborees, etc. During

the year, assistance to the extent of Rs. 4 lakhs has been given to Bharat Scouts and Guides for celebrating the International Year of the Child and holding *Cub-Butbul Utsav* as well as for regional camps.

Promotion of National Integration

This scheme promotes national integration by facilitating visits of youth living in border States to other States with a view to achieving a better understanding of the historical and cultural heritage in different parts of the country. Financial assistance is also given to voluntary agencies engaged in promoting national integration through camps, seminars, etc. During this year, four such organisations were assisted.

Commonwealth Youth Programme

India's contribution to this programme has been raised from Rs. 5 lakhs to Rs. 6 lakhs from the year 1979-80; half of this is payable in foreign exchange. India hosted two meetings during the year under report—the meeting of the Management Committee of the Commonwealth Youth Programme at Delhi and the Commonwealth Conference on Government National Youth Policy at Chandigarh.

United Nations Volunteers Programme

This Ministry assists in the selection of personnel for the United Nations Volunteers Programme. During the year under review, 107 doctors were selected for Sri Lanka and a few other technical personnel for Bahrain, Losotho and Bangladesh. One hundred and twenty three Indian nationals are already working as UN Volunteers in developing countries.

International Exchange of Youth Delegations

This scheme aims at strengthening the channel of communication among youth in different countries as well as in promoting international understanding and goodwill. Exchange on a reciprocal basis is normally confined to Cultural Exchange Programmes and other bilateral international agreements or programmes of the United Nations, Commonwealth Secretariat, etc. During the year, a six-member youth delegation from Sri Lanka visited India.

National Youth Board

The National Youth Board (NYB) has been established with its following functions :

- (a) to evaluate and appraise, from time to time, the existing youth programmes, including the scheme of Nehru Yuvak Kendras and the National Service Scheme;
- (b) to advise regarding formulation of youth policy and programmes for its implementation;
- (c) to provide a forum for coordination among various Ministries/Departments of the Central Government, between the Central and State Governments and between official and non-official agencies; and
- (d) to advise on such matters as it may be called upon to do.

The Board held one meeting. It was decided in the meeting to set up two committees; one to undertake a review of the existing programmes and the other to prepare a National Youth Policy. The committees has, however, not yet been constituted.

CHAPTER VII

PHYSICAL EDUCATION AND SPORTS

Sports Policy and Programmes :- Pending finalisation of the new National Policy on Sports, which is still under formulation in consultation with the All India Council of Sports, the Government of India's programme for promotion of physical education and sports during the year continued to be implemented within the broad framework of the guidelines for promotion of physical education and sports laid down in the National Policy on Education as adopted by Parliament in 1968 as well as the recommendations made by the Working Group on the 6th Plan Central Schemes of Physical Education and Sports. The salient features of the programme, as implemented during the year, were as under :

All India Council of Sports : The All India Council of Sports, which has been set up by the Government of India to advise it on matters pertaining to promotion of sports and games and which was last reconstituted for a three-year term in July 1978 under the Chairmanship of Field Marshal S. H. F. J. Manekshaw, continued to function during the year. The Council considered the Draft National Sports Policy prepared by one of its Sub-Committees and decided to circulate the same for comments among the National Sports Federations/State Sports Councils/Universities/Sports writers/Journalists/State Governments/Union Territories/Sports Promoters etc., before finalising its recommendations and forwarding them to the Government.

In the context of the Government decision to approve the proposals of the Indian Olympic Association to host the 9th Asian Games (1982) at Delhi, the Council also initiated formulation of its plans for the preparation of the Indian teams for the forthcoming Asian Games.

The Council held three meetings and its Executive Committee met five times during the year.

Society for the National Institute of Physical Education and Sports (SNIPES) : The Society for the National Institutes of

Physical Education and Sports (SNIPES), set up in 1965 as an autonomous body to carry on the management and administration of the two National Institutes of Physical Education and Sports, namely, the Netaji Subhas National Institute of Sports, Patiala and the Lakshmbai National College of Physical Education, Gwalior and also to initiate steps for raising standards of games and sports in the country through the National Coaching Scheme, continued to function under the Chairmanship of Dr. Amrik Singh, Secretary of the Association of Indian Universities. The SNIPES held four meetings during the year.

In May, 1979 the SNIPES convened a Conference of the Presidents and Secretaries of the State Sports Councils to assess the working and exchange views on the working of the National Coaching Scheme as well as implementation of the various Central programmes like Rural Sports, Women's Sports and Sports Talent Search Scholarships by the SNIPES on agency basis.

The SNIPES set up two separate Review Committees to assess the functioning of its two National Institutes and to recommend the lines on which their future development should take place. The Review Committee on the Lakshmbai National College of Physical Education has since completed its assignment and its recommendations are receiving attention of the SNIPES and the Government. On the basis of these recommendations Government have sanctioned introduction of M.Phil. course in Physical Education at the College from 1980-81 academic session with an intake of ten. The Review Committee of the Netaji Subhas National Institute of Sports is also expected to complete its assignment by the end of the year.

A. PHYSICAL EDUCATION AND YOGA

Lakshmbai National College of Physical Education, Gwalior :
The primary object of the College, is to train high calibre physical education teachers for educational institutions and other agencies. For the academic session 1979-80, with the admission of 96 students, including 14 girls to the Bachelor of Physical Education Course and 24 students (including two girls) to the Master of Physical Education Course, the total student strength at the college in the regular and residential courses was 368. Besides these, 95 students were on the rolls of the College for the 3-year Master of Physical Education (Summer) Course. Besides its teacher training programme, the College continued to offer extension services and refresher courses for the inservice personnel

in the field of physical education and sports. Further, it continued to implement, on agency basis, the Central programmes like National Physical Fitness Programme, National Prize Competition for the Published Literature on Physical Education and Sports, on behalf of the Ministry of Education & Culture. Since its establishment in 1957, till the academic year 1978-79, the College has produced 1504 Graduates and 339 Post-Graduates in Physical Education.

During the year, the College played host to the combined Conference of the All India Association of Colleges of Physical Education, National Association of University Teachers on Physical Education and the Indian Association of Teachers of Health, Physical Education and Recreation involving participation of about 150 delegates from different parts of the country, wherein the matters pertaining to the profession of Physical Education and Sports in general were discussed. Beside this, the College also played host to the Seminar on Research Promotion and Innovations for Evaluation in Physical Education sponsored by the University Grants Commission.

National Physical Fitness Programme : The Scheme, was introduced by the Central Government in 1959 under the nomenclature of "National Physical Efficiency Drive" to popularise among the people the concept of physical fitness and also to arouse their enthusiasm for high standards of physical efficiency and achievement. It was renamed as the "National Physical Fitness Programme" during the year and continued to be implemented in collaboration with the State Governments, Union Territory Administrations and certain selected agencies. The Lakshmbai National College of Physical Education, Gwalior continued to function as the Central agency for the implementation of the programme. The 1978-79 National Physical Efficiency Drive, for which the final results have since become available, had a total participation of about 19 lakhs out of which over seven lakh participants were declared winners. On the basis of data collected by the LNCPE as well as the discussions held at the National level Seminar on the scheme held in Gangtok, in May, 1979, the scheme was modified and revised norms were laid down for the various test batteries under the scheme. Further, to make the coverage more broadbased the number of categories of the participants was also enlarged and the revised categories now provide for Sub-Juniors, Juniors, Seniors and Adults. The programme was implemented during 1979-80 on the basis of the modified pattern of the scheme.

The 19th All India Competition for National Awards in Physical Fitness was held at Durgapur (W.B.) from 22nd to 24th February, 1980. Out of 116 participants who participated in the competitions from different States and Union Territories, 29 persons including 14 women won the National Awards.

Promotion of Yoga : This scheme which is part of the overall programme of the Ministry for development of physical education and sports, continued to be implemented during the year. The Kaivalyadhama Shreeman Madhava Yoga Mandir Samiti Lonavala (Pune) continued to be assisted for its maintenance and developmental expenditure, as per the approved pattern of the scheme, for its teacher training and/or research programmes. During the year the Samiti also conducted three Yoga Camps for the general public for popularisation of Yogic concept of physical fitness among the public.

A Model Syllabus of Yoga Education for the Schools has also been prepared in consultation with the Yoga Assessment Committee set up by the SNIPES.

B. SPORTS AND GAMES

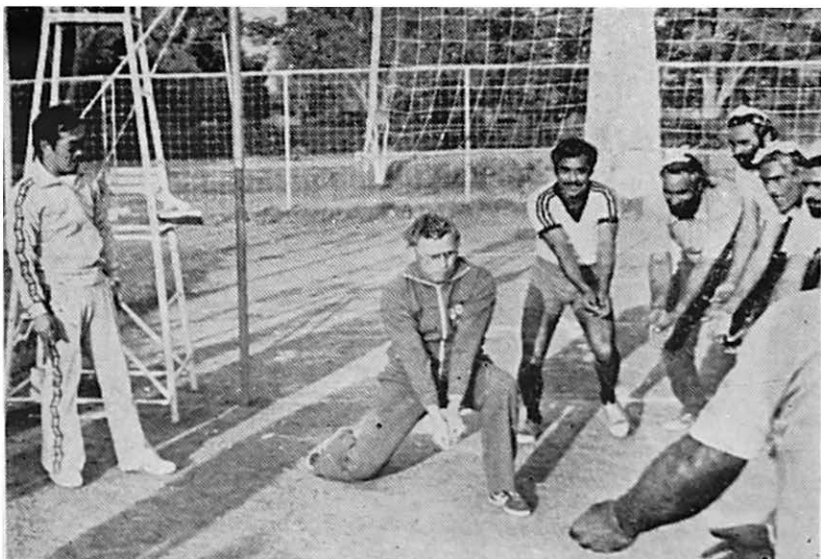
Netaji Subhas National Institute of Sports, Patiala and the National Coaching Scheme : The Netaji Subhas National Institute of Sports, Patiala, established by the Government of India in 1961, alongwith its Southern Centre located at Bangalore (established in 1975), has been entrusted with the responsibility of providing high calibre coaches in various sports disciplines and also to implement the National Coaching Scheme through a country-wide network of Regional Sports Coaching Centres which are being run in collaboration with the State Sports Councils and Nehru Yuvak Kendras. With the introduction of two-year Post-graduate Masters course from July, 1979, the Institute now offers the following training courses in Sports Coaching :

- (i) 22 months Master's Diploma Course in Sports Coaching.
- (ii) 10 months Regular Diploma Course in Sports Coaching.
- (iii) Six months Condensed Diploma Course in Sports Coaching.
- (iv) Six weeks Certificate Course in Sports Coaching.
- (v) Refresher Course for the Inservice personnel.

During the 1979-80 academic session 427 trainee coaches, including 15 foreign trainees, were admitted to the regular and



Junior Lawn Tennis players during coaching at the Netaji Subhas National Institute of Sports, Patiala.



IOC Solidarity (Volley Ball) Course at the Netaji Subhas National Institute of Sports, Patiala. GDR and Japanese coaches conducting a class at the Institute.

condensed courses at Patiala and Bangalore in 16 sports disciplines. Besides this, two persons each in Athletics, Basketball, Football, Gymnastics and Hockey were admitted to the Masters Diploma Course. Since its inception in 1961, the Institute has produced 4,412 qualified Sports Coaches including 98 from foreign countries. Besides this regular coaching programme, the Institute also conducted during the year a Certificate Course in Sports simultaneously at Patiala, Bangalore, Gwalior and Delhi for 592 teachers and others.

Under the National Coaching Scheme, the Institute has now about 500 coaches working all over the country including several Ex-International and National Champions. The cadre strength of the coaches is expected to be raised to 550 by the end of the year.

The Institute organised 52 National Coaching Camps, at the requests of the National Sports Federations, to prepare the national teams for their participation in international fixtures. The Institute also played host to the International Olympic Solidarity Courses organised by the Indian Olympic Association for the benefit of the Indian coaches in Swimming, Volleyball and Boxing. Besides this, an Asian Regional Sports Medicine Course was also conducted with full financial support of the International Olympic Solidarity in November, 1979. This course was attended by 26 doctors including 12 from 10 Asian countries besides India.

Under bilateral Cultural Exchange Programmes the Institute exchanged three coaches in various sports disciplines.

The governing body of the Institute accepted an offer made by the West Bengal Government to establish the Eastern Centre of the Institute at Salt Lake Area, Calcutta where the State Government has promised to provide the requisite physical facilities for the establishment of the Centre at their own cost. The Centre is likely to start functioning as soon as the requisite facilities promised by the State Government are ready.

The Institute has also been actively associated with India's preparation for the forthcoming 1982 Asian Games which are to be held at New Delhi in October and November, 1982. The Institute is engaged in formulation of detailed plans, in consultation with the All India Council of Sports and the National Sports Federations, for providing special coaching facilities to the Indian teams for their participation in the Asian Games. The

Institute has also been rendering technical services to the Organising Committee of the Asian Games in developing physical facilities in connection with the Asian Games.

Grants to State Sports Councils for Promotion of Sports : In consultation with and on the recommendation of All India Council of Sports financial assistance under the scheme, as per the approved pattern, was released to the State Sports Councils in States and U.Ts. during the year for the development of the following facilities for promotion of sports :

- (i) Organising 12 State level Coaching Camps.
- (ii) Establishment and/or maintenance of 1,038 Rural Sports Centres.
- (iii) Purchase of Sports equipment worth Rs. 3.65 lakhs.
- (iv) Development of 86 Playgrounds; and
- (v) (a) Construction of 21 Indoor/Outdoor Stadia.
(b) Construction of one Swimming Pool.

Grants to National Sports Federations : During 1979-80, grants amounting to Rs. 32 lakhs were sanctioned to the National Sports Federations for various purposes, viz. (i) Grant of passage cost to 37 National Sports Federations for sending teams abroad for participation in international events; (ii) Holding of 21 coaching camps at Netaji Subhas National Institute of Sports, Patiala/Bangalore for preparing teams prior to their participation in international events; (iii) Holding of 37 annual coaching camps; (iv) Receiving of sports teams from abroad and sending of Indian sports teams abroad; and (v) Assistance to 23 National Sports Federations for Payment of salary of Paid Assistant Secretaries. The pattern of financial assistance under the scheme has also been liberalised.

All India Rural Sports Tournaments : The country-wide programme of Rural Sports Tournaments was launched by the Central Government in 1970-71 with the twin objects of involving a major segment of the youth in the rural areas into the mainstream of country's sports activities and also to spot and nurture sports talent. The programme now involves a total annual participation of about 15 lakhs rural youth right from the block level up to the National level. The programme is being organised by the Netaji Subhas National Institute of Sports, on agency basis, on behalf of the Government of India.

The 10th All India Rural Sports Tournament was organised during 1979-80 in the following sub-Groups :

<i>Games</i>	<i>Venue and time</i>
I. Swimming	Patiala (Punjab) April, 1979
II. Football, Volleyball and Gymnas- tics.	Srinagar (Jammu & Kashmir), October, 1979
III. Athletics, Hockey and Basketball	Guntur (Andhra Pradesh) Jan- uary-February, 1980
IV. Kabaddi, Kho-Kho, Wrestling and Archery.	Coimbatore (Tamilnadu) Feb- ruary, 1980

National Sports Festival for Women : The National Sports Festival for Women, first organised in 1975 as a part of the celebrations connected with the International Women's Year, is now an important annual feature of the country's sports calendar. It involves participation of about 2,000 young women from all over the country in ten sports disciplines namely, Athletics, Basketball, Badminton, Gymnastics, Hockey, Kabaddi, Kho-Kho, Lawn Tennis, Table Tennis and Volleyball. The festival is being organised on agency basis by the Netaji Subhas National Institute of Sports, on behalf of the Government of India.

The 5th National Sports Festival for Women was held at Jabalpur (M.P.) in January, 1980 in collaboration with the Madhya Pradesh State Sports Council. About 2,000 women from 28 States and Union Territories participated in the festival.

Sports Talent Search Scholarships : In order to provide facilities to young boys and girls at school stage, talented in sports and showing promise and aptitude for sports, to develop their talent in sports and to enable them to have nutritious diet during their studentship, the Government of India introduced the Sports Talent Search Scholarships scheme in 1970-71. The Scheme provides for award of 400 National Level Scholarships and 800 State level scholarships every year, each of the value of Rs. 900 and Rs. 600 per annum respectively, for students proficient in games and sports and selected respectively on the basis of sports competitions at state/national level. Besides this, the scholarships awarded during the previous years are renewed in the following year subject to the scholarship holder maintaining/improving his or her performance.

During the year 1979-80, 400 national level and 800 State level fresh scholarships were awarded under the scheme. In addition, 150 National level and 300 State level scholarships awarded in the previous year were renewed.

National Sports Organisations : The scheme aims at improving sports standards among College and University students and helping the talented sportsmen and women to achieve excellence in their respective sports disciplines. Under the scheme financial assistance is extended to the colleges and universities through the University Grants Commission for development of physical facilities for sports and games like construction of gymnasias, development of play-grounds, etc. Besides this, 100 scholarships annually, of the value of Rs. 1,000 per annum each, are awarded through the Association of Indian Universities to outstanding sportsmen and women in colleges and universities. Besides this, assistance is also extended through the Association of Indian Universities for holding coaching-cum-sports competition in selected sports disciplines.

With a view to reviewing the functioning of the scheme the All India Council of Sports set up a Sub-Committee under the Chairmanship of Shri Kanti Choudhry, Vice-Chancellor, Jabalpur University. The Sub-Committee has submitted its report which has been recommended by All India Council of Sports. The recommendations of the Sub-Committee are under consideration of the Government.

Arjuna Awards : The Scheme of Arjuna Awards, which is being implemented since 1961 provides for recognition of the talented sportsmen and women who have distinguished themselves in different sports disciplines during the year. As per the modified pattern of the scheme, the Arjuna award winners are now given a scroll, a bronze statue and a scholarship of Rs. 200 per month for a period of two years and free entry to any National /International sports fixture played in India.

On the recommendation of the All India Council of Sports, 16 outstanding sportsmen and women have been selected by the Government for grant of Arjuna Awards for 1978-79.

The awards have since been given away at a function held on March 31, 1980.

India's participation in International Sports Events : More than 85 Indian teams in the disciplines of Archery, Athletics, Badminton, Body-building, Bridge, Billiards, Basketball, Chess, Cricket, Cycling, Carrom, Equestrian, Football, Golf, Hockey,

Handball, Lawn Tennis, Power-lifting, Polo, Squash Rackets, Swimming, Shooting, Table Tennis, Volleyball and Weightlifting were sent abroad during the year for participation in friendly matches. Of them, passage cost of 37 teams was borne by the Government of India and facilities for coaching for a large number of National teams prior to their participation in, the events abroad were also provided by the Government.

Foreign teams from various parts of the world visited India for participation in international sports events or friendly matches in the disciplines of Athletics, Boxing, Badminton, Bridge, Billiards, Snookers, Basketball, Carrom, Cricket, Football, Golf, Kabaddi, Lawn Tennis, Motor race, Polo, Table Tennis and Wrestling.

Compilation of Directory of the National Sports Federations : In order that those interested in sports may have some basic information about the National Sports Federations in the country, a compilation giving details about various National Sports Federations, names and addresses of their office bearers and number of their State Units, position of audit of their accounts etc. has been compiled and circulated among the National Sports Federations, All India Council of Sports, State Sports Councils, State Governments, Universities, Physical Education Training Institutions etc.

Recognition of National Sports Federations : On the recommendation of the All India Council of Sports, recognition has been granted by the Government during the year to (a) Archery Association of India; (b) Women's Cricket Association of India, and (c) Indian Power-lifting Federation as the National Sports Federation in the respective disciplines.

Seminar on Sports Organisation and Administration for Asian Countries : On the invitation of Federal Republic of Germany a two-member delegation consisting of S/S M. R. Krishna and D. S. Sandhu, Member of Parliament (Rajya Sabha) and members of the Executive Committee of the Indian Olympic Association respectively, attended the Seminar on Sports Organisation and Administration for the Asian Countries held at Frankfurt from 9th September to 6th October, 1979.

IX Asian Games, 1982 : As a follow-up of the Government's approval of the proposal of the Indian Olympic Association of hosting the IX Asian Games in 1982, the Indian

Olympic Association, in accordance with the rules of the Asian Games Federation, has set up an Organising Committee for organising and actual conducting of the games. The Organising Committee has set up a number of Sub-Committees to attend to the various connected organisational matters in detail.

The Government have set up a Steering Committee to ensure that the facilities required for the conduct of the Asian Games are provided according to the standard prescribed and on time and that the funds sanctioned for the purpose are utilised in the manner approved by the Government and also to coordinate the action taken by the various Ministries/Departments of Central Government and offer facilities in connection with the Games. The Steering Committee has held three meetings and the various Sub-Committees set up by it have also been meeting to attend to the assignments given to them.

The West German architect who was the Chief Architect at the Munich Olympics stadia was invited by the Government of India to advise them on the construction programme to be undertaken in connection with the Asian Games, 1982. Action has also been initiated by the All India Council of Sports and the Netaji Subhas National Institute of Sports, Patiala to chalk out their special training programme for preparation of the Indian Competitors for the Games.

CHAPTER VIII

LANGUAGES

The work on the promotion and development of Hindi and other Indian languages and Sanskrit as well as English and other foreign languages was continued during 1979-80 in accordance with the Government of India's policies. The activities and programmes undertaken in this field could be broadly grouped as under :—

- A. Spread and Development of Hindi
- B. Promotion of Modern Indian Languages
- C. Promotion of English and other foreign languages
- D. Promotion of Sanskrit and other classical languages such as Arabic and Persian.

Apart from the schemes directly executed by the Ministry, the following offices/organisations set up by the Ministry pursued the implementation of the programmes in the field of languages :

1. Central Hindi Directorate
2. Commission for Scientific and Technical Terminology
3. Kendriya Hindi Shikshan Mandal, Agra
4. Central Institute of Indian Languages, Mysore
5. Central Institute of English and Foreign Languages, Hyderabad
6. Rashtriya Sanskrit Sansthan, New Delhi
7. Bureau for Promotion of Urdu

A. SPREAD AND DEVELOPMENT OF HINDI

The Ministry continued to provide facilities for the teaching of Hindi in non-Hindi speaking States by (i) providing financial assistance to these States for appointment of Hindi teachers in their schools; and for training of their Hindi teachers; (ii) award of scholarships to students belonging to non-Hindi speaking

States for the study of Hindi beyond the matriculation stage; (iii) assistance to Voluntary Hindi Organisations to enable them to hold Hindi teaching classes and maintain libraries and reading rooms; (iv) continuing and expanding the programmes of Hindi correspondence courses conducted by the Central Hindi Directorate; (v) providing books in Hindi to various organisations; and (vi) organising research on methodology of teaching Hindi through Kendriya Hindi Shikshan Mandal, Agra.

Appointment of Hindi Teachers in the Non-Hindi Speaking States/Union Territories

Up to the end of the 5th Five Year Plan, grants were given to the various non-Hindi speaking States/Union Territories for appointment of approximately 30,000 teachers in their schools. From 1979-80 however, the financial pattern of this scheme, which was on 100% basis previously, was revised to make it 50 : 50 sharing basis, with a view to involving the Governments/Union Territories of the non-Hindi speaking States more actively in this programme.

Assistance for training of Hindi Teachers in the Non-Hindi Speaking States/Union Territories

Nineteen Hindi Teacher Training Colleges had been opened in the non-Hindi speaking States up to the 5th Five Year Plan. From 1979-80, this scheme has been converted into a Central scheme. Under the revised scheme, provision for financial assistance on account of developmental activities of the existing institutions set up in the States/Union Territories with the Central grant has also been made.

Prizes to Encourage Hindi Writers of Non-Hindi Speaking Areas

Writers of non-Hindi speaking areas whose mother tongue is not Hindi are awarded a cash prize of Rs. 1,500 each. A total of 16 such awards have been instituted for writers of different non-Hindi languages. Sixteen awards for the year 1976-77 and 15 awards for the year 1977-78 and 1978-79 have been announced. Entries have been called for 1979-80.

Financial Assistance to Voluntary Hindi Organisations

During 1979-80, about 130 voluntary Hindi organisations have been sanctioned financial assistance to the extent of

Rs. 28.50 lakhs for the spread and development of Hindi. These organisations have been running free Hindi classes and holding conferences and seminars apart from bringing out publications and running Hindi libraries.

Other Schemes

To facilitate the change over of the medium of instruction in the field of higher, scientific and technical education to Hindi, and for the promotion and development of Hindi as a link language, the Central Hindi Directorate, has been implementing a number of schemes. The progress of the various schemes during 1979-80 is as under :—

Hindi Through Correspondence Courses

The scheme of teaching Hindi to non-Hindi knowing people including foreigners has been in operation since 1968. The courses are conducted through the media of English, Tamil and Malayalam. From 1979-80 the courses are also being conducted through the medium of Bengali. More than 1,000 students were enrolled during the year under report. Supplementary material such as bi-lingual conversational guides and gramophone discs have been prepared. Special courses for Central Government employees to prepare them for Prabodh, Parveen and Pragya examinations were also conducted. As a part of the correspondence courses, the Central Hindi Directorate conducted 11 personal contact programmes. During the year 1979-80, these programmes were held at Trivandrum, Madurai, Calcutta, Madras, Bangalore, Bombay, Durgapur, Salem, Tiruchirapalli and Coimbatore.

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

To encourage Hindi writers of non-Hindi speaking areas, three workshops of neo-Hindi writers were organised at Bangalore, Allahabad and Goa. The study tours of Hindi students of non-Hindi speaking areas were conducted in which 93 students took part. Travel grant at the rate of Rs. 350 per student was given to 19 students of the non-Hindi speaking areas for visiting universities and Hindi libraries in the Hindi speaking States. Lecture tours of five eminent Hindi scholars from Hindi speaking universities to non-Hindi speaking universities and vice-versa were organised during the year.

Publication of Popular Books in Hindi

So far, 309 books have been brought out under the scheme, including 12 books published during the year under report, with the co-operation of the private publishers.

Publications

The Central Hindi Directorate is bringing out regularly the following publications :—

- (i) Unesco Doot (Hindi Edition of UNESCO Courier) monthly.
- (ii) Bhasha-Quarterly.
- (iii) Varshiki-Annually—(In 4 parts)

Book Exhibitions

Exhibitions of Hindi books were held at Allahabad, Bangalore and Delhi. The Central Hindi Directorate also participated in the annual book fair organised by the National Book Trust. Books were also sent for exhibitions held at Cairo, Dacca, Hongkong, Iraq and Moscow.

Free Gifts of Books in Hindi

To encourage reading of Hindi books in non-Hindi speaking States and foreign countries, books are purchased and distributed to the schools, colleges and public libraries in the non-Hindi speaking States and to countries abroad through the Indian Missions free of cost by the Central Hindi Directorate. During the year under report, copies of 179 titles were purchased.

Evolution of Scientific and Technical Terminology

During the year under report manuscripts of 40 books on Agriculture, Engineering, Medicine, Pharmacy, Philosophy and Veterinary Science have been sent to the press for publication by the Central Hindi Directorate.

Definitional Dictionaries/Digests/Monographs

During the year under report, the definitional dictionaries of educational terms were prepared. Manuscripts of definitional

dictionaries relating to commerce, philosophy, economics, anthropology, home science, medicine, economics have been sent to the press. Digests relating to botany, home science and anthropology have been published and those relating to physics and zoology are in the press.

Propagation of Hindi Abroad

The scheme was initiated in the 4th Five Year Plan to promote Hindi abroad mainly in Caribbean countries of South-East and West Asia and in the advanced countries like the UK, the USA, the USSR, France, Federal Republic of Germany and Japan. During the year under report 32 students from China, Japan, Fiji, Guyana, Poland, the USSR, the UK, Holland and the USA have been admitted in the Kendriya Hindi Sansthan, New Delhi for learning Hindi. Of the 32 students, scholarships are being paid to 24 nationals and the remaining are studying Hindi on their own. Three Hindi lecturers working in Trinidad, Surinam, and Guyana and one Hindi Librarian in the Hindi Library of Indian Embassy, Kathmandu are being maintained. Two part-time teachers are also paid honorarium for teaching Hindi in Sri Lanka. It is proposed to send two Hindi scholars to the USSR and Czechoslovakia during 1979-80 to give lectures on various aspects of Hindi language and literature.

Kendriya Hindi Shikshan Mandal, Agra

During the year under report, the Sansthan admitted about 800 students/teacher-trainees in its different courses at its four centres at Agra, Delhi, Hyderabad and Gauhati. The Sansthan has already published 11 books and another nine will be published by the end of 1979-80. Eight more books are expected to be produced during the year. The books published and produced include Hindi text books and other teaching material for the Hindi teachers of north-eastern states namely Nagaland, Mizoram, Meghalaya, and Arunachal Pradesh. The Sansthan also proposes to send Hindi books for children worth about Rs. one lakh under the 'Gift and Donation Scheme' for libraries located in north-eastern states. The Sansthan is also preparing material for B.Ed. level Correspondence Course in Hindi teaching for untrained in-service Hindi teachers in non-Hindi speaking states.

About 1,000 books on various subjects such as Linguistics, Language Teaching and Hindi Literature etc. were added to the Sansthan Library. A workshop-cum-seminar in lexicography

was held in Agra. The Sansthan is also publishing a Research Journal 'Gaveshan' apart from 'Sansthan Bulletin'.

B. PROMOTION OF MODERN INDIAN LANGUAGES

Production of University Level Books in Hindi and Regional Languages

The programme for production of university level books was launched in 1968-69 with a view to facilitating early adoption of Indian languages as media of instruction in as many disciplines as possible. Under this programme more than 5000 books have been published out of which more than 965 are translations and a large number of books are in the pipeline.

Book Production through Commission for Scientific and Technical Terminology

The Commission for Scientific and Technical Terminology selected 827 titles, out of which 136 have been published, 41 books are in the press and another 50 books are under process. Three half-yearly journals, two for medical students and one for engineering have also been published. Besides, four Readings/Digests/Definitional Dictionaries have also been published and six more are under preparation.

Core Book Production Programme

Core books in history and medicine are being brought out by Indian Council of Historical Research and National Book Trust respectively. The production of core books in history by Indian Council of Historical Research has been discontinued in view of unsatisfactory progress. In medicine, two books have been published and two are expected to be published next year. A Colour Atlas of Tropical Dermatology has been taken up under the scheme. Besides, seven more books have been assigned and five titles are under consideration for assignment to the experts.

National Award for Writers of Standard Books

The scheme was launched to encourage Indian authors producing original standard works of university level in Indian languages. It envisages award of prizes to authors for original books of university level published within a specified period of time. The results of the first award will be made during the year under report.

Production of Books in Urdu

The Taraqqi Urdu Board was set up in 1969 to advise the Government on the production of academic literature in Urdu. This Board was re-constituted in November, 1974 with the Minister of State in the Ministry as its Chairman. The Board was declared a subordinate office from November, 1977. Under the guidance of the Board, about 550 titles have been selected for translation/original writing. Out of these, 180 have so far been published. These comprise university level books, school textbooks, popular science books, children's literature, supplementary readers, general books and reference works. Eight books are in hand and 25 are ready for the Press. In addition, an English-Urdu Dictionary and an Urdu-Urdu Students Dictionary are also ready for the press. Three calligraphy centres have been set up at Delhi, Bombay and Hyderabad for the training of calligraphists. Assistance is also provided to the extent of 50% of expenditure to the Academy of Arts and Languages, Srinagar and Bihar Urdu Academies for their calligraphy centres.

A proposal has been formulated for teaching Urdu to non-Urdu speaking people through correspondence courses. A certificate course and diploma course have been worked out.

Production of Books in Sindhi

The objective of the scheme, started in 1975, is to bring out educative books in Sindhi for the benefit of Sindhi students. The implementation of the scheme has been entrusted to the Commission for Scientific and Technical Terminology. Under this scheme two reference works, namely, Sindhi-English Dictionary and Sindhi Grammar have been printed. Five manuscripts which were in Press are likely to be published this year. Fifteen more books in various disciplines for higher secondary students have been taken up. To encourage Sindhi writers a scheme of five Prizes has been taken up. Forty-five entries, under this scheme have been received.

Financial Assistance to Voluntary Organisations for Promotion of Indian languages other than Hindi and Sanskrit

The scheme provides for financial assistance to voluntary organisations/educational institutions and individuals for propagation and development of Indian languages other than Hindi and Sanskrit.

Central Institute of Indian Languages, Mysore

The programmes of the Institute set up in 1969 are geared to encourage the study of Indian languages by those who do not have that language as their mother-tongue. This will also facilitate the implementation of the three-language formula. The main activities of the Institute are centred around language teaching, linguistic research, preparation of teaching material, study of tribal languages and dialects, socio-linguistic research and studies on folklore.

Tribal and Border Languages

A note on Nepali speakers in India with bibliography was prepared. Adult literacy primers were prepared in 11 languages. The literacy primers as requested by the Government of Arunachal Pradesh were prepared in both English and Hindi. Gondi dialect survey was completed in order to identify the variety for the purpose of standardization for preparing the primers for children and adults. Similar surveys have been undertaken for Kurukh and Santhali. The linguistic descriptions of five languages Kuvi, Malto, Gojri, Purki, Brokskat—including Grammar and Phonetic Reader were published.

Material Production Unit

Basic courses in Marathi and Tamil have been completed and the one in Telugu is in press. The second language Readers of all levels in Kannada and Tamil for non-native speakers are in the press. Question banks in all the four southern languages were finalised for the purpose of testing the level of language achievement. The correspondence-cum-broadbased course for in-service training of mother-tongue teachers, VII Standard Malayalam teachers and two packets (3 & 4) of Oriya correspondence-cum-broadbased course (Standards I, II & III) have been completed. The courses for VIII Standard Malayalam and Tamil teachers are in progress. Collection of 100 passages for the Bengali Bridge course to teach all language skills has been completed.

Personnel Development

The Institute and its Regional Language Centres conducted ten seminars on various aspects of language use in administration

education and mass media. Two hundred and eighty five teachers from 14 States and one Union Territory are undergoing training in 13 regional languages in the centres. Refresher courses for ex-trainee teachers were conducted in Urdu, Marathi and Tamil.

Publications

Ten books have been published during the current year by the Institute.

Studies in Folklore

Two personnel of the Institute were deputed to the USA for training in Educational Testing Service. Two others were also deputed for training viz one for training in folklore in the USA and the other for lexicography in the USSR. Besides, one officer has been deputed to the USA and the UK for the study of models of bilingual education.

C. PROMOTION OF ENGLISH AND OTHER FOREIGN LANGUAGES

Central Institute of English and Foreign Languages, Hyderabad

During the year, the Institute, an institution deemed to be a university under section 3 of the UGC Act, continued its teacher training programmes in English, French, German and Russian, research on the methodology of teaching, production of teaching materials and extension services. The training programme has been diversified to meet the needs of key personnel in definite areas of English and foreign languages teaching in the country. Areas of meaningful research have been identified and efforts are being made to publish the findings. The scope of extension services has been broadened to give effective assistance both at the college and secondary levels for the improvement of standards of English teaching. Radio lessons in English were produced for various classes at school level. Textbooks for various classes at the school level have also been published. The Department of French, German and Russian offered post-graduate courses in the teaching of these languages. They also offered part-time proficiency Diploma and M.A. courses. The Department of Arabic offered proficiency, preliminary and diploma courses in modern Arabic.

D. PROMOTION OF SANSKRIT AND OTHER CLASSICAL LANGUAGES SUCH AS ARABIC AND PERSIAN

Rashtriya Sanskrit Sansthan

More than 1,000 students were admitted to the Kendriya Sanskrit Vidyapeethas at Jammu, Delhi, Allahabad, Puri, Tirupati and Guruvayoor, (Kerala) to undergo the traditional type of Sanskrit education at post-graduate level. Forty-three new publications have been brought out both by the Vidyapeethas and the Sansthan bringing the total publications to date to 102. Five hundred and eleven students are given scholarship facilities, besides 300 who are provided free hostel facilities. There are 257 teacher-trainees undergoing the training course for teaching Sanskrit. The Vidyapeethas and other affiliated institutions together are expected to send about 2,500 students to appear in the various examinations conducted by the Sansthan. Eleven students have been registered for doing research in the Vidyapeethas.

Scholarships

Research scholarships to 80 students of traditional Sanskrit Pathshalas have been awarded during the year. Besides, 220 scholarships are awarded to students pursuing Shastri and Acharya courses and more than 600 scholarships for post-matric studies in Sanskrit. The total expenditure involved amounts to about Rs. 12 lakhs.

Financial Assistance to Voluntary Sanskrit Organisations

Under this scheme, a sum of Rs. 30 lakhs is being released to about 700 traditional Sanskrit teaching institutions and Gurukulas and Vedapathshalas all over the country. These grants are mainly meant for payment of salary of teachers at higher rates and scholarships to meritorious students. Grants are also released for strengthening libraries and physical facilities in these traditional Sanskrit institutions in the country.

Publication of Dictionary Based on Historical Principles

This project is being implemented in the Deccan College Post-graduate and Research Institute, Poona. The work on the preparation of the Critical Sanskrit Dictionary on Historical Principles has been making steady progress. The college brought

out the third fascicule of 300 pages and completed the first Volume in three parts and also part I of Volume II.

Adarsh Sanskrit Pathshalas

A few institutions which have been consistently showing steady progress and high standard among the traditional Sanskrit teaching organisations, have been chosen under this scheme for special financial assistance at the rate of 95% of the total approved expenditure. As against six such institutions during the last year, there are seven Adarsh Pathshalas which together will be financed to the tune of Rs. 10 lakhs during the current year.

Financial Assistance to Voluntary Arabic and Persian Organisations

Among the other classical languages that receive the attention of the Government of India, Arabic and Persian have special importance in so far as their cultural aspect is concerned. With a view to propagating and developing these two classical languages a sum of Rs. 5 lakhs is being released to 125 institutions (Madarsas) and other traditional type of Arabic and Persian institutions.

Central Scheme for Promotion of Sanskrit

Eminent Sanskrit scholars in indigent circumstances are being helped to the extent of Rs. 1,800 each per year less their income, under this scheme. For the current year, 1,100 scholars are receiving this assistance all over the country.

Production of Sanskrit Literature

To encourage the production of new Sanskrit Literature and preserve ancient literature, financial assistance is given to individuals, organisations, research institutions and universities for the publication of works relating to Sanskrit language and literature, printing of out-of-print Sanskrit works, printing critical editions of rare Sanskrit manuscripts and bringing out Sanskrit journals. Copies of books relating to Sanskrit are also purchased. Some of the important projects are :

- (a) Preparation and publication of critical editions and translations of Puranas by the All India Kashiraj Trust.

- (b) Dharmakosha by Dharmakosha Mandal, Wai.
- (c) Pali Dictionary Project by The Government Sanskrit College, Calcutta.
- (d) Publication of critical editions of Vedic Texts by Vedic Samshodhan Mandal, Poona.

All India Elocution Contest for the Students of Sanskrit Pathshalas

The 18th All-India Elocution Contest for the students of Sanskrit Pathshalas was held in February, 1980 at Gokarna, Karnataka. Students from different States and Union Territories participated in the contest. Simultaneously, the Tenth All India Vedic Convention was also held. 56 Vedic scholars participated in the Convention to discuss on the Shakhas of four Vedas.

Under the scheme for preservation of the oral tradition of Vedic recitation, three Vedic scholars—one each in Taittiriya Yajurveda, Kanva Yajurveda and Rigveda has been getting Rs. 500 per month and two students Rs. 200 per month each.

Award of Certificate of Honour to Sanskrit, Arabic and Persian Scholars with Monetary Grant

This scheme envisages, giving of President's Award to Sanskrit, and one each to Arabic and Persian scholar on the 15th August, which includes, grant of Rs. 5,000 each per year, for life and Robe of Honour at the Investiture Ceremony. The total number of scholars now getting this award is 105.

World Sanskrit Conference

An Indian delegation of four scholars participated in the 4th World Sanskrit Conference held at Wiemer, German Democratic Republic from May 23 to 30, 1979.

CHAPTER I

INDIAN NATIONAL COMMISSION FOR COOPERATION WITH UNESCO

India has been a member of the United Nations Educational, Scientific and Cultural Organization 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 Organization preferably by the formation of a National Commission broadly representative of the Government and such bodies" and further provides that "National Commissions or National Cooperating bodies where they exist, shall 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, a permanent Commission was established in 1951. The Commission discharges its functions through the four Sub-Commissions on Education, Natural Sciences, Social Sciences, Humanities and Culture and Communication. Its present membership is 62.

Unesco Clubs

With a view to disseminating and promoting information among people about United Nations and its specialised agencies, the Indian National Commission for Cooperation with Unesco has been encouraging Unesco Club Movement in the country. It is also a function of these clubs to develop activities in the field of education, science and culture and to promote international understanding, cooperation in world peace, e.g. observance of UN Day, Human Rights Day, Unesco Week, etc., organization of or participation in exhibitions of Unesco publications, symposia, seminars, lecture programmes, UN/Unesco workshops etc. At present there are 133 Unesco Clubs functioning throughout the country. Majority of these Clubs is located in Universities and public libraries.

Unesco Coupons

The Commission continued to operate the Unesco International Coupon Scheme designed to help educational and research institutions and also individuals working in the fields of education, science and culture to import their bonafide requirements of educational publications, scientific equipments and educational films from abroad without undergoing the foreign exchange and import control formalities.

Coupons worth Rs. 11 lakhs approximately are likely to be sold during 1979-80.

Unesco Courier

The Indian National Commission for Cooperation with Unesco continues to get the Hindi and Tamil editions of "The Unesco Courier" published through the Central Hindi Directorate and the Southern Languages Book Trust, Madras, respectively. The present number of each language issue is 3,000 copies.

Newsletter

The Commission brings out a quarterly "Newsletter" to publicise information about the activities of the Commission and Unesco in India. In all, 3,000 copies are printed and are distributed among National Commissions abroad, Education Department of States, universities and other educational institutions including Unesco associated schools in the country and abroad.

Contribution to Unesco

India's contribution to Unesco's budget has increased from 65 per cent for 1977-78 to 67 per cent for 1979-80. India's total share of contribution to Unesco budget for the biennium 1979-80 is \$ 1,945,680 (\$ 972,840 for 1979 and \$ 972,840 for 1980). The contribution for 1979 has already been paid and against the contribution for 1980, a sum of Rs. 12 lakhs (equivalent \$ 150,000) has also been paid. The remaining share will be released during the current financial year in January-February, 1980.

Sixth Regional Consultative Committee

India in collaboration with Unesco hosted the 6th Regional Consultative Committee meeting of APEID (Programme for Educational Innovation for Development) in April 1979 at Bangalore.

Unesco Expert Meeting on Diplomas, Degrees etc. in Higher Education in Asia

India hosted a Unesco Expert meeting to advise the Director-General, Unesco in the preparation of the preliminary draft Convention on Recognition of Studies, Diplomas and Degrees in Higher Education in Asia from 12—16 November, 1979. Representatives from eighteen countries of Asia and Oceania region participated in this Meeting.

Deputations/Delegations Abroad

Seventeen delegations were sent for participation in the various International Conferences, Regional Seminars, Meetings etc. so far.

Under the various contracts with Unesco, following seminars/meetings etc. were held :—

<i>Seminar/Meeting etc.</i>	<i>Organised/Conducted by</i>
1. Zuter Regional Seminar on Ground-water in Hard Rocks, Coimbatore	Central Groundwater Board
2. 6th Regional Consultative Meeting of APEID, Bangalore	Government of India
3. Meeting of Experts to advise on preparation of the Preliminary draft convention in recognition of Studies, Diplomas and Degrees in Higher Education in Asia, New Delhi	Association of Indian Universities.
4. A Regional Training Workshop on Literacy, Udaipur	Department of Adult Education
5. National Seminar on 'Education and Job Market', Hyderabad	The Administrative Staff College, Hyderabad.
6. Meeting of Experts on the Regional Consultation on the Research on the Impact of Mass Media on Cultural Values in Asia, Bombay.	National Centre for the Performing Arts, Bombay.

CHAPTER X

ADULT EDUCATION

The National Adult Education Programme (NAEP) was formally launched by the Government of India on October 2, 1978, but for all practical purposes the year 1979-80 was the first year of its implementation. An appraisal of the programme has shown that it got off to a good start. It is, however, observed that even though progress of the programme has been satisfactory in the country as a whole, there are variations in extent and coverage in various parts. While in certain States it has been given the desired priority, in others it has yet to be properly taken up.

The overall responsibility for administration of NAEP rests with the Ministry of Education. However, various other Ministries and Departments of the Government of India have taken positive steps for linkage of their programmes and activities with NAEP. Ministry of Social Welfare has expanded its programme of Functional Literacy of Adult Women as part of the Integrated Child Development Services Programme. The programme of Family Planning of the Ministry of Health and Family Welfare has a close link with NAEP. The Central Board of Workers' Education of the Ministry of Labour has decided to reorient their programmes to cover as many illiterate workers as possible and to include literacy as an essential component. The various programmes of Ministries of Agriculture and Rural Re-construction are also being linked with NAEP.

The programme is being implemented through various agencies such as State Governments/Union Territories, voluntary agencies, universities and colleges, Nehru-Yuvak Kendras, public undertakings, etc. Over 94,000 centres were being run at the end of June, 1979 by different agencies, with

or without financial assistance from the Government of India, as shown below :—

(i) Rural Farmers' Literacy Programme	27,996
(ii) State Government projects	19,644
(iii) Voluntary agencies	
with Central assistance	19,029
without Central assistance	13,650
(iv) Nehru Yuvak Kendras	7,129
(v) Universities and Colleges	3,684
(vi) ICDS	3,049
	94,181
TOTAL	

NATIONAL BOARD OF ADULT EDUCATION AND STATE BOARDS OF ADULT EDUCATION

Co-ordination of the programme and integration with development activity has been attempted by the National Board of Adult Education and the corresponding Boards at the State and District levels. The National Board of Adult Education held two meetings during the year. In the first meeting greater involvement in the NAEP of Panchayati Raj Institutions, trade unions, co-operatives and other development agencies was discussed. In the second meeting the Board emphasised the need for greater involvement of other Ministries and Departments dealing with development programmes both at the Centre and in the States, as well as of universities and colleges through their teachers and students and NSS programmes. Simplification of Government procedures for timely release of funds to voluntary agencies was also considered. These matters are being pursued with the concerned agencies.

The following Sub-Committees set up by the National Board also submitted their reports to the Board :—

- (i) Committee on post-literacy and follow-up programme.
- (ii) Committee on evaluation.
- (iii) Committee on motivation.
- (iv) Committee on voluntary agencies.

The State and District Boards have been set up in most of the States and have been holding meetings during the year. Besides these, Steering Committees have also been set up in several States under the Chairmanship of the Chief Secretaries, with a view to facilitating co-ordination with the other Departments in the States.

Strengthening of Administrative Structures in the States/Union Territories/Districts : Assistance has been given to nearly all the States/Union Territories under this Scheme to meet expenditure on the Administrative Structures created by them at the State and District levels for implementation of the NAEP. There is a budget provision of Rs. 90.00 lakhs for this purpose during the year 1979-80.

Rural Functional Literacy Projects : This scheme is fully financed by the Central Government but the State Governments and UT Administrations have full responsibility for its implementation. The Central Government have undertaken to finance one RFLP in each district in every State and U.T. during the Medium Term Plan 1978-83. The size of each project is up to 300 adult education centres with an average enrolment of 30 adults in each centre. However, projects of smaller size of 100 centres each have also been contemplated under the scheme in blocks of smaller size and areas of difficult terrain. Operational models for post-literacy and follow-up programmes developed during the year will be an integral part of the RFLP to provide education in a continuing manner to neo-literates.

During 1979-80, thirty-six new projects have been sanctioned throughout the country bringing the total to 245. During 1980-81 it is expected that the number of projects under this scheme would be substantially increased. The financial provision for this Scheme for the year 1979-80 was Rs. 13.50 crores, later reduced due to economy, to Rs. 8.30 crores.

Assistance to Voluntary Agencies Working in the Field of Adult Education : The participation of voluntary agencies substantially increased during 1979-80. On the recommendations of the Sub-Committee on Voluntary Agencies detailed guidelines and clarifications were issued to all the State Governments.

During the current financial year over about 650 Voluntary agencies have been assisted so far to run about 30,000 adult education centres with an expected enrolment of about 9 lakhs

of illiterate adults. A provision of Rs. 416 lakhs has been made for the scheme during the current year. For the year 1980-81, a provision of Rs. 600 lakhs has been proposed.

Voluntary agencies which have satisfactorily completed projects lasting for about a year have been advised to provide post-literacy and follow up programmes to the neo literates. They are being provided funds for this purpose also.

Besides the field programmes of running Adult Education Centres, voluntary agencies have also been assisted for the development of resource support. Ten Resource Centres have been set up by voluntary agencies in various States for curriculum development and preparation of teaching and learning materials; training of project officers and supervisors; production of post-literacy and follow-up materials; evaluation, research, innovation, etc. A beginning has been made in the production of teaching aids, learning materials and post-literacy follow-up materials in the tribal languages, and such material is now available in more than 16 major tribal languages. Reasonably satisfactory materials are now available in all regional languages as well as in several important dialects. Some of these Resource Centres have also taken up small field programmes to serve as a laboratory for try-out of their activities.

Adult Education Through Colleges and Universities in India : University Grants Commission and the Association of Indian Universities have called upon all universities and colleges to actively participate in NAEP. The Commission has issued guidelines on Adult Education and Extension Programmes. It has also been decided to give much greater importance to adult education activities in NSS. The NSS and adult education personnel are working closely together in universities and colleges. A large number of seminars for involvement of teachers and students have been organised throughout the country. Detailed curriculum for training of students and part-time supervisors have been developed. Several institutions of higher education have shown interest in producing teaching and learning materials and in organisation of research and evaluation connected with NAEP.

In all, nearly 80 universities and about 2,000 colleges have decided to participate in NAEP. Most of them are conducting surveys and organising discussion to determine the manner of their involvement and the size of the programme to be undertaken by them. By the end of October 1979, 55 universities

and 602 colleges had been sanctioned funds by University Grants Commission for running 7,330 adult education centres.

Besides the above activities, universities are also providing resource support to the programme in some States. At present three Resource Centres have been set up by universities at Chandigarh, Srinagar and Osmania (Hyderabad).

Exchange Programme : Exchange of experience having relevance to the National Adult Education Programme with other countries has been encouraged during the year under report. Items on Adult Education have been incorporated in the Cultural Exchange Agreement with Mexico and shortly such agreements are likely to be entered into with Egypt and Algeria. A delegate was sent to attend the Symposium on Adult Education and Developing Countries held in Cairo in February-March, 1979. Visiting teams from Thailand, Mexico and Vietnam were also received.

DIRECTORATE OF ADULT EDUCATION

The Directorate of Adult Education, a subordinate office of the Ministry, serves as its academic and technical wing and acts as the National Resource Centre for curriculum development, production of reading and teaching materials, training of adult education functionaries, research, evaluation and monitoring. Following were the main activities of the Directorate during the current financial year :—

Promotional Activities

- (i) Meetings and consultations with Development Departments to seek co-operation and involvement in effective implementation of the NAEP;
- (ii) Orientation programme for senior development functionaries at Hyderabad from July 30 to August 4, 1979 to promote an understanding of the NAEP and its linkages with other development programmes;
- (iii) Preparation and distribution of posters for display, production of documentary films on NAEP through Films Division, involvement of radio and television in promoting Adult Education, Production of series of slide sets on NAEP, publication of NAEP Newsletter, Current Awareness Service;

- (iv) Workshop on folk media at Dehradun from 7—12 July, 1979 to consider involvement of the traditional folk media in promotion and implementation of the NAEP;
- (v) Publication of 5 titles under promotional materials, 5 titles under technical information materials, 11 titles under general information materials and Punjabi primer and re-prints of Naya Kadam sets, for distribution to various agencies;
- (vi) Technical support for training and preparation of basic literacy materials and teacher's guide for NAEP to different States, voluntary organisations, State Resource Centres, Central Institute of Indian Languages, universities and colleges, NCERT and liaison with DAVP for mass publicity of the programme;
- (vii) Conduct of a National Conference of Planning and Development of Population Education Programme in Adult Education and Population Studies Centre, Tirupati from September 17 to 20, 1979 for promotion of population education as an element in the NAEP.

Preparation of Materials

- (a) Following activities towards curriculum development were undertaken :—
 - (i) prepared survey schedules for determining the interests and learning needs separately of rural and urban groups;
 - (ii) published a book on curriculum development;
 - (iii) worked out the norms in reading, writing and arithmetic which would be attained in the expected programme of 300—350 hours; and
 - (iv) developed illustrative curriculum for certain specific learner groups.
- (b) Action has been initiated to :—
 - (i) prepare the prototype illustrative materials for the use of neo-literates. A series of Writers' workshops for production of materials for neo-literates

is planned to be undertaken in collaboration with State Resource Centre and other agencies in the country;

- (ii) meet the requirements of teaching and learning materials, suited to the needs of the illiterates semi-literate workers engaged in mines, plantation and other industrial sectors. A series of writers' workshops have been planned to produce materials in collaboration with Central Board of Workers Education; and
- (iii) develop prototype teaching and learning materials for rural areas around Delhi and in the States of Haryana, U. P. consisting of a primer, a workbook, a set of charts and flashcards and a teachers' guide.

Monitoring, Evaluation and Research

Monitoring and evaluation have been regarded as complementary processes in the context of National Adult Education Programme, with the aim to help find shortcoming or weakness of the programme implementation and provide appropriate direction for applying corrective action. Following steps were taken to evolve a systematic procedure for monitoring of the programme :—

- (i) Four Zonal Orientation Seminars were organised at Delhi, Bombay, Madras and Calcutta during January and February, 1979, with a view to providing resource support to the States and to develop expertise in the field of monitoring and evaluation.
- (ii) Two seminars were organised on Monitoring and Evaluation of NAEP in September, 1979 at Lucknow and Pune for the personnel in charge of monitoring in the States and Union Territories as a follow-up of the above noted zonal seminars.

As a result, the following four areas have been identified for which monitoring is considered necessary for periodic attention and timely action—(i) financial aspects; (ii) administrative aspects; (iii) academic or technical aspects; and (iv) physical aspects. A set of forms seeking information on each of these areas has been sent to all the State Governments and UTs for collection of coverage data. This will facilitate flow of data from the Instructor to the Project Officer and from the latter to the

State Government who in turn will provide consolidated information to the Directorate for evaluation of programme. The State Governments have been asked to prepare their own plans for evaluation.

For the evaluation of the programme in the various States, the following Social Science Research Institutions have been identified :—

- | | |
|---|-------------|
| (i) Sardar Patel Institute of Economic & Social Research, Ahmedabad | Gujarat |
| (ii) Indian Institute of Management, Ahmedabad | Rajasthan |
| (iii) Tata Institute of Social Sciences, Bombay | Maharashtra |
| (iv) Madras Institute of Development Studies, Madras | Tamil Nadu |
| (v) Indian Institute of Economic Growth, New Delhi | Delhi |
| (vi) AN Sinha Institute of Social Sciences, Patna | Bihar |
| (vii) Institute of Economic & Social Change, Bangalore | Karnataka |

All these institutions are receiving grant-in-aid from the Central Government for their evaluation programmes. Agencies for evaluation of the programme in the remaining States are being identified.

Training

- (i) Orientation Seminars were held for Senior Key Level personnel at the National Institute of Educational Planning and Administration, on April 16—21, July 9—14 and December 10—15, 1979 and at the Institute of Rural Development, Hyderabad between July 30 and August 4, 1979.
- (ii) A Training Seminar was organised in Delhi for the Co-ordinators from 10 selected districts of the pilot-project in co-operation with the National Institute of Educational Planning and Administration and Office of Statistics of UNESCO. A series of Training Programmes were arranged for field level workers for this project in different districts selected for the Project.

- (iii) Two re-orientation seminars of Districts Collectors and senior officials of State Development Departments were organised at the National Institute of Educational Planning and Administration, Delhi (NIEPA) and the National Institute of Rural Development, Hyderabad.
- (iv) Two 2-day seminars were organised on regional basis, for State Education Secretaries, Directors of Education, State Adult Education Officers, etc. (NIRD)—sponsored by the Ministry of Education.
- (v) One 15-day field operational training programme and three 6-day reorientation seminars for senior level administrative personnel, leaders of voluntary agencies and selected teachers from universities, were organised by NIRD and two by NIEPA.
- (vi) Eight seminars for university adult educators and National Service Scheme Co-ordinators were organised by University Grants Commission, Indian Universities Association for Continuing Education, NIRD and NIEPA.
- (vii) Three 1-week reorientation programmes were held for Youth Co-ordinators of Nehru Yuvak Kendras.

In addition, a large number of orientation and training seminars, have been organised for key personnel in voluntary agencies. In organisation of these seminars the State Governments, Indian Adult Education Association and the State Resource Centres, and a number of voluntary agencies have played a leading part.

Shramik Vidyapeeths

Under the scheme of Adult Education for Urban Workers, institutions known as Shramik Vidyapeeths have been set up in 11 centres, namely, Ahmedabad, Ajmer, Bangalore, Bombay, Calcutta, Delhi, Guntur, Hyderabad, Indore, Jamshedpur, and Nagpur. The main objective of these vidyapeeths is to explore, innovate, workout alternatives, try new methodologies and thus meet the needs of those workers through its programmes of education and training. These Shramik Vidyapeeths organised various programmes tailored to the needs of different categories during the year. In all 50 such centres are envisaged to be in operation by the end of the Sixth Plan period.

An Urban Adult Education Unit has been set up in the Directorate of Adult Education to provide special support to the Shramik Vidyapeeths in existence. Operational guidelines were also provided by this Unit for developing the programmes of the newly approved centres at Ajmer, Guntur and Hyderabad.

Sharing of International Experiences

(a) *Commonwealth Programmes*

India was host to the VIII Commonwealth Conference on Non-Formal Education for Development in 1979. 129 delegates and experts from 26 Commonwealth countries, UN and other world agencies, besides the officials of the Commonwealth Secretariat, participated in it.

(b) *Unesco Programmes*

(i) *Workshops*

Unesco-sponsored Regional Workshop on Curriculum Development was held in Udaipur (Rajasthan) in November and December, 1979. 32 participants from 12 countries participated in this workshop.

(ii) *Visits Abroad*

Three teams of Indian Adult Educators comprising Government officers of the Centre and States, Members of voluntary agencies and universities, were sent to study programmes in: (i) Kenya, (ii) Indonesia, (iii) Sri Lanka, (iv) Philippines, and (v) the Republic of Korea.

(c) *Visits of Foreign Delegations/Visitors*

The Directorate received the following visitors/delegations from abroad to study/discuss NAEP.

- (i) A delegation of 4 from Afghanistan under the US Aid project.
- (ii) A team of 4 Educationists from Bangladesh for studying Non-formal Education including Adult Education.
- (iii) A team of 2 Egyptian experts to study workers' education.

- (iv) A team of 4 Professors from Chiangamai University, Thailand, to study educational development programme in India including Adult Education.
- (v) A team of eleven Thai functional literacy specialists for Hill-tribal programmes in Thailand, to study the NAEP in tribal areas.
- (vi) A team of 8 experts from Vietnam to study Adult Education.

Review Committee on Adult Education Programme

In the month of October 1979, a Review Committee was set up under the Chairmanship of Dr. D. S. Kothari to review the Adult Education Programme in all its aspects and suggest improvements. The Committee held several meetings and has visited the various States. The report of the Committee is expected to be finalised in March, 1980.

CHAPTER XI

EDUCATION IN THE UNION TERRITORIES

Education in the Union Territories constitutes a special responsibility of the Central Government. The Territories of Goa, Daman and Diu, 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 function according to the provisions of Delhi Administration Act, 1966. The other Territories, namely, Andaman and Nicobar Islands, Chandigarh, Dadra and Nagar Haveli, and Lakshadweep have no legislature. An account of the educational facilities, and activities undertaken during the year in respect of each of the Union Territories is given in this chapter.

A. ANDAMAN AND NICOBAR ISLANDS

During the year 1979-80 the existing two High Schools were upgraded as Higher Secondary Schools under the 10+2 pattern and the two existing Senior Basic Schools as High Schools. Four new primary schools were opened.

Against the enrolment target of 3,000 additional children at Primary stage and 800 at the Middle stage, the achievement was 1,695 and 649 respectively. An increase of 558 was registered at Secondary stage during 1979-80. Post-graduate courses in English and Political Science were introduced in the Government College, Port Blair, M.A. (Prev.) classes were added during 1978-79 and final classes in these subjects were added during 1979-80. The college provides facilities for degree courses in Arts, Science and Commerce streams.

The Textbooks Cell started in 1978-79 is proposed to be strengthened during 1979-80. This Cell arranges for translation and publication of textbooks in different languages to make them available to the students in time.

A State level Committee was constituted for organising Adult Education Programmes. High priority was given to the Non-Formal Education. During 1979-80 a provision of 100 Centres

was made in the Sixth Five Year Plan under the State Scheme. Against the provision of 20 Centres made for 1979-80, 12 Centres have been opened, making a total of 40 Adult Education Centres opened so far. Under the centrally sponsored scheme of Adult Education, 60 Centres were opened in South and Middle Andamans during 1978-79 and 1,602 adults were made literate.

Remedial teaching has been provided at five Centres. Compartmental classes were also arranged for those who were placed under compartment in the All-India Higher Secondary/Senior Secondary Examination 1978-79. Supervised Study Centres are provided at four places to help rural students to have supervised studies with the help of part-time teachers and supervisors who do not have proper accommodation and lighting facilities at homes.

Tuition-free education up to senior secondary level is provided. Textbooks are also supplied free to children whose parents' income is less than Rs. 4,000 per annum; free travel concession is given to students studying in Middle and Secondary stages in schools located beyond four kilometers. Free mid-day meals are given to all children from classes I to VIII. Hostel facilities to rural school children in nearby hostels are also provided. A stipend of Rs. 50 per month is paid to boarders to meet the hostel expenses at school level. Free stationery and textbooks are supplied to tribal students and a free set of uniforms is supplied to those children whose parents' income is less than Rs. 2,500. In addition to these, post-secondary scholarships are given to local students for higher education in the mainland in such subjects in which facilities are not available in the existing Government Colleges. It is proposed to strengthen the Teachers Training Institute to provide in-service training to the elementary school teachers.

B. ARUNACHAL PRADESH

The total number of various categories of educational institutions including Pre-School Education Centres (46), Primary Schools (868), Middle Schools (117), Secondary Schools (26), Higher Secondary Schools (10), Colleges (2) and one Teachers Training Institution in the Union Territory during the year 1979-80 was 1070.

Besides, there are seven Primary Schools (Boys) organised and run by Vivekananda Kendra, three Schools run by Ramakrishna Mission and two Central Schools.

Enrolment

The total number of students on roll in these institutions was 65,747.

During the year a Night College with Arts Faculty has been started.

At present ration facilities (Ration Stipends) are extended to 8,817 tribal boarders who are studying in Higher Secondary and Middle Schools. Stipends initial and subsequent book grants were also awarded to 213 tribal students reading in J. N. College, Pasighat, North-Eastern Hill University and Jawaharlal Nehru University, Delhi. The Government is also extending free supply of textbooks for the students reading from classes I to VIII and 75 per cent subsidy to the students of classes IX to XI. A total of Rs. 11,72,536 was sanctioned for this purpose. Newspapers and periodicals are also supplied to all the schools.

Twenty-three Adult Education Centres were opened during the year 1979-80 bringing the total so far to 47, under the National Adult Education Programme. Fifteen voluntary organisations have been involved in the programme. At present one voluntary organisation is running 30 centres in Kamang District. The State Board of Adult Education and its Steering Committee were constituted. The 10+2 pattern of School education has been accepted and vocational education was introduced in the Higher Secondary Schools. At present six Higher Secondary schools are imparting vocational education. Efforts are being made to popularise these courses among students.

C. CHANDIGARH

In the year 1979-80, one new Model High School, one Middle School and two Primary Schools were opened. Four Primary schools were upgraded to Middle Schools and two Middle Schools to High Schools. A sum of Rs. 29 lakhs was sanctioned for the construction of new buildings.

Incentives and facilities are provided to children of Scheduled castes and girl students and midday-meals are supplied to children at the Primary stage. An expenditure of Rs. 24.06 lakhs is envisaged on these facilities. About 152 Adult Education Centres were started. The laboratories/libraries in colleges are being provided with additional staff. A sum of Rs. 4 lakhs has been sanctioned for the construction of hostel for foreign students.

The Administration has proposed to construct new hockey and football grounds in developing sectors and also a swimming pool. A branch of the main library has been opened in village Mani Majra, Chandigarh.

D. DELHI

Eight new Government Middle schools were opened, 12 Middle schools were upgraded to the Secondary level and three Government Secondary schools to Senior Secondary level. At present the Administration is running 242 Middle, 144 Secondary and 296 Senior Secondary schools in addition to providing grant-in-aid to 28 Middle, 40 Secondary and 119 Senior Secondary schools. These Government schools cater to 2,00,851 boys and 1,48,264 girls, the total enrolment being 3,49,115. In the aided schools there were 63,614 boys and 4,875 girls. Education through correspondence courses is being provided to such students who cannot attend the regular schools. 12 Adult schools have been set up for such students, which are at present catering to the needs of about 7,000 Adult students all over Delhi. The State Institute of Education and Science branch of the Directorate of Education attempts to improve the quality of education by organising suitable in-service education programmes, seminars, workshops and demonstration teaching. Science fairs at zonal and State levels are organised to bring about improvement in Science teaching and to create interest among the students and teachers in the subject. Junior Science Talent Search Contests involving 6,549 students were conducted of which 100 have been selected for the award of scholarships. Different schemes of scholarships such as Merit Scholarships, Economic Criteria Scholarships to Scheduled Castes and Scheduled Tribes, etc. are being continued. During the year 67,739 students were covered under the schemes. Free uniforms are given to the students studying from classes I to XII whose parents' monthly income is below Rs. 500. Free textbooks are available to students from class VI onwards out of the School Book Banks. Every year, books worth Rs. 4 lakhs are added to the Book Banks. Besides, the Delhi Bureau of Textbooks makes available free textbooks to the students out of its educational funds.

Three hundred (70 for men and 230 for women) Adult Education Centres were started in rural areas in which 5,192 adults were enrolled. Similarly, 420 centres (260 for women and 160 for men) were started in urban areas benefitting 4,955 women and 3,377 men.

Cross country races were organised first at the zonal level and finally at the State level. Special programmes to commemorate the International Year of the Child were organised, including a children rally in which nearly 8,000 students took part.

E. GOA, DAMAN AND DIU

There were in all 17 Higher Secondary schools (government and aided) with an enrolment of 7,576 students. To cope up with the demand for opening new schools the Administration has taken up the construction of 20 buildings out of which 7 buildings were completed. There are nine colleges for general education *i.e.* Arts, Science and Commerce, besides a post-graduate centre. The combined enrolment in these institutions was 4,871. The enrolment in the professional colleges *viz.* Medicine, Pharmacy, Engineering, Fine Arts, Law and Teachers Training College was 2,278. It is proposed to set up one university in Goa. Enrolment in the Primary, Middle and Secondary level was 2,25,517.

Under the scheme of Tribal Sub-Plan for Daman, the construction of one Ashram Shala at Zari Village was completed and the work of another is in progress. These Shalas will not only offer better educational facilities but also encourage tribal children to attend schools with provisions for free board and lodging. Under the National Adult Education Programme, 10 centres with 1,857 men and 1,262 women students were started in all the 13 talukas. One village library-cum-social education centre was established and another nine village libraries are proposed to be opened. To enhance the professional skills of the teachers, the State Institute of Education organised six in-service training courses for Primary School teachers and three courses for Secondary School teachers. A course for teachers of Hindi, was also organised. The students were offered scholarships under different schemes. During the academic year 1979-80, education was made free in the Union Territory up to SSC examination.

F. PONDICHERRY

Three Pre-Primary and two Primary Schools were opened during the year. Besides, four Primary Schools were upgraded into middle schools. It has also been decided to appoint Headmasters in all the full-fledged Primary schools. One Middle School was upgraded into High School and one Government High School upgraded into Higher Secondary School. At present there are

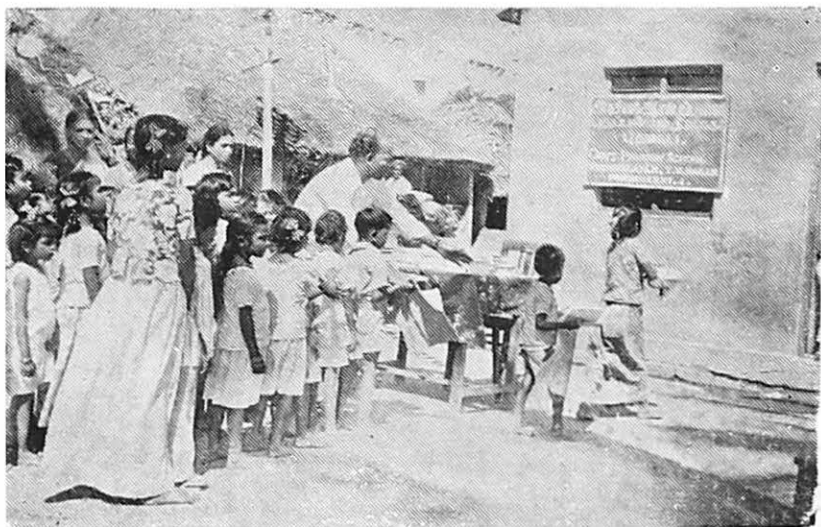
eight Government Higher Secondary Schools in the Union Territory. A total of 1,02,494 students were on the rolls of Primary, Middle, Secondary and Higher Secondary Schools. To achieve the enrolment target, incentive schemes like supply of mid-day meals to poor children studying in standards I—V and free supply of textbooks and supplementary articles like school bags, slates and pencils, etc., to about 22,600 poor children studying in standards I—V were continued. To attract poor students and to retain them in schools, a new scheme "Free Supply of Uniforms" is proposed to be implemented during 1979-80. About 11,300 students are expected to be benefitted from the scheme. A centre for continuing education has been set up for conducting refresher/orientation courses. To improve the professional competence of the teachers refresher/reorientation courses were conducted.

One hundred and fifty awards of Pondicherry State post-Matric scholarships, three awards of National Scholarships for the children of school teachers, 18 awards of National Loan Scholarships and 18 awards of National Scholarships were sanctioned to help the poor and meritorious students to pursue higher studies. The scheme of student aid fund has been continued in the colleges. Merit-cum-Means Scholarship Scheme has been continued for the benefit of girl students of secondary schools. Two hundred and fifty merit prizes at the rate of Rs. 10 per student and 175 merit-cum-means scholarships at Rs. 100 per student per annum have been sanctioned. Two students were granted fellowships for doing research in Tamil.

Seventy-eight new Adult Education Centres were opened during 1979-80 in addition to 70 Centres already opened during the last year. Learning materials such as primer, slate, notebook, pencil, etc. are supplied free of cost to adult learners. Petromax lights have been provided to the centres where there is no electricity. Workshops in presentation of writing materials for Adult Education Programme for instructors were conducted in collaboration with the State Research Centre for Non-formal Education of Tamilnadu.



Students in Library



Free supply of Stationery

G. DADRA AND NAGAR HAVELI

There are 11 Pre-Primary schools, 157 Primary schools teaching from Standard I—VII and four High Schools teaching from VIII to X and one Higher Secondary school in the Territory.

In the field of elementary education, hostel facilities to all Scheduled castes and Scheduled tribes and economically backward classes students are provided. There are nine Social Welfare hostels including two girls hostels and one Ashram type school being run by the Administration, in which free board and lodging are provided to the inmates. Adult Education Programme has been implemented in this territory from October 1978. Thirty centres have been started with an enrolment of 992 adults in the age-group of 15—35. The formal and Non-formal Education Centres have been merged into Adult Education Centres. Learning materials are being supplied to the adults free of cost. One Supervisor for supervision of Adult Education Schools has been appointed from the Primary teachers. Free education is provided up to Higher Secondary stage in this territory. Free Mid-day-meals are being provided to all the students of pre-primary and primary schools. Free supply of textbooks, note-books, slates and pencils to all the Scheduled Caste and Scheduled Tribe and other economically backward classes students is also being continued. Besides the above concessions, clothes are also supplied free to Scheduled Castes and Scheduled Tribes and economically backward classes students of Primary and High Schools. Vocational Education is being imparted in the only Higher Secondary School.

There being no facilities for higher education in the Union Territory, all Scheduled Castes and Scheduled Tribes as well as lower income group students are being awarded post-Matric scholarships. In addition, those students who leave studies before SSC class and desire to pursue professional courses are being granted pre-Matric scholarships. The Government of India allocates seats in various courses like Medicine, Engineering, Agriculture, Petro-Chemicals, Pharmacy and Veterinary Science for students belonging to the Union Territory. The applications for the reserved seats are invited and eligible students are sent every year.

H. LAKSHADWEEP

The 39 educational institutions in the Union Territory comprise one Junior College, 8 High schools, 4 Middle schools, 17

Junior Basic schools and 9 Primary schools. Besides, there are 10 Balwadis functioning under the auspices of the State Social Welfare Advisory Board. The total enrolment in different institutions was 11,156. Students in High Schools are paid scholarships at the rate of Rs. 30 per month, in addition to free textbooks and writing materials. Hostel facilities are provided in Kavaratti and Amini. Free boarding and lodging are provided in these hostels. Further, scholarships are also given to the students. In Nursery schools free mid-day-meals, sweets and biscuits are supplied to all children.

There is only one Junior College in the Union Territory which is situated in the headquarters Island of Kavaratti. Limited hostel facilities are provided to students from other islands. Students who cannot be provided hostel accommodation are given scholarships at the rate of Rs. 130 per month and the native students are given scholarships at the rate of Rs. 75 per month. For higher studies beyond pre-degree classes and for other technical and professional courses students are sent to the institutions on the mainland. Adult Education Centres were opened in the island. Social Education Centres have also been opened in all the islands. Reading Room-cum-Libraries are functioning in all the islands. There is one Central Library at Kavaratti.

I. MIZORAM

There are 532 Government schools and 348 Government aided schools. Other special institutions are, one Industrial Training Institute, one Mizoram Hindi Training Institute, two undergraduate Teachers' Training Institutes and Mizoram Institute of Education for Teachers' Training. A polytechnic is also proposed to be started during the current year. During this period there was a substantial increase in the enrolment at the primary level.

Since the launching of the National Adult Education Programme on the 2nd October, 1978 the Adult Education Programme in Mizoram has been taken up in the right earnest by the Union Territory Administration and by Mizoram Association, the main voluntary agency for execution of the programme. During 1979-80, 70 Adult Education Centres with a total enrolment of about 2,100 people have been functioning. Besides 200 centres with a total enrolment of about 5,000 people have been in operation under the Centrally Sponsored Scheme of Rural Functional Literacy Project in Aizawl and Chhimtuipui districts.

CHAPTER XII

ACTIVITIES IN COMMON AND CLEARING HOUSE FUNCTIONS

This chapter gives an account of the various activities undertaken by the Ministry, not covered by the earlier ones. These activities include policy formulation, development planning, budgeting, encouragement to the progressive use of Hindi, reservation of posts in the services for Scheduled Castes/Tribes and other backward classes, and student welfare measures. Some of them pertain to the Departments of Education and Culture in common.

Also included in this chapter is an account of the clearing house functions followed during the year. One of the important functions of the Union Ministry of Education is to act as a clearing house of information on all matters relating to educational development. The Ministry, accordingly, collects, compiles and publishes educational statistics, brings out journals and other published material on education and culture in Hindi and English. A Students Information Service Unit in the Ministry attends to enquiries about facilities for higher education in this country and abroad.

National Policy on Education

The Ministry prepared a draft of the "National Policy on Education, 1979". This was placed before Lok Sabha and Rajya Sabha on 30th April, 1979 and 2nd May, 1979 respectively.

Scheme of Assistance for Study Projects in Educational Policy, Planning and Administration

The Ministry has framed a new scheme of assistance to organisations and State Education Departments to enable them to undertake studies of problems connected with the implementation of educational policies, programmes and plans, with emphasis on studies in the areas of planning and management of educational systems.

A Conference of Ministers of States/Union Territories in charge of Art and Culture was held on July 2-3, 1979 at New Delhi. It considered the following items :—

- I. Review of the institutional infra-structure in different States/Union Territories to deal with matters relating to cultural heritage and arts.
- II. Cultural content in education.
- III. Review of financial resources, whether budgetary (Plan and non-plan) or non-budgetary for pursuit of activities in these fields.
- IV. Report of the Working Group on Art and Culture.
- V. A programme of action for preservation of cultural heritage, particularly of rural and tribal communities, and promotion of cultural activities.
- VI. Inter-State cooperation and exchanges.
- VII. The need for a Cultural Policy.

The Conference noted that many states, have Departments of Culture and urged other state governments to establish similar departments in their respective states which would be administratively responsible for the fields of Archaeology, Archives, Museums, Akademies, for the promotion of Plastic and Literary Arts, Libraries, and for non-official and autonomous bodies and institutions devoted to the preservation and promotion of folk and tribal arts and culture of India. The Conference felt it would be advisable for each state to undertake a periodic review of the administrative and financial infra-structure of cultural activities.

The Conference welcomed the steps which have been taken by the NCERT and some states for bringing out the revision in the curricula and preparing text-books with Indian cultural subjects and ideas in them. The Conference also welcomed the steps taken by the NCERT regarding the decentralisation of curricula under their project aided by UNICEF. It recommended that all states should participate in this programme. It also recommended that the State Institutes of Education should take steps to develop curricula which would respond to the local specific ecological, social and cultural environment of the learner.

The Conference recommended that the goals of secularism, national integration and egalitarian society can be achieved only through proper understanding of the different strands of composite Indian culture and the common principles that hold together the diversity of linguistic and cultural units. The Conference was of the view that the cultural content should be woven into the curricula at all levels of education, particularly at the elementary and at the secondary stage.

The Conference also considered the report of the Working Group on Art and Culture and the Report of the Committee on Linkage between Education and Culture and endorsed the recommendations contained therein.

The Conference discussed the several problems relating to the preservation and fostering of the different facets of Indian culture at the rural and tribal levels. The Conference voiced the need for immediate action for preserving, documenting these aspects of rural and tribal cultural traditions which are in danger of extinction, particularly our heritage which has so far been sustained through oral communication.

ACTIVITIES IN COMMON

Budget Estimates—Department of Education

The total budget provisions for 1979-80 and 1980-81 in respect of this Department are as under :—

Particulars	(Plan and Non-Plan)		(Rs. in thousands)
	Budget Estimates 1979-80	Revised Estimates 1979-80	Budget Estimates 1980-81
1	2	3	4
Demand No. 25/26*			
<i>Department of Education :</i>			
Secretariat of the Department, including the Pay and Accounts Offices, hospitality and entertainment.	190,89	184,74	194,94

* for 1980-81

1	2	3	4
Demand No. 26/27*			
<i>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 Schemes, and also Provision for loans for construction of hostels, etc. and other educational loans for Central and Centrally Sponsored Schemes.	226,48,68	213,54,98	235,32,41

Budget Estimates—Department of Culture

The budget provisions for 1979-80 and 1980-81 for the Department of Culture are as under :

Particulars	(Plan and Non-Plan)		(Rs. in thousands)
	Budget Estimates 1979-80	Revised Estimates 1979-80	Budget Estimates 1980-81
1	2	3	4
Demand No. 27/28*			
<i>Department of Culture</i>	11,91,21	10,73,89	11,80,35
Demand No. 28/29*			
Archaeology :	6,96,48	6,81,50	6,89,00

Audit Observations and Inspection Reports

In accordance with the recommendations made by the Public Accounts Committee in its 215th Report on the action taken by Government on the Recommendations of the P.A.C. contained

* for 1980-81

in their 169th Report (5th Lok Sabha), the Ministry continued its concerted efforts to clear the outstanding audit observations and inspection paras. Instructions were issued by Education Secretary to all subordinate formations for speedy clearance of outstanding audit observations and inspection paras and asked for quarterly progress reports indicating their state of disposal. As against 3,897 audit observations made up to March 1978 but outstanding on 31st August, 1978 and 3,625 inspection paras which were included in the Comptroller and Auditor General's Report for the year 1977-78, the Ministry cleared 1,542 audit observations and 1,532 inspection paras till 31st March, 1978. Efforts are being continued to clear the remaining outstanding observations and paras.

Observance of Orders Regarding Reservation in Posts and Services for Scheduled Castes and Scheduled Tribes

A special cell functions in the Ministry to advise and assist the appointing authorities in the Departments of Education and Culture in the implementation of the Government of India decisions in regard to the reservation of posts for members belonging to the Scheduled Castes and Scheduled Tribes communities in different cadres controlled by these Departments. The activities of this cell are at present carried out in three units under supervision of the concerned Deputy Secretaries in charge of Establishment/Administration. Certain proposals are under consideration for rationalising the structure and functioning of the cell in order to make it an effective instrument for the services which it is expected to perform.

Annual statements prescribed by the Department of Personnel and Administrative Reforms regarding the representation of Scheduled Castes and Scheduled Tribes in posts and services which were received from the administrative units in the Department of Education and its attached and Subordinate offices were scrutinized by the cell and consolidated material was furnished to the Department of Personnel and Administrative Reforms.

During the year under report, special rosters pertaining to the following categories of posts in the Departments of Education and Culture (proper) were inspected to verify whether these have been maintained in accordance with the reservation orders issued by Government from time to time :—

- (1) Technical Advisory Cadre (Class I & II posts) ;
- (2) General Advisory Cadre (Class I & II posts) ;

- (3) Direct recruitment in Group III posts ;
- (4) Posts filled by promotion to the grade of Assistant ;
- (5) Posts filled by promotion in the grade of Upper Division Clerk ;
- (6) Appointments to the posts of Lower Division Clerks (Permanent and Temporary) ;
- (7) Personal Assistants Grade II, and Stenographers Grade III ;
- (8) Class III maintenance posts ;
- (9) Class IV posts ; and
- (10) Compilers, Librarians Grade I, Librarians Grade II, Librarians Grade III and Librarian Selection Grade, Library Attendants.

Action to call for inspection reports in respect of the rosters which are required to be maintained by the Heads of subordinate offices of this department was also initiated. Action has also been taken to collect up-to-date information regarding the filling up of vacancies reserved for Scheduled Castes and Scheduled Tribes by the members belonging to these communities in the statutory organisations and autonomous bodies with which this department is directly concerned.

Progressive Use of Hindi

The Ministry regularly circulates to its officers and the various sections under its control, in addition to its attached and subordinate offices, the administrative instructions issued by the Government regarding the full implementation of the official language policy and the statutory requirements relating to it. A regular watch on the progress of all the programmes in this regard is also kept.

Quarterly Progress Report

Progress in 1979-80 was watched and reviewed, *inter alia*, through quarterly progress reports obtained from the various Divisions and the attached and subordinate offices under the control of this Ministry. These reports were scrutinised, consolidated, and sent to the Ministry of Home Affairs (Department of Official Language).

Correspondence in Hindi

Letters received in Hindi from individuals as well as from State Governments are replied to in Hindi.

Issue of Bilingual Circulars in Hindi

Circulars meant for general information are issued bilingually.

Noting and Drafting in Hindi

According to the bilingual policy, every Central Government employee is free to use Hindi or English for his official work. However, all the officers and staff in the Ministry and its attached and subordinate offices are requested from time to time to encourage their Hindi knowing staff to increase the use of Hindi for their notes and simple drafts. About 72.5 per cent of the staff of the department has working knowledge of Hindi and Hindi is being partially used in noting and drafting in 39 sections.

Provision of Additional Hindi Typewriters

At present 53 Hindi typewriters are available in the Ministry.

Translation of Statutory Manuals, Forms and Other Procedure Literature.

So far, 187 forms and manuals of this Ministry have been translated into Hindi.

Translation of Acts and Statutes

The work relating to translation of Acts and Statutes has been completed.

Maintenance of Separate Registers for Letters Received in Hindi

All sections in the Ministry maintain separate diary registers for letters received in Hindi and specific entries are made about the replies sent in Hindi. Where replies are not sent in Hindi or are not considered necessary, suitable explanation is given by the Section concerned.

Training of Employees in Hindi

On a review made recently about the officers and members of the staff who either had Hindi as a subject in their higher

secondary examination or had passed Pragma examination conducted by the Ministry of Home Affairs, it was found that approximately 73% officers and staff belong to these two categories and have a working knowledge of Hindi. Besides, 34 persons were deputed for the various Hindi teaching classes. Eight persons were deputed for training in Hindi typewriting and Hindi stenography.

Workshops

Workshops are being conducted to impart training to Hindi-knowing employees of this Department in noting and drafting in Hindi.

Official Language Implementation Committee

Official Language Implementation Committees have been set up in the Ministry and in five of its subordinate offices. These Committees held quarterly meetings to review the progress of use of Hindi for official purposes at these meetings. The minutes of the meetings are set to the Ministry of Home Affairs, Department of Official Language for information. It has not been considered necessary to set up such committees in other subordinate offices, whose total staff strength is very small.

Hindi Salahkar Samiti

A Hindi Salahkar Samiti has been set up for the Ministry under the Chairmanship of Union Education Minister, to advise the Ministry on matters relating to the progressive use of Hindi for official purposes.

Supply of White Printing Paper at Concessional Rate for Production of Textbooks, Exercise books and Examinations

The scheme for allocation of white printing paper at a concessional rate, has been continued during the year under report. The ex-mill price of paper has since been increased from Rs. 2,750 to Rs. 3,000 per tonne with effect from 30-6-1979 by an order issued by the Central Government. On account of lesser production of paper by the mills owing to shortage of power and water, non-availability of railway wagons, etc. only 1.52,000 tonnes of paper could be allotted during the year 1979-80 to States and Union Territories. Exercise books which have been declared as an essential commodity continued to be made

available at the rates fixed in January 1976. In addition to the normal outlets, the distribution of exercise books through the public distribution system was introduced from 1-7-79. At the instance of the Ministry, many of the States have adopted distribution of exercise books through fair price shops to ensure their availability in rural areas.

Import of Paper from Norway

Under the bilateral agreement with the Government of Norway, commodity assistance worth 10 million Kroners of paper is being expected. The paper is earmarked for the production of school textbooks by the NCERT.

CLEARING HOUSE FUNCTIONS

(a) Statistics

(i) Seventh All India Conference on Educational Statistics

The Ministry organised the Seventh All India Conference on Education Statistics on September 24-25, 1979, at the National Institute of Educational Planning & Administration, New Delhi. The Conference was attended by Statistical Officers Incharge of Educational Statistics in State Education Departments and representatives from Central and other organisations. The Conference reviewed the revised system of collection of educational statistics. It also discussed quinquennial collection of statistics, annual training of the statistical staff at various levels, strengthening of the statistical machinery in the states and steps to be taken for improvement of the quality of educational statistics. The recommendations made by the conference have been taken-up for implementation.

(ii) Standing Committee on Educational Statistics

During the year 1979-80, two meetings of the Standing Committee were held on May 17, 1979 and September 26, 1979. The Committee, among other things, recommended periodical Conferences of State Statistical officers/Incharge of Educational Statistics to discuss problems faced by this Division in collection of educational statistics, introduction of quinquennial collection of educational statistics, preparation of theme-oriented studies, strengthening of statistical machinery in State Education Departments. Action is being taken to implement the recommendations of the committee.

(iii) Publications

Twelve publications—four printed and the remaining in cyclo-styled form—were brought out during the year.

(b) Planning and Monitoring

A Central Plan of Rs. 93.08 crores was agreed to by the Planning Commission for administering various central programmes of education for 1980-81. Within the financial constraints, adequate provisions have been made for the priority sectors of Adult Education and Non-Formal Education for the children of the age-group 9—14 in the educationally backward states. A provision of Rs. 20.85 crores for Adult Education and Rs. 5.50 crores for Non-Formal Education has been made to assist the State Governments for eradicating illiteracy and promoting elementary education among children who either cannot go into formal schooling system or have dropped out of that system without completing education.

Adequate attention has been given for promoting educational development among Scheduled Castes and Scheduled Tribes. The State Governments were supplied with the copies of (i) map of India showing predominantly tribal areas; (ii) booklet on areas of tribal concentration in India; (iii) report of the working Group on tribal development during Sixth Plan, 1978—83; and (iv) report of the working Group for Scheduled Castes and other backward communities for the Sixth Plan. Simultaneously they were requested to prepare special programmes for the educational development of Scheduled Castes and Scheduled Tribes as a part of their annual and five-year plans.

An analysis of budget provisions for education at the centre and the states for the year 1979-80 was brought out. A study has been undertaken to analyse the trends of expenditure on education during the last decade. A study has also been undertaken to analyse the extent of wastage and stagnation in few selected states and districts. This study in respect of the state of Maharashtra is under finalisation.

Three publications were brought out during the year under report.

Publication Unit

The Publication Unit during the year 1979-80 up to December, 1979 brought out 24 titles in English including one

bilingual (English and Hindi) title and the quarterly journal viz. 'The Education Quarterly' that has now entered its 31st year.

The Unit participated in the Book Exhibition organised by the Madras University during July, 1979. It also organised the Third Travelling Photo Exhibition entitled 'Children of Asia' sponsored by the Asian Cultural Centre for Unesco, Tokyo at Rabindra Bhawan Galleries from 23rd November to 30th November, 1979.

The Hindi Publication Unit brought out during the same period 18 titles including two quarterly journals 'Shiksha Vivechan' and 'Sanskriti'.

Students Information Service Unit

The Students Information Service Unit collects, compiles and disseminates information on higher education in India and abroad for the benefit of the students and attends to their enquiries on various subject fields.

During the year under report, it attended to about 6,454 enquiries relating to facilities for higher education in India and abroad. Nearly 5,371 persons visited the Reference Library attached to the Unit to consult the calendars, handbooks, prospectuses and other bulletins of information on various courses offered by Indian/foreign universities/institutions. One thousand six hundred and fifteen additions were made to the Reference Library by way of latest calendars, prospectuses and other relevant literature acquired from several universities/institutions.

About 32 compilations on different topics/subjects of higher education were brought out and revised during the year under report.

Deputations/Delegations Abroad of Government Officials/Non-Officials during the financial year 1978-79

Number of delegations sent abroad	89
Number of persons included in these delegations/deputations	124
Total expenditure incurred	Rs. 10,72,494

DEPARTMENT OF CULTURE

CHAPTER I

CULTURAL AFFAIRS

The main institutions and programmes in this field followed by the Department of Culture are :

- A. The Akademies and other Cultural Organisations
- B. Propagation of Culture
- C. Scholarships and Fellowships
- D. Centenary Celebrations
- E. Gazetteers
- F. Cultural Relations

A. THE AKADEMIES AND OTHER CULTURAL ORGANISATIONS

With a view to preserving, fostering and developing the creative arts—literary, performing and plastic—the Government of India has set up three National Akademies viz. Sahitya Akademi, Sangeet Natak Akademi and Lalit Kala Akademi, and the National School of Drama. The main activities undertaken by these organisations during the year under report are given below :—

Sahitya Akademi

The main activities of the Akademi are organisation of symposia and seminars on subjects of creative literature, translation and publication of outstanding Indian and foreign classics into various Indian Languages and grant of awards to outstanding books of creative merit.

During the year, the Akademi organised five symposia/seminars on subjects 'The contribution of the under-privileged to the Indian poetic Tradition', 'Rajaji's contribution to literature' to mark the Birth Centenary of the writer-statesman, 'Realism and Moral Values in Fiction', 'A Seminar on Sarojini Naidu' to mark her birth centenary and a Seminar on 'Mystic Strain in Mediaeval Poetry' in Srinagar to mark the hexe-centenary of the Kashmiri mystic saint-poet Sheikh Noor-ud-din Nund Rishi.

S|Shri A. R. Deshpande 'Anil' Jainendra Kumar, Dr. K. V. Puttappa 'Kuvempu', Dr. V. Raghavan and Smt. Mahadevi Verma were elected as the fellows of the Akademi.

The Akademi published 60 new books and six reprints besides releasing six issues of its journal 'Indian Literature' and one issue of 'Sanskrita Pratibha.'

A workshop on poetry was organised at Bombay for participants in Gujarati, Konkani, Marathi and Sindhi languages; another workshop on poetry was organised at Madras for participants in Kannada, Malayalam,, Tamil and Telugu languages; and a third workshop was organised at Chandigarh for participants in Dogri, English, Kashmiri, Hindi, Punjabi, Urdu, Sanskrit and Rajasthani languages. A fourth workshop is planned to be held early in 1980 at Calcutta for participants in Assamese, Bengali, and Mythili languages.

The Akademi has given awards to 22 books in languages recognised by it.

Lalit Kala Akademi

The important programmes undertaken by the Akademi during the year were the organisation of exhibitions, publication of art books, journals and multicolour reproductions and award of fellowships.

Important exhibitions held by the Akademi included six foreign exhibitions in India, viz., (i) copies of Medieval Yugoslav-Frescoes ; (ii) "Serigraphs" by Allan Leach Jenes and Coburn of Australia; (iii) Photographs and Paintings on the work of Italian Painter ; (iv) "Arts of Latin America", a Unesco travelling exhibition; (v) "Children of Asia", a photographic exhibition from Unesco; (vi) "Small Soviet Sculptures", an exhibition of 60 contemporary sculptures from Russia and seven Indian exhibitions organised in India viz. (i) "Rasa Bhava Pradarshan"—an exhibition of Photographs ; (ii) A retrospective exhibition of paintings by Shri P. T. Reddy; (iii) "Indian Art Today-I"; (iv) "Indian Art Today-II"; (v) "Exhibition of paintings, sculptures and graphics" by Prof. B. C. Sanyal ; (vi) "Circulating Exhibition No. 11 compiled from the permanent collection of the Akademi", and (vii) "National Exhibition of Art". The Akademi participated in the XV Sao Paulo Biennale, Brazil. To celebrate

the Silver Jubilee of the Akademi, the following special exhibitions were presented by the Akademi; viz. (i) "Contemporary Indian Sculptures"; (ii) "Contemporary Indian Paintings in Miniatures format"; (iii) "Traditional Paintings"; and (iv) "Aspects of Indigenism in Indian Art". The Akademi also published a souvenir tracing the developments of contemporary Indian art on the occasion of its Silver Jubilee. The Regional Centre of the Akademi at Madras organised four exhibitions.

A Sculptors Camp was organised by the Akademi at its Studio Workshops, Garhi, New Delhi from December, 1979 to January, 1980. The publications brought out by the Akademi include— (i) Numbers 26, 27, 28 and 29 of the journal "Lalit Kala Contemporary"; (ii) A book of essays on art in Hindi entitled "Kaia, Samay, Samaj", edited by Sri Prayaga Shukla; (iii) a new portfolio on Basholi paintings; (iv) Two sets of picture post-cards on the Ramayana; (v) Three multicolour reproductions; (vi) A book on aesthetics entitled "Chaos and Creation" by S. Saha; and (vii) A collection of essays in Hindi, edited by Sri K. N. Kacker.

Sri Karl. J. Khandalavala, Prof. V. R. Amberkar and Prof. B. C. Sanyal were elected fellows of the Akademi.

Sangeet Natak Akademi

The major work undertaken by the Akademi during the year under review has been its sustained effort to continue support to rare forms of the performing arts that were in danger of extinction. Apart from the forms already identified, which are being aided in various ways such as scholarships to learners, funds for maintenance and renovation of equipment and materials, and grants to performing troupes, an important new project concerning recognition of the classical Drupad form as a style that is languishing for lack of promotion, was launched. In this connection, the Akademi held a Drupad Mela at Brindavan, a traditional centre of this art where not only did artists from the various Gharanas perform but, for the first time, the traditional sacred music from which the drupad developed confined to the temple precincts, was presented by the temple-musicians on a public platform. An important component of the Mela was a Seminar on the various traditions of Drupad.

A festival organised by the Indian National Theatre, Bombay, was held at Morvi, Gujarat, to bring together all the major styles

of the Gujarati traditional theatre, Bhavai. The Akademi collaborated by providing funds and sending the Documentation Unit to cover it.

The Akademi in collaboration with the other two Akademies, held a unique Exhibition entitled "Rasa Bhava Pradarshan", displaying 200 photographs of the well-known theatre and film personality Shri Sajjan depicting the Navras as defined in the classic work on aesthetics, Bharata's "Natyashastra". The excellent public response to this exhibition has led the Akademi to consider converting this into a mobile Exhibition which will travel to important centres in India and also to some countries abroad.

Significant efforts were also made by the Akademi to rejuvenate other weaker forms of folk theatre such as Bhand Pather of Kashmir and Karyala of Himachal Pradesh. A group of artists practising these forms were specially invited to give performances at the time of giving away of the national awards by the President.

Another event of considerable significance is the forthcoming 5-day festival of Ras proposed to be held in which groups performing varied styles of Ras from various regions of the country will be invited to participate. It is hoped that this will help to project some not-so-well-known forms of traditional Ras.

Another programme organised by the Akademi as a part of the activities in the International Year of the Child is the holding of a children's theatre festival in Calcutta in December 1979.

The Akademi archives have added a unique collection of classical padas of Karnatak music to its tape section.

The Akademi Journal is now in its 15th year of publication and during this year "Music and Dance in Tagore's Education Philosophy" by Shantidev Ghose and "Aesthetical Essays on Hindustani Rhythms" by S.K. Saxena were brought out.

National School of Drama

The School and its repertory company gave 191 performances of the old and new plays (117 by the repertory Company and 74 by the School).

Apart from giving a number of performances in Delhi, the Repertory Company visited Haryana, Kanpur, Lucknow, Jammu, Calcutta and Patna on invitations received from the State Governments and local theatre groups and also visited Nepal to participate in a cultural programme organised by the Indian Council for Cultural Relations on the eve of the Independence Day and gave 24 performances at these places. The students of the School visited Naini Tal along with their production Amal Vimal Kamal and Evam Inderjeet and gave one performance of this play.

To provide an opportunity for the students to get a first hand experience of various aspects of drama and other fields the School arranged 52 lectures and demonstrations and four courses of 2-6 weeks' duration by eminent personalities, including foreign dignitaries.

The Children Theatre Workshop which started in August, 1978 to provide an opportunity to the children ended in March, 1979. Seventy children participated in the course.

The School organised the 2nd Theatre Workshop at Gauhati as a part of its programme to take the theatre from capital to the remote and neglected areas. The workshop enrolled 42 students and was in the nature of an intensive study of theatre, with a display of models of both traditional and modern theatres-suggesting solutions of space, audience-actor communication etc.

School of Buddhist Philosophy, Leh

The School of Buddhist Philosophy, Leh was established in 1959, with a view to imparting education in classical and modern Tibetan studies on the monastic pattern to the students belonging to Ladakh and also enabling them to adjust themselves with the modern trends. The School is an autonomous organisation fully financed by the Government of India. The school admits upto 80 students each year. Each student is paid a monthly stipend. The School follows a course of seven years-five years for Purva Madhyama and two years thereafter for Uttar Madhyama of the Sampurnanand Sanskrit Vishwavidyalaya, Varanasi, to which it is affiliated. A building complex for the School, as also a hostel for students and staff quarters for teachers will be built on a plot expected to be allotted by Jammu and Kashmir Government.

Central Institute of Higher Tibetan Studies, Varanasi

The Institute was established in 1967 and is now functioning as a registered society wholly financed by the Government of India. The main objective of the Institute is to preserve Tibetan culture and tradition, to impart teaching in ancient and traditional subjects through a modern university educational framework and to conduct research in Tibetan studies, with a view to awarding degrees in these disciplines such as Madhyama (Under-graduate), Shastri (B.A.), Acharya (M.A.), Vishista Acharya (M. Phil) and Vidya Varidhi (Ph. D.). The students are paid stipends. A building complex consisting of building for the Institute, hostel for students and staff quarters is under construction.

Sikkim Research Institute of Tibetology, Gangtok

The Sikkim Research Institute of Tibetology, Gangtok, is engaged in research development of Tibetology i.e. CHHLOS. The Institute is jointly financed by the Government of Sikkim and the Government of India, both contributing Rs. 1 lakh each annually.

B. PROPAGATION OF CULTURE

Propagation of Culture among College and School Students

The objective of the scheme is to expose the students in schools and colleges, the teachers and the teacher-educators to the rich and diverse cultural heritage of India. The scheme has two parts :

- (i) organisation of orientation/refresher courses for teachers drawn from secondary schools and colleges in different parts of the country; and
- (ii) Production of educational kits.

During the period under report, a high level committee was appointed to review and evaluate the scheme. As per the recommendations of the committee a Centre for Cultural Resources and Training was set up with effect from 21-5-79 to implement the scheme independently. During the period, about 200 educational kits were produced and 11 orientation/refresher courses at New Delhi (8), Bangalore (1), Chandigarh (1) and Goa (1) were organised for teachers and teacher-educators.

Institutions Engaged in Literary and Cultural Activities

The Central Government is assisting institutions of all-India character such as Bharatiya Vidya Bhawan, Bombay; Asiatic Society, Calcutta; Ramakrishna Mission Institute of Culture, Calcutta; Institute of Traditional Culture, Madras; Institute of Historical Studies, Calcutta; etc. by giving financial assistance for their maintenance and developmental activities, to enable them to further the cause of literary and cultural development of the country.

Building Grants to Voluntary Cultural Organisations

Under this scheme, a number of cultural organisations primarily working in the cultural fields of dance, drama, music, fine arts, indology, literature (other than religious institutions), public libraries, museums, were selected for grants for construction purposes and purchase of equipment.

Financial Assistance to Dance, Drama and Theatre Ensembles

(a) Financial Assistance to Eminent Institutions in the field of Performing Arts

Financial assistance under the scheme is provided to well-established institutions of national or regional importance which have been doing good work in the field of performing arts with a view to helping them become National or Regional Resource Centres in their respective fields.

(b) Financial Assistance to Professional Groups and Individuals for Specified Performing Arts Projects

The scheme provides financial incentive to dramatic theatre groups, music ensembles, orchestral units, children's theatres, puppet theatres, solo artists, etc for approved projects.

Inter-State Exchange of Cultural Troupes

The scheme enables people from different parts of India to know more about the culture of different regions and thereby promote emotional and cultural integration of the country. Under the scheme, selected troupes of performing artists visit states other than their own. So far ten troupes visited other States and Union Territories. More visits are expected to take place during the remaining part of the year.

C. SCHOLARSHIPS AND FELLOWSHIPS

Award of Fellowships to Outstanding Artists in the Fields of Performing, Literary and Plastic Arts

This scheme has been revised from 1979-80 to provide for 15 Senior Fellowships and 35 Junior Fellowships of the value of Rs. 1000 p.m. and Rs. 500 p.m. each, respectively. The main objective of the scheme is to provide basic financial support for very advanced training or individual creative effort or for revival of some of the traditional forms of art, to outstanding men in the fields of literary, plastic and performing arts in the age-group 26-70 years. The fellowships are tenable for two years.

Scholarships to Young Workers in Different Cultural Fields

The scheme provides financial assistance to young artists of outstanding promise for advanced training within India in the fields of music, dance, drama, paintings, sculpture, book-illustration and design, etc. The scholarships of the value of Rs. 350 p.m. are given up to 10 artists in a year in the age-group 18-28 years for a period of two years, with extension up to one year in exceptional cases. During 1979-80, 50 scholarships have been awarded under the scheme. From 1980-81, the number of scholarships has been increased to 75 per year and a number of traditional and rare artistic forms have been brought under the scheme.

Cultural Talent Search Scholarships

The main objective of the scheme is to spot talent among children belonging to families of traditional artists in the age-group 10-14 years and promote their talent in different cultural art forms by awarding them scholarships on year-to-year basis till they attain the age of 18 years or complete higher secondary stage of education, whichever is earlier. Every year, 100 scholarships are given. The value of the scholarship is Rs. 600 per annum but where the child has to shift to a new station for the purpose of specialised training in the approved field, the value of the scholarship is doubled. In addition, tuition fee for specialised training is reimbursed to each scholarship holder, subject to a maximum of Rs. 1,000 per annum.

Financial Assistance to Persons Distinguished in Letters, Arts and such other walks of life who may be in Indigent Circumstances

The scheme provides financial assistance to persons distinguished in letters, arts, etc. who may be in indigent circumstances and who are above 58 years of age. In certain cases, assistance is also given to the dependents of such distinguished persons who are left unprovided for. At present about 406 persons are receiving monthly allowance. The maximum monthly allowance admissible under the scheme is Rs. 200. Generally State Governments meet 1/3rd of the expenditure involved, but in the case of Union Territories and in exceptional cases, the entire expenditure is borne by the Government of India. Due to paucity of funds, however, at present only old cases are being renewed.

Financial Assistance to Institutions/bodies for Preservation of Monuments, Sites or Remains of Historical and Cultural Value not protected by Archaeological Survey of India or State Departments of Archaeology

The scheme has recently been finalised in response to long-felt need for preserving monuments, sites, or remains of historical and cultural value which, as a class, would not qualify for protection from the Archaeological Survey of India or the State Departments of Archaeology. The scheme envisages non-recurring grants limited to Rs. 50,000 (and in special cases Rs. 1 lakh) to a registered voluntary organisation for preservation of such monuments which would not be exclusively political or religious in nature. The State Governments have been requested to identify competent voluntary organisations and to recommend valid applications. It is expected that grants may be sanctioned during 1979-80 in respect of two monuments to begin with, and about four or five during 1980-81.

D. CENTENARY CELEBRATIONS

As part of the Swami Haridas Panchshati celebrations, a three-day music and cultural programme was organised from March 31 to April 2, 1979 in Delhi with Government assistance. This Samaroh was inaugurated by the President of India. Prominent artists like Ravi Shankar, Ustad Vilayat Khan, Ustad Bismillah Khan, V.G. Jog, Zarine Daruwallah, Pandit Jasraj, Siyaram Tiwari, Gopi Krishna, Sitara Devi and Uma Sharma participated.

Financial assistance was also given for Raja Subodh Mallik centenary celebrations organised in Calcutta.

It has been decided to provide Government assistance for the following centenary celebrations to be organised in 1980 :—

- (i) Sarojini Naidu Birth Centenary Celebrations ;
- (ii) Sri Ramana Maharshi Birth Centenary, and
- (iii) 1,400th Anniversary of the Hijra (Islamic Calendar).

E. GAZETTEERS

Gazetteer of India

All the four volumes of the Gazetteer of India viz. Volume I—Country and People, Volume II—History and Culture; Volume III—Economic Structure and Activities; and Volume IV—Administration and Public Welfare, have been published.

State Gazetteers and Supplements to District Gazetteers

On the pattern of provincial Gazetteers published during the British period, it has been decided to bring out one volume for each State. Besides, there will be Supplements to District Gazetteers to update the material, particularly economic data which has become outdated.

F. CULTURAL RELATIONS

Cultural Agreements and Exchange Programme

With a view to promoting cooperation with countries in the fields of education, arts and culture, science, technology, medicine, agriculture, films, mass media and sports, cultural agreements and exchange programmes are concluded with various countries from time to time. While cultural agreements provide for broad terms of policy in regard to cultural contacts between the two contracting parties and financial liabilities to be borne by each side, the Cultural Exchange Programmes are drawn up from time to time (One to three years) indicating specific programmes of exchange during such periods. Such cooperation provides for exchange of academics, scholars, artists, writers, journalists, doctors, agricultural experts, dance and music troupe, organisation of film festivals together with whenever possible visits of representative delegations, art exhibitions, exchange of

scientific and technical information, books and publications, radio and TV programmes and experts, etc.

Till the end of the last year, cultural agreements had been concluded with 54 countries. During this year, a cultural agreement was initiated with Morocco, and it is expected to be signed formally during the ensuing year.

Till the end of the last year, India had Cultural Exchange Programmes with 30 countries. In respect of those countries, with whom there is no cultural exchange programme, the cultural activities are undertaken on ad-hoc basis.

Presentation of Books to Foreign Countries

Under the scheme for presentation of books abroad, the Department of Culture has made a budget provision of Rs. 150 lakhs for payment as grant-in-aid to the Indian Council for Cultural Relations which administers this scheme on behalf of the Department of Culture. The Council has already initiated steps for presentation of books during the current year to foreign countries.

Presentation of Art Objects

Under the scheme for presentation of art objects abroad, a sum of Rs. 50,000 is made available to the ICCR every year, for presentation and despatch of art objects such as dolls, puppets, masks, musical instruments, etc. to the foreign countries.

Essay Competition

This scheme is also being administered by the ICCR on behalf of the Department of Culture for which a grant of Rs. 50,000 is paid to the Council for arranging competitions to create a better understanding about the life and culture of India by arousing interest among the younger generation abroad. The Indian Missions abroad organise these essay competitions every year for school and college students in their territories of accreditation. The Council sends items of handicrafts, books and L.P. records, etc., as prizes to the winners.

Assistance to Indo-foreign Friendship Societies

Indo-Foreign Friendship Societies situated in about 50 countries abroad are assisted by grant-in-aid as a measure for promoting cultural contacts with India. These societies organise lectures, festivals and exhibitions on Indian art and culture. They also entertain prominent visitors from India when they happen to be in the concerned countries. During the year 1979-80, a sum of Rs. 3.50 lakhs has been provided for payment as grant-in-aid to cover about 82 societies through Indian Missions abroad.

Cultural Activities by the Indian Missions abroad

An amount of £ 1,000 each has been placed at the disposal of Indian High Commission in London and the Embassy of India in Washington for organising cultural activities amongst the Indians there. It is proposed to place some amounts at the disposal of some other selected Indian Missions also in the ensuing year.

CHAPTER II

ARCHAEOLOGY

The Archaeological Survey of India continued its activities in the various fields like Excavations, Explorations, Preservation of Monuments, Maintenance of Site Museums, Preservation of Antiquities and Art Treasures and running of School of Archaeology.

I. EXPLORATIONS AND EXCAVATIONS

A. Explorations

In the course of exploration in parts of Andhra Pradesh, Bihar, Jammu and Kashmir, Madhya Pradesh, Karnataka, Maharashtra and Uttar Pradesh, a large number of ancient sites, representing various periods extending from the Lower Palaeolithic Age to the medieval period, were discovered. In the vicinity of almost all the 79 villages surveyed in the District Raisen Early Stone Age tools like choppers, scrapers, handaxes and cleavers and late Stone Age tools, blades scrapers, and points were noticed. Rock-shelters bearing paintings were discovered at Diwagunj, Ghat Pipeline, Hisarkhera, Khabai, Kulalhrari, Mahakhera, Mistabad, Nagori, Narkhera, Rattanpur and Salkenda in District Raisen, Madhya Pradesh.

Amongst the important discoveries of the year mention may be made of the microlithic sites representing Late Stone Age at Chapara, Anjuna, Candolim, Arali, Gananguim, Num and Raj Bagh in Goa. The discovery of a neolithic site at Arali village in Goa makes it the westernmost peninsular occurrence of the neolithic culture. Megaliths were noticed at Terkumedi in District North Arcot, Tamilnadu.

With a view to finding the extension of pre-Harappan and Harappan cultures in the region of Punjab, systematic explorations were carried out in this region. The operations led to the discovery of eight pre-Harappan and Harappan mounds at Dhalewan, Gurnikalan, Hasanpur, Gurna, Baglian-Da-Theh, Naiwala Theh, Lakhmirwala, and Danewala, besides six late Harappan

mounds in Mansa Tehsil, District Bhatinda, in Punjab in the adjoining region of Sri Ganganagar District of Rajasthan. Now it appears that the main thrust of the migration of pre-Harappans and later on the Harappans took place from Rajasthan to Panjab and Haryana through the Ghaggar and its tributaries and not by the Satluj and Beas rivers.

In a systematic exploration six Harappan sites were located in Districts Mehsana and Banaskantha in Gujarat, further confirming the land migration of the Harappans from Sind to Gujarat. Ten Late Harappan sites on the bank of the river Krishna, a tributary of the Yamuna in District Muzaffarnagar, U.P., have been located which link the contemporary sites in Meerut and Saharanpur Districts. In addition, a number of sites with remains of the Painted Grey Ware culture have been discovered in Haryana, Madhya Pradesh, Punjab and Uttar Pradesh. Buddhist *stupas* and remains of monasteries of the 2nd and 1st Century B. C. were discovered at Bidhpur and Pattandeo in District Raisen, Madhya Pradesh. Again, at Besra were noticed sculptures belonging to the Sunga period, including a bell-capital, a yaksha figure and an inscription. About 70 early historical sites were located in Punjab.

B. Excavations

During the year under review the following 12 problem-oriented excavations were conducted in different regions of India. These cover various periods of history extending from proto-historic times to medieval periods :

(i) *Antichak*

Excavations were undertaken at Antichak, District Bhagalpur, Bihar to expose the remaining portion of the fortification wall. A rectangular structure measuring 41.65m in length and 18.65m in breadth has been exposed. A few stone pillar-bases have also been found. Antiquities include terracotta figures and plaques, stone images of Buddha, Vishnu, Surya, Siva and Sadyojata and a few heads. Some minor objects including a few copper coins, bangles, spouted bowls were also unearthed. A triangular palette bearing the figure of a bust was an important discovery. A board of stone querns and pestle totalling about 50 in manufacturing stage was discovered.

(ii) *Bharadwaj Ashram, Allahabad*

Excavations at Bharadwaj Ashram, District Allahabad, U.P., have yielded a two-fold sequence of cultures beginning with Northern Black Polished Ware followed by the Gupta Period.

(iii) *Daimabad*

Excavations at Daimabad, District Ahmednagar, Maharashtra, which has earlier given a sequence of five cultural phases has yielded more Harappan pottery and house-complexes this year.

(iv) *Fatehpur Sikri*

During the course of further excavations at Fatehpur Sikri, District Agra, three huge structural complexes and a *hammam* have been exposed.

(v) *Hampi*

As a result of further excavations at Hampi, District Bellary, Karnataka, in the Mint area, two huge structural complexes belonging to royal residential complex have been exposed.

(vi) *Hulas*

Excavations at Hulas, District Saharanpur, U.P., have yielded late Harappan and Painted Grey Ware habitations in two different localities of the mound. The site has yielded a sequence of five periods. A magnificent structure of Kushana period was also exposed.

(vii) *Kalingapatnam*

Further excavation at Kalingapatnam, District Srikakulam, Andhra Pradesh, has yielded remains of a large *stupa*, probably belonging to early centuries of the Christian era.

(viii) *Mottur*

Excavation at Mottur, District North Arcot, Tamilnadu, where a huge stone anthropomorphic figure was discovered earlier, has yielded interesting result showing that the figure was used as one of the slabs on the north of the slab-circle encircling a cist with port-hole on the east with sarcophagus interment.

(ix) Parihar

Excavation at Parihar, District Unnao, U.P. has yielded black-slipped and Ochre Coloured Pottery in the lowest levels.

(x) Patan

Excavation at Patan, District Mehsana, Gujarat, revealed that the fortification wall was repaired during the thirteenth century A.D.

(xi) Satanikota

Further excavation at Satanikota, in District Kurnool, Andhra Pradesh, has yielded more evidence of the fortification and moat around the habitation.

(xii) Sringaverapur

Further excavation at Sringaverapur, 35 km. upstream of Allahabad, has yielded remains of an impressive large tank of the Kushana period.

C. Village to Village Survey of Antiquarian Remains

Under this scheme Archaeological Survey of India and the various universities carried out explorations in 24 districts in different States.

II. CONSERVATION

The Archaeological Survey of India took up the challenging job of dismantling the Sangamesvarasvami temple at Kudavalli near Alampur (Andhra Pradesh) which was to be submerged by the construction of Srisailem Dam. The *sikhara* and parts of the compound wall have been dismantled after thorough documentation and is being transported to the transplantation site which is 25 kilometres away. The work is of a similar nature as was carried out to Abu Simbel in Egypt. The Survey continued to maintain, preserve and carry out major structural repairs to centrally protected monuments during the year 1979-80. Noteworthy monuments undergoing major structural repairs are : monasteries at Leh, District Ladakh, which are situated at a high altitude; Pari Mahal and Akhun Malla Shah mosque in Jammu and Kashmir State; group of temples in Bhubaneswar and Sun temple at Konarak in Orissa; Sultangarhi and Khan-i-Khana tombs and forts at Adilabad and Tughlaqabad in Delhi;

Neelkantha Mahadeva temple at Arthuna, monuments in Chitor fort and Ranthanbore fort in Rajasthan; excavated site at Lothal, Dwarkadish temple, Dwarka, churches and fort walls at Daman in Gujarat; Buddhist sites at Nalanda and Piprawah and Jaunpur Fort in Bihar; Bibi-ka-Maqbara in Maharashtra; Bom Jesus church in Goa; Buddhist rock-cut caves at Dhamnar, Siva temple at Bhojpur and floodlighting of western group of temples in Khajuraho in Madhya Pradesh; Nambinarayana temple, Tonnur and temples at Lakkundi, Aihole and Pattadakal in Karnataka; Mahals at Chandragiri and Silaikhana in Golkonda Fort in Andhra Pradesh; Hazarduari place at Murshidabad in West Bengal; Nirvana Stupa at Kusinagara, Fort and monuments in Fatehpur Sikri, Taj Mahal at Agra in Uttar Pradesh; fort wall at Palghat in Kerala; Kailasanatha temple at Kanchipuram and Brihadisvara temple in Gangaikondacholapuram in Tamilnadu.

Typical Mughal type gardens are being laid out in Itmad-ud-daula and Rambagh in Agra, apart from extensive horticultural operations carried out at various monuments.

Chemical preservation was taken up at Nila Gumbaz, and Diwani-i-am at Red Fort in Delhi, Taj Mahal at Agra and Rama Temple at Palampet, in addition to various other monuments. The Survey has set up a chemical laboratory and a monitoring station at Agra to study the air pollution problems in and around Agra.

III. PRESERVATION OF ANTIQUITIES AND ART TREASURES

A substantial number of objects of art intended for export was examined by the Director-General, Archaeological Survey of India and Exports Advisory Committees for export of non-antiquities. Many objects were declared to be antiquities and their export was stopped. A number of antiquities confiscated by the Custom Departments were distributed to various Museums by the Director-General after examination.

Progress was maintained in implementing the various provisions of the Antiquities and Art Treasures Act. Particular mention may be made of the following :—

- (i) Watch was kept on the activities of the licensed dealers and it was ensured that illegal dealings in antiquities were minimized.

- (ii) The work of registration of antiquities was continued. About 18,000 applications were entertained during the year and more than 23,000 certificates of registration were issued. In addition, action for notifying wooden sculpture as registerable antiquity has also been initiated. Still further, with a view to coping with the unwillingness of some persons to register their antiquities, action for investing certain officers with the powers of search and seizure has been initiated.
- (iii) Two meetings of State Government Officers appointed as Co-ordinators under the Act and Officers of the Survey were held in Madras and Lucknow. Problems encountered in implementing the various provisions of the Act were discussed threadbare at these meetings.

Having regard to their artistic and aesthetic value, the works of art of the following five modern artists were declared to be art treasures : viz. (a) Gaganendra Nath Tagore; (b) Abanindra Nath Tagore; (c) Sailoz Mukherjee; (d) Ravi Verma; and (e) N. Roerich.

The Antiquities and Art Treasures (Amendment) Rules, 1979 laying down the procedure for declaring an object to be an art treasure were framed.

IV. MUSEUMS

The Museums Branch of the Survey at present looks after the maintenance of 20 archaeological Museums spread over different parts of the country. Besides, it has taken over the charge of the Indian War Memorial Museum at Red Fort, which is being reorganised as a period museum of arms and warfare. In addition to the major reorganisation work of Museums at Bodh-Gaya, Bijapur, Halebid, Nalanda, Sanchi and Sarnath, that is underway, the Museums Branch of the Archaeological Survey of India has completed the setting up of the Museum at Vaishali, where the staff quarters are under construction. Considerable progress has been made in opening the new museums at Taj and Lothal. The Museums Branch has also taken up the programme of detailed documentation of exhibits in the gallery and in the reserve collection.

V. SCHOOL OF ARCHAEOLOGY

The School of Archaeology offers a professional one-year diploma course in Archaeology. The current session is the twenty-first since its inception in 1959. This course has been attracting officially-sponsored trainees as well as students from both within the country and from the friendly neighbouring countries either under Colombo Plan or other arrangements, for which a seat is provided, subject to demand, every year. In the current year, an officer-trainee from Nepal joined the School.

VI. PUBLICATIONS

The Survey has its own Publication Wing, which brings out Archaeological and Epigraphical report of technical nature and various kinds of popular but erudite publications like guide-books (in English, Hindi and vernacular languages) on important sites and Archaeological Museums, besides folders and series of coloured and black-and-white picture postcards. Amongst the publications which have been released for sale and/or the printing of which are likely to be completed soon, mention may be made of the three issues of the *Indian Archaeology—A Review*, *Excavations of Lothal*, *South Indian Inscriptions*, Vol. XXIII, *Epigraphia Indica*, Vols. III and IV (reprinted), *Sir Mortimer and Indian Archaeology and Archaeological Works Code*.

CHAPTER III

ANTHROPOLOGICAL SURVEY OF INDIA

The Anthropological Survey of India, Calcutta, attempts to preserve the diverse nature of our culture by orienting its programme to national tasks and by covering major gaps in developing programme of nation-wide continuance of anthropological studies of human groups. It conducts researches on biological and cultural aspects of the Indian population with emphasis on tribes and weaker sections of the population. Activities of the Survey also centres round preservation and documentation of the diverse nature of our culture.

Physical Anthropology

The research activities of the Physical Anthropology Division were many and varied. The Mohenjodaro series of skeletal remains were chemically treated for preservation and the skeletal remains excavated from Amirthamangalam (Tamil Nadu) were inventorized. The remains of the Bronze Age people of Kalibangan, Rajasthan, were examined for detecting morbid conditions. Odontometric measurements were obtained from about 600 mandibular molars of the East Indian series in order to examine the relationship between molar size, cusp number, and groove configuration.

The data on age, sex, ethnicity, diseases and disabilities and metric characters including body weight were tabulated and classified. Nine teams of research workers were formed to undertake the final round of field investigations in a number of cities and towns. Studies on growth and development were conducted among the Khasi of Meghalaya, the Karen immigrants settled in the Andaman Islands, and several population groups of Rajasthan and Madhya Pradesh. The data on the eruption of deciduous teeth were analysed. The fertility of Korku women of East Nimar District was studied in relation to their body dimensions and blood groups. Field work on the nutritional anthropometry of the Bhilala of Malwa region, Madhya Pradesh was completed.

Studies were also conducted on the distribution of blood groups, colour vision of deficiency, middle phalangeal hair, PTC taste sensitivity, ABH secretion, and haemoglobin variants among different population groups. Six research teams were deputed to conduct demogenetic field investigations in selected populations of Bihar, Orissa, and West Bengal. Demogenetic research was also undertaken on the Maan, Hajong, and Singpho populations of North-east India as well as on three tribes of Rajasthan. Besides, reports were published and scientific papers contributed on different subjects including consanguinity and inbreeding, birth weight and birth length, nutrients in alcoholic beverages in tribal India, skinfold thickness as an index of nutritional status and infant growth in Lakshadweep.

Cultural Anthropology

(a) Culture Trait and Culture Area Survey

A major All-India project on Culture Trait and Culture Area Survey was conducted on the basis of the data collected by research officers of the Survey and presented at the seminar held at Calcutta from September 13—15, 1979. Altogether 97 participants took part in the seminar through six sessions.

(b) Tribal Education

An All-India project on Tribal Education was undertaken. A total of 21 reports written by research officers were received in the headquarters, and these are being examined for possible publication.

(c) The Survey is continuing the research work on a number of important topics and projects, such as Area Studies, conducted in Malwa (M.P.), Nicobar Islands, Saurashtra and Kutch; Ethnographic studies on eight tribes distributed in different parts of the country; Programmes and prospects of share-croppers and agricultural labourers in rice-producing areas of Andhra Pradesh and Karnataka; and Social Change in Central India.

Museum

The Zonal Anthropological Museum, Shillong, has been opened to public. Necessary arrangements have been made to open the Central Museum in Calcutta.

Library

More than 1,100 books and a large number of periodicals on anthropology and allied sciences were added to the central and regional libraries of the Survey.

Publication

The Survey published 2 memoirs entitled "Muslims of Calcutta" (second revised edition) and "Lower Siang People", one bulletin as also one occasional publication entitled "Cultural Profile of Shillong". In addition, information brochures and souvenir in Hindi and English were published on the occasion of Silver Jubilee Celebration of North-east region, Shillong and during the opening of Zonal Anthropological Museum of that office.

Photography and Cinematography

A Photographic album on the tribes inhabiting different regions in India is under preparation. A cine film was also prepared on the occasion of Silver Jubilee Celebration of North-east region of this Survey at Shillong in April, 1979.

Fellowship Programme

Twenty-six research fellows have been working on different problems in Cultural and Physical Anthropology under the sponsorship of this Survey.

School of Anthropology

The draft prospectus of the School of Anthropology was revised; a tentative outline of course and programme was chalked out in the light of the existing expertise and resources of the Survey, universities and other institutions.

CHAPTER IV

ARCHIVES

National Archives of India

To enable the National Archives of India to cater effectively to its responsibilities in all fields of Record Management and Archives Administration four new schemes, viz. (i) National Advisory Service for Preservation and Record Management ; (ii) Film Repository for Archival Microfilms ; (iii) Planning Cell for the National Archives of India; and (iv) Automated Information Storage and Retrieval of Records unit, were proposed to be added for the Sixth Five Year Plan in addition to the existing 13 schemes.

The foundation stone of Annexe to the National Archives of India, was laid on 27th September, 1979.

International Archives Week was celebrated, on the advice of the International Council on Archives, by the Archives from October 23—29, 1979 at New Delhi and its Regional Offices at Bhopal, Jaipur and Pondicherry. A Commemorative Stamp was issued on this occasion. An Exhibition entitled 'Archives and the Child' and a Symposium on 'Access to Archives were organised during this week.

1,200 files from the Ministry of Works & Housing, 4 files from the Ministry of Railways and 95 authenticated copies of the Bills assented to by the President of India were received from the Ministry of Home Affairs for permanent Preservation.

Among the private papers acquired upto October 1979, the Department received, (i) Xerox copies of Kingsley-Martin Papers from Sussex University, U.K.; (ii) 9 publications in Hindi and Punjabi written by Pt. Naveen Chandra Rai and Smt. Hemanta Kumari Choudhuri during 1882—1932; (iii) Private Papers (1916—60) of late Jairamdas Daulat Ram and (iv) a Xerox copy of an article entitled "Account of the Revolution at Delhi" (1748—61) from India Office Library and Records, London.

During the remaining period private papers of General Cariappa and Shri Bhimsen Sachar will be acquired.

The Department received from the India Office Library and Records, London, (i) 14 microfilm rolls belonging to Burdwan Factory Records (1774—79); (ii) 5 rolls of Broach Factory Records (1679—87) and (iii) 10 rolls of Ceylon Factory Records (1708—1802) in exchange for microfilms of records of their interest. Besides, one microfilm roll of records relating to internal affairs of India and Burma has been received from the National Archives and Records Services, Washington.

On the recommendations of the Historical Documents Purchase Committee, the Department acquired on payment 71 documents, 2 manuscripts and 13 printed books in Persian and Urdu.

Library

The Library purchased 61 latest publications besides, acquiring, as usual, issues of Journals, Periodicals, Gazettes, Administration Reports and copies of the Lok Sabha and Rajya Sabha Debates.

Publications

The Indian Archives.—Volume XXVII, No. 1 (January—June, 1978), and No. 2 (July—December, 1978) of the Journal were published.

National Register of Private Records.—On the recommendations of the Indian Historical Records Commission, the National Archives has been compiling since 1972 volumes of descriptive lists of private papers with the cooperation of the State Archives ever since 1957-58. Ten volumes of the series have since been compiled, cyclostyled and issued. Volume XI of the series is being compiled.

Other Publications.—The Department published its Annual Report for the year 1978 and Bulletin of Research Theses and Dissertation, Volume No. IX upto the period 1976 is being compiled. The Panjab University, Chandigarh, has published News Letter Volume I, entitled *North-Western Frontier and British India 1839—42*.

Records and Archives Management

The Department continued all out efforts to implement the Archival Policy Resolution issued by the Government of India in December, 1972. Progress is indicated in the Fifth Report of the Director of Archives on the implementation of Archival Policy Resolution during 1977-78. The Sixth Report for the year 1978-79 is being issued.

Compilation of Reference Media

Reference media for original consultations of the Foreign (Secret) Department (1806, 1809-10); Finance (Planning Department) (1945—48) and of the private collections of P. K. Malaviya, Dadabhai Naoroji, B.D. Chaturvedi and Dr. Rajendra Prasad was completed. Descriptive listing of 2,515 documents of Haldiya family of Rajasthan and Inayat Jung Collections was also completed. The work is continuing. Part III of the Guide to Records of the Foreign Department including its predecessor bodies (1756—1954) was compiled.

Research and Reference

During April—October, 1979, Research facilities in the National Archives of India were provided to 450 Indian and foreign Scholars. Besides, the Department attended to 61 search cases.

Reprography and Conservation of Records

About 1,51,846 exposures of microfilm, 1,983 metres of positive printing, 7,297 Xerox copies and 1,726 enlargement prints were prepared on behalf of the scholars, institutions and government agencies. The Department laminated 47,758 sheets, repaired 42,904 sheets of records and 925 maps; 904 files, 726 books, 464 volumes, 94 registers and 400 booklets were bound.

Archival Training

The Department continued its One Year Diploma Course in Archives Keeping Training and the Short Term Course in Management and Preservation of Records, besides providing necessary guidance to the trainees from Asian and African countries who visited this Department during this period.

Regional Offices

Record Centre, Jaipur.—The Department accessioned 9,173 files of the Controller of Insurance, Simla and 453 Census Publications. Under listing programme, 3,145 maps of Census Department were listed; under repair and preservation programme, 10,225 sheets of records were repaired and 24,136 were guarded.

Regional Office, Bhopal.—The Department acquired 101 books for its library. Subject lists of 2,242 files of the erstwhile Department of Home, Education and Lands, Judicial Epigraphy and Archaeology were prepared. 11,152 sheets of records and 73 maps were repaired, 2,066 sheets laminated and 83 maps mounted.

State Cell, Bhubaneswar.—The State Cell for Survey and listing of Private Papers for the National Register of Private Records Scheme started functioning with effect from 1st June, 1979.

Regional Office, Pondicherry.—The Pondicherry Administration having agreed to handing over its old records to the National Archives of India, a regional Centre of the Department started functioning from January 1, 1979. Separate staff of 18 members has been sanctioned by the Government of India for this centre. The posts are being filled.

CHAPTER V

MUSEUMS AND LIBRARIES AND THEIR CONSERVATION AND DEVELOPMENT

The Government of India set up and have been administering a chain of museums and libraries, each with distinguishing features. They have also been extending substantial financial assistance to a few others, considered to be of great importance. Besides, they have been following a few schemes relating to their conservation and development. An account of the activities in this field during the year is given in this chapter.

MUSEUMS

Museums are repositories of cultural, historical, technical, industrial or other kinds of materials and help in the preservation of the national cultural heritage. The Government of India maintain the National Museum at New Delhi and administer some other Central Museums, viz. (i) National Museum, New Delhi; (ii) Indian Museum, Calcutta; (iii) Salar Jung Museum, Hyderabad; (iv) Victoria Memorial Hall, Calcutta; (v) National Museum of Man; (vi) National Research Laboratory for Conservation of Cultural Property (vii) National Gallery of Modern Art and (viii) Science Museums.

National Museum, New Delhi

The Museum continued its activities in various fields such as acquisition, exhibitions, conservation and education.

Acquisition

The collections of the museum were further augmented with the inclusion of 500 art objects acquired through purchases and gifts. Some of the outstanding objects are 11 country locks from Rajasthan; embroidery with gold threads of Rajasthan; a rare silver portrait coin of the Satavahana ruler of the 2nd century A.D. and an illustrated manuscript from Orissa and a Jain manuscript of *Kalpasutra* from Ahmedabad.

Exhibitions

The temporary exhibitions organized included (i) Einstein : His Life and Work; (ii) Copies of Indian Murals, including the reconstruction of one of the Ajanta Caves; (iii) Thanjavur Paintings; and (iv) Indian Art at Paris.

Seven illustrated lectures by eminent Indian and foreign scholars were organised under the programme of "Extension Lectures and Gallery Talks".

Other Activities

- (i) The Life of Krishna in Indian Art by Dr. P. Banerjee was brought out. It has been awarded the first prize for excellence in printing and design under National Awards;
- (ii) Eight hundred Volumes were acquired by the Museum library;
- (iii) A three months' training course on conservation of paintings was conducted by the Museum;
- (iv) One hundred and fifty educational and cultural kits were prepared;
- (v) A workshop "Teaching and Research in Museology in Indian Universities" sponsored by the University Grants Commission was organised;
- (vi) A six-week refresher training course in museology was held and two trainees deputed by the Sikkim Government were trained for one year.

Indian Museum, Calcutta

Exhibitions

The following exhibitions were organised :—

- (i) 'Aspects of Child Life in Indian Paintings' to mark the International Year of the Child.
- (ii) 'Indian Museum through Century' to mark 100 years of the opening of the galleries in the present museum building.
- (iii) 'Kalighat Paintings' to mark the 289th year of foundation of the city of Calcutta.

- (iv) 'Cultural Heritage of India in Postal Stamps' to mark the 125th anniversary of the release of postal stamps in India.

Publications

The following books, bulletins and catalogues were published :—

- (i) Remains of Bharbut Stupa by Shri Arabinda Ghosh (Monograph No. 9).
- (ii) Kushana Coins of the Land of Five Rivers by Dr. B. N. Mukherjee (Monograph No. 12).
- (iii) A catalogue of the exhibits displayed in the exhibition 'Indian Museum through Century'.

Acquisitions

- (i) Twenty specimens of Cho masks collected from Chorida in Purulia for the Anthropology Section from field exploration;
- (ii) Six decorated muslandi mats collected from Jalda, Sabang P.S. Dist. Midnapur from a field exploration for the Anthropology Section.
- (iii) A few paintings of Asit Halder, Abdul Chaughtai, Jamini Roy and Kshitindranath Majumder acquired through purchase for the Art Section.
- (iv) An embroidered Chadar and an Italian stone sculpture for the Art Section.
- (v) Three Dhakai sarees of more than 100 years old were acquired as gift for the Art Section.

Other Activities

- (i) The Mobile Exhibition on Indian History and Archaeology visited various districts of West Bengal.
- (ii) One hundred and twenty-two educational films were screened at various places;
- (iii) A documentary film was produced for Calcutta TV.
- (iv) Nine lectures and gallery talks were held.
- (v) Practical training in Museology was imparted to 12 post-graduate students of Calcutta University.

- (vi) Three hundred and ninety three new books were purchased for the library of the Museum.
- (vii) Two seminars were organised.
- (viii) Cultural programmes including film-shows, dramas, music concerts were organised.

Salar Jung Museum, Hyderabad

Conservation

About 400 objects of different media were given preservative and restorative treatment.

Exhibitions and Lectures

The following exhibitions and lectures were held :—

- (i) An exhibition "Tobacco—its Impact on Art", in connection with the birthday celebrations of Salar Jung III. A souvenir brought out by the Indian Tobacco Company, Calcutta was also released on this occasion.
- (ii) An exhibition "Children's Art".
- (iii) A lecture on "Salar Jung III and His times".
- (iv) A gallery talk on carpets.

Installation of Recorded Commentary System

The equipments for recorded commentary system received from Central Electronics Engineering Research Institute have been installed in Salar Jung gallery and Indian Miniature gallery and the commentary on the objects of these galleries have been recorded in four languages.

Birthday Celebrations of Salar Jung III

The birthday of Salar Jung III was celebrated from September 7-13, 1979. Cash prizes of Rs. 250 each and also commendation certificates for outstanding services were awarded to two best workers of the museum on the day of inauguration. A cultural get-together of the employees and cultural programmes were also organised as part of celebrations. Sports and games competitions were also held among the employees of the museum.

Other Activities

- (i) Reorganisation of Gallery No. 6—Indian Textiles, is in progress.
- (ii) Educational film shows were held.
- (iii) In connection with the International Year of the Child, a painting competition was conducted for students.

Victoria Memorial Hall, Calcutta

Special efforts for adding to the number and variety of historical and art objects emanating from Indian sources have resulted in the acquisition of paintings by celebrated Indian artists like Jamini Roy and Bhabani Charan Law, Kalighat drawings, pats, old lithographs, besides specimens of Indian handicraft like 'Kantha', scroll paintings and objects representing folk and tribal art. These have given to the Memorial a new dimension. The Memorial has enriched its collections through kind gifts of two Tibetan thangkas by H. H. The Dalai Lama, of 107 terracotta pieces and scroll paintings by the custodians of the collection of late David McCutcheon, of a set of 400 books and journals on art by Shri P.C. Law of Calcutta besides large-sized rare paintings by Tilly Kettle depicting Nawab Sujauddullah and Emperor Shah Alam among others and works of excellent art on historical objects undertaken in the 70s of the 18th century. The Conservation Units are now in a position to intensify their activities due to the purchase of essential equipments on the one hand and the higher course of intensive training in the U. K. made available, free of charge, to the Restorer, through the courtesy of the Curtauld Institute of London on the other. As an effective step towards organising a Centre of Advanced Study on Calcutta, special care has been taken to collect and preserve documents of historical importance. In collaboration with the Directorate of Land Record and Survey, Government of West Bengal and the National Atlas and Thematic Mapping Organisation, a project has been drawn up and work has commenced on preservation of old maps and plans of Calcutta and suburbs and preparation of copies of original maps and plans for the benefit of scholars. The Research Unit, in addition to compilation of a register of photographs of town of old Calcutta, supplemented with biographical sketches on leading Indian personalities resident in old Calcutta, has completed the text of a comprehensive catalogue on water colour drawings in the collection of the Memorial. The academic programme included 14 lectures, and five temporary exhibitions, besides publications specially intended to bring the Memorial and educational

institutions closer together and to acquaint the public with the contents of the Memorial. A reorientation course on the Museum's exhibits was held. A quiz contest on museum objects limited to school children emphasised the potentialities of the Memorial as a centre of education.

National Museum of Man, Bhopal

The National Museum of Man has been conceived as an institution where man and his activities from the earliest pre-historic times shall be dealt with. The main focus of the museum will be on the following topics :

- (a) Evolution of man and human variation;
- (b) Man and culture; and
- (c) Material culture in Indian unity and diversity.

The foundation stone of the museum was laid on April 21, 1979 at Bhopal where a plot of 100 acres of land has been allotted by the Government of Madhya Pradesh for the setting up of the Museum and its out-door complex. Preparations are being made to organise an out-door exhibition which will mark the formal opening of the out-door complex of the museum. This exhibition will show typical dwelling houses/huts of some of the important tribal populations of India. Field work among some populations in Ladakh, Uttar Pradesh Hill districts, Meghalaya, Andhra Pradesh and Madhya Pradesh has been undertaken in connection with ethnographic, photographic, cinematographic and graphic documentations. One hundred and fifty nine anthropological specimens have been collected from field. About 1,400 black and white negatives and about 800 colour slides on tribal life, fairs and folk dances, have been prepared. In addition, 1,500 ft. cine coverage has also been undertaken.

National Research Laboratory for Conservation of Cultural Property, Lucknow

The Laboratory has been established at Lucknow for technical study of cultural materials by scientific means; research for finding out better methods of conservation; coordination of research; technical assistance to museums and other cultural institutions; training and documentation and conservation of literature.

Work on the research programmes already undertaken by the Laboratory has been accelerated. In addition, the Laboratory has formulated seven research programmes.

Under its scheme of Technical Assistance to other Laboratories and Museums, the Laboratory undertook the conservation of wall paintings in Karnataka, Sikkim and at Kussum Samovar Govardhan. Besides, objects were received from several institutions for conservation.

The 2nd 6-month training course on conservation of cultural property and started on September 1, 1979. Seven trainees—2 from abroad and the remaining five from different museums and archaeological departments in various states—participated.

For the benefit of scholars and workers in various museum sections of the departments of archaeology as well as the general public, the Laboratory arranged special lectures.

National Gallery of Modern Art, New Delhi

The National Gallery of Modern Art continued its endeavour to enrich its collections by acquiring outstanding pieces of art. During the period under review, 29 works of art were added to its collection.

An exhibition of 'Modern Indian Art' was shown at Tehran, Damascus, Aleppo, Warsaw, Prague, Budapest and Sofia. On return, the exhibition was displayed in India with a view to providing opportunity to the reviewer to discover the impact this exhibition made abroad.

The other exhibitions organised by the Gallery were :

- (i) an exhibition of 100 years of Asian Art in Fukuoka Art Museum, Fukuoka, Japan, where 100 works of Indian paintings and sculptures were displayed; (ii) an exhibition of the original works of the great master of Modern International Art "Paul Klee" held in the gallery from January 23 to February 25, 1979, and (iii) an exhibition of 73 Lithographs and Wood cuts of Ernst Barlach held in the gallery from March 22 to April, 23, 1979.

An art exhibition was organised by the Society of the Friends of the National Gallery of Modern Art at Lalit Kala Akademi.

Under the Indo-US Cultural Exchange Programme, the Restorer was sent to the U.S.A. for three months to study the latest development in the field of restoration and conservation.

The following publications/reproductions were brought out during this year :—

- (i) Six half imperial size multi-colour reproductions of paintings,
- (ii) Two catalogues for the exhibition 'Paul Klee' and Ernst Barlach, and
- (iii) Two catalogues on Performing Arts and Visual Art for South Asian Festival of Culture.

Under the education programme, 3,700 students and 200 teachers from all over the country visited the National Gallery of Modern Art and they were provided conducted tours. With a view to exposing the common man to the works of art at their own working places, Mobile Exhibition Bus containing an exhibition 'Selected Works of Picasso' visited various places in Delhi.

A seminar on Art History was conducted for the students of National School of Drama from July 16 to July 21, 1979.

National Council of Science Museums

The National Council of Science Museums (NCSM) (with headquarters at Calcutta) was registered on April 4, 1978 under the West Bengal Societies Registration Act, 1961 and administers :—

- (a) Birla Industrial and Technological Museum, Calcutta: (BITM)
- (b) Visvesvaraya Industrial and Technological Museum, Bangalore, (VITM) and
- (c) Nehru Science Centre, Bombay.

These three Museums have been transferred from the Council of Scientific and Industrial Research to the Department of Culture. The Union Minister of Education and Culture is the President of the NCSM Society. The objects of the NCSM include the establishment and administration of new museums of the kind.

In pursuance of its other important objective, namely popularisation of science and technology, the three Museums organised special thematic exhibitions, film shows, teacher training programme and popular lectures at their headquarters. These were

supplemented by science fairs/camps at district levels and inter-state levels with a participation of 1300 schools, and science seminars at block levels, district levels and inter-state levels with a participation of 1,430 students, besides Science Quiz Contests with a participation of 356 students from 79 schools.

The special thematic exhibitions related to (i) Vintage cars (ii) Bees, Beetles and Butterflies, (iii) Technology at Home (iv) The World of Light Houses, (v) Special Communication, (vi) The Age of Shakespeare, (vii) New Technology for Growth, (viii) Life and Works of Albert Einstein, and (ix) Centenary of Electric Light.

The exhibition on Einstein which was initially shown at the BITM, Calcutta, and at the Shri Krishna Science Centre, Patna, was also displayed in the National Museum at New Delhi, besides forming part of the Children's Science Fair organised in the Teen Murti House, New Delhi, as part of the International Year of the Child celebrations on November 14, 1979. The VITM organised Radio Amateur Training Programmes for 108 candidates of the Radio Amateur Examination, while the BITM arranged practical training programme for the students of museology of the Calcutta University. Both the NSC and the BITM organised occasional Sky Observation Programmes also.

In the Bombay Centre, the pile-driving and the construction of pile-caps and plinth beams for the main building (Phase-I) and reception hall were completed during 1978-79. In view of the acute housing problem in the city of Bombay, the Centre has purchased eight flats in the first instance for use as staff quarters. The Bangalore museum is expected to complete the construction of the first phase of staff quarters shortly.

The District Centres at Patna, Purulia (West Bengal) and Gulbarga (Karnataka) are being developed steadily.

Other Activities

A report on an opinion survey of visitors to the four central museums, viz., National Museum, New Delhi, Indian Museum, Calcutta, Salarjung Museum, Hyderabad and National Gallery of Modern Art, New Delhi, which was conducted in 1975-76 is under print.

Nehru Memorial Museum and Library, New Delhi

The Museum continued to maintain its popularity, attracting a large number of visitors from different parts of the country. With the opening of a new exhibition entitled *Civil Disobedience Movement and After*, which proved of great interest to the visitors, the story of Indian Struggle for Freedom has been brought forward to the outbreak of the Second World War. In connection with the celebrations of International Year of the Child, an exhibition on Jawaharlal Nehru and Children was thrown open to public on 14 November, 1979. The library continued to acquire books in various regional languages. The number of books added to the library was 2,218, increasing the total number of holdings to 69,624. The total number of newspaper volumes stood at 4,201. The resources of the library were further augmented through the acquisition of 121 microfilm rolls of the Civil & Military Gazette, Lahore, (1888-1906); 57 rolls of The Times, London, (1937-44) and seven rolls of Le Monde, Paris, (1944-47). The number of photographs as on 20 November, 1979 was 48,590. Among the notable collections of private papers and records of institutions, mention may be made of the papers of the Deccan Sabha (1896—1972). Sir Raghupati Venkataratnam Naidu, Narayan Prasad Arora, Shyama Prasad Mookerjee, Gopinath Bardoloi, Omeo Kumar Das, Lila Dhar Barooah, Indulal Yajnik, Gopabandhu Choudhury, V.S. Khode, M.N. Roy, Dr. Palpu, Harekrushna Mahtab, M.N. Saha and Shankarrao Deo. The papers of All India Women's Conference, K.M. Munshi and Lakshminarayan Sudhanshu were microfilmed. The microfilming project of old newspapers and journals made significant progress. Microfilming of Amrita Bazar Patrika, Hindustan, Milap, Aljamat was continued. In addition to these, the files of Pratap, Swarajya, Sarfaraj, Tyagbhumi, Jagran, Sainik Bharat, Bharat Dharm were microfilmed. Under the oral history project, 56 sessions of interviews with 23 persons were recorded. Among these interviewed were Sri Karan Sarda, Sham Lal Lyallpuri, Smt. Ashalata Sen, S.G. Gokhale and C. Sankaran Nair. A number of lectures and seminars having a bearing on modern Indian history and Indian nationalism were arranged. The speakers included Dr. Basudev Chatterji, Dr. Rajat K. Ray, Professor Hiran Mukherjee, Dr. Jagjit Singh, Dr. Shahid Amin, Dr. B.S. Minhas and Dr. Urmila Phadnis. Dr. Mulk Raj Anand spoke on Jawaharlal Nehru as a writer; Prof. Umashankar Joshi presided. The Padmaja Naidu Memorial Lectures were delivered by Dr. (Miss) Aloo J. Dastur on Indian Women and Nation Building. The Vice-President of India presided over the first

lecture and Mrs. Vijayalakshmi Pandit on the second. A booklet, entitled "Gandhi and Nehru", based on the papers presented at the panel discussion, arranged by the Nehru Memorial Museum and Library, was published.

Dr. Zakir Husain Memorial Museum, New Delhi

Dr. Zakir Husain Memorial Museum, New Delhi was opened to the public on the 3rd May, 1976. The museum is functioning under the supervision of the National Museum, New Delhi.

Gandhi Darshan Samiti, Delhi

The object of the Samiti is to acquire, maintain and preserve the personal papers and other historical materials pertaining to the life and work of Mahatma Gandhi in consultation and collaboration with other institutions and organisations engaged in Gandhian work.

'My Life is My Message', and 'India of My Dreams' pavilions were kept open to the public whereas the 'Satyagraha Darshan' and 'Truth is God' pavilions remained partially open to them. The offices of Handicrafts Training Centre, Central Cell for Adult Education, 'Taking Gandhi to Schools', and Youth Training Centre are located in the two wings of 'Satyagraha Darshan' pavilion whereas the Art and Exhibition Unit is in the 'Truth is God' pavilion.

Art and Exhibition Unit

(i) The unit prepared some additional exhibits for the 'Gandhiji and Environmental Problems' exhibition put up in the hall of the Gandhi Peace Foundation from 4th June to 9th June, 1979.

(ii) A one-day seminar was also organised on 8th June, 1979, when papers on the relevant subject were presented by scientists and educationists.

(iii) The unit also put up exhibitions 'Lok Swarajya' and 'Environment Problems and Solutions' for the benefit of the delegates of National People's Conference held on 20th June to 25th June, 1979, in Gandhi Darshan Complex.

(iv) A two-day seminar on the 'Environment Problems of Delhi' was organised at Gandhi Peace Foundation, on 25th and

26th August, 1979, in which Gandhi Darshan, also joined as co-sponsorer.

(v) At the request of the Municipal Corporation of Delhi, the unit prepared a special exhibition entitled 'Gandhiji in Delhi' highlighting Gandhiji's visits to Delhi during his life-time and his activities there.

Taking Gandhi to Schools Unit

An educational-cum-excursion tour was organised by the unit at Kasturbagram near Indore, from 1st June to 13th June, 1979 in which 78 students (Gandhi Ambassadors) drawn from 40 schools of Delhi and a few teachers, participated. A group of 30 boy and girl students were taken to Hiranki village near Delhi for a two day camp to study the life and problems in the village. The Nehru Yuvak Kendra, Alipur also helped in the organisation of the camp. Keeping in view the importance of the International Year of the Child a Bal Mela was organised.

Reorganisation and Development of Other Museums

Under this scheme, non-recurring grants are given to the tribal art museums, textile museums, crafts museums, antiquity museums, theatre art museums, numismatic museums, memorial museums, paintings and photographic museums, children museums and school museums, managed by the voluntary institutions, societies, trusts, colleges, universities, municipalities and corporations, for (i) establishment, (ii) equipment, (iii) publication of catalogues, guides to galleries, card indexes, etc. (iv) museum laboratories and museum libraries.

All-India Museum Camp

Fourteenth All-India Museum Camp is to be held at Bhopal in early, 1980.

LIBRARIES

National Library, Calcutta

The National Library is one of the recipient libraries under the provision of the Delivery of Books Act, 1954 and receives books, publications, newspapers and documents of all sorts published in the country. The library is also the repository library in South Asia of the documents issued by the United Nations

and its agencies. It has a stock of 177.8 lakh volumes. It acquired 57,735 monographs and serials during the year 1978-79—8,397 by purchase, 18,382 under Delivery of Books Act, 10,302 in exchange and as gifts and 20,654 foreign official documents. The reading room registered 6,997 readers as news members and issued 1,16,827 volumes to its readers during the year. The Bibliography Division compiled 76 select lists/short bibliographies at the request of scholars in and outside the country. To clear the backlog, the library has drawn up a scheme to print the catalogues, etc., in its own Reprography Division. The library mounted 18 exhibitions during the year and issued two brochures in that connection on Garcin de Tassay and Leo Tolstoy. The Library has exchange relations with 144 institutions in 48 countries. It continues to send lists of translations and bibliographies published in India to the Unesco headquarters at Paris for inclusion in Index Translationum and Bibliographical Services throughout the World under the direction of the National Commission for Cooperation with Unesco.

Central Reference Library, Calcutta

The primary function of the library is the compilation, editing, printing and sale of Indian National Bibliography and other bibliographical and reference publications of national importance. During the year under report two monthly issues (March and April 1977) and two Annual Volumes (1974 and 1975) of the Indian National Bibliography (in Roman script) were published. In addition, fascicules of the Indian National Bibliography in the respective language scripts were also published viz. (i) Malayalam Bibliography, 1978, and (ii) Telugu Bibliography 1964 and 1973-74.

Besides ten issues of the Indian National Bibliography were compiled. Eight monthly issues from January 1978 to August 1978 were edited and made ready for the press. Moreover two quarterly issues of the Index Indiana covering the period March 1977 and June 1977 and covering the articles which appeared in the periodicals of six Indian languages viz, Bengali, Hindi, Gujarati, Marathi, Malayalam and Telugu have been published.

Khuda Bakhsh Oriental Public Library, Patna

This is a major library with a collection of Arabic and Persian manuscripts. The library possesses about 70,000 printed books and 13,000 manuscripts. During the year, 48 manuscripts have been acquired. One thousand two hundred and forty one printed books were purchased and 1,223 printed books were acquired in

gift. Diwan of Mushafi and Diwan-i-Hafiz have been printed in photo-offset and a critical edition of Memories of Jahangir is proposed to be brought out. Six volumes of out of print catalogues of the Library have been reprinted with due additions and two more are in the offing. A new volume of this descriptive Catalogue has also been printed. Eight books on various aspects of Arabic, Persian and Islamic studies have been produced. Seven issues of the quarterly journal containing 1,700 pages have been published; three more are in the press. To house the growing number of manuscripts and printed books it is proposed to extend the library building.

Raja Rammohun Roy Library Foundation, Calcutta

The Raja Rammohan Roy Library Foundation was established in 1972 as an autonomous organization to support and promote library movement in the country. The Foundation has undertaken several schemes for strengthening library services, particularly in the rural areas. To extend the scope of library services to the remote parts of the country it adopted a scheme of developing mobile library services and rural book deposit centres. The Foundation has also undertaken a scheme with a view to preserving the cultural heritage of the country, to assist well established libraries for binding and preservation of rare books and manuscripts. Assistance is also rendered for organizing library seminars, workshops, training courses and book exhibitions. It has so far given assistance to more than 10,000 libraries at various levels all over the country.

T.M.S.S.M. Library, Thanjavur

The Tanjore Maharaja Serfoji's Saraswati Mahal Library was described by Dr. Burnell "to be perhaps the best and most important in the World". It had its roots in the times of the imperial Cholas and was subsequently revived by the Thanjavur Naicks of the Vijayanagar Empire, and was greatly developed in the early part of the nineteenth Century by Maharaja Serfoji II. The Government of Madras took possession of the library on the 5th October, 1918 under the Charitable Endowments Act and formed a committee for its management. The library has a rich collection of about 40,000 manuscripts in Sanskrit, Marathi, Tamil, Telugu and other languages, besides, a collection of over 23,000 books in the Indian and European languages covering various disciplines. The question of treating the library as an institution of national importance has been under consideration. The Central

Government is at present giving grants in pursuance of the recommendations of a committee set up by Government of India earlier in 1977.

Library of Tibetan Works and Archives, Dharamsala

The library is functioning as a registered society and is managed by a Board with H. H. the Dalai Lama as Chairman. Its aims and objectives are to acquire and conserve Tibetan books and manuscripts, to provide intensive reference service and to act as a centre for enquiries on Tibetan source material. It has a rich collection of Tibetan manuscripts, paintings and objects d' arts.

Delhi Public Library, Delhi

The Delhi Public Library, which provides free public library services to the people of the Union Territory of Delhi and acts as a model for public library development in India, expanded its services by converting the sub-branch at Netaji Nagar from part-time to full-time from January 1979. It also set up a new sub-branch at Jai Rani Bagh in January, 1979 in collaboration with the Non-Collegiate Women's Education Board of the Delhi University and the Municipal Corporation of Delhi. In addition to the Central Library, opposite the Delhi Railway Station, the library has 4 branch libraries, 19 sub-branches, 12 deposit stations and 5 book mobiles.

One of the mobile libraries has been specially designed for the blind and serves more than half a dozen Institutions for the blind once a week.

Over 46,000 volumes were added to the book stock of the library during the period raising the net book-stock to 6,13,494 out of which 3,34,896 are in Hindi, 1,73,440 in English, 68,818 in Urdu, 25,499 in Punjabi, 2,138 in Sindhi, 1,270 in Bengali and 7,433 in Braille.

About 58,290 adults and 3,429 children participated in cultural activities (e.g., lectures, discussions, drama, film shows, television viewing, etc.) organised by the library. The library had 2,728 gramophone records. The registered membership of the library stood at 98,995 during the period under report. The total number of books issued for home reading during the period was 23,91,998.

Indian Council of World Affairs Library, New Delhi

This library is meant to provide research facilities on international relations and area studies. The library has the richest collection of books, documents, periodicals and press clippings on international relations. It has also a good collection of microfilms and maps. Its collection includes 1,00,000 books and documents, 15 lakhs press clippings, 300 microfilms.

Central Library, Bombay

This library has been declared as one of the four libraries authorised to receive books, newspapers etc., published in India under the Delivery of Books and Newspapers (Public Libraries) Act, 1954 as amended in 1956. This library is assisted by the Central Government and the State Government of Maharashtra. The Central Government's contribution is limited to the extent of two-thirds of the non-recurring expenditure and one half of the recurring expenditure on the Delivery of Books Act section of the library. The Central Government also gives grants-in-aid for the development of the library.

Rampur Raza Library, Rampur

The Rampur Raza Library has one of the major collections of manuscripts in Oriental Languages. Besides the manuscripts the library holds quite a large number of Iranian, Moghul and Indian miniature paintings. The library is also very rich in respect of old printed books on Islamic studies, oriental literature and history and culture of medieval India. The library has a programme of publishing rare manuscripts and catalogue of handwritten material for the better use of the contents of this collection.

Financial Assistance to Voluntary Educational Organisations Working in the Field of Public Libraries/Manuscript Libraries

Under this scheme, financial assistance is given on sharing basis to voluntary educational bodies which have established public libraries and which function as registered societies or trusts. Financial assistance is provided for purchase of books, furniture and equipment and for construction of new buildings or extension of the present buildings subject to maximum of Rs. 50,000. The

scheme has been modified from 1979-80 so as to enlarge its orbit cover libraries in small towns also.

Central Secretariat Library

The total membership of the library stood at 17,396 on December 31, 1979 including 3,366 members enrolled during 1979. During the period, 1,26,649 books were lent out for home reading and 4,191 books were added to the library including 1,447 Indian official documents and 2,744 foreign official documents. The library received 28,068 issues of 689 titles of newspapers/periodicals by way of purchase, gift and exchange programme during the year.

During the year 4,848 books were added to the Regional Language Library, the Central Hindi Library, Central Sanskrit Library and Indian Classics Library, Tulsi Sadan, Bhawalpur House, New Delhi. These libraries issued 27,324 books for home reading.

Under the scheme of Computerisation of Catalogue of Central Secretariat Library's holdings, the test programme in respect of 800 entries in three sequences viz. author, title and classification, have been successfully experimented.

Under the Literature Survey Scheme initiated in the month of May, 1979, four backgrounders on the educational topics, viz. (i) Aims of Education; (ii) Content of Education; (iii) Elementary Education, and (iv) Adult Education, have been brought out.

Preservation of Manuscripts

This is a new scheme under which it is proposed to give financial assistance to voluntary organisations, universities, including deemed universities/libraries, museums, etc. for cataloguing, editing, preservation, publication, etc. of rare manuscripts. The main objective of this scheme is to preserve the rich cultural heritage of India which is available in the form of manuscripts and is in danger of deterioration because of lack of measures for proper preservation, study and research, etc. The scheme has been put in operation from 1979-80 on a modest scale.

II FINANCIAL ALLOCATIONS (IN LAKHS OF RUPEES) OF ITEMS DISCUSSED IN VARIOUS CHAPTERS

Sl. No.	Item	Plan	Budget Estimates 1979-80		Budget Estimates 1980-81
		Non-Plan	Original	Revised	
1	2	3	4	5	6
DEPARTMENT OF EDUCATION					
School Education					
1.	Kendriya Vidyalaya Sangathan	Non-Plan	1,890.00	1,890.00	2,080.00
2.	Central Tibetan Schools Administration	Non-Plan	88.25	82.85	91.60
3.	Bal Bhavan	Plan	2.15	2.15	2.65
		Non-Plan	15.35	15.65	17.15
4.	National Awards for Teachers	Non-Plan	2.00	2.00	2.60
5.	National Foundation for Teachers' Welfare	Non-Plan	1.00	1.00	1.00
6.	NCC in Schools	Non-Plan	3.50	3.50	3.50
7.	Educational Concessions to Defence Personnel	Non-Plan	1.00	1.00	1.00
8.	Cultural Exchange Programmes in the Field of School Education	Plan	1.50	1.00	..
		Non-Plan	..	..	1.00
9.	Educational Technology Programme	Plan	85.00	50.00	75.00
10.	National Council of Educational Research and Training	Plan	125.00	125.00	140.00
		Non-Plan	394.09	411.41	444.25
11.	Experimental project for non-formal education	Plan			550.00
12.	Financial assistance to voluntary organisations	Plan			7.35
13.	Socially Useful productive work and development of science education	Plan			10.00
	Population education Project	Plan			40.00

1	2	3	4	5	6
Higher Education and Research					
1. University Grants Commission	Plan		2,800.00	2,800.00	2,800.00
	Non-Plan		4,916.00	5,137.00	5,545.00
2. Indian Council of Social Science Research	Plan		50.00	50.00	50.00
	Non-Plan		110.00	110.00	115.00
3. Indian Council of Historical Research	Plan		11.00	18.00	20.00
	Non-Plan		9.00	9.00	20.13
4. Indian Institute of Advanced Study, Simla	Non-Plan		35.00	20.00	35.00
5. Shastri Indo-Canadian Institute	Non-Plan		16.00	16.00	16.00
6. Institutions of Higher Learning	Plan		5.00	5.00	5.00
	Non-Plan		8.00	8.00	8.00
7. Delhi College, Delhi	Plan		10.00	10.00	12.50
	Non-Plan		1.65	1.65	1.73
8. Association of Indian Universities	Plan		4.00	4.00	4.00
	Non-Plan		1.25	1.25	1.25
9. Revision of Pay-Scales	Non-Plan		1,000.00	1,000.00	700.00
10. Grants to Punjab University	Plan		20.00	20.00	30.00
11. Grants to Jamia Millia Islamia	Non-Plan		14.50	14.50	16.34
12. Loans for Construction of Hostels	Plan		..	..	1.00
National Institute of Educational Planning and Administration, New Delhi	Plan		10.00	11.80	31.00
	Non-Plan		15.33	15.63	17.00
Technical Education					
1. <i>Quality Improvement Programme :</i>					
(i) Direct Central Assistance to Engineering and Technological Institutions	Plan		220.00	220.00	
	Non-Plan		75.00	75.00	75.00
(ii) Continuing Schemes and other Programmes under Quality Improvement Programme	Non-Plan				
2. (i) Programme of Apprenticeship Training	Plan		23.00	20.75	50.00*
	Non-Plan		130.00	101.00	130.34
(ii) Grants to Boards of Apprenticeship Training	Plan		2.00	..	*
	Non-Plan		12.00	12.00	12.50

* Combined

1	2	3	4	5	6
3. Regional Colleges	Engineering	Plan	300.00	300.00	280.00
		Non-Plan	410.00	410.00	430.50
4. Loans for Construction of Students Hostels in Technical Institutions		Non-Plan	5.00	5.00	
5. Technical Teachers' Training Institutes		Plan	85.00	84.80	80.00
		Non-Plan	81.19	72.62	82.46
6. School of Planning and Architecture, New Delhi.		Plan	20.00	14.68	20.00
		Non-Plan	44.70	35.92	47.00
7. National Institute of Training in Industrial Engineering, Bombay		Plan	22.00	22.00	20.00
		Non-Plan	40.78	34.37	41.73
8. National Institute of Forge and Foundry Technology, Ranchi		Plan	15.00	8.49	15.00
		Non-Plan	26.98	26.98	31.57
9. Indian Institutes of Management including Management Education		Plan	200.00	189.19	188.00
		Non-Plan	209.80	202.94	225.95
10. Administrative Staff College of India, Hyderabad.		Plan	5.00	..	45.00
		Non-Plan	2.50	2.50	2.50
11. Partial Financial Assistance to Indian Scientists going Abroad		Non-Plan	0.70	0.50	0.50
12. Visits of Foreign Delegations		Non-Plan	0.40	0.40	0.40
13. Indian Institute of Technology, Kanpur		Plan	108.00	108.00	700.00*
		Non-Plan	436.36	433.91	462.14
14. Indian Institute of Technology, Bombay		Plan	124.00	124.00	*
		Non-Plan	401.22	399.50	431.46
15. Indian Institute of Technology, Madras		Plan	107.00	107.00	*
		Non-Plan	369.59	350.80	379.56
16. Indian Institute of Technology, Kharagpur		Plan	258.00	133.00	*
		Non-Plan	376.98	383.76	398.40
17. Indian Institute of Technology, Delhi		Plan	109.00	109.00	*
		Non-Plan	363.31	365.21	397.98
18. Post-graduate Courses and Research Work.		Plan	100.00	25.00	52.00
		Non-Plan	152.00	150.00	150.00
19. Asian Institute of Technology, Bangkok		Non-Plan	4.00	2.00	4.00
20. Centrally Sponsored Scheme		Plan			300.00
21. UGC (Technical Education)		Plan			350.00
Scholarships					
1. National Scholarships for Study Abroad.		Non-Plan	70.00	70.00	75.00

*Combined

1	2	3	4	5	6
2.	Research Scholarships to Products of Traditional Institutions engaged in Study of classical languages other than Sanskrit e.g. Arabic & Persian	Non-Plan	0.80	0.80	1.00
3.	National Scholarships Scheme at the Secondary Stage for Talented Children from Rural Areas	Plan	62.00	62.00	94.50
4.	National Scholarships Scheme	Plan	82.00	60.00	90.00
5.	National Loan Scholarship Scheme	Non-Plan	400.00	400.00	400.00
6.	Scholarships in Approved Residential Secondary Schools	Non-Plan	72.00	72.00	75.00
7.	Grant-in-aid Scheme of Scholarships to Students from Non-Hindi Speaking States for Post-Matric Studies in Hindi	Non-Plan	33.00	33.00	33.00
8.	General Cultural Scholarships Scheme	Non-Plan	41.00	41.00	41.00
9.	Scholarships for Nationals of Bangladesh.	Non-Plan	12.00	12.00	12.00
10.	Special English Course for foreign students.	Non-Plan	0.10	0.10	0.10
11.	Indian Scholars going abroad	Non-Plan	9.00	7.00	7.00
12.	Expenditure on Seminars Committee TA/DA to Non-official Members	Non-Plan	2.00	2.00	2.50
13.	Partial Financial Assistance (Loans) Scheme.	Non-Plan	0.40	0.40	0.40
14.	Scholarships for Foreigners for studies in India	Plan Non-Plan	1.00 26.00	.. 19.00	1.00 22.00
Book Promotion and Copyright					
1. National Book Trust					
(a)	Normal Activities	Non-Plan	14.89	21.22	24.11
		Plan	5.00	5.87	13.00
(b)	Aadan-Pradan	Plan	6.00	5.88	5.00

1	2	3	4	5	6
(c) Nehru Bal Pustakalaya	Plan		5.00	9.87	8.75
(d) Scheme of subsidised Publication of University Level Books in English	Plan		22.00	4.31	20.00
(e) World Book Fair	Plan		10.00	19.85	0.25
(f) Nehru Bhawan	Plan		4.00	2.00	3.00
2. Publication of low-priced University Level Books of Foreign Origin	Plan		1.00	0.60	1.00
3. National Book Development Board	Plan		1.00	1.00	1.75
4. Book Export Promotional Activities	Plan		5.00	5.00	6.00
5. TA/DA for Non-official members of the Copyright Board	Non-Plan		0.30	0.10	0.20
6. Honorarium to Chairman and other non-official members of the Copyright Board	Non-Plan		0.40	0.32	0.35
7. Contributions to the International Union for the Protection of Literary and Artistic Works	Non-Plan		4.87	4.87	5.22
Youth Services					
1. National Service Scheme	Plan		29.00	29.00	35.00
	Non-Plan		241.25	212.60	259.02
2. National Service Volunteer Scheme	Plan		3.00	3.00	4.00
	Non-Plan		15.00	9.00	15.00
3. Planning Forums	Plan		1.00	0.50	0.50
4. National Integration Samitis	Plan		..	..	0.10
5. National Fitness Corps	Non-Plan		390.80	389.97	398.30
6. Nehru Yuvak Kendras	Plan		65.25	44.00	75.50
	Non-Plan		108.50	104.95	109.00
7. Financial Assistance to Voluntary Organisations Working in the Field of Youth	Plan		12.50	12.50	13.00
8. Promotion of Adventure	Non-Plan		3.00	3.00	3.00
	Plan		7.00	—	7.00
9. Scouting and Guiding	Plan		1.50	1.50	1.50
	Non-Plan		4.00	3.00	3.50

1	2	3	4	5	6
10.	Promotion of National Integration	Plan	1.90	1.00	2.00
11.	Commonwealth Youth Programme	Plan Non-Plan	0.10 5.00	0.10 5.00	0.50 6.00
12.	International Exchange of Youth Delegations	Plan	1.00	0.50	0.50
13.	Work Centres	Plan	1.00	0.77	—
14.	Grant to Himalayan Mountaineering Institute, Darjeeling	Non-Plan	2.00	2.00	2.00
Physical Education and Sports					
1.	Lakshmbai College of Physical Education, Gwalior	National Plan Non-Plan	8.00 16.68	8.00 16.68	9.08 18.98
2.	National Physical Fitness Programme	Non-Plan	4.00	3.30	4.50
3.	Promotion of Yoga	Plan Non-Plan	6.00 3.50	6.00 3.50	6.00 4.00
4.	Netaji Subhas Institute of Sports, Patiala and National Coaching Scheme	National Plan Non-Plan	39.00 87.00	34.00 82.00	45.00 90.40
5.	Grants to State Sports Councils for Promotion of Sports	Plan	32.00	32.00	50.00
6.	Grants to National Sports Federations	Plan Non-Plan	22.00 10.00	22.00 10.00	40.00 10.00
7.	All India Rural Sports Tournament	Non-Plan	10.00	6.00	10.00
8.	Promotion of Women's Sports	Plan Non-Plan	2.00 6.00	2.00 5.55	2.00 6.00
9.	Sports Talent Search Scholarships	Non-Plan	12.50	12.50	12.50
10.	National Sports Organisation	Plan	22.00	22.00	22.00
11.	Grants to Physical Education Teacher Training Institutions	Plan	3.00	3.00	3.00
12.	National Sports Complex	Non-Plan	1.00	1.00	1.00
13.	Arjuna Awards	Non-Plan	0.65	0.43	0.61
14.	Asian Games	Non-Plan	50.00	15.34	600.00

1	2	3	4	5	6
15.	All India Council of Sports Secretariat	Plan	0.75	0.40	0.75
16.	Exchange of Sports/Physical Education teams/experts under Cultural Exchange Programme	Plan	3.00	..	3.00
Languages					
1.	Appointment of Hindi Teachers in non-Hindi speaking States and Union Territories	Plan	19.50	10.50	20.00
2.	Establishment of Hindi Teachers Training Colleges in non-Hindi Speaking States and Union Territories	Plan	2.00	2.00	6.60
3.	Assistance to Voluntary Hindi Organisations	Plan Non-Plan	22.90 11.00	17.50 11.00	20.00 11.00
4.	Award of Prizes to Hindi writers of non-Hindi Speaking States	Plan	0.40	0.49	0.40
5.	Kendriya Hindi Shikshan Mandal, Agra	Plan Non-Plan	25.50 35.10	25.50 32.40	30.00 36.00
6.	Central Hindi Directorate	Plan Non-Plan	1.15 50.83	1.10 48.15	15.00* 50.73
7.	Correspondence Courses in Hindi	Non-Plan	9.00	8.60	9.00
8.	Propagation of Hindi Abroad	Plan Non-Plan	7.50 4.79	7.50 3.00	8.00 4.79
9.	Publications	Plan	11.05	11.05	*
10.	Central Hindi Directorate Library	Non-Plan	0.30	0.25	0.30
11.	Production of Books in Urdu (Tarraqui-e-Urdu Board)	Plan Non-Plan	12.30 7.50	10.30 6.53	15.00 8.40
12.	Production of Books in Sindhi	Plan	1.90	1.90	3.50
13.	Production and Translation of Core Books	Plan	2.00	2.00	3.00
14.	Production of University Level Books in Regional Languages	Plan	151.20	136.00	125.00

*Combined

1	2	3	4	5	6
15.	Financing of Book Production through CSTT	Plan	7.80	7.80	5.00
16.	National Award of Prizes to Authors of Original Standard Works in Indian Languages	Plan	2.80	2.80	3.00
17.	Assistance to Voluntary Organisations in Modern Indian Languages	Plan	4.50	4.50	6.00
18.	Central Institute of Indian Languages, Mysore and Regional Centres	Plan Non-Plan	17.68 53.00	17.68 57.43	30.00 60.75
19.	Awards to Translators/ Authors for writing Books in Indian Languages other than Hindi, Sanskrit and Mother Tongue	Plan	..	..	0.50
20.	Financial Assistance to Voluntary Sanskrit Organisations	Plan	9.20	29.80	30.00
21.	Development of Sanskrit Education	Plan	19.80	19.80	20.00
22.	Purchase of Sanskrit Books	Plan	1.50	1.50	1.50
23.	Purchase and Publication of Rare Sanskrit Manuscripts	Plan	2.00	2.00	1.50
24.	All India Elocution Contest	Plan	0.30	0.30	0.30
25.	Grant-in-aid to Deccan College, Poona	Plan Non-Plan	0.50 6.25	0.50 7.15	1.00 6.25
26.	Production of Sanskrit Literature	Plan	3.00	3.00	3.00
27.	Vedic Convention	Plan	0.35	0.35	0.35
28.	Preservation of Tradition of Vedic Recitation	Plan	0.35	0.35	0.35
29.	Rashtriya Sanskrit Sansthan	Plan Non-Plan	50.50 54.54	41.43 54.54	52.00 59.60
30.	(a) Scholarships to Post-Matric Students Shastri and Acharya Courses (b) Research Scholarships	Non-Plan Non-Plan	5.10 4.00	5.10 4.00	5.50 4.00
31.	Adarsh Sanskrit Pathshalas	Plan Non-Plan	8.00 2.00	8.00 2.00	10.00 2.00

1	2	3	4	5	6
32.	Financial Assistance to Voluntary Arabic/Persian Organisations	Plan	5.00	5.00	5.00
33.	Award of Certificates of Honour to Sanskrit, Arabic and Persian Scholars	Non-Plan	4.00	4.00	6.00
Indian National Commission for Cooperation with UNESCO					
1.	Expenditure for publication of Hindi and Tamil editions of UNESCO Courier	Non-Plan	5.75	5.75	5.95
2.	Indian National Commission for Cooperation with UNESCO.	Non-Plan	0.50	0.25	0.50
3.	Grants to Non-Governmental Organisations for the Programmes of the Indian National Commission for UNESCO	Non-Plan	0.30	0.30	0.30
4.	Hospitality and Entertainment on schemes connected with UNESCO	Non-Plan	0.09	0.05	0.08
5.	Contribution to UNESCO	Non-Plan	85.00	85.00	100.00
6.	Deputations and Delegations Abroad	Non-Plan	1.00	1.00	5.00
7.	National Committee for Gandhi Centenary celebration		1.00	0.05	0.05
Adult Education					
1.	Strengthening of Administrative Structures for implementation of National Adult Education Programme	Plan	90.00	84.60	100.00
2.	Directorate of Adult Education	Plan	28.50	25.04	40.00
		Non-Plan	19.83	18.68	
3.	Prize Competition of Books for Neo-literates	Plan	1.50	1.50	20.35
4.	Printing Press	Non-Plan	2.46	2.05	2.46

1	2	3	4	5	6
5. Grants to Polyvalent Adult Education Centres (Shramik Vidyapeeth)	Plan		20.00	11.00	15.00
	Non-Plan		17.15	16.05	17.15
6. Rural Farmers Functional Literacy	Plan		1,350.00	829.09	1,300.00
	Non-Plan		130.00	130.00	130.00
7. Grants to Voluntary Organisations Working in the field of Adult Education	Plan		410.00	410.00	530.00
	Non-Plan		5.25	5.25	7.50
Publications		Non-Plan	6.00	6.00	6.50
<i>(Department of Education and Culture)</i>					

DEPARTMENT OF CULTURE

Cultural Affairs

1. Sabitya Akademi	Plan		10.00	10.00	12.00
	Non-Plan		20.00	20.00	21.20
2. Lalit Kala Akademi	Plan		13.00	13.00	18.97
	Non-Plan		22.41	22.23	30.80
3. Sangeet Natak Adademi	Plan		13.74	11.46	18.63
	Non-Plan		31.29	29.94	31.97
4. National School of Drama	Plan		6.00	6.00	10.65
	Non-Plan		18.75	17.94	22.70
5. Propagation of Culture among College and School Students	Plan		16.00	16.00	24.00
6. Building Grants to Voluntary Cultural Organisations	Plan		10.00	9.00	10.00
7. Scheme of Inter-State Exchange of Cultural Troupes	Plan		5.00	5.00	7.00
8. Scheme for Financial Assistance to Eminent Institutions in the field for performing arts	} Plan		25.00	25.00	25.00
9. Scheme for financial Assistance to professional groups and individuals for specified performing art projects		Non-Plan	4.80	4.80	4.80

1	2	3	4	5	6
10.	Ramayana Festival	Plan	4.00	2.25	..
11.	Institute of Higher Tibetan Studies, Varanasi	Plan	20.00	20.00	20.00
		Non-Plan	14.50	14.50	12.50
12.	School of Buddhist Philosophy, Leh	Plan	13.00	13.00	12.45
		Non-Plan	6.00	6.00	6.30
13.	Sikkim Research Institute of Tibetology, Gangtok	Non-Plan	1.00	1.00	1.00
14.	Other Cultural Organisations	Plan	0.50	..	0.50
		Non-Plan	2.91	5.72	5.77
15.	Institutions and Individuals engaged in literary activities	Non-Plan	3.00	3.00	3.00
16.	Cultural Talent Search Scholarships Scheme	Plan	2.00	1.20	3.50
		Non-Plan	4.00	4.50	5.00
17.	Scholarships to Young Workers in different Cultural Fields	Plan	2.50	0.90	3.00
		Non-Plan	3.68	3.68	3.08
18.	Fellowships to Outstanding artists in the fields of the performing, the literary and plastic arts	Plan	2.65	2.28	5.90
		Non-Plan	3.16	2.92	3.16
19.	Assistance to persons distinguished in Arts	Non-Plan	4.00	4.00	4.00
20.	Centenaries and Anniversaries	Plan	5.00	5.00	5.00
<i>Gazetteers</i>					
21.	Revision of Indian Gazetteer	Plan	0.75	1.23	1.12
	Revision of State Gazetteers	Plan	1.32	..	0.88
	Supplement to District Gazetteers	Plan	1.00	1.00	1.00
22.	Preservation of Manuscripts	Plan	2.00	2.00	15.00
23.	Development of Cultural Organisations	Plan	2.00	2.00	2.00
24.	Fellowships covering different disciplines and fields including epigraphy, paleography, extinct languages, scripts, musicology, etc.	Plan	1.00	..	1.00

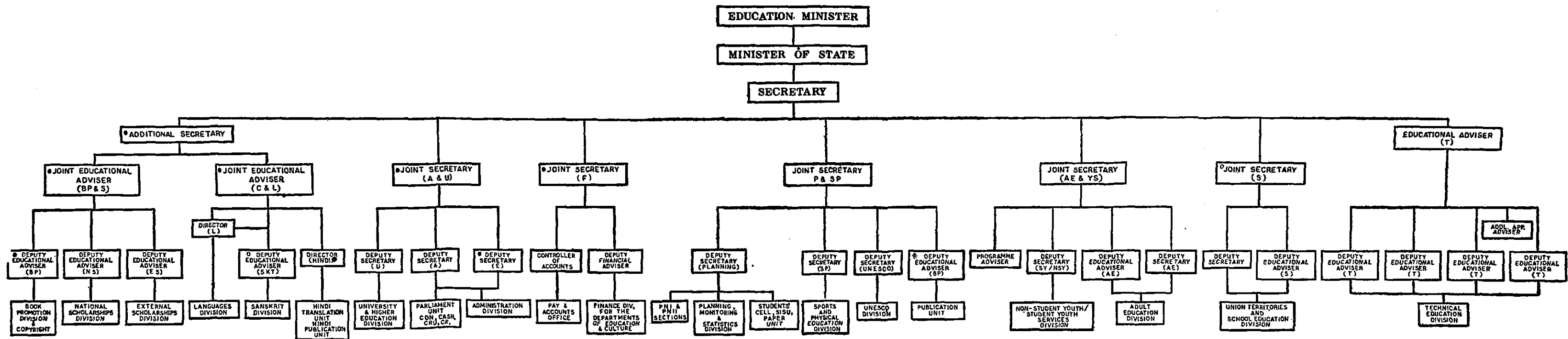
1	2	3	4	5	6
25.	International Cultural Activities — Existing Societies	Non-Plan	3.50	3.50	4.50
26.	Presentation of Books	Non-Plan	2.00	1.50	1.50
27.	Delegations under Indo-Foreign Joint Committee	Non-Plan	5.00	5.00	5.00
28.	Hospitality Expenses	Non-Plan	6.00	6.00	4.00
29.	Other charges	Non-Plan	1.00	0.50	0.50
30.	Other Cultural Activities				
	(i) Travel Subsidy	Non-Plan	3.00	3.00	3.00
	(ii) Essay Competition	Non-Plan	0.50	0.50	0.50
	(iii) Presentation of Art Objects	Non-Plan	0.50	0.50	0.50
	(iv) Sanskritik Centre of Indian Art, London	Non-Plan	1.60	1.60	1.60
	(v) India House, Paris	Non-Plan	0.80	0.80	0.80
31.	Cultural Activities amongst Indian Community abroad	Non-Plan	..	..	1.50
32.	Reconstruction of the Project on an Asian Encyclopaedia	Plan	1.00	..	..
33.	Studies of the performing arts of South-East Asian Historical link	Plan	1.00	0.50	1.00
34.	Development of Expertise in South-East Asian Languages particularly Kavi, Burmese, Laotian etc.	Plan	1.00	1.00	1.00
	Archaeological Survey of India	Plan	90.00	90.00	60.00
		Non-Plan	606.48	591.50	630.00
	Anthropological Survey of India	Plan	11.00	11.00	16.00
		Non-Plan	82.05	77.20	79.30
1.	National Museum of Man	Plan	24.00	12.50	40.00
2.	National Research Laboratory for conservation of Cultural Property	Plan	25.00	11.00	25.00

1	2	3	4	5	6
Archives					
National Archives of India, New Delhi	Plan	27.50	24.89	45.00	
	Non-Plan	41.00	38.88	40.82	
Museums and Libraries and their Conservation and Development					
<i>Museums</i>					
1. National Museum, New Delhi	Plan	49.65	14.06	65.10	
	Non-Plan	46.00	43.00	50.00	
2. National Gallery of Modern Art	Plan	7.50	6.50	8.50	
	Non-Plan	7.90	7.90	8.30	
3. Indian Museum, Calcutta	Plan	8.04	8.04	8.00	
	Non-Plan	24.90	24.90	26.15	
4. Salar Jung Museum, Hyderabad	Plan	9.00	9.00	9.00	
	Non-Plan	13.50	13.50	14.18	
5. Victoria Memorial Hall, Calcutta	Plan	12.00	12.00	15.00	
	Non-Plan	9.85	8.30	9.30	
6. Nehru Memorial Museum and Library	Plan	6.00	6.00		
	Non-Plan	28.85	28.85	32.15	
7. Gandhi Darshan Samiti	Plan	3.00	0.50	1.00	
	Non-Plan	14.40	14.40	14.39	
8. Dr. Zakir Husain Memorial Museum, New Delhi	Non-Plan	0.72	0.50	0.60	
9. Reorganisation and development of other Museums	Plan	9.50	9.50	9.50	
10. Other Museums (All India Museum Camp)	Plan	0.50	0.50	0.50	
11. National Council of Science Museums	Plan	92.00	86.45	92.00	
	Non-Plan	56.54	56.54	61.79	
12. Scheme of Financial Assistance to Institutions/Bodies for Preservation of Monuments, Sites or Remains of Historical and Cultural value not protected by Archaeological Survey of India or State Departments of Archaeology	Plan	2.00	2.00	2.00	

1	2	3	4	5	6
<i>Libraries</i>					
13.	National Library, Calcutta	Plan	24.00	15.77	30.00
		Non-Plan	63.35	68.35	70.00
14.	Central Reference Library, Calcutta	Plan	3.00	3.00	3.00
		Non-Plan	8.00	7.77	8.16
15.	Khuda Bakhsh Oriental Public Library, Patna	Plan	3.00	3.00	3.00
		Non-Plan	3.75	3.30	3.75
16.	Raja Rammohun Roy Library Foundation, Calcutta	Plan	20.00	20.00	20.00
		Non-Plan	3.00	3.55	3.60
17.	T.M.S.S.M. Library, Thanjavur	Plan	2.00	2.00	4.10
18.	Delhi Public Library, Delhi	Plan	10.00	9.66	7.00
		Non-Plan	28.00	29.00	29.40
19.	Indian Council of World Affairs Library, New Delhi	Plan	1.00	1.00	2.00
20.	Central Library, Bombay	Plan	2.00	2.00	3.25
		Non-Plan	2.11	2.00	2.80
21.	Rampur Raza Library, Rampur	Plan	2.00	1.00	2.00
22.	Scheme of Financial Assistance to Voluntary Organisations	Plan	9.00	9.00	12.00
23.	Library of Tibetan Works and Archives, Dharmasala	Plan	2.50	2.50	3.55
24.	Central Secretariat Library, New Delhi	Plan	10.00	4.00	8.00
		Non-Plan	1.25	1.21	1.25

ADMINISTRATIVE CHART

DEPARTMENT OF EDUCATION



LEGEND

A & U..... ADMINISTRATION & UNIVERSITIES
 BP..... BOOK PROMOTION
 SP..... SPORTS
 E..... ESTABLISHMENT
 FA..... FINANCIAL ADVISER
 NS..... NATIONAL SCHOLARSHIPS
 ES..... EXTERNAL SCHOLARSHIPS
 SC..... STUDENTS CELL
 PN..... POLICY NORMS
 *..... IN ADDITION TO HIS CHARGE OF BP DIV, DEA (BP) IS ALSO LOOKING AFTER PUB UNIT.

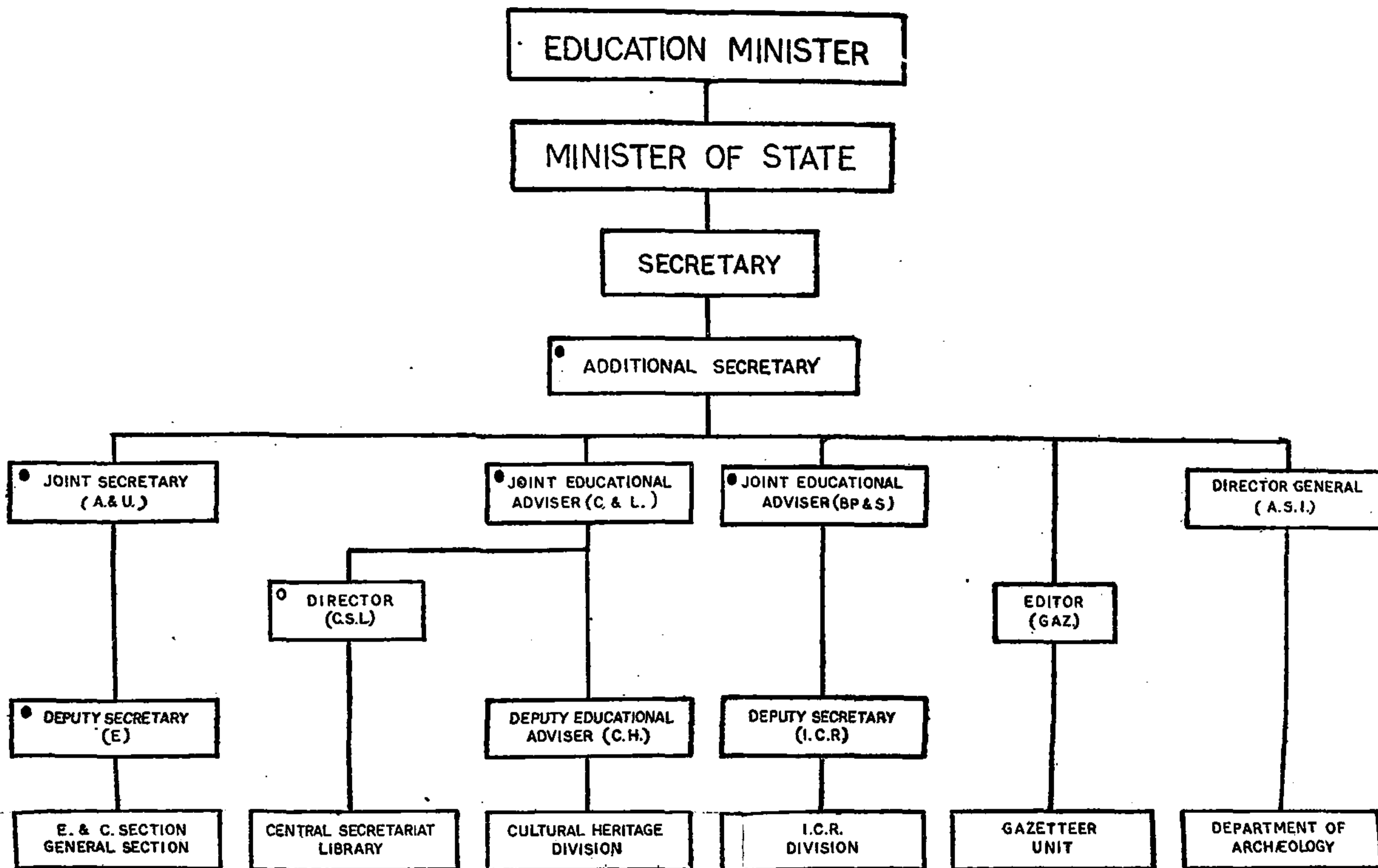
LEGEND

SY..... STUDENT YOUTH
 NSY..... NON-STUDENT YOUTH
 AE..... ADULT EDUCATION
 S..... SCHOOLS
 L..... LANGUAGES
 T..... TECHNICAL EDUCATION
 BP & S..... BOOK PROMOTION & SCHOLARSHIPS
 P & SP..... PLANNING AND SPORTS
 C & L..... CULTURE & LANGUAGES
 O..... COMMON FOR THE DEPARTMENTS OF EDUCATION & CULTURE
 V..... VACANT

AS ON 5.12.1979

ADMINISTRATIVE CHART

DEPARTMENT OF CULTURE



LEGEND

A & U..... ADMINISTRATION & UNIVERSITIES
 E..... ESTABLISHMENT
 E & C..... ESTABLISHMENT & CASH
 C & L..... CULTURE & LANGUAGES

LEGEND

●..... COMMON FOR THE DEPARTMENTS OF EDUCATION & CULTURE
 BP & S..... BOOK PROMOTION & SCHOLARSHIPS
 CH..... CULTURAL HERITAGE
 I.C.R..... INTERNATIONAL CULTURAL RELATIONS
 GAZ..... GAZETTEER
 A.S.I..... ARCHAEOLOGICAL SURVEY OF INDIA
 O..... VACANT