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REPORT

1962-63

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MINISTRY OF EDUCATION

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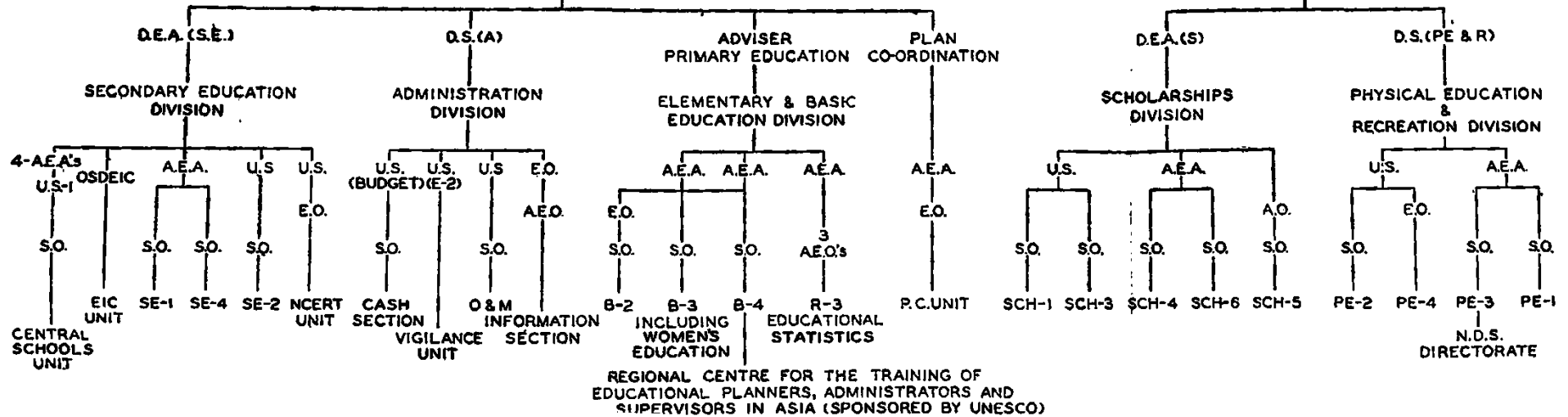
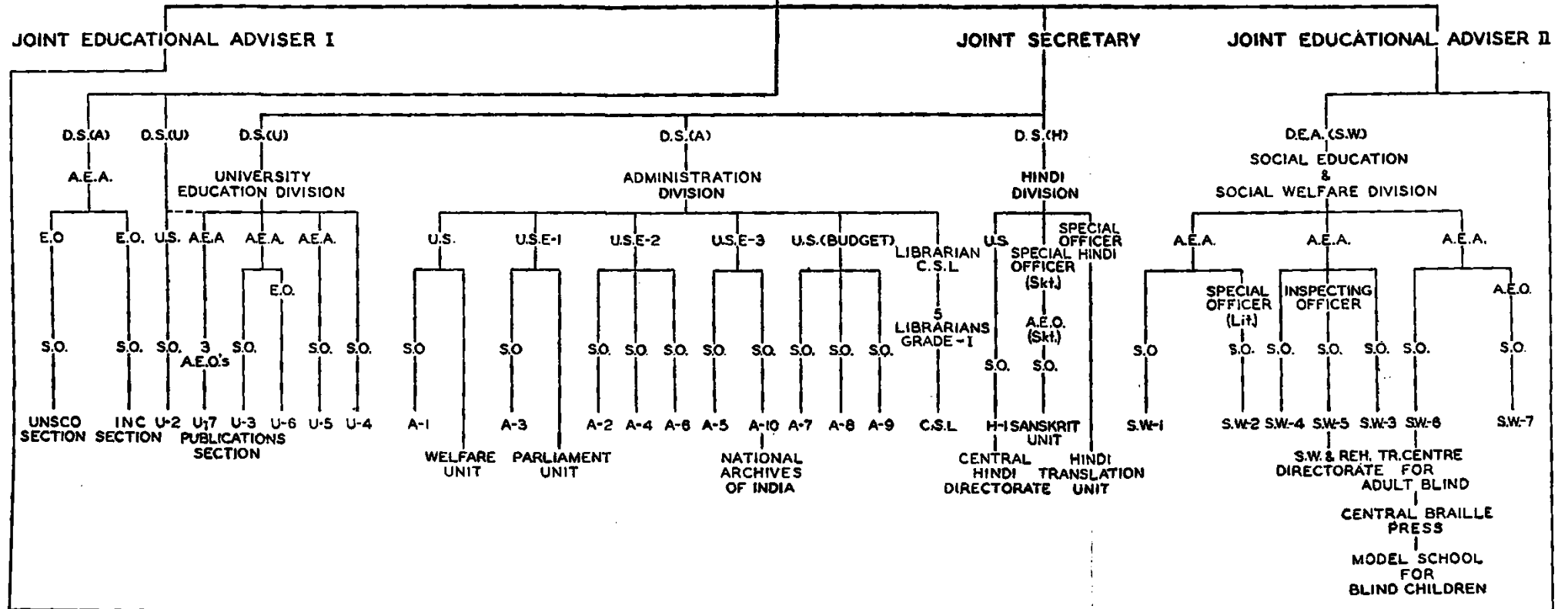
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ADMINISTRATIVE CHART OF THE MINISTRY OF EDUCATION

EDUCATION MINISTER
DEPUTY EDUCATION MINISTER

AS ON 1.3.63

SECRETARY



CHAPTER I

INTRODUCTORY

1. *Scope and Functions*

The Government of India have sole executive responsibility for the subjects included in the Union List. In respect of co-ordination and determination of standards in institutions of higher education, the responsibility of the Ministry is carried out through the University Grants Commission. The direct responsibility for the development of education in the rest of the country is with the State Governments and, therefore, most of the programmes of educational development are included in the State sector of the Plan. As a federal agency the Ministry is responsible for general co-ordination, collection and supply of educational information for the country as a whole and for programmes of international collaboration in education.

2. *Organisation*

The organisation of the Ministry is given in the chart on the opposite page.

A comprehensive study involving simplification of methods and procedures, work measurement and organisation analysis, in the Ministry, was completed during the year. As a result of the study, and in view of the emergent need for economy, it was decided to reduce establishment which would result in a saving of Rs. 3.25 lakh per annum. This reduction represents 14.5 per cent of the expenditure on salaries and allowances of staff during the year under review.

3. *National Emergency*

The Ministry remained in constant touch with the State Governments and endeavoured to give them guide-lines as to the way in which State programmes should be oriented to meet the defence needs of the country. The important measures taken in this connection are mentioned in the various chapters of this Report. Marginal curtailment of expenditure on certain schemes was effected for reasons of economy and to divert funds to sectors where expansion was necessary.

4. *Advisory Bodies*

The Ministry has appointed different advisory bodies to assist it in the discharge of its functions. A list of such bodies, functioning at the close of the year under review, is given in Annexure I.

CHAPTER II

SCHOOL EDUCATION

Apart from the grant of financial assistance to State Governments for schemes for development of school education, the Central Government directly implements a few schemes mostly for the promotion of research or for the execution of pilot projects.

2. Expansion of Primary Education (Age-Group 6-11)

By far the most significant scheme of school education included in the third Five-Year Plan is the expansion of educational facilities for children in the age-group 6-11. This is of fundamental importance for the introduction of universal primary education in this country. In 1961, the total enrolment of children in classes I—V was 344.2 lakh or 61.3 per cent of the total population in the age-group. Under the third Plan, it has been proposed to enrol 152.2 lakh additional children and to raise the enrolment in classes I—V to 496.4 lakh or 76.4 per cent of the children in the age-group.

2.2 According to the provisional statistics for 1961-62, the enrolment in classes I—V increased to 384.3 lakh during the year, marking an increase of 40.1 lakh during the year as against the original target of an increase of 22.5 lakh. The original target has thus been considerably exceeded. The results obtained in some of the States were remarkable. U.P. enrolled about 7.5 lakh additional children, Punjab about 4 lakh and Madras about 5.5 lakh.

2.3 The target for additional enrolment in 1962-63 was 36.3 lakh in classes I—V. From the data available at present, it appears that this target will also be exceeded. In some States, however, the rate of expansion has been greater than what the financial allocation actually made could sustain and the consequent difficulty has been reflected in the inability of the State Governments to appoint all the additional teachers required. It has been estimated that, at this stage, the shortage of teachers in the country as a whole is of the order of 80,000.

2.4. On the present indications, the target fixed for the third Five-Year Plan is likely to be exceeded and the enrolment in classes I—V may reach 80 per cent of the population in the age-group 6-11 by 1965-66. Much, however, will depend upon whether the State Governments and local authorities are able to mobilise the resources needed to support the expansion.

3. Expansion of Middle School Education (Age-Group 11-14)

In the age-group 11-14, the total enrolment in the country was expected to be 63 lakh in 1960-61. From the provisional statistics for 1961-62, it appears that this enrolment has already increased to 75.6 lakh. The additional enrolment during the year was 13.3 lakh as against the original target of 6.65 lakh. As at the primary stage, the enrolment at this stage also has been almost double that of the original target.

3.2 During 1962-63, the target for additional enrolment has been fixed at 8.8 lakh children. From the available information, it appears that this

target also will be exceeded. The aggregate for the third Five-Year Plan for middle school education is to enrol 35 lakh additional children. With more than a third of this enrolment already achieved in the first year of the Plan, it appears that the target at the middle school stage also will be exceeded by 1965-66.

4. *Primary School Teachers*

Efforts are being continued to improve the emoluments of primary school teachers. During the year, it was decided that all schemes included in the State plans for improving the remuneration of teachers should be treated as Centrally aided schemes with fifty per cent assistance. Such schemes may be for (i) improving the emoluments of teachers in primary and secondary schools; (ii) improving the old-age provision for primary and secondary teachers; and (iii) improving the remuneration and old-age provision for teachers in schools for the handicapped.

5. *School Meals*

The programme of school meals made considerable advance during the year. In 1960-61, about 40 lakh children were provided with school meals—the bulk of these being in two States only, namely, Kerala and Madras. At present 65 lakh children are provided with school meals in all parts of the country. UNICEF, CARE and other bodies are also helping in the programme. It has been decided to expand the programme to cover 100 lakh children by the end of the third Five-Year Plan.

5.2 From 1962-63, it has been decided to give grant-in-aid to State Governments for programmes of school meals. The amount of grant-in-aid, to be given under a Centrally sponsored programme, is limited to one-third of the total expenditure incurred by the State Governments on the programme, excluding external assistance and local contributions.

6. *School Textbooks*

We are grateful to the Government of West Germany for donating a printing press for the publication of school textbooks. It has been decided to locate this press at Mysore.

6.2 We are also grateful to the Governments of Australia and Sweden for making valuable gifts of paper. Australia has made a gift of 2,000 tons of paper under the Colombo Plan and a gift of 8,000 tons of paper has been made by the Government of Sweden. This paper has been distributed to State Governments on the basis of their requirements and it has been possible to meet about 80 per cent of the requirements of paper of State Governments for production of their textbooks.

It has also been decided to distribute textbooks, not less in value than that of the paper received as gift, to poor and needy children.

7. *Training of Primary Teachers*

The All India Council for Elementary Education set up a study group for examining problems relating to the training of teachers. The Study Group submitted its report which has been approved by the All India Council for Elementary Education.

7.2 The scheme of orientation of primary school teachers in community development was continued during the year. The second round of seminars of principals of training institutions and one-month courses for teacher-educators was completed in the social education organisers' and *mukhya sevika* training centres. A total of 793 principals and 866 teacher-educators participated. Arrangements for the third round of seminars and training courses were also made.

8. Legislation for Compulsory Education

During the year, Assam passed a new law for compulsory primary education on the model of the Delhi Primary Education Act. Similar legislation had been passed already by Andhra Pradesh, Gujarat, Madhya Pradesh, Mysore and Punjab. Other States are considering the matter.

8.2 The second National Seminar on Compulsory Primary Education was held at Pachmarhi (Madhya Pradesh) from 30th May to 5th June, 1962. It was attended by senior officers in charge of elementary education and girls' education in all States and Union Territories.

9. Children's Books

A National Prize Competition for Children's Books is being organised by the Government of India since 1954. Seven competitions were held previously and the eighth competition in the series was held during the year. In all 493 books/manuscripts were entered for the competition in all the modern Indian languages. After scrutiny, according to rules, 29 prizes of Rs. 1,000 each were awarded to 29 selected books. A prize of Rs. 1,000 is proposed to be awarded to artists for illustrating children's books.

9.2 To bring together authors, writers and publishers interested in producing books for children and training them in the technique of producing better books, *Sahitya Rachnalayas* have been organised for some time past. During the year, eight State Governments were organising *Sahitya Rachnalayas*. The cost of each *Rachnalaya* is about Rs. 10,800. The scheme will be held in abeyance during 1963-64 on account of the emergency.

9.3 A loan of Rs. 20 lakh was sanctioned to the Children's Book Trust for the construction of a building and purchase of a press. Out of this, a sum of Rs. 12 lakh has already been advanced and the balance will be paid as and when necessary.

10. Education of Girls and Women

One of the major educational programmes included in the third Five-Year Plan is to accelerate the education of girls, particularly at the primary and secondary stages. It is proposed to increase the enrolment of girls at the primary stage to 61.6 per cent, that at the middle stage to 16.5 per cent and that at the secondary stage to 6.9 per cent by the end of the third Five-Year Plan. As one of the measures to secure this objective, special programmes for the education of girls, which receive Central assistance on a cent per cent basis, were included in the State sector of the third Five-Year Plan and a provision of Rs. 11 crore was made for them.

10.2 The National Council for Women's Education set up a curriculum committee during the year, to consider the curricula for girls and to suggest desirable differentiations, if any. The report of the Committee is awaited.

The Council also set up a committee for carrying out a survey of attitude of women to part-time employment.

10.3 The programme of seminars for women social workers, initiated during 1961-62, was continued during the year. The State Governments and Union Territories were requested to organise 22 seminars during the year.

10.4 A special scheme of financial assistance to voluntary organisations engaged in the field of women's education was initiated during the year. Under this scheme, grant-in-aid at 60 per cent of the non-recurring expenditure and 75 per cent of the recurring expenditure will be given for approved programmes.

11. *Improvement of Secondary Education*

At the secondary stage, stress is laid on the improvement of the quality of education rather than on expansion of facilities. To supplement the schemes for the improvement of secondary education which are in the State sector of the Plan, the Ministry has also sponsored certain other programmes.

12. *Strengthening Multipurpose Schools*

To diversify the content of secondary education, as recommended by the Secondary Education Commission, 2,115 multipurpose schools were established in the country during the first and second Plan period. Under the third Plan, a higher priority has been assigned to the consolidation of work in the existing schools instead of opening new schools in large numbers. A significant part of the programme drawn up for the purpose including the establishment of the Regional Colleges of Education which are designed to produce trained teachers for the multipurpose schools, is processed by the National Council of Educational Research and Training. The Ministry of Education will bear the entire cost of the supply of selected reference books and of the production of textbooks, handbooks for teachers, and manuals for practical subjects for such schools. In addition, the Ministry will meet 50 per cent of the additional expenditure on strengthening the schools that will be selected by the State Governments. The programme envisages the strengthening of selected schools particularly in the scientific, technical and vocational streams.

13. *State Bureaux of Educational and Vocational Guidance*

This Centrally sponsored scheme, formulated in 1961-62, envisages the strengthening of existing State bureaux and the establishment of such bureaux in States where they do not exist. Cent per cent Central assistance is given to the State Governments for specified activities. Proposals were received from several State Governments. Those received earlier, namely, from Assam, Kerala, Madhya Pradesh, Maharashtra and Punjab were sanctioned and others have been under examination.

14. *Establishment of Education Evaluation (Examination Reform) Units*

In addition to the preliminary work on examination reform in the Evaluation Unit of the present National Council of Educational Research and Training, there is an urgent need for suitable evaluation units in the States to foster examination reform in schools, for which 100 per cent financial assistance during the current Plan has been offered to the State

Governments. Sanctions to set up such units were issued to the State Governments of Andhra Pradesh, Bihar, Gujarat, Kerala, Maharashtra, Mysore, Orissa, Punjab and Rajasthan.

15. *Establishment of Central Schools*

The Second Pay Commission recommended that the Union Government should encourage the growth of higher secondary schools with a common syllabus and medium of instruction for the benefit of the children of employees liable to frequent transfer as well as of other floating population in the country. The scheme as finalized envisages the establishment of about 100 residential higher secondary schools at various places in the country in a phased programme. Hindi and English will be the media of instruction in these schools which will follow an all-India syllabus and prepare their pupils for the examinations of the Central Board of Secondary Education. The schools are designed to cater, in order of priority, for the needs of defence personnel, Central Government employees, the all-India services, the floating population, and others. To start with, it is proposed that, during 1963-64, some of the existing regimental schools run by the defence authorities in cantonment areas may be developed into schools of the all-India pattern envisaged under the scheme.

16. *Central Board of Secondary Education*

The Board, re-organized under the sponsorship of the Ministry, started functioning from 1st July, 1962. It has taken up the work of the Delhi Board of Higher Secondary Education. The services of the Board are available to any secondary school inside the country or abroad which wishes to prepare candidates for its examinations including the Central schools described above. To enable the Board to start its work on proper lines, a loan of Rs. 4 lakh was sanctioned to it during the year.

17. *Central Institute of English, Hyderabad*

To improve the teaching of English in the educational institutions of the country, particularly at the secondary stage, the Institute was started in 1958 as an autonomous organisation, in cooperation with the Ford Foundation and the British Council. On the recommendations made by a committee set up by the Ministry in February, 1961, to review the work and progress of the Institute, a 9-month diploma course was introduced. The course commenced in July, 1962, with 55 trainees drawn from among the lecturers of training colleges and arts and science colleges and secondary teachers. In addition, the Institute is continuing its programme for the organisation of short training courses and research into the problems of teaching English in this country and preparing suitable teaching materials. Its advice is available to all State Governments in planning and implementing their programmes for the development of English teaching.

18. *Assistance to Voluntary Educational Organisations*

Voluntary educational organisations doing some educationally significant work are given grants to expand or improve their existing services or to start new ones. During the year, 21 institutions working in the field of pre-primary education, Basic education, education of girls, and secondary education, were assisted with grants.

19. *Financial Provisions*

The following provisions have been made for the schemes described in the above paragraphs :

Sl. No.	Scheme	Provision for 1962-63	Provision for 1963-64
		Rs.	Rs.
1.	School Meals Programme	50,00,000	60,00,000
2.	Children's Books	1,30,000	65,000
3.	Strengthening of Multipurpose Schools	—	13,00,000
4.	Schemes of Educational and Vocational Guidance	1,50,000	3,00,000
5.	Establishment of State Education Evaluation Units	90,000	1,50,000
6.	Establishment of Central Schools	—	20,00,000
7.	Central Institute of English, Hyderabad		
	(a) Construction of Buildings	5,39,000	4,00,000
	(b) Administrative Cost	2,64,100	2,37,000
8.	Assistance to Voluntary Educational Organisations in the field of Education of Girls and Women, Pre-Primary, Primary and Basic Education	3,00,000	2,00,000
9.	Assistance to Voluntary Educational Organisations in Secondary Education	4,35,000	4,00,000
10.	Grant to Banasthali Vidyapeeth, Jaipur	35,000	35,000

CHAPTER III

HIGHER EDUCATION

In the field of higher education, in addition to the Constitutional obligations indicated in Chapter I, the Government of India give grants-in-aid to State Governments and voluntary organisations and operate a few programmes of international cooperation in education. It also conducts significant pilot projects in higher education of which the most important is that of Rural Institutes.

A. CENTRAL UNIVERSITIES

2. Aligarh Muslim University

(a) *Medical College* : The Medical College of the University was inaugurated on 2nd October, 1962.

(b) *New Courses* : The five-year integrated course for the degree of B.Sc. in engineering was introduced along with the four-year course. Diploma-holders in engineering of the University were admitted for the first time in the second year of the four-year course.

(c) *Development Schemes* : (i) Development schemes involving expenditure of Rs. 111.21 lakh for the faculties of arts, science, theology, commerce and law were approved by the U.G.C. with permission to incur 70 per cent of the approved expenditure.

(ii) A scheme for the development of the campus at a cost of Rs. 20 lakh including an electrification scheme costing Rs. 4.45 lakh were sanctioned by the U.G.C. The execution of the scheme for the construction of roads in the campus of the University made good progress.

3. Banaras Hindu University

(a) *New Courses* : The following courses were started during the year in the College of Medical Sciences : (1) M.D. (Medicine), (2) M.D. (Physiology), (3) M.D. (Pharmacology), (4) M.S. (Surgery), and (5) M.S. (Anatomy).

(b) *Guidance and Counselling Facilities* : The Banaras Hindu University Employment Bureau arranged to provide career-information as well as guidance and counselling facilities to the students.

(c) *Other Activities* : For research in Reproduction Physiology, the Department of Zoology received a grant of \$ 102,500 from the Ford Foundation. A hobby workshop has also been established.

(d) *Amenities to Teachers* : The grades of pay of teachers of technical colleges have now been brought on par with those in arts and science with effect from April 1, 1961.

4. University of Delhi

(a) *Colleges* : The University accepted the proposal of the Government to take over the management of the Deshbandhu College, Kalkaji. Two

colleges, viz., Dyal Singh College and Jankidevi Mahavidyalaya shifted to their new buildings.

(b) *New Departments* : Two new departments, namely, of Management and Industrial Administration, and of Buddhist Studies were constituted. The name of the Department of Physics was changed into that of the Department of Physics and Astro-Physics.

(c) *New Courses* : The new courses instituted are : (i) B.Sc. (Hons.) Anthropology and (ii) B.A. (Hons.) Karnatak Music.

(d) *Other Activities* : Endowments were received for the institution of Sir Shri Ram Professorship in Physics, Sir Shankarlal Professorship in Chemistry and Sir Shankarlal Professorship in Mathematical Economics. The Zoology Department received a grant from the Ford Foundation for research in Physiology of Reproduction.

5. *Visva-Bharati University*

(a) *New Courses* : Honours courses in chemistry and modern history were started during the year.

(b) *Building Construction and Other Projects* : The construction of Mahadevi Birlalaya Girls' Hostel and the Outdoor Dispensary and Clinic to be attached to the contemplated Andrews Memorial Hospital was completed. A number of postgraduate and foreign girl students have already been provided with accommodation in the new hostel.

B. HIGHER EDUCATION INSTITUTIONS OF ALL-INDIA IMPORTANCE

6. *Jamia Millia Islamia, New Delhi*

One of the national educational institutions that provides education from the nursery to the graduate level and maintains, in addition, a Teachers' College and a Rural Institute, the Jamia Millia Islamia has, under the University Grants Commission Act, 1956, been "deemed as a university". This recognition has been accorded for a period of three years in the first instance and is limited at present to courses corresponding to B.A. and B.Ed. degrees. The Institution continued to receive grant from the Ministry on a 'cover-the-deficit' basis during 1962-63.

7. *Gurukula Kangri, Hardwar*

Similarly, on the advice of the University Grants Commission, the Gurukula Kangri Vishwavidyalaya, Hardwar, another institution of higher education was "deemed as a university" under the University Grants Commission Act, 1956 for a period of three years in the first instance for courses corresponding to B.A., B.Sc. and M.A. degrees. It continues to receive maintenance grants from the Ministry.

8. *Assistance to All-India Institutions of Higher Education*

Grants under this scheme are paid to non-affiliated institutions of higher education. During the period, the Gujarat Vidyapeeth, Ahmedabad and Kanya Gurukula, Dehra Dun were respectively paid a building grant of Rs. 2,25,000 and a maintenance grant of Rs. 12,500.

The Advisory Committee for this scheme appointed a sub-committee which visited a number of institutions of higher education in order to survey

the facilities for education provided by the institutions and to assess their comparative growth.

9. *Central Institute at Rashtrapati Niwas, Simla*

It has been decided to set up a Central Institute at Rashtrapati Niwas, Simla. The functions of the Institute will be : (a) to organise refresher courses, summer schools, etc., on an all-India basis in some selected subjects; (b) to provide facilities for study for short periods for teachers and other scholars on study leave, or sabbatical leave; (c) to provide research facilities in selected fields; and (d) to organise a series of advanced lectures/seminars for postgraduate research studies on all-India basis; and (e) to provide facilities of what may be called a "residential library" (that is, library with board and lodging arrangements) in some selected subjects in the field of the humanities, social sciences and natural sciences.

A panel of five experts has been appointed to work out the financial and organisational details.

C. UNIVERSITY GRANTS COMMISSION

10. *Development Projects in Universities*

During the period, the visiting committees appointed by the Commission visited 39 universities to scrutinise their development requirements. On the basis of their recommendations, the Commission sanctioned, during the year, grants amounting to Rs. 20.28 crore to 32 universities for implementing their development schemes during the current Plan period. It was indicated to the universities that 70 per cent cost on approved schemes would be made available in the first instance.

Briefly, the schemes for which assistance was given are as follows :

(a) Construction of the library buildings by the universities of Jabalpur, Kurukshetra, Vikram and Mysore at an estimated cost of Rs. 37.11 lakh, the Commission's share being Rs. 23.34 lakh.

(b) Grants of Rs. 10.87 lakh to 42 universities for books and journals for their libraries.

(c) Grants totalling Rs. 32.65 lakh for the purchase of scientific equipment; the universities were also helped to develop their central workshops and to strengthen their existing departmental workshops.

(d) Grants for setting up women's hostels by Aligarh, Baroda, Bihar, Kalyani, Panjab, Poona, S.N.D.T. and Utkal Universities and of men's hostels by Aligarh, Bihar, Burdwan, Varanasi, Annamalai, Calcutta, Delhi, Kalyani, Madras, Poona and Sanskrit Universities at a cost of Rs. 68.22 lakh of which the Commission's share is Rs. 41.43 lakh.

(e) Construction of more than 100 staff quarters by Baroda, Burdwan, Agra, Osmania, Karnatak, S.N.D.T. and Sri Venkateswara Universities at an estimated cost of Rs. 35.90 lakh, the Commission's share being Rs. 17.95 lakh.

(f) Grants for construction of guest houses at Annamalai, Bihar, Kurukshetra, Madras, Mysore, Osmania and Panjab Universities at an estimated cost of Rs. 14.24 lakh.

(g) Centres of Advanced Study : Last year the U.G.C. had formulated a scheme for the establishment of centres of advanced study in some selected subjects in order to raise the quality of advanced teaching and research in the universities. The Commission approved the starting of following centres :—

- | | | |
|--|-------|--|
| (i) Calcutta University | .. | Physics (Radio Wave Propagation, Up Atmosphere, and Radio Astronomy) |
| (ii) Delhi University | | Physics (Theoretical Physics and Astro-Physics), |
| (iii) Delhi University | | Chemistry (Chemistry of Natural Products), |
| (iv) Delhi University | | Botany (Morphology and Embryology) |
| (v) Bombay University (in collaboration with the Tata Institute of Fundamental Research) | | Mathematics (Pure) |
| (vi) Calcutta and Jadavpur Universities | | Mathematics (Applied) |
| (vii) Madras University | .. | Botany (Physiology of Fungi and Plant Pathology), |
| (viii) Saugar University | | Geology (Structural and Stratigraphical) |
| (ix) Calcutta University | .. | Biochemistry (Enzymology, Microbiology and Vitamin Metabolism). |
| (x) Poona University | | Economics (Agricultural Economics) |

Steps are being taken to organise these centres and preliminary grants have already been made in some cases. The Commission is also considering plans for additional centres particularly in subjects not covered so far.

(h) Assessment of the requirements of the engineering colleges of Andhra, Banaras, Jadavpur, Patna, Mysore, Utkal and Sri Venkateswara Universities and the release of grants amounting to Rs. 4.30 lakh for three universities.

(i) Development of a high voltage laboratory at the College of Engineering, Burla.

(j) Introduction of a diploma course in engineering at the Annamalai University with an annual intake of 120 students.

(k) Approval for holding 12 summer schools, ten seminars and five conferences and the payment of Rs. 1.99 lakh to 19 universities.

11. Assistance to Affiliated Colleges

To improve and develop their physical facilities, postgraduate education in the sciences and the humanities and for students' welfare schemes, the Commission continued to give assistance to affiliated colleges. The following projects were approved with concomitant financial assistance :—

(a) Development of postgraduate studies in basic sciences in 16 affiliated colleges at Rs. 20 lakh.

(b) Development of postgraduate education in the humanities in six colleges affiliated to five universities.

(c) Grants aggregating Rs. 45.07 lakh for the introduction of the three-year degree course.

(d) Assistance of Rs. 14.88 lakh for the expansion of libraries and laboratory facilities in 25 colleges.

(e) Construction of nine women's and nine men's hostels at Rs. 40 lakh in 18 colleges.

(f) Grants amounting to Rs. 4.78 lakh for the construction of staff quarters in 15 colleges.

(g) Assistance for students' welfare schemes, viz., (i) establishing 10 non-resident students' centres at Rs. 5.60 lakh; (ii) establishing seven hobby workshops at Rs. 2 lakh; and (iii) grant of Rs. 6 lakh for Student Aid Fund, to 411 colleges and 12 universities.

12. *Improvement of Salary Scales of Teachers*

Twenty-four State universities agreed to introduce the Central University scales, thereby extending the benefit of upgraded scales to about 3,500 university teachers. For this purpose the Commission made a grant of Rs. 10.63 lakh during this year. The Commission also agreed to contribute towards the increase in provident fund consequent upon the introduction of the revised grades.

Assistance was given to college teachers according to the pay scales approved during the second Plan. The scheme is also being extended to teachers in government colleges. During the year, 12,000 teachers in more than 350 colleges received benefit under the scheme.

13. *Travel Grants*

Forty-three universities were given assistance to the extent of Rs. 3 lakh under the scheme of travel grants during the period.

14. *Services of Retired Teachers*

Under a scheme to utilize the services of retired teachers, 50 teachers were selected for assistance during the year involving an estimated expenditure of Rs. 2.43 lakh.

15. *Scholarships and Fellowships*

During the year, the Commission awarded scholarships and fellowships as stated below :

	Estimated Cost Rs. in lakhs
Scholarships	250
Junior Fellowships (Humanities)	46
Senior Fellowships (Humanities)	22
Junior Fellowships (Science)	73
Senior Fellowships (Science)	14
Engineering Fellowships	30
	13.28
	5.00
	11.50

D. DEVELOPMENT PROJECTS UNDERTAKEN WITH EXTERNAL ASSISTANCE

16. *Low-Priced Re-Publication of Standard Educational Works and Books of Reference*

Under this scheme 15 books dealing with different sciences, technology and the humanities were published during the period in addition to the four brought out in 1961-62.

17. *Indo-U.S. Agreement for Financing Educational Exchange Programme*

Under the programme for 1962-63 administered by the United States Educational Foundation in India, the following exchanges were made :—

FROM INDIA TO USA		FROM USA TO INDIA	
Indian Students ..	125	American Students	21
Indian Teachers ..	25	American Professors/Teachers ..	31
Indian Visiting Lecturers/		Participants at the Institute of	
Research Students ..	19	Indian Civilization, Hyderabad	22
		Participants at the Institute in	
	169	Indian History and Culture, Poona	20
		Participants in the Tutors in English	
		Scheme	20
			114

E. RURAL HIGHER EDUCATION

18. *Grants to Rural Institutes*

During 1962-63, grants sanctioned for recurring and non-recurring expenditure amounted to Rs. 18,86,179, apart from Rs. 2,84,911 paid for the award of stipends to 20 per cent of the students.

19. *General*

In the annual and the supplementary examinations held in April and November, 1962 respectively a total number of 1,046 students appeared for the various diploma and certificate courses. Out of these, 730 students were declared successful.

F. GENERAL

20. *Scheme of Correspondence Courses and Evening Colleges*

The Expert Committee appointed by the Government of India to work out the details of the scheme of Correspondence Courses and Evening Colleges, submitted its reports during the year.

In pursuance of its recommendations that the correspondence courses in this country should be administered by universities only and in the first instance by one university, viz., the University of Delhi, the latter has started the courses from the academic year 1962-63. The Government of India agreed to pay grants to the University on a 'cover-the-deficit' basis for running these courses and sanctioned a sum of Rs. 35,000 to it for 1962-63.

21. *Vice-Chancellors' Conference*

A Conference of Vice-Chancellors of Indian Universities was held in New Delhi in October, 1962. The Conference considered *inter alia* condi-

tions of service of university and college teachers, medium of instruction in universities, development and improvement of collegiate education, recognition of degrees and diplomas, three-year course, admission to universities, students' welfare, etc.

22. *Model Act for Universities*

The Committee set up under the chairmanship of Dr. D. S. Kothari to consider broadly the organisational structure of the universities in India and to prepare the outline of a model act to define their role and functions in the context of a dynamic society, has almost completed its deliberations and its report is awaited.

23. *Grants to Voluntary Organisations for Construction of Hostels in Big Cities*

To provide additional hostel facilities for college students in big cities, the Government of India give grants to voluntary organisations not exceeding 50 per cent of the total cost of men's hostels and 75 per cent of women's hostels, subject to a ceiling of Rs. 1 lakh. During 1962-63, proposals of (1) Southern India Education Trust, Madras (2) Ramakrishna Sarada Mission, Calcutta and (3) Y.M.C.A., Trivandrum up to a ceiling of Rs. 1 lakh each for the first two institutions and Rs. 75,000 for the third were approved and a few instalments of the grants, released.

24. *Concessions to Scheduled Castes and Scheduled Tribes in Admission to Educational Institutions*

To bring scheduled caste and scheduled tribe students to the level of the more advanced sections of the community, the Government of India have decided that the reservation of 20 per cent seats that was recommended earlier in their favour, may be split up into a dual reservation of 15 per cent for scheduled castes and of 5 per cent for scheduled tribes and that the unutilised seats in each category may be interchanged.

25. *Recruitment of Teachers for Service Abroad*

During the period, the Ministry attended to the demands for services of Indian teachers received from Libya, Aden, Sudan and Singapore.

26. *Recognition of Degrees and Diplomas*

In consultation with the Union Public Service Commission, it was decided to recognise for purposes of employment in service and posts under the Government, the following degrees/diplomas/certificates in Education :

<i>Degrees Diplomas, Certificates</i>	<i>Equivalent To</i>
(a) LONDON UNIVERSITY	
(1) Academic diploma	B.Ed./B.T.
(2) Postgraduate certificate	B.Ed./B.T.
(3) Associateship of the Institute of Education (taken after graduation)	As an alternative qualification to B.Ed./B.T.
(b) SRI AUROBINDO INTERNATIONAL CENTRE OF EDUCATION, PONDICHERRY	
The Higher course	The first degree of an Indian university
(c) GUJARAT VIDYAPEETH	
<i>Samaj Vidya Visharad</i>	Alternative to a degree or diploma in social welfare or social service

The position about the recognition of the various diplomas and certificates offered by the Rural Institutes of Higher Education in the country is as follows :

(1) The 'diploma in civil and rural engineering' was recognised by the All India Council for Technical Education, and by 12 State Governments and all Union Administrations.

(2) The 'diploma in rural service' was recognised by the Government of India and all State Governments except West Bengal which gave its recognition for specified jobs. The diploma was also recognised, for purposes of admission to various courses, by 20 universities in the country.

(3) The 'certificate course in agricultural science' was recognised by State Governments.

(4) The 'sanitary inspectors course' received the recognition of 12 State Governments and three Union Administrations.

27. Financial Provisions

For the activities described in this chapter, the following table indicates the financial allocations made :—

Sl. No.	Scheme	Provision for 1962-63 Rs.	Provision for 1963-64 Rs.
1.	Jamia Millia Islamia, New Delhi	5,90,000	6,00,000
2.	Gurukula Kangri, Hardwar	1,12,000	1,11,200
3.	Assistance to All-India Institutions of Higher Education	5,25,000*	4,44,000
4.	University Grants Commission	7,98,19,000 (Plan)	7,30,00,000 (Plan)
		2,88,20,000 (Non-Plan)	2,94,31,000 (Non-Plan)
5.	Low-priced Re-publication of Standard Educational Works and Books of Reference	—	1,000
6.	Indo-U.S. Agreement for Financing Certain Educational Exchange Programme	6,50,000	7,50,000
7.	Rural Higher Education	35,87,300	29,87,700
8.	Scheme of Correspondence Courses and Evening Colleges	2,00,000	2,00,000
9.	"Model Act for Universities" Committee	2,500	—
10.	Grants to Voluntary Organisations for Construction of Hostels in Big Cities	1,00,000	1,00,000
11.	Educational Conferences, Exchange of Professors and Delegations	29,000	—
12.	Recruitment of Teachers for Service Abroad	2,500	2,500

*Includes Rs. 25,000 for assistance to the Inter-University Board of India.

CHAPTER IV

SOCIAL EDUCATION

The activities of the Ministry of Education in the field of social education continued on the lines indicated in the last year's report. The programme of social education is a comprehensive one, and it aims at providing education for the betterment of the life of the adult population. The responsibility for carrying out social education in the field is that of the State Governments. The role of the Ministry of Education is to coordinate programmes and to provide supporting services and conduct pilot projects which are of importance to the programme of social education in the country as a whole.

2. The question of liquidating illiteracy and the magnitude of the problem had been engaging the attention of the Ministry of Education. The State Government were requested to increase the tempo of literacy work. The details about the important activities during the year in the field of social education are given in the following paragraphs.

3. *Workers' Social Education Institute, Indore*

This pilot project for providing social education for industrial workers continued to function during the year under report. The Institute conducted classes for literacy, handicrafts, teaching of arts and Hindi and English.

4. *Institute of Library Science, Delhi*

The Institute was set up in March, 1959, with the main object of providing and extending facilities for the training of librarians especially for public library services. The fourth session of the Institute started in July 1962. Fifty students are studying for the diploma course and 14 for master's degree course. So far, the Institute has trained 17 students in various refresher courses, 133 students in diploma courses and 31 students in master's degree courses.

5. *Delhi Public Library*

The membership of the Library increased by 2,000 to 48,000 and the stock of books by 12,000 to 1,70,000. The average daily turnover of books also increased by 600 to 5,600. Three new deposit stations were opened during the year and a Braille Section at the main Library has been established for the use of the blind. The two new mobile vans will be in operation shortly and it has been decided to establish two branches of the Library, one each in East Patel Nagar and in Laxmibai Nagar.

6. *Draft Model Library Act*

The Draft Model Library Act as submitted by the Committee set up for the purpose has been finalised. The Ministry of Law vetted it and gave it the form of a Bill suitable for enactment. This modified Bill is being sent to the State Governments for their comments.

7. *Mysore State Vidyapeeth Programme*

The original plan was to establish eight *Vidyapeeths* whose primary aim is to train village youths for rural leadership. Owing to non-availability of

additional funds, the Mysore State Adult Education Council will be able to establish only seven *Vidyapeeths*. So far five *Vidyapeeths* have been established and work for establishing two more is progressing.

8. *Assistance to Voluntary Educational Organisations in the field of Social Education and Libraries*

During the year (till 20th January, 1963), fifteen voluntary educational organisations were assisted to the extent of Rs. 1.77 lakh for the development of various activities relating to social education and libraries.

9. *Production of Literature for Social Education*

The steps taken to encourage production of literature for neo-literates and the new reading public are stated below :—

(a) *Prize Competition for Books for Neo-literates* : During the year, authors of 36 prize-winning books under the 8th Competition were paid the prize money of Rs. 500 each; 1,500 copies of each of the 60 prize-winning books of the previous competitions were purchased, as provided under the scheme for free distribution to community development and N.E.S. blocks, social education centres and school libraries, through the State Governments and Union Administrations. Three hundred and fifty-nine entries have been received for the 9th Competition of which results will be announced soon.

(b) *Unesco Prize Competition for Books for New Reading Public* : During the year, ten prize-winning books in Hindi and Tamil under the first and second Unesco competitions were purchased. The third competition inviting authors and publishers to send best books for new reading public in Hindi, Bengali, Tamil and Urdu published between January 1961 and December 1962 has also been announced. Ten prizes of \$400 (approximately Rs. 1,900) will be awarded under this competition.

(c) *Sahitya Shivirs* : *Sahitya Shivirs* are literary workshops for training authors in the technique of writing books for neo-literates. Organised with the help of State Governments, each *shivir* is of 6—8 weeks' duration. Two such *shivirs* were held during 1962-63, one each in Andhra Pradesh and Mysore.

(d) *Direct Production of New Books* :

(i) HINDI VISWA BHARATI—Its 9th volume was published during the year.

(ii) AN OUTLINE HISTORY OF THE INDIAN PEOPLE—Its English edition was published by the Publications Division of the Ministry of Information and Broadcasting during the year.

10. *National Book Trust*

During the year, the Memorandum of Association and Rules of the National Book Trust were modified and the objectives of the Trust were more clearly defined. The Trust published 14 books in English, Hindi and regional languages bringing the total number of books brought out by it up to 18th January, 1963 to 66 (including one re-print). Its future programme includes a new series of books, 'India—Land and the People'.

11. *Financial Provisions*

The financial provisions for the various schemes in this sector are :

S. No.	Name of the Scheme	Provision for 1962-63	Budget Provision for 1963-64
		Rs.	Rs.
1.	Workers' Social Education Institute	64,300	67,500
2.	Institute of Library Science	80,000	90,000
3.	(a) Delhi Public Library	3,80,000	3,30,000
	(b) Development of Library Service in Delhi	1,00,000	1,50,000
4.	Ford Foundation Aid—Mysore State Vidyapeeth - Programme	59,000	—
5.	Assistance to Voluntary Educational Organisations in the field of Social Education and Libraries	2,50,000	1,59,000
6.	Production of Literature for Neo-literates	1,82,000	1,41,000
7.	National Book Trust	3,00,000	4,00,000

CHAPTER V

EDUCATION IN THE UNION TERRITORIES

This Chapter is an account of the development of education, during the year, in the Union Territories of Andaman & Nicobar Islands, Delhi, Himachal Pradesh, L.M. & A. Islands, Manipur and Tripura.

A. ANDAMAN & NICOBAR ISLANDS

For educational facilities in the Islands during 1962-63, a provision of Rs. 15,80,000 was made which included Rs. 6,66,600 for the third Plan schemes of educational development. Rs. 10,03,400 have been provided in the next year's budget for normal expenditure and Rs. 5,91,100, for Plan schemes.

At the end of 1961-62 there were 94 primary/junior Basic schools, 6 middle/senior Basic schools, and 3 higher secondary schools. During 1962-63, 11 primary/junior Basic schools and 100 middle/senior Basic schools were opened. The next year's programme includes the opening of 4 primary schools.

During the year under report there was an increase of enrolment from 6,936 to 7,541.

Free education is imparted in the Islands up to the secondary stage. Scholarships are also given to students for higher education in the mainland. The rules for the grant of scholarship were recently liberalised.

The Territory has a teachers' training school. Twenty-three untrained primary school teachers were trained during the year. 24 teachers are at present under training.

Snacks were supplied to all school children under the scheme of 'Midday Meals for School Children'.

B. DELHI

In Delhi, elementary education is mainly the responsibility of the local bodies, while secondary education is looked after mostly by the Delhi Administration.

The education budget of the Delhi Administration during 1962-63 amounted to Rs. 358.17 lakh for non-Plan items and Rs. 67.24 lakh for Plan items. Corresponding provision proposed for the next year is Rs. 388.51 lakh and Rs. 114.02 lakh respectively.

During the year, the total number of recognised educational institutions in the Territory has increased from 1,375 to 1,530 which include 325 higher secondary schools. Of these, 201 are Government schools and the remaining 1,329 are run by local bodies and private agencies.

The total enrolment showed an increase from 5,07,733 in 1961-62 to 5,74,733 in 1962-63. Nearly 18,500 pupils come from rural areas.

Compulsory education was introduced in Delhi during 1961-62. In its annual expansion programme, the scope was extended during 1962-63

to cover the age-group 6-8 years and an enrolment drive week was conducted in August, 1962 which resulted in bringing over 32,000 additional children to schools.

C. HIMACHAL PRADESH

In Himachal Pradesh education up to the higher secondary stage is the responsibility of the Territorial Council. The Administration is concerned with education at the college level and recognition and payment of grant-in-aid to privately managed schools, training of teachers, award of scholarships, planning and development of education, N.C.C., A.C.C. etc.

2. *Education under the Administration*

For 1962-63 Rs. 6.42 lakh constitute the provision for educational development schemes and Rs. 19.46 lakh for normal expenditure. A sum of Rs. 7,64,200 has been proposed for Plan schemes and a sum of Rs. 18,81,900 for normal expenditure in the budget estimates for 1963-64.

There are 6 degree colleges in the Territory out of which one is a private aided college. With the introduction of the three-year degree course and B.Sc. classes in all the Government colleges, the enrolment has gone up from 864 to 1,065. To meet the shortage of trained teachers, 345 trainees were deputed by the Territorial Council to the four Basic teachers' training schools run by the Administration. 73 candidates are receiving training at the Post-Graduate Training College also run by the Administration. During the year under report an audio-visual education unit was attached to the Basic Training College. To overcome the shortage of trained science teachers a condensed course for science teachers was started in the Government College, Mandi. Under a programme of literacy campaign in Sangla Valley of Kinnaur district, 43 classes were started in 13 villages.

3. *Education under the Territorial Council*

During 1962-63 the educational expenditure of the Territorial Council is likely to amount to Rs. 134.84 lakh and the expenditure for the next year has been estimated at about Rs. 149 lakh.

250 new junior Basic schools and one girls' middle school were opened during the year. 27 primary schools were raised to middle standard and 13 middle schools and 3 high schools were raised to higher secondary standard. There are now 40 higher secondary schools, 67 high schools, 192 middle/senior Basic schools, 1,513 primary/junior Basic schools and 8 nursery schools in the whole Territory.

D. LACCADIVE MINICOY & AMINDIVI ISLANDS

Of a total provision of Rs. 6.78 lakh in 1962-63 for the educational facilities in the Islands, a sum of Rs. 3.09 lakh was for Plan schemes. For 1963-64 a sum of Rs. 2,93,000 has been provided for Plan schemes and Rs. 3,87,600 for normal expenditure. There were 12 primary schools, 8 middle schools and one high school at the beginning of the year. During the year 14 new primary schools, 7 middle schools and one high school were opened.

There are 4,194 students on the rolls of the schools, 3,722 in the primary schools, 419 in the middle and 53 in the higher secondary schools.

Free education is imparted to all Island students studying in the Islands as well as in the mainland. Scholarships are awarded for study in the mainland at the various stages of education. Natives of the Islands studying in high schools are paid a maintenance grant of Rs. 20 p.a.

E. MANIPUR

Education up to secondary stage in this Territory is the responsibility of the Territorial Council. The Administration is responsible only for collegiate education, teachers' training, scholarships, etc.

2. *Education under the Administration*

The budget estimates for the current year amounted to Rs. 5,13,200 and Rs. 19,98,800 respectively for development schemes and normal expenditure on educational activities. The corresponding figures for 1963-64 are Rs. 6,90,400 and Rs. 21,64,500. This is exclusive of expenditure on educational buildings taken up by the Public Works Department and funds provided for technical and professional education.

The three colleges for general education in the Territory had, during the year, a total enrolment of 3,200. This showed an increase of 700 over the preceding year.

To meet the shortage of trained teachers, 40 graduate teachers were given training in B.T./B.Ed/Basic courses, 30 in the Basic Training College in Manipur and 10 were deputed for training outside Manipur.

3. *Education under the Territorial Council*

The likely expenditure of the Territorial Council for normal educational activities during the year is Rs. 81,18,800 and for Plan schemes, Rs. 25,36,400. There were 1,889 junior Basic primary schools, (including single-teacher schools), 289 middle schools, 85 high/higher secondary schools on 1st April, 1962. During the year, 101 primary/junior Basic (including single-teacher) schools, 1 middle school and 13 high/higher secondary schools were opened.

F. TRIPURA

Here also education up to the secondary stage is the responsibility of the Territorial Council. The Administration is responsible only for collegiate education, teachers' training, scholarships, etc.

2. *Education under the Administration*

Provision of Rs. 8,22,000 and Rs. 42,32,300 were made respectively for educational development schemes and for normal expenditure during 1962-63. A sum of Rs. 7,11,600 has been proposed for Plan schemes and Rs. 45,40,800 for normal expenditure in the budget estimates for 1963-64.

To meet the shortage of trained teachers, the annual intake capacity of the three existing Basic Training Colleges was substantially increased and additional staff and teaching aids were provided. The Craft Teachers' Training Institute was strengthened. A new Postgraduate Teachers' Training College for the training of secondary school teachers is proposed to be set up in 1963-64. The Hindi Teachers' Training College at Agartala was also expanded.

3. Education under the Territorial Council

During the year, the normal expenditure on education incurred by the Territorial Council is likely to be Rs. 93,59,000 in addition to an expenditure of Rs. 21,61,800 on Plan schemes of education. The expenditure during next year is estimated at Rs. 131 lakh including Rs. 27,61,000 for Plan schemes.

There were 1,255 primary/junior Basic schools, 91 junior high/senior Basic schools, 35 high/higher secondary schools at the close of 1961-62. During the year, 1 junior Basic, 16 senior Basic, 3 high and 3 higher secondary schools were opened.

CHAPTER VI

DEVELOPMENT OF HINDI AND SANSKRIT

Article 351 of the Constitution requires the Union Government to promote, develop and enrich Hindi, the official language of the Union. The Ministry of Education have launched several programmes for these purposes. The programme for the propagation of Hindi includes financial assistance to voluntary organisations, appointment of Hindi teachers, establishment of teachers' training colleges, maintenance of an Institute of Research and Training in Hindi, supply of free books to libraries in the non-Hindi areas and award of scholarships for higher studies in Hindi. The programme of enrichment and development of Hindi includes preparation of standard books of the university level through official and voluntary agencies as well as universities and learned societies, preparation and publication of popular books in Hindi with the help of private publishing concerns, and preparation and publication of encyclopaedias, dictionaries, and translation of official literature.

2. Similarly various schemes for propagation and development of Sanskrit have been initiated. They include financial assistance to voluntary Sanskrit organisations, *Gurukulas* and Sanskrit Pandits in indigent circumstances; maintenance of Kendriya Sanskrit Vidyapeetha, preparation of dictionaries, and reprint of out-of-print Sanskrit works. This is in addition to what is being done by the State Governments in this regard.

A. PROPAGATION OF HINDI

3. *Assistance to Voluntary Organisations*

The work of propagation of Hindi is being done through voluntary organisations on the one hand and State Governments on the other. A large number of voluntary organisations engaged in the propagation of Hindi in various parts of the country, are given financial assistance by the Government from time to time.

Grant-in-aid amounting to Rs. 4,82,250 has so far been given to voluntary organisations for this purpose.

4. *Appointment of Hindi Teachers*

Under the programme of direct propagation of Hindi through secondary schools under the control of the State Governments, the Government of India have been placing funds at the disposal of the State Governments in their development budgets for appointment of Hindi teachers at various levels.

4.2 During the past years the Ministry have been providing funds for the appointment of at least one Hindi teacher in a high or higher secondary school. This year they have extended this provision to cover primary and middle schools as well. It may be mentioned that Government of India meets hundred per cent expenditure for implementation of this scheme.

4.3 The appointment of Hindi teachers in primary schools also will provide greater opportunities to the students for learning Hindi as a part of their school courses.

5. *Hindi Teachers Training Colleges*

The expansion of teaching facilities requires adequate increased supply of trained Hindi teachers. Accordingly, several teachers training colleges have been opened at various centres in the country. Full expenditure in this behalf is being met by the Government of India. During the year 1961-62, Kerala and Mysore States were assisted to start one Hindi Teachers Training College each. This year one college in Gujarat and another in Madras have been assisted. Financial assistance was also given to the State Governments of Andhra and Maharashtra for expansion of the existing facilities.

6. *Kendriya Hindi Shikshana Mandal, Agra*

In order to supply up-to-date expert knowledge and professional guidance in respect of teaching methods and allied pedagogical problems, the Government of India have set up an autonomous organisation entitled Kendriya Hindi Shikshana Mandal, which is running a Hindi Teachers Training and Research Institute at Agra. The Institute is catering for three different courses equivalent to T.T.C., B.Ed. and M.Ed. Kendriya Hindi Shikshana Mahavidyalaya is also conducting research on vocabulary, content of various courses and techniques of teaching with special reference to the requirement of the non-Hindi regions. Teachers from different parts of the country as well as regional Teachers Training Colleges have been benefited by the expert guidance and research work done by this Institute. A grant of Rs. 2,20,000 was given to the Kendriya Hindi Shikshana Mandal for the training of Hindi teachers and various other projects launched by it.

7. *Scholarships*

To encourage and help non-Hindi speaking students to prosecute higher studies in Hindi and to carry out research, the Government of India have instituted a large number of scholarships. During the current financial year, 372 scholars of previous years continued their studies under the scheme. Two hundred and twenty scholarships for 1962-63 have also been announced.

8. *Free Supply of Hindi Books*

As a follow-up programme, arrangements have been made to supply books worth Rs. 1,80,000 free of cost to different schools, colleges and public libraries in the non-Hindi speaking areas during the year under review.

9. *Preparation of Bilingual Primers in Tamil*

Under this scheme, a Hindi-Tamil Primer was prepared and brought out by the Dakshina Bharat Hindi Prachar Sabha, Madras, on behalf of the Ministry.

10. *Regional Offices*

Voluntary organisations which have been working in the field for a large number of years have no doubt made valuable contribution to the

spread of Hindi; but in order to effect greater coordination and cooperation Government of India have set up two regional offices, one at Calcutta and the other at Madras. They render valuable assistance for the proper implementation of the various programmes.

B. DEVELOPMENT AND ENRICHMENT OF HINDI

11. *Production of Literature*

The Ministry is primarily engaged in the production of such literature as would enrich Hindi and make it a powerful medium of administration and instruction. The activities in this regard include the publication of lists of technical terms, pamphlets, booklets, dictionaries and glossaries of technical terms in English with Hindi equivalents.

12. *Periodicals*

Six numbers of the Bhasha Quarterly were brought out during the year 1962-63.

13. *Preparation and Translation of Standard Works of University Level*

This programme is being implemented by universities, academic bodies of State Governments and literary societies of all-India status engaged in a similar job with hundred per cent assistance by Government of India. We have so far established nearly 30 agencies to help translation of standard works and reference books and original writing of textbooks for university students.

14. *Publication of Books in Collaboration with Publishers*

In order to bring scientific and other worthwhile knowledge within easy reach of the common reader in Hindi, a programme of bringing out original books and translations in collaboration with publishers on an agreed formula of price fixation and purchase of 1/3 copies out of uniform editions of 3,000 in each case has been initiated. The programmes also include preparation and translation of books for children. So far 52 books approved under the scheme have been distributed amongst 7 publishers who have agreed to cooperate with Government on terms and conditions laid down in this behalf. It is proposed to help publication of about 300 books during the third Plan period.

14.2 One of the important conditions for assistance in all these programmes of production of literature is that in scientific and technical matters the terminology approved by the Government of India or the Commission for Scientific and Technical Terminology alone should be used. This is insisted upon with a view to popularising the new terminology and to ensure that a common and uniform scientific and technical terminology is developed in the country.

15. *Production of Books on the basis of Fifty per cent Financial Assistance*

For books proposed to be translated or written by universities, academic bodies and the like *suo motu*, the Government have formulated a programme of 50 per cent financial assistance provided the titles for translation and outlines for original writing are approved by Government.

16. *Hindi Encyclopaedia*

The work of preparing 10-volume Encyclopaedia in Hindi at a total cost of Rs. 11 lakh was entrusted to the Nagari Pracharini Sabha, Varanasi, in 1956. The Sabha has brought out two volumes of the Encyclopaedia; the third volume is nearing completion.

17. *Dictionaries*

The compilation of five dictionaries in Physics, Chemistry, Mathematics, Botany and Agriculture up to the pre-degree stage was completed during 1962-63.

17.2 The Central Hindi Directorate brought out a Consolidated English-Hindi Glossary of Technical Terms. The Hindi-English Glossary and subject-wise consolidated glossaries, both English-Hindi and Hindi-English, in 26 subjects were also prepared.

18. *Standard Key-Board*

For introduction of Hindi as official language, standard typewriters are required. A committee appointed for this purpose finalised the key-board of Hindi typewriter last year. Several manufacturers have come forward to supply typewriters with this key-board. Graphic designs of Hindi character of standard size and shape have been prepared and supplied to the manufacturers and it is expected that during 1963-64 some firms will be able to produce standard Hindi typewriters.

B. II. TERMINOLOGY WORK

19. *Commission for Scientific and Technical Terminology*

A Commission was set up under the chairmanship of Dr. D. S. Kothari for review, evolution and coordination of scientific and technical terminology. During the year, the Commission held two workshops at Simla and Jaipur to review terminology in physical and biological sciences. At these workshops about 41,000 terms were reviewed.

19.2 To discuss and solve the various linguistic problems regarding the evolution of terminology, workshop on linguistics of scientific and technical terminology was also held at New Delhi from 27th July to 1st August, 1962. It made a number of important recommendations on the manifold problems of terminology and the Commission are implementing them in their work suitably.

19.3 On the occasion of the second meeting of the Advisory Board for the Commission for Scientific and Technical Terminology in October, 1962 an exhibition of scientific and technical books in Hindi and other regional languages was organised.

C. DEVELOPMENT OF SANSKRIT

20. The term of the Central Sanskrit Board set up in 1959 expired in September, 1962. The Board has since been reconstituted under the chairmanship of Shri M. Patanjali Sastri, Ex-Chief Justice of India. The programme pertaining to the promotion and development of Sanskrit in all its aspects is being continued on the advice of the Board. The progress

of the schemes and the projects considered during the year are indicated below.

21. Financial Assistance to Voluntary Sanskrit Organisations

Under the scheme of financial assistance to voluntary organisations/institutions for the promotion of Sanskrit, grants amounting to Rs. 3,00,000 were sanctioned during 1962-63 for their developmental activities.

22. Financial Assistance to Gurukulas

In addition to the nine *Gurukulas* selected earlier, two more *Gurukulas* were selected for financial assistance under the scheme and grants amounting to Rs. 1,78,000 were sanctioned during 1962-63 for their developmental activities.

23. Purchase of Sanskrit Books

On the recommendations of the Central Sanskrit Board, various Sanskrit books were purchased for free distribution to voluntary Sanskrit organisations/institutions and universities. In addition, under the scheme of reprinting out-of-print Sanskrit works, the publication of five treatises was sponsored and 333 copies of each of these were purchased for free distribution.

24. Kendriya Sanskrit Vidyapeetha, Tirupati

Under the management of the body known as the Kendriya Sanskrit Vidyapeetha Tirupati Society, the Kendriya Sanskrit Vidyapeetha was set up at Tirupati. In the first phase of its development, the Institution is at present offering courses in pedagogy and training. The entire expenditure on the running of the Vidyapeetha is borne by the Government of India.

25. Preparation of Sanskrit Dictionary based on Historical Principles

A grant of Rs. 1,50,000 was paid to the Deccan College Post-graduate and Research Institute, Poona, during 1962-63, to cover the expenditure on compiling a Sanskrit-English Dictionary based on historical principles.

26. All India Sanskrit Elocution Contest

The first contest was held in November 1962 in which Sanskrit students trained on traditional lines participated. Eight gold and eight silver medals along with cash prizes were awarded to the first and second winners in eight different subjects respectively. In addition, a running silver shield was awarded to the team whose over-all performance was adjudged as the best.

27. Award of Research Scholarships to the Products of Traditional Sanskrit Pathshalas

Thirty-two scholars of previous years continued studies under the scheme. Selections for 1962-63 scholarships were also made during the year.

28. Financial Assistance to Sanskrit Pandits in Indigent Circumstances

With a view to helping eminent Sanskrit Pandits who are in indigent circumstances, the Ministry of Education propose to give financial assistance subject to certain conditions.

29. Financial Provisions

The following financial provisions have been made on account of the schemes for the development of Hindi and Sanskrit specified in this chapter :

Sl. No.	Name of the Scheme	Provision for 1962-63	Budget Provision for 1963-64
<i>Development of Hindi</i>		(Rs.)	(Rs.)
1.	Payment of Grants to Organisations and Individuals for Propagation of Hindi	5,00,000	3,00,000
2.	Appointment of Hindi Teachers in non-Hindi-speaking States	9,00,000	8,00,000
3.	Opening of Hindi Teachers Training Colleges	3,00,000	8,15,000
4.	Kendriya Hindi Shikshana Mandal, Agra	2,20,000	3,00,000
5.	Scholarships for Study of Hindi for Students from non-Hindi-speaking States	6,50,000	6,72,000
6.	Organisation of Debating Teams of School and College Students from non-Hindi-speaking areas to Hindi-speaking areas and <i>vice versa</i>	40,000	1,800
7.	Seminar of Hindi Teachers		
8.	Lecture Tours of Prominent Hindi Scholars and Writers		
9.	Free Supply of Hindi Books to Schools, Colleges and Public Libraries	1,80,000	2,00,000
10.	Preparation of Bilingual Primers and Readers	10,000	9,000
11.	Preparation of Primers for Foreigners	10,000	4,500
12.	Setting up of Regional Offices	38,000	39,400
13.	Publication of the Journals	6,000	5,500
14.	Hindi Encyclopaedia	1,50,000	3,00,000
15.	Dictionaries	5,000	22,500
16.	Hindi version of Sanskrit Book <i>Ashtang Sangrah</i> and <i>Bhartiya Vastu</i>	5,000	5,400
17.	Translation of Standard Works	2,34,000	3,94,000
18.	Enrichment of Hindi (Commission for Scientific and Technical Terminology)	1,75,000	2,67,000
19.	Preparation of Terminological Indices of Standard Hindi Books (Old and Modern)	15,000	13,500
20.	Preparation of Manuals	20,000	18,000
21.	Prizes on Hindi Books	20,000	10,000
<i>Development of Sanskrit</i>			
22.	Financial Assistance to Voluntary Sanskrit Organisations	6,00,000	3,00,000
23.	Financial Assistance to Gurukulas		
24.	Production of Sanskrit Literature		
25.	Award of Scholarships to Students of High/Higher Secondary Schools studying Sanskrit	1,64,000	1,50,000
26.	All-India Elocution Contest for Sanskrit Students of Traditional Sanskrit Institutions		
27.	Financial Assistance to Eminent Sanskrit Scholars in Indigent Circumstances		
28.	Kendriya Sanskrit Vidyapeetha	3,60,000	1,50,000
29.	Preparation of Sanskrit Dictionary on Historical Principles	1,50,000	1,50,000
30.	Award of Research Scholarships to the Products of Traditional Sanskrit Pathshalas	44,000	59,100

CHAPTER VII

SCHOLARSHIPS

Over the last few years and particularly since the commencement of the third Five-Year Plan, the scope and coverage of scholarship schemes have expanded on an unprecedented scale. These schemes are designed for two main purposes : to ensure that able students get a full measure of educational facilities unhampered by financial handicaps, and secondly, to equalise educational opportunities by providing special assistance to the students belonging to socially and economically weaker sections of the population. Opportunities for Indian students to go abroad for further study or training or for students from abroad to come to India for the same purpose have been made possible by bilateral agreements with other countries.

I. SCHOLARSHIPS FOR MERITORIOUS STUDENTS INSTITUTED BY GOVERNMENT OF INDIA FOR HIGHER STUDIES/RESEARCH IN INDIA

(a) *Post-Matric Scholarships Scheme* : 625 scholars continued their studies during 1962-63.

(b) *National Scholarships Scheme for Post-Matric Education* : Instituted in 1961-62, the scheme provides for the award of 2,400 scholarships in each year of the third Plan period. The awards which are subject to a means test, include 1,800 to be given on the results of school-leaving examinations, 400 on the results of PUC/intermediate and 200 on the results of degree examination. 2,366 scholarships for 1962-63 were awarded and the selected candidates are prosecuting their studies; selections for the remaining 34 awards are being finalised.

(c) *Merit Scholarships for the Children of Primary and Secondary School Teachers for Post-Matric Studies* : Also instituted in 1961-62, this scheme provides for 500 scholarships each year during the third Plan to meritorious wards of primary and secondary school teachers. 472 scholarships for 1962-63 were awarded and the selected candidates are prosecuting their studies; selections for the remaining 28 awards is being finalised shortly.

(d) *Post-Graduate Scholarships in Humanities* : The scheme provides for the award of 80 scholarships every year to students who possess either a first or a high second class bachelor's or honours degree. Scholarships are tenable for a period of two years. During 1962-63 the scholarships of 73 scholars of 1961-62 were renewed. Selections for 80 fresh scholarships for 1962-63 have been finalised.

(e) *Post-Graduate Scholarships in Science* : This scheme provides for the award of 150 scholarships every year to students who possess a first class bachelor's degree in science. Normally tenable for one year, the scholarships can be extended for another year subject to the scholar's satisfactory progress. During 1962-63 scholarships of 81 scholars of 1961-62 were renewed. Selections for 150 fresh awards for 1962-63 have been finalised.

(f) *Loan Scholarships Scheme for Higher Studies* : As an important step towards providing equality of opportunity in the country, the Loan Scholarships Scheme has been instituted with effect from 1963-64 to enable the needy and meritorious students to complete their education. The Scheme envisages the award of nearly 70,000 loan scholarships during the three remaining years of the third Plan involving an outlay of Rs. 9 crore. The loans will be recoverable in monthly instalments commencing one year after the loanee secures employment. One of the attractive features of the scheme is that the loan would remain interest-free in case the borrower does not default in making regular return payments. Another is that the loanee would not need to provide security or sureties. The scheme extends a special privilege to those loanees who join teaching profession. In their case one-tenth of the loan amount would be written off for every year of service put in.

(g) *Scholarships in Residential Schools* : This scheme is intended to provide opportunities of public school education to those who would not otherwise be in a position to afford it. Scholarships to the tune of Rs. 1,00,000 were awarded up to 1961-62 and the number of yearly awards ranged between 60 to 70. From 1962-63 the number of awards has been raised to 200 every year. The all-India test for 1962-63 awards was held in December 1962 and the selections are being finalised. In all 454 students are studying under this scheme at present.

In pursuance of the decision taken to add more residential schools to the existing list of public schools (which are members of the Indian Public Schools Conference) three new schools were selected by a committee, bringing the total to 15.

II. SCHOLARSHIPS TO STUDENTS BELONGING TO SCHEDULED CASTES, SCHEDULED TRIBES AND OTHER BACKWARD CLASSES FOR POST-MATRICULATION STUDIES

The scheme provides for the award of scholarships to these three categories of students for post-matriculation studies in the country. It is administered by the State Governments and the Union Administrations on the principles laid down by the Union Government. Funds are placed at the disposal of the State Governments and Union Administrations by the Centre. For 1962-63, funds amounting to Rs. 2,22,63,000 were placed at the disposal of the State Governments/Union Administrations.

III. SCHOLARSHIPS AND OTHER EDUCATIONAL FACILITIES TO THE CHILDREN OF POLITICAL SUFFERERS

The scholarships under the Scheme, provide, *inter alia*, the following concessions:

- (a) special consideration in the matter of admission and award of freeships and half-freeships in all the recognised primary, Basic, middle and high schools;
- (b) free seats in hostels attached to recognised schools and colleges; and
- (c) a limited number of stipends and book-grants to students from the primary to the post-graduate level.

The Scheme is administered by the State Governments/Union Administrations. The Central Government give grants to the State Governments on a 50 : 50 basis, while in the case of Union Administrations, the entire expenditure is met by the Centre.

IV. SCHOLARSHIPS AND FELLOWSHIPS AVAILABLE TO INDIAN STUDENTS FOR STUDY ABROAD

The facilities available under this group fall into three broad categories: (a) scholarships, fellowships and passage grants instituted by the Government of India; (b) scholarships and fellowships instituted by the U.N. and its allied organisations and under multilateral programmes; and (c) scholarships and fellowships offered by foreign Governments and institutions.

A. GOVERNMENT OF INDIA SCHEMES

(i) *Foreign Language Scholarships Scheme*: Under this scheme, scholarships are available for specialisation in Arabic, Chinese, French, German, Spanish, Rumanian, Swahili, Italian, Japanese, Russian, Turkish, Persian, Burmese, Indonesian and Pushto. Thirteen scholars (6 of 1959-60 and 7 of 1960-61) continued their studies abroad during the year. Selections for 1962-63 awards are being finalised.

(ii) *Overseas Scholarships for Scheduled Castes, Scheduled Tribes and Other Backward Classes*: During 1962-63, thirty-eight scholars of the earlier batches continued their studies abroad. Selections for 14 scholarships for 1962-63 have been made.

(iii) *Passage Grants for Scheduled Castes, Scheduled Tribes and Other Backward Classes*: Twelve passage grants (4 for each of the three categories) are available every year for candidates who are in receipt of merit scholarships which do not provide passage costs. During 1962-63, five students (1 'scheduled caste' and 4 'other backward classes') were awarded passage grants; two students of the 'other backward classes' were given return passage grants.

(iv) *Union Territories Overseas Scholarships*: One scholarship for studies in the humanities is available every year for a person, who by birth or domicile, is a native of any of the Union Territories. During the year, 2 candidates of 1959-60 and 1960-61 continued their studies abroad. The candidates for 1962-63 has been selected.

(v) *Agatha Harrison Fellowship*: This fellowship (instituted in 1956-57 in the memory of the late Miss Agatha Harrison) envisages the study of Asian problems with special reference to India at St. Anthony's College, Oxford, and is of five years' duration. The first selected candidate continued his work during the current year.

B. SCHOLARSHIPS AND FELLOWSHIPS INSTITUTED UNDER THE UNITED NATIONS, UNESCO AND OTHER BILATERAL AND MULTILATERAL ARRANGEMENTS

U.N. AND UNESCO PROGRAMMES

(i) *U.N. Social Welfare Scholarships and Fellowships Programme*: Of the remaining four fellows of 1960 (out of the total of five) whose candidatures were deferred by the U.N. to 1961, two proceeded abroad during the year; the award of one was cancelled and the other will go in 1963-64.

(ii) *Unesco Fellowships for Production of Reading Material (1962)*: The two selected candidates proceeded abroad for studies during the year.

COMMONWEALTH EDUCATION COOPERATION PLAN

(i) *Teacher Training Bursaries Offer from the U.K. Government*: Out of the 6 candidates who were approved by the U.K. Government for award of the bursaries for 1962-63, four made use of the offer and are studying in the U.K. Names of 14 candidates have been recommended for 1963-64 bursaries.

(ii) *Bursaries for Writing, Production and Distribution of Textbooks offered by U.K. Government (1963-64)*: The name of one selected candidate was recommended to the U.K. Government for award of the bursary.

(iii) *Supply of Indian Teachers for Service in Commonwealth Countries*: The names of 17 teachers, who are willing to serve in Commonwealth countries, are being forwarded to the Commonwealth Education Liaison Committee for circulation to the various Commonwealth countries.

(iv) *Administrative Awards for Educational Administrators offered by the New Zealand Government (1963-64)*: Nominations for 3 awards have been received.

(v) *Scholarships for Short-Duration Observation Tours to cover Sole-Charge Schools and Multiple System offered by the New Zealand Government (1962)*: Selections for 10 scholarships are being made.

(vi) *Visiting Fellowship—Offer from the Government of Australia (1962-63)*: Selection for one fellowship has been made.

TECHNICAL COOPERATION SCHEME (COLOMBO PLAN)

(i) *Correspondence Course in English—Offer from the Australian Government (1962-63)*: The names of 21 candidates have been recommended to the Ministry of Finance (Department of Economic Affairs) for onward transmission to the Australian Government.

C. SCHOLARSHIPS OFFERED BY FOREIGN GOVERNMENTS/INSTITUTIONS

During 1962-63 offers of scholarships and fellowships were received from the Governments of Austria, Belgium, France, Iraq, Poland, Rumania and Sweden and the institutions/organisations—British Council, Alexander Von Humboldt (W. Germany), German Academic Exchange Service (W. Germany), Institute for the Study of Economic Development (Naples), People's Friendship (Patrice Lumumba) University, Moscow, Philippines Board of Scholarships, St. Catheriene's College, Oxford and Walkers' Travelers Association (U.K.). Offers were also received from 9 foreign Governments/institutions etc. for 1963-64 and were processed.

D. PARTIAL FINANCIAL ASSISTANCE (LOAN) SCHEME

This scheme provides for the grant of loans towards passage and other incidental expenditure to those academically distinguished students who have obtained admission in foreign universities or have obtained scholarships etc. from foreign universities, organisations, etc. but are still in need of some financial assistance. During 1962-63, loans amounting to Rs. 10,000

were sanctioned to five private students. Specific sums out of the total provision for this scheme are placed at the disposal of the Indian Missions in the U.K., the U.S.A. and West Germany to assist Indian students in urgent need of funds.

V. SCHOLARSHIPS AND FELLOWSHIPS AVAILABLE TO FOREIGN NATIONALS FOR STUDY IN INDIA

(i) *General Scholarships Scheme*: Scholarships are awarded to students of certain Asian, African and foreign countries and to students of Indian origin domiciled in those countries for studies in India to the extent of 140 every year. During 1962-63, one hundred and four students accepted the offer; all have come and are prosecuting their studies in the country. A total of 500 scholars are studying at present under the scheme. Selections for 50 scholarships for 1963-64 have been made; candidates for the remaining 20 awards will be selected shortly.

(ii) *Commonwealth Scholarships and Fellowships Scheme*: During 1962-63, thirty-five scholars (16 of 1961-62 and 19 of 1962-63) continued their studies. Two scholars, one each of the two batches, returned after completing their studies. Against 50 awards offered to the various Commonwealth countries for 1963-64, candidates for 26 have been selected.

(iii) *Teacher Training Bursaries to Commonwealth Countries*: Eight nominations received from the Commonwealth countries against 100 bursaries offered for 1963-64 have been approved. No awards were availed of by the Commonwealth countries during 1962-63.

(iv) *French Fellowships Scheme*: Fellowships are offered to French nationals for postgraduate studies/research in India. The fellows are required to teach French and to do research in their respective field of interest. Two fellows of 1959-61 batch continued their studies during 1962-63.

(v) *Fellowships to West German Nationals*: Fellowships are awarded to German nationals on a reciprocal basis. Two fellows, who were awarded the fellowships in the humanities for 1962-63 are prosecuting their studies in India. Nominations for the remaining 5 awards will be made by the West German Government in 1963-64.

(vi) *Reciprocal Scholarships Scheme*: During 1962-63, ten scholars (2 from Norway and East Germany of 1959-61 batch and 8 of 1961-63 batch, namely, 1 each from Denmark, Netherlands and Brazil, 2 from Yugoslavia and 3 from the USSR) continued their studies in India. Two scholars from the USSR of 1961-63 returned after completing their studies in the country. Nine scholars of 1961-63 batch have yet to come. Nominations for 30 scholarships for 1963-65 are being invited from the various foreign Governments.

(vii) *Scholarships to Bhutanese Students*: 15 scholarships (10 for school study and 5 for degree/diploma courses) are available every year. All the 12 scholars of 1962-63 batch are studying here. Besides, 42 students (33 for school study and 9 for degree/diploma courses) of the earlier batches are continuing their studies. From 1963-64 onwards the scheme will be handled by External Affairs Ministry.

(viii) *Scholarships to Sikkimese Students*: Eighteen scholarships (10 for school study and 8 for degree/diploma courses) are available every

year. All the 18 scholars of 1962-63 batch are studying here. Besides, 62 students (47 for school study and 15 for degree/diploma courses) of earlier batches are continuing their studies. From 1963-64 onwards this scheme also will be handled by External Affairs Ministry.

(ix) *Scholarships/Fellowships to South, South-East Asian and Other Countries (Colombo Plan)*: During 1962-63, the Ministry arranged for the admission of 16 Nepali students for studies in the humanities. Of these, 11 students are studying in India and 2 have yet to come. Besides, 25 students of the earlier batches continued studies in 1962-63. Eight students returned to their countries after completing their tenure of scholarships.

VI. PROGRAMMES FOR EXCHANGE OF SCHOLARS ON BILATERAL BASIS

In furtherance of the policy of developing cultural ties, the Government of India have entered into bilateral agreements for exchange of scholars with Rumania, the U.A.R., the U.S.S.R., Ceylon and Yugoslavia. Brief details for the programmes now in force are given below.

(a) *Exchange of Scholars between India and Rumania*: The two Rumanian students who were awarded scholarships for 1960-61 are continuing their studies in India.

The two Indian scholars of 1960-61 are prosecuting their studies in Rumania.

(b) *Exchange of Scholars between India and the USSR*: Fourteen Soviet nationals who had come under the programme for 1961-62 returned after completing their tenure of scholarships. 24 Soviet scholars of 1962-63 out of the total of 30, are prosecuting their studies in the country.

Eight Indian scholars of 1961-62 are studying in the U.S.S.R. Names of 9 candidates were recommended to the U.S.S.R. Government for the award of scholarships for 1962-63.

(c) *Exchange of Scholars between India and the U.A.R.*: One U.A.R. national of 1962-63 batch has been studying, while steps were taken to get admission for 2 in universities/institutions.

Three Indian scholars of 1962-63 are studying in the U.A.R.; approval of one more was received from the U.A.R. Government.

(b) *Exchange of Scholars between India and the U.S.S.R.*: Fourteen national is studying in India under the programme for 1962-63.

(e) *Exchange of Scholars between India and Ceylon*: The programme will be implemented with effect from 1963-64.

(f) *New York Herald World Youth Forum*: As in previous years, on an invitation from the New York Herald World Youth Forum, Shri S. K. Gupta, a student of St. Xavier's College, Calcutta, was selected on the basis of an all-India competition as the Indian student-delegate to the 1963 Forum.

(g) *Scholarships to Cadets from Union Territories*: The Scheme enables a few cadets from Union Territories to study in the Rashtriya Indian Military College, Dehra Dun. Nine scholarships were renewed during the year, besides the proposal for one fresh scholarship.

VII. FINANCIAL PROVISIONS

The financial provisions made on account of the schemes discussed in the chapter are:

Sl. No.	Scholarship Schemes	Provision for 1962-63	Provision for 1963-64
(1)	(2)	(3)	(4)
		Rs.	Rs.
1.	Post-Matric Merit Scholarships Scheme	8,63,500	7,75,000
2.	National Scholarships Scheme for Post-Matric Education	31,60,000	54,00,000
3.	Merit Scholarships for Children of Primary and Secondary School Teachers for Post-Matric Studies	5,23,000	9,50,000
4.	Post-Graduate Scholarships in Humanities }	4,98,000	4,98,000
5.	Post-Graduate Scholarships in Science }		
6.	Loan Scholarships Scheme for Higher Studies	1,33,00,000	1,33,00,000
7.	Scholarships in Residential Schools	8,20,000	9,73,000
8.	Scholarships to Students belonging to Scheduled Castes, Scheduled Tribes and Other Backward Classes for post-Matriculation Studies	2,22,63,000	2,22,63,000
9.	Scholarships and Other Educational Facilities to the Children of Political Sufferers	10,00,000	10,00,000
10.	Foreign Languages Scholarships Scheme	2,32,700	2,06,700
11.	Overseas Scholarships for Scheduled Castes, Scheduled Tribes and Other Backward Classes }	2,00,000	2,00,000
12.	Passage Grants for Scheduled Castes, Scheduled Tribes and Other Backward Classes }		
13.	Union Territories Overseas Scholarships	27,000	31,000
14.	U.N. Social Welfare Scholarships and Fellowships Programme	42,500	26,000
15.	Scholarships offered by Foreign Governments (The provision is intended to cover passage costs where not provided)	15,000	15,000
16.	Partial Financial Assistance (Loan) Scheme	25,000	25,000
17.	General Scholarships Scheme	18,10,000	17,71,000
18.	Commonwealth Scholarships and Fellowships Scheme }	5,45,200	3,08,000
19.	Teacher Training Bursaries to Commonwealth Countries }		
20.	French Fellowships Scheme	10,000	25,300
21.	Fellowships to West German Nationals	45,000	46,000
22.	Reciprocal Scholarships Scheme	38,200	54,000
23.	Scholarships to Bhutanese and Sikkimese Students	4,10,000	(Provision to be made by E.A. Ministry)
24.	Scholarships/Fellowships to South, South-East Asian and other Countries (Colombo Plan)	1,56,000	1,50,000
25.	Programme for Exchange of Scholars between India and Rumania :		
	(a) for Rumanian Nationals	7,500	8,700
	(b) for Indian Nationals	—	—
26.	Programme for Exchange of Scholars between India and U.S.S.R.		
	(a) For Russian Nationals	47,300	54,000
	(b) For Indian Nationals	14,800	—
27.	Programmes for Exchange of Scholars between India and other countries (including U.A.R., Yugoslavia, etc.)		
	(a) For Foreign Nationals	—	40,000
	(b) For Indian Nationals	—	—
28.	Scholarships to Cadets from Union Territories	9,500	8,500
		4,60,63,200	4,81,28,200

CHAPTER VIII

PHYSICAL EDUCATION, GAMES, SPORTS AND YOUTH WELFARE

A. PHYSICAL EDUCATION

The main object of the scheme in this field is to consolidate and extend the programme initiated in the earlier Plans.

2. Lakshmibai College of Physical Education, Gwalior

The College sent up 22 students for the Bachelor of Physical Education Final Examination (1962) of the Vikram University; 20 students were successful, 7 out of them getting distinction. This brings the total number of graduates produced by the College since its inception in 1957, to 60.

For its 1962 session, 55 students including 8 women, were admitted to the first year of the three-year degree course.

The College organised, during the year, on behalf of the Government of India, the following two projects:

- (i) *Sports Goods Repairs Workshop*: To impart training to the representatives of the physical education training institutions in the rudimentary technique of repairing sports goods.
- (ii) *Model Syllabus Reorientation Course*: To reorient the representatives of the State Governments/physical education training institutions to the Model Syllabus of Physical Education for Boys recommended in the National Plan of Physical Education and Recreation.

3. National Physical Efficiency Drive

As was decided in 1961-62, the First All-India Competition for National Awards in Physical Efficiency was held at New Delhi on 15th and 16th October, 1962. Forty-four competitors, including seven women, participated in it. Seven persons, including two women, representing the States of Madras, U.P., Punjab, Kerala, Bihar, Maharashtra and Mysore won the National Awards.

The 1962-63 'Drive' was conducted by most of the States/Union Territories during November, 1962. Over 2 lakh persons participated in the Drive at 1,800 testing centres. About 1,09,000 persons were declared winners.

In the Second All-India Competition for National Awards in Physical Efficiency held at Gwalior in February 1962, five persons won the Awards.

4. Grant-in-aid to Private Physical Education Training Institutions

On the basis of the 'model' plan for a gymnasium prepared by the C.P.W.D. and keeping in view the recommendations of the Regional Visiting Committees, 8 projects of gymnasia for physical education training institutions were approved.

5. *Promotion of Research in Special Branches of Physical Education including Yoga*

The scheme consists of the following main items:

(i) **PROMOTION OF YOGA** : During the year, the Ministry accepted the liability, on a cover-the-deficit basis, of the recurring expenditure of the Philosophico-Literary Research Department of the K.S.M.Y.M. Samiti, Lonavla, in addition to its Scientific Research Department which is already being assisted on this basis.

The Ministry also agreed to assist the Delhi Branch of the Vishwayatan Yoga Ashram on a cover-the-deficit basis in respect of its recurring expenditure on approved items.

It was decided in consultation with the Health Ministry, that the recommendations of the Committee on Evaluation of Therapeutical Claims of Yoga for the promotion of Yoga therapy will be taken up for implementation by the Ministry of Health.

(ii) **PREPARATION OF POPULAR LITERATURE ON PHYSICAL EDUCATION AND RECREATION** : It was decided to bring out a series of introductory pamphlets on selected games for use in educational institutions. Accordingly, manuscripts on 15 recognised games have been commissioned.

6. *Popularisation of Syllabi of Physical Education for Boys and Girls*

With several attractive illustrations, a handbook for physical education teachers on the 'Model' syllabus of physical education for boys was published by the Ministry during the period. The preparation of a similar handbook on the syllabus for girls was also taken up.

B. NATIONAL DISCIPLINE SCHEME

7. The Scheme made notable progress during the year. At present it is operating in States/Union Territories of Delhi, Rajasthan, Jammu and Kashmir, Andaman and Nicobar Islands, Maharashtra, Madhya Pradesh, Gujarat, Kerala and Mysore. It will shortly be extended to Assam from where a number of candidates have been receiving training, along with others, at the Central Training Institute, Sariska, near Alwar, from 1st November, 1962. The institutions and children covered under the Scheme are 2,300 and 13,20,000 respectively.

A sum of Rs. 43.29 lakh was spent on the Scheme during the year up to December, 1962.

C. EMERGENCY SCHEMES

8. *Emergency Scheme of National Discipline and Physical Education*

This scheme has been formulated to increase the level of physical efficiency, stamina and endurance of the pupils in the middle, high and higher secondary schools in the country. It seeks to coordinate the existing schemes of physical fitness at the school level into a national programme to cover all students from standards VI to XI numbering about 102 lakh, by blending the special features of the National Discipline Scheme with the salient features of physical education and the A.C.C. The educational institutions have been requested to provide for five regular periods per week for each class for implementing the scheme.

To facilitate the early switchover of the existing trained personnel to the 'Integrated Programme' under the Emergency Scheme, steps have been taken to organise a reorientation training of 8 to 12 weeks' duration for the 15,000 in-service physical education teachers and 3,200 NDS instructors. The entire reorientation training programme is proposed to be completed as early as possible so that from the next academic session the emergency programme would get under way. This scheme also provides for the training and employment of 6,450 fresh instructors by the N.D.S. Directorate to be made available to the States for implementing the programme.

It will operate as a Central scheme and the entire estimated expenditure of about Rs. 6 crore for the remaining period of the third Five-Year Plan will be provided by the Ministry of Education.

9. Expansion of N.C.C. Activities

To meet the urgent need for the expansion of NCC/NCC Rifles arising out of the national emergency, all universities were requested to encourage such training in all colleges by setting apart four periods a week for the purpose. The response from the universities has been most encouraging and steps have been taken to ensure that every eligible college student receives training in NCC/NCC Rifles.

D. SCOUTS AND GUIDES

10. Financial assistance was continued to the Bharat Scouts and Guides for their various activities. The organisation constructed its headquarters building in the Indraprastha Estate in New Delhi with the aid of grants amounting to Rs. 3.5 lakh from the Government.

The proposal of the organisation to hold in India in 1966 the 19th World Conference of the Girl Guides and Girl Scouts has been approved.

E. LABOUR AND SOCIAL SERVICE SCHEME

11. This scheme has been in operation from the fourth year of the first Five-Year Plan. It is divided into two parts : (1) Labour and Social Service Camps; and (2) Campus Work Projects.

12. Labour and Social Service Camps

The object of such camps is to inculcate a sense of dignity of manual labour among students and other youths and to give them an opportunity to come into contact with village life and participate in works of community development. Each camper is expected to put in about four hours of *Shramdan* daily in a camp lasting for 10 to 30 days. Minor projects like repair and construction of roads and bunds, digging of soak pits, compost pits and pits for tree plantation, construction and improvement of village and school playgrounds and sanitation drive are undertaken in the camps. The scheme is operated through the agency of universities, State Governments, N.C.C. Directorate and voluntary organisations of all-India status like the Bharat Sevak Samaj, Bharat Scouts and Guides and Y.M.C.A.

An Evaluation Team on Labour and Social Service Camps was appointed under the chairmanship of Shri Asoka Mehta in June, 1962. The Team has since submitted its report and its recommendations are under examination.

From 1st April, 1962 to 21st January, 1963, a sum of Rs. 7,89,336.20 nP. was sanctioned to various agencies for holding 1,031 labour and social service camps.

13. *Campus Work Projects*

The purpose of this scheme is to provide much-needed amenities like recreation halls-cum-auditoria, swimming pools, gymnasias, open-air theatres, pavilions, small stadia and cinder tracks in educational institutions. One of the conditions of grants for the purpose is that the staff and students of the beneficiary educational institution should offer skilled/unskilled labour on the project in addition to contributing 25 per cent or more of the actual expenditure on the project.

The grants are paid in three or four instalments depending upon the progress of construction work. From 1st April, 1962, to 21st January, 1963, a sum of Rs. 8,52,692.56 nP. was sanctioned for 99 projects.

Owing to the national emergency and shortage of building materials, it was decided not to invite applications for fresh projects during 1962-63. It is likely that this restriction may also be extended to the next financial year.

F. GAMES AND SPORTS

14. *National Institute of Sports*

The Institute started functioning in March, 1961 and completed on 26th April, 1962 its 2nd *ad hoc* course in which 143 candidates nominated by State Governments, State Sports Councils and national sports organisations, etc., received training. The third *ad hoc* course was started early in September, 1962 with 182 trainees while regular courses are expected to commence from July, 1963. Nine foreign coaches are now working in the Institute.

The Institute has been requested to re-orient and harness its training programme to suit the country's defence efforts and, in particular, to start training in mountaineering and rifle shooting.

15. *Financial Assistance for the Promotion of Sports and Games*

Financial assistance to the extent of Rs. 1,63,335 was paid to the Indian Olympic Association to cover 60 per cent of the total expenditure involved in India's participation in the 4th Asian Games at Djakarta (Indonesia) from August 24 to September 4, 1962. The Indian contingent consisted of 71 players and ten officials. India won 10 gold, 13 silver and 11 bronze medals.

During the period, the National Cyclists Federation of India, Yachting Association of India and All India Deaf and Dumb Association were granted recognition by the All India Council of Sports. Grants totalling Rs. 3,76,907.73 were paid to the various recognised sports organisations during 1962-63 (up to the middle of January, 1963). This includes the grant paid to the Indian Olympic Association for the 4th Asian Games.

16. *Construction of Stadia etc.*

The Government continued giving financial assistance to State Governments for the construction of utility stadia. During 1962-63 (up to the middle of January, 1963) grants amounting to Rs. 52,644 were paid.

G. YOUTH WELFARE

17. *Students' Tours*

Under the scheme, students of the age-range 15-24 years are given assistance to meet rail/bus fare at students' concession rates subject to a maximum of Rs. 60 per student, to enable them to undertake visits to places of cultural interests, historical importance, scenic beauty or architectural grandeur as well as places where big national projects are located.

During 1962-63, a sum of Rs. 1,82,000 was allotted to State Governments for direct sanction to the eligible institutions within their jurisdiction. A sum of Rs. 50,000 was set apart for the institutions in the Union Territories for direct sanction by the Ministry. Owing to the national emergency, it has been decided to keep the scheme in abeyance for the next financial year.

18. *Youth Hostels*

A Central Committee on Youth Hostels was set up to supervise the progress of the youth hostel movement in the country and give it the right direction from time to time. An amount of Rs. 1,02,000 was sanctioned during the period to the State Governments of Madras, Mysore, West Bengal and Kerala and the Youth Hostels Association of India.

19. *Youth Welfare Boards and Committees*

The object of the scheme is to set up a specific machinery to carry on youth welfare programme for university students. So far 13 universities have established Youth Welfare Boards. Such boards are assisted up to 50 per cent of administrative expenditure subject to a maximum of Rs. 5,000 per board.

20. *Youth Leadership and Dramatic Training Camps*

These camps are designed to impart short-term training to college/university teachers in youth leadership and in the technique of drama production. One youth leadership and one dramatic training camp were held at Bhubaneswar and Pachmarhi respectively during the year.

Financial assistance is also given to the universities up to 75 per cent of the expenditure on admissible items, subject to a maximum of Rs. 3,000 for each such camp. Three such camps were held by the Universities of Gujarat, Panjab and Agra during 1962-63. Owing to national emergency, no provision has been made during 1963-64 for this purpose.

H. BAL BHAVAN AND NATIONAL CHILDREN'S MUSEUM

21. To cater for the recreational and educational needs of the children of Delhi, the Government of India undertook, as a pilot project, the establishment of a Bal Bhavan, and a National Children's Museum. The Bal Bhavan continued to function in its permanent site at Kotla Road, New Delhi. It is visited daily by about 400 to 450 children who participate in various activities like dance, drama, music, clay-modelling, painting, etc. The Children's Railway of the Bal Bhavan proved to be very popular.

The National Children's Museum is a supplement to the Bal Bhavan. The erection of the structure received as a gift from the Polish Embassy is nearing completion.

The Children's Carnival, which had been sponsored by the Museum of Modern Art, New York, was presented to Indian children by Mrs. Kennedy during her visit to this country. The execution of the project has been undertaken by the National Children's Museum and its preliminary details have been worked out.

I. FINANCIAL PROVISIONS

22. The following financial provisions have been made for the schemes of physical education, games and sports, youth welfare, etc., mentioned in this chapter :

Sl. No.	Scheme	Provision for 1962-63	Provision for 1963-64
		Rs.	Rs.
A. Physical Education			
1.	National College of Physical Education	14,00,000	9,00,000
2.	National Physical Efficiency Drive	2,00,000	2,00,000
3.	Strengthening of Physical Education Training Institutions	6,00,000	4,00,000
4.	Promotion of Research in Special Branches of Physical Education including Yoga	3,75,000	2,85,000
5.	Seminars on Physical Education	25,000	5,000
6.	Popularisation of Syllabi of Physical Education for Boys and Girls	34,000	10,000
7.	Central Advisory Board of Physical Education and Recreation and Other Committees—Travelling and Daily Allowances, etc.	10,000	10,000
B. Sports and Games			
8.	National Institute of Sports	10,00,000	10,00,000
9.	National Coaching Scheme	5,00,000	5,00,000
10.	Grants to the National Sports Federations	6,50,000	3,00,000
11.	Construction of Stadia	1,50,000	2,00,000
12.	Travelling and Daily Allowances, etc., of the Meetings of the AICS and Misc.	30,000	30,000
13.	Construction of Sports Village	2,00,000	25,000
C. Labour and Social Service Camps and Campus Work Projects			
14.	Labour and Social Service Camps	12,00,000	8,00,000
15.	Campus Work Projects	25,00,000	10,00,000

Sl. No.	Scheme	Provision for 1962-63	Provision for 1963-64
		Rs.	Rs.
<i>D. Youth Welfare Programme</i>			
16.	Student Tours	2,32,000	—
17.	Youth Hostels	2,63,000	1,50,000
18.	Youth Festivals	2,15,000	50,000
19.	Youth Welfare Boards and Committees	27,000	25,000
20.	Camps	42,000	10,000
21.	Scouting and Guiding	4,75,000	3,50,000
22.	Emergency Scheme of Physical Education and National Discipline	57,60,200	2,04,74,800
23.	Bal Bhavan	5,10,000	} 3,50,000
24.	National Children's Museum	5,00,000	

CHAPTER IX

OTHER EDUCATIONAL ACTIVITIES

An account of some of the other activities during the year is presented in this chapter.

1. *Emotional Integration Committee*

The Committee on Emotional Integration appointed at the end of May, 1961, under the chairmanship of Dr. Sampurnanand, presented its report to the Government in September 1962. The report was placed before the conference of the State Education Ministers held in October, 1962. The conference decided to consider the report in detail in the next meeting of the Central Advisory Board of Education.

2. *National Foundation for Teachers' Welfare*

To promote the welfare of teachers generally and to alleviate distress among teachers and their dependents in indigent circumstances, a National Foundation for Teachers' Welfare was set up under the chairmanship of the Education Minister. It has been established under the Charitable Endowments Act, 1890.

The Government of India decided to sanction an initial non-recurring contribution of Rs. 5,00,000 to the funds of the Foundation during 1962-63. Similar contributions of Rs. 25,000 each were made by the State Governments.

It was decided that 5th September, should be celebrated as Teachers' Day every year, when concerted efforts should be made to collect funds for the Foundation. On the occasion of the First Teachers' Day, celebrated on 5th September, 1962, collections of over Rs. 20,00,000 were made. It was also decided that the entire collection including the grants from the Union and State Governments, would be invested in National Defence Bonds and the income by way of interest thereon would be utilised for the Foundation.

The assistance programme of the Foundation is scheduled to start from September-October, 1963, and will be operated by the working committees to be established in the States and the Union Territories for the purpose.

3. *National Awards for Teachers*

The scheme instituted during 1958-59 with the object of raising the prestige of the teaching profession and giving public recognition to distinguished primary and secondary teachers is being continued during the third Five-Year Plan. During the year, 85 awards—45 for primary and 40 for secondary school teachers—were conferred by the President of India at a special function organised by the Ministry at New Delhi on 25th October, 1962. A sum of Rs. 61,800 was sanctioned for this purpose.

4. *Promotion of Gandhian Philosophy*

The scheme, instituted during the second Plan, to inculcate a proper appreciation and knowledge of Gandhiji's life and thought among Indian

students, is being continued during the third Plan. Lectures by Kumari Manu Behn Gandhi in secondary schools have continued. Various universities in India were requested to organise a series of lectures on Gandhiji's life and thought, the entire expenditure thereon being met by the Ministry. During the period, such lectures were delivered by Shri C. Rajagopalachari, Shri U. N. Dhebar, Shri Kaka Saheb Kalelkar, Dr. R. R. Diwakar, and other personages at various Indian universities. A grant of Rs. 50,000 was sanctioned to the Gandhian Institute of Studies, Varanasi.

5. Moral and Religious Instruction

During the year some steps were taken to develop a suitable programme after implementing the recommendations of the Standing Committee constituted with Shri Sri Prakasa as chairman to select suitable literature on moral and religious instruction.

6. Education of Tibetan Children

With the influx of Tibetan refugees, the problem of their education became a pressing issue. A committee with the Union Education Minister as chairman and representatives of the Ministries of External Affairs, Finance, Education and His Holiness the Dalai Lama as members was set up in July, 1961 for the purpose and registered as the Tibetan Schools Society under the Societies Registration Act, 1860. The Society is an autonomous body and expenses are met partly by the grant-in-aid sanctioned by the Government and partly by donations made by voluntary organisations.

Three residential schools set up at Simla, Mussoorie and Darjeeling cater for the needs of 1,350 children. In addition to increasing their intake capacity, steps were taken to establish two more schools at Dalhousie and Mussoorie. They will be higher secondary schools affiliated to the Central Board of Secondary Education. Children in all these schools are given free education, free board, lodging and medical facilities.

Day schools were established in the agricultural colonies for the Tibetan refugees, in NEFA, Mysore, Uttar Pradesh and Jammu & Kashmir. Here the children are given midday meals and free clothing, books, stationery etc.

The Society also sanctioned grant-in-aid to certain institutions at Kalimpong, Gangtok and Madras which are providing educational facilities to the Tibetan children.

7. Educational Delegations to and from India

At the invitation of the Government of the U.A.R. a delegation of three Indian educationists led by Shri M. M. Baig, Principal, Delhi College, Delhi, visited that country from 27th October to 11th November, 1962, with the object of studying the education system in the U.A.R. At the invitation of the Government of India, a delegation of 15 Nepali students and teachers visited India from 13th October to 14th November, 1962.

8. Clearing House Functions

One of the major responsibilities of the Ministry of Education is to serve as a clearing house of ideas and information in all fields of educational

activity. The Ministry maintains three sections—Information, Statistics and Publications—whose main function is to look after the dissemination of information and publish educational reports, periodicals and other literature.

A. INFORMATION SECTION

To meet public enquiries in the educational field more satisfactorily, material on about 50 new topics pertaining to higher studies in India and abroad was compiled. The old publications of the library were replaced with the latest copies of the calendars, codes, syllabuses, etc., received from the universities and the State Education Departments.

The students' advisory bureaux attached to the universities and State Governments were furnished with the latest informative material on various courses of studies in India and abroad. Officials of the Ministry also visited some of the students' advisory bureaux attached to the universities to help them to discharge their duties in a more efficient and effective manner.

B. STATISTICAL SECTION

The main functions of the Statistical Section are to collect, maintain and interpret educational statistics, to bring out statistical publications, to disseminate statistical information about education and to undertake all such activities that may be required to improve the quality of the educational data.

(i) *Collection of Statistics* : During the year the collection of statistics for 1959-60 and 1960-61, both from the State Governments and the universities was completed and that for 1961-62 taken up.

(ii) *In-service Training Courses in Educational Statistics* : To improve the reliability and timely supply of statistics, the Section has been giving technical assistance to the State Governments and universities to organise short in-service training courses in educational statistics for the benefit of their staff. Financial assistance is also given to the universities for such courses at 50 per cent of the total expenditure on travelling and daily allowances of the trainees. Courses were organised, during the year, in the Universities of Bhagalpur, Utkal, Bihar, Panjab, Mysore and Osmania. Besides, there was a proposal to hold a short course in the Bombay University.

(iii) *Seminar* : The First National Seminar on Educational Statistics was held at New Delhi from 17th to 22nd September, 1962. The Seminar went into the entire field of educational statistics including the content of proformas, the procedures, staff pattern of statistical units and training of statistical personnel, and made important recommendations. The Report of the Seminar was circulated to all concerned. Action has been taken on many of its recommendations.

(iv) *Educational Bulletin* : During the year the Statistical Section started a new activity of issuing quarterly bulletins giving a brief account of the latest developments in education in different States. The information in the bulletins is compiled from copies of Government resolutions and orders passed by the State Governments. Three such bulletins have so far been issued.

C. PUBLICATIONS SECTION

The Section is the main publishing agency of the Ministry, although a few publications are also brought out by other units.

(i) *Journals* : The Ministry of Education has been bringing out four quarterly journals : (1) The Education Quarterly (fifteenth year of publication); (2) Secondary Education (seventh year of publication); (3) Youth (sixth year of publication); (4) the Indian Journal of Educational Administration and Research (third year of publication). Owing to emergency the publication of the fourth journal was discontinued during the year.

(ii) *Other Publications* : A complete list of all the publications brought out during the year under review by the Ministry of Education is given in Annexure II.

9. Plan Coordination Unit

The Plan Coordination Unit of the Ministry continued its activities of coordinating the work of the Ministry with regard to Central and State educational development schemes under the second and third Five-Year Plans. As in the previous years three-fourths of the allocated Central grants on State programmes for 1962-63 were released by the Ministry of Finance in the form of monthly ways and means advances. These were adjustable against the payment sanctions to be issued by the Unit in March, 1963.

The State Governments were requested to reorientate their Plans for 1963-64 in view of the national emergency. Among the various other suggestions, mention may be made of the rephrasing of the education plans in order to intensify and strengthen those activities and programmes that contribute to the defence effort in its total range.

10. Central Secretariat Library

The Ministry of Education has the administrative control of the Central Secretariat Library. The following statistics broadly indicate the volume of work handled during the year :

Accessions :

Books	over 8,000
Documents including Pamphlets	over 13,616
Periodical-Titles	over 800
Reference Queries	nearly 41,457
<i>Loans</i>	1,76,547

Bibliography

Nearly 34 bibliographies on several topics relating to education as also other subjects were compiled.

The figure for loans does not include the number of publications consulted in the various sections of the library.

11. Grants to Hostels, Institutions and Organisations outside India

Since 1947, the Government of India have been maintaining the Indian Students' Hostel, Guilford Street, London, at an annual expenditure of £ 1,665 together with other expenses in connection with the repairs of the

building of the hostel. During 1962-63 the grant was enhanced to £ 4,950 in order to carry out major repairs in the hostel building. £ 1,425 have been provided for the purpose in the High Commission's budget for 1963-64.

A provision of £ 750 exists in the budget for 1962-63 for grant to the School of Oriental and African Studies, London. A similar amount has been provided in the High Commission's budget for 1963-64 for the purpose.

A sum of Rs. 7,500 was sanctioned in 1962-63 to the Ceylon Estate Workers' Education Trust. A similar amount has been provided in the budget for 1963-64. The Trust was started in 1947 by the then Indian representative in Ceylon. It provides educational facilities to the children of Indian origin in Ceylon.

A provision of Rs. 18,000 for financial assistance to educational institutions in Nepal will be continued in 1963-64.

A grant of £ 200 was given to Royal Asiatic Society, London in 1962-63. From 1963-64, the grant will be released by the Ministry of Scientific Research and Cultural Affairs.

A grant of £ 250 was sanctioned to Y.M.C.A. Indian Students' Union and Hostel, London, during 1962-63. A similar amount has been provided in the budget for 1963-64.

Similarly, £ 150 representing a grant to the Indian Students' Organisations in the U.K. during 1962-63 have been repeated in the budget for 1963-64.

12. Other Grants

The Ministry also gives grants to Dr. Graham's Homes, Kalimpong, Inter-State Board of Anglo-Indian Education and also for the continuance and new raisings of N.C.C. units in the public schools. Expenditure on the provision of N.C.C. units in the State schools is borne jointly by the Ministry of Defence and the State Governments; the Education Ministry's grants to the public schools for the purpose represent the State Government's matching contribution. The financial provisions for these grants are indicated in the following paragraph.

13. Financial Provisions

For the schemes mentioned in this chapter, the following table gives the provisions for 1962-63 and 1963-64 :

Sl. No.	Scheme	Provision for 1962-63	Provision for 1963-64
		Rs.	Rs.
1.	National Awards for Teachers	65,000	65,000
2.	Promotion of Gandhian Philosophy	1,18,000	79,000
3.	Educational Delegations to and from India	70,000	26,000
4.	Grant to Dr. Graham's Homes, Kalimpong	7,200	7,200
5.	Grant to the Inter-State Board of Anglo-Indian Education	4,300	4,300
6.	N.C.C. Units in Public and Residential Schools	1,90,000	2,40,000

CHAPTER X

EDUCATION AND REHABILITATION OF THE HANDICAPPED

The Government of India have, in recent years, been paying increasing attention to the education and rehabilitation of the handicapped. During the third Plan period special emphasis is being laid on training and employment, and on the training of teachers. Another important aim during the third Plan period in the field is to strengthen voluntary agencies.

2. *Training Centre for the Adult Blind, Dehra Dun*

Established in January, 1950, this centre imparts vocational training to 150 adult blind men and 35 adult blind women. The outstanding feature of the year under review was to attempt to reshape the training programme in the Centre because experience had indicated that the training in cottage industries did not provide adequate avenues of employment. With the advice of an expert provided by the International Labour Office, a section for training the blind in light engineering is being developed. If the present experiment succeeds, it is proposed to promote the development of similar sections in other parts of the country.

3. *Sheltered Workshop*

The sheltered workshop which functions as an adjunct to the Training Centre employs 9 blind workers who are paid on a piece-rate basis. In addition, they are provided residential accommodation, a cook and medical aid free of cost.

4. *Central Braille Press, Dehra Dun*

During the period under review the Central Braille Press added 8 new titles in Hindi to its catalogue bringing the total number to 113. Two additional Braille printing machines are being shortly provided by the UNICEF. With the arrival of these machines the rate of production is likely to be doubled.

5. *Workshop for the Manufacture of Braille Appliances, Dehra Dun*

This workshop is at present making simple appliances needed for the education of the blind. With the help of equipment being shortly provided by the UNICEF, it is proposed to accelerate the pace of production and also to undertake the manufacture of more complicated appliances. The expert provided by the ILO is assisting in the task of reorganising this workshop.

6. *Model School for Blind Children, Dehra Dun*

During the year under review was added the 7th class. The 8th class will be added during 1963-64. The number of children on the rolls rose from 50 to 54 during the year under review.

7. *National Library for the Blind*

The library was established during the year under review. With the addition of this library the project to establish a National Centre for the

Blind at Dehra Dun, has been completed.

At present the library has about 6,000 Braille volumes. UNICEF is being requested to provide about 10,000 Braille volumes.

The library which will have books in English, Hindi and the regional languages will circulate them to blind readers throughout the country free of cost.

8. *Training Centre for the Deaf, Hyderabad*

Until recently the country had no special institution for training the adult deaf. Since deaf adults have often been found capable of profiting from technical training, a Training Centre for the Adult Deaf was established at Hyderabad in September, 1962. The centre started with an initial batch of 30 trainees who are being trained in sheet metal work, fitting and wiremanship. The number of trainees is to be increased to 50 during the coming year and training in a few other occupations is expected to be introduced.

9. *School for the Mentally Deficient*

Sanction has been given for the establishment of a school for mentally deficient children in Delhi. The school will be open to boys and girls between 6 to 12 years of age and with an IQ range between 50 to 75. The school is expected to have accommodation for 50 residential and 60 non-residential pupils.

10. *Scholarships for the Physically Handicapped*

Under this scheme scholarships are awarded to blind and deaf students for higher education or for technical or professional training. Scholarships are also awarded to orthopaedically handicapped students for education and for technical or professional training.

During the year under review, 251 fresh awards were made as under :

Category	No.
Blind	82
Deaf	64
Orthopaedically Handicapped	105
TOTAL	251

11. *Training of Teachers*

During the year under review two new schemes for the training of teachers were launched. Under one of the schemes, 3 teachers working in schools for the blind and the deaf have been awarded visiting fellowships. The object of this scheme is to enable teachers to observe the working of other institutions in the country and thus to enrich their professional experience.

Under another scheme, 5 craft instructors from schools for the handicapped have been sent for training at the training institutions of the All-India Handicrafts Board in Bombay and Calcutta. The trainees are paid

a monthly allowance by the training institutions and the Government of India reimburse to the sponsoring institutions the cost of appointing substitutes. During the year under review the Government of India have also prepared a scheme for the training of teachers of the blind. A common curriculum has been drawn up and the scheme is to be operated in collaboration with the UNICEF, who have agreed to provide stipends for the teacher trainees and the American Foundation for Overseas Blind who have agreed to provide the necessary books and equipment. The first course under this scheme is expected to start at Bombay in July, 1963.

12. *Special Employment Exchanges for the Physically Handicapped*

During the second Plan period a scheme for establishing special employment exchanges for the physically handicapped was initiated. These exchanges attempt to place trained blind, deaf and orthopaedically handicapped persons in ordinary industrial and commercial establishments as well as in the public services.

During the year under review a new exchange was established at Hyderabad. Sanction has also been accorded for the establishment of two new exchanges, one each at Calcutta and Bangalore.

13. *Assistance to Voluntary Organisations for the Handicapped*

Under this scheme assistance is given to voluntary organisations for the handicapped for the developmental activities. During the year under review a sum of Rs. 4,46,000 was sanctioned to 18 organisations for different categories of handicapped persons.

14. *Financial Provisions*

For the schemes discussed in this chapter, the following financial provisions were made :

Sl. No.	Name of the Scheme	Provision for 1962-63	Provision for 1963-64
(1)	(2)	(3)	(4)
1	Training Centre for the Adult Blind, Dehra Dun	Rs. 2,85,900	Rs. 3,21,500
2	Sheltered Workshop for the Blind, Dehra Dun	54,200	54,400
3	Workshop for the Manufacture of Braille Appliances, Dehra Dun	21,000 (Plan)	20,000
4	Central Braille Press, Dehra Dun	1,51,600 (Non-Plan) 15,000 (Plan)	65,100 5,000
5	Model School for Blind Children, Dehra Dun	1,04,800 (Non-Plan) 18,000 (Plan)	1,14,900 18,000
6	Establishment of the National Library for the Blind	15,000 (Plan)	12,000

(1)	(2)	(3)	(4)
7	Establishment of the Training Centre for the Adult Deaf, Hyderabad	Rs. 1,00,000 (Plan)	Rs. 1,48,000
8	Establishment of a School for Mentally Deficient Children	50,000	62,000
9	Training of Primary Teachers for the Handicapped	31,000 (Plan)	20,000
10	(a) Scholarships for the Blind	62,000 (Non-Plan) 2,00,000 (Plan)	16,000 1,95,000
	(b) Scholarships for the Deaf	18,000 (Non-Plan) 1,20,000 (Plan)	10,000 1,05,000
	(c) Scholarships for the Othopaedically Handicapped	41,000 (Non-Plan) 1,68,000 (Plan)	29,700 2,57,000
11	Employment Organisation for the Handicapped.	26,000 (Non-Plan) 45,000 (Plan)	36,000 45,000
12	Assistance to Voluntary Organisations for the Handicapped	5,00,000 (Plan)	5,00,000

CHAPTER XI

SOCIAL WELFARE AND REHABILITATION OF DISPLACED PERSONS

A. SOCIAL WELFARE

In the third Five-Year Plan, greater attention has been paid to the programmes of child welfare. Participation of the voluntary welfare organisations has been ensured in implementing these schemes. Other important measures in the field of social work include streamlining the schemes of the Central Social Welfare Board, strengthening the training programmes of social work and encouraging the voluntary organisations in various welfare activities. The social welfare programmes have been allotted a sum of Rs. 3,100 lakh which includes Rs. 300 lakh specially for the schemes of child welfare. Some of the important schemes are described in the first three sections of this Chapter.

2. *Survey and Research Programme*

Financial assistance is given to voluntary organisations and non-university institutions of social work to carry out surveys, training programmes and pilot research work in social welfare. Rs. 10,087.51 were sanctioned to three organisations during the year.

3. *Social and Moral Hygiene and After-Care Programme*

91 district shelters and 50 state homes continued to function during the year under report. Women in moral danger, unattached women and persons discharged from both care and custodial institutions, are first admitted to the district shelters and then removed to the state homes for after-care services.

4. *Assistance to Voluntary Organisations of Social Welfare*

Rs. 1,31,299 were sanctioned to different voluntary organisations during the year under report.

5. *Assistance to Schools of Social Work*

Four schools of social work were given financial assistance to the tune of Rs. 1.62 lakh for maintenance and developmental activities.

The Committee which was appointed jointly by the Ministry of Education and the University Grants Commission to review the standards in the various schools of social work in the country completed their visits and its report is under preparation.

B. CHILD WELFARE

6. *Integrated Services for Child Welfare Demonstration Projects*

The scheme is intended to ensure the total well-being of the child population of the age-group 0-16. It envisages the establishment of 20 demonstration projects, one in each State and major Union Territory, with an

aggregate amount of Rs. 5 lakh per project for the entire period of its implementation *i.e.*, 4-5 years. The expenditure is borne by the Union Government while the implementation is the responsibility of the State Government/Union Administration concerned.

Of the 16 proposals received, 12 were sanctioned, one each in Punjab, Orissa, Assam, Bihar, Uttar Pradesh, Maharashtra, Kerala, Nagaland, Himachal Pradesh, Delhi, Madhya Pradesh and Tripura.

Grants already sanctioned during the year amounted to Rs. 7.30 lakh including Delhi and Himachal Pradesh Administrations.

7. *Establishment of Balwadis, Creches, Balsevika Training Centres, etc.*

The schemes envisage the provision of a trained worker (*Balsevika*) in each existing *Balwadi* and creche and the opening of a number of *Balsevika* training centres in different parts of the country. Four centres, one each at Delhi, Madras, Kerala and Mysore are already functioning. Proposals to start similar training centres in Rajasthan, Punjab, West Bengal and Orissa reached an advanced stage. This scheme implemented through the Indian Council for Child Welfare was formerly administered by the Central Social Welfare Board. In the middle of 1962-63 it was taken over by the Ministry for direct administration.

8. *Research Study on Child Growth*

The Scheme is being implemented through the National Council of Educational Research and Training which receives grant-in-aid for the purpose.

C. CENTRAL SOCIAL WELFARE BOARD

9. During 1962-63, the Central Social Welfare Board completed nine years of its work since its inception in 1953. Shrimati Durgabai Deshmukh, who was the Chairman of the Board, retired on 12th August, 1962 and Shrimati Achamma J. Matthai was appointed its Chairman.

10. *Grants-in-Aid Programme*

As recommended by the Grants-in-Aid Committee of the Board, the State Boards were delegated powers to sanction grants for one year at a time, release funds and accept the final accounts on behalf of the Central Social Welfare Board. During the year, 2165 grants amounting to Rs. 43 lakh were sanctioned, including 1963 grants finally sanctioned by the State Boards.

11. *Welfare Extension Projects (Coordinated Pattern)*

There is no provision in the third Five-Year Plan for continuing the C. D. Block pattern projects beyond the first five-year period. It has, however, been suggested to the State Boards that if the *Balwadis* established in these projects are taken over by voluntary organisations, the Central Board would be prepared to consider financial assistance on an equal matching basis. At the end of December, 1962 there were 312 projects.

12. *Condensed Course for Adult Women*

The present target for this programme in the third Plan period was 500 courses with a provision of Rs. 1.5 crore. Since this programme has been very popular, about 600 courses would be sanctioned in the current Plan period. By the end of December, 1962 four hundred and sixty-three courses were sanctioned. The total number of women trained so far is 4,225, while 7,375 are under training. The total grants sanctioned so far for the courses is Rs. 132.3 lakh.

13. *Socio-Economic Programme for Women*

During the year under report a sum of Rs. 2.48 lakh was granted to 15 production units, providing employment to 342 women.

14. *Encyclopaedia of Social Work in India*

At the suggestion of the Planning Commission the Board has taken up, on behalf of the Planning Commission, the preparation of an encyclopaedia of voluntary social workers in India and history of voluntary social welfare institutions. The project is expected to be spread over a period of two years.

15. A revolving fund of Rs. 2 lakh was created to provide woollen garments to the Jawans with the help of voluntary welfare organisations.

16. *Coordination with the Central Citizens Council*

The Central Board is providing the secretariat and is giving its free services for the various activities of Committee for Welfare and Amenities of the Central Citizens Council at Delhi. The Chairman of the Central Social Welfare Board is the Chairman of this Committee. The Central Board agreed to place at the disposal of the chairmen of State Committees for Welfare and Amenities, surplus jeeps available with the State Social Welfare Board for reception camps for civilian evacuees from border areas owing to the national emergency.

The Board placed a sum of Rs. 15,000 as an emergency grant at the disposal of the State Social Welfare Advisory Board, Assam to enable that body to implement welfare programmes in the evacuee camps. *Balwadis* were organised in different camps and woollen garments supplied for the children of the evacuees in the *Balwadis*.

D. REHABILITATION OF DISPLACED PERSONS

17. *Indo-Pakistan Agreement on the Issue of Educational Certificates to Displaced Persons*

According to the agreement between the Governments of India and Pakistan, the Education Ministry of each country is responsible for the clearance of all applications for educational certificates as well as for verification of educational qualifications. While the Government of India have disposed of almost all the applications received (the balance left over being 23 fresh applications), the Government of Pakistan have to clear 1,392 applications as on 31-1-1963.

18. *Financial Assistance to Displaced Students from Pakistan*

Under the scheme, financial assistance in the shape of freeship up to school stage and stipends up to college stage is granted to displaced students from East and West Pakistan. Although the scheme was expected to be wound up at the end of the second Plan, in order to avoid undue hardship to those who are in the midst of their courses, it has been decided to continue to give benefits under the scheme to those students who are already in receipt of such assistance but who have not yet completed their courses.

19. *Educational Loans*

The work relating to the recovery and remission of educational loans advanced to displaced students was continued during the year under report. Out of a sum of Rs. 7.26 lakh advanced to 1,401 loanees through the Social Welfare and Rehabilitation Directorate, a sum of Rs. 4.89 lakh has either been recovered or remitted up to December 31, 1962.

20. *Social Welfare and Rehabilitation Directorate*

The more important activities of the Social Welfare and Rehabilitation Directorate dealt with during the year under review are given below :—

(a) *Training-cum-Production Centres* : 19 training-cum-production centres located in different parts of Delhi have so far trained 23,131 women in various crafts. Apart from imparting training, these centres employed 1,439 women wage-earners in various crafts. The total wages earned by these workers amounted to about Rs. 6.54 lakh.

(b) *Refugee Handicrafts Shop* : The Refugee Handicrafts Shop situated in Connaught Place, New Delhi, continued to promote sales of articles manufactured in various production-cum-training centres. The total sales during the year under review amounted to about Rs. 1.51 lakh.

(c) *Kasturba Niketan Home* : The Kasturba Niketan Home for displaced unattached women and children located at Lajpat Nagar, New Delhi, which was started originally with the strength of 1,300 inmates, continued to function with a reduced strength of 771 inmates.

(d) *Homes/Infirmaries* : The various homes/infirmaries and children institutions for displaced persons from Pakistan cater to unattached women and their dependents, unattached children and the aged and the infirm who have no means to support themselves and their dependents. Work relating to 6 more homes for displaced persons from East Pakistan was taken over from the Ministry of Works, Housing and Rehabilitation with effect from December 1, 1962. As a result of the merger of the smaller homes with the larger ones, 4 homes were closed during the year. There are now 55 homes/infirmaries with a population of about 52,000 inmates, about 1,200 displaced children in 37 children institutions and about 3,000 in receipt of cash doles outside homes.

21 *Financial Provisions*

The following financial provisions were made for the schemes discussed in the chapter :

Sl. No.	Scheme	Provision for 1962-63	Provision for 1963-64
1.	Surveys, Training Programme and Pilot Research Projects in Social Welfare	Rs. 5,00,000	Rs. 2,00,000
2.	Grants to All-India Welfare Organisations and Developmental Administrative Grants to Child Welfare and Social Welfare Organisations	3,00,000	1,50,000
3.	Pre-Primary Education and Child Welfare—Assistance to State Branches of the Indian Council for Child Welfare	80,000	60,000
4.	National Council of Educational Research and Training for the Study of Child Growth	48,000	Nil
5.	Material and Equipment under TCA Programme—Cost of Material etc.—Social Welfare Educational Institutions	30,000	Nil
6.	Grants to Central Social Welfare Board	2,50,00,000	2,00,00,000
7.	Balsevika Training Programme	1,00,000	4,00,000
8.	Social and Moral Hygiene and After-Care Programme	11,00,000	7,00,000
9.	State Social Welfare Programme for Women, Children, Handicapped etc.	36,50,000	32,85,000
10.	Grants-in-aid to States—Welfare Extension Projects	2,86,400	1,91,000
11.	Integrated Services for Child Welfare—Demonstration Projects	17,00,000	13,00,000
12.	Financial Assistance for Displaced Students:		
	A. From West Pakistan	5,70,000	3,75,000
	B. From East Pakistan	14,83,000	10,06,000
13.	Homes and Infirmaries for Displaced Persons from East and West Pakistan	89,18,900	1,37,25,900
14.	Social Welfare and Rehabilitation Directorate:		
	(i) Headquarters Establishment	1,92,000	1,86,800
	(ii) Aid to Displaced Students from West Pakistan	65,000	72,000
	(iii) Kasturba Niketan, Lajpat Nagar	2,20,300	1,99,800
	(iv) Outside doles	27,000	27,000
	(v) Training-cum-Production Centres for Women and Refugee Handicraft Shop	3,76,000	5,28,700
	(vi) Wages for Government Order Work at the Training Centres	3,00,000	3,00,000
	(vii) Training-cum-Production Centres for Non-Displaced Persons	40,200	40,200
	TOTAL (14) :	12,20,500	13,54,500

CHAPTER XII

COOPERATION WITH THE UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANISATION

A. INDIAN NATIONAL COMMISSION FOR COOPERATION WITH UNESCO

The Indian National Commission for Cooperation with Unesco continued to make steady progress during the year. New dimensions were added to its programme of activities to increase their usefulness and effectiveness.

2. *Dissemination of Information about Unesco*

In fulfilment of the Commission's function to disseminate information about the principles and purposes of Unesco, the Commission distributed publications and information materials supplied by Unesco to educational, scientific and cultural organisations in the country. Steps were taken to promote the use of priced publications of Unesco which make valuable contributions to the advance of education, science and culture. A special campaign was launched to popularise the *Unesco Courier*, an educative and informative journal. To meet the growing demand for Unesco publications, the Commission obtained a sales agency of Unesco publications in 1962. The programme of translation and publication into Hindi and other regional languages of selected Unesco works was continued to provide Unesco literature in Indian languages. The publication of a quarterly *Newsletter* was started in September 1962 to provide regular information about the manifold activities of Unesco and the Commission. An exhibition of publications and visual material produced by Unesco and allied organizations was assembled and displayed in New Delhi, Bombay and Madras to project the varied work of Unesco. The establishment of Unesco Centres at Chandigarh and Bombay and a Unesco Club at Madras showed the growing interest in the work of Unesco.

3. *The Major Project on Mutual Appreciation of Eastern and Western Cultural Values*

The implementation of this project entered a significant phase in India, with the establishment, at the India International Centre, of the Research Council for Regional Cultural Studies. A meeting of scholars at the national level in April 1962, followed by an international meeting of experts in November 1962 laid the basis for the development of a programme of studies and research by the Research Council.

3.2. The India International Centre, in cooperation with the Commission, organised a symposium in New Delhi on January 14-15, 1963 to discuss the statements of Traditional Values on American Life and Traditional Values in Indian Life.

3.3. A special committee consisting of the representatives of the University Grants Commission, India International Centre and Inter-University Board of India was constituted to develop a programme of activities, specially aimed at the universities, in furtherance of the Major Project.

3.4. With financial assistance from the Commission, Unesco continued to bring out in English and French literary classics of India in the Unesco Collection of Representative Works. Among these classics, 'A Tagore Reader' and 'Kabir's Poems' were published in English and 'Gora', 'Balaka', 'Kabir's Poems' and 'Shillappadikaram' in French.

3.5. The plans for the establishment of a Gallery of Western Art at the National Museum, New Delhi made progress. The National Museum acquired audio-visual materials relating to Western art and a chemist of the Museum proceeded to Europe on a Unesco grant to study the techniques of preservation of art. Unesco issued an appeal to Western countries to make available collections of art to the Museum.

3.6. The Indian Adult Education Association, with assistance from Unesco and the Commission, assembled a travelling exhibition of reading materials for the new reading public on the theme 'international understanding' and circulated it in the country.

4. *Associated Schools Project for Education in International Understanding*

The implementation of the East-West Major Project in the school sector is carried out through the Unesco Associated Schools Project in which twenty secondary schools and teachers training colleges from India continued to take part. As its contribution to the project, the Commission with the cooperation of the Directorate of Advertising and Visual Publicity assembled a study kit of audio-visual materials depicting India, its land and people, art and culture, etc. This kit was displayed in New Delhi in September 1962.

4.2. To extend the scope and impact of Associated Schools Project, the Commission launched a programme for promoting experimental activities in education for international understanding in 400 to 500 secondary schools and teachers training institutions throughout the country. This programme aims at promoting learning about people and their culture in other countries, respect for human rights and fundamental freedom and teaching about the United Nations and the specialised agencies. To develop this programme, Unesco lent the services of Dr. Herbert J. Abraham, Chief of the Division of Promoting Human Rights and Education in International Understanding, who joined the Commission in October, 1962.

5. *Teaching about the U.N.*

The 19th Regional Seminar on Teaching about the United Nations was organised in New Delhi on October 21—November 3, 1962 by the World Federation of UN Associations, in cooperation with the Indian Federation of UN Associations and with financial assistance from Unesco and the Commission. The Seminar was attended by representatives of countries in South Asia and educational personnel of different States in India.

5.2. The Commission extended financial assistance to the All India UN Committee for organising the celebrations of the UN Day 1962.

6. *Fifth Conference of the Commission*

The Commission consisting of five Sub-Commissions—Education, Natural Sciences, Social Sciences, Cultural Activities and Humanities, and Mass Communication, held its fifth conference in New Delhi on September 26-27, 1962. Dr. K. L. Shrimali, Union Minister of Education, presided

over the Conference and Mr. Rene Maheu, the then acting Director-General of Unesco, attended the Conference by special invitation. Meeting on the eve of the General Conference of Unesco due to commence in Paris in November 1962, the Commission examined the proposed programme and budget of Unesco for 1963 and 1964 and made a number of recommendations for the development of activities by Unesco in different fields. The Commission also approved the future programme of work of the Commission and adopted rules for admission of non-governmental organizations as associate members.

6.2. Following the Conference, the Commission organised a Symposium on Education and Traditional Values on September 28 1962 which was inaugurated by the Vice-President, Dr. Zakir Husain.

7. Relations with Other National Commissions

The Commission continued to develop and strengthen its relations with other National Commissions for Unesco and international organizations. Special mention may be made of the participation of Indian schools in a project for an international collection of children's art sponsored by the Unesco Institute of Education, Hamburg and the presentation of materials on India to the Canadian Broadcasting Corporation for a programme on the life and culture of the Eastern peoples.

8. Unesco Exchange of Persons Programme

Educational and cultural leaders from several countries visited India on Unesco awards for studies, training and observation in their respective fields of interests.

9. Unesco Book Coupons

The Commission operated this scheme and sold coupons worth Rs. 1.50 lakh.

B. GOVERNMENT'S RELATIONS WITH UNESCO

As a member of Unesco, the Government lent all possible support to the Organization in the international action promoted by it in different fields and received its financial and technical assistance for developing national and regional activities coming within its purview.

2. Unesco Conference

Rajkumari Amrit Kaur, Member of Parliament, led the Indian delegation to the twelfth session of the General Conference of Unesco held in Paris from November 9 to December 12, 1962.

3. Technical Assistance from Unesco

Unesco has agreed to provide technical assistance for the development and improvement of science education at the secondary level and for post-graduate education and research in natural sciences at the university level. This assistance would be given under the U.N. Expanded Technical Assistance Programme and a major part of it will come from the U.S.S.R. contribution to the programme. For the implementation of these projects equipment worth \$500,000 will be provided under the 1962 programme and expert services, training fellowships and equipment worth \$384,000 will

be given under the 1963-64 programme. Besides, allocation for additional equipment worth \$500,000 is also expected for these projects during 1963-64.

3.2. In addition, technical assistance worth about one million dollars will be provided by Unesco during the years 1963-64 for the Central Arid Zone Research Institute, Jodhpur, Indian Institute of Technology, Bombay, Department of Chemical Technology, Madras University, Indian School of Mines, Dhanbad, Postgraduate Studies in Engineering and Technology, etc.

4. *India's Participation in the Unesco Programmes*

Shri P. N. Kirpal, Education Secretary led the Indian Delegation to the meeting of Asian Ministers of Education convened by Unesco in Tokyo in April 1962. India also participated in the 25th International Conference on Public Education held in Geneva in July 1962 and in the International Educational Building Conference organised in London in July-August 1962.

4.2. The Government is participating in the Unesco emergency programme for assistance to Member-States in Africa for educational development. In addition to a financial contribution of Rs. 10 lakh already offered to Unesco, Government has instituted 33 fellowships at a cost of Rs. 5 lakh for the training of African university personnel in India.

4.3. In the field of Natural Sciences, assistance amounting to Rs. 2,14,000 was received for the development of the International Biological Research Station at Cochin and of the Physical Oceanography Centre at Waltair to promote the Indian participation in the International Indian Ocean Expedition. The Films Division, with the assistance of Unesco and under the technical direction of Dr. N. K. Panikkar, Director of Oceanography, is producing a documentary on the Expedition.

4.4. India's participation in the Arid Zone Research, Humid Tropics and other Unesco programmes in Natural Sciences continued. Indian scientists took advantage of the various seminars and training courses organised by the Unesco South Asia Science Cooperation Office.

4.5. In the field of Social Sciences, the Government made a contribution of Rs. 1,66,670 to the Unesco Research Centre on Social and Economic Development in Southern Asia for its operation during 1963.

4.6. The Institute of Economic Growth, Delhi, with the assistance of Unesco, completed a study on some of the factors that influence the choice and effectiveness of foreign aid programmes as part of a series of such studies sponsored by Unesco in different countries.

4.7. In the field of Cultural Activities, India participated in the Regional Project for Promotion of Reading Materials in South Asia operated by the Unesco Regional Centre at Karachi. Unesco assistance was obtained for various activities for the preparation and dissemination of literature for the new reading public.

4.8. As its contribution to Unesco's International Campaign to Save the Monuments of Nubia, the Government sent an archaeological team to carry out excavations on a site allotted to India in the Egyptian Nubia that would be submerged as a result of construction of the Aswan High Dam.

The team completed its work in early 1962 and returned to India with finds of great archaeological interest.

4.9. In the field of Mass Communication, a Unesco fellowship was obtained for an Indian educator to attend the Regional Seminar on Educational Television in Tokyo in September 1962 organised by the Japanese National Commission for Unesco in collaboration with Unesco. A report on the evaluation of the use of television for community and social education, based on the experimental programmes broadcast by the Television Unit of All India Radio, was completed by the National Fundamental Education Centre, and the Indian Adult Education Association, New Delhi and transmitted to Unesco.

CHAPTER XIII

NATIONAL ARCHIVES OF INDIA

The main duties of the National Archives of India are accession, repair and preservation of records, research and technical service, training and publication.

2. Accession

Nearly 13,000 records were received from various Government agencies during the year; notable are the records of the Reforms Office (1919-48) and Home (Political) Department records (1917-45).

Among significant additions to the Department's collection of private archives and historical documents, mention may be made of the private papers of Badru-Din Tyabji, former President of the Indian National Congress and some Dadabhai Naoroji papers. Several *parwanas*, *farmans*, manuscripts and other private papers in Persian were purchased on the recommendation of the Historical Documents Purchase Committee. These include a manuscript entitled '*Tawarikh-i-Farkhunda*' (dealing with the history of Hyderabad), a *farman* of Emperor Humayun, some letters relating to Gujarat and a petition dated March 24, 1748 by the Chief of the Dutch Factory of Surat.

Under the programme of acquisition of materials of Indian interest, Lord Hamilton's correspondence with Lord Elgin and Lord Curzon (1895-1903), and private correspondence of Lord Mayo with eminent personalities, both Indian and English, were procured from the University of Delhi and Cambridge respectively. Eight microfilm rolls of Minto papers were acquired from the National Library of Scotland.

3. Compilation of Reference Media

Abstract lists of the records of Foreign and Political Department, Legislative Department and Imperial Council of Agricultural Research were compiled and the press-listing of the Secret Department records for 1776-80 completed. Handlists of Persian Correspondence for 1804, 1809-18 and those of its English translations for 1807-10, the listing of microfilm copies of records obtained from various institutions in the U.S.A. and the cataloguing of additional manuscripts from the British Museum were completed. Further progress was made in indexing Foreign and Political Department records (1781-83), the *Alqabnama* and the historical maps of the Survey of India.

4. Research and Reference

The number of research scholars including those from the U.K., the U.S.A., Australia and Germany who availed themselves of the facilities for consulting records increased this year to 170 as against 140 last year. More than 4,000 typed pages, 3,744 photostat, 68 enlargements, 9,372 negative exposures and about 8 metres of positive prints of microfilm were prepared for various scholars, and government and private agencies.

5. *Preservation and Photo-Duplication*

Steady progress was maintained in the Department's programme of preparing microfilm copies of pre-1859 records in its custody. About 5,00,000 manuscript pages were microfilmed and 17,000 metres of film processed, and more than 6,000 metres of positive prints, 6,052 enlarged copies, and 9,282 photostat copies were prepared. Progress was also made in microfilming Reports on Native Newspapers. The microfilming of 140 volumes, comprising over 1,50,000 pages of reports relating to Bengal, Madras, Bombay, Punjab and U.P. was completed.

6. *Research Laboratory*

Experiments on the effects of a number of insecticides used generally in record rooms were concluded. The search for suitable indigenous repair materials in place of imported tissue papers, handmade paper, binding cloth etc., was continued. Results of the tests conducted on the tissue paper manufactured by the Handmade Paper Research Institute, Poona, appeared encouraging. The Institute was, therefore, requested to continue its efforts to produce paper of the desired quality.

7. *Technical Service*

Twenty-three agencies and individuals were helped with technical assistance in preserving their collections of books and records, and among them were : Dr. Zakir Hussain, the Vice-President of India, the Maharajkumar of Vizianagaram and Editor of 'Thought'. The Department continued to look after Gandhiji papers in its interim custody, received from Gandhi Smarak Nidhi. Several papers of Gandhiji in private custody were repaired free of cost under the scheme of preservation of documents of national importance. Certain framed paintings and illuminated Persian manuscripts were rehabilitated for the Indian Academy of Letters. The work of repair, binding and photo-duplication of rare books and manuscripts of Raza Library, Rampur, was continued. The mobile microfilming unit of the Department visited Kathmandu (Nepal) and Bikaner and microfilmed a large number of rare and precious books and documents. Positives of 33 rolls of microfilms of Native Newspaper Reports, Madras (1900-36) were prepared for the Kiel University, Germany.

8. *Training in Archives-Keeping*

Six candidates including two from Malaya successfully completed the Department's one-year Diploma Course in Archives-Keeping, 1961-62. Six candidates including 4 nominees of the State Governments were admitted to the 1962-63 course which commenced on 24th September '62. In addition 4 Colombo Plan scholars from Nepal were given instruction in preservation and photo-duplication of records.

9. *Exhibition*

A special exhibition of documents of Russian interest was held at the Office premises in November-December '62 when 2 distinguished Russian archivists, Messrs. Kopylov and Dmitriev were on a visit to India under the Indo-Soviet Cultural Exchange Programme. In collaboration with the Delhi University an exhibition of the documents of the celebrated mathematician, Srinivasa Ramanujam was organised in the Delhi University Library Hall in December, 1962.

10. Publications

Among the important publications issued during the year mention may be made of Vol. IV of *Fort William—India House Correspondence*, Vol. XII of *The Indian Archives*, *Report of the Committee on Archival Legislation and Annual Reports of the Department for 1960 and 1961*.

11. Grants to State Governments

Grants amounting to Rs. 15,200 were made to the State Governments of Bihar, Kerala, Madhya Pradesh, Madras, Punjab, Rajasthan and Uttar Pradesh for the compilation of material for the National Register of Records in private custody.

12. Advisory Bodies and Committees

The National Committee of Archivists met at New Delhi in April '62 and again at Srinagar in September '62 and discussed matters of concern to Union and State Archives.

Two meetings were held by the Historical Documents Purchase Committee on 13th March and 5th September '62. The views of State Governments, Central Ministries, Members of the I.H.R.C. and certain statutory and public institutions on the recommendation of the Report of the Tara Chand Committee on Archival Legislation were examined and several important decisions were taken, one of which related to the abolition of the I.H.R.C. and the setting up of an Indian Archival Council. The question of archival legislation is under examination.

13. Programme for 1963-64

In addition to completing its present accession work on hand the Department proposes to accelerate its programme of locating and acquiring documents bearing on modern Indian history and the private papers, in manuscript or microfilm, of the former Governor-Generals and Secretaries of State for India and of eminent Indian national leaders.

Greater emphasis will be laid on the appraisal and weeding of records of ephemeral value in the custody of the Department as well as in the record rooms of other government agencies. Different archive groups will be surveyed as a preliminary step to the compilation of a descriptive reference guide.

As regards publication work, the printing of Vol. XV of *Fort William—India House Correspondence* and Vol. II of *Selections from Educational Records* will be completed. It is proposed to send another 2 volumes of the former series and the third volume of the latter series to the press. Two more issues of *The Indian Archives* (Vols. XIV and XV) and the Annual Report for 1962 will be published. Two more volumes of *Fort William—India House Correspondence* will be made ready for the press.

Efforts will be made to find suitable indigenous substitutes for repair materials which are now being imported from abroad to conserve foreign exchange.

The mobile microfilming unit of the Department is proposed to be sent to Lahore for the photo-duplication of the famous Woolner Collection of Sanskrit Manuscripts with the Punjab University, Pakistan.

14. Budget

Funds to the extent of Rs. 15,28,000 (including non-Plan and Plan schemes and also National Register Scheme Grants) were placed at the disposal of the Department and its Regional Office at Bhopal and the proposed Regional Office at Hyderabad, for 1962-63 as against Rs. 14,08,000 during 1961-62. A provision of Rs. 14,19,300 has been included in the budget estimates of 1963-64.

CHAPTER XIV

NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

The National Council of Educational Research and Training was established as an autonomous organisation in September, 1961. The year under report is, therefore, the first year of its career. Its programmes are designed with focus on research studies and investigations in problems of education, particularly those the findings on which will make a direct contribution to the improvement of schools, training of key personnel in different sectors of education and on providing extension services to the schools and the State Departments of Education, with a view to disseminating information of improved school practices and promoting their increasing use. The research studies and investigations are not only undertaken by the Council directly but also in collaboration with university departments of education, training colleges and other research organisations. Financial assistance is given to such institutions by the Council for approved projects.

2. The main agency of the Council is the National Institute of Education and the four Regional Colleges of Education which are in the process of being established. The National Institute of Education will ultimately be set up in a campus of its own, for which a 65-acre plot has been acquired near Mehrauli, New Delhi. At present, the functions of the Institute are discharged by its constituent units, accounts of whose work are presented in subsequent paragraphs.

3. The Council is engaged in carrying out a comprehensive programme for the production of textbooks for secondary schools and other educational literature, drawing for this purpose on the knowledge and expertise of specialists from the universities and other educational institutions. The programme is supervised by a Central Committee on Educational Literature with the Union Education Minister as the chairman and different subject-experts as members. The Central Committee has constituted eight panels of experts for preparing textbooks in Biology, Physics, Chemistry, Mathematics, General Science, Geography, History and Hindi. The first drafts of these textbooks will be available during the course of 1963-64. They will be published, in the first instance, in experimental editions and will be tried out in selected schools all over the country. The final editions will be prepared in the light of the experience gained in the course of their experimental use.

4. The Council has undertaken a programme for improving science education at the school stage. In this it is receiving assistance under the United Nations Expanded Programme of Technical Assistance. The programme covers improvement of the curricula, improved methods of training science teachers, production of methodological literature for teachers, identification and development of scientifically talented pupils, promotion of science clubs in schools and designing and standardisation of inexpensive scientific apparatus. A Programme Advisory Committee under the Chairmanship of Dr. D. S. Kothari guides and supervises the programme. As a first step, the Council has started publication of a quarterly journal

"School Science", which aims at keeping the science teachers in schools informed about the latest developments in their field. A Committee of Experts has also been constituted under the chairmanship of Prof. P. C. Mahalanobis to examine the present position of science education in schools and to suggest measures for its improvement and expansion. The Committee has completed a preliminary survey and published a factual report on it. Its final report and recommendations are expected to be received during the course of the current year.

5. The Council brings out two regular series, one in the form of a Year Book on Education and the other on "educational studies and investigations", presenting the work done in the country in this field. The first Year Book was a "Review of Education for the period 1947—1961" and was published last year. The second Year Book is on Elementary Education and is in press. The first volume in the series "Educational Studies and Investigations" has also been published.

6. Council's Work in the National Emergency

The Council has brought out 34 pamphlets for the use of schools and teachers on the various aspects of the Emergency. It has also initiated a comprehensive programme for systematising the extra-curricular work in the schools and integrating it to the needs of preparing youth for national defence. This programme known as "The School Defence Corps" has, on approval of the Ministry, been communicated to the State Departments. The Council is now preparing a series of pamphlets containing suggestions how productive and creative activities under the "School Defence Corps Programme" should be organised.

7. Account of the Activities of the Constituent Units of the National Institute of Education

7.2 NATIONAL INSTITUTE OF AUDIO-VISUAL EDUCATION

(A) *Studies and Investigations* : The report on the use and preparation of audio-visual aids in community development training centres was prepared.

(B) *Training* : A number of short-term orientation courses in silk screen printing and hand-made filmstrips and in the operation and maintenance of audio-visual equipment were organised for the staff of several organisations at their request.

(C) *Production of Audio-Visual Materials* : Fifty-eight posters, charts and pictorial maps and textbook illustrations for the Central Bureau of Textbook Research were prepared. The 'Time Charts on Indian History' and a prototype chart on 'Iron and Steel Production in India' were finalised and a chart on 'Tea Production in India' was printed. A study kit, 'Discovery of India' is being modified and adapted for mass production to make it available to schools in India and abroad. An exhibition of instructional materials on the Himalayan region are being developed to create among school children an awareness of the country's northern frontiers.

The Institute is engaged in the production of films on the 'Seventh Inter-University Youth Festival', 'Malkhamb', 'Operation of Diseased Lungs', 'National Discipline Scheme'. In addition, eight films on social

education for the Television Unit of All India Radio are under production. Filmstrips on Delhi, New Delhi, Care of 16mm Film Projector and Audio-Visual Aids in Education were produced.

Tape records of the Prime Minister's message to the nation broadcast on October 22, 1962, and of extracts from his address to the Delhi University Students' Union and other speeches relating to the national emergency were prepared and sent to educational institutions.

7.3 NATIONAL INSTITUTE OF BASIC EDUCATION

(A) *Studies and Investigations* : Reports on the following projects were finalised : (i) An intensive study of the problems of elementary school area; (ii) A study of crafts in the Indian schools; (iii) A pilot study of single-teacher schools in Rajasthan; (iv) How students of elementary schools spend their holidays; (v) Methods of teaching mother-tongue in the first three grades of elementary schools in Delhi; (vi) A study of the progress of Basic education during the Second Five-Year Plan and programme for the Third Plan; and (vii) Practical classroom research by teachers.

(B) *Extension Services* : The Council has set up 26 Extension Services Centres in the Teachers Training Institutions in different parts of the country. Each centre will serve the needs of about 50 schools, of which five to 10 will be selected for intensive work.

(C) *Training* : A three-week training course for the honorary directors and co-ordinators of the 26 newly established extension centres in primary education was organised in January, 1963.

(D) *Seminars* : A programme of organising four regional seminars and one national seminar for teachers of single-teacher schools was drawn up and the seminar for the Southern region was held at Bangalore from 23rd October to 9th November, 1962.

(E) *Publications* : Twenty publications were brought out during the period, and the titles are indicated in Annexure II.

7.4 DIRECTORATE OF EXTENSION PROGRAMMES FOR SECONDARY EDUCATION

(A) *Research* : To meet the growing need for research in the techniques of in-service training, 17 extension services centres took up investigations into matters like the effective utilisation of audio-visual services and library services in the in-service education of teachers, expectations of teachers and headmasters from extension services and their attitudes towards them.

(B) *Training* : Guidance and training in programme planning were given to coordinators of the newly established extension services centres and units.

(C) *Conferences and Workshops* : During the period, three joint conference of honorary directors and coordinators of extension services centres were held at Lucknow (July, 1962), Bangalore (August, 1962) and Ahmedabad (November, 1962) to discuss and plan various matters

relating to the extension services centres, in addition to five more zonal conferences to review activities undertaken and plan further programmes. A workshop of 15 selected coordinators was held at the Central Institute of Education, Delhi to discuss the nature and purpose of intensive work in the extension services centres. This workshop facilitated the preparation of a handbook of suggestions for intensive work.

(D) *Other Activities* : A programme of Seminar Readings was initiated in cooperation with the State Departments of Education and the extension centres to acquaint teachers and other educational workers with significant educational practices and experiments. Authors of 20 best papers to be selected at the national contest of seminar readings, would be awarded suitable prizes.

(E) *Publications* : Publications brought out during the period have been listed at Annexure II.

7.5 CENTRAL EXAMINATION UNIT

(A) *Research* : The studies undertaken by the Unit included : (i) A study of the prognostic value of the S.S.L.C. Examination, Madras University; (ii) A study of the prognostic value of the S.S.C. Board Examination, Gujarat; (iii) An analysis of the answer-books of the Delhi Board; (iv) Internal assessment procedures of some selected schools; and (v) Instructions to paper-setters of Board examinations.

(B) *Training* : The Unit conducted 10 seminars to orient 200 staff members of training colleges in the Punjab, Rajasthan, Madhya Pradesh, West Bengal, Assam, Gujarat and Himachal Pradesh towards the new approach to examinations. As a follow-up activity, the preparation of a handbook on the evaluation approach for training colleges was undertaken.

(C) *Seminars and Workshops* : The Unit organised 6 workshops in Rajasthan, Gujarat, Maharashtra, Madhya Pradesh, Andhra Pradesh and Mysore in which the question papers set by the Board were analysed. The reports of workshops containing suggestions and specimen question papers were sent to the respective Boards for comments.

A number of study groups were also organised to work on matters like the formation of cumulative record card with a manual of instructions, the formulation of suggestions and proposals for effective incorporation of evaluation approach in training colleges, the preparation of materials for assessing personality and other non-scholastic traits, the drawing of teaching units in social studies and science as illustrative material for use in schools and the formulation of the objectives of teaching various schools subjects.

7.6 CENTRAL INSTITUTE OF EDUCATION

(A) *Research* : The projects completed during the year include : (i) The academic adjustment of children from senior Basic schools in higher secondary schools of Delhi; (ii) The problem of truancy in selected higher secondary schools in Delhi; (iii) A survey of the pre-school education in Delhi; (iv) The verbal group test of intelligence for ages 15 and 16; and (v) English vocabulary test for grades VIII-VI.

(B) *Training* : 97 students passed the B.Ed. examination held in 1962 and 15 students qualified in the M.Ed. examination. 100 students were admitted to the B.Ed. course commencing in 1962 and 16 to the M.Ed. course. In addition, 26 students were working for their Ph.D. degree.

A special short-term training course was organised for teachers of geography in Delhi schools to enable them to raise the pupils' geographical understanding of the issues of national emergency.

(C) *Extension* : The department of extension services at the Institute organised a number of seminars, workshops, and study circles. These covered a variety of subjects like the use of psychological tests and apparatus, teaching history through current affairs, film as guide for teaching biology, chemistry, civics, economics, geography and history, modern developments in meteorology and weather forecasting techniques, aviation, television, orbits and satellites, nuclear energy etc. Science fairs were organised in four higher secondary schools in Delhi.

(D) *Seminars and Workshops* : A number of workshops were organised on themes such as art study, methodology of teaching Hindi, study of psychological tests and apparatus, teaching of physics in the higher secondary classes, and the preparation of films guides for history.

(E) *Other Activities* : The Institute arranged for the training of 55 women students in home nursing and of 45 men students in first aid. A Science Film Forum was established in cooperation with the United States Information Service.

(F) *Publications* : The publications brought out by the Institute during the period are given in Annexure II.

7.7 NATIONAL FUNDAMENTAL EDUCATION CENTRE

(A) *Research* : The report on the study of the 'Impact of Television Programmes' which was completed last year, was prepared and submitted to All India Radio. An analysis of the Adult Literacy Registers of different States was made to identify the variables associated with good attendance at literacy classes.

(B) *Training* : The eighth training course for 13 district social education officers from nine States was held from May 14 to October 13, 1962.

(C) *Seminars and Workshops* : A national seminar on literacy was held in April, 1962 to discuss the problems of literacy programme.

(D) *Other Activities* : A Literacy Unit was set up to concentrate on research, training and production of materials to promote adult literacy.

(F) *Publications* : The publications brought out by the Centre are listed at Annexure II.

7.8 CENTRAL BUREAU OF EDUCATIONAL AND VOCATIONAL GUIDANCE

(A) *Research* : The following projects were completed : (i) Norms for D.A.T. Abstract Reasoning Test, Minnesota, paper Formboard Test Series AA and NIIP 70/23 Test; (ii) The validation of procedures for selecting teacher-trainees for admission to the two-year Basic teacher training course; and (iii) The science selection battery.

(B) *Training* : The third diploma course in guidance concluded in May, 1962 and the fourth course commenced in July, 1962. Five training courses were conducted to provide occupational information about defence services to about 200 school teachers of Delhi.

(C) *Seminars and Workshops*: An all India workshop of directors and counsellors of State Bureaux of Guidance was organised at Bangalore in May, 1962 to coordinate the activities of the various guidance agencies in the third Five-Year Plan. Another workshop was held to consider long-range planning in the testing field on the basis of test materials available in the country.

(D) *Other Activities* : A number of posters and charts were prepared giving occupational information for guidance services in the country.

(E) *Publications* : The publications brought out by the Bureau are indicated in Annexure II.

7.9 DEPARTMENT OF SCIENCE EDUCATION

(A) *Textbooks* : The department prepared the general science textbooks for classes I to VIII and teachers' guides for classes I to II for the Government of Punjab. These have been introduced in the Punjab schools. An evaluative study of these textbooks is being undertaken in cooperation with selected teachers from schools where the textbooks are in use. The manuscript of a textbook for general science for class VIII was completed and handed over to the Punjab Government.

(B) *Science Apparatus* : After collecting primary data about the specifications of laboratories and laboratory equipment from different States, a standard list of laboratory equipment for higher secondary schools was prepared.

(C) *Science Talent Search* : To locate science talent at an early age a pilot scheme of Science Talent Search was prepared for being tried out in Delhi.

(D) *Popularisation of Science* : Assistance was given to 113 secondary schools for establishing new science clubs and to 540 secondary schools for maintenance of their existing clubs. In addition, 43 teacher training colleges were helped to set up central science clubs. Pertinent literature on equipment and activities of science clubs and a brochure on science projects were prepared and distributed among these schools and colleges. Fifty-six extension services centres were paid Rs. 700 each to enable them to organise science fairs and science days. A grant-in-aid of Rs. 4,000 was given to the All India Science Teachers' Association for its activities to promote science education.

(E) *Seminars and Workshops* : A seminar of leading scientists and science-educators was convened to prepare the syllabus for science teaching in the Regional Colleges of Education. Six seminars were organised on revising the general science syllabus for classes I to VIII and for preparing for them a standard general science syllabus.

(F) *Publications* : The publications brought out by the Department are indicated in Annexure II.

7.10 CENTRAL BUREAU OF TEXTBOOK RESEARCH

(A) *Textbook and Curriculum* : A major assignment completed during the period relates to preparing textbooks on social studies for classes I to V of Punjab schools. A survey of the textbook procedures in the States was completed and a report has been prepared which is under print. A Primer-cum-Reader I for Tibetan Children containing 30 lessons, was completed in collaboration with a Tibetan scholar.

(B) *Seminars* : An all-India seminar for the comparative study of the syllabi in Mathematics was held in September, 1962. The syllabuses for primary and middle classes of different States were studied from the point of view of duration, organisation, and integration of mathematical process. Another all-India seminar for the analysis of existing syllabuses in geography and preparing a draft syllabus for higher secondary classes was held in December, 1962.

(C) *Publications* : The publications brought out by the Bureau during the period are indicated in Annexure II. The Bureau has started work on the designing of two major projects: one on reading and the other on the concept of social studies in the school curriculum.

7.11 REGIONAL COLLEGES OF EDUCATION

To meet the needs of different regions in the country for trained teachers for multipurpose schools, the Council, in cooperation with the Governments of Rajasthan, Madhya Pradesh, Orissa, and Mysore, is establishing four Regional Colleges of Education at Ajmer, Bhopal, Bhubaneswar, and Mysore. The sites for these colleges were selected and their building programmes were in various stages of execution. The courses of training have been prepared and the colleges will start functioning from next year.

ANNEXURE I

ADVISORY BODIES FUNCTIONING IN THE MINISTRY OF EDUCATION

Sl. No.	Name of the Body	Year of Establishment	No. of Meetings held during 1962-63
1.	Central Advisory Board of Education	1935	Nil
2.	Standing Committee of the C.A.B.E. on Primary Education	1962	Three
3.	Standing Committee of the C.A.B.E. on Secondary Education	1962	Two
4.	Standing Committee of the C.A.B.E. on University Education	1962	Two
5.	Standing Committee of the C.A.B.E. on Social Education	1962	Two
6.	Steering Committee of the Four Standing Committees of the C.A.B.E.	1962	Two
7.	Education Ministers' Conference	1949	One
8.	All-India Council for Elementary Education	1957	One
		(The term of the present Council expired. Its reconstitution under consideration)	
9.	Children's Literature Committee	1958	One
		(Reconstituted in 1962)	
10.	National Board of Basic Education	1962	One
11.	National Council for Women's Education	1959	Nil
12.	All-India Council for Secondary Education	1955	Two
13.	National Council for Rural Higher Education	1956	One
14.	Popular Literature Committee	1957	One
		(Reconstituted in 1962)	
15.	Advisory Board of Social Welfare	1950	Nil
		(Reconstituted in 1954)	
16.	National Advisory Council for the Education of the Handicapped	1955	One
17.	Standing Commission for Scientific and Technical Terminology set up in place of the Board of Scientific Terminology that functioned since 1950	1960	Five
18.	Hindi Shiksha Samiti	1951	One

Sl. No.	Name of the Body	Year of Establishment	No. of Meetings held during 1962-63
19.	Central Sanskrit Board	1959	Three
20.	National Board of Audio-Visual Education	1953	Nil
21.	Indian National Commission for Cooperation with Unesco	1949	One
22.	Central Board of Physical Education and Recreation	1950 (Reconstituted in 1961)	One
23.	All-India Council of Sports	1954 (Reconstituted in 1961)	Five (One more expected by March, 1963)
24.	Central Committee on Youth Hostels	1962	Two
25.	Standing Committee on Moral and Religious Instruction	1962	Two
26.	Labour and Social Service Scheme Committee	1954 (Reconstituted in 1960)	One

ANNEXURE II

PUBLICATIONS BROUGHT OUT

A. PUBLICATIONS SECTION, MINISTRY OF EDUCATION

1. Reconstruction of Secondary Education
2. Address by Shri P. N. Kirpal at the Fourth Meeting of All India Council for Secondary Education
3. Proceedings of the Fifth State Education Ministers' Conference
4. Report of the Regional Seminars on the Orientation of Elementary Schools towards Basic Pattern (Hindi)
5. Youth—Autumn 1961
6. Guide to Education in India—Facilities for Professional Studies in Education, Law and Journalism
7. Scheme of Assistance to Approved Research Projects
8. Report of the Committee on Integration of Post-Basic and Multipurpose Schools (Hindi)
9. School and Community—Handbook for Training Institutions for Primary Teachers
10. Annual Report, 1961-62 (English)
11. Summary of Activities for 1961-62 (for 3rd Lok Sabha)
12. Summary of Activities for 1961-62 (for 3rd Lok Sabha) (Hindi)
13. Annual Report of the Ministry of Education for 1961-62 (Hindi)
14. The Education Quarterly—Winter 1961
15. Report of the Assessment Committee on Basic Education—Reprint
16. Review of Education in India 1947-61—Ministry of Education
17. Review of Education in India 1947-61—Ministry of Scientific Research and Cultural Affairs
18. Scheme of Assistance to Voluntary Educational Organisations Engaged in the Field of Women's Education
19. Report of Educational Development presented at the 25th International Conference on Public Education, Geneva, July 1962
20. Approved Programme and Budget of Unesco for 1961-62 (Social Sciences)
21. Approved Programme and Budget of Unesco for 1961-62 (Mass Communication)
22. Prospectus for the Training Centre of Adult Deaf
23. Manual for the Working of State Homes and District Shelters Under After-Care Programme
24. Youth—Festival Number
25. National Physical Efficiency Drive 1962-63
26. Approved Programme and Budget of Unesco (Cultural Activities)
27. Reprint edition of "Employment for the Physically Handicapped"
28. Review of Education in India 1947-61 —Bihar
29. Review of Education in India 1947-61 —Gujarat
30. Review of Education in India 1947-61 —Maharashtra
31. Review of Education in India 1947-61 —Assam
32. Review of Education in India 1947-61 —Madhya Pradesh
33. Review of Education in India 1947-61 —Mysore
34. Review of Education in India 1947-61
35. Report of the Expert Committee on Correspondence Courses
36. Training Centre for the Adult Blind—Prospectus (Hindi)
37. National Awards for Teachers
38. The Education Quarterly—March 1962
39. First National Seminar on Training and Employment of Physically Handicapped

40. Catalogue of Braille Publications
41. Certificate forms for 'National Scholarships Scheme' and 'Merit Scholarships Scheme for the Children of Primary and Secondary School Teachers'
42. Handbook of Physical Education for School Boys
43. Education in the Soviet Union
44. Review of Education in India 1947-61 —Rajasthan
45. Do —Kerala
46. Do —Uttar Pradesh
47. Do —West Bengal
48. Do —Orissa
49. Do —Andhra Pradesh
50. Do —Union Territories and Centrally Administered Areas
51. Do —Jammu & Kashmir
52. Do —Punjab
53. Rural Higher Education Journal—September 1962
54. Indian Journal of Educational Administration and Research—Winter 1961 and Spring 1962 (Combined Issue)
55. Indian National Commission for Cooperation with UNESCO — Secretary-General's Report for 1960-62
56. Action Taken by Universities on Recommendations made by Vice-Chancellors' Conference.
57. Inaugural Address of Dr. K. L. Shrimali at Vice-Chancellors' Conference
58. The Education Quarterly—June 1962 Issue
59. Schemes of Assistance to Voluntary Educational Organisations (Hindi)
60. Questionnaire of the Standing Committee of the C.A.B.E. on University Education
61. Questionnaire of the Standing Committee of the C.A.B.E. on Secondary Education
62. National Awards for Teachers
63. The Education Quarterly—September 1962
64. Secondary Education Journal—September 1962
65. Report of the Expert Committee on Correspondence Courses (Off-print from June 1962 Issue of The Education Quarterly)
66. Eighth Inter-University Youth Festival (Brochure)
67. Report of the Secondary Education Commission—Fifth Reprint
68. Rules of Membership for Braille Library
69. Youth—June 1962
70. Report of the Committee on Evaluation of Therapeutical Claims of Yogic Practices
71. Report of the Committee on Emotional Integration
72. Secondary Education—December 1962
73. The Education Quarterly—December 1962
74. Government of India Scholarships for the Physically Handicapped
75. Schemes of Assistance to Voluntary Educational Institutions/Organisations
76. Report of the First National Seminar of Science Consultants
77. Report of the University Education Commission—Volume I —Reprint
78. Educational Studies and Investigations—Vol. I
79. Proceedings of the 29th Meeting of the C.A.B.E.
80. Proceedings of the First Sports Congress
81. School and Community—Handbook for Training Institutions for Primary Teachers—Reprint

B. NATIONAL INSTITUTE OF EDUCATION

(NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING)

(i) *National Institute of Basic Education*

1. Buniyadi Talim January, 1962.
2. Do April, 1962.

3. Buniyadi Talim July, 1962
4. Do October, 1962
5. Basic Education Abstracts No. 2 of 1960
6. Do No. 1 of 1961
7. Do No. 2 of 1961
8. Correlated Teaching in Grades I and II
9. Evaluation in Basic Education
10. Research Problems in Basic Education
11. Buniyadi School Aur Samaj Seva (Hindi)
12. Practical Classroom Research by Teachers
13. A Frame-work of Correlated Syllabus
14. Basic Education and the New Social Order
15. Papier Mache
16. Utilising Waste Material
17. Buniyadi Shiksha Aur Audyogic Vikas (2 Hindi)
18. Research in Education
19. Post-Graduate Basic Training Institutions in India

(ii) *Directorate of Extension Programmes for Secondary Education*

20. A Report of Joint Conference of Honorary Directors and Coordinators and Representatives of State Education Department, U.P.
21. A Report of Joint Conferences of Honorary Directors and Coordinators and Representatives of the State Education Departments held during 1961-62 at Chandigarh, Bhopal, Bangalore, Madras, Hyderabad and Trivandrum
22. A Handbook of Suggestions for Intensive Work
23. Teacher Education (Quarterly Journal)
24. Position of Science Teaching in Indian Schools

(iii) *Central Examination Unit*

25. Report of the Second Conference of Secretaries of Boards of Secondary Education
26. Report of the Third Conference of Secretaries of Boards of Secondary Education
27. Report of the Fourth Conference of Secretaries of Boards of Secondary Education
28. Report of the Training Course of Evaluation for State Officers
29. Moderation Procedures of Different Boards
30. Private Candidates and Board Examinations
31. Analysis of 1961 Board Examination
32. Evaluation in Mathematics
33. Annotated Bibliography on Evaluation and Measurement

(iv) *Central Institute of Education*

34. Test Forums for Group Test of Intelligence for Ages 15-16
35. Preparing Teaching Aids
36. M.Ed. Summaries for 1958-59 and 1959-60
37. Handbook of Practical Work for B.Ed. Students

(v) *National Fundamental Education Centre*

38. Adult Literacy
39. Report of the Seminar on Literacy
40. Reading Interests and Habits of Village People —A Study in Mukhmelpur (mimeographed)
41. Radio Rural Forums in Delhi State (mimeographed)

(vi) *Central Bureau of Educational and Vocational Guidance*

42. Report on the All-India Workshop on the Implementation of the Centrally Sponsored Schemes for Guidance

(vii) Department of Science Education

- 43. School Science (Quarterly Journal) Two Issues
- 44. National Science Talent Search

(viii) Central Bureau of Textbook Research

- 45. A Guide on Metric System of Weights and Measures for Textbook Authors for Primary Classes
- 46. Analysis of History Textbooks
- 47. Analysis of Science Textbooks
- 48. The Friendship Bag
- 49. The Use of Ruck Sack

(ix) Council's Publications Relating to the Emergency

- 1. School Defence Corps Programme
- 2. The Design of Chinese Aggression
- 3. Teacher and National Emergency
- 4. In the Highest Traditions
- 5. Ham Bhi Peeche Nahin Hain (in Hindi)
- 6. Symbols of Unity and Freedom
- 7. The National Emergency—A Word to the Pupil
- 8. Save for the Country's Defence
- 9. The Sinews of Defence
- 10. Radio Listening Groups
- 11. Role of Guidance Personnel During the National Emergency
- 12. National Cadet Corps
- 13. Officers in the Making
- 14. Know Your Navy
- 15. Know Your Air Force
- 16. The Process of Village Planning
- 17. Understanding Emergency Law
- 18. Map Reading
- 19. Direction Finding
- 20. Ballistics
- 21. Camouflage
- 22. How to Fire Accurately
- 23. Blood—the Life Saver
- 24. Red Cross—What It Is and What It Does
- 25. Kitchen Gardening
- 26. Raising Seedlings
- 27. Poultry Keeping
- 28. Gas Welding
- 29. Soldering
- 30. Nefa Chalo (in Hindi)
- 31. Desh Ki Pukar (in Hindi)
- 32. Desh Jag Utha (in Hindi)
- 33. Brave Sons of the Soil
- 34. "Satyameva Jayate" (in Hindi)