

UNIVERSITY GRANTS COMMISSION

AGENDA AND PROCEEDINGS

NO-190

PART-II

18TH APRIL 1977

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

Minutes of the 190th meeting of the University Grants Commission held on April 18, 1977.

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The following were present:

Professor Satish Chandra	...	Chairman
Professor B.Ramachandra Rao	...	Vice-Chairman
Professor R.P.Rambah	...	Member
Professor (Miss) A.J.Dastur	...	Member
Dr.A.S.Cheema	Member
Professor S.Maqbool Ahmed	...	Member
Professor B.M.Udgaonkar	...	Member
Shri R.K.Chhabra	...	Secretary

Shri K.N.Channa, Shri G.Ramachandran, Professor S.S.Saluja, Professor S.Gopal and Dr.Chandran D.S.Devanesen regretted their inability to attend the meeting.

SECRETARIAT

Additional Secretary

Dr.J.N.Kaul

Joint Secretary

Shri S.Viswanath

Deputy Secretaries

Dr. S. C. Goel
Dr. S. P. Gupta
Dr. M. L. Mehta
Dr. T. N. Hajela
Shri Y. D. Sharma
Shri A. B. Gupta
Shri M. P. Dalakrishnan
Shri L. R. Mal

Finance Officer

Shri R. P. Bhattacharjee

Director (SRC)

Dr. Jagdish Shankar

12:

Item No.1: To receive the minutes of the meeting of the Commission held on March 21, 1977.

....

Minutes of the 189th meeting of the Commission held on March 21, 1977 were confirmed, subject to the following

Item 2(a) may read as follows:

"The Commission approved the action taken on items listed in Appendix 1*.

Arising out of this item, the Commission desired that the Colleges already approved for assistance under Rs. five lakh scheme may be advised to send their proposals for faculty improvement programmes and for providing facilities for remedial courses. This may also be brought to the attention of the colleges which have not yet approached the Commission for assistance under this scheme."

- Item No.2:
- a) To approve the action taken on certain matters.
 - b) To receive the items of information.
 - c) To approve the statement of proposals which could not be accepted by the Commission.

....

(a) The Commission approved the action taken on items listed in Appendix 1*.

Arising out of Items 2(a)(6) & (9), it was agreed that (i) the space science programmes being run at the Gujarat University, Ahmedabad; Kerala University, Trivandrum and Panjabi University, Patiala, may be reviewed before the beginning of the next academic session and (ii) the universities be advised that the Vice-Chancellor's house now to be constructed should normally be in accordance with the norms suggested by the Commission.

- (b) This was noted.
- (c) This was noted.

*Not enclosed.

Item No.3: To approve the statement of grants released after the last meeting of the Commission held on March 21, 1977.

...

The Commission approved the grants released after the last meeting of the Commission held on March 21, 1977 (Appendix II*).

Item No.4: To receive the statement of expenditure incurred by the University Grants Commission during 1976-77 upto March 31, 1977.

...

This was noted.

Item No.5: To receive a statement indicating the progress of issue of utilisation certificates during the period ending March 31, 1977.

....

This was noted.

Item No.6: To consider the report of the Committee appointed to work out the details for providing facilities for studies in Marine Sciences in Postgraduate Centre, Goa.

....

The Commission generally accepted the report of the Committee appointed to work out the details for providing facilities for studies in marine sciences at the Postgraduate Centre, Goa, subject to the following:

(a) The Centre should function on an All-India basis and at least 50 per cent of the seats should be reserved for candidates coming from colleges other than those located in the Union Territory of Goa;

(b) 20 per cent of the seats would be reserved for scheduled caste and scheduled tribe students; and

(c) Studentship of the value of Rs.250 p.m. may be given for a period of 12 months to all students in the third year of the course, who have secured at least 55% marks in the annual examination at the end of second year.

*Not enclosed

A provision of Rs.6,000 per annum may be made for payment of honorarium to the scientific staff of the National Institute of Oceanography, Goa, who may be requested to participate in the teaching programme.

Item No.7: To consider the report of the Visiting Committee appointed by the U.G.C. to assess the V Plan requirements of the Institute of Medical Sciences of Banaras Hindu University.

....

The Commission considered the report of the V Plan Visiting Committee to the Institute of Medical Sciences, Banaras Hindu University and generally accepted the recommendations of the Committee. The Commission desired that the recommendations concerning the expansion of the hospital and taking over of Kashi Kashtha Seva Sang Hospital may be considered later.

The University may be advised that, keeping in view the available number of hospital beds, it should limit its admission to the MBBS course to 54 students including 4 seats reserved for the Government of India nominees of foreign students and the normal reservations for scheduled caste and scheduled tribe candidates. The Commission did not favour reservation of four seats for students who passed the Pre-medical test from Banaras Hindu University and desired that this should be discontinued forthwith.

The Commission made the following further observations:

1. The University should give the highest priority to the consolidation of existing Departments at the Institute of Medical Sciences.
2. Emphasis should be given to rural health programme at the undergraduate level and the University be advised to prepare a suitable programme and send it to the Commission for consideration.
3. Admissions to the postgraduate courses should be made in accordance with the norms laid down by the Medical Council of India and after taking into account the fact that the maximum bed strength available in the hospital will not exceed 550.
4. The question of upgrading the different Sections/ Centres in the Departments of the Institute of Medical Sciences into full-fledged Departments may be considered on the merits of each case.

A provision of Rs.6,000 per annum may be made for payment of honorarium to the scientific staff of the National Institute of Oceanography, Goa, who may be requested to participate in the teaching programme.

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2. Emphasis should be given to rural health programme at the undergraduate level and the University be advised to prepare a suitable programme and send it to the Commission for consideration.
3. Admissions to the postgraduate courses should be made in accordance with the norms laid down by the Medical Council of India and after taking into account the fact that the maximum bed strength available in the hospital will not exceed 550.
4. The question of upgrading the different Sections/Centres in the Departments of the Institute of Medical Sciences into full-fledged Departments may be considered on the merits of each case.

5. The University may take urgent steps to make regular appointments against the permanent vacant posts of Professors, Readers and Lecturers.

It was agreed to provide assistance to the Banaras Hindu University for the Institute of Medical Sciences during the V Plan period as indicated in Appendix III.

The Commission also agreed to provide assistance for the construction of faculty housing upto 50 per cent of the faculty positions sanctioned during the V Plan period.

Item No.8: To consider the recommendations of the Advisory Committee for the CAS in the Humanities & Social Sciences on the report of the Committee set up by the Commission to evaluate the working of the Centre of Advanced Study in Education at H.S. University of Baroda.

....

The Commission agreed that the Department of Education/may continue as a Centre of Advanced Study in Education for the present. Its working may be reviewed towards the end of the current plan period.

Item No.9: To consider the report of the Committee which examined the proposal of the Panjab University for participation of its Department of Sociology in the UGC's scheme of CAS/DSA in the Humanities and Social Sciences.

....

The Commission agreed to invite the Sociology Department of the Panjab University to participate in the scheme of Special Assistance to University Departments and approved support to the Department as given in Appendix IV.

In this connection, the Commission agreed that the assistance to the Departments which are brought within the scheme of Departments of Special Assistance during the current plan period may be provided till the end of the VI Plan on the condition that the State Government would agree to take over the recurring liability at the end of 1983-84.

University
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Item No.10: To consider the report of the Visiting Committee which examined the proposal of the History Department (Modern India) of the Calcutta University for participation in the programme of Centre of Advanced Study Departments of Special Assistance in the Humanities & Social Sciences.

....

The Commission agreed to invite the Department of History (Modern India) of the Calcutta University to participate in the scheme of Special Assistance to University Departments and approved support to the Department as given in Appendix-V.

In this connection, the Commission made the following observations:

1. Modern Indian History may not be limited to British History alone. The Department may decide on its scope of the period.

2. The study of Modern Indian History may not be limited to Eastern Region/alone. Other regions in the country relevant to the needs of this field may also be taken up for study and research.

Item No.11: To consider the report of the Visiting Committee which examined the proposal of the Department of Economics of the Punjabi University, Patiala for participation in the programme of Centres of Advanced Study Department of Special Assistance in the Humanities & Social Sciences.

....

Consideration of this item was deferred. The University may be requested to fill in the vacant position in the Department at an early date and the matter may be placed before the Commission as soon as the department has the full approved strength.

Item No.12: To consider the report of the Committee set up by the UGC to examine the question of strengthening the professional staff of the Ratan Tata Library of the Delhi School of Economics, Delhi University, Delhi.

....

The Commission considered the report of the Committee appointed by it to examine the question of

strengthening the professional staff of the Ratan Tata Library of the Delhi School of Economics, Delhi University, and agreed to provide one Deputy Librarian (Rs.1100-1600) and four Professional Assistants to the University.

In this connection, the Commission desired that the question of revision of scales of pay of the Deputy Librarian and the Assistant Librarian in the light of the recommendations of the Sen Committee may be brought up before the Commission again.

Item No.13: To consider the report of the Committee appointed by the University Grants Commission to examine the proposal of the Aligarh Muslim University for staff for the Library.

.....

The Commission desired that the matter may be brought up before it after the information required by the Committee is made available by the Aligarh Muslim University and considered by it.

Item No.14: To consider the minutes of the meeting of the JGC Implementation Committee on Examination Reforms held on 2nd March, 1977.

.....

The Commission agreed that the general philosophy of examination reforms and implications for policy may be discussed at a subsequent meeting. In the meantime, action may be taken in the light of the recommendations of the Implementation Committee on Examination Reforms.

Item No.15: To consider the Recommendations of the Conference of Coordinators of COHSSIP Colleges held at St.Xaviers College, Bombay in January, 1977. (Khandala Camp).

.....

The Commission accepted the recommendations made at the Conference of Coordinators of COHSSIP Colleges held at St.Xaviers College, Bombay in January, 1977 as given in Appendix VI.

Item No.16: To consider the recommendations of the Directors of Summer Schools in Physics.

.....

The Commission agreed that in the summer institutes being supported by the Commission, the participants (other

than the faculty members) be supplied books worth upto Rs.100 each, subject to a ceiling of Rs.5,000 per Institute.

The Commission also accepted the following recommendations made by the Directors of the Summer Institutes in Physics:

1. The Director of the School concerned may be informed about the organisation of the Summer Institute by October, each year so that the pre-Institute meeting of the Directors may be held sometime in January next year and the circulars to colleges are issued in the same month.
2. A date by which the applications are to be received from the prospective participants may be indicated in the application form.

In this connection, the Commission desired that a calendar of dates fixed for receipt of applications for different UGC awards and for Institutes to be organised with UGC support may be prepared and circulated to all the universities.

Item No.17: To consider the question of relaxation of marks by 5% for Scheduled Castes/Schedule Tribes candidates for the purpose of eligibility for the award of research Scholarships/Fellowships in the Universities.

....

The Commission was not in favour of relaxation of marks by 5 per cent for scheduled caste and scheduled tribe candidates for the purpose of eligibility for award research scholarships/fellowships in the universities and noted that this small margin would in any case be covered under the new grading system.

In this connection, the Commission reiterated its earlier decision that it was not in favour of relaxation of general eligibility condition in respect of scheduled caste and scheduled tribe candidates for award of fellowships/scholarships and that specific cases which merit special consideration for relaxation should however be considered by the Commission.

Item No.18: To consider the proposal of the University of Delhi for assistance for the construction of a teachers hostel with about 100 rooms for the implementation of a teachers fellowship Scheme.

.....

The Commission accepted in principle the proposal of the University of Delhi for assistance for the construction of a hostel for teachers under the faculty improvement programme.

It was further noted that in the proposed hostel to be set up at the Delhi University, the accommodation will primarily be used for teacher fellows coming from outside Delhi.

It was also agreed that similar proposals as and when received from the universities which attract a large number of outside teacher fellows may be considered on merit.

Item No.19: To consider the proposal of the University of Madras, Madras for granting autonomous status to the P.G. Centre at Coimbatore & Tiruchirapally.

.....

The Commission agreed to provide assistance to the Madras University for the appointment of two Assistant Registrars for the Postgraduate Centres at Coimbatore and Tiruchirapally. Assistance for this would be provided for the period ending 31st March, 1981 on the condition that the State Government would take over the recurring expenditure thereafter. The University may be informed that the grant of autonomy to the Postgraduate Centres does not necessarily mean that these two Centres would automatically be raised to the status of a University.

Item No.20: To consider the proposal of Allahabad University for approval of grants recommended by the V Plan Visiting Committee under second & third priorities.

.....

The Commission agreed in principle to the proposal of the University for providing posts recommended by the Visiting Committee under second and third priorities. The Commission, however, desired that the approval of these posts may be conveyed after the non-plan posts lying vacant are filled in by the University.

With regard to the University's proposal for approval of grant recommended by the Visiting Committee under third priority for building, it was agreed that this may be brought up before the Commission after the University has intimated the specific steps taken by it on all the recommendations/observations made by the Visiting Committee.

Item No.21: To consider further the revised proposals of the Bangalore University for the construction of Science Blocks at the New Campus.

....

The Commission considered the revised proposal of the Bangalore University for the construction of science blocks at the new campus and desired that the University be advised to undertake construction during the V Plan of Botany and Zoology blocks at an estimated cost of Rs.44.19 lakhs and the Commission may meet 50 per cent of the actual approved expenditure subject to a maximum of Rs.16.90 lakhs which may be re-appropriated from the provision made for different buildings made under first and third priorities, subject to the condition that the decision of the Commission would be formally communicated to the University after it has intimated specific action taken by it on the various recommendations/observations made in the report of the Visiting Committee as accepted by the Commission.

In this connection, the Commission agreed that while considering the proposals from the universities in the second and third priorities for buildings, no re-appropriation be made from the funds agreed to on the recommendations of the Visiting Committee for acquiring books, journals and equipment.

Item No.22: To consider the proposal of the Kanpur University for assistance for establishment of School of Life Sciences.

....

The Commission accepted the proposal of the Kanpur University for establishment of the School of Life Sciences during the V Plan period and approved assistance for the purpose on the usual basis as per details given in Appendix VII.

It was noted that the assistance being approved for staff quarters and hostels will be treated as a central facility and the requirements of the School of Life Sciences for books and journals would be met out of

a grant of Rs.10 lakhs already agreed to for the Central Library.

Item No.23: To consider the comments of the Delhi University on the observations made by the V Plan Visiting Committee in its report on the South Delhi Campus.

.....

The Commission considered the comments of the University of Delhi on the observations made by the V Plan Visiting Committee in its report on the South Delhi Campus and agreed that the University may institute postgraduate courses in commerce, political science, sanskrit, mathematics, history, philosophy and business economics at the South Delhi campus and agreed to provide assistance as indicated in Appendix VIII.

.....
The Commission desired that the question of instituting B.A.(Hons.) and M.A. courses in Russian at the South Delhi Campus may be further discussed in the light of the facilities already being provided for such courses by the Jawaharlal Nehru University.

It was further agreed that the question of instituting M.Phil. courses in the South Delhi Campus may be considered after the guidelines have been prepared by the Commission for instituting such courses in the different Departments of the Universities.

The Commission noted that the cost of land to be acquired for the South Delhi Campus is now estimated to be about Rs.27 lakhs as against the original estimate of Rs.45 lakhs. The Commission desired that the University be advised to send its revised proposal for construction of building; purchase of books and equipment keeping in view that a sum of Rs.100 lakhs may be available for the development of the South Delhi Campus during the current Plan period.

Item No.24: To consider the proposal of the Kashi Vidyapith for creation of Professors posts in the Departments of Hindi and Sanskrit.

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The Commission agreed to provide one post of Professor in Sanskrit at Kashi Vidyapith as part of the V Plan development proposals of the University. The Commission however could not agree to the proposal of the University for providing an additional post of Professor in Hindi.

Item No.25: To consider the proposal of Himachal Pradesh University, Simla for assistance for buildings within the ceiling of Rs.10 lakhs fixed for the University for the 5th Plan period.

....

The Commission agreed to the proposal of the Himachal Pradesh University for assistance for additional buildings and agreed to provide as its share a sum not exceeding Rs.13 lakhs by re-appropriation (Animal House - Rs.2.5 lakhs; Furniture - Rs.3 lakhs; Central Library - Rs.7.5 lakhs) from the funds under different priorities as recommended by the Visiting Committee for buildings and furniture for construction of the Central Library and acquiring gas plant.

It was noted that the formal approval may be given only after the University has communicated the specific steps taken by it on the recommendations made by the V Plan Visiting Committee.

Item No.26: To consider the proposal from Bihar University to continue its Department of Russian Language as an independent unit of the University.

....

The Commission agreed to the proposal of the Bihar University to continue the Department of Russian Language as an independent unit provided that the facilities for the language laboratory agreed to by the Commission for this unit would also be made available to other language department.

Item No.27: To consider the proposal of Centre of Advanced Study in Zoology, University of Delhi regarding change in specialisation of the teaching posts sanctioned during V Plan.

....

The Commission agreed that three Professorships (two sanctioned under the Centres of Advanced Study and one under the V Plan) may have the specialisation of Entomology/Cell Biology/Cytogenetics/Biological Chemistry, subject to the condition that not more than one Professor would be appointed in each of the specialisations. The Commission also agreed that the post of Reader may be treated as open.

Item No.28: To consider the proposal of Delhi University regarding the field of specialisation of the post of Professor in Mathematical Statistics sanctioned during the V Plan.

....

The Commission considered the proposal of the Delhi University regarding the field of specialisation of the post of Professor in the Department of Mathematical Statistics sanctioned during the V Plan and agreed that the specialisation of the post may be Theoretical Statistics (Multi-variate Analysis, Statistical Inference etc.).

Item No.29: To consider the proposal of Lucknow University for change of specialisation for some posts approved by the Commission during the V Plan period.

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The Commission considered the proposal of the Lucknow University for change of specialisation of some of the posts sanctioned during the V Plan and agreed that the specialisation of the approved posts may be as follows:

1. One post of Professor in Mathematics may be treated as open.
2. One post of Professor and one Reader in Physics may be in the field of solid state physics (experimental).
3. One post of Professor and one Reader in Physics may be in the field of theoretical Physics.

With regard to the post of Professor in Anthropology, it was noted that the Commission had recommended this as an open post and therefore it is for the University to decide as to the specialisation with which it would like to fill the post.

It was also noted that the proposal of the University for change of the specialisation of the posts in the Department of Chemistry would be brought up before the Commission after the necessary information, already asked for, from the University has been supplied.

Item No. 30: To consider a proposal from Patna University¹ regarding the changes effected in the areas of specialisation of certain additional posts sanctioned to the Department of Botany of the University on the basis of Fifth Plan Visiting Committee's recommendations.

....

The Commission desired that the proposal of the University may be referred to the Committee which is shortly visiting the University to consider the proposal of the Department of Botany, Patna University, to participate in the programme of Special Assistance to University Departments.

In this connection, the Commission desired that the University be informed that the specialisation revised by it may not be acted upon till a final decision of the Commission is available.

Item No. 31: To consider the proposal of the Banaras Hindu University for creation of post of Lecturer in Sinhalese during the V Plan period

....

The Commission accepted the proposal of the Banaras Hindu University for providing a post of Lecturer in Sinhalese as part of V Plan development proposals of the University.

Item No. 32: To consider the proposal of the Banaras Hindu University for assistance for establishing a Centre for Life Sciences.

.....

The Commission considered the proposal of the Banaras Hindu University for establishing a Centre of Life Sciences and desired that the University be advised to set up the Centre within the assistance recommended by the Visiting Committee under first and second priorities for the purpose, as given in Appendix IX.

Item No. 33: To consider further proposal of Saurashtra University for development of its Rajkot Campus during V Plan.

....

Consideration of this item was deferred to the next meeting of the Commission.

Item No.34: To consider the report of the Visiting Committee appointed by the University Grants Commission to examine the Fifth Plan development proposals of Visva-Bharati University, Santiniketan.

....

The Commission considered the report of the Visiting Committee appointed by the Commission to examine the V Plan development proposals of Visva Bharati and generally accepted the recommendations of the Committee. The Commission made the following observations in this regard:

1. The additional six posts of teachers for the higher secondary school may be provided in Patha Bhawan.
2. The University may keep in view the recommendations of the Masud Committee while restructuring its undergraduate courses.
3. The Visva-Bharati may not start at this stage teaching of all the Indian languages. It is advisable to confine its language programme to 2 or 3 Indian languages other than Bengali and Hindi, e.g. Marathi, Assamese and Tamil. The Hindi programme may be strengthened, and one post of Lecturer may be provided for the purpose.
4. To develop the studies on the history, culture and philosophy of China, the Cheena Bhawan may inter-act more closely with the Department of History and Philosophy.
5. The Visva Bharati may undertake popularisation of science in rural areas as part of its extension programmes.

The Commission agreed that assistance may be provided to the University as given in Appendix X.

It was noted that the requirements of the Kala Bhawana and Sangeet Bhawana, which have not so far been assessed, would be brought up before the Commission later.

Item No.35: To note the date and place for the next meeting of the Commission.

....

It was noted that the next meeting of the Commission will be held in New Delhi on 16th May, 1977.

Item No.36: To consider the question of providing recurring assistance to computer centres in the universities.

....

The Commission agreed that assistance for the development of the computer centres in the universities sanctioned in the IV Plan may be on the same basis as in the case of the computers set up during the V Plan. While determining this assistance, it was noted, the positions created during the IV Plan period in different Centres would be taken into account for determining the maintenance grant payable for the computer centres.

Item No.37: To consider further the question of sponsoring delegations from the universities to the selected International Conferences/Seminars/Workshops.

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Consideration of this item was deferred for the next meeting.

(SATISH CHANDRA)
CHAIRMAN

(R.K. CHHABRA)
SECRETARY

Appendix III to
Item No. 7.

Institute of Medical Sciences, Banaras Hindu University

(5th plan sanctions)

(A) <u>Non-recurring:</u>		(Rs in lakhs)	
(a) Buildings	...	19.00	(Annexure-I)
(b) Equipment	...	58.45	(Annexure-II)
(c) Books and Journals	...	10.90	(Annexure-III)
(d) Miscellaneous	...	3.50	(Annexure-IV)
	Total (N.R.)...	91.85	
(B) <u>Recurring:</u>			
(i) Faculty	...		(Annexure-V)
(ii) Non-teaching and technical staff of the Departments of the Institute.			(Annexure-VI)
(iii) Jr. Research Fellowships *			10 at any given time.
(iv) Adm. staff of the Institute**			Rs 0.50 lakhs p.a.
(v) Maintenance of laboratories			Rs 2.00 lakhs p.a.

* The provision may be used for extending the existing building and the accommodation for the departments adjusted suitably.

** Details of the staff to be appointed to be determined with the approval of the U.G.C.

Annexure-I

Institute of Medical Sciences

(a) Buildings

<u>Sl.No.</u>	<u>Name of the Department</u>	<u>(Rupees in lakhs)</u>
1.	Anatomy	2.00*
2.	Pharmacology	2.00*
3.	Microbiology	4.25*
4.	Godown and garrage	0.75
5.	Hostels	10.00
		<hr/>
		19.00
		<hr/>

* The provision may be used for extending the existing building and the accommodation for departments adjusted suitably.

Annexure-II

Institute of Medical Sciences

(b) Equipment

<u>S.No.</u>	<u>Name of the Department</u>		<u>(Rs in lakhs)</u>
1.	Anatomy	...	1.00
2.	Physiology	...	1.00
3.	Biochemistry	...	1.00
4.	Biophysics	...	1.00
5.	Pharmacology	...	1.00
6.	Pathology	...	1.00
7.	Microbiology	...	2.00
8.	Forensic Medicine	...	0.50
9.	Obstetrics & Gynaecology	...	1.00
10.	Preventive & Social Medicine	...	1.00
11.	<u>Surgery</u>		
	(i) General Surgery Sec.		1.00
	(ii) Paediatric Surgery Sec.		1.00
	(iii) Urology Section		3.00
	(iv) Neuro Surgery Section		2.00
	(v) Plastic Surgery Sec.		1.00
	(vi) Cardio-Vascular & Thoracic Surgery Sec.		5.00
12.	<u>Medicine</u>		
	(i) Section of Cardiology		5.00
	(ii) Section of Neurology		2.00
	(iii) Section of Skin & V.D.		1.00

p.t.o.

<u>S.No.</u>	<u>Name of Department</u>	<u>(Rs in lakhs)</u>
<u>Medicine (contd.)</u>		
(iv)	Section of Endocrinology and Metabolism.	2.00
(v)	Section of Gastroenterology	1.00
(vi)	Section of Nephrology	1.00
(vii)	Section of Tuberculosis and Chest diseases.	1.00
(viii)	General Medicine	1.00
13.	Orthopaedics	1.00
14.	Anaesthesiology	1.00
15.	Radiology	1.00
16.	Ophthalmology	1.00
17.	Paediatrics	1.00
18.	Radiotherapy	2.50
19.	Dental Surgery	1.50
20.	Psychiatry	2.00
21.	E.N.T.	1.00
<u>Other Units</u>		
1.	Community medicine	0.75
2.	Art & Photo Section	
3.	Central Workshop	
4.	Animal House	5.00
5.	Surgical Research Lab.	
6.	Mortuary Equipment	1.20
7.	Central Clinical Biochemical Laboratory	2.00
Total Equipment:		58.45

Note: The Basic Grant of Rs 10.00 lakhs already made will be adjusted against this.

Annexure-III

Institute of Medical Sciences

(c) Books and Journals

<u>S.No.</u>	<u>Name of the Department</u>	<u>(Rs in lakhs)</u>
1.	Anatomy ...	0.30
2.	Physiology ...	0.30
3.	Biochemistry ...	0.30
4.	Biophysics ...	0.30
5.	Pharmacology ...	0.30
6.	Pathology ...	0.30
7.	Microbiology ...	0.30
8.	Forensic Medicine ...	0.30
9.	Obstetrics & Gynaecology ...	0.30
10.	Preventive & Social Medicine ...	0.30
11.	<u>Surgery</u> ...	
	(i) General Surgery Section	0.30
	(ii) Paediatric Surgery Section	0.30
	(iii) Urology Section	0.30
	(iv) Neuro Surgery Section	0.30
	(v) Plastic Surgery Section	0.30
	(vi) Cardio-Vascular and Thoracic Surgery Section.	0.30
12.	<u>Medicine:</u>	
	(i) Section of Cardiology	0.30
	(ii) Section of Neurology	0.30
	(iii) Section of Skin & V.D.	0.30
	(iv) Section of Endocrinology & Metabolism.	0.30

<u>Medicine (contd.)</u>		
(v)	Section of Gastroenterology	0.30
(vi)	Section of Nephrology	0.30
(vii)	Section of Tuberculosis & chest diseases.	0.30
(viii)	General medicine	0.30
13.	Orthopaedics	0.30
14.	Anaesthesiology	0.30
15.	Radiology	0.30
16.	Ophthalmology	0.30
17.	Paediatrics	0.30
18.	Radiotherapy	0.30
19.	Dental Surgery	0.30
20.	Psychiatry	0.30
21.	E.N.T.	0.30
<u>Other Units:</u>		
1.	Institute Library	1.00
<u>Total:</u>		<u>10.90</u>

Note: The basic grant of Rs 4.00 lakhs already made will be adjusted against this sanction.

Annexure-IV

Institute of Medical Sciences

(d) Miscellaneous

<u>S.No.</u>	<u>Purpose</u>	<u>(Rs in Lakhs)</u>
1.	Student Amenities (Furniture etc.)	1.00
2.	Office equipment (common for all)	1.00
3.	Furniture (common for all)	1.00
4.	Training in Community Medicine	0.50
	Total Misc.	<hr/> 3.50 <hr/>

Annexure-V

V Plan - Institute of Medical Sciences,
Banaras Hindu University.

Faculty and their specialisation - teaching
staff as approved by the Commission.

...

<u>S.No.</u>	<u>Department</u>	<u>Faculty/Specialisation</u>
1.	Anatomy	P=1 Neuroanatomy R=1 Teratology L=2
2.	Physiology	P=1 Neurophysiology
3.	Bio-chemistry	P=1 Membrane Bio-chemistry L=1 Molecular Bio-chemistry
4.	Pharmacology	L=1
5.	Pathology	P=1 Immuno-Pathology R=1 Cytology
6.	Microbiology	R=1 Parasitology L=2 1- Immunology 1- Bacteriology
7.	Forensic Medicine	L=1
8.	Obstetrics & Gynaecology	R=1 Social Obstetrics
9.	Preventive & Social Medicine	R=1 Health Statistics L=1
10.	<u>Surgery</u>	
	(i) General Surgery	R=1 L=1
	(ii) Paediatric Surgery Section	P=1
	(iii) Urology Section	P=1
	(iv) Neurosurgery Section	P=1
	(v) Plastic Surgery	P=1

<u>Surgery (contd.)</u>			
	(vi) Cardio-Vascular and Thoracic Surgery Section.	P=1	Cardio-Thoracic Surge
11.	<u>Medicine</u>		
	(i) Cardiology Section	P=1	
		R=1	
		L=1	
	(ii) Neurology Section	R=1	
	(iii) Endocrinology and Metabolism.	P=1	Endocrinology
		L=1	
	(iv) Gastroenterology	P=1	
	L=1
	(v) Nephrology	P=1	
		L=1	
	(vi) Medicine	R=1	General Medicine
12.	Orthopedics	L=1	
13.	Anaesthesiology	R=1	
14.	Radiology	R=1	
		L=1	
15.	Paediatrics	R=1	Social Paediatrics
		L=1	Child Psychology
16	Radiotherapy and Cancer Research	R=1	Nuclear Medicine
17	Dental Surgery Section	P=1	
		R=1	
18.	Psychiatry	R=1	Bio-Psychiatry
		L=2	(i) Social Psychiatry (ii) Biological Psychi

Annexure-VI

Technical and other staff
approved for the Institute.

<u>S.No.</u>	<u>Department</u>	<u>Details of posts</u>	
1.	Anatomy	Senior Technical Assistant	1
		Laboratory Assistant	1
		Animal Attendant	1
2.	Biochemistry	Animal Attendant	1
3.	Biophysics	Laboratory Assistant	1
4.	Pharmacology	Laboratory Assistant	1
		Animal Attendant	1
5.	Pathology	Senior Technical Assistant	1
6.	Microbiology	Senior Technical Assistant	1
		Laboratory Assistant	1
		Animal Attendant	1
		Laboratory Attendant	1
7.	Forensic Medicine	Museum Curator	1
		Store-keeper	1
		Dome	1
8.	Obstetrics & Gynaecology	Store-keeper	1
9.	Preventive and Social Medicine.	Auxiliary Nurse Midwife	1
		Health Visitors	2
		Driver	1
		Laboratory Assistant	1
		Laboratory Attendant	1
		Block Servants	2
		Cook	2

<u>S.No.</u>	<u>Departments</u>	<u>Details of posts</u>	
	Preventive and Social Medicine (contd.)	Store-keeper	1
		Pump Operator	1
		Compounder	1
		Chowkidar	1
		Sweeper	1
10.	<u>Surgery</u>		
	(i) Section of Paediatric Surgery	Senior Technical Assistant	1
		Laboratory Attendant	1
	(ii) Section of Urology	Senior Technical Assistant	1
		Laboratory Attendant	1
	(iii) Section of Neuro Surgery	Senior Technical Assistant	1
		Laboratory Attendant	1
	(iv) Section of Plastic	Senior Technical Assistant	1
		Laboratory Attendant	1
	(v) Section of Cardio- Vascular and Thoracic Surgery	Senior Technical Assistant (Heart-Lung)	1
		Senior Technical Assistant (Pathology work)	1
		Laboratory Attendant.	1
11.	<u>Medicine</u>		
	(i) Section of Cardiology	Senior Technical Assistant	1
		Laboratory Attendant	1
	(ii) Section of Neurology	Laboratory Attendant	1
	(iii) Section of Skin and V.D.	Senior Technical Assistant	1
		Laboratory Assistant	1
		Health Visitor	1
		Laboratory Attendant	1
		Social Worker	1

<u>S.No.</u>	<u>Department</u>	<u>Details of Posts</u>	
	(iv) Section of Endocrinology & Metabalism.	Senior Technical Assistant	1
		Laboratory Attendant	1
	(v) Section of Gastro- enterology	Senior Technical Asstt.	1
		Laboratory Attendant	1
	(vi) Section of Nephrology	Senior Technical Asstt.	1
		Laboratory Attendant	1
	(vii) Section of Tuberculosis & Chest Diseases	Senior Technical Asstt.	1
		Laboratory Assistant	1
		Health Visitor	1
		Social Worker	1
		Social Worker	1
		Laboratory Attendant	1
12.	Orthopedics	Store-keeper	1
		Laboratory Assistant	1
		Physio Therapist	1
		Orthopedic Therapist	1
13.	Anaesthesiology	Store-keeper	1
		Laboratory Assistant	1
14.	Radiology	Record-keeper	1
		Store-keeper	1
15.	Ophthalmology	Senior Refractionist	2
		Store-keeper	1
		Laboratory Assistant	1
		Laboratory Assistant	1
		Animal Attendant	1

<u>S.No.</u>	<u>Department</u>	<u>Details of post</u>	
16.	Paediatrics	Public Health Nurse.	1
		Store-keeper	1
		Statistical Assistant	1
		Animal Attendant	1
17.	Radiotherapy and Cancer Research	Store-keeper	1
		Social Worker	1
		Laboratory Assistant	1
18.	Dental Surgery	Senior Technical Assistant	1
		Laboratory Assistant	1
		Dental Hygienist	1
		Store-keeper	1
		Dental Laboratory Attendant	1
19.	Psychiatry	Store-keeper	1
		Laboratory Attendant	1
		Social Worker	1
		Driver	1
20.	E.N.T.	Store-keeper	1
		Acoustics	1
<u>Central Facilities</u>			
(1)	Surgical Research Laboratory	Senior Research Fellows	2
		Junior Research Fellows	2
		Senior Technical Assistant	2
		Laboratory Assistant	1
		Laboratory Attendant	1
		Sweeper-cum-Dome	1

(2) Animal House	Incharge Animal House	1
	Animal Caretaker	1
	Store-keeper	1
	Incinerator Operator	1
	Sweeper-cum-Dome	2
	Animal Attendant	3
(3) Central Workshop	Electronic Engineer	1
	Gas House Attendant	1
(4) Art & Photo Section	Photographer	1
	Artist	1
	Store-keeper	1
	Attendant	1
(5) Library	Professional Assistant	1
	Semi-Professional Assistant	2
	Library Attendant	2
(6) Mortuary Complex	Senior Technical Assistant	1
	Mortuary Attendant	1
	Dome	1
(7) Publication Unit	Proof Reader	1
	Packer	1

Note: The scale^s of pay will be as approved for similar posts in the university.

Appendix IV to Item No.9

Department of Sociology - Panjab University

Recurring:

- | | | | |
|-----|-------------------------------------|----------------------|---|
| 1. | Professor | - 1 | (Population Studies/
Urban Sociology) |
| 2. | Readers | - 3 | (Social Stratification, Social
Demography and Quantitative
Methods in Sociology). |
| 3. | Research Associates | - 2 | |
| 4. | Visiting Teachers | Rs 30,000 p.a. | |
| 5. | Teacher Fellowships | - 4 at any one time. | |
| 6. | Senior Research
Fellowships | - 2 at any one time | |
| 7. | Junior Research
Fellowships | - 4 every year | |
| 8. | National
Scholarships | - 4 every year | |
| 9. | Research Grant | - Rs 10,000 p.a. | |
| 10. | Administrative &
Technical Staff | - Rs 20,000 p.a. | |
| 11. | Publications | - Rs 10,000 p.a. | |
| 12. | Books & Journals | - Rs 25,000 p.a. | |
| 13. | Miscellaneous
expenditure | - Rs 5,000 p.a. | |

Non-Recurring:

- | | | |
|----|--|---------------|
| a) | Books & Journals | - Rs 1,50,000 |
| b) | Equipment | - Rs 50,000 |
| c) | Building (for 2 seminar
rooms, Staff Rooms and
Departmental Library) | Rs 2,50,000 |
| d) | Fixtures and
Fittings | - Rs 25,000 |
| e) | Seminar | - Rs 30,000 |

Appendix V to Item No. 10
Department of History (Modern Indian)
Calcutta University.

Recurring:

1. Professor - one (in Social or Cultural History)
2. Readers - two (one in European History and the other in East Asia).
3. Lecturers - four
4. Research Associates - 3
5. Senior Research Fellowships - 2 at any one time
6. Junior Research Fellowships - 4 p.a.
7. Teacher Fellowships - 4 at any one time.
8. National Scholarships - 4 every year
9. Visiting Fellows - Rs 30,000 p.a.
10. Refresher courses & seminars etc. Rs 10,000 p.a.
11. Administrative & Technical staff - Rs 15,000 p.a.
12. Publications - Rs 10,000 p.a.
13. Library books & journals - Rs 20,000 p.a.
14. Contingencies - Rs 5,000 p.a.
15. Research grant - Rs 10,000 p.a.

Non-Recurring:

- a) Building (4000 sq.ft.) - Rs 2,00,000
- b) Furniture, fixture and fittings - Rs 40,000
- c) Books & Journals - Rs 1,50,000
- d) Microfilm Reader Rs 6,000 or actual cost.
- e) Xerox & typewriter - Rs 40,000

Appendix VI to Item No15

Recommendations of the COHSSIP
Conference (January 1977).

...

(1) COHSSIP is meant for all the students and should be integrated into the normal programme of studies in the college. It is possible that some parts of the COHSSIP though kept open to all, may not be taken up by all the students equally well. But the college should not disqualify students on its own by restricting the programme to a few. Similarly in the beginning it may be necessary for a time to have the COHSSIP separated from other programmes in the college for the sake of special care and better organisation. But sooner rather than later the COHSSIP must improve and vivify the normal approach to teaching so that improved methods of teaching-learning-assessment become the normal process in the college:

(ii) Teachers in the COHSSIP colleges can and should adopt better methods of assessment. A combination of essay type and objective tests should be used to meet the requirement of specific situations. The COHSSIP colleges should be encouraged to expose teachers to reorientation courses on methods of testing and evaluation.

(iii) No financial incentives should be given to teachers or students doing COHSSIP work. However, special consideration may be given to well-thought out programmes for faculty development proposed by COHSSIP colleges to encourage teachers doing excellent COHSSIP work.

(iv) Amounts sanctioned for non-recurring items and not spent during one academic year may be carried forward to the next academic year. Normally, books should be purchased as soon as possible, but in case of some special difficulty, grants for books may be carried over to the next year. Re-adjustments between different heads of budget in an approved programme are possible to the extent of 10 per cent of the total grant for the year. However, major adjustments in a plan already accepted may be sent to the UGC as a fresh revised proposal.

(v) Teaching assistants paid under the COHSSIP should preferably be postgraduate or research students. If a good case can be made out by a college for using first degree holders as teaching assistants, the UGC may agree, but normally this category of assistants should be considered least acceptable.

(vi) Persons with qualifications such as a B.A. Pass or B.Com. who are assigned clerical or computational work connected with COHSSIP teaching should be considered under the budget provisions for "Office assistant" and not "teaching assistant".

...

(vii) Provision may be made for one or two - part-time office assistants/typists but full-time office staff may not be employed under the programme.

(viii) Costly equipments whose price consumes a major part of the budget should not be provided under COHSSIP. Xerox machines may not be permitted.

(ix) Regular annual or semi-annual COHSSIP conferences or orientation programmes for smaller groups (regions, zones etc.) should be sponsored by the UGC through COHSSIP colleges.

(x) A quarterly COHSSIP Newsletter for sharing news and views may be started. Professor Jayakar of Ramnarain Rui College, Bombay may be requested to undertake this project

(xi) Autonomy is necessary in fully implementing the new methods of teaching and evaluation under COHSSIP and every COHSSIP college should work towards this.

(xii) The initial period for the COHSSIP will continue to be three years for the present.

(xiii) A set of guidelines for study tours under COHSSIP should be worked out. In the meantime, this activity may not be given high priority.

Appendix VII to Item No.22

Assistance approved for establishment
of School of Life Sciences at Kanpur
University during the Vth Plan Period.
(Figures in lakhs of rupees & represents
UGC Share)

A. Non-Recurring

1. Building for the School		7.75
2. Staff Quarters)	} To be treated as Central facility.	4.00
3. Men's Hostel		2.50
4. Women s Hostel)		2.25
5. Equipment		12.00
6. Animal House/Farm House/Glass House/ Fish Pond		1.00
7. Visiting Fellowship		0.50
8. Contengencies		<u>1.00</u>
	Total:-	<u>31.00</u>

B. Recurring

1. Four Professors - with specialisation in Plant Physiology/Animal Physiology/Bio-chemistry(Micro-biel & Industrial)/ Cell biology or cytogenetics/ Spectual and developmental Botany or Zoology.
2. Eight Readers - with specialisation in Microbiology/ Biophysics/Botany and Zoology preferably in areas of cytology, Taxonomy evolutionery biology, morpology and anatomy/ecology or enviremental Biology/genetics.
3. Eight Tech. Assistants.

Four Junior Research Fellowships of the value Rs.400/- p.m. at any given time.

Appendix VIII to Item No.23

<u>Sl.No.</u>	<u>Department</u>	<u>Staff Sanctioned</u>	
		<u>Prof.</u>	<u>Reader</u>
1.	Business Economics	-	1
2.	Political Science	-	1
3.	History	-	1
4.	Philosophy	1	1
5.	Mathematics	-	1
6.	Sanskrit	1	1

The specialisation of the faculty may be determined by the University with regard to the re-orientation of courses at the South Delhi Campus.

Appendix IX to Item No.32.

Assistance approved for establishment
of a Centre for Life Sciences at Banaras
Hindu University.
(Figures are in lakhs of rupees)

A. Non-Recurring

1. Books & Journals	0.50
2. Equipment (Amino Acid Analyser)	4.00
3. Laboratory	0.50
4. Building	<u>3.00</u>
Total:-	<u>8.00</u>

B. Recurring

1. One Reader in Bio-chemistry.
2. Three lecturers - one each in Botany,
Bio-chemistry and Zoology.
3. One Technician.
4. One Lab. Assistant.
5. Two Lab. Attendants.
6. One Clerk.

APPENDIX-X TO ITEM NO. 34

VISVA - BHARATI (FIFTH PLAN SANCTIONS)

S.N.	Item	Rs. in lakhs
1.	Continuing schemes (Annexure-I)	27.55
2.	Fresh proposals accepted prior to the visit of the Visiting Committee. ... (Annexure-II)..	
3.	Equipment ; (Annexure-III)	15.75
4.	Books & Journals ;	18.30
5.	Building (Annexure-IV)	39.20
6.	Additional Teaching Staff (Annexure-V)	
7.	Other Staff (Annexure-VI)	
8.	Miscellaneous (Annexure-VII)	

ANNEXURE-I

CONTINUING SCHEMES:

Spill-over from Fourth Plan:

1. Humanities Building - Phase-I (Teaching Block)	...	Rs. 7,83,659-00
2. Two Boys' Hostels:		
(i) Vidya Bhavana Hostel	...	Rs. 41,000-00
(ii) Kala Sangit Hostel	...	Rs. 7,04,000-00
3. (a) Vinaya Bhavana:		
Committed expenditure towards payment of Architects fees and for purchase of equipment.	...	Rs. 12,964-22
4. Miscellaneous Projects:		
(i) Siksha Bhavana Hostel.	...	Rs. 45,000-00
(ii) Teachers' Hostel.	...	Rs. 10,000-00
(iii) Improvement of Kitchen & Dining Hall.	...	Rs. 57,000-00
(iv) Staff quarters.	...	Rs. 9,000-00
(v) Extension of Press building.	...	Rs. 55,000-00
(vi) Record Room.	...	Rs. 22,500-00
(vii) Renovation of international Guest House.	...	Rs. 50,000-00
(viii) Master Plan.	...	Rs. 20,000-00
(ix) Green House.	...	Rs. 1,703-08
(x) Science Canteen.	...	Rs. 9,427-21
(xi) Library building & furniture (PSV)	...	Rs. 5,732.82
(xii) Two worksheds for CIT section.	...	Rs. 20,650-00
(xiii) C.I.T. Girls' Hostel.	...	Rs. 1,408-51
5. Security Measures - (G.I. chain link fencing at Santiniketan and Sriniketan).	...	Rs. 1,23,000-00
6. Security Measures at Uttarayan & Nandan	...	Rs. 1,08,000-00
7. 64 Non-academic staff quarters	...	Rs. 3,00,000-00
8. University Water Supply scheme	...	Rs. 1,44,000-00
9. Providing street light in Campus	...	Rs. 2,000-00

APPENDIX-X TO ITEM NO. 34

VISVA - BHARATI (FIFTH PLAN SANCTIONS)

S.No.	Item	Rs. in lakhs
1.	Continuing schemes (Annexure-I)	27.55
2.	Fresh proposals accepted prior to the visit of the Visiting Committee. (Annexure-II).....	
3.	Equipment (Annexure-III)	15.75
4.	Books & Journals	18.30
5.	Building (Annexure-IV)	39.20
6.	Additional Teaching Staff (Annexure-V)	
7.	Other Staff (Annexure-VI)	
8.	Miscellaneous (Annexure-VII)	

ANNEXURE-I

CONTINUING SCHEMES:

Spill-over from Fourth Plan:

1. Humanities Building - Phase-I (Teaching Block) ...	Rs. 7,83,659-00
2. Two Boys' Hostels:	
(i) Vidya Bhavana Hostel ...	Rs. 41,000-00
(ii) Kala Sangit Hostel ...	Rs. 7,04,000-00
3. (a) Vinaya Bhavana:	
Committed expenditure towards payment of Architects fees and for purchase of equipment. ...	Rs. 12,964-22
4. Miscellaneous Projects:	
(i) Siksha Bhavana Hostel. ...	Rs. 45,000-00
(ii) Teachers' Hostel. ...	Rs. 10,000-00
(iii) Improvement of Kitchen & Dining Hall. ...	Rs. 57,000-00
(iv) Staff quarters. ...	Rs. 9,000-00
(v) Extension of Press building. ...	Rs. 55,000-00
(vi) Record Room. ...	Rs. 22,500-00
(vii) Renovation of international Guest House. ...	Rs. 50,000-00
(viii) Master Plan. ...	Rs. 20,000-00
(ix) Green House. ...	Rs. 1,703-08
(x) Science Canteen. ...	Rs. 9,427-21
(xi) Library building & furniture (PSV) ...	Rs. 5,732.82
(xii) Two worksheds for CIT section. ...	Rs. 20,650-00
(xiii) C.I.T. Girls' Hostel. ...	Rs. 1,408-51
5. Security Measures - (G.I. chain link fencing at Santiniketan and Sriniketan). ...	Rs. 1,23,000-00
6. Security Measures at Uttarayan & Nandan ...	Rs. 1,08,000-00
7. 64 Non-academic staff quarters ...	Rs. 3,00,000-00
8. University Water Supply scheme ...	Rs. 1,44,000-00
9. Providing street light in Campus ...	Rs. 2,000-00

10.	Improvement of existing hostel facilities	...	Rs.	1,000-00	
11.	Children's library (Patha Bhavana)	...	Rs.	35,000-00	
12.	Development of Play fields & Purchase of accessories.	...	Rs.	3,000-00	
13.	Equipment - Humanities.	...	Rs.	144-14	
14.	Equipment - Sangit Bhavana.	...	Rs.	2,959-16	
15.	Preservation of Manuscripts.	...	Rs.	9,994-85	
16.	C.I.T. Machinery Tools.	...	Rs.	841-27	
17.	Village Extension - Equipment & accessories.	...	Rs.	1,900-02	
18.	Salaries of Staff (Fourth Plan)				
	Humanities	...	Rs.	40,000-00	
	Science	...	Rs.	33,182-40	
	Specific grant outside Fourth Plan	...	Rs.	20,963-35	
19.	Salary of Development Officer outside Fourth Plan.	...	Rs.	16,000-00	
20.	Salary of Security Staff outside Fourth Plan	...	Rs.	60,956-61	
<u>Total:</u>				...	<u>Rs. 27,54,936-7</u>

ANNEXURE-II

Fresh proposals accepted prior to the Visiting
Committee assessment.

1.	Basic grant for purchase of books & journals.	Rs. 5,00,000-00
2.	Basic grant for purchase of Scientific Equipment.	Rs. 5,00,000-00
3.	Purchase of books, equipment Patha Bhavana.	Rs. 20,000-00
4.	Compilation of Dictionary of Philosophical Symbolical & Religious Terms.	Rs. 3,000-00
5.	Special Officer Rural Extension P.S.V. (Rs.700-1300)	1
6.	Lecturer in Persian	1
7.	Visiting Professors @ Rs.3,000/- per month each.	5

ANNEXURE-III

Equipment and Books and Journals

S.No.	Department	Equipment	Books & Journals
		(Rupees in lakhs)	
1.	Shiksha Satra	0.50	0.20
2.	Patha Bhavana	0.10	0.20
3.	Uttar Shiksha Satra	0.15	0.20
4.	School of Life Sciences.	3.00	2.00
5.	School of Languages.	--	0.70
6.	School of Social Sciences & Rural Development.	0.20	1.00
7.	Chemistry.	2.00	2.00
8.	Physics.	3.00	2.00
9.	Economics.	0.50	--
10.	Philosophy.	--	0.50
11.	Social Work.	--	1.00
12.	Mathematics.	--	1.00
13.	School of Historical Studies.	--	0.50
14.	Workshops and University Service and Instrumentation Centre.	10.00	--
15.	Central Library.	0.30	5.00
Total:		19.75	18.30

ANNEXURE-IV

<u>S.No.</u>	<u>Building</u>	<u>Rupees in lakhs</u>
1.	Patna Bhavana - (Hostels for Girls) ...	5.00
2.	Shiksha Satra - (Workshop) ...	0.50
3.	Shiksha Satra - (Day Study Centre) ...	0.70
4.	School of Historical Studies ...	1.50
5.	School of Life Sciences (Laboratory Building) ...	2.00
6.	School of Social Sciences & Rural Development (additional accommodation at Sriniketan). ...	2.00
7.	Chemistry Department - (Laboratory Building) ...	2.00
8.	Physics Department - (Laboratory Building) ...	2.00
9.	Mathematics Department - (additional accommodation) ...	1.50
10.	Social Work (Library) ...	1.00
11.	University Service and Instrumentation Centre (additional accommodation). ...	1.50
12.	Hostel for research scholars and Visiting Fellows. ...	8.00
13.	Staff Quarters. ...	10.00
14.	Shiksha Bhavana (Library) ...	1.50
<hr/>		
Total: ...		39.20
<hr/>		

ANNEXURE V

Additional Teaching Staff approved during the Fifth Plan

S.No.	Department	Staff		
		P	R	L
1.	<u>School of languages :</u>			
	i. Sanskrit/Palli/prakrit	-	-	2
	ii. Oriya	1	-	-
	iii. Marathi/Tamil/Assamese	-	-	3
	iv. Bengali	-	-	1
	v. Hindi	-	-	1
	vi. Linguistics	-	-	1
	vii. English & Modern European Languages	-	-	2
2.	<u>Vidya Bhavana :</u>			
	i. School of Historical Studies	1	2	4
	ii. Social Work	1	1	1
	iii. Economics & Political Science	-	2	3
3.	<u>Shiksha Bhavana :</u>			
	i. School of Life Sciences	1	3	1
	ii. Chemistry	1	1	-
	iii. Physics	-	2	-
4.	<u>Palli Sangathan Vibhaga :</u>	1	2	9
<u>Total:</u>		<u>6</u>	<u>13</u>	<u>28</u>

P - Professor

R - Reader

L - Lecturer

ANNEXURE-VI

Other Staff approved during the Fifth Plan period

<u>S.N.</u>	<u>Department</u>		<u>Staff*</u>	
1.	Patha Bhavana	...	Psychologist	1**
2.	Shiksha Satra	...	Principal	1
			Assistant Lecturers	3
3.	Uttar Shiksha Sadana	...	Teachers in the approved scale for Patha Bhavana.	5
			Senior Assistant	1
			Clerk-cum-Typist	1
4.	School of Languages	...		
	i. Indo-Tibetan Studies	...	Research Associate	1
	ii. Bengali	...	Technical Assistant	1
5.	Widya Bhavana			
	School of Historical Studies	...	Excavation Assistant	1
			Curator	1
6.	Shiksha Bhavana			
	School of Life Sciences	...	SOA/Typist	1
			Technician	1
			Laboratory Assistants	2
			Store-keeper	1
			Gardner	1
			Animal Keeper	1
			Laboratory Attendants	2
7.	Science Library	...	Assistant Librarian	1
			Professional Assistant	1
			Attendants	2
8.	Pali Sangathana Vibhaga	...	Research Investigators	4
9.	Central Library	..	Professional Assistants	2
10.	Ravindra Bhavana	...	Reprographer-cum-Photographic Officer.	1
			Dark-room Assistant	1
			Museum Guide	1
11.	Dispensary	...	Nurses	2

* Scales of pay for these posts to be the same as for similar existing posts in the University.

** Scale of pay to be fixed in consultation with U.G.C.

MISCELLANEOUS SCHEMES

<u>S.N.</u>	<u>Scheme</u>		<u>Rupees in Lakhs</u>
1.	<u>School of Social Sciences & Rural Development:</u>		
	i. Mini Bus	...	0.50
	ii. Travel expenses & contingencies.	! Details to be forwarded by the University.	0.65
	iii. Administrative expenses.	!	0.50
2.	Dispensary - equipment	...	0.75
3.	Indo-Tibetan Studies - purchase of Old manuscripts.	...	0.05
4.	Maintenance and preservation of old manuscripts.	...	0.20
5.	School of Historical Studies - Exploration charges.	...	0.30
6.	5 Fellows @ Rs.2,000/-p.m. - 5 Scholarships @ Rs.1,000/-p.m.	...	
7.	Junior Research Fellowships - 25 of the value of Rs.400/-p.m. at any given time to be operated according to UGC rules.	...	

ANNEXURE-VI

Other Staff approved during the Fifth Plan period

<u>S.N.</u>	<u>Department</u>		<u>Staff*</u>	
1.	Patha Bhavana	...	Psychologist	1**
2.	Shiksha Satra	...	Principal	1
			Assistant Lecturers	3
3.	Uttar Shiksha Sadana	...	Teachers in the approved	5
			scale for Patha Bhavana.	
			Senior Assistant	1
			Clerk-cum-Typist	1
4.	School of Languages	...		
	i. Indo-Tibetian Studies	...	Research Associate	1
	ii. Bengali	...	Technical Assistant	1
5.	Widya Bhavana			
	School of Historical Studies	...	Excavation Assistant	1
			Curator	1
6.	Shiksha Bhavana			
	School of Life Sciences	...	SOA/Typist	1
			Technician	1
			Laboratory Assistants	2
			Store-keeper	1
			Gardner	1
			Animal Keeper	1
			Laboratory Attendants	2
7.	Science Library	...	Assistant Librarian	1
			Professional Assistant	1
			Attendants	2
8.	Pali Sangathana Vibhaga	...	Research Investigators	4
9.	Central Library	..	Professional Assistants	2
10.	Ravindra Bhavana	...	Reprographer-cum-	1
			Photographic Officer.	
			Dark-room Assistant	1
			Museum Guide	1
11.	Dispensary	...	Nurses	2

* Scales of pay for these posts to be the same as for similar existing posts in the University.

** Scale of pay to be fixed in consultation with U.G.C.

MISCELLANEOUS SCHEMES

<u>S.N.</u>	<u>Scheme</u>	<u>Rupees in Lakhs</u>
1.	<u>School of Social Sciences & Rural Development:</u>	
	i. Mini Bus	0.50
	ii. Travel expenses & contingencies.	0.65
	iii. Administrative expenses.	0.50
	Details to be forwarded by the University.	
2.	Dispensary - equipment	0.75
3.	Indo-Tibetan Studies - purchase of Old manuscripts.	0.05
4.	Maintenance and preservation of old manuscripts.	0.20
5.	School of Historical Studies - Exploration charges.	0.30
6.	5 Fellows @ Rs.2,000/-p.m. - 5 Scholarships @ Rs.1,000/-p.m.	
7.	Junior Research Fellowships - 25 of the value of Rs.400/-p.m. at any given time to be operated according to UGC rules.	

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

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Meeting :

Dated : 18th April, 1977.

Item No. 9 : To consider the report of the Committee which examined the proposal of the Panjab University for participation of its department of Sociology in the UGC's scheme of CAS/DSA in the Humanities and Social Sciences.

.....

The Advisory Committee for Centres of Advanced Study in the Humanities and Social Sciences, at its meeting held on 9th May, 1975, recommended, inter-alia, that the Committee of the Conveners of the Panels in the Humanities and Social Sciences may be requested to identify the departments in each subject which could be considered for support under the programme of CAS/Special Assistance to selected departments. The Conveners of the Panels at their meeting held on July 22, 1975 considered the recommendations of the Advisory Committee and recommended, inter-alia, that proposals may be invited from the Sociology Department of the University of Panjab for support under the above scheme. The Panel on Sociology at its meeting held on 26.7.1976 agreed with the above recommendations of the Conveners of the Panels. The above recommendations have also been accepted by the Advisory Committee for the Centres of Advanced Study. It was decided that a Committee may be set up to examine the proposal of the department of Sociology of Panjab University for support under the scheme of Centres of Advanced Study/Department of Special Assistance. Accordingly, the University Grants Commission constituted a Committee consisting of the following members to examine this :

- i) Prof. M.S.A. Rao,
Head, Deptt. of Sociology,
Delhi University, Delhi-110007.
- ii) Prof. Yogendra Singh,
Chairman,
Centre for the Study of Social Systems,
Jawaharlal Nehru University,
New Delhi-110057.
- iii) Professor Y.B. Damle,
Head, Deptt. of Sociology & Anthropology,
Poona University, Poona.
- iv) Dr. J.N. Kaul,
Joint Secretary,
University Grants Commission,
New Delhi.

p. t. o.

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*p 49-51 The Committee visited the Department of Sociology on the 13th, 14th and 15th January, 1977. The Committee had a series of discussions with (a) the Vice-Chancellor, (b) the Head of the Sociology Department, (c) the members of the staff, (d) research scholars and (e) M. A. students of the Department. A copy of the report of the visiting committee is attached (Annexure).

The Visiting Committee has made the following observations and recommendations :-

The Department of Sociology, Panjab University was established in July, 1960 with a sanctioned faculty strength of 1 Professor, 1 Reader and 3 Lecturers in addition to 2 Research Assistants. At present the department has a sanctioned strength of 1 Professor, 4 Readers, 4 Lecturers and 2 Research Assistants. One Reader's and two Lecturer's posts are lying vacant. The teacher-student ratio in 1975-76 was 6:75 i. e. 12.5 students per teacher.

The Committee noted with a high degree of satisfaction the research projects carried out by the faculty members. The research work done by the faculty members covers areas as Urban Sociology, Social Stratification, Population Studies, Sociology of Education and Social Science Research Methods.

In view of the qualifications and areas of specialisation of individual faculty members and the programme of project research, the Committee is of the view that the Department has the necessary potential to develop their areas of competence viz. quantitative methods of Research Urban Sociology and Population Studies.

In recognition of the quality work done and the potential of the faculty under the leadership of Professor V. S. D' Souza, the Committee, has recommended that the department of Sociology, Panjab University be recognised as a department for special assistance under the UGC's programme of CAS/DSA in the humanities and social sciences. The Committee has also recommended that the Commission may provide assistance to the department for the following :

Recurring:

- | | | | |
|---------------------------------|---|---|--|
| 1. Professor | - | 1 | (Population Studies/
Urban Sociology) |
| 2. Readers | - | 3 | (Social Stratification, Social
Demography and Quantitative
Methods in Sociology) |
| 3. Research Associates | - | 2 | |
| 4. Visiting Professor | - | 1 | |
| 5. Teacher Fellow-
ships | - | 4 | at one time |
| 6. Post-doctoral
Fellowships | - | 2 | at one time |

7. M.Phil./Ph. D. Scholarships.	-	4 every year
8. National Scholarships	-	4 every year
9. Research Grant	-	Rs. 10,000 p. a.
10. Administrative and Technical Staff	-	Rs. 20,000 p. a.
11. Publications	-	Rs. 10,000 p. a.
12. Books & Journals	-	Rs. 25,000 p. a.
13. Miscellaneous Expenditure	-	Rs. 5,000 p. a.

• Non-Recurring:

a) Books & Journals	-	Rs. 1, 50,000
b). Equipment	- . . .	Rs. . 50,000
c) Building (for 2 Seminar Rooms, Staff Rooms and Departmental library)	-	Rs. 2, 50,000
d) Fixtures and Fittings	-	Rs. 25,000

The Committee is also of the view that the Deptt. should check a tendency towards inbreeding in recruitment of faculty, and promote interdisciplinary research involving sister Departments in the country. There is also need for greater communication between the teachers of the Department and those teaching Sociology in the affiliated colleges.

The matter is placed before the Commission for consideration.

AS(HR)/J.S(I)

ANNEXURE to Item No. 9

Report of the UGC Visiting Committee to the Department of Sociology, Panjab University, to consider the Department under the UGC Scheme of CAS/DSA in the Humanities and Social Sciences.

.....

The Committee consisted of the following members :

1. Professor M. S. A. Rao
Head, Deptt. of Sociology,
Delhi University, Delhi-7.
2. Professor Yogendra Singh
Head of the Department of Sociology
Centre for the Study of Social Systems
Jawaharlal Nehru University, N. Delhi-57
3. Professor V. B. Dangle
Head, Deptts. of Sociology & Anthropology
Poona University, Poona.
4. Dr. J. N. Kaul
Joint Secretary
University Grants Commission
Bahadur Shah Zafar Marg
New Delhi-2

The Committee visited the Department on the 13th, 14th and 15th January, 1977. It had discussions with the Vice-Chancellor of the University, the Head of the Department, and had separate meetings with the members of the staff, research scholars and M. A. students of the Department.

The Department of Sociology, Panjab University, was established in July, 1960 with a sanctioned faculty strength of 1 Professor, 1 Reader and 3 Lecturers in addition to 2 Research Assistants. The second post of Reader was added during the Fourth Five Year Plan, and recently under the Fifth Five Year Plan, 2 additional posts, 1 of a Reader and another of a Lecturer have been sanctioned. One of the Lecturers was promoted as a Reader under the U.G.C. Scheme of personal promotion. Thus it has, at present, a sanctioned strength of 1 Professor, 4 Readers, 4 Lecturers and 2 Research Assistants. One Reader's and two Lecturers' posts are lying vacant.

The Department at present offers M. A. and Ph. D. Courses, and is planning to introduce M. Phil, programme next year. Semester system of teaching has been introduced from the current academic year. The number of M. A. students has steadily increased from 61 to 75 over a period of 5 years. The teacher-student ratio in 1975-76 was 6:75 i.e. 12.5 students

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per teacher. As a part of the M.A. programme the students write monographs based on field studies. So far 179 research monographs have been prepared by the M.A. students. The syllabus of the M.A. course exhibits a high degree of diversification with a number of optional courses, and a strong bias in favour of research methods. The Committee was impressed by the high quality of the M.A. students.

While the M.A. programme has been well established on a sound basis the Ph.D. programme in the Department needs improvement. So far 15 students have obtained their Ph.D. degrees and at present only 8 students are actively engaged in Ph.D. research.

The Committee noted with a high degree of satisfaction the research projects carried out by the faculty members. Several research projects have been completed and many more are in progress. The projects have resulted in a number of publications: 4 books and over 100 papers during the last 10 years. The research work done by the members of the faculty covers such diverse areas as Urban Sociology, Social Stratification, Population Studies, Sociology of Education and Social Science Research Methods.

The Department has also a good programme of seminars and workshops both at the M.A. and research levels. On an average 30 research seminars are held every year with 20 to 40 participants drawn from the Department and other Departments in the University. Thus the research seminar programme has acquired an interdisciplinary character.

In view of the qualifications and areas of specialization of individual faculty members and the programme of Project research, the Committee is of the view that the Department has the necessary potential to develop three areas of competence, namely, Quantitative Methods of Research, Urban Sociology and Population Studies.

In recognition of the quality work done and the potential of the faculty under the leadership of Professor V.S. D'Souza, the Committee recommends the Department for the Special Assistance Programme under the U.G.C. Scheme of CAS/DSA in the Humanities and Social Sciences.

The Committee recommends the following faculty positions and other Programmes of Special Assistance :

<u>Post</u>	<u>Number</u>	<u>Specialization</u>
Professor	1	Population Studies/ Urban Sociology
Readers	3	Social Stratification, Social Demography and Quantitative Methods in Sociology
Research Associates	2	
Visiting Professor	1	

Fellowships and Scholarships

Teacher Fellowships	-	4
Post-doctoral Fellowships	-	2
M.Phil./Ph. D. Scholarships	-	4 every year
National Scholarships	-	4 every year

Research Grant - Rs. 10,000 every year

Books and Journals - Rs. 1,50,000 (non-recurring)
 Rs. 25,000 (recurring) p.a.

Equipment - Rs. 50,000 (non-recurring)

Administrative and Technical Staff - Rs. 20,000 p.a.

Publications - Rs. 10,000 p.a.

Building (For 2 Seminar Rooms, staff rooms and Departmental library) - Rs. 2,50,000

Fixtures and Fittings - Rs. 25,000

Miscellaneous Expenditure - Rs. 5,000 p.a.

The Committee is of the view that the Department should check a tendency towards inbreeding in recruitment of faculty, and promote interdisciplinary research involving sister Departments in the University. There is need for greater communication between the teachers of the Department and those teaching Sociology in the affiliated colleges.

The Committee is grateful to the Vice-Chancellor and to the staff and students of the Department for the courtesy and consideration shown to the members of the Committee during their visit to the Panjab University.

UNIVERSITY GRANTS COMMISSION

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Meeting :

Dated : 18th April, 1977

Item No. 10: To consider the report of the Visiting Committee which examined the proposal of the History Department (Modern India) of the Calcutta University for participation in the programme of Centres of Advanced Study/Department of Special Assistance in the humanities and social sciences.

The Advisory Committee for Centres of Advanced Study in the Humanities and Social Sciences, at its meeting held on 9th May, 1975 recommended, inter alia, that the Committee of the Convenors of the Panels in the Humanities and Social Sciences may be requested to identify the departments in each subject which could be considered for support under the programme of CAS/Special assistance to selected departments. The convenors of the Panels at their meeting held on July 22, 1975 considered the recommendations of the Advisory Committee and recommended, inter alia, that proposals may be invited from the History Department (Modern India) of the University of Calcutta for support under the above scheme. The UGC Panel on History at its meeting held on November 26, 1975 agreed with the above recommendations of the Convenors of the Panels. It was decided that a Committee may be set up to examine the proposal of the department of History (Modern India), Calcutta University for support under the scheme of Centres of Advanced Study/Department of Special Assistance. Accordingly, the University Grants Commission constituted a Committee consisting of the following members to examine this:-

- i) Professor R.S. Sharma Chairman
Department of History
University of Delhi
Delhi-110007.
- ii) Professor P.L. Mehra
Department of History
Panjab University,
Chandigarh.
- iii) Professor Hira Lal Singh
Retired Professor of History
Banaras Hindu University,
Varanasi.

p.t.o.

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The Committee visited the History Department (Modern India) of the Calcutta University on the 18th of December, 1976. Dr. P.H. Sethumadhava Rao, Education Officer, UGC also accompanied the Committee. The Committee had series of discussions with (a) the Vice-Chancellor, (b) the Head of the History Department (Modern India) (c) the Head of the Department of Archaeology, (d) the Head of the Department of Islamic Studies, (e) the members of the staff and (f) research students of the department. The report of the Visiting Committee is attached (Annexure)*

*p 56-60

The Visiting Committee has made the following observations and recommendations:-

The History Department of Calcutta University is one of the oldest in the country. The staff of the department consists of two professors, two Readers and five fulltime lecturers in addition to seven part-time and four honorary lecturers. The department has at present ten research guides. At present 48 research scholars are working for their Ph.D. degree. The examination results of the Post-graduate students have been consistently good during the last five years. During the last ten years 26 students of the Department have been awarded Ph.D. degree and of these three D.Litt thesis and four Ph.D. thesis have been published. The department neither holds any tutorials nor seminars for the students.

Side by side with the department of History (Modern India) there also exist the departments of Ancient History and Culture, the department of Islamic History and Culture, and the department of Archaeology. The staff of the department of Ancient History and Culture comprises of two Professors, three Readers and five Lecturers. The post of Bagheswari Professor of fine arts has been vacant for a long time. One post of Reader is also vacant. The department has produced during the last ten years 25 Ph.D. 25 students are also engaged in Doctoral research.

The department of Islamic History has a staff of one Professor, two Readers and four lecturers. During the last five years, the department has produced five Ph.Ds and 20 scholars are engaged in Doctoral Research.

The department of Archaeology has sanctioned staff of one Professor, One Reader and three Lecturers. It is an active department and has undertaken fruitful excavations. The research output of the department has been quite encouraging. The Department has produced 2 Ph.Ds during the last five years. The Department provides two year M.A. course in Archaeology.

p.t.o.

The major areas of research in the History department (Modern India) are as follows:-

- i) Economic History of West Bengal, Bihar, Orissa, Punjab, Madras and also with the Zamindars and Zamindar Society in Bengal (1885-1940).
- ii) Political History of India-Extremism Swedeshi, Gandhi, evolution of Political parties, growth of communalism, impact of British rule in native states etc.
- iii) Relations with neighbouring states - Butan, Burma, Nepal, S.E. Asia.
- iv) Indians abroad: East Africa, Ceylon.
- v) Cultural History - Traditions and Modernity in 19th Century, Bengal, Cultural links with Central Asia, Tibet Mongolia, Sikkim.

The members of the Staff have been actively doing research on the following projects:-

1. Source Vols. on Economic & Statistical Data (Supported by ICHR)
2. Sources regarding agrarian movements in Eastern India-2 Vol.
Peasant movement in general in India 1757-1918 (Supported by ICHR)
3. Social reform movement in the 18th and 19th century (Supported by ICHR)

The distinctive features of the department would be the following:-

- a) Economic, social and cultural history of India esp. of the Eastern region.
- b) India's relations with her neighbours viz. Tibet, Nepal, Sikkim, Ceylon, Bangladesh, Burma & S.E. Asia.
- c) History of Bengal 1905-1947.

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In view of the satisfactory state of teaching and research in the department of History (Modern India) Calcutta University, as well as the justified legitimate aspiration of the department for development in special areas of research, the Committee has strongly recommended that the department of History (Modern India), Calcutta University may be recognised as a department for special assistance under the UGC programme of CAS/DBA. The department may carry out research in social and Economic History covering all parts of the country.

The Committee recommended that the Commission may provide assistance to the department for the following:-

Recurring

- 1) Professor - one (in Social or Cultural History)
- 2) Reader - two (one in European History and the other in East Asia)
- 3) Lecturers - four
- 4) Research Associates - 3
- 5) Senior Research fellowships -. 2 (every year).
- 6) Junior Research fellowships - 4 p.a.
- 7) Teacher fellowships - 4 at any one time
- 8) National Scholarships - 4 every year
- 9) Visiting fellows - Rs. 30,000/- p.a.
- 10) Refresher courses & seminars etc. - Rs. 40,000/- p.a.
- 11) Administrative & Technical staff - Rs. 15,000/- p.a.
- 12.) Publications - Rs. 20,000/- p.a.
- 13) Library books & journals - Rs. 10,000/- p.a.
- 14) Contingencies - Rs. 10,000/- p.a.

Non-Recurring:

- a) Building (4000 sq. ft.) - Rs. 4,00,000
- b) Furniture, fixture & fittings - Rs. 50,000
- c) Books & Journals - Rs. 1,50,000/-
- d) Microfilm Reader Rs. 60,000
- e) Xero-x Typewriter etc. Rs. 40,000

It may be mentioned that the Commission is supporting at present one CAS in History at Aligarh Muslim University. Three DSAs, one each at Mysore, Patna and Allahabad Universities were added in the V Plan.

The matter is placed before the Commission for consideration.

AS(HR)/JS(I)

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Report of the Committee appointed by the University Grants Commission to examine the proposals of History Department (Modern India) of the Calcutta University for participation in the Programme of CAS/DSA.

The Committee appointed by the University Grants Commission to examine the possibility of inviting the department of History (Modern India) Calcutta University to participate in the programme of CAS/DSA consisting of:-

1. Prof. R.S. Sharma Chairman
Department of History
University of Delhi,
Delhi.
2. Prof. P.L. Mehra,
Department of History,
Punjab University,
Chandigarh.
3. Prof. Hira Lal Singh,
Retired Professor History,
Banaras Hindu University,
Varanasi.
- & 4. Dr. P.H. Sethumadhava Rao,
Education Officer,
University Grants Commission
New Delhi.

visited the Department of History, University of Calcutta on December 18, 1976. The Committee had series of discussions with -

- a) the Vice-Chancellor
- b) the Head of the History Deptt. (Modern India)
- c) the Head of the Deptt. of Archaeology
- d) the Head of the Deptt. of Islamic studies
- e) the members of the Staff
- & f) research students of the Deptt.

The Committee also met the above members separately. The Committee was provided with detailed

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2 -

information on work and present composition of department of History. The report of the Committee follows:-

PRESENT POSITION

1. The History department of Calcutta University is one of the oldest in the country. The staff of the department consist: of two Professors two Readers and five full time lecturers in addition to seven part-time and four honorary lecturers.
2. The department has at present ten research guides approved by the University.
3. The examination results of the post-graduate students has been consistently good during the last five years.
4. During the last ten years 26 students of the department have been awarded Ph.D. degree, and of these three D.Litt. thesis and four Ph.D. thesis have been published.
5. At present 48 research scholars are working for their Ph.D. degree.
6. The Committee was informed that Ph.D. topics are selected by the students in consultation with their research guides. The Committee also noted that there is no institutional arrangement for supervising and helping Ph.D. students. No research seminars are held. The candidates submit their periodical works to their guides.
7. There are no norms available for admitting students to the Ph.D. course.
8. Nine distinguished foreign scholars visited the Department in the last few years.
9. The Committee was also informed that the department is not teaching at the undergraduate level. However, it expressed its desire to hold regular refresher courses for the benefit of the teachers of the affiliated colleges. At the postgraduate level, the members of the staff wish to put greater emphasis on the seminars. They would like to organise occasional seminars on a regional and on national level on selected themes. At the Ph.D. level the department intends to impart a rigorous training in methodology of research, acquaintance with historiography and knowledge of scientific handling of historical

p.t.o.

data, especially quantitative data. For this the department needs rooms and equipment as well as the departmental library with the widest possible coverage of history journals.

Side by side with the department of history (Modern India) there also exist the departments of Ancient History and Culture, the department of Islamic history and culture, and the department of Archaeology. The staff of the department of Ancient History and culture comprises two Professors, three Readers and five lecturers. The post of Bagheswari Professor of fine arts has been vacant for a long time. One post of Reader is also vacant. The department has produced during the last 10 years 25 Ph.Ds. 25 candidates are also engaged in Doctoral Research.

The department of Islamic history has a staff of one Professor two Readers and four Lecturers. During the last five years, the department has produced five Ph.Ds and 20 scholars are engaged in Doctoral research.

The department of Archaeology has a sanctioned staff of one Professor, one Reader and three lecturers. The department has produced 2 Ph.Ds during the last five years. The department provides two year M.A. course in Archaeology. It is an active department and has undertaken fruitful excavations during recent years.

TEACHING AND RESEARCH STAFF

Although the postgraduate department of History, Calcutta University, happens to be one of the oldest and distinguished department in the country it is rather in a bad shape on account of non-availability of adequate facilities in terms of space, personal academic leadership, etc. In the course of the discussion with the members of the teaching staff, the committee was surprised to hear that the department neither holds any tutorials nor seminars for its students and the teachers have no occasions to meet the students except in the lecture hall crowded over by 150 students.

The research output of Professors and Readers and some lecturers in the department has been quite encouraging. The major areas of research in the department have been the following:-

1. Economic History of West Bengal, Bihar, Orissa, Punjab Madras, and also with Zamindars and Zamindari Society in Bengal (1885-1940).

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- 4 -

2. Political History of India- Extremism, Swadeshi, Gandhi, evolution of Political parties, growth of communalism, impact of British rule in native states etc.
3. Relations with neighbouring states - Bhutan, Burma, Nepal, S.E. Asia.
4. Indians abroad : East Africa, Ceylon
5. Cultural History : Tradition and Modernity in 19th century Bengal, Cultural links with central Asia, Tibet, Mongolia, Sikkim.

The members of the Staff have been actively doing research on the following projects:-

1. Source Vols. on Economic & Statistical Data (Supported by ICHR)
2. Sources regarding agrarian movement in Eastern India - 2 Vol. Peasant movement in general in India 1757-1911 (Supported by ICHR)
3. Social reform movement in the 18th & 19th century (Supported by ICHR)

It was also mentioned that the distinctive features of the department would be the following:-

- a) Economic, social and cultural history of India, esp. of the Eastern region.
- b) India's relations with her neighbours viz. Tibet, Nepal Sikkim, Ceylon, Bangladesh Burma & S.E. Asia.
- c) History of Bengal 1905-1947.

RECOMMENDATIONS

The department has asked for two Professorships one with specialisation in Economic History and the other with specialisation in Social History. In view of the good work done by the present teachers of the department the committee would like to recommend that the department be given a Professorship in social or cultural History.

p.t.o.

The committee would also like to suggest that the department be provided with two Readerships one in European History and the other in East Asia. The Committee, also recommends that the department be given four lecturerships.

Other recommendations are as follows:-

1. Research Associates : 3
2. Two Senior Research Fellows at Rs. 600/- p.m.
3. Four Junior Research Fellows at Rs. 400/- p.m. every year.
4. Teacher Fellowships 4 at any one time.
5. National scholarships: 4 every year
6. Visiting Fellows from other institutions: Rs. 30,000/- p.a.
7. Special programmes such as

Refresher courses & seminars etc.	Rs. 40,000/-
Administrative & Technical staff	Rs. 15,000/-p.a.
Publications	Rs. 20,000/-p.a.
Library Books & Journals	Rs. 10,000/-p.a.
Contingencies	Rs. 10,000/-p.a.

Non-Recurring:

Building 4000 sq. ft.	Rs. 4,00,000/-
Furniture, fixture & fittings	Rs. 50,000/-
Books & Journals	Rs. 1,50,000/-
Microfilm Reader	Rs. 60,000/-
Xero-x Typewriter etc.	Rs. 40,000/-

In view of the satisfactory state of teaching and research in the department of History (Modern India) Calcutta University as well as the justified legitimate aspiration of the department for development in special areas of research, the Committee strongly recommend that department of History (Modern India) Calcutta University may be recognised as a department for special assistance under the UGC Programme of CAS/DSA. The department may carry out research in social and Economic History covering all parts of the country.

The department, it is hoped, will make use of the facilities recommended by the Committee, attract better students and ensure participation of scholarships from all over the country in their seminars, symposia, etc.

The Committee is grateful to the Vice-Chancellor, the Registrar, the Development Officer and the Head of the Department and his colleagues for the kindness and courtesies shown to them during their visit to the University.

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CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

Meeting:

Date : April 18, 1977

Item No. 11 : To consider the report of the Visiting Committee which examined the proposal of the Department of Economics of the Punjabi University, Patiala for participation in the programme of Centres of Advanced Study/Departments of Special Assistance in the Humanities and Social Sciences.

The Advisory Committee for Centres of Advanced Study in the Humanities & Social Sciences, at its meeting held on 9th May, 1975 recommended, inter alia, that the Committee of the Convenors of the Panels in the Humanities and Social Sciences may be requested to identify the departments in each subject which could be considered for support under the programme of CAS/Special Assistance to selected Departments. The Convenors of the Panels at their meeting held on July 22, 1975 considered the recommendations of the Advisory Committee and recommended, inter alia, that proposals may be invited from the Economics Department of the University of Punjabi for support under the above scheme. The Panel on Economics at its meeting held on 10-11/12/75 agreed with the above recommendations of the Convenors of the Panels. The recommendations of the Panel on Economics have been accepted by the Standing Advisory Committee for the Centres of Advanced Study in the Humanities and Social Sciences and by the Commission. It was decided that a Committee may be set up to examine the proposal of the department of Economics, Panjabi University for support under the scheme of Centres of Advanced Study/Department of Special Assistance. Accordingly, the University Grants Commission constituted a Committee consisting of the following members to examine this:

1. Prof. D.T. Lakdawala
Department of Economics,
University of Bombay,
Bombay-400032.

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2. Prof. W.M. Kothari
Department of Economics,
M.S. University of Baroda,
Baroda-2.
3. Prof. Y.K. Alagh,
Adviser,
Perspective Planning Division,
Planning Commission,
New Delhi.

*p65-71

The above Committee visited the Panjabi University on the 25th of February, 1977. Dr. P.H.S. Rao, Education Officer, UGC also accompanied the Committee. A copy of the report of the Committee is enclosed (Annexure-). The Committee had a series of discussions with the Vice-Chancellor, the Registrar and Dr. H.K. Manmohan Singh, Professor & Head of the Department of Economics and his colleagues. The Committee also visited the University library. The main observations and recommendations of the Committee are given below:

The Department has done very interesting work in the field of Regional Economics. Some of its Ph.D. theses have own national recognition. The Department, has, however, not been able to fully contribute according to its potential under such an able and devoted Head as Dr. Manmohan Singh on account of various handicaps. In particular, the Committee found that some of the existing posts at the senior level were lying vacant. This could be mainly ascribed to two reasons:

- i) There was a ban on the filling up of vacant posts which the Committee understands has been lifted so that in future this handicap will not continue; and
- ii) The liberal attitude of the University and the Department towards lending the services of the senior personnel, who are much in demand in other agencies, which inevitably and naturally resulted in its inability to recruit temporary personnel to replace them.

The Committee was surprised to find that while the Department had produced quite outstanding students, they have reluctantly left the department because of the failure to give them suitable openings at the proper time. It recommends that the following two programmes,

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which are of special interest, can be initiated by the department:

- i) Institution of an Honours School for a 3-year course envisaged with the new pattern of education. This will ensure proper instruction in Economics for the Honours course and also furnish a good recruiting ground for the M.A. course;
- ii) Setting up of a Centre for Regional Studies. This will strengthen the department and enable it to carry out further work in the field of Regional Economics.

The Committee was rather surprised to find that the Library grant for the department has been greatly reduced which has meant that in terms of real level of facilities, there has been a substantial cut.

In view of the satisfactory state of teaching and research in the Department of Economics, Punjabi University Patiala, as well as the justified and legitimate aspiration of the department for development in subject areas of research, the Committee strongly recommends that the Department of Economics, Punjabi University, may be recognised as a department for special assistance under the UGC programme of CAS/DSA.

The Committee recommended that the following assistance may be provided to the Department of Economics of the Punjabi University under the above scheme:

1. Professor	-1
2. Readers	-2
3. Lecturers	-3
4. Research Associates	-2
5. Research Fellows	-2
6. Stenographer	-1
7. Typist	-1
8. Technical Attendant	-1
9. Library Attendant	-1
10. Visiting Economists & Consultants	-Rs.5,000 per year for a period of 5 years.
11. Field work & travelling	-Rs.2,000 per year
12. Maintenance & Contingency	-Rs.5,000 per year

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13. Books & Journals

-Rs.50,000(The Committee recommends that these books be given to the Department of Economics and also maintained by the Department).

- 14. One electronically operated duplicating machine
- One electrical calculator
- One typewriter with mathematical symbols

Rs.25,000

15. Furniture

Rs.10,000

The matter is placed before the Commission for consideration.

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Report of the Committee appointed by the UGC to examine the proposal of the Department of Economics of the Punjabi University, Patiala for participation in the programme of CAS/DSA.

A Committee consisting of the following members was appointed by the University Grants Commission to examine the possibility of inviting the department of Economics, Punjabi University, Patiala to participate in the programme of CAS/DSA:

1. Professor D.T. Lakdawala Chairman
Department of Economics
Bombay University, Bombay
2. Dr. Y.K. Alagh
Advisor
Perspective Planning Division
Planning Commission
New Delhi.
3. Professor V.N. Kothari
Department of Economics
M.S. University of Baroda
Baroda.
4. Dr. P.H. Sethumadhava Rao
Education Officer
University Grants Commission
New Delhi.

The Committee visited the Department of Economics, Punjabi University, Patiala on February 25, 1977. The Committee had a series of discussions with (a) the Vice-Chancellor, (b) the Head of the Department of Economics, (c) Members of the teaching staff and (d) postgraduate and research students of the department. The report of the Committee follows:

A. Present Position

(1) The postgraduate department of Economics of Punjabi University was set up in the year 1965. At present the intake is 40 students per year. The total enrolment during 1976-77 was 80.

(66)

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- (2) The present staff of the department consists of two professors, two Readers, 5 Lecturers and 3 Instructors.
- (3) The present teacher-student ratio is 1:8 and this has been the case during the last 5 years.
- (4) Examination results of the postgraduate students has been 80 per cent during the last 5 years. In the year 1975-76 35 students appeared for the M.A. final examination; 27 passed; 9 in the first division, 14 in the second division and 4 in the third division.
- (5) During the past 10 years 3 students of the department were awarded Ph.D. degree. Out of these 3 theses, two have been published; one with a subsidy from the Australian National University which has additionally bought 200 copies of the book and the other by the Oxford University Press. Both have been judged as very outstanding. In addition to these 3 theses two more have been finalised for submission and two more are nearing completion.

- (6) The department has published 5 outstanding books on different aspects of economic problems. They are:

1. B.S. Grewal	<u>Centre-State Financial Relations in India</u>
2. Narindar Singh	<u>Economics and the Crisis of Ecology</u>
3. Rajbans Kaur	<u>Agricultural Price Policy in Economic Development</u>
4. Brij Pal Singh	<u>Educational Progress and Economic Development in Panjab.</u>
5. Upinder Jit Kaur	<u>The Development of the Theory of Demand</u>

- (7) The department of Economics has successfully completed the following research projects:

1. Educational Progress and Economic Development in Panjab.

2. A Study of Consumption Pattern in Panjab.
3. A Study of Unemployment amongst the Educated in Patiala District.
4. Government-aided Schemes for Harijan Welfare in Bhunerheri Block of Patiala District.
5. Vocationalisation of Education in Areas within the jurisdiction of the Punjabi University.
6. Changing Occupational Structure of Women in Panjab.
7. Caste and Class Structure in Rural Panjab

B. Research Output

- (1) The Panjabi University is perhaps the first University in the country to have started a course in Economics of socialism. It is proposed to orient the departments teaching and research activities increasingly to this area.
- (2) The department of Economics has done very interesting work in the field of regional Economics. Some of the Ph.D. theses have won national recognition.
- (3) The research work of the members of the staff of the department of Economics is indeed very outstanding. Professor H.K. Manmohan Singh, the Head of the Department has many books and journals to his credit which have been published in both Indian as well as foreign journals. The other members of the department have also done outstanding work.

The focus of the department has been largely on non-traditional areas with a bias in favour of problems of the Indian Economy with a view to improving public policies.

- (4) The following research schemes are in good progress:
 - (a) Class structure in rural Panjab; 3 a case study of two villages with different degrees of economic development.

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(b) Organisational behaviour: a comparative study of private and public sector.

(c) Population mobility and economic change.

C. Other observations of the Committee:

The department has, however, not been able to fully contribute according to its potential under such an able and devoted Head as Dr. Manmohan Singh on account of various handicaps. In particular, the Committee found that some of the existing posts at the senior level were lying vacant. This could be mainly ascribed to two reasons:

(1) There was a ban on the filling up of vacant posts which the Committee understands has been lifted so that in future this handicap will not continue; and.

(2) The liberal attitude of the University and the Department towards lending the services of the senior personnel, who are much in demand in other agencies, which inevitably and naturally resulted in its inability to recruit temporary personnel to replace them.

The Committee was surprised to find that while the Department had produced quite outstanding students, they have reluctantly left the Department because of the failure to give them suitable openings at the proper time.

D. Recommendations:

The Committee wishes to recommend that the Department of Economics, Panjabi University may be recognised by the UGC under the scheme of CAS/DSA for the following reasons:

(i) The areas served by this University are in large part erstwhile princely states where feudalism was most rampant. The students coming from these areas are apt to think in extremist directions. These areas still remain backward economically and culturally as compared to the districts to the north of the Sutlej. They also comprise the larger part of the present state of Panjab.

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They are less likely to go for higher studies to universities outside this region. Also they generally fail to fit in the sophisticated atmosphere of a university like that at Chandigarh. For more or less the same reasons Economics is a subject most popular with the student body at Panjab University.

- (ii) Of the three universities serving the Panjab this University has tried most to reach out to the people. The department was also the first to bring out a journal of social sciences in Panjabi.
- (iii) The State Government has tended most to utilise the services of personnel of this department in connection with their programmes of planning and development during the past decade or so. Professor H.K. Manmohan Singh has all along been approached by the State Government and its various agencies for advice and consultation and was a member of the working Group on Plan resources and until recently a member of the State Planning Board. Professor P.D. Hajela has also been on the State Planning Board.
- (iv) The Committee recommends the following two programmes which are of special interest can be initiated by the department.
 - (a) Institution of an Honours School for a 3-year course envisaged with the new pattern of education. This will ensure proper introduction in Economics for the Honours course and also furnish a good recruiting ground for the M.A. course.
 - (b) Setting up of a Centre for Regional Studies. This will strengthen the Department and enable it to carry out further work in the field of Regional Economics.

In order to ensure that these objectives are achieved, it is essential that the Economics Department of the University be given three senior posts, namely one Professor and two Readers. In addition, it would also need three Lecturers, two Research Associates and some auxiliary facilities (listed subsequently).

The assistance must be given to the Department on the understanding that the University will make the utmost efforts to fill in the existing vacant posts in the Department and it will also ensure that the grants to the University available from the University common facilities are not curtailed and that the equipment will be kept in an efficient condition of maintenance. The Committee was rather surprised to find that the Library grant for the Department has been greatly reduced which has meant that in terms of real level of facilities, there has been a substantial cut.

In view of the satisfactory state of teaching and research in the Department of Economics, Panjabi University, Patiala as well as the justified and legitimate aspiration of the Department for development in subject areas of research, the Committee strongly recommends that the Department of Economics, Panjabi University, may be recognised as a department for special assistance under the UGC programme of C&S/DSA.

The detailed recommendations of the Committee for additional facilities are as follows:

1. Professor	1
2. Readers	2
3. Lecturers	3
4. Research Associates	2
5. Research Fellows	2
6. Stenographer	1
7. Typist	1
8. Technical Attendant	1
9. Library Attendant	1
10. Visiting Economists & Consultants	Rs.5,000 per year for a period of 5 years.
11. Field work and travelling	Rs.2,000 per year
12. Maintenance and contingency	Rs.5,000 per year
13. Books & Journals	Rs.50,000

(The Committee recommends that these books be given to the Department of Economics and also maintained by the Department).

14. One electronically operated duplicating machine		Rs.25,000
One electric calculator		
One typewriter with mathematical symbols		
15. Furniture		Rs.10,000

The Committee is grateful to the Vice-Chancellor, the Registrar, the Head of the Department and his colleagues for the kindness and courtesy shown to the Committee during their visit to the University.

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

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Meeting:

Dated : 18th April, 1977.

Item No.12: To consider the report of the Committee set up by the UGC to examine the question of strengthening the professional staff of the Rattan Tata Library of the Delhi School of Economics, Delhi University, Delhi.

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The Fifth Plan Visiting Committee of the UGC while assessing the requirements of the Delhi University for the 5th Plan period recommended that the Ratan Tata Library of the Delhi School of Economics, Delhi University, Delhi needs to be strengthened with additional staff.

The Advisory Committee of the UGC for the Centres of Advanced Study in the Humanities and Social Sciences at its meeting held in December, 1975 also agreed that the library of the Delhi School of Economics needs to be strengthened, but the requirements of the library should be assessed by a senior librarian in consultation with the Directors of the Centres of Advanced Study in Sociology and Economics of the Delhi University.

A Committee consisting of the following members was constituted to examine the question of strengthening the professional staff of the Ratan Tata Library of the Delhi School of Economics, Delhi University:

- (1) Dr. B. Anderson
University Librarian
Bombay University
Bombay.
- (2) Professor A.P. Srivastava
University Librarian
Delhi University
Delhi.

The Committee met on March 25, 1977 in the office of the University Librarian, Delhi University Library System, Delhi-7. The Committee also visited the Ratan Tata Library and met the faculty members of the departments of Economics and Sociology. A copy of the report of the Committee is enclosed - Annexure-1. The Committee made the following observations and recommendations:

The present staff pattern of the Ratan Tata Library, as a part of the University Library System, is as follows:

- (i) One Deputy Librarian- with part-time involvement in RIL and he is looking after the major responsibilities in the System as a whole.

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- (ii) One Assistant Librarian- who is working as a general supervisor in all areas of library work.
- (iii) Two Documentation Officers- both of them are partly involved in documentation work as they have to perform routine library duties.
- (iv) Four Professional Assistants.
- (v) 7 Non-professional Assistants.
- (vi) 14 un-skilled Class IV persons.

- Note : 1. As the library is kept opened from 9.00 A.M. to 9.30 P.M. the above staff works in two shifts.
2. All the above posts are supported out of the Maintenance Grant of the University.

The Ratan Tata Library is slowly and gradually developing on the lines of the London School of Economics Library. In addition to the services to four departments (Economics, Sociology, Commerce and Geography), this Library has to support the activities of the two Advanced Centres in Economics and Sociology. The Committee reproduce the data given by the University which gives the idea of growth of the Library during the last two decades:

	1955	1965	1976
<u>Workload</u>			
Book Collection.	14,000	40,000	1,50,000
Budget	20,000	65,000	2,00,000
Yearly Accessions.	1,500	3,000	5,000
No. of Current Periodicals. Subscribed	275	1,000	1,137
Annual Reports of Joint Stock Companies.	100	400	800
Membership	475	807	1,689
No. of books issued	31,670	47,838	1,67,871
No. of books consulted	35,000	1,48,115	1,85,961
No. of Visitors.	19,000	48,000	1,34,000

In addition, the Ratan Tata Library has acquired more materials out of the Ford Foundation Grant and Advanced Centres Grants in the years 1976-77.

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The total number of regular users of the library in 1976-77 were as follows:

	Economics	Sociology	Commerce	Geography	Total
Teachers .	33	12	17	5	67
Ph.D. Students .	67	49	59	3	198
Postgraduates Students .	225	68	197	36	526

As per co-operative teaching programme a large number of teachers from colleges are part-time teachers in Delhi School of Economics and they also avail the services of the Ratan Tata Library. Besides, Ph.D. students and teachers from other Social Science Departments are using this Library.

In addition, the Advance² Centres occasionally conduct courses for teachers from all over the country who also utilise the services of the Ratan Tata Library. The RIL makes available its resources to Social Scientists all over the country.

The Committee recommends that the following additional staff be provided to meet the growing needs the Ratan Tata Library :

- (1) One Associate Librarian (Rs. 1200-1900)
- (2) Four Professional Assistants.

The University of Delhi has formed a complex system of major libraries of which the Ratan Tata Library is the single largest unit. It is desirable that the Head of this Library should be a person of high academic qualifications in Economics preferably with a Doctorate Degree in Economics and also with sufficient professional qualifications and at least 5 years experience of teaching postgraduate classes and research ; or, of research in an independent capacity in an organisation of higher learning and research , or, in a responsible post in the library for advanced students and research workers . To attract a suitable person for this post, the Committee recommends a new category of Associate Librarian in the grade of Rs. 1200-1900. It may be pointed out that as per the statutes of the University of Delhi, there could be only one Librarian in the University.

If a person with above mentioned qualifications is not available, the Committee recommends that the University may appoint a Deputy Librarian in the grade of Rs. 1100-1600 against the above recommended post of Associate Librarian. Regarding the Professional Assistants, the qualifications and the scale of pay will be as prescribed by the University Grants Commission.

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Though the Committee was appointed to consider the strengthening of the professional staff and as the supporting staff becomes a part of the total services of the Library, the Committee recommends that a sum of Rs. 45,000/- as an annual recurring grant be provided for appointing, semi professional, clerical and maintenance staff. The details could be worked out by the University in consultation with the University Grants Commission.

The matter is placed before the Commission for consideration.

AS(HR)/Addl. Secretary

Annexure-I to Item No. 12

The Committee set up by the University Grants Commission to examine the question of strengthening the professional staff of the Ratan Tata Library of the Delhi School of Economics, University of Delhi, met on March 25, 1977 in the office of the University Librarian, Delhi University Library System, Delhi-7. The following members were present:

- (1) Dr. B. Anderson
University Librarian
Bombay University
- (2) Prof. A.P. Srivastava
University Librarian,
Delhi University.
- (3) Shri C.M. Ramachandran,
Assistant Secretary
University Grants Commission
New Delhi.

After preliminary discussions on the note put up by the University of Delhi, the Committee visited the Ratan Tata Library and met the Faculty members of the Departments of Economics and Sociology.

The members of the faculty pointed out that the RT Library has been receiving materials out of the two advanced centres funds and much of the material remains unprocessed. With the growth of the faculty and the students, and the growth of the book collection, the services, unfortunately have declined. They would particularly like to have bibliographical and documentation services. Though, at the present, there are two Documentation Officers, these two are not fully engaged in the documentation work. Besides documentation work, they are also assigned other miscellaneous library routine duties with the result that not much documentation services are made available to the faculty members and the students. The faculty also pointed out that there are gaps in various serials that are received in the library and these gaps should be filled up as soon as possible. They also expressed the desire of getting in the Library working papers on Seminars, Conferences, held in different parts of the world, as a regular acquisition.

They again and again emphasised the importance of acquiring and servicing these materials. We were informed that funds are already available for acquiring library materials out of the grants to the two Advanced Centres of Economics and Sociology. The flow of materials will also have to be processed quickly and efficiently if they are to be made servicable to the faculty and the research students.

The present staff pattern of the Ratan Tata Library, as a part of the University Library System, is as follows:

- (i) One Deputy Librarian- with part- time involvement in RTL and he is looking after the major responsibilities in the System as a whole.

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- (ii) One Assistant Librarian-who is working as a general supervisor in all areas of library work.
- (iii) Two Documentation Officers-both of them are, however, partly involved in documentation work as they have to perform routine library duties.
- (iv) Four Professional Assistants.
- (v) 7 Non-professional assistants.
- (vi) 14 Un-skilled Class IV persons.

NOTE: (1) As the Library is kept open from 9.00 A.M. to 9.30 P.M. the above staff works in two shifts.

(2) All the above posts are supported out of the Maintenance Grants of the University.

The Ratan Tata Library is slowly and gradually developing on the lines of the London School of Economics Library. In addition to the services to four departments (Economics, Sociology, Commerce and Geography), this Library has to support the activities of the two Advanced Centres in Economics and Sociology. We reproduce the data given by the University which gives the idea of growth of the Library during the last two decades:

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No. of Current Periodicals. Subscribed	275	1,000	1,137
Annual Reports of Joint Stock Companies	100	400	800
Membership	475	807	1,689
No. of Books issued.	31,670	47,838	1,67,871
No. of Books consulted.	35,000	1,48,115	1,85,961
No. of Visitors.	19,200	48,000	1,34,000

In addition, the Ratan Tata Library has acquired more materials out of the Ford Foundation Grant and Advanced Centres Grants for the years 1976-77.

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The total number of regular users of the library in 1976-77 were as follows:

	Economics	Sociology	Commerce	Geography	Total
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Ph.D. Students	67	49	59	3	198
Post-graduate Students.	225	68	197	36	526

As per co-operative teaching programme a large number of teachers from colleges are part-time teachers in Delhi School of Economics and they also avail the services of the Ratan Tata Library. Besides Ph.D. students and teachers from other Social Science Departments are using this Library.

In addition, the Advanced Centres occasionally conduct courses for teachers from all over the country who also utilise the services of the Ratan Tata Library. The RTL makes available its resources to Social Scientist all over the country.

Recommendations

The Committee recommends that the following additional staff be provided to meet the growing needs of the Ratan Tata Library:

- (i) One Associate Librarian (Rs. 1200-1900)
- (ii) Four Professional Assistants.

The University of Delhi has formed a complex system of major libraries of which the Ratan Tata Library is the single largest unit, it is desirable that the Head of this Library should be a person of high academic qualifications in Economics preferably with a Doctorate Degree in Economics and also with sufficient professional qualifications and at least 5 years experience of teaching post-graduate classes and research or, of research in an independent capacity in an organisation of higher learning and research, or in a responsible post in the library for advanced students and research workers. To attract a suitable person for the post the Committee recommend a new category of Associate Librarian in the grade of Rs. 1200-1900. As per the statutes of the University of Delhi, there could be only one Librarian in the University.

If a person with above mentioned qualification is not available, the Committee recommends that the University may appoint a Deputy Librarian in the grade of Rs. 1100-1600 against the above recommended post of Associate Librarian. Regarding the professional Assistants, the qualifications and the scales of pay will be as prescribed by the U.G.C.

Though the Committee was appointed to consider the strengthening of the professional staff and as the supporting staff becomes a part of the total services of the Library, it is recommended that a sum of Rs. 45,000/- as an annual recurring grant, be provided for appointing semi-professional clerical and maintenance staff. The details could be worked out by the University in consultation with the UGC. The members of the Committee express their thanks and gratitude to the faculty of the Delhi School of Economics and the University authorities for the co-operation received.

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UNIVERSITY GRANTS COMMISSION.

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MEETING :

DATE : 18.4.1977

79

Item No.13: To consider the report of the Visiting Committee appointed by the University Grants Commission to examine the proposal of Aligarh Muslim University for staff for the Library.

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The University Grants Commission at its meeting held on 19th July, 1976 (Item No. 19) considered the proposal of the Aligarh Muslim University for additional staff for the Library. The Commission agreed that pending the detailed examination of the proposal with the help of a Committee, the University may be assisted to provide for a post of Deputy Librarian and 3 Assistant Librarians.

In pursuance of the above decision, a Committee consisting of : (1) Professor B. Andersen, Head of Library Science Department, University of Bombay, Bombay, and (2) Shri N.N. Gidwani, Librarian, Rajasthan University, Jaipur was constituted by the Commission to examine the proposal of the University for additional Library staff. The Committee visited the University on 14th December, 1976. Shri P.L. Chopra, Assistant Secretary, University Grants Commission accompanied the Committee. The report of the Committee is attached (Annexure-I). * The main recommendations made by the Committee are indicated below:-

p 81-82

- a) Some of the departmental libraries may be merged into a inter-disciplinary unit. The existing manpower could then be fruitfully utilised for introducing services like S.D.I., and other documentation services.
- b) Multiple collections of old editions of text-books could be weeded out. The University may take steps to formulate a weeding out policy.
- c) If a controlled open-access system is introduced in the text-book section, the staff required to man the section could be reduced.
- d) An 'assembly line' planning in the processing section, would increase the output of work even with the present quantum of staff.
- e) The following additional staff may be approved.

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- i) One Curator in the grade of Deputy Librarian with a Master's degree in persian and or Arabic languages, with knowledge of Archival maintenance & Library Science as desirable.
- ii) 1 Deputy Librarian.
- iii) 5 Assistant Librarians-cum-Documentation Officers. One post be reserved for Hindi and Sanskrit Section of the Library.
- iv) 5 Professional assistants.

The above posts are inclusive of whatever posts that have already been sanctioned by the Commission on ad-hoc basis pending the submission of the present report.

- ii) The supporting administrative staff at lower level may be provided if justification exists.

The details of Library staff required by the Aligarh Muslim University and staff in position are given in Annexure-II *

* p 83

The recommendations made by the Library Committee for Aligarh Muslim University are placed before the Commission for consideration.

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REPORT OF THE ALIGARH MUSLIM UNIVERSITY LIBRARY COMMITTEE
APPOINTED BY THE UNIVERSITY GRANTS COMMISSION.

81

As agreed upon previously we, the members of the Aligarh Muslim University Library Committee spend one full day, Decr. 14, 1976 at the Aligarh Muslim University Library. We arrived at Aligarh on the previous evening and were received by the Dy. Librarian since the Librarian was out of station.

Since the Librarian was due only at 10.30 a.m. on the 14th we began with an observation tour of the Library. This was followed by discussion with the Librarian and his colleagues. After lunch we met the Vice-Chancellor and visited some of the Dept. Libraries followed by further discussion with the Library staff right upto about 7 p.m.

The Committee had made a special request to the Librarian to provide some specific information & data and we were assured that the same would be provided within a fortnight. More than three months have elapsed and inspite of reminders, both by the members of the Committee and the U.G.C. Asstt. Secretary, Mr. Chopra, the information asked for has not been received. The Committee wishes to place on record its thanks for the kindness and courtesy extended to them by the authorities of the University.

We enclose herewith our observations & recommendations. (Appendix)

sd/- (B. Anderson)

sd/- (N.N. Gidwani)

Encls: as stated above.

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OBSERVATIONS:

- 1) Proliferation of departmental libraries : This has resulted in (a) additional service points, (b) duplication of books and (c) duplication of periodicals. Some of these departmental libraries could be conveniently merged into a inter disciplinary unit, thereby the existing manpower could be fruitfully utilised for introducing services like S.D.I., and other documentation services.
- 2) Multiple collection, of old editions of text-books have just cluttered the stacks with dead stock materials and thereby increasing the maintenance work. These could be weeded out. The University may take steps to formulate a weeding out policy.
- 3) The text-book sections do not function on the open-access policy at present. If a controlled open-access system is introduced in these sections, the staff required to man these sections could be reduced.
- 4) We are of the opinion that an 'assembly line' planning in the processing section, would increase the output of work even with the present quantum of staff.

RECOMMENDATIONS:

In view of the rich collection of manuscripts, rare paintings etc., a post under the designation of 'Curator' is recommended in the grade of a Dy. Librarian. The Curator should be an expert with a Master's degree in Persian and or Arabic languages. Knowledge of Archival maintenance and Library Science may be deemed as desirable.

We also recommend the following additional professional staff:

- | | | |
|--|------|------|
| (a) Deputy Librarian | | one |
| (b) Assistant Librarian-cum-Documentation Officers. | | Five |
| (One of these posts may be reserved for Hindi & Sanskrit Section of the Library) | | |
| (c) Professional Assistants | | Five |
| (a), (b) & (c) | | |

Note : The above posts are inclusive of whatever posts that have already been sanctioned by the Commission on ad-hoc basis pending the submission of the present report.

- (d) The supporting administrative staff at lower level may be provided if justification exists.

sd/- (B. Anderson)

sd/- (N.N. Gidwani)

UNIVERSITY GRANTS COMMISSION.

Meeting :

Dated : 19th July, 1976

(83)

Item No. 19 : To consider the proposal of the Aligarh Muslim University for additional staff for the Library.

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The details of the staff required by the University are as under :

Post	Scale	No. of existing posts	No. of additional required
1. Deputy Librarian	Rs. 700-50-1250 (pre-revised grade)	1	3
2. Assistant Librarian	Rs. 400-40-950 (pre-revised grade)	5	11
3. Professional Assistant	Rs. 250-15-400 (pre-revised grade)	15	10
4. Foreman Binder	Rs. 550-25-750-EB-30-900 (proposed grade)	-	1
5. Personal Assistant (Senior)	Rs. 650-30-740-35-880 EB-40-960 (proposed grade)	-	1
6. Tooling Assistant	Rs. 330-10-380-EB-12 500-EB-15-560 (proposed grade)	-	2
7. Stenographer	Rs. 330-10-380-EB-12 500-EB-15-560 (revised grade)	-	1
8. Clerk Grade I	Rs. 330-10-380-EB-12 500-EB-15-560 (revised grade)	22	10
9. Clerk Grade II	Rs. 260-6-290-EB-6-326-8-366-EB-8-390-10-400 (revised grade)	10	5
10. Attendant	Rs. 260-6-326-EB-8-350 (revised grade)	32	5
11. Daftri	Rs. 210-4-250-EB-5-270	<u>-</u> <u>85</u>	<u>1</u> <u>50</u>

Existing posts do not include posts of one Dy. Librarian 3 Asstt. Librarian approved pending Committee visit.

UNIVERSITY GRANTS COMMISSION

Meeting :

Dated : 18th April, 1977

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Item No. 14 : To consider the minutes of the meeting of the University Grants Commission Implementation Committee on Examination Reforms held on the 2nd March, 1977.

The Commission at its meeting held on the 20th December, 1976 (vide resolution No.2) agreed that a review of implementation of examination reforms should be placed before the Commission after it was considered by the coordination committee.

Accordingly the information collected from the universities regarding the implementation of various programmes relating to examination reforms was placed before the University Grants Commission Implementation Committee on Examination Reforms at its meeting held on 2.3.1977. A note on the present position was also placed before the Commission at its meeting held on 21.3.1977. The Commission (vide resolution No. 21) desired that this should be brought up along with the decisions of the Implementation Committee on Examination Reforms.

The minutes of the meeting* and the summary of the present position of the implementation of examination reforms in the universities are given in Annexure I and II respectively. Annexures III, IV, V and VI give the position of implementation of recommendation concerning sessional evaluation, question banks, grading and the semester system respectively. The main recommendations of the Committee are as under :-

1. Grades of sessional evaluation and end-of-course examination should be shown separately and combining them to arrive at an overall grade should be a purely interim measure.
2. Grades of the sessional assessment may be scaled, if necessary to avoid competition among colleges, favouritism or victimisation of students.
3. Weightage should not be given to attendance as it does not seem to be in keeping with the objective of the scheme of sessional evaluation.
4. There should be full involvement of university and college teachers and possibly students in the process of developing question banks keeping in view of the objectives of the courses of study.

* Prof. Rais Ahmed has commented as under :-

"One of the most important suggested reforms was a move towards examinations both continuous sessional and terminal to be conducted by those who teach and that we don't seem to be moving towards this at all. Members had generally the same feeling. I don't know if some mention of this aspect should be made in the minutes".

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5. The question banks collected from the universities may be referred to conveners of subject pannels who may appoint a small sub-committee to evaluate the banks.
6. The mechanics of developing questions banks and of administering tests and of relating the questions in the banks to the objectives of the course may be discussed in detail at the seminar proposed by Jawahar Lal Nehru University on modes of internal assessment.
7. The Central Board of Secondary Education may consider the question of using the following letter grades. AA, ABCDEF. The question of using AA in place of O for the top grade may also be considered by the commission.
8. It may be clarified to universities that if marks are to be converted into grades, grade F may be awarded for marks between 0 to 10 and grade E for marks between 11 and 34. This is necessary in view of the fact that the credit value of grade F is 0.
9. It may also be clarified to the universities that while converting marks into grades, the top grade should be calculated on the basis of the highest marks secured during the last three or four years but it should not be awarded if the marks are less than 60 percent. The conversion table should be finalised by the departments concerned.
10. In view of the fact that the Central Board of Secondary Education has adopted the grading system, universities should revise their norms for admission to undergraduate courses accordingly.
11. A small committee may be appointed to suggest the format of a uniform grade card for the universities.
12. For effective implementation of the semester system, the unit system of courses should be introduced wherever possible, to enable the students to offer courses in related disciplines.
13. The work of reviewing the monitoring units functioning in the universities may be taken up in the current year.
14. Some of the subsequent meetings of the committee may be held in University centres on a zonal basis.

The matter is placed before the Commission for consideration.

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Minutes of the meeting of the Implementation
Committee on Examination Reforms held on
2nd March 1977.

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A meeting of the Implementation Committee on
Examination Reforms was held on 2nd March, 1977 at
11.00 A.M. at the UGC Office, New Delhi. The following
were present :-

1. Professor Satish Chandra
Chairman,
University Grants Commission,
New Delhi.
2. Professor B. Ramachandra Rao,
Vice-Chairman,
University Grants Commission,
New Delhi.
3. Professor Rais Ahmed
Director,
NCERT,
New Delhi.
4. Professor R.C. Mehrotra,
Vice-Chancellor,
University of Delhi,
Delhi.
5. Dr. Daya Krishna
Dean
University Studies in Arts
University of Rajasthan
Jaipur.
6. Professor M.R. Bhiday
Head of the Physics Department
Poona University,
7. Professor S.B. Rangnekar
Professor of Economics
Panjab University
Chandigarh.
8. Professor R. Rath
Head of the Psychology Department
Utkal University,
Bhubaneswar.
9. Dr. R.P. Singhal
Secretary,
Central Board of Secondary Education,
New Delhi.

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10. Shri R.K. Chhabra,
Secretary,
University Grants Commission,
New Delhi.
11. Dr. S.C. Goel,
Deputy Secretary
University Grants Commission
New Delhi.
12. Shri M.R. Gupta,
Assistant Secretary,
University Grants Commission,
New Delhi.
13. Shri G.G. Dandapat
Education Officer
University Grants Commission,
New Delhi;

SPECIAL INVITEES

14. Shri Kanti Chaudhry
Vice-Chancellor,
Jabalpur University.
15. Professor A.M. Khuro
Vice-Chancellor,
Aligarh Muslim University
Aligarh.
16. Professor Mohammed Shafi
Pro- Vice-Chancellor,
Aligarh Muslim University.
17. Dr. Gopal Tripathi
Director,
Plan Coordination Unit
Benaras Hindu University
Varanasi.
18. Shri A.K. Mishra,
Registrar,
Patna University.
19. Shri P.M. Potdar
Principal
Farle College,
Bombay.

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20. Shri M.A. Thangaraj
Principal
American College,
Madurai.
21. Shri Raghvendra Bhatt
Coordinator, Examination Reform Unit
University of Madras,
Madras.

2. In his introductory remarks, Professor Satish Chandra observed that as a follow-up of the Plan of Action on Examination Reforms and the zonal workshops sponsored by the UGC, a number of universities had adopted specific measures for improving their system of examination with particular reference to sessional evaluation, question banks and grading. The purpose of the meeting is to review the progress made so far and to suggest ways and means of re-inforcing our strategy in this regard.

3. The minutes of the last meeting of the implementation Committee on Examination Reforms held on 24th May 1976 were confirmed. Arising out of the minutes, the following points were made :-

- a) It was noted that steps had already been taken to collect information on question banks developed by universities in U.K. Similar information may be collected from the NCERT, UPSC and the Tata Institute of Fundamental Research, Bombay. Question banks developed under the UGC programme of COSIP may also be called.
- b) It was noted that question banks collected from the universities are being referred to experts with a view to finding out whether the questions included in the banks are of an improved type and properly related to the objectives of the courses.
- c) The mechanics of developing question banks and of the administering tests and of relating the questions in the bank to the objectives of the courses may also be discussed in detail at the seminar proposed to be organised by the JNU on modes of internal assessment. The guidelines formulated at the seminar may later on be circulated to the universities.

Sessional Evaluation

4. The Committee noted with satisfaction that 64 universities including institutions deemed to be universities have so far introduced sessional evaluation at different levels. Of the 64 universities 38 give a weightage of 25 percent or more for sessional evaluation. Only two universities have a weightage of less than 20 percent in some of the courses or all the courses.

- a) The Committee reiterated its earlier recommendations that grades in continuous sessional evaluation and end-of-course examinations should be shown separately and if the overall grade is indicated this should be a purely interim measure. Combining the grades in sessional evaluation and end-of-course examinations becomes a kind of insurance cover. It has also to be noted that sessional evaluation and final examination test skills and abilities which are not necessarily coterminus.
- b) It was emphasized that sessional assignments are not meant to replace end-of-course examinations or increase the frequency of tests. It is to be regretted that some universities have interpreted sessional evaluation as the introduction of two or three periodical tests.
- c) In case the evaluation of continuous sessional work leads to competition among colleges and departments or to favouritism or victicismation of students it might be necessary to scale the grades of sessional assessment, specially in cases where there is a vast discrepancy between the grades of sessional assessment and end-of-course examinations.
- d) It is hoped that with the introduction of grades in place of the present system of marks and with the provision that the name of the college will be indicated, some of the vagaries of sessional assessment will be minimised.
- e) The problem of having an adequate teacher people ratio in order to make the system of sessional assessment functional was also raised. In this connection it was noted that in the guidelines issued by the UGC regarding senior and junior research fellowships, it was clearly indicated that the fellows should be associated with teaching as well as evaluation.

- f) It was emphasized that sessional assessment should not be taken merely as a tool of evaluation. It is an integral part of the total educational experience. It is not only encourages students to apply themselves assiduously to their studies and learning but also gives feedback both to the teacher and students. In the absence of sessional evaluation with a fairly high weightage, examinations will be degenerated into a process of certification.
- g) It was noted that in some universities weightage was being given to attendance. This does not seem to be in keeping with the objective of the Scheme of sessional evaluation.

QUESTION BANKS

It was noted that the scheme of question banks has picked up during the last two or three years and that 23 universities, one institution deemed to be university and three agricultural and technological universities are at various stages of development in regard to the scheme of question banks.

- a) From the information collected by the office, it was seen that in a few universities question banks have been developed by the Boards of Studies without the full involvement of university and college teachers. In this connection the committee emphasized that the main objective of the scheme will not be realised unless the teachers and possibly students are associated with the process of developing question banks.
- b) Since the question banks are to be developed in a way that the questions are a mix of different types and through these questions one can test different kinds of skills and abilities including comprehension and analysis it may not be feasible to revise the question banks at very short intervals. Nevertheless the concept of the question banks is one of flow and not of a dead stock. Therefore the scheme of question banks should be kept under constant review.
- c) While attempts of some central agencies to develop question banks are to be welcomed, it has to be noted that question banks are to be developed by a university on its own keeping in view the objectives of its courses of study.

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- (d) The concept of question banks is more relevant at the under-graduate level and in the affiliating type of university.
- (e) The question banks collected from the universities may be referred to convenors of subject panels who may appoint a small sub committees to evaluate them.

GRADING

6. The committee noted that in addition to the agricultural and universities and IITs' the system of grading has been adopted by 32 universities, including 7 institutions deemed to be universities. The scheme is being generally implemented in accordance with the UGC guideline

- a) The Central Board of Secondary Education may consider the question of using the following letter grades. AA, ABCDEF. The question of using AA in place of O for the top grade may also be considered by the Commission.
- b) It may be clarified to the universities that if marks are to be converted into grades, grade F may be awarded for marks between 0 to 10 and grade E for marks between 11 and 34. This is necessary in view of the fact that the credit value of grade F is 0.
- c) It may also be clarified to the universities that while converting marks into grades the top grade should be calculated on the basis of the highest marks secured during the last three or four years but it should not be awarded if the marks are less than 60 percent. The conversion table should be finalised by the post-graduate departments concerned.
- d) In view of the fact that the Central Board of Secondary Education has adopted the grading system universities should revise their norms for admission to undergraduate courses accordingly.
- e) A small committee may be appointed to suggest the format of a uniform grade card for the universities.

SEMESTER SYSTEM

7. It was noted that the semester system is now in vogue in 27 universities and 5 institutions deemed to be universities in addition to the agricultural universities.

The system will however not prove to be effective unless the unit system of courses is introduced to enable the students to offer courses in related disciplines. This obviously requires facilities and resources at a high level.

MONITORING UNITS

8. The committee noted that the examination reform unit in the UGC has been recently strengthened. In so far as the monitoring units in the universities are concerned, they should function under the guidance of the University's Implementation Committee on Examination Reforms, which should largely consist of Academics. The guidelines regarding the objectives and functions of the monitoring unit may again be circulated to the universities.

The work of reviewing the monitoring units in the universities may also be taken up in the current year.

9. The committee considered the recommendations of the seminar on evaluation and grading organised by IIT, Delhi on November 1 & 2, 1976. It was noted that the seminar had recommended a 5 point scale to be designated as ABCDE and carrying grade points 10, 8, 6, 4 and 2 respectively. It was agreed that the recommendations of the seminar may be circulated to the universities for their comments and guidance relating to Professional course.

10. The committee accepted 'in principle' the suggestion that there should be no restriction on the number of subjects or their number in correspondence courses for B.A. and B.Com. degrees and that when a candidate has collected enough credits in different subjects, he may apply for the award of the degree. The committee further desired that this may be referred to the Standing Committee on Part-Time Education.

The Committee desired that some of the subsequent meetings of the committee may be held in university centres on a zonal basis.

Summary of the present position of the implementation of examination reforms in the universities.

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This analysis is based on information collected from the universities towards the close of 1976 and early in 1977. The note has been supplemented by information gathered during visits. Replies from a number of universities are still awaited; universities like Garhwal, Himachal Pradesh, Rohilkhand, Sampurnanand Sanskrit Vishwavidyalaya etc which are still considering the plan of action on examination reforms have not been included. There is only one university viz. B.N. Chakravarty University, Kurukshetra which has stated that it will not introduce any measure of examination reforms until the scheme is implemented successfully at the national level.

The analysis is in four parts viz. (A) Sessional Evaluation (B) Question Banks (C) Grading and (D) Semester System.

A. Sessional Evaluation

Detailed information research sessional evaluation introduced by 39 universities, 6 institutions deemed to be universities and 10 agricultural technological universities is given in Annexure III.

In addition to these 55 universities sessional evaluation has also been introduced by JNU, (All departments- weightage 50-100 percent), Jodhpur (B.A., LLB, BE), Kamatak (Postgraduate level), M.S. University of Baroda (Postgraduate level weightage 30-100 percent) Osmania (M.A., M.Sc & B.Com weight 25 percent), Udaipur (All departments weight 20 percent), Visva Bharati, (All departments weightage 20 percent) B.I.T.S. Pilani (All departments) and Gujarat Vidyapith (Bachelor of Social Sciences, weightage 60 percent). This is based on information supplied by these universities in 1975. Including there in the analysis, 64 universities have so far introduced sessional evaluation at different levels.

Of these 64 universities 38 give a weightage of 25 percent or more for sessional evaluation. Only two universities viz. Mysore and SNDT have a weightage of less than 20 percent in some of the course or all the courses.

Marks of Sessional evaluation and external examination are shown separately by the universities of Aligarh, Bombay Calicut, Dibrugarh, Indira Kala, Indore, Madras, Madurai, Mysore (Except M.Sc Industrial Chemistry), North Bengal Panjab, Poona, Rajasthan Ravi Shankar, Sambalpur, Sardar Patel, SNDT (most Courses) Saugar, Utkal, Vikram, Visva Bharati, I.I.Sc, Bangalore, I.S.M, Dhanbad, Jamia Millia and Tamil Nadu university. These marks are combined in the universities, of Berhampur, Patna, Jadavpur, Meerut and IITU, Shillong,

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Other universities have not given specific information on this point or stated in view of 100 percent in internal assessment this question does not arise.

Most of the universities which have introduced sessional evaluation use variety of methods for assessing the performance of students, including home assignments, participation in tutorial seminars, field work, project report etc. However, there are some the main emphasis to on class tests viz. Indira Kala Jabalpur, Mee North Bengal, Ravi Shankar, Sambalpur and Saugar. In some univers e.g. Madras waightage is given for class attendance also.

In almost all the universities under review there is machinery for looking into the grievences of students regarding their marks or grades in sessional evaluation. Banaras proposed to have such machinery. The North Bengal Univers has stated that the university may, if it so desires, inspect internal tests and revise the marks, if necessary. In Roorkee, the grievance machinery is the Academic council and the Syndicate and I.I.Sc. Bangalore the curriculam committee/Dean/Chairman of the Senate. There is no machinery in the S.N.D.T. Women's University Bombay.

There are three universities viz Berhampur, Gujarat and Sambalpur, which have adopted sessional evaluation first at the Pre-university/intermediate/first degree level.

B. Question Banks

It will be seen from the attached statement Annexure IV that the scheme of question banks has also picked up 23 universities, one instituion deemed to be university and three agricultural and technological universities are at various stages of development in regard to the scheme of question banks.

The association of Indian Universities has also developed 60,000 - 70,000 questions in ten subjects at the undergraduate level. These are being published subjectwise and the will encourage a number of universities to develop question banks on their own.

Among the universities that have made progress in the development of question banks are; Calicut, Gauhati, Madras, Poona, Rajasthan, Sardar Patel, South Gujarat and Utkal, However in Gujarat and Rajasthan Universities, it is not certain whether the teachers were fully involved in the developmen of question banks. In Ravi Shankar and Saugar Universities, the question banks are to be used for purposes of guidance only. Saurashtra has only introduced new types of question papers and Berhampur is developing question banks for intermediate classes. The Panjab University merely proposes to hold a workshop for paper settlers.

(C) Grading :

The regional workshop on grading held in 1975 and 1976 recommended that universities should adopt the grading system at the postgraduate level beginning with admissions in 1976-77.

It will be seen from information in Annexure V that in addition to universities like JNU, M.S. University of Baroda, the agricultural universities and I.I.T's which were already on the grading system (with a few exceptions.) 23 universities and seven institutions deemed to be universities have switched over to the grading system. These are (I) Andhra, A.P.Singh University Rewa, Banaras, Calcutta, Delhi Dibrugarh, Gauhati, Guru Nanak, Indira Kala, Indore, Sambalpur, Jadavpur, Jiwaji, Madras, NEHU, Panjab, Poona Ravi Shankar, Roorkee, Sardar Patel, South Gujarat, Saugar and Vikram.

(2) BITS, Pilani IARI, New Delhi, I.I.Sc. Bangalore, ISM Dhanbad, CIEFL. Hyderabad, Jamia Millia Islamia and T.I. S.Ses, Bombay.

The following universities have decided to introduce grading or agreed in principle to do so:- Aligarh, Berhampur, Bhopal Bombay, Cochin, Gujarat, Madurai Meerut, Ranchi, Rajasthan and Utkal.

There are some deviations from the accepted in the universities of Gauhati, Rajasthan, Roorkee and Jamia Millia. The matter has been taken up with the institutions concerned. The Mysore University has stated that it will introduce grading only after the scheme is implemented at the national level.

Approximately 50 percent of the universities have implemented grading but a good deal of monitoring will be required at this stage.

(D) Semester System.

It will be seen from Annexure VI that in addition to Aligarh, M.S. University of Baroda which were already on the Semester system, the system is now in vogue in 25 universities, 5 intitutions deemed to be universities and all the agricultural universities. However, it is not more than than 10-12 universities that the unit system of courses has been introduced. Banaras introduced the system sometime back but abandoned it later on. A numb r of universities are considering the introduction of Semester as early as possible.

SESSIONAL EVALUATION

1. Agra University, Agra.

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Sessional evaluation has been adopted in the following courses. (i) B.Sc. (Engg) (ii) M.Stat. M.S.W. and M.A. (Sociology-Alternative course).

2. Aligarh Muslim University, Aligarh.

The University has already introduced the semester system in 1967 at the undergraduate and postgraduate level in the faculties of Arts, Social Sciences, Science and Commerce. Every semester course carried a number of credits. The courses extending over 3 to 4 hours per week carry credits. In order to earn credits a student has to pass in the sessional work prescribed for the course as well as the written examination held at the end of the semester. The marks prescribed for sessional work are 25 per cent.

The University has accepted the basic principle of the recommendation of the Examination Reforms Committee of the UGC that the teacher who teaches must examine and in the light of this principle, some fundamental reforms have been introduced for the semesters 1973-74.

1. In the new system of examination, the following features have been introduced.

1. Sessional Tests in class room have been dispensed with;
2. Mechanism of continuous evaluation of sessionals has been left to the individual departments. The evaluation may be based on home assignments/quizzes/class room assignment/orals/tutorials.

For the award of sessional marks a moderation committee has been constituted in each department by the Head of the Department.

There shall be 2 examinations of one hour each, one in the middle and the other at the end of each semester. The examination should be conducted by the teacher concerned in the class room. The examination paper shall be set by the teacher teaching the subject and will be duly moderated. The answer books will be examined by the teacher concerned.

The other reform in the examination system which the university has already introduced is that sessional assessment and examination marks are shown on the mark sheets separately.

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3. Andhra University, Waltair.

Sessional assessment has been adopted in all the courses except post graduate and part-time courses in Engineering.

Weightage	10 marks for assignments
Arts	15 marks for semester and examination.
Science	50 marks for in semester and 50 marks for semester and examinations.

Modes of sessional assessment are - Tutorials, assignments, Tests, quizzes, Seminars, Field work in some of the courses.

Regarding the grievance machinery-College Academic Committee, Department Academic Committee with students also on the bodies go into the grievances of students.

4. A.P. Singh University, Rewa.

The University has introduced sessional assessment in post-graduate examinations.

4. Banaras Hindu University, Varanasi.

Sessional assessment has been in vogue for the last two years in the following faculties: Engineering, Agriculture and Business Management.

The other faculties e.g. Arts, Social Sciences, Science and Law are currently busy in formulating their proposals regarding this.

Weightage is 25 per cent.

Marks of sessional assessment are not shown separately.

Modes of sessional assessment - Except the Faculty of Agriculture, in all other faculties internal assessment consists of class tests, quizzes, home assignments, tutorials, seminars, etc. In the faculty of Agriculture, in addition to the above, practical work forms part of internal assessments.

The University is proposing to provide for a grievance machinery.

5. Berhampur University

The sessional assessment system has been introduced at the Intermediate stage from the academic year 1972-73 and the first batch of students appeared at the intermediate examination in the year 1974. It has been decided to extend this system to the B.A. degree stage from the academic year 1977-78 and the first batch of students will appear in 1979. Out of 100 marks in each paper 20% of the marks have been earmarked for Sessional assessment tests. Three such tests are being held during a year and the best two tests are taken into consideration for the purpose of Internal Assessment marks secured by the students.

The University has decided to standardise the Sessional Assessment tests held in different colleges and for this purpose separate bodies will be constituted with experts in respect of subjects to assess the questions, answer scripts of students and the marking system adopted in the colleges. This will serve as the grievance machinery.

6. Bhopal University, Bhopal.

The University has decided to introduce sessional assessment from 1976-77. Details are awaited.

7. Bombay University, Bombay.

The University has adopted sessional assessment in the following courses.

- M.B.B.S., (First and Second Year), B.Sc.(Nursing) Post certificate
- B.Sc.(Home Science), Diploma Ed., B.Ed. (Physical).
- B.F.A. Painting and Applied Arts., B.A.(Ed. Deaf), Dip Ed. (Deaf).
- B. Pharm, M.S. (C.M.E. and P), B.Text, D.I.E., B.E.(CME & P).
- B.Sc.(Tech), B.Chem. Engineering, B. Arch. M.A. and M.Sc.

The percentage of marks earmarked for Sessional assessment varies from 15 to 100%.

Marks of sessional assessment are shown separately.

Models of Sessional assessment are - sessional work for theory and practical, periodical tests, assignments etc. Grievance Machinery

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Grievance Machinery - On receiving an application from the student for review of marks in internal test/assignment the marks may be reviewed by the examiners concerned who have previously assessed his work and such a review shall be final.

8. Calcutta University, Calcutta.

The Standing Committee of the Academic Council has recommended, sessional assessment to the extent of 20 per cent at the first degree level and 25 per cent at the second degree level.

9. Calicut University

The departments which have already introduced sessional assessment are mentioned below together with the weightage sessional assessment.

<u>Department</u>	<u>Weightage of Sessional Assessment</u>
Physics	40% (for each paper and practicals) and 100% for project work.
Chemistry	25% aggregate
Botany	30 % "
Zoology	(being worked out)
English	20% for each paper
Commerce	40% for each paper
History	30% aggregate

Marks are shown separately in the result cards but are combined for the results. This has to be done to provide an incentive for regular course work and taking the internal assessment seriously. The answer books are returned to the students/marks/grades discussed with them. An opportunity is also given to students to represent against marks/grades in sessional assessment.

10. Cochin University

The University has introduced sessional assessment on the lines suggested by the University Grants Commission. The weightage generally varies from 25 to 40 per cent.

11. Delhi University

The University has accepted in principle the introduction of sessional assessment at the postgraduate level. The details are being worked out by the department concerned.

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12. Dibrugarh University

Sessional assessment has been adopted for pre-degree, degree, M.A. M.Sc. and M. Tech. courses.

Marks of sessional assessment are shown separately.

The modes of sessional assessment are: tests, home assignments, practical work, tutorials and seminars etc.

13. Gauhati University

- (a) At the postgraduate level in the Faculties of Arts, Science and Commerce.
- (b) 20% marks of all theoretical papers.
- (c) Marks shown separately but counted towards the final result.
- (d) Modes of sessional assessment: tutorials; seminars; class room test, periodical examinations, home assignments, laboratory or library work.
- (e) Grievance Machinery as suggested by UGC in its plan of Action.

14. Gujarat University

The system of Sessional Evaluation has been introduced in this university for the last 12 years and at present it is to the extent of 30% of marks in each subject from the Pre-university class to the final year degree class in the faculties of Arts, Science and Commerce. In the faculty of Medicine also sessional assessment upto 30% has been introduced in the 1st, 2nd and 3rd MBBS examinations. Due weightage is also given at the university examinations to the term-work and sessional work done during the year in the colleges in the faculties of Pharmacy, Dentistry and Engineering.

15. Guru Nanak University, Amritsar.

Sessional assessment has been adopted in the departments of Biology and Chemistry.

16. Indira Kala Sangit Vishwavidyalaya

Sessional assessment has been introduced from the academic year 1976-77 in the following courses.

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- i) M.A. in all subjects.
- ii) M. Music in all subjects.
- iii) Kovid in all subjects.

Weightage is 20% - each paper.

Marks of sessional assessment are shown separately in each paper.

The Mode of sessional assessment would be tests which will be conducted in three terms as the academic year shall be divided into three terms so as to divide the entire syllabus into three teaching units during each of which the prescribed syllabus shall be completed.

Regarding grievance machinery, an appeal against sessional assessment shall be made within 3 days of the declaration of the result, to the Head of the department/principal of the college, who shall place the matter before a committee consisting of the Head of the Department/Principal of the College. An expert of the subject concerned and a nominee of the Head/Principal.

17. Indore University

Sessional assessment has been adopted only for M.A., M.Com., M.Sc., M.Sc.(Home Science) and LL.M. examination from the academic year 1976-77.

Marks of assessment are shown separately.
Modes of assessment are open book tests, tests, quizzes, field work, project work etc.

Grievance machinery: Any representation against assessment shall be made within three days of the declaration of the result of the Head of the University department/Principal of the college, who will place the matter before a committee consisting of the Head of the university department/Principal of the college, the teacher concerned and one more teacher competent to assess the script.

18. Jabalpur University

The University has decided to introduce sessional assessment. This will be done through five periodical tests. The results of the three best tests will be counted towards the final results. The students will be shown the answer papers and will have a chance to discuss the grades with the teachers concerned.

19. Jadavpur University, Calcutta

All the nine departments under the Faculty of Engineering and Technology introduced continuous internal evaluation from the academic session 1973-74 for the under graduate class. The scheme is now implemented for the 1st and 2nd year classes and will be progressively introduced in other classes.

The Faculty of Science consisting of four departments; physics, chemistry, mathematics and geological sciences, has introduced continuous assessment from the academic session 1974-75 for the I year undergraduate students.

The Faculty of Arts was also likely to introduce the system.

The Faculty of Engineering and Technology has proposed 30% weightage for the continuous internal assessment initially and the Faculty of Science has proposed 40% for the continuous internal assessment. However, both the faculties will increase the weightage to 50% in the near future.

The marks/grades of the continuous evaluation are combined for the results of final examinations.

The students are allowed to see the answer scripts, but not permitted to take them back with them.

Regarding students representation against Marks/ Grades no complaint has yet been received. In case of such complaints, a committee with the Dean of the Faculty, Head of the department and paper-setter hear the complaint and make recommendations.

20. Jiwaji University, Gwalior

Sessional assessment has been adopted in the following courses: (i) M.A. (ii) M.Sc. (iii) M.P.E. (iv) M.Com.

The modes of assessment would be multiple choice test, open book tests, problems solving exercises, quiz, field work or project report etc. Each test will be 45 minutes duration.

Regarding Grievance Machinery any representation against the result to the Head of the university department/principal of the college, who will place the matter before a committee consisting of the Head of the Department/Principal of the college, the teacher concerned and one more teacher competent to assess the script, nominated by the Head of the Department/Principal of the College.

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21. Madras University

Sessional assessment has been adopted in almost all the courses at the undergraduate and postgraduate level in the faculties of Arts, Science, Commerce, Engineering, Medicine and Management Sciences.

Weightage for all subject papers, the distribution between sessional assessment and external examination is usually 25 % and 75% respectively except in community social service which forms an integral part of the curriculum in undergraduate as well as postgraduate courses, the assessment is entirely internal on the basis of continuous evaluation.

Marks of sessional assessment are shown separately.

Modes of assessment for arriving at sessional assessment marks are regular attendance at lectures, tutorials, regularity in submission of records/reports and sessional assessment based on continuous evaluation which includes tests, quizzes, assignments, seminars etc.

For Grievance machinery- the university shall set up an Appeal Committee consisting of the Principal of the college, the Head of the Department of the subject concerned and an expert in the subject invited from a local college or a college nearby.

22. Madurai University

The University has introduced sessional assessment in a number of postgraduate subjects viz. History, English, Tamil, Mathematics, Physics, Chemistry, Botany, Zoology and Biology and for B.A., B.Sc. special examinations and the B.A. examinations. The weight given to sessional assessment varies from 11.6 per cent to 50 per cent. The marks for sessional assessments are shown separately but counted for final classification of the students. The answer books are returned to the students and an opportunity also given to them to represent against marks/grades in sessional assessment.

23. Meerut University

- (a) The sessional assessment has been adopted for all courses at graduate and postgraduate level.
- (b) Weightage - 50%
- (c) Marks of sessional assessments are combined with external assessment for calculation of division purposes.
- (d) Mode of sessional assessment - Class test.

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(e) Grievance Machinery - Review Committee has been formed subject wise in each college to see cases where 60% or more marks have been awarded and to see uniformity in standard. These committees have been empowered to modify the marks in cases where it is felt that injustice or favour has been done to a candidate.

24 Mysore University

Marks of Sessional

Sessional assessment has been adopted for all the courses at the undergraduate and postgraduate levels in the faculties of Arts, Science, Commerce, Education, Medicine and Pharmacy, Law and Management.

Weightage for all the above courses is between 10% and 50 per cent.

Marks of Sessional assessment are shown separately in all the courses except M.Sc. (Industrial Chemistry).

Modes of Sessional assessment are tests, seminars, assignments, oral tests, practical etc.

25 North Bengal University:

- (a) B.A./B.Sc./B.Com./M.A./M.Com.
- (b) B.A./B.Sc./B.Com. - 20% marks
M.A./M.Sc./M.Com. - 50% marks
- (c) Yes
- (d) B.A./B.Sc./B.Com. - Internal Tests.
M.A./M.Sc./M.Com. - Sessional Tests.
- (e) M.A./M.Sc./M.Com.

Ordinarily 3 sessional tests are held in courses of a semester but if a student fails to obtain pass marks in any of the sessional tests he may be allowed to take one or two more tests in course of the semester and the three best marks secured by him in those tests shall be taken into account.

BA/B.Sc./B.Com.

The university may, if it so desires, inspect and supervise the internal tests and may also as and where necessary, revise the internal marks obtain by

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students of a particular college and take suitable measure for proper maintenance of academic standard.

26. North Eastern Hill University, Shillong

Sessional assessment system has been adopted in all postgraduate courses in the university and the B.Ed. course in 4 colleges.

Weightage for postgraduate course	50%
B.Ed. course	40%

Marks of Sessional assessment are not shown separately.

Modes of Sessional assessment are tests, quizzes, field work, home assignments, practical work, tutorials seminars and attendance.

Grievance Machinery-Any student who is not satisfied with the grades given may appeal to the department within five days of the publication of sessional grades, for re-consideration of the grade given.

27. Panjab University, Chandigarh

- (a) Courses for which Sessional assessment has been adopted. For the postgraduate courses in the following subjects:
- 1- Geography.
 2. Sociology
 3. Statistics.
 4. Psychology
 5. Ancient Indian History, Culture & Archaeology.
 6. Public Administration.
- (b) Weightage 25% as provided in the Regulations.
- (c) Whether marks of Sessional assessment are shown separately. Yes.

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- (d) Modes of Sessional Assessment e.g. tests, guides, field work, home assignments, practical work, tutorials, seminars. Assessment on the basis of mid-semester, test/term papers, seminars tutorials.
- (e) Grievance Machinery It has been decided on 18.11.76 that internally assessed answer-scripts, term papers etc. will be returned to the examiners so as to enable them to discuss their evaluations with the teacher concerned.

28. Poona University, Poona

Sessional assessment has been adopted for the postgraduate course in the faculties of Arts, Science, Mental, Moral and Social Sciences.

The ratio of percentage of marks of Sessional assessment in relation to the external examination is 40:60.

Sessional assessment is shown separately.

Modes of assessment are: longish term papers, brief reports in seminar and tutorials, terminal examination, oral tests etc.

Regarding Grievance Machinery-the authorities of the university has decided to appoint moderation committees to consider the grievances of the students relating to assessment.

29. Rajasthan University, Jaipur

30 per cent marks are provided for sessionals (internal assessment). The marks obtained by the students in sessionals are added to the marks of external assessment for working out the result.

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Sessional marks are shown separately in the marks-sheet.

30. Ranchi University, Ranchi.

The University has organised a workshop recently for orienting the teachers towards the Introduction of Sessional Assessment.

31. Ravi Shankar University.

Sessional assessment has been introduced at the postgraduate examinations in the Faculties of Arts, Social Sciences, Science, Life Science and Commerce from the session 1976-77.

The weightage for theory and practicals as well as for different papers of the courses shall be the same as provided in the existing ordinances for corresponding examinations.

Marks of Sessional assessment will be shown as separately.

Under the new scheme the academic session will be divided into four terms of more or less equal duration. Each term will cover nearly one fourth of the prescribed courses which will, thus, be divided into four teaching units. The achievements of students will be assessed therein through atleast five periodicals tests spread over the session in both theory and practicals. At the end of the session there shall be an annual university examination on the whole course. The results of three best tests of each student out of atleast five would be counted towards Sessional Assessment.

Any representation against the Sessional assessment shall be made within three days of the declaration of the result to the Head of the university department/Principal of the college, who shall place the matter before a Review Committee consisting of the Head of the university department/Principal of the college, the teacher concerned and one more teacher competent to assess the script Coopt by him (Head of the university department/Principal of the college).

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32 Roorkee University

The University has adopted Sessional assessment for all courses like B.E. B.Arch., M.E./M.Sc.

100% weightage is given as far as possible.

The marks are shown subjectwise in the mark-sheet.

The percentage weight to the course work, tutorial and theory practicals etc. is 50:50 as far as possible.

Grievance Machinery-Academic council and Syndicate.

33 Sambalpur University.

Sessional assessment has been adopted in pre-university 1st year degree, B.A., B.Sc., and B.Com. courses.

Weightage for the internal assessment is 20 per cent.

The marks are shown separately in the results of each of the examinations.

The marks are assessed on the performance of the student in his tests and tutorials examinations combined together.

Regarding Grievance Machinery, the university examines the papers on which the performance is assessed to meet the grievances of the candidates.

34 Sardar Patel University

Sessional assessment has been adopted in all the faculties i.e. from preparatory to postgraduate level.

At the postgraduate level the ratio between External assessment and Sessional assessment is 50:50 at the under graduate level it is 70:30.

Marks for Sessional assessment are shown separately in the marks statement.

Sessional assessment constitutes tests, unannounced quizzes, term papers, seminars, Home assignments, laboratory work etc.

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The answer books of internal tests conducted by the departments/colleges are returned to the students for their perusal and verification. They can represent to the head of the department/colleges, if they have any grievance about the assessment.

35 South Gujarat University:

Sessional assessment has been introduced at the post-graduate level of part-I from the academic year 1976-77 and from the next year it will also encompass part-II.

The performance of the students will be recorded four times a year, as the total teaching-periods and the total syllabus in each subject have been divided into four approximately equal units and assessment will be recorded at the end of each unit.

There will be a continuous evaluation of the students' total performance. The heads of internal evaluation include (a) test or quiz, (b) Practical activity (c) assignment (d) tutorials (e) term papers (f) participation and discussion etc. Appropriate weightage for these heads will be decided by respective faculties.

36 SNDT Women's University

Sessional assessment has been introduced in the following courses:

Faculty of Arts:

English B.A. part-I, II and III and M.A. part-I

Mother tongue B.A. Part I and M.A. Part-I

Sociology M.A. Part-I

History B.A. Part-I

Music M.A. Part-I

Faculty of Education: B.Ed.

Home Sc. First year to senior B.Sc.

Library Science B. Lib. Science
Nursing First year to senior B.Sc.

Weightage for the above courses vary from 10% to 40%.

In most of the above course, the marks of Sessional assessment are shown separately.

Modes of assessment are tests, assignments, Book Review Tests, Seminars, Practical works, Tutorial, Term examinations, Field work, class reports, Home assignments etc.

There is no grievance machinery in the university.

37 Saugar University:

The University has introduced Sessional assignment at the postgraduate level. Weightage for sessional assessment is 25 per cent. The results of the three best tests of each student of the five would be counted towards sessional assessment.

38 Utkal University:

Sessional assessment has been adopted in all subjects of the faculty of Arts, Science and Commerce at the undergraduate level including Honours courses and postgraduate level.

Weightage is 25%.

Marks of Sessional assessment are shown separately.

At the undergraduate level, assessment is done through periodical tests. At the postgraduate level, assessment is done through periodical tests, project work, field work, seminars, tutorials, laboratory records and oral tests.

Review committees have been set up both at the undergraduate and the postgraduate levels to consider the grievances of students.

The committee consists of (i) the Head of the Department (ii) the teacher who has valued the scripts and (iii) another senior teacher nominated by the Principal/Head of the Department.

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39 Vikram University, Ujjain

Sessional assessment has been introduced from the year 1976-77 for the previous year of all post-graduate courses except M.Ed. and M.Lib. Science. Further, the scheme will be introduced in the final year of postgraduate courses and M.Lib. Science and M. Ed. courses from the session 1977-78.

Weightage of sessional assessment will be 25% of the total assessment.

The marks of sessional assessment will be shown separately.

Modes of assessment will be through tests, quizzes, field work, home assignment, practical work, tutorials, seminars etc. according to the convenience of the institution concerned.

Grievance Machinery: Any appeal against the assessment shall be made within five days of the result to the Head of the department/Principal of the college who will place the matter before the Appeal Committee in the subject concerned and the decision of this committee shall be final. The Committee will consist of three members to be nominated by the Head of the Department/Principal of the college concerned, one of whom shall necessarily be the teacher concerned.

INSTITUTIONS DEEMED TO BE UNIVERSITIES

- 1 Indian Agricultural Research Institute, New Delhi.

The system of instruction at the Institute is modelled on the course credit system. The examination is held by the course instructors who are over-all in charge of the course, at the end of every trimester, and grades awarded by the course instructors are included towards overall grade Point Average."

After completing 75% of course work, M.Sc. and Ph.D. students appear for qualifying examination and viva-voce examination to enable them to proceed with the research work.

Grades awarded in the examination at the end of trimester and indicated in overall grade point average.

Modes of assessment are short quizzes, term paper, final term examinations, seminars.

2 Indian Institute of Science, Bangalore

Sessional assessment has been adopted for all degree awarding programmes of the Institution.

Weightage: normally for all courses, the Sessional assessment carries 50% weightage and for the terminal examination the remaining 50%.

Marks of sessional assessment are shown separately.

Modes of assessment are: tests, quizzes, field work, home-assignments, tutorials, seminars etc.

For students grievances, there is a curriculum committee/Deans/Chairman of the Senate.

3. Indian School of Mines, Dhanbad.

- (a) Courses for which Sessional Assessment has been adopted. I and II year B. Tech./B.Sc. only.
- (b) Weightage Weightage of each course has been converted in terms of credit hours for theory/practical sessionals.
- (c) Whether marks of Sessional assessment are shown separately. Yes.
- (d) Modes of Sessional assessment e.g. tests, quiz, field work, home assignments, practical work, tutorials, seminars etc. Tests, quizzes, field work, practical and tutorial etc. accepted in internal assessment.
- (e) Grievance Machinery The Examination Board looks into such applications.

4 Central Institute of English and Foreign Languages, Hyderabad.

The evaluation of candidates for all courses is based on the principle of total internal assessment. The individual instructor or term of instructors as the case may be, who taught a subject in a given semester are solely responsible for the evaluation of candidates. A distinction is made between:

- i) Sessional assessment-class tests, assignments, small projects.
- ii) terminal assessment-a final written/practical examination.

For introductory courses the relative weights of sessional and final assessment is in the rate of 60:30 for advanced courses this ratio is 50:50.

5 Jamia Millia Islamia:

The Jamia has introduced sessional assessment at the postgraduate level. (M.A. and M.Ed.). Weightage for sessional assessment is 40 per cent. Marks are shown separately. The modes of assessment are, class tests, short term papers, seminars and field work. A departmental committee has been constituted to look after the grievances of students. The Committee consists of the Head of the department one Professor in order of seniority one reader and one lecturer.

6. Tata Institute of Social Sciences:

The sessional assessment, in the following courses has been adopted-Master of Arts Degree Programmes in (i) Social work and (ii) Personal Management and Industrial Relations.

Modes of Assessment:-

- (i) Written examination, (ii) Assignment, (iii) Field work and (iv) Block field work.

Grievance Machinery:- The director on getting a case of grievance will examine it and may order revaluation if necessary.

AGRICULTURAL AND TECHNOLOGICAL UNIVERSITIES

1. Assam Agricultural University.

Sessional assessment has been introduced in all the courses. Weightage is 100 per cent so the question of showing the marks of internal assessment separately does not arise.

Modes of assessment are tests, quizzes, field work, home assignments, practical work, tutorials, seminars etc.

The student may apply to the Dean, within one week after announcement of the grades for scrutiny.

2. G.B. Pant Agricultural University, Pantnagar

The University has examinations of different types viz. short quizzes, Hourly examinations, proficiency examinations, practical examinations, examinations and preliminary examinations. The weightage given to these tests is as under:-

Short quizzes: 10-15 per cent, hourly examinations. 20-40 per cent, practical laboratory and other assignments, 20-30 per cent, and final examination, 40 per cent. Marks obtained by students in quizzes, hourly examinations and trimester final examinations are shown to the students.

3. Harayana Agricultural University:

The University has adopted internal assessment in all the courses of the university.

Weightage is 100 per cent.

Modes of internal assessment-Mid term examination, practical examination, final examination, assignments, seminars and thesis seminars,. Grievance Machinery-The student can appeal to the Director of students Welfare, who examines the grievances and take decisions in consultation with the concerned Deans and faculty members.

4. Jawaharlal Nehru Technological University, Hyderabad.

Internal assessment system is being adopted in all the courses of this university.

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Weightage: For theory subjects, 60% for sessional work and 40% for the end comprehensive Examination for all the theory courses, for practicals Drawings and workshops, 75% for sessional work and 25% for the end practical examination.

The sessional work is based on the assessment of tutorials assignments, quizzes and midterm examinations.

For all examinations including the end examinations, evaluated answer scripts are being returned to the students for scrutiny and taken back after 15 to 30 minutes.

5. Kerala Agricultural University.

Sessional assessment has been introduced in all the courses.

Weightage is 70%

Mode of assessment:

Tests, quizzes, field work, practical work, tutorial seminars, etc.

It is open to the students to bring their grievance to the notice of Vice-Chancellor.

6. Mahatma Phule Krishi Vishwavidyalaya, Ahmednagar:

The Vidyapith follows the internal system of assessment. In the internal assessment system the students are evaluated through laboratory work, quizzes, tests, etc.

7. Orissa University of Agriculture and Technology:

The University has adopted the internal assessment system from the session 1974-75 in all the Master's degree courses.

Weightage is given as follows:

i)	Assignment	20%		
ii)	Periodical tests.	30%		
iii)	Final examination.	50%	Practical & Theory	20% 30%

Modes of assessment are periodical tests, practical work etc.

8 Tamil Nadu Agricultural University:

Internal assessment has been adopted in the following courses:

B.Sc. (Agriculture), B.Sc. (Horticulture),
B.E..(Agriculture),

M.Sc. (Environmental Biology and plant
Physiology) Ph.D.

Weightage is 100 per cent as per details given below:-

i) Regular attendance	5%
ii) Regular in submission of records and the behaviour of the student in the class.	5%
iii) Quality of term papers submitted by the student.	5%
iv) Announced quiz	15%
v) Unannounced quiz	20%
vi) Mid-term test	20%
vii) Final test	30%
Total:	<u>100%</u>

Marks of internal assessment are shown separately.

Modes of internal assessment are-laboratory and field assessment, seminars, quizzes (Announced and unannounced). Mid-term test, final test.

Regarding Grievance Machinery, the university has provided the right to students to appeal for revaluation of the examination scripts.

9. The University of Agricultural Sciences, Bangalore

Sessional assessment has been adopted for all courses.

Weightage is 100 per cent.

Modes of sessional assessment are tests, quizzes, assignments and practical records.

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Any student with a grievance regarding assessment, first approaches the concerned teacher and if he does not get relief then he can approach the Head of the Department/the Head of the Institution.

10 Punjabrao Krishi Vidyapith, Akola

Sessional assessment has been adopted in the following courses:

- i) B.Sc. (Agriculture)
- ii) B.V.Sc. and A.H.
- iii) B.Sc. (Agr. Engg.)
- iv) M.Sc. (Agriculture)
- v) M.V.Sc.

Weightage varies from 20% to 50%

..... Marks of sessional assessment are shown separate

Modes of assessment are quizzes, attendance, field work, Home assignment, Practical work and practical record, tutorials and Mid-semester examination.

There is no regular grievance machinery. However the students are appraised of their performance in quizzes, mid-semester examination, etc. and if any discrepancy is observed the student is allowed to bring the same to the notice of the teacher concerned and also of the Head of the Department/Associate Dean concerned.

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The position regarding sessional evaluation in 55 universities is given below in the form of a statement:

Sl. No.	University	Faculty/Department	Weightage (percent)
1	2	3	4
1	Agra	B.Sc. (Engg.), M.Stat. M.S.W. & M.A. (Sociology-Alternative)	N.A.
2	Aligarh	Arts, Social Science, Science and Commerce.	25
3	Andhra	Almost all courses	25-50
4	A.P. Singh	Postgraduate	N.A.
5	Banaras	Engineering, Ag. and Business Management.	25
6	Berhampur	Inter & B.A	20
7	Bombay	Professional subjects	15-100
8	Calcutta	I degree level	20
		II degree level	25
9	Calicut	Physics	40
		Chemistry	25
		Botany	30
		Zoology	N.A.
		English	20
		Commerce	40
		History	30
10	Cochin	Postgraduate	25-40
11	Delhi	'In Principle' at the postgraduate level	N.A.
12	Dibrugarh	At all levels	N.A.

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1	2	3	4
13	Gauhati	Postgraduate level in Arts, Science and Commerce.	20
14	Gujarat	Arts, Science and Commerce-Pre-University and degree level	30
15	Guru Nanak	Biology, Chemistry	N.A.
16	Indira Kala	M.A., M. Music & Kovid	20
17	Indore	Postgraduate level	N.A.
18	Jabalpur	Decided to introduce	N.A.
19	Jadavpur	Engineering, Science	30-40
20	Jiwaji	Postgraduate level	N.A.
21	Madras	Postgraduate level	25
22	Madurai	A number of postgraduate subjects	11.6-50
23	Meerut	All courses	50
24	Mysore	Postgraduate level	10-50
25	North Bengal	B.A., B.Sc., B.Com. M.A., M.Sc., M.Com.	20 50
26	Nehru	Postgraduate B.Ed.	50 40
27	Panjab	Postgraduate level in a number of subjects	25
28	Poona	Postgraduate level in Arts, Science etc.	40
29	Rajasthan	At all levels	30
30	Ranchi	Under consideration	NA.
31	Ravi Shankar	Postgraduate level	N.A.
32	Roorkee	B.E., B.Arch., M.E. M.Sc.	50

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1	2	3	4
33	Sambalpur	Pre-University degree level	20
34	Sardar Patel	Undergraduate	30
		Postgraduate	50
35	South Gujarat	Postgraduate	N.A.
36	S.N.D.T	B.A., M.A. B. Sc. B.Ed., B. Lib. Sc.	10-40
37	Saugar	Postgraduate level	25
38	Utkal	Arts, Science and Commerce (Hons. & Pg. level)	25
39	Vikram	Postgraduate level (Except M.Ed. & M Lib. Sc.	25
40	I.A.R.I. New Delhi	All courses	N.A.
41	I.I.Sc. Bangalore	All courses	50
42	I.S.M. Dhanbad	B. Tech., B.Sc.	NA
43	C.I.E.F.L. Hyderabad	All courses	40-50
44	Jamia Millia Islamia	M.A ., M.Ed.	40
45	Tata I.S. Sc. Bombay	M.A.	N.A.
46	Assam Ag.	All Courses	100
47	G.B. Pant Ag.	All courses	60
48	Haryana Ag.	All courses	100

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1	2	3	4
49	J.N. Tech. Hyderabad.	All courses	60
50	Kerala Ag.	All courses	70
51	Mahatma Phule Krishi	All courses	N.A.
52	Orissa Univ. of Ag. & Technology	All Master's degree courses	50
53	Tamil Nadu Ag.	B.Sc. (Ag.), B.Sc.(Hort.) B.E. (Ag.), M.Sc. (Environmental Biology and Plant Physiology) and Ph.D.	70
54	Univ. of Ag. Sc, Bangalore	All courses	100
55	P.R. Krishi Akola	B.Sc. (Ag.), B.V.Sc. & A.H., B.Sc. (Ag. Engg.) M.Sc. (Ag.) & M.V.Sc.	20-50

QUESTION BANKS

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1. Berhampur University

The University has taken up to establish a Question Bank for the students of Intermediate Course. Objective type of questions in each subject have been prepared and have been circulated as a guidance to the students and teachers. The preparation of other type of questions is in the process and will be finalised soon which will constitute a question Bank at the Intermediate stage.

2. Calcutta University, Calcutta.

The University is organising a workshop for developing question banks.

3. Calicut University

The University has developed question banks for first and second pre-degree course in the major subject areas. The items were prepared by teachers of pre-degree classes in a series of workshops. Services of experts from different disciplines were utilised for giving technical advice to teach in developing items. The bank is being setting questions for the I and II pre-degree course examinations from April-May, 1974 onwards.

Question banks are being developed for B.A./B.Sc./B.Com. degrees.

4. Gauhati University

(a) Pre-University and Degree (Pass) levels.

(b) A cell consisting of experienced university and college teachers has been constituted for reviewing the questions received from the teachers. After reviewing, the questions are included in the bank. Two workshops one in Physics and the other in Economics were also arranged. The question Bank has been newly started. At this stage it is not possible to assess the impact. It will have to be perpetually reviewed and replenished before making any specific conclusion.

5. Gujarat University

The University has decided to develop question banks for the first year B.A. examination for the year

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1976-77. The Chairman were requested to prepare questions with the help of three or four senior colleagues. The questions so prepared were placed before the respective Boards of study. The university has decided that question papers in each subjects should include 50% of the questions from the question bank. A workshop on question bank has also been organised by the university.

6. Kumayun University, Nainital.

The University organised a workshop in December, 1976 for developing question banks. The question banks are proposed to be used from 1977 onwards.

7. Madras University, Madras

The university first implemented reforms in the structure of the question papers for B.A., B.Sc. B.Com. and M.A., M.Sc. and M.Com. courses. The formation of a question paper has been divided into three sections. The division of 100% weightage has been decided according to the nature and length of each question for both undergraduate and postgraduate courses.

The method for developing the question bank was broadly as follows:

The Board of Studies designed model question papers on the new pattern of education. These questions under each section were circulated to all the affiliated colleges suggesting suitable break-up of the subjects into units for working. The colleges arranged to run orientation courses for their teachers to develop items/questions under all the three sections. The collection of questions developed by the colleges were sent to the university. The sub-committees appointed by the Board of Studies were assigned the task of finalising the questions for inclusion in the question bank.

8. Meerut University, Meerut

The method adopted by the university for developing question banks - Question banks have been developed for ten courses of B.A. 1 semester.

9. Mysore University, Mysore

Steps are being taken by the university to implement the question bank very shortly.

10. North Eastern Hill University

The scheme of having question bank has been accepted for all the courses in the university but the procedure is not yet finalised.

11. Panjab University, Chandigarh.

The University will be holding a workshop for paper setters at the undergraduate level.

12. Poona University, Poona

The university has adopted the scheme of having question bank for M.Sc. course. For each semester course, there shall be, to the extent possible a collection or a bank of actual or typical questions, spread over the entire syllabus of the semester course from out of which a certain percentage of questions shall be actually selected for the final examination in the semester.

13. Rajasthan University

The University has already developed question banks in the following subjects. Some of the question banks have been sent to experts for their comments. It is understood that teachers in the subjects have not been fully involved in the development of question banks.

Arts

1. English Literature
2. Home Science
3. Geography
4. Sociology
5. General Education
6. Public Administration
7. Indian Music
8. Philosophy
9. Political Science

Commerce

10. Economic Administration of Financial Management
11. Business Administration

Science

12. Physics
13. Mathematics

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14. Ranchi University, Ranchi

The University organised a workshop recently to orient the teachers for developing question banks.

15. Ravi Shankar University

All departments would prepare question banks for all stages, undergraduate and postgraduate, as a guide to the students indicating the scope of the subject. These would serve as a guide to the teachers to prepare the subject and would not necessarily be the form in which questions may be set at the test or the annual university examination.

16. Sambalpur University

The University has accepted the scheme of question bank in principle and action is being taken to implement the same early.

17. Sardar Patel University

The system of question bank was adopted first at the preparatory level from the academic year 1974-75 and has been extended to first and second year levels and in 1976-77 and will come into force in the third year from the year 1977-78.

The teachers who teach the subject are requested to prepare question banks pertaining to their subject and class. All the teachers meet at workshops to discuss and finalise the question bank. The question bank prepared in the workshop are placed before the Board of Studies of the respective subject for consideration and approval.

18. Saurashtra University, Raikot

The University has introduced new type of question papers from its 1976 examinations. The papers were divided into two sections - (i) objective type questions - 40 marks and (ii) Essay type questions - 60 marks.

19. South Gujarat University

The system of question bank has been introduced in the second year of B.A., B.Sc. and B.Com. classes from the current academic year.

The units have been sent to the teachers actually teaching at the second level requesting them to frame question on various topics included in these units. The questions thus framed will be screened by the Board of Studies and will be properly edited. These edited questions will be cyclostyled and will be provided to the teachers and students.

20. S.N.D.T. Women's University, Bombay

Faculty of Education: Workshops and follow up work on content analysis of B.Ed. courses is near completion. Follow up workshop on replanning and redesigning of B.Ed. papers will be soon taken up. It is felt that questions to be entered in the question bank must be tried first.

21. Saugar University, Sagar.

The different departments have been asked to prepare question banks at both the undergraduate and postgraduate levels as a guide to the students indicating the scope of the subjects.

22. Utkal University, Bhubaneswar

The University has decided to develop question banks in all the subjects at the undergraduate level. In the first phase the development of question banks in four subjects namely: History, Economics, Physics and Chemistry is in progress and the same will be extended to other subjects soon.

Method: A Board of Experts appointed by the university examines the syllabus and decides the number of questions required to be answered in the examination. As per the number of question the syllabus is divided into a number of units. Thereafter, the teachers teaching the subject are invited to submit questions as per the number of units of syllabus and model answers to these questions with the instructions that the questions be so set that they should assess the real understanding of the subject and have no ambiguity of answers. After scrutiny by the Expert Board, the questions are included in the question bank. Care is taken to see that all the questions in one group corresponding to a unit of the syllabus are of equivalent standard. Such question banks are expected to be revised every year even when the syllabus remains the same.

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23. Vikram University, Ujjain

The University has decided in principle to develop the question bank. The university authorities are planning to organise facultywise workshops shortly.

INSTITUTIONS DEEMED TO BE UNIVERSITIES

1. Central Institute of English and Foreign Languages, Hyderabad.

No systematic steps towards the establishment of a question bank have been taken, though files of questions and items are maintained by various departments.

AGRICULTURAL AND TECHNOLOGICAL UNIVERSITIES

2. Haryana Agricultural University

The scheme of question bank has been adopted by the university in all courses but the method by which the question banks have been developed by the university has not been indicated.

3. Jawaharlal Nehru Technological University, Hyderabad

The university is considering the development of question banks.

4. Orissa University of Agriculture and Technology

The University has taken a decision to develop question banks in the university but detailed information in this connection has not been supplied by the university.

GRADING

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1. Aligarh Muslim University, Aligarh

The assessment of the performance of students at the examinations in the form of grades has been accepted in principle by the Academic Council and the measure is to be implemented.

2. Andhra University, Waltair

Grading system has been adopted in the Engineering courses. Scale is 5 point. Letter grades are - A, B, C, D and F.

Relative grading based on distribution of marks. College Academic Committee with student members on it decides the grading of each course.

Grade point average is indicated. 7 point grading as suggested by the UGC is to be introduced in all courses.

3. A.P. Singh, University, Rewa

The University has introduced grading at the postgraduate level.

4. Banaras Hindu University, Varanasi.

From the session 1976-77 onwards, Grading has been adopted in all the courses of undergraduate and postgraduate examinations (Previous) except Medicine.

Seven point scale of Grading as suggested by the UGC has been accepted by the University for all the courses except Agriculture. For Agriculture, there is a 5 point Grade system.

From the session 1976-77, marks will be converted into grades. Later on, it is proposed to have direct grading system.

Grade-point average is proposed to be indicated.

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5. Berhampur University

Grading of answer scripts has been considered by the university and for this purpose a meeting of the Academicians was held. It has been decided that the grading system will be introduced first at the stage of M.A., M.Sc., M.Com. along with the internal assessment system. A proposal has been prepared and will be sent to the University Grants Commission for scrutiny. 7-point scale has been adopted in the system.

6. Bhopal University

The University has decided to introduce a system of grading at the postgraduate level from 1976-77.

7. Bombay University

The University has taken decision to introduce grading system on seven point scale at the M.A., M.Sc. and M.Com. Part I examinations to be held in first half of 1978. Letters for grading will be O, A, B, C, D, E and F.

8. Calcutta University

The University has already announced that grading will be introduced at the postgraduate level from 1976-77 session.

9. Cochin University

The question of introducing grades is under the consideration of the academic bodies of the university.

10. Delhi University

The University has introduced grades the system of grading on a 7 point scale. Grading will be directly by the teachers concerned.

11. Dibrugarh University

Grading will be adopted for M.A., M.Sc. and M.Tech. courses from the academic session 1976-77.

Scale for grading will be 7 point as suggested by the University Grants Commission.

Letter grade will be O, A, B,C, D, E and F.

Credit points will be:-

O	=	6 Outstanding
A	=	5 Very Good
B	=	4 Good
C	=	3 average
D	=	2 Below Average
E	=	1 Poor
F	=	0 Very poor

Grade-point average is indicated.

12. Gauhati University

- Postgraduate level with effect from the Academic Session 1976-77.
- Seven Point
- O, A, B, C, D, E, F.
- O-7, A-6, B-5, C-4, D-6, E-2, F-1.
Initially the examiners would give marks and the raw marks would be converted to grades according to distribution tables prepared for the purpose.
- The system has been proposed to be started with effect from the session 1976-77. At this stage nothing can be said about its impact.

13. Gujarat University

The University has accepted grading in principle and has decided to implement it first in the faculty of technology.

14. Guru Nanak University, Amritsar.

Grading is already being followed by the departments of Biology and Chemistry and will be introduced by other departments also.

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15. Indira Kala Sangit Vishwavidyalaya

a) The grading system has been introduced in the following courses from the academic year 1976-77.

- i) M.A. in all subjects
- ii) Music in all subjects
- iii) Kovid in all subjects

b) Scale - 7 Point.

c) Letter Grades - O, A, B, C, D, E and F.

Credit Points

O = 6 A = 5, B = 4, C = 3, D = 2
E = 1 F = 0.

..... In every paper in a subject, the examiner shall award a grade to each answer to each question. separately. In order to arrive at the overall grade in each subject, the grade points in all the papers and practicals separately and shall be totalled up and the grade point would be calculated upto 2 points minimum of grade D (in theory and practical) would be necessary at the annual university examination for promotion to the next higher class.

Grade - point average is indicated.

16. Indore University

Grading has been adopted for M.A., M.Com., M.Sc. M.Sc.(Home Science) and LL.M. examinations.

Scale 7 point.

Letter grades are O, A, B, C, D, E and F.

Details are as follows:

<u>Letter Grade</u>	<u>Credit Point</u>	<u>Performance</u>
O	6	Outstanding
A	5	Very Good
B	4	Good
C	3	Above average
D	2	Average
E	1	Poor
F	0	Very poor

Grade points average is indicated.

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In place of mark-sheet the students will be given grade-card in which the grade and the grade points attained in papers and practicals and internal assessment will be mentioned.

17. Jabalpur University

The University has framed an ordinance for introducing the grading system in M.A., M-Sc., M.Com. M.(Home Science) and LL.M. examinations from the examinations of 1977. The grades will be awarded directly by examiners on 7-point scale.

18. Jadavpur University

The faculties of Engineering and Technology and Science have introduced grades in place of marks. The details of the grading are given below:-

<u>Grades</u>	<u>Classification</u>	<u>Grade Points</u>
A	Excellent	5
B	Very Good	4
C	Good	3
D	Fair	2
E	Unsatisfactory	0

19. Jiwaji University, Gwalior

Grading has been introduced in the following courses:

i) M.A. ii) M.Sc. iii) M.P.E. Iv) M.Com.

Scale for the grading is 7-point.

Letter grades - O, A, B, C, D, E and F.

O = 6, A = 5, B = 4, C = 3, D = 2, E = 1, F = 0.

Grades will be awarded direct. However, as a purely interim measure for a year, marks be awarded as usual and converted into letter grades.

The overall grade point average upto two decimal points shall be shown in the degree.

20. Madras University

The grading system has been adopted for M.A. M.Sc. and M.Com. courses with the batch of students joining in 1976-77.

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7-point scale has been adopted for grading of both internal assessment and external examinations.

Letter grades are - O, A, B, C, D, E and F.

O	=	6	Outstanding
A	=	5	Very Good
B	=	4	Good
C	=	3	Average
D	=	2	Below average
E	=	1	Poor
F	=	0	Very poor

The overall grade includes both internal assessment and external examination. This is arrived at on the basis of the grade point average. There shall be no award of classes. Degrees shall be conferred to those obtaining the grade not below C in individual papers or subjects.

The overall grade will be mentioned in the diploma to be awarded.

21. Madurai University

The University has decided to introduce grading at the postgraduate level. It is proposed to organise a workshop for the purpose.

22. Meerut University

The University in principle has agreed to adopt grading system for postgraduate courses and the scheme is being worked out for the same.

23. Mysore University

Grading will be implemented by the university of Mysore, only when it is accepted at the national level.

24. North Eastern Hill University, Shillong.

Grading has been adopted in all the postgraduate courses.

Scale for grading is 7 point.

Letter grades are - O, A, B, C, D, E and F.

Points are as follows:

O	=	6
A	=	5
B	=	4
C	=	3
D	=	2
E	=	1
F	=	0

25. Punjab University, Chandigarh

Grading has been introduced at the postgraduate level in the following subjects:

1. Geography
2. Sociology
3. Statistics
4. Psychology
5. Ancient Indian History, Culture and Archaeology
6. Public Administration

Seven point scale

O	Outstanding
A	Very Good
B	Good
C	Fair
D	Satisfactory
E	Poor
F	Very Poor

26. Poona University, Poona

Grading has been adopted for M.Sc. course.

Seven point grading as recommended by the University Grants Commission has been accepted by the university.

Letter grades are: O, A, B, C, D, E and F.

27. Rajasthan University, Jaipur

The University has organised three workshops at Jaipur Bikaner and Ajmer to orient of teachers in the system of grading. In the working paper prepared by the university, there are certain points

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of departure from the UGC scheme as noted below:

- (a) The University has not adopted the same notations as in the UGC brochure.
- (b) The grade points are also different.
- (c) The university has been requested to examine the above and also to do away with equivalence of grades in terms of numerical marks.

28. Ranchi University, Ranchi

The University organised a workshop recently to orient the teachers in the system of grading. Grading is proposed to be introduced on an experimental basis.

29. Ravi Shankar University

Grading has been adopted for M.A., M.Com. and M.Sc. The answers to questions in both the internal assessment and the annual university examinations will be valued by the teachers concerned by giving letter grades for each question on a seven point scale as follows:

Outstanding	O
Very Good	A
Good	B
Average	C
Below average	D
Poor	E
Very poor	F

The letter grades will have grade points as show below:

O	6
A	5
B	4
C	3
D	2
E	1
F	0

29. Roorkee University, Roorkee

Grading system has been adopted for all the

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undergraduate, M.E. courses from the session 1975-76 and for M.Sc. courses from the session 1976-77.

Scale for the grading is 5 point
Letter grades are: A, B, C, D, and F.

Credit points are as follows:

<u>Letter grades</u>	<u>Grade points</u>	<u>Description</u>	<u>% of marks</u>
A	4	Excellent	80% and above
B	3	Very good	65 to 80%
C	2	Good	50 to 65%
D	1	Satisfactory	
F	0	Fail	Below 35%

The grades are related to the mean and standard deviations calculated from the percentage marks.

31. Sambalpur University

The introduction of grading system is under active consideration.

32. Sardar Patel University

Grading has been adopted at the postgraduate level in all the faculties progressively from the academic year 1976-77.

Seven point scale has been adopted

Letter grades: O, A, B, C, D, E, F.

Credit points: O = 6, A = 5, B = 4, C = 3, D = 2, E = 1, F = 0.

Grades are given directly by the examiner according to the performance of the candidates.

Cumulative grade point is calculated upto two decimal points at the end of the fourth semester and is indicated in the statement of grades.

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33. South Gujarat University

Grading system has been introduced at the postgraduate level only.

Scale - 7 point

Letter Grades - O, A, B, C, D, E and F.

Credit Points: O = 6, A = 5, B = 4, C = 3, D = 2,
E = 1. F = 0.

Grading system will operate both in the internal as well as the external assessment. Grades will be put for individual questions, and then will be aggregated for the whole answer script. In the same way grades for various subjects will be aggregated to arrive at the overall grade and grade point average.

34. Saugar University

The University has introduced a system of grading on a 7-point scale. There will be direct grading by the teachers.

The letter grades will have grade points as shown below:

O	=	6
A	=	5
B	=	4
C	=	3
D	=	2
E	=	1
F	=	0

35. Utkal University, Bhubaneswar

The University organised a workshop on the introduction of the grading system at the postgraduate level. The workshop recommended the 7 point scale. The workshop further recommended direct grading instead of marks being converted to grades. A committee has been set up to prepare the details.

36. Vikram University, Ujjain

Grading has been adopted for all the postgraduate courses i.e. M.A., M.Sc., M.Com. M.Sc.(Home Science), LL.M., M.Ed. and M.Lib. Science from the session 1976-77.

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Scale for grading is 7 point

The letter grades are O, A, B, C, D, E, and F.

Credit points are:

C	=	6
A	=	5
B	=	4
C	=	3
D	=	2
E	=	1
F	=	0

There will be direct grading. The grade point average will also be indicated in each paper.

INSTITUTIONS DEEMED TO BE UNIVERSITIES

1. Birla Institute of Science & Technology, Pilani

The Institute has adopted the system of letter grading. There are five regular letter grades. Each grade connotes the degree of performance and has a numerical value for purposes of computing cumulative grade point average - CEPA.

2. Indian Agricultural Research Institute, New Delhi

Grading has been adopted in all fifteen branches of Agriculture in M.Sc. and Ph.D.

Scale for grading is 5 point

Letter grades are - A, B, C, D and F.

Credit points are:

A	=	4 (Excellent)	D	=	1 (poor but passing)
B	=	3 (Good)	F	=	0 (Failed)
C	=	2 (Average)			

Grade point average is also indicated.

3. Indian Institute of Science, Bangalore

The Institute gives grades on 5 point scale (A, B, C, D, and E and also work out as the grade point average).

4. Indian School of Mines, Dhanbad

The school has adopted a 5 point grade system. The grades are EABCDF. The grades carry value from 0 to 5. Marks are converted with the help of normative distribution.

5. Central Institute of English and Foreign Languages, Hyderabad.

The grading system was adopted from the academic session 1974-75. For the first two years the five point scale of grades - A, B, C, D, E, and F was used. But certain difficulties were experienced with this scheme and accordingly a modified 7 point scale was adopted.

..... The letter grades for evaluation of candidates for the postgraduate diploma in the teaching of English and the postgraduate diploma in English studies are - A+, B+, B, C, D, F.

In order to preserve equal weightage for Part-I (six courses) and Part II (four courses) the letter grade for a course is associated with a grade point equivalent as follows:

Grade	Formal value	Points for Part-I courses	Points for Part II courses
A+	4.5	18	27
A	4.0	16	24
B+	3.5	14	21
B	3.0	12	15
C	2.0	8	12
D	1.0	4	6

For the newly instituted M.A. courses in French, German, Russian, the standard seven point scale will be used:

Letter grades will be O, A, B, C, D, E and F.

A grade point average shall also be calculated.

6. Jamia Millia Islamia

The Jamia has adopted grading at the postgraduate level. It is on a 7 point scale

and there is some confusion regarding direct grading by teachers and conversion of marks into grades. The matter was recently discussed with the Jamia Millia Islamia authorities.

7. Tata Institute of Social Sciences, Bangalore

In the following courses grading has been adopted:-

Master of arts degree in (i) social work (ii)
personnel management and industrial relations.

Scale - 7 point scale

Letter Grades: O, A, B, C, D, E and F.

Credit points: O = 6, A = 5, B = 4, C = 3, D = 2,
E = 1, F = 0.

There is direct grading for courses where there are no sections and conversion from grade points to grades for courses which have sections.

AGRICULTURAL AND TECHNOLOGICAL UNIVERSITIES

8. Assam Agricultural University

Grading has been adopted in all the courses.

Scale for the undergraduate courses is 5 point and for postgraduate courses, 4 points.

Letter grades - for undergraduate are - A, B, C, D, and F and for postgraduate - A, B, C, and F. Details in this connection are given below:

<u>Undergraduate</u>	<u>Postgraduate</u>
A = 80 - 100	A = 80 - 100
B = 70 - 79.9	B = 70 - 79.9
C = 60 - 69.9	C = 60 - 69.9
D = 50 - 59.9	D = 5
F = Below 50 (failed)	F = below 60 (failed)

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Credit points in undergraduate are - A = 4, B = 3, C = 2, D = 1 and F = 0, for postgraduate - A = 4, B = 3, C = 2, F = 0. There is a conversion formula to convert overall grade point average into percentage.

9. G.B. Pant Agricultural University, Pantnagar.

There are several tests in each course during a trimester. The evaluation of answers is in terms of marks. At the end of the trimester the marks obtained in a course in the various tests are aggregated and converted into grades on the following basis:

Range of Marks	Grade	Meaning		Numerical value of the Grade
		Under graduate	Post graduate	
80% or above marks	A	Excellent	Excellent	5
Below 80% but not less than 70% marks.	B	Good	Good	4
Below 70% but not less than 60% marks	C	Fair	Fair	3
Below 60% but not less than 50% marks	D	Poor Barely Pass	Failure	2
Below 50% marks	F	Failure	-	1

10. Haryana Agricultural University

Grading system has been adopted in all the courses.

Scale for grading is 6 point

Letter Grade: A, B, C, D, F and S or US.

Credit Points: A = 4, B = 3, C = 2, D = 1 (for undergraduate only)

Conversion of overall grade point average (OGPA) into percentage of marks according to the formula:

$$Y = 59.96 - 28.31 x + 8.33 x.$$

Where Y stands for the marks and X stands for the grade.

11. Jawaharlal Nehru Technological University, Hyderabad.

a) Courses for which grading has been adopted.
Grading has been adopted for all the programmes both in theory and practical courses.

b) Scale

9 points scale

c) Letter grades.

A+, A, A-, B+, B-, C, D, E.

<u>Marks</u>	<u>Letter Grade</u>	<u>Grade Points</u>
91-100	A+	10
81-90	A	9
71-80	A-	8
61-70	B+	7
51-60	B	6
41-50	B-	5
31-40	C	4
21-30	D	3
Below 20	E	2

12. Kerala Agricultural University

The University has introduced grading system for all the courses. The following scale is used for grading the students:

<u>Course Grade</u>	<u>Grade Point</u>	<u>Marks equivalent</u>
A Excellent	4	90% and above
B Good	3	80-89%
C Average	2	70-69%
D Unsatisfactory	1	60-69%
I Incomplete	-	-
F Fail	0	59% and below
S Satisfactory		
W Withdrawn		

Letter Grades: A, B, C, D, I, F, S and W.

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13. Orissa University of Agricultural and Technology

Grading system has been adopted in the postgraduate courses of M.Sc.(Ag) and M.V.Sc.

Scale for the grading is 5 point.

Letter grades are - A, B, C, F, and I.

		<u>Mark range</u>
Credit Points:	A = 4 (Excellent)	80 and above
	B = 3 Good	70 - 79.9
	C = 2 Satisfactory	60 - 69.9
	F = 0 Fail	Below 60
	I = - Incomplete	

14. Tamil Nadu Agricultural University

Grading has been adopted in all the courses.

Scale for grading is 6 point.

Letter grades - A, B, C, D and E and F.

Credit points:

A	=	4 (91-100%)	Excellent
B	=	3 (81-90%)	Good
C	=	2 (71-80%)	Average
D	=	1 (60-70%)	Poor
E	=	-	Incomplete
F	=	Below 60%	Failure

Grade point average is also indicated.

15. The University of Agricultural Sciences, Bangalore

Grading has been adopted in all the courses of the university.

Scale for grading is 5 point.

Letter grades are: A, B, C, D and F.

Credit points:

A	=	4 (Marks 91-100)
B	=	3 (" 81-90)
C	=	2 (" 71-80)
D	=	1 (" 60-70)
F	=	0 (below 60)

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16. Punjabrao Krishi Vidyapith, Akola

Grading has been adopted for the following courses - B.Sc. (Agr), B.V.Sc. and A.H., B.Sc.(Agr-Engg.) M.Sc.(Agr) and M.V. Sc.

Scale is 5 point for the courses - B.Sc. (Agr), B.V.Sc. and A.H. and B.Sc. (Agr-Engg.) and 4 point for M.Sc. (Agr) and M.V.Sc. courses.

Letter grades for 5 point.

A = 4, B = 3, C = 2, D = 1, F = 0, for 4 point

..... A = 4, B = 3, C = 2, F = 0.

Method: There is no direct grading. If the candidates gets 72 marks, he will be awarded C Grade, similarly for 65 marks, he will be awarded D grade.

Grade point average is calculated for each semester and indicated.

SEMESTER SYSTEM1. Agra University, Agra.

The semester system has been adopted in the following courses:

1. M.Stat. M.S.W. and M.A. (sociology - Alternative course)
2. B.A. Household Art and M.A. Household-Art
3. B.Sc. (Home Science) and M.Sc. (Home Science).
4. L.L.B.

2. Aligarh Muslim University, Aligarh

Details are given in internal assessment.

3. Andhra University, Waltair

The semester system has been adopted in the university. Details are follows:-

<u>Courses</u>	<u>Year of Introduction</u>
<u>Faculty of Arts</u>	
Mathematics, History, and Archaeology, Law, Economics, Hindi, applied Economics, Library Science, Psychology and Pura Psychology.	1972-73
Social Work, Politics and Public Administration,	1974-75
Philosophy.	1973-74
English, Telugu, Commerce, M.B...., Sanskrit, Sociology, Industrial Relations and Labour Welfare.	1974-75
Anthropology	1975-76
<u>Faculty of Science</u>	
Physics, Chemistry, Botany, Zoology, Geology, Applied Physics, Geophysics, Meteorology, Nuclear Physics.	1972-73

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Bio-chemistry, Humangenetics and Physical Anthropology, Pharmacy and Bio-Sciences 1973-74

Statistics 1975-76

Marine Sciences 1976-77

Faculty of Engineering

Five Year B.E. Courses 1971-72

4. Banaras Hindu University, Varanasi

The university introduced semester system sometime back but had to abandon it later on.

5. Berhampur University

The semester system of examination has been introduced at the M.A./M.Sc./M.Com. stage from the academic year 1974-75 and the first batch of students appeared at the 4th semester examination in the year 1976. The whole course has been a split up in four parts and the students are to appear at 4 examinations during the two years of course. Each part contains 4-5 units. In humanities there are 18 units in total and in Science there are 20 units. The 1st and 3rd semester examinations are held in January and the 2nd and 4th semester examinations are held in June every year. The system is working very well.

6. Bombay University, Bombay

The semester system has been introduced in B.E. (C.M. and E.&P) courses. The university has further informed that the introduction of semester system for other courses has been postponed till the courses of studies for the three year degree courses are formulated by the university on the introduction of 10+2+3 pattern of education.

7. Cochin University

The University has introduced semester system for all the courses.

8. Dibrugarh University

Semester system has been introduced for M.A., M.Sc. and M.Tech. courses with effect from the

academic session 1976-77.

The Academic year shall be divided into two semesters roughly of 18 weeks each.

There will be 4 courses in a semester of 5 units each for a subject without practicals - 4 units will be assigned to the end-semester examination and 1 unit for continuous evaluation- There will be 4 lecture classes and 1 tutorial per week for each course.

There will be 4 theory papers besides practicals for all science subjects. For subjects other than statistics there will be 4 theory courses of 14 units and practicals of 6 units. In each course 1 unit will be for continuous evaluation.

9. Gauhati University, Gauhati.

Semester system: Medical Faculty.

10. Gujarat University:

Semester examinations have been introduced in the Law and Engineering courses.

11. Guru Nanak University, Amritsar.

The departments of economics, psychology and sociology will be introducing semester system w.e.f. admissions in 1976.

12. Jadavpur University, Calcutta

In the faculty of Engineering and Technology, there has been semester system in all the departments since long. The other faculties have not yet introduced the semester system. However, they are considering the proposal for the introduction of semester system.

13. Jiwaji University, Gwalior

The semester system has been started in the faculties of Law and Engineering from the session 1966-67 and 1968-69 respectively.

14. Madras University, Madras

The semester system has been introduced in almost

all the courses at the undergraduate and postgraduate levels in the faculties of Arts, Science, Commerce, Engineering, Medicine and Management Sciences.

The main feature of the scheme is that in each semester, certain unit subject courses are covered. For each unit course, there is university examination at the end of the semester and during the course, there is internal assessment of the performance of students based on tests, tutorials and other assignments. There is no credit system, but some amount of flexibility with regard to the combination of unit courses is available with the introduction of suitable ancillary/elective courses in each Branch.

15. Madurai University

The university has already introduced semester system at the postgraduate level. It is proposed to extend the system to colleges at the undergraduate level.

16. Meerut University, Meerut

Semester system: Semester system has been introduced at graduate and postgraduate level w.e.f. July, 1967.

17. Mysore University, Mysore

The semester system has been introduced in B.E., B.Pharm, B.D.S., B.A., B.Sc., B.Com. BBM, B.Ed. and Law.

In all the courses marks between 10% to 50% are assigned course-wise for sessional assessment.

Number of credits required for the course are as follows:

For B.A.	154 hours
B.Sc.	166 hours
B.Ed.	36 hours
Law	148 hours
B.Com.	152 hours

A course which covers one hour of teaching per week carries one credit per semester.

18. North Bengal University

The semester system has been introduced for M.A., M.Sc. and M.Com.

19. North Eastern Hill University, Shillong

Semester system has been introduced in all postgraduate courses of the university from the year 1976.

There will be two semesters in each year with a minimum of 90 teaching days in each semester.

20. Panjab University, Chandigarh

a) Courses: For the postgraduate courses in the following subjects:

Geography, Sociology, Statistics, Psychology, Ancient Indian History, Culture and Archaeology, Public Administration.

21. Poona University, Poona

Semester system has been introduced in the M.Sc. course from June 1975 onwards.

22. Rajasthan University, Jaipur

Semester scheme of Examination was introduced for M.A., M.Sc., M.Com. and M.B.A. course from July 1972. Option was given to the University Teaching Department and the affiliated colleges to adopt either the semester scheme or the annual scheme. All the teaching departments of the university have adopted the semester scheme. Some of the affiliated colleges are likely to adopt the same from the next session. Semester has now been introduced for B.E. and LL.M. Examination also.

Duration of Semester: There are two semester in an academic year. The duration of each semester is not prescribed.

Total No. of credit hours of course work - Not prescribed.

Rules for promotion in the semester system: Candidates are automatically promoted from 1st to 2nd and 3rd to 4th semester without any restriction. However,

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for promotion from 2nd to the 3rd semester, a candidate is required to have cleared either the 1st or the 2nd semester in full.

23. Roorkee University, Roorkee

The University has adopted the semester system since 1963. The academic requirement for the course is different viz. 48 to 50 units for B.E. and B.Arch. courses. 18 to 21 units for M.E./M.Arch. Internal assessment is also being done.

24. Sambalpur University

Semester system of examination has been adopted in M.A., M.Sc. M.Com. courses and in all engineering examinations (undergraduate and postgraduate since 1971.

25. Sardar Patel University

<u>Courses</u>	<u>Year of Introduction</u>	<u>Main feature of the scheme of semester system</u>
Faculty of Science (undergraduate level)	1972-73	The three year B.Sc. Degree Course is divided into six semesters and the syllabi of each subject is split up into different course units. Each semester consists of 27 credits and the university examination is held at the end of each semester. Sessional assessment consists of three periodical tests for a course carrying 3 credits and two periodical tests for a course carrying 2 credits and four quizzes per course for theory course and two periodical tests and two quizzes for practicals.
Postgraduate level (Science)	1969-70	M.Sc. degree course has been divided into four semesters. Each semester consists of 18 credits. Viva-voce is held at the end of fourth

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semester which consists of 4 credits. For sessional assessment 30% marks are reserved for tests, 20% for seminar, quizzes and 50% for practicals.

Faculty of Engineering and Technology (Five Jr. Bachelor's Degree) 1969-70

The examination of each semester is held twice a year.

Postgraduate level

The course is divided into four semesters.

Sessional assessment consists of two tests per term, quizzes, term papers and assignments.

Faculty of Law 1971-72

The examination for each semester is held twice a year. Sessional assessment consists of one test per term, quizzes, term papers and assignments.

Faculty of Home Science

Semester system has been introduced progressively.

Sessional assessment at the undergraduate level consists of two tests per term, quizzes term papers and assignments and at the postgraduate level it constitutes 30% marks for two tests per semester, 20% for seminar, home work, quizzes and 50% for laboratory work.

Faculty of Education Undergraduate level

Semester has been introduced progressively. The ratio between sessional and external assessment is 40:60.

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Post-graduate level (M.Ed.)	1975-76	At M.Ed. level, both full time and part-time courses are conducted. Full time course is of one year and part-time course is of two years. Internal assessment consists of 20% marks for test, 10% for quizzes, 10% for home work and 10% for term paper.
Faculty of Arts and Commerce	1976-77	M.A. and M.Com. courses are divided into four semesters and the university examination is held at the end of each semester. Each semester consists of 16 credits.

26. South Gujarat University

..... The introduction of semester system is under consideration.

27. S.N.D.T. Women's University, Bombay

The semester system has been introduced in the following courses: From June, 1976, second year and Jr. B.Sc. courses of Home Science. There are unit courses and these have internal assessment as well.

In the faculty of Library Science at B.Lib. Science course, the semester pattern was introduced from 1974-75. The whole pattern is, however, being reviewed to bring in the new innovations from the next academic year.

28. Utkal University

The introduction of semester system is under consideration.

29. Vikram University, Ujjain

The University has started semester system as an experimental measure in the schools of studies in science subjects from the session 1975-76. The M.Sc. course has been divided into four semesters and sessional assessment has also been introduced. The weightage of sessional assessment is in the ratio of 1:3 to the external assessment.

INSTITUTIONS DEEMED TO BE UNIVERSITIES

1. Indian Agricultural Research Institute, New Delhi

The Institute follows the trimester system since 1958 when the Institute was given the status of deemed university.

2. Indian School of Mines, Dhanbad

<u>Semester system</u>	<u>Course</u>	<u>Year of Introduction</u>	<u>main features of the scheme</u>
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Yes.	1st & 2nd years	1976-77	i) The work load has been divided into two semesters. ii) For each course credit hours for per week teaching has been fixed. iii) Sessional assessment is accepted through quiz, sessional, practicals and final semester examination.
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3. Central Institute of English and Foreign Languages, Hyderabad

All the residential courses conducted at the Institute follow the semester system. Each subject/paper constitutes one semester teaching unit.

4. Jamia Millia Islamia

Semester system has been introduced at the postgraduate level from 1976-77.

5. Tata Institute of Social Sciences

In the following courses the semester system has been adopted. M.A. Degree Programmes in (i) Social work (ii) Personal management and labour welfare/Industrial Relations.

Year of Introduction: 1974-75.

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Main feature: Unit courses for each semester are offered. A student failing in two courses (subjects) is eligible to appear for two supplementary examinations. If he fails in both the supplementary examinations he may repeat that semester in which he has failed during the following year. But under the grading system from 1976-77, a student who fails in two courses will be eligible for one supplementary examination in those courses. However, he should complete the programme in 5 years from the date of enrolment.

Agricultural and Technological Universities

6. Assam Agricultural University

Trimester system in all the courses of the university has been adopted.

7. Bidhan Chandra Krishi Vishwavidyalaya, Distt., Nadiya, West Bengal

From the current session semester system has been introduced in respect of M.Sc. Agriculture. The question of introducing the semester system in the Faculty of Veterinary and Animal Sciences is under consideration.

8. G.B. Pant Agricultural University, Pantnagar

The University is on the trimester system.

9. Haryana Agricultural University

The University introduced trimester system in the year 1970. Main feature of the scheme is credit system. Each course has credit hours in theory and practicals separately.

10. Jawaharlal Nehru Technological University, Hyderabad

Each year consists of two semesters. The semester was introduced in all colleges of the university in the year 1973-74 except in the college of Engineering, Kakinada where it was introduced in the year 1971-72. All courses are on credit system in all colleges.

11. Kerala Agricultural University

The University is on the trimester system.

12. Orissa University of Agriculture and Technology

The semester system in the university has been adopted from the academic session 1974-75 in all the Master's degree courses.

The duration of each semester is ordinarily 20 to 21 weeks.

The minimum credit requirement for registration in each semester is 15 credits. The maximum credit load is 21 credit hours.

13. Tamil Nadu Agricultural University

Trimester system has been adopted in the university since 1972. In this system, course credit is the measure of the quantity of work done in a course. Each credit represents 60 minutes of lecture reutation work (plus two hours of outside preparation) per week of three hours of laboratory or field work.

A trimester is a period of 70 working days of the academic institution of the university.

The course load is the number of course credits a student may carry. In the undergraduate or postgraduate course a student may carry a minimum of 12 and a maximum of 21 credits during a trimester.

14. Punjabrao Krishi Vidyapith, Akola

The University has adopted the semester system in all subjects.

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

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Meeting:

Date : April 18, 1977

Item No. 15: To consider the recommendations made at the Conference of Coordinators of COHSSIP Colleges held at St. Xavier's College, Bombay at their Villa in Khandala, Bombay (Maharashtra).

The University Grants Commission invited 69 colleges for participation in the College Humanities and Social Sciences Improvement Programme (COHSSIP) in 195-76. Another group of 36 colleges has since been selected for participation in the above programme during the current academic session.

The University Grants Commission arranged a conference of the Coordinators of COHSSIP Colleges in January, 1977 at the St. Xaviers' College at their villa in Khandala, Bombay (Maharashtra) from January 20-22, 1977 with the following main objectives:

- (a) To review the working of the programme during the first year of its implementation;
- (b) To highlight the practices and procedures utilised by the colleges to enrich teaching and learning in the subjects concerned;
- (c) To exchange views on common problems, and
- (d) To prepare a working guideline for the operation of the scheme during the next 2 years.

A Steering Committee with the following members was constituted for formulating a workable programme for the above conference:

1. Dr. Chandran D.S. Devanesan
Vice-Chancellor,
North Eastern Hill University,
Shillong.

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2. Fr. Lancy Pereira S.J.
Principal, St. Xaviers' College,
Bombay.
3. Dr. D.L. Rangpal
Principal,
Baring Union Christian College
Batala.
4. Shri B.S. Babl
Principal
D.A.V. College
Jullundur.
5. Dr. N.S. Srinivasan,
Principal,
Sri Narayana College,
Quilon, Kerala
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6. Sr. L. Rodrigues
Principal,
Sofia College for Women,
Bombay
7. Dr. J.N. Kaul,
Joint Secretary,
U.G.C., New Delhi.

The Steering Committee met in the office of the UGC on December 27, 1976. Dr. Chandran D.S. Devanesan could not attend the meeting.

The Principals of the Colleges were requested to send to the Commission and to the Organisers of the Conference a report highlighting the main achievements of the COHSSIP programme in their colleges during the first year and identifying the main bottlenecks in the implementation of the scheme. The co-ordinators were also requested to bring to the Conference specimen of teaching aids, lecture notes, bibliographies, published materials or anything worthwhile that can be demonstrated at the conference.

The reports received from the COHSSIP colleges were summarised in the UGC office and were presented to the COHSSIP conference; copy enclosed (Annexure-I).@

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Besides the coordinators and some Principals of the COHSSIP colleges, Professor B.M. Udgaonkar, Dr. Chandran D.S. Devenesan and Professor Man Mohan Singh were specially invited to participants in the Conference as experts but unfortunately they could not participate in the deliberations.

The participants of the Conference discussed in detail various points relating to the scheme of College Humanities and Social Sciences Improvement Programme. A copy of the recommendations and observations made at the above conference is enclosed (Annexure-II)*

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Based partly on the analysis of the reports received from the colleges and partly on the recommendations made at the conference, the UGC has already taken the following administrative decisions:

- (a) to release the entire approved grant for the year to the colleges in one instalment; grants for the second year to be released on receipt of reports and accounts.
- (b) to double the provision for departmental books/journals in every college within the ceiling of Rs.1 lakh per college per year.
- (c) to increase the provision for stationery, cyclostyling, production of reading materials etc. by Rs.3,000 per annum for each college within the prescribed ceiling.
- (d) to approve expenditure on one typewriter (English or regional language) in each college and a part-time typist @ Rs.200/- per month per year.
- (e) to approve, in principle, supporting a COHSSIP newsletter (the decision regarding the college which will bring it out may be taken after the conference).
- (f) to constitute an advisory committee of some college principals and a few university experts to oversee the implementation of the programme.

p.t.o.

Apart from the above, the following recommendations and observations were made at the Conference held at Khandala:

- (i) COHSSIP is meant for all the students and should be integrated into the normal programme of studies in the college. It is possible that some parts of the COHSSIP though kept open to all may not be taken up by all the students equally well. But the college should not disqualify students on its own by restricting the programme to a few. Similarly in the beginning it may be necessary for a time to have the COHSSIP separated from other programmes in the college for the sake of special care and better organisation. But sooner rather than later the COHSSIP must improve and vixify the normal approach so that improved methods of teaching-learning assessment become the normal thing in the college.
- (ii) Teachers in the COHSSIP colleges can and should adopt better methods of assessment. Long answers, essay type questions should also be used but they should be framed with greater care. For purposes of setting questions according to the modern methods, only teachers trained in these techniques may be given special facilities under the COHSSIP by way of short study leave for instance.
- (iii) No financial incentives should be given to teachers or students doing COHSSIP work. However, special consideration may be given to well-thought out programmes for faculty development sent in by COHSSIP colleges to encourage teachers doing excellent COHSSIP work.
- (iv) Amounts sanctioned for non-recurring items but not spent may be carried forward to the next academic year. Books should be considered as non-recurring items. For other items prior permission may first be obtained from the UGC. Also re-adjustments between different heads of budget in an approved programme are possible to the extent of 10 per cent of the total grant for the year. However, major adjustments in a plan already approved may be submitted to the UGC as a fresh assessed proposal.

- (v) Teaching assistants paid under the COHSSIP should preferably be postgraduate or research students. But retired teachers cannot, in principle, be excluded. If a good case can be made out by a college for using undergraduates as teaching assistants, the UGC may agree, but normally this category of assistants should be considered least acceptable.
- (vi) Persons with qualifications such as a B.A. Pass or B.Com. who are assigned clerical or computational work connected with COHSSIP teaching should be considered under the budget provisions for "office assistant" and not "teaching assistant".
- (vii) The services of a full time clerk-cum-typist and a part-time librarian may be engaged for the COHSSIP.
- (viii) Costly equipments whose price consumes a major part of the budget should not be provided under COHSSIP. Xerox machines may not be permitted.
- (ix) Regular annual or semi-annual COHSSIP conferences or orientation programmes for smaller groups (regions, zones etc.) should be sponsored by the UGC through COHSSIP colleges.
- (x) A quarterly COHSSIP newsletter for sharing news and views may be started. Professor Jayakar of Ramarain Ruia College, Bombay agreed to undertake this project.
- (xi) Autonomy was necessary is fully implementing the new methods of teaching and evaluation under COHSSIP.
- (xii) The initial period for the COHSSIP should be five years instead of three.
- (xiii) A set of guidelines for study tours under COHSSIP should be worked out. In the meantime, this activity may not be given high priority.

The matter is placed before the Commission for consideration.

ACHIEVEMENTS AND DIFFICULTIES IN IMPLEMENTING
COHSIP : FIRST ANNUAL REVIEW

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The University Grants Commission invited 69 colleges for participation in the college Humanities and Social Sciences Improvement Programme (COHSIP) in 1975-76. The colleges have completed one year of work under this programme. We requested them to send us a review of their achievements and difficulties during the first year of the operation of COHSIP. These reports are being analysed and summarised for presentation to the COHSIP Conference which is being hosted by the St. Xavier's College, Bombay in January, 1977.

So far we have received reports from 31 colleges (placed below in the cover). An analysis of these reports indicate that some colleges are very enthusiastic about the good results of the programme; their reports are preceptive, positive, and realistic. A few colleges are pessimistic and it is required by one of them that "basically it is not money we need but motivation on the part of students and dedication on the part of teachers" (St. Xavier's College, Ahmedabad). Most of the colleges have given a factual report, including a list of their achievements and the bottlenecks in administering the programme.

An analysis of the 31 reports processed here is presented below in 2 sections, namely: (i) achievements and (ii) difficulties. Observation summarised below are of varying frequency but together they give a well-balanced picture of one year's experience of COHSIP colleges.

ACHIEVEMENTS

A. Improved methods of Teaching and Better Results:

The partial switching over from the conventional lecture to new methods like seminars, group discussions, dialoguemethods, self-study programmes, quizzes, new model questions drawn from question banks, tutorials, surveys, study tours have made it obligatory for students and teachers to study more books and journals.

Some colleges have set up units of inter-disciplinary studies which conduct their programmes

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through extension lectures, seminars, project work based on syllabus containing topics of contemporary academic significance, at the same time relevant to the course work done at undergraduate level in the college".

A college has reported that at the beginning of the session portions of syllabi which would lend themselves to COHSIP treatment were identified and then taught in a planner manner and the teachers kept a regular diary of their work in the classrooms.

The COHSIP enabled some colleges to introduce a greater choice regarding elective subjects and greater freedom in the combination of various subjects at the undergraduate level. This helped both brighter and weaker students.

The programme has helped particularly the better type of students and the introduction of tutorials has been beneficial to weaker students.

Better students have done some research orientation by involving themselves in field work and in elementary research.

The programme has been particularly helpful in enabling the colleges to give increased emphasis on reading, writing and comprehension of languages, particularly, English and the regional languages.

Some colleges have introduced a scheme of incentives for teachers for acquiring higher degrees, including Ph.D. degree.

B. Better use of books and library

All the colleges have strengthened or set up new departmental libraries which, together with the introduction of new methods of teaching have helped both students and teachers to make more intensive use of books and journals.

Extended library hours have benefitted both the students and teachers.

Some colleges have used various devices (e.g. a doctrine, a concept or an author) as the focal point of inter-disciplinary projects.

C. Audio-Visual Aids:

Use of audio-visual methods is reported to have enlivened both teaching and learning. Some colleges have set up vigorous audio-visual centres with modest assistance from the Commission and have invested their own funds to make such centres as the focal points of teaching and learning.

D. Part-time and Student Teachers:

Additional staff in the form of part-time teachers and postgraduate and research students has been generally welcomed.

One college has reported that "practice of appointment of teacher aids (senior students) should be continued in the years to come. In view of the substantial increase in the number of tests, quizzes, seminars, tutorials and assessment work under the programme, the services of teacher aids are of particular relevance". The college further adds "participation of these students in the programme tends to be of great help to students in their studies". Some colleges have asked for funds to support in more tutors. There is, however, a college which is not in favour of employing students as part-time teachers because, according to it, they cannot be very effective and they do not feel much responsibility.

E. Production and Distribution of Reading Materials

One of the happy achievements of the COHSIP is the production of reading materials in cyclostyled or printed form. Materials were adopted from standard reference books in English and translated into regional languages especially in those subjects where good Indian materials were not available. This proved a success even from the examination point of view. A college produced and printed relevant reading materials in a regional language for those students who had offered this language as medium of examination. The need was obvious and the results were gratifying. This college also produced and printed graded books in English for first and second year students.

Some colleges organised regular translation cells for translating extracts from standard books in English into the regional language concerned.

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F. Remedial Teaching:

Remedial teaching has been reported by a good number of colleges, particularly in the languages. Mention may be made in this connection of the steps taken by a college of Bombay University which has Marathi as medium of education in some classes. It has been reported that the switch over to this medium, combined with remedial teaching has made a distinctive difference in the examination results of students appearing through this medium. This was particularly rewarding because students from deprived and backward classes who usually offer regional languages, have benefitted by this scheme and their results are steadily improving. Similar reports have come in from colleges in other parts of the country.

G. Field Work:

..... Several colleges have reported to have been doing good field work in History, Economics, Psychology, and Sociology courses.

H. Guest Lecturers:

Almost all the colleges invited guest lecturers during the year from other colleges or neighbouring universities to give talks on specified topics in the prescribed courses. Some colleges have published these lectures and distributed them widely.

I. Evaluation

Almost all the colleges have reported round the year evaluation of the works of students and with good results too. Several colleges have prepared and published question banks which are reported to be helpful in promoting good study habits.

J. Autonomy

At least one college has reported that it is making a conscious effort to prepare itself for autonomy with COHSIP support.

K. The COHSIP Newsletter

A large number of colleges have issued, either in manuscript or in published form, newsletters and news bulletins, but these are individual efforts and none of them has been so far supported by the U.G.C.

DIFFICULTIES

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COHSIP and University Examinations:

Several colleges have reported that university examination cause frequent disruption in the smooth functioning of COHSIP activities. One college reports that "Owing to university examinations - scheduled both in summer and Diwali vacations - we were compelled to take a pause; both students and teachers are busy in examination matters; COHSIP projects have to be taken up during the regular term period.

Students in another college feel that COHSIP is an extra work unconnected with examination and hence they are reluctant to put their heart into the programme. It is further added that the existing system of examinations makes it unnecessary for students to give priority to COHSIP.

Another college has reported that enough time is not found for subject experts to give lectures because of pre-occupation of students with university examination.

A suggestion has been made that the regular syllabus prescribed by the university should be curtailed in order to provide for COHSIP.

One college has found COHSIP too hard for women students - It says that "the existing syllabus leaves no room for COHSIP programmes, which involves additional hours of work and for which women students are not particularly keen. So COHSIP activities should form a part of the normal syllabus.

B. Administration and Funds:

Some colleges have complained that there are long delays in getting a response from the UGC.

Most of the colleges are of the opinion that funds approved for their projects are insufficient. Particular mention has been made in this connection of inadequate or no provision for study tours, equipment, central libraries, clerical assistance and typing assistance, etc.

A typical but strong comment in this connection is reproduced below:

"The amount sanctioned under different heads is highly inadequate. For instance a department catering to the needs more than 500 undergraduate students was sanctioned

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Rs.2,000/- for the purchase of books and journals which come to hardly Rs.4/- per student. A paltry amount of Rs.500/- was sanctioned for the purchase of audio-visual aids and Rs.700 or Rs.800 for library assistant in a department. One fails to understand as to what useful audio-visual equipment can be acquired by a department with this amount and how it can manage to run the departmental library for the whole session with a clerical assistance of Rs.700 per year. Besides this no amount was sanctioned for the purchase of type and duplicating machines which were basic requirements for the cyclostyling of lectures notes, quest lectures and bibliography for advance distribution among the students. This was a serious hurdle in the implementation of the programme and towards which the Commission should give immediate attention".

..... A few colleges have expressed the fear that lack of assurance of support from the UGC beyond three years is likely to dampen the enthusiasm of teachers and students.

Some colleges have complained that there is indefiniteness about the approved items of expenditure.

Most of the colleges are unhappy with the procedure of payment by instalments. The suggestion is that the grant for the entire year should be given to the colleges in one instalment well before the commencement of the year.

It has been suggested that the college should have the freedom to transfer funds from one approved item to the other and also be free to change approved programmes according to the needs.

C. Lack of Basic Facilities in the Colleges:

It has been pointed out that the COHSIP cannot be implemented successively if there are no rooms for tutorial work and no reading room facilities.

Some colleges have reported lack of basic equipment in their psychology laboratory. A question is asked as to how 90 students can use the present equipment if funds are not available for buying more equipment.

In some colleges the Central library is poorly equipped and, therefor, the meagre grants for departmental libraries are not adequate to make good the basic deficiency.

Teachers do not have individual staff rooms and hence they cannot give personal attention to students.

The college office does not have enough typewriters and typists for implementing the COHSIP.

D. Student Motivation

Students are reported to be sceptical about any special virtue in the COHSIP for purposes of passing university examinations. One college reports "most students in the Arts Faculty show little interest in this programme of improving education: 85% of our students are ladies and they are not interested in a job after graduation. They are interested only in passing their examinations. Any system of teaching that enables them to obtain higher marks in the present system of education meets with their approval. That is why it has been difficult to achieve anything worthwhile under COHSIP.

E. Teachers:

The teacher-student ratio is reported to be very bad in a large number of colleges and, therefore, the COHSIP is not implemented as well as it should have been. Generally, teachers look upon the programme as an extra work. Shortage of staff precludes tutorial work. Since the teachers do not have any training in teaching of languages particularly, English language, they find it difficult to cope with the demands made on them.

A suggestion has been made that part-time teachers appointed under this scheme should be kept employed during Summer vacations for preparing lesson notes and bibliographies for senior teachers who will teach on the basis of these materials in term time.

Several colleges have reported apathy of teachers as the reason why the COHSIP has not caught on. One of the College writes "few teachers have shown

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any response to our efforts to improve teaching. I think that the danger of several colleges being closed as a result of the introduction of the new pattern of education and the consequent retrenchment of several teachers is at present uppermost in the minds of our teachers. Basically teachers in the Arts faculty especially are not prepared to work harder, and unless more work is put in by the staff there is no hope of our achieving any success under COHSIP.

F. Internal Assessment

The consensus is that the internal assessment will not be a big factor for change unless it is recognised by the universities and made a part of the final mark given by the universities. Because of the primacy of the university examinations, students use bazar notes to suit the requirements of stereotype university examinations; COHSIP or no COHSIP.

G. Guest Lecturers:

One college has suggested that the UGC should prepare a Panel of guest lecturers in each subject and send it on to the COHSIP colleges who will select lecturers to suit their requirements.

H. The COHSIP Newsletter:

A large number of colleges has suggested that the COHSIP newsletter should be started immediately to establish channels of communication amongst the COHSIP colleges and between the UGC and the colleges.

Your notes:-

Recommendations and observations regarding
the COHSSIP

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KHANDALA, JANUARY 20-22, 1977

(Inclusive of a record of discussions and clarifications on the programme by participants with Dr. J.N. Kaul and Mr. C.M. Ramachandran. Except for No.13 and No.14, agreement on the various points by the participants was unanimous).

1. COHSSIP is meant for all the students and should be integrated into the normal programme of studies in the college. It is possible that some parts of the COHSSIP though kept open to all may not be taken up by all the students equally well. But the college should not disqualify students on its own by restricting the programme to a few. Similarly, in the beginning it may be necessary for a time to have the COHSSIP separated from other programmes in the college for the sake of special care and better organisation. But sooner rather than later the COHSSIP must improve and vivify our normal approach, so that improved methods of teaching-learning - assessment become the normal thing in the college.
2. The COHSSIP can be expected to help the College to improve its own performance in the University examinations. Teachers in the COHSSIP colleges can and should adopt better methods of assessment. Long answer, essay type questions should also be used but they should be framed with greater care. For purposes of setting questions according to modern methods, only teachers trained in these techniques may be given special facilities under the COHSSIP by way of short study leave for instance.
3. The UGC in principle does not favour the giving of financial incentives to teachers or students doing COHSSIP work. The reason is that one should not reward financially, those persons who are doing what they are supposed to do when they do their duty well. However, the UGC may give special consideration to well-thought-out programmes for faculty development sent in by COHSSIP colleges to encourage teachers doing excellent COHSSIP work.
4. If the COHSSIP proposal of the college has been approved by the UGC, the money sanctioned and the appropriate proforma acceptance by the College made correctly, the COHSSIP grant for a given academic year

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will be released by the UGC without delay i.e. as soon as the college is in a position to implement the programme. Once the college has been accepted under the COHSSIP, it can expect to receive its grant for three years from the date of implementation assuming that it continues to run the programme well. If at the end of the 1st or 2nd year the College asks for a renewal and the UGC does not give an indication to the contrary within two months, the College may assume that the grant is to be continued for another year at least. If the college has made really good progress, the UGC may consider the extension of the programme beyond three years and in good time give an indication of the same.

5. Amounts sanctioned for non-recurring items but not spent can be carried forward to the next academic year. Books should be considered non-recurring items. Book grants could be doubled without prejudice to other heads of account. For other items prior permission may first be obtained from the UGC. Also, readjustments between different heads of budget in an approved programme are possible to the extent of 10% of the total grant for the year. However, major readjustments in a plan already approved may be submitted to the UGC as a fresh revised proposal. At this stage the UGC cannot commit itself to the exact time it will take to process the revised proposal, but one month should be considered a reasonable time. Readjustments and revisions made by participants in the Khendala Conference because of the new perspectives gained in the Conference will receive special consideration.

6. Teaching assistants paid under the COHSSIP should preferably be postgraduate or research students. But retired teachers cannot, in principle, be excluded. If a good case can be made out by a college for using undergraduates as teaching assistants, the UGC may agree, but normally this category of assistants should be considered least acceptable.

7. Persons with qualifications such as a B.A. Pass or B.Com. who are assigned clerical or computational work connected with COHSSIP teaching should be considered under the budget provisions for "office assistant" and not "teaching assistant",

8. If a duplicating machine is really required, the UGC will not refuse the funds. The UGC is also open to providing one typewriter under the COHSSIP. The services of a full-time clerk-cum-typist and a part-time librarian may be engaged for the COHSSIP.

P.T.O.

9. In general the UGC is not in favour of sanctioning costly equipment whose price consumes a major part of the budget. Xerox machines will not be permitted.

10. The UGC should sponsor regular annual or semi-annual COHSSIP conferences or orientation programmes for smaller groups (regions, zones etc.). These could be organised by the UGC through COHSSIP colleges. Colleges may take the initiative in submitting proposals for these to UGC. The UGC would screen such proposals and make the selection. These conferences could also be held subjectwise - allied subjects may be grouped together. Each college should be allowed two to four representatives. In such conferences and orientation programmes, special importance should be given to better teaching methods and even more to modern approaches to framing questions and assessing students. Khalsa College (Amritsar), D.A.V. College (Chandigarh), Madras Christian College and H.P.T. College (Nasik) offered to host such conferences.

11. It was agreed to start a Quarterly COHSSIP newsletter for sharing news and views. Prof. Jayakar of R.Ruia College, Bombay agreed to undertake the project.

12. A system of internal assessment and the semester system were recommended by the conference.

13. It was agreed by the majority of participants that autonomy was necessary for fully implementing the new methods of teaching and evaluation under COHSSIP.

14. A majority of participants recommended that the initial period for the COHSSIP should be five years instead of three.

15. A set of guidelines for "study-tours" should be worked out.

Sd/-
St. XAVIER'S COLLEGE
BOMBAY-400001.

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

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Meeting:

Dated : 18th April, 77.

Item No. 16 : To consider recommendations of the
Directors of Summer Schools in Physics.

As per the recommendations of the Physics panel four Summer Institutes are being organised at Indian Institute of Technology, Kanpur, Tata Institute of Fundamental Research, Bombay, Roorkee and Poona Universities. A meeting of the Directors of the Institute was arranged in the Commission's Office on 19th March, 1977. A copy of the minutes is attached in Appendix I. * The following recommendations were made by the Directors:-

* p 173

- i) Books worth Rs. 2,000/- may be presented to the Faculty members. Other participants may also be presented with books of Rs. 100 each subject to a ceiling of Rs. 5,000/-
- ii) The Director of the School concerned may be informed about the organisation of the Summer Institute by October each year so that the pre-Institute meeting of the Directors may be held some time in January next and the circulars to Colleges be issued in the same month.
- iii) A date by which the applications are to be received from the prospective participants may be indicated in the application form.

In the norms prescribed by the Commission for the operation of Advanced Level Institute/Short term Institute/refresher course etc. there is no provision for presentation of books to the participants. A copy of the norms is enclosed in Appendix II. @

> 174-175

The matter is placed before the Commission for consideration.

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On the basis of the recommendations of the Physics Panel four Summer Schools are being organised at Roorkee University, Tata Institute of Fundamental Research, Bombay, Indian Institute of Technology, Kanpur and Poona University. The Director of these Schools met in the Commission's Office on 19th March, 1977 at 10.30 a.m. The following were present:-

1. Dr. B. Banerjee
Department of Physics
Tata Institute of Fundamental Research,
Bombay.
2. Professor D.R. Rao.
Department of Physics
Indian Institute of Technology
Kanpur.
3. Professor M.R. Bhiday
Department of Physics
Poona University, Poona.

Professor S.K. Joshi could not be present and Dr. M.K. Srivastava attended the meeting in his place. Prof. Visvanathan of Indian Institute of Technology, Kanpur participated in the meeting as a special invitee. Prof. B. Ramachandra Rao, Vice-Chairman attended the meeting for some time.

The following recommendations were made for consideration of the Commission :-

- i) Books worth Rs. 20,000/- may be presented to the Faculty members. Other participants may also be presented with the books of Rs. 100/- each subject to a ceiling of Rs. 5,000/-
- ii) The director of the School concerned may be informed about the organisation of the Summer Institute by October each year so that the pre-Institute meeting of the Directors may be held some time in January next and the circulars to Colleges be issued in the same month.
- iii) A date by which the applications are to be received from the prospective participants may be indicated in the application form.

Appendix II to Item No.16

NORMS OF EXPENDITURE FOR THE OPERATION OF
ALL INDIA ADVANCED LEVEL INSTITUTE/
SHORT TERM IN-STITUTE/REFRESHER COURSE

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1. Board and Lodging

a) For Participants

- i) Lodging in a hostel including water, electricity and other essential services to be provided to all outstation participants free of charge.
- ii) Rs. 12/- for board (inclusive of essential services) per participant per day. (Rs. 15/- for Delhi, Calcutta, Bombay & Madras.
- iii) Local participants not residing in the campus/Hostel with other participants are entitled to local hospitality i.e. lunch, tea, coffee etc, subject to a limit of Rs. 5/- per participant per day.

b) For academic Staff

Normally outstation academic staff may be provided free board and lodging with outstation participants in the hostel, otherwise daily allowance for board and lodging @Rs.12.00 per day is permissible.

2. Travelling Allowance and Incidental Expenses

For outstation Participants and Outstation Academic Staff (including Visiting/Guest Lecturers)

Actual expenditure incurred subject to a maximum of first class rail fare on the production of certificate by the incumbent to the effect, and Rs. 12.50 per head for incidental expenditure during journey for 24 hours or part thereof.

3. Honorarium to Academic Staff

For institute of four to six weeks duration

The over-all limit is Rs.4,500/- only. The director may receive an honorarium upto Rs.1000/- only and no member of the academic staff is paid more than Rs. 500/- only each.

For institute of three to four weeks duration

The over-all limit is Rs. 3800/- only. The director may receive an honorarium upto Rs.800/- only, and no member of the academic staff is paid more than Rs. 500/- only each.

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4. Visiting/Guest Lecturers

- a) Visiting/Guest Lecturers are permitted only for specified fields provided the lecturers given by them are directly relating to the institute programme. They should be eminent academicians.
- b) Visiting/Guest Lecturers should normally participate in the Institute programme for a period not less than one week (at least 5 lecturers of one hour each spread over the week) for an institute of three to four weeks duration and about two weeks for an institute of four to six weeks duration.
- c) Visiting/Guest Lecturers should not normally exceed half of the institute academic staff.
- d) Visiting/Guest Lecturers may be considered as academic staff on a part-time basis and honorarium/remuneration paid to them in proportion to their work out of the overall provision within the limits as above in item 3.

For this purpose the institute can reduce the number of academic staff from seven to six or five or four according to needs and thus release Rs. 500/- or Rs. 1000/- or Rs. 15000/- as the case may be, out of item 3 above, for payment of honorarium/remuneration in relating to their work.

5. Miscellaneous, Contingencies, Postage, Office Supplies, Cyclostyling etc. Rs. 1500/- only.
6. Secretariat, Clerical Library and Laboratory Staff (including demonstrators, Laboratory assistants etc.) Medical expenses etc.

Rs. 1500/- only.

Note.

No reappropriation from one budget head to another is permissible. However, within the budget heads at items 5 and 6 above combined, suitable adjustments, as may be necessary could be made.

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UNIVERSITY GRANTS COMMISSION

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Meeting :

Dated : April 18, 1977.

Item No. 17 To consider the question of relaxation of marks by 5% for Scheduled Castes/Scheduled Tribes candidates for the purpose of eligibility for the award of research scholarships/fellowships in Universities.

1. The Government of India, Ministry of Education and Social Welfare, has desired the Commission to examine the general question of relaxation of marks by 5% for scheduled castes/scheduled tribes candidates for the purpose of eligibility for the award of research scholarships-fellowships in the universities.

2. In this connection, the following observations are made :

(i) The North-Eastern Hill University, in its ordinances regarding the award of junior research fellowships/post-graduate research scholarships, inter-alia, provided for relaxation of 5% marks in the case of scheduled castes/scheduled tribes candidates for the purpose of eligibility for the award of fellowships/scholarships. The Ministry of Education and Social Welfare referred the matter to the U.G.C. for comments. The Commission did not favour to this provision of relaxation on the ground that it had not made any such provision elsewhere for relaxation of marks.

(ii) The Government of India has also informed that the Commissioner for Scheduled Castes/Scheduled Tribes had in its report for the year 1970-71, recommended that the scheduled castes/scheduled tribes candidates should be given at least 5% weightage in the marks obtained by them in competitive examinations for the award of merit scholarships. This recommendation was accepted by the Ministry of Education and Social Welfare and is being implemented by them from 1973-74 onwards in the case of scholarships awarded on the basis of the examination. The Ministry of Education and Social Welfare has also informed that the intention underlying the provision for relaxation of 5% marks in the case of scheduled castes/scheduled tribes candidates for award of research scholarships and fellowships in Universities is to improve the social and economic conditions of the weaker sections of the society and to advance their intellectual, academic and cultural interests. Further, unless a large number of persons belonging to Scheduled Castes/Scheduled Tribes pursue higher education and research, it would not be possible to fill teaching posts in Universities/Colleges, research establishments etc. with suitable persons from amongst them.

(iii) The U.G.C. has also instituted 50 junior Research Fellowships exclusively for the scheduled castes and scheduled tribes candidates but has not made any relaxation in the minimum percentage of marks which is

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in all cases 55% or B+ in the grade system at the M. A./M.Sc. level.

(iv) The Commission had earlier considered the question of relaxation of eligibility conditions for award of Junior Research Fellowships, on a reference received from Prof. P.R. Brahmamanda, Prof. of Economics, University of Bombay, in its meeting held on 22.9.76 (Item No.7) and resolved that :

"The Commission was not in favour of relaxation of general eligibility condition in respect of Scheduled Caste and Scheduled Tribe candidates for award of fellowships. Specific cases which merit special consideration for relaxation could, however, be referred to the Commission".

(v) The Government of India have recently agreed to relax the percentage of marks in case of Scheduled Castes/Scheduled Tribes students to 55% instead of 60% at the qualifying examination for the purpose of eligibility for award of Post-graduate scholarships @ .400/-p.m. in Engineering and Technology.

3. The question of general relaxation of marks by 5% for the scheduled castes/scheduled tribes candidates for the purpose of eligibility for research fellowships/scholarships in universities as desired by the Ministry of Education and Social Welfare is placed before the Commission for its consideration.

AS(D-5)/D.S.(D-5)

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UNIVERSITY GRANTS COMMISSION

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Meeting :

Dated : 18th April 76

Item No. 10 To consider the proposal of the University of Delhi for assistance for the construction of a teachers' hostel with about 100 rooms for the implementation of the teacher fellowships scheme.

1. The University of Delhi has approached the Commission for a grant outside the 5th plan allocation for the construction of a teachers' hostel with about 100 rooms for the teacher fellowships programme. The Vice-Chancellor in his letter addressed to the Chairman, UGC observed as under :-

"We are all very happy that the University Grants Commission has introduced an active Teacher Fellowship Programme and the University of Delhi is trying to co-operate to the maximum extent in this direction also. However, in this matter we are feeling an extreme difficulty in providing accommodation to these teachers who come for one to three years or under other programmes for duration of a few months only. As you are aware alternative private accommodation in Delhi is almost impossible.

Under the circumstances I would request you very kindly to consider sanctioning to us the construction of a Teachers' Hostel with about 100 rooms for this purpose. In view of the other pressing demands, I may stress for your kind consideration from the very beginning that it may not be possible for us to accommodate this within 5th plan grants sanctioned to us already. But I am sure that in view of this imaginative programme of the Faculty Improvement launched by the UGC, the University of Delhi would be under great pressure in this direction and if the sanction can be granted then we can co-operative with greater ease and facilities. I am writing this exploratory letter just to get your assent in principle and then we would immediately initiate formal proposals with cost etc. for the kind consideration of the Commission".

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2. In this connection it may be stated that:

/the scheme of
of teacher

(i) The University Grants Commission has instituted fellowship under the faculty improvement programme. These fellowships are meant for teachers from the affiliated colleges offering undergraduate instruction in Humanities, Social Sciences and Sciences. The recipient of the teacher fellowships are required to work generally in the University departments for their M.Phil. and Ph. D. degrees.

(ii) The list of the departments included under the programme is given in Annexure I & II *departments of the Delhi University have been identified under this programme. Each department has been requested to take 5-10 teachers from different colleges in the country.

The matter is placed before the Commission for consideration.

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* Annex.I (p 180) & Annex.II (p 181-182)

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TEACHER FELLOWSHIP PROGRAMME

Subject wise break-up of Departments/Universities/Institutions identified by the Commission ofor implementing the programme of Teacher Fellowship direc. Humanities including Social Sciences.

<u>Discipline</u>	<u>Universities/Institutions</u>
1. History	Aligarh, Calcutta, Delhi, Jammu, JNU, Patna, Rajasthan, Sagar (8).
2. Political Science.	Aligarh, Calcutta, JNU, Lucknow, Madras, NEHU, Osmania, Panjab, Poona, Rajasthan (10).
3. Psychology.	Allahabad, Andhra, Madras, Saugar, Utkal Tata Institute of Social Sciences (6)
4. Hindi	Allahabad, Andhra, JNU, Patna, Saugar(5)
5. Sanskrit	Annamalai, Poona(2).
6. English	Panjab, Rajasthan, CIEFL (3)
7. Linguistics	JNU, Kerala, NEHU, Panjabi (4)
8. Urdu	JNU(1)
9. Tamil.	Baroda(1)
10. Telugu.	Osmania (1)
11. Oriya.	Utkal (1)
12. Philosophy	Allahabad, Andhra, Calcutta, Delhi, Jadavpur, Karnatak, Madras, Poona, Rajasthan, Utkal (10)
13. Sociology.	Bangalore, Bombay, Delhi, JNU, Panjab, Poona, SNTI, Tata Instt. of Social Sciences(8).
14. Economics .	Andhra, Bombay, Calcutta, Presidency College, Calcutta, Delhi, Gujarat, Jammu, Kurukshetra, Lucknow, Baroda, Osmania, Panjab, Poona, Panjabi, Saugar, Utkal (16)
15. Commerce.	Calcutta, Delhi, N EHU, Panjab, Rajasthan, Saugar(6).
16. Education.	Gujarat, Baroda, Panjab(3)
17. Anthropology.	JNU, Ranchi, Saugar,Utkal (4)

Total No of Departments identified : 89.

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Subject-wise break-up of Departments/Universities/Institutions identified by the Commission for implementing the programme of Teacher Fellowship direct in Science subjects.

1. Chemistry . Allahabad, Aligarh, Andhra, Banaras, Bangalore, Bombay, Burdwan, Calcutta, presidency College, Calcutta, Delhi, Gauhati, Gorakhpur, Gujarat, Guru Nanak Dev, Himachal Pradesh, Jadavpur Jammu, Jodhpur, Karnatak, Kerala, Kurukshetra, Lucknow, Madras, Madurai, Magadh, Baroda, Marathwada, Mysore, Nagpur, North Bengal, Osmania, Panjab, Patna, Poona, Rajasthan, Roorkee, Sardar Patel, Saugar, Saurashtra, Sri Venkateswara, Udaipur, Utkal, Vikram Indian Instt. of Sc. TIFR, 5 IIts, BARC National Laboratory (52).
2. Mathematics Allahabad, Aligarh, Andhra, Banaras Bangalore, Bombay, Calicutta, Presidency College, Calcutta Delhi, Gujarat, Jadavpur, Jammu, Kurukshetra, Lucknow Madras, Madurai, Magadh, Baroda, Meerut, Mysore, Panjab, Patna, Panjabi, Rajasthan, Roorkee, Saugar, Utkal, BITS, II.Sc., TIFR, 5 IITs, BARC, National Laboratory (37).
3. Botany. Allahabad, Aligarh, Andhra, Banaras, Bangalore Burdwan, Calcutta, Presidency College, Calcutta, Calicut, Delhi, Gorakhpur, Gujarat, Gauhati, Himachal Pradesh, Kalyani, Karnatak, Kerala, Lucknow, Madras, Baroda, Marathwada, Meerut, Mysore, Nagpur, Osmania, Panjab, Patna, Poona, Rajasthan, Sardar Patel, Saugar, Shivaji, Sri Venkateswara, Utkal, Vikram, National Laboratory (36).
4. Statistics. Delhi, Gujarat, Karnatak, Kurukshetra, Madras, Poona, National Laboratory (7).
5. Geology. Allahabad, Annamalai, Burdwan, Jadavpur, Jammu, Karnatak, Lucknow, Madras, Baroda, Mysore, Nagpur, Panjab, Patna, Poona, Rajasthan, Roorkee Saugar, Utkal, Vikram, National Laboratory (20).
6. Geophysics . Allahabad, Banaras, Calcutta, Jammu, Mysore, Osmania, Panjab, Utkal, National Laboratory (9).

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7. Zoology Aligarh, Andhra, Annamalai, Banaras, Bangalore, Calcutta, Presidency College, Calcutta, Calicut, Delhi, Gorakhpur, Gujarat, Jodhpur, Kalyani, Karnatak, Kerala, Lucknow, Madras, Baroda, Marathwada, Mysore, Nagpur, Osmania, Panjab, Patna, Poona Rajasthan, Saugar, Saurashtra, Sri Venkateswara, Udaipur, Vikram, National Laboratory (32).
8. Biological Sciences. Himachal Pradesh, Kurukshetra, Madurai, Sri Venkateswara, BITS, TIFR, National Laboratory (7).
9. Physics; Aligarh, Andhra, Banaras, Bombay, Presidency College, Calcutta, Calicut, Delhi, Jadavpur, Jammu, Madras, Madurai, Mysore, Nagpur, North Bengal, Osmania, Patna, Panjab, Panjabi Rajasthan, Roarkee, Sardar Patel, Saugar, Sri Venkateswara, Udaipur, Utkal, I.I.Sc. TIFR, 5 IITs, BARC, National Laboratory (34).
10. Physical Sciences. JNU (1).
11. Earth Science Jodhpur (1)
12. Biochemistry Madras, I.I.Sc. Bangalore (2)
13. Marine Biology Annamalai, Kerala (2)
14. Microbiology I.I.Sc. Bangalore (1)

Total No of Departments identified-232.

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UNIVERSITY GRANTS COMMISSION

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Meeting :

Dated : 18th April, 1977.

Item No. 19 : To consider the proposal of the University of Madras for granting Autonomous Status to the Postgraduate Centres at Coimbatore and Tiruchirapalli:-

The Madras University has informed the Commission that they have established the Postgraduate Extension Centres at Coimbatore and Tiruchirapalli as autonomous units from March 1, 1977 and have requested the Commission to sanction the post of one Assistant Registrar for each Centre. A copy of the letter along with its enclosures

p 185-188 from the Vice-Chancellor is attached (Annexure 1).

... In this connection, the following may be mentioned :-

1. The Commission, during the IV plan, accepted the proposal of the University for the establishment of two Centres for Postgraduate Studies one at Coimbatore and the other at Tiruchirapalli under the jurisdiction of the University of Madras. These Centres have been functioning since 1970.
2. The Commission has allocated an amount of Rs. 35 lakhs to each of these Centres as against an overall allocation of Rs. 50/- lakhs (for each Centre) in the first phase during the Vth plan.
3. In the guidelines prepared by the Working Group constituted by the UGC for the establishment of Postgraduate Centres (which have been accepted by the Commission), it has been mentioned that "A University Centre for Postgraduate Studies can function as additional campus of the parent University, with necessary autonomy both academic and administrative, as well as, financial to develop facilities for postgraduate studies in chosen subjects of local and regional relevance".
4. The IV plan visiting committee had recommended that (i) these departments at the PG Centres should be research oriented and they should also try to improve and give a tone to the postgraduate education in the local Colleges; (ii) with the establishment of the University Postgraduate Centres, it should be possible to encourage cooperative

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teaching at each Centre and also to permit the colleges to offer more option in the postgraduate courses;
 (iii) Postgraduate Centres may start teaching departments only in subjects of highly specialised and borderline nature that are not likely to function satisfactorily in the existing Colleges.

No information is, however, available with the Commission whether the above recommendations of the visiting committee have been implemented or not and the V plan visiting committee report also does not throw any light on this.

5. No provision has yet been made in the University Act for granting Autonomous Status either to colleges or to Postgraduate Centres. The Vice-Chancellor on the basis of legal opinion experienced by him is of the view that these could be done within the existing Act, by framing statutes.
6. No report has been received on the specific action taken by the University on the recommendations of the V Plan visiting committee.
7. According to the estimates of the University, the expenditure on the two posts of Assistant Registrars, one for each Centre, would be about Rs.27,4,16/- per annum.

The matter is placed before the Commission for consideration

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Copy of letter No. V/DO/3592 dated the 2nd February, 1977 from Malcolm S. Adiseshiah to Vice-Chancellor, University of Madras addressed to Mr. R.K. Chhabra, University Grants Commission.

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Sub: Autonomous Postgraduate Extension Centres at Coimbatore and Tiruchirapalli.

I am glad to inform you that the Syndicate has established the Postgraduate Extension Centres at Coimbatore and Tiruchirapalli as autonomous units from March 1, 1977. I enclose a copy of my proposal that I made to the Syndicate, which was approved by it. I am, therefore, proceeding to set up the various organs for the two Centres.

I write now to request the Commission to sanction the post of Assistant Registrar for each Centre, as they will have their own Boards of Studies, Boards of Paper Setters, Boards of Examiners, etc. starting to work, and so will need this administrative assistance.

On the basis of requests made by the two Centres, I will be writing to you for programme assistance.

With kind regards,

Autonomous Postgraduate Extension Centres

(A Note by the Vice-Chancellor)

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In accordance with UGC guidelines concerning postgraduate extension centres communicated to the University in No.F.12-5/75 (CP) dated 15-1-1977 and the request of the Commission that "the University take steps to provide necessary autonomy, both academic and administrative as well as financial, to develop postgraduate studies in chosen subjects of local and regional relevance in the two Post-graduate Extension Centres already agreed to by the Commission", the Vice-Chancellor proposes that the Syndicate approve the establishment of autonomous Postgraduate Extension Centres in Coimbatore and Tiruchirapalli. The Centres will continue to function under University authority viz. the Syndicate, the Academic Council and the Senate, and therefore there is no need for any amendment to the University Act with regard to the grant of academic and administrative autonomy to these Centres. In making this recommendation, the Vice-Chancellor has in mind (a) the provision of facilities for the two centres to develop teaching and research programmes of local and regional relevance and (b) the UGC procedure under which postgraduate Extension Centres have to function autonomously for a year or so before the Universities in these Centres come into existence. It is with a view to expedite the procedure for the establishment of Universities of Coimbatore and Tiruchirapalli, so that they come into being from the academic year 1978-79, the Vice-Chancellor proposes that the Syndicate approve the two Postgraduate Extension Centres functioning as autonomous units as from March 1, 1977. This will involve for each of the two Centres the following:

- (a) A Director for the Centre from among the staff, taking into account the seniority and academic performance of the Professor. The Vice-Chancellor proposes that Dr.P. Shan-nugam, Professor and Head of the Department of Chemistry, be the Director for the Coimbatore Centre, and Prof. S.C. Joseph, Professor and Head of the Department of Economics, currently on transfer to Madras, be the Director of the Tiruchirapalli Centre.
- ((b) The Heads of Departments in each Centre will form an Inter-Departmental Council which will meet at least once a week in order to review, coordinate and implement the academic programmes and deal with administrative matters as appropriate.
- ((c) Each Department of the Centres will have a Board of studies which will be responsible for developing regulations and syllabuses for the subjects of local and regional relevance. In Coimbatore, the following departments will undertake postgraduate as well as M.Phil. and Ph.D. programmes:

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Chemistry	- M.Sc., M.Phil. and Ph.D.
Zoology	- M.Sc., M.Phil. and Ph.D.
Applied Psychology	- M.A., M.Phil. and Ph.D.
Economics	- M.A., M.Phil. and Ph.D.
Physics	- M.Phil. and Ph.D.
Sociology	- M.Phil. and Ph.D.
Statistics	- M.Phil. and Ph.D.

and when established by July 1977

Botany	-M.Phil. and Ph.D.
Applied Mathematics	- M.Phil. and Ph.D.

The Department which are not offering postgraduate Courses are those for which staff as at present authorised is limited to two persons, or in the case of Physics is due to lack of laboratory facilities. The Vice-Chancellor proposes that the Department of Zoology and the Department of Botany in Coimbatore join together in establishing a School of Biological Sciences with the Head of the Department of Zoology acting as Convener of the School. For Coimbatore, he proposes the Boards of studies in the first 7 subjects as set forth in Annex IX(a). For Tiruchirapalli, the present 4 Departments viz. Economics, Mathematics, Physics and English and the two Departments to be established in the next academic year viz. Chemistry and Botany, will offer post-graduate as well as M.Phil./Ph.D. Programmes. The Vice-Chancellor proposes the constitution of Boards of Studies for the Centre in the first 4 subjects as set forth in Annex IX(b).

- (d) Each Centre will have its own Board of Paper Setters and of Examiners as approved by the Syndicate.
- (e) Appointment of staff by the Syndicate will be on the basis of recommendation by a Selection Committee specially constituted for each department of the Centres.
- (f) The budget approved by the Senate for each Centre will be placed at the disposal of the Centre for administration, subject to financial norms and audit of the University. The Vice-Chancellor will submit to the next meeting of the Syndicate proposals for the delegation of financial power to the Centres.
- (g) Each Centre will have a small administrative unit headed by an Assistant Registrar which the UGC has agreed to finance.
- (h) To facilitate the functioning of the Centres as autonomous units the Syndicate may wish to establish a Committee for Coimbatore comprising Mr.G.R. Demodran, Dr.(Mrs.)Rajammal P.Devadas and Mr.Santhalinga Ramaswamy Adigal, and for Tiruchirapalli, Mr.P.S. Mani Sundran, Mr. O.R. Surianarayanan and Dr. K. Meenakshisundram. The Vice-Chancellor will also be on both the Committees.

Autonomous Postgraduate Extension Centres
at Coimbatore and Tiruchirapalli

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Two posts of Assistant Registrar,

one for each Centre

(Scale: 700-25-750-30-900
plus DA, HRA and CCA
at University rate)

Rs. 13,708 x 2

-Rs. 27,416/- average
cost per annum.

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University Grants Commission

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Meeting :

Dated : 18th April, 1977.

Item No. 20: To consider the proposal of Allahabad University for approval of grants recommended by the V Plan Visiting Committee under second and third priorities.

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The University Grants Commission at its meeting held in September, 1976 (Item 2a(4)) approved the V Plan Development Schemes of Allahabad University amounting to Rs. 132 lakhs as per details given below:

1.	Spill over	Rs.	27.98
2.	Basic Equipment Grant	Rs.	7.50
3.	Basic Book Grant	Rs.	5.00

New Allocation

4.	Books & Journals	Rs.	16.25
5.	Equipment	Rs.	26.65
6.	Building	Rs.	21.47
7.	Misc.	Rs.	1.50
8.	Kitchen/Dining Room G.N. Jha Hostel	Rs.	0.30
9.	Additional Staff (estimated expenditure).	Rs.	25.35
9 professors, 21 readers 8 lecturers & 6 others			<u>132.00</u>

The Commission has recently informed the universities that it may find it possible to provide grants for urgently needed hostels and buildings and additional staff as recommended by the Visiting Committee on the merit of each case. The universities were also informed that additional assistance for books and journals and equipment recommended by the Visiting Committee under second and third priorities may also be approved provided funds already sanctioned for the purpose have been utilised or firmly committed.

Allahabad University has requested that the 1/3rd amount within the ceiling available to Allahabad University may now be approved. The Vice-Chancellor, in his letter has requested that the posts recommended by the Visiting Committee under second and third priorities and amount recommended by the Visiting Committee for buildings under second and third priorities may also be approved.

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The University has indicated that following action have been taken on various recommendations made in the Visiting Committee's Report. (General observations made in the report are as Annexure-1).*

- * p 192-199
- a) The enrolment has declined from 11,583 in 1974-75 to 11,350 in 1975-76 and to 10,982 in 1976-77. The University will keep up this trend and would try to reduce its under-graduate enrolment.
 - b) The Academic Council and the Executive Council of the University have accepted the recommendations of the Committee convened by the Education Department which went into the details of examination reform.
 - c) Several university departments are going through the process of changing and modernising the syllabi so as to make them socially relevant. The Academic Council at its recent meeting decided to introduce a large number of courses. It has not, however, been possible to implement this decision since State Government's sanction is needed to introduce any new paper or course.
 - d) The University proposes to reconstitute the Development Committee so that all the concerned interests are appropriately represented. This Committee will function as Planning Board or Council of the University. The University is thinking as to how best the students can be associated with this task.

The University has requested that the posts recommended by the Visiting Committee under second and third priorities may be approved so that number of posts to be filled at one time can be higher and in-fighting in the departments and the consequent damage to the work can be minimised. The university has further requested that the Commission may also approve the grants recommended by the Visiting Committee for buildings under third priority so that the pressing needs of the University could be met. A copy of the letter received from the Vice-Chancellor is enclosed (Annexure-1).

It may be mentioned in this connection that ceiling of assistance for Allahabad University is Rs. 200 lakhs against which the Commission has approved schemes amounting to Rs. 132 lakhs. A summary of the grants recommended by the Visiting Committee under three priorities and itemwise amount already approved are indicated below :

S.No.	Item	Priority I	Priority II	Priority III	Total	Grants already approved
(All figures are in lakhs of rupees and represent UGC Share)						
1.	Spill-over	27.35	-	-	27.35	27.93
2.	Basic grants					
	a) Books	5.00	-	-	5.00	5.00
	b) Equipment	7.50	-	-	7.50	7.50

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3. Projects already approved. 21.46 - - 21.46 21.47

New Allocations

4. Additional Staff.	25.35	19.24	3.26	47.85	Ist priority posts
	(9 P, 21 R, 8 L & 6 others)	(10 P, 17 R, & 2 others)	(1 P, 1 R, 3 L & 2 others)	5 others	
5. Books & Journals	6.25	17.25	13.05	36.55	16.25
6. Equipment	10.15	22.00	8.20	40.35	26.65
7. Buildings	00.30	-	10.75	11.05	00.30
8. Miscellaneous	1.50	2.60	1.00	5.10	1.50
Grand Total :	<u>104.86</u>	<u>61.09</u>	<u>36.26</u>	<u>202.81</u>	<u>132.00</u>

Itemwise details of grants recommended for Non-recurring items and staff recommended under second and third priorities by the 200-205 Visiting Committee are given in Annexure-II to V.*

The matter is placed before the Commission for consideration.

AS(D-2a)/DS(D-2)

1972

Copy of letter No.C-10-/VC-77 dated 4th March, 1977 received from Shri P.D. Hajela, Vice-Chancellor, Allahabad University, addressed to Prof. Satish Chandra, Chairman, UGC, New Delhi.

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,1977.

It was very kind of you, indeed to have spared time, inspite of your busy schedule, for discussing the development grants of the Allahabad University on February/ as you are aware, has already released 2/3 of the grant allotted to the Allahabad University. I am hereby requesting you to kindly permit the release of the remaining 1/3 of the grant as well.

The position in respect of utilisation of grants is as under :

- (i) The building grant from the 'spill-over' and the first priority totalling more than 28 lakhs has already been utilised. All the buildings involved in these grants have already come up and except for very marginal cases, the utilization of this grant is almost hundred percent. The necessary utilization certificates, wherever they have not been sent will be sent to the Commission shortly.

Since you were kind enough to advise that instead of adding rooms to different departments in an unplanned manner, a new building all at one place in which some existing department or Faculty might be transferred would be better, I will consult the concerned Heads of the Departments and send to you the building plan as soon as it is finalised.

- (ii) So far as the grant for books, journals and equipment is concerned, orders for the utilization of the released grant have either been executed or are in the process of being executed.

- (iii) The question of the utilization of the grant for the first priority posts has been personally discussed with you and also with the Vice-Chairman of the Planning Commission. You appreciate yourself that the age composition of the Faculty at the Allahabad University is such that if number of posts to be filled at one time can be higher, in-fighting in the departments and the consequent damage to academic work can be minimized. Further, clearance at the U.P. Government end can also take considerable time. In view of these very peculiar circumstances of our University, I felt compelled to request you to release the second and third priority posts immediately. In fact I will request you to permit release of the remaining 1/3 of the grant sanctioned by the Commission to the Allahabad University so that we may not only fill up the posts in a manner which subserves the large interest of the University but also attend to the pressing needs of the building construction, approved by the Visiting Committee and the Commission but placed in the third priority.

n.t.c.

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I am grateful to you for the guide-lines which you kindly suggested to me for the development of the University and I assure you that I am keen to work along those lines. The general observations made by the Visiting Committee in its report on Allahabad University are also constantly in my mind. The University has already initiated a number of measures to conform to your and the Commission's expectations in the matter. In this connection, I may particularly refer to the following measures which the University has taken in respect of (a) admission & enrolment and changing the ratio of postgraduate to undergraduate admission, (b) examination reform; and (c) modernization of syllabi etc.

The total enrolment this year has been marginally less than last year's just the last year's enrolment was marginally less than that in the year before but the fact that the earlier trend has been reversed is significant. In 1976-77 the total enrolment was 10,982 when in 1975-76 it was 11,350. In 1974-75 it was even higher than 11,533 in 1975-76.

You can be sure that the University will, as far as it lies within its power, keep up the new trend. There is a general feeling on the campus that the University should try to reduce its undergraduate enrolment particularly.

(b) So far as question of examination reform is concerned; the University Academic Council and the Executive Council have accepted the recommendation of a Committee convened by the Head of the Education Department which went into the details of this question most thoroughly and elaborately. I am not enclosing the details but if the Commission at any stage desires to have the details, I will be very happy to pass them on to you.

(c) Several departments of the University are going through the process of changing and modernizing the syllabi so as to make them socially more relevant. In fact at a recent meeting of the Academic Council we decided to introduce a large number of new courses also. Since no new paper or new course can be introduced at the Allahabad University without the sanction of the U.P. Government, it has not yet been possible to implement the decision of the Academic Council but we are determined not to slacken our efforts in this direction.

A very helpful suggestion which was made by you and which was earlier made by the Visiting Committee relates to the setting up of a Planning Board or Council in the University so that ad-hocism in the development of the University is reduced to a minimum. You might be aware that some years ago there used to function in the University of Allahabad a Development Committee. I propose not merely to revive the Committee but to reconstitute it so that all the concerned interests are appropriately represented. I am

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even thinking of requesting the departmental committees to be our principal link with the Central Planning Council of the University so that the University's development is not only well co-ordinated but also so decentralised that the general faculty and students have a sense of participation in the University's development. My only problem at the moment is how best the students can be associated with this task. As you know, sometimes purely political type of students are not much academically inclined and those who have deep scholastic interests are not quite politically motivated. It would be better if we could have a student participation from both these categories but how precisely that should be done is yet to be sorted out. I may assure you that I am at the job and if it became necessary to seek your advice in the matter, I may, I am afraid, have to trouble you again.

I hope in view of the above, it would be possible for you to release our second and third priority posts and also if possible the entire of the remaining 1/3 of the grant which the Commission has been kind enough to sanction for the Allahabad University.

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General Observations and Recommendations

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31. The Allahabad University had in the past produced outstanding scholars, researchers, and administrators to serve the nation and to keep abreast of the growth of knowledge not only in India but in the world. But the committee notes with regret that, of late, unmanageably large admissions in the undergraduate as well as post-graduate courses, have not only resulted in serious decline in quality of education and research in the university, but have also given rise to tensions, agitations, indiscipline, and even violence. Submitting to various pressures, the university has been admitting students to various classes even in the months of March and April, that is just before the examinations. This is neither justifiable on academic considerations, nor is it conducive to the proper conduct of examinations and healthy development of the university. Due to unrestricted admissions, in some subjects like Hindi where over 300 students are admitted every year in first year of the post-graduate class, etc., "tutorial and lecture classes have already become a farce due to overcrowding", and as reported in Shri Ranjan Committee report "the campus has the appearance of a market place". The proper ratio between residents of hostels and the delegacy students is 75 : 25, but, in fact, it is the otherway round, and a serious imbalance has resulted, again seriously jeopardising the unitary teaching character of the university. The only remedy is to reduce the number of admissions to a reasonable limit.

32. The university standards are ultimately set by the quality of post-graduate education and research. The university should take effective and immediate steps to dispense with undergraduate classes. In the words of Shri Ranjan report, "the B.A. degree in particular has no doubt been devalued by the abolition of General English and also by the admission of all and sundry to this course". Only by concentrating on imparting instructions for honours degree and postgraduate courses and research, and admitting students of high calibre to these courses, is it possible for the university to maintain or restore the standards for which it has been known not only in the too distant past.

33. Undergraduate admissions may be made in the colleges only. Postgraduate teaching should not be started in the associated/affiliated colleges of Allahabad University. More undergraduate colleges will thus have to be opened. It is here that the State Government will have to play an important role by assisting the opening of undergraduate colleges which may be affiliated to Kanpur University. Or, the Allahabad University may have a teaching wing (internal wing) for honours and postgraduate teaching, and an affiliating wing (external wing under the charge of the pro-vice-chancellor) for looking after the work and conduct of examination of associated/affiliated colleges. We were informed that the university bodies have approved the opening of correspondence courses for B.A., M.A., B.Com., M.Com., and LL.B. courses.

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34. The slow and tardy implementation of various development projects including construction work undertaken as long back as second plan, speaks for lack of efficient machinery for carrying out its various programmes. The committee feels that the development of the Allahabad University during the last quarter century has neither been properly planned, nor did it contribute to the improvement of academic standards. Planning is a all involving, continuous process. It requires proper implementation, coordination, assessment, re-evaluation and review so that the programmes continue to have a direct relevance to the needs of the university, the community and the country. This is possible if all the constituent unit of a university, viz. teachers, students and administration, as also the State Government, are genuinely interested and involved in the entire process. The University of Allahabad may set up such a development planning board, consisting of representatives of teachers, students, administration, and the State Government for the future planning and the development of the university on sound lines within the limited resources made available to it.

35. The active collaboration and academic liaison between the various departments is most important for the optimum utilisation of existing resources (avoiding unnecessary duplication), and inter-disciplinary approach for providing job-orientation to courses suited to local requirements. There ought to be greater inter-action between various departments, viz. between history and political science, history and economics, political science and economics, between modern history and ancient history, culture and archeology, between ancient history and Sanskrit, between botany, zoology and biochemistry, etc., etc.

36. The university should actively undertake innovation and experimentation in such matters as internal assessment, tutorials, seminars, examination reform, formation of schools of study of related disciplines rather than maintenance of rigid departmental compartments. The number of lecture periods could be cut down to provide for tutorials, seminars, internal assessments, etc.

37. In almost all the departments, the committee observed that there was a lot of inbreeding. Almost all teachers are the products of the same university or, at the most, in a few cases, from the universities in the same State. At present, not many persons from outside Allahabad care even to apply for posts advertised by Allahabad University for reasons obvious. This leads to fall in academic standards, and the courses in various subjects have not been modernized and rationalised. One of the senior most professors, holding an important position in the university, who never himself took his Ph.D. degree, seriously argued about the relevance of research. Highly qualified outside elements bring in new outlook and freshness to the department and the university. Within the prescribed procedures, academic excellence should not be sacrificed in preference to narrow localism which leads to isolationism in turn. The committee strongly urges that the university should attract students of very high calibre and outstanding teachers from all over the country and from abroad, so that it rises to an international stature.

38. A large number of posts approved during the fourth plan period were not filled up. Besides, some of the senior posts have been lying vacant for the last 15-18 years. As a result of this situation the students were not getting adequate attention in their classes, and frustration and discontent was increasing in the teaching staff. The university machinery should be geared up so that no post remains vacant for more than six months, and the inbreeding is avoided.

39. The practice of giving officiating allowance to the readers and professors must be discontinued. This is not conducive to raising of standards.

40. If a post with a particular expertise has been sanctioned in fifth plan, efforts should be made to fill it with requisite expertise. Unfilled posts of one department should not be transferred/ allocated to other departments without proper justification.

41. . . The university may assume academic leadership and encourage its staff to make maximum use of faculty improvement programmes such as summer institutes, seminars, national associateships, visiting professorships, study leave, faculty exchange, teacher fellowship, etc. It should also organise summer institutes, seminars, orientation courses, etc., for the teachers of the region. The Commission has made provision for faculty improvement programmes outside the plan funds.

42. The chaotic state of the central library presents, rather a sad commentary on the academic functioning of the Allahabad University. Staff approved during fourth plan was not appointed. The staff now approved for the library may be appointed immediately, so that the library service could be improved. Back volumes of scientific and research journals may be purchased for the last five years only. For older references microfilms may be procured.

43. The university campus is very poorly maintained. Extensions to various scientific departments, and buildings like NRSC, university press, etc., are not being used for want of furniture/equipment, fittings and fixtures. These should be completed and put to proper use immediately.

44. For want of adequate and regular supply of water, gas and electricity, academic activity is hampered and practicals, in many a case, have to be abandoned in the middle, leading to avoidable waste .

Walls

45. Hostels are not only poorly maintained, but are also ill-managed. The doors, windows, electric connections, roads, etc., all need repair and renovation. The wardens and superintendents rarely visit the hostels to look after their wards. Mess arrangements are generally unsatisfactory. The university authorities have shown no interest in running the mess. The university authorities have to substantially strengthen the hostel administration

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and provide essential amenities to the resident students. The wardens/superintendents have to take the responsibility of organising common hostel mess with the active cooperation of the resident students. Food, water, and electricity should be made available at reasonable cost, and healthy sanitary conditions, cleanliness and surrounding should be provided. Gardening also needs proper attention. The hostel administration should do their best to ensure a corporate life in the university hostels. The very purpose of hostel life is defeated if the corporate community life is not ensured. The State Government should make an adhoc grant for immediate repairs and renovation of existing hostels and furniture. The State Government grant of Rs.250/- to Rs.300/- per annum for the maintenance and repair of hostel furniture is nothing but a mockery in the present situation of sky rising prices. The overall annual maintenance and repair grant for hostels should be raised to at least Rs.10,000/- per annum per hostel.

46. The State Government grant for departmental contingencies for day-to-day functioning are extremely meagre keeping in view the present rise in prices. Besides, the State Government should increase the annual grant for purchase of books and journals to at least Rs.3 lakhs per annum. Maintenance grant of science departments fixed decades ago are very inadequate. This has resulted in interrupted supply of chemicals, equipments and consumables with the result that normal teaching and practical work suffers and some scientific journals had to be discontinued. The State Government should rationalise the grant giving procedure to the universities and make it more realistic. The genuine financial needs of the University necessitated by academic considerations should be sympathetically considered by the State Government.

46-A. For the development of the study of the subject of history on most desirable lines, the university may set up a school of historical studies including the two departments of ancient history, culture and archaeology and medieval and modern history. The courses of study and methods of teaching history in both the departments of history should be modernized and rationalised.

47. The students activities such as games and sports, declaration contests and debates, athletics, dance, drama and other cultural activities seem to be neglected in the University. The University through its teachers and specialised agencies such as sports committee, youth welfare committee, NSS committee and the like, should intensify the student activities so as to divert and gainfully utilise the energy of young students for their self expression and self-improvement, leading to development of an integrated dynamic personality. The State Government should help the university to strengthen the dean of student welfare by providing assistance for some tutors who could appreciate the problems of students.

48. The UGC should make available maximum assistance to the Allahabad University for the development of student activities and student welfare programme (including improvement of hostels). We understand that these programmes are under review and assistance under these programmes will be made available outside fifth plan development allocation to the University.

49. From all the discussions that took place with the teachers, students and their representatives, the committee gained the impression that the University authorities, especially the teachers in the University, have woefully neglected the student welfare to the detriment of the noble cause of education. Unless the teachers take a keen interest in the welfare of students, it is difficult to justify their existence.

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Allahabad University

Additional staff recommended by Fifth Plan Visiting Committee

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S.No.	Department	I Priority				II Priority				Remarks
		P	R	L	(Others)	P	R	L	Others	
1	2	3	4	5	6	7	8	9	10	11
1.	Chemistry	1	1	-	-	1	1	-	-	
2.	Physics	1	1	-	-	1	1	-	-	
3.	Botany	-	1	-	1	1	-	-	-	
					1					1 Curator
										1 photo-Artist
4.	Zoology	1	-	-	-	-	1	-	-	
5.	Biochemistry and Home Science.	1	-	-	-	-	1	-	-	
6.	Mathematics and Statistics	2	1	-	-	-	2	1	-	
7.	Defence Studies	-	-	-	1	1	-	-	-	1 Res.Asstt.
										1 Cartographer
8.	Sanskrit & Prakrit	-	-	3	-	-	1	-	-	
9.	Hindi	1	1	-	-	-	3	-	-	
10.	English studies and Modern European Languages.	1	1	-	-	1	1	-	-	
11.	Arabic & Persian	-	-	-	-	-	-	-	-	
12.	Urdu	-	-	1	-	-	-	-	-	
13.	Philosophy	-	-	1	-	-	-	-	-	
14.	Psychology	-	1	1	-	-	1	-	-	
15.	Fine Arts & Music	-	1	2	-	1	-	1	-	
16.	Geography	-	1	-	-	-	-	-	-	
17.	Ancient History	1	2	-	-	-	2	-	-	
										1 Res.Asstt.
										1 Res.Asstt.
18.	Modern & Medieval History	-	2	-	-	1	-	-	-	
19.	Political Science	-	2	-	-	1	1	-	-	
20.	Education	-	-	-	-	-	-	-	-	
21.	Economics	-	2	-	-	1	1	-	-	
22.	Commerce and Business Adm.	-	2	-	-	1	-	-	-	
23.	Centre for Gandhian Studies.	-	-	-	-	-	-	-	-	1 Res.Asstt.
24.	Law	-	2	-	1	1	-	-	-	1 Ast. Librarian (Professional Junior)
Total :		9	21	3	6 others	10	17	2	2 others	

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	1	2	3	4	5	6	7	8	9	10	11
25. Central Instrumentation Complex											
a) Machine shop	-	-	-	-	1 Foreman	-	-	-	-	1 Foreman and 1 Tech. Asstt.	
b) Electronic Shop					1 Sr. Engg. 2 Tech. Asstt.	-	-	-	-	1 Tech. Asstt.	
c) Glass Blowing shop	-	-	-	-	1 Foreman	-	-	-	-	2 Tech. Asstt.	
d) Technical Optics shop	-	-	-	-	1 Foreman	-	-	-	-	1 Tech. Asstt.	
e) Central Laboratory for Semicroscope	-	-	-	-						1 Foreman	
26. University Library	-	-	-	-	1 Prof. Sr. (I) Librarian 1 Prof. Sr. (II) Dy. Librarian 2 Prof. Jr. (Asstt. Lib/Chief Classifier) 3 Prof. Asstts.						

Third Priority

S No.	Department	P	R	L	Others
1.	Botany	-	-	-	1 Tech. Asstt.
2.	Zoology	-	-	-	1 Tech. Asstt.
3.	Hindi	-	-	1	-
4.	English Studies and Modern European Languages.	1	1	-	-
5.	Psychology	-	-	1	-
6.	Fine Arts and Music	-	-	1	-
7.	Economics	-	-	-	1 Res. Asstt.
8.	Law	-	-	-	2 Lib. Asstt.
Total :		1	1	3	5 others

ALHABAD UNIVERSITY

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Fifth Plan Visiting Committee Recommendations

(Rupees in lakhs)

No. Department	Books and Journals 100%				Equipment 100%			
	I Prio- ty	II Prio- rity	III Prio- rity	Total	I Prio- rity	II Prio- rity	III Prio- rity	Total
2	3	4	5	6	7	8	9	10
Chemistry	0.50	0.70	0.50	1.70	1.80	0.90	1.00	3.70
Physics	0.60	0.30	0.40	1.30	1.60	0.70	0.65	2.95
Botany	0.20	0.50	0.50	1.20	0.30	1.00	0.40	1.70
Zoology	0.20	0.60	0.40	1.20	0.90	1.00	0.90	2.80
Biochemistry and Home Science	0.10	0.20	0.30	0.60	0.20	0.20	0.25	0.65
Mathematics and Statistics	0.60	1.00	1.00	2.60	0.20	0.15	0.15	0.50
Defence Studies	0.05	0.15	0.15	0.35	0.05	0.10	0.25	0.40
Central Instrumentation								
1) Machine Shop	-	-	-	-	0.25	0.50	0.50	1.25
2) Electronic Shop	-	-	-	-	1.35	1.35	1.15	3.85
3) Glass Blowing Shop	-	-	-	-	0.60	0.50	0.30	1.90
4) Technical Optics Shop	-	-	-	-	0.40	0.40	0.30	1.60
5) Central Laborato- ries	-	-	-	-	-	12.00 (SEM)	-	12.00
Sanskrit & Prakrit Languages	0.10	0.10	0.10	0.30	-	-	-	-
Hindi	0.40*	0.50	0.40	1.30	-	-	-	-
English & Modern European Language.	0.25	0.50	0.30	1.05	-	-	-	-
Arabic & Persian	0.05	0.10	0.05	0.20	-	-	-	-
Hindi	0.05	0.10	0.10	0.25	-	-	-	-
Philosophy	0.15	0.35	0.10	0.60	-	-	-	-
Psychology	0.25	0.35	0.20	0.80	0.25	0.35	0.20	0.80
Fine Arts & Arts	0.05	0.20	0.15	0.40	0.15	0.30	0.25	0.70
Geography	0.10	0.30	0.30	0.70	0.15	0.20	0.10	0.45
Scientific History Culture and Arch.	0.20	0.60	0.60 (Pub.)	1.40	1.60 (inclu- ding station wagon exploration and excavation)	2.00 (Museum)	0.50 (Photo- graphy)	4.10

*including Rs. 15,000/-
publication of
dictionary.

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1	2	3	4	5	6	7	8	9	10
19. Medieval and Modern History	0.20	0.50	0.30	1.00	0.10 (maps & microfilm reader)	-	-	-	0.10
20. Political Sc.	0.20	0.40	0.30	0.90	-	-	-	-	-
21. Education	0.10	0.30	0.10	0.50	0.05	0.15	0.10	0.30	0.30
22. Economics	0.20	0.70	0.50	1.40	-	-	-	-	-
23. Commerce and Business Adm.	0.20	0.50	0.30	1.00	-	-	-	-	-
24. Centre for Gandhian Studies	-	0.20	-	0.20	-	-	-	-	-
25. Law	0.50	0.60	-	1.10	-	-	-	-	-
26. University library	1.00	7.00	6.00	14.00	0.20	0.20	0.20	0.60	0.60
	6.25	17.25	13.05	36.55	10.15	22.00	3.20	40.35	

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to

Annexure-IV/Item No. 20

Allahabad University

Fifth Plan Visiting Committee Recommendations
Building Construction (UGC Share 50%)

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Rupees in Lakhs

S.No.	Department	Priority I	Priority II	Priority III	Total
1.	Hindi	-	-	1.00	1.00
2.	English studies and Modern European Languages.	-	-	1.00	1.00
3.	Philosophy	-	-	0.50	0.50
4.	Psychology	-	-	1.25	1.25
5.	Political Science	-	-	2.00	2.00
6.	Education	-	-	0.75	0.75
7.	Economics	-	-	2.00	2.00
8.	Commerce and Business Adm.	-	-	2.00	2.00
9.	Law	-	-	0.25	0.25
10.	Kitchen/Dining room G.N. Jha Hostel	0.30	-	-	0.30
		0.30	-	10.75	11.05

P.T.O.

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Annexure-V to Item No.

Allahabad University

Fifth Plan Visiting Committee Recommendations
Miscellaneous Schemes.

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Rs. in lakhs UGC Share 100%

Department	Priority I	Priority II	Priority III	Remarks
Botany	0.50	0.10	0.20	Fern House with accessories.
Zoology	0.50	0.50	0.80	Animal House BCD incubator and museum.
Central Instrumentation complex and Laboratory	0.50	2.00	-	To house stereosc electron microscop and electronic workshop.
Total :	<u>1.50</u>	<u>2.60</u>	<u>1.00</u>	

Confidential

UNIVERSITY GRANTS COMMISSION

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Meeting :

Dated : 18th April, 1977.

Item No.21 : To consider further the revised proposals of the Bangalore University for the construction of Science Blocks at the New Campus.

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The Commission at its meeting held on 21st February, 1977 (Item No.29) considered the revised proposals of the Bangalore University for the construction of Science Blocks at the New Campus and purchase of books and journals and scientific equipment within the overall Fifth plan allocation and resolved as under:

"The Commission accepted in principle to assist Bangalore University for the construction of science buildings at the new campus within the overall Fifth Plan allocation (Non-recurring) available to the University. The Commission however desired that the University may be requested to intimate the specific action taken by it on the various recommendations made in the report of the Visiting Committee accepted by the Commission. The University may be further requested to intimate the purposes for which the existing buildings would be utilised consequent upon the shifting of the science departments to the new campus. The grants requested by the University for scientific equipment books and journals provided in the second and third priorities may be sanctioned as per decision taken by the Commission earlier".

A copy of the note placed before the Commission at its meeting held on 21st February, 1977 is attached Annexure-I

The University has sought the approval of the Commission to the reappropriation of Rs. 67.40 lakhs from the funds allocated to it during the fifth plan for various projects (Non-recurring) on the basis of the recommendations of the Visiting Committee. The University has given only the break down of the amount of Rs. 61.30 lakhs, which is given below:

S.No.	Name of work.	Amount recommended by/visiting committee.	Amount approved by the Commission (under Ist phase)	Grant paid against Ist phase.	Amount proposed to be re-appropriate.	Remarks (Rs. in lakhs.)
1.	2.	3.	4.	5.	6.	7.
1.	Teachers Hostel.	3.00	3.00	-	3.00	-
2.	Women's Hostel.	4.50	4.50	-	4.50	-

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1.	2.	3.	4.	5.	6.	7.
3.	Humanities Blocks.	7.50	-	-	7.50	approved under III priority.
4.	Cold Room & Aquarium etc.	1.90	1.90	-	1.90	
5.	Books and Journals (Including Central Lib.)	37.85	17.90	13.55	16.00	(Including basic grant of Rs.5.00 lakhs).
6.	Scientific Equipment (including those for the CISL)	48.70	24.50	21.365	23.40	(Including basic grant of Rs. 7.50 lakhs).
7.	Publication	2.00	1.00	1.00	1.00	-
8.	Visiting Professorships.	2.00	1.00	0.25	1.00	-
9.	F.I.P.	5.00	4.00	-	3.00	
					Total:	<u>61.30 lakhs.</u>

The University has also informed that existing buildings which would fall vacant consequent upon the shifting of the Science Departments to the new campus would be utilized for the Department of Communication, Dance, Drama and Music, University Law College, 15 Job Oriented courses, M.B.A. Courses, P.G. Evening Courses in ten subjects I.A.S. Coaching Classes, Diploma Courses in English etc. A copy of letter received from the University is attached as Annexure-II.

*p 222-225

In this connection, the following may be mentioned:

1. The University has not so far intimated the specific action taken by it on the various recommendations made in the report of the fifth plan visiting committee accepted by the Commission.

2. The proposals which the Commission considered at its meeting held on 21st February, 1977 involved a total outlay of Rs. 90.82 lakhs against which the Commission's share was Rs. 45.41 lakhs. Subsequently the University vide its letter dated 26th February, 1977 (relevant extracts from this letter are given in Annexure-III) intimated the total cost of construction of the Science Blocks as Rs. 122.60 lakhs against which the Commission's

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p.t.o.

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share was estimated by the University as Rs. 61.30 lakhs. In its latest communication -Annexure-II* the University has intimated the cost as Rs. 134.80 lakhs against which the Commission's share works out to Rs. 67.40 lakhs. It would thus be seen that the University has been changing the estimates for these buildings from time to time. It has now proposed that Rs. 61.30 lakhs as detailed above may be reappropriated according to the items indicated therein and the remaining amount of Rs. 6.10 lakhs may be reappropriated out of the overall allocation of Rs. 200 lakhs. The University has not spelt out the items from which this reappropriation will be made.

The matter is placed before the Commission for consideration.

AS(DI)/DS(DI)

(209)

Annexure-I to Item No. 21

Copy of the note placed before the Commission in its meeting held in Commission's office on 21st February, 1977 to consider the revised proposals of the Bangalore University. (Item.29)
.....

The Bangalore University has submitted revised proposals for the construction of buildings, books and journals etc. for implementation during the remaining period of the fifth five year plan as detailed below:

(a) i)	Construction of Botany Block.	Rs. 20.46 lakhs
ii)	Construction of Zoology Block.	Rs. 23.73 lakhs.
iii)	Construction of Mathematics and Statistics Block.	Rs. 16.63 lakhs
iv)	Construction of Chemistry Block (in the first instance)	Rs. 30.00 lakhs
Total:		Rs. 90.82 (in the first instance)

U.G.C. Share is 50% Rs. 45.41.

(b) i)	Books and Journals	Rs. 19.95 lakhs
ii)	Equipments.	Rs. 24.20 lakhs
iii)	Buildings (humanities block- recommended by the visiting committee in the 3rd priority)	Rs. 7.40 lakhs
Total:		Rs. 97.06 lakhs.

The expenditure is proposed to be met as under:

i)	By savings anticipated in recurring grant for additional posts sanctioned.	Rs. 23.00 lakhs.
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The break-up of these posts has not been given by the University. according to the calculations made on a rough basis likely expenditure towards the additional posts approved by the Commission under first, second and third priorities comes to about Rs. 32.00 lakhs. It, therefore, implies that the University wants to fill up a few posts only.

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	<u>in lakhs</u> **
ii) By appropriation (approved vide Commission's letter No. F.82-5/75(DIC) dated 23.11.1976	Rs. 9.40 (This has not been agreed to)
iii) Grant proposed under third priority by the Visiting Committee for Humanities block.	Rs. 7.50 +
iv) Saving anticipated under fellowships	Rs. 2.50***
v) Saving anticipated under Misc. items	Rs. 3.00 ****
vi) Books and Journals under priorities 2nd and 3rd	<u>45.40</u> Rs. 19.95
vii) Scientific Equipments under Priorities 2nd and 3rd	Rs. 24.20
viii) Building under third priority (Humanities block)	Rs. 7.50
	<u>Rs. 97.05 lakhs</u>

** In Commission letter of 23rd November, 1976 (Annexure II) referred to Vice-Chancellor it has been communicated to the University that it may re-adjust the amount of Rs. 15 lakhs (UGC share being Rs. 7.50 lakh) among its building programmes. Although the amount of Rs. 9.40 lakhs is on items included by the Commission in the first phase for building works the Commission has not specifically agreed to, to the reappropriation of this amount for items other than one already approved. It was expected that the University will send revised proposals after readjusting this amount.

+ The amount of Rs. 7.50 lakhs has been included twice.

*** Amount for fellowships is outside fifth plan allocation.

**** This is the amount allocated for Faculty Improvement programme, Visiting Fellowships and Publications under third priority.

p.t.o.

A copy of the letter from the Vice-Chancellor of the University is attached (Annexure I). In this connection, the following are mentioned:-

- a) The Commission has already allocated an amount of Rs. 132.98 lakhs exclusive of fellowship amount) in the first phase against the initial allocation of Rs. 2.00 crores which is 2/3rd of the initial allocation, and therefore, the balance of 67.00 lakhs is now available to the University for second and third priority programmes.

The proposals already agreed to by the Commission for implementation during fifth plan in the first phase and those included in the second and third priorities (not agreed to by the Commission so far) are given below :-

<u>Purpose</u>	<u>Rs. in lakhs</u>		
	<u>Ist Phase</u> Rs.	<u>2nd Priority</u> Rs.	<u>3rd Priority</u> Rs.
1. Spill-over	31.50		
2. Basic allocation (Books and equipment)	12.50		
3. Schemes approved prior to the recommendations of the visiting committee.	7.88		
<u>Now Allocation</u>			
4. Books and Journals	12.90	7.20	12.75
5. Equipment	17.00	10.00	14.20
6. Buildings	16.50	-	7.50
7. Misc.	7.90	-	3.00
8. Staff (recurring) (29R, 25L, 18 others)	26.80	-	5.20
	<hr/> 132.98	<hr/> 17.20	<hr/> 42.65

Total of I & II Phase Rs. 192.85 lakhs (This is exclusive of Rs. 7.20 for 36 fellowships recommended by the Visiting Committee)

2/2

3. The main points about the present proposal of the University are as under :-

- a) The present proposal for the construction of Science Blocks was not recommended by the fifth plan visiting committee.
- b) The University wishes not to fill the teaching posts and divert the funds from recurring to the non-recurring items. In this connection, it may be stated that the Commission has sanctioned posts and has not allocated any specific amount for these posts and therefore, the question of diversion of funds from recurring to non-recurring items does not arise. Moreover, it has been the policy of the Commission so far, not to allow such diversion of funds.

It is therefore, for consideration whether:

- a) the University may be allowed to re-appropriate funds to the extent of Rs. 45.40 lakhs (the actual amount will be Rs. 42.90 as the amount of Rs. 2.50 lakhs shown as savings under Fellowships is actually outside the fifth plan allocation.) From the various recurring and non-recurring items approved under first, second and third priorities for the construction of Science Blocks at the new campus. If the proposal of the University is accepted so, the amount of Rs. 7.50 lakhs allocated for the construction of Humanities Block under third priority may not be available to the University for that purpose.
- b) the amount of Rs. 19.95 lakhs allocated for purchase of Books and Journals and Rs. 24.20 lakhs for the purchase of Science Equipment under second and third priorities may be released to the University.

There

The matter is placed before the Commission for consideration.

D.S (D I)

Copy of the D.O.Letter No. DEV/DI/PLN/15/75-76 dated 25th January, 1977 from Dr. H. Narasimhaiah, Vice-Chancellor, Bangalore University addressed to Shri R.K.Chhabra, Secretary, U.G.C.

Sub:- Development Schemes of the Bangalore University for the Fifth Plan period 1974-79- Proposal for release of balance of grant-rég.

Ref:- Your D.O.Letter No.F.27-7/73(CP), dated 8.1.1977

Kindly refer to your D.O.Letter No.F.27-7/73(CP) dated 8th January 1977 informing the University that the proposals for the release of financial assistance for books, journals and equipments including the proposals if any, that were different from the recommendation made by the Fifth Plan Visiting Committee could be sent to the Commission to sanction additional financial assistance during the Fifth Plan. The Commission also suggested that new proposals which were not placed before the Visiting Committee could also be considered, provided such proposals are strong and considered absolutely essential in the context of improvement of standards of instructions and research in the University.

I wish to mention in this connection, that on the establishment of Bangalore University in the year 1964, the State Government decided to locate the Bangalore University at a place eight miles away from the city with an extent of land comprising about 1000 acres. Hereafter, the development of the New Campus project was immediately taken up at the commencement of the Fourth Plan. In the year 1973, all the administrative offices were shifted to the New Campus on the completion of administrative block. University also shifted fifteen Post-Graduate Departments coming under Arts, Humanities and Social Sciences to the New Campus on the completion of Humanities Block library building, Teachers Hostel, Men's Hostel, Women's Hostel, canteen, Health Centre during the Fourth Plan. The University also shifted the Department of Civil Engineering to the New Campus. Now, only the Science Departments viz. Physics, Chemistry, Botany, Zoology, Mathematics, Statistics, Geology and Geography are functioning in the City Campus. The Departments of Geology and Geography will also be shifted by the end of March 1977 on the completion of the Geology Block at the New Campus. It has been the policy of the University and the State Government to shift all the departments from the City Campus to the New Campus before the end of the Fifth Plan. Unless, all the Science Departments are also shifted to the New Campus, there will be considerable dislocation in the academic and inter-disciplinary activities at the New Campus. From the point of view of effective

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working of the University Departments also, it is absolutely essential to take up immediately the construction of Science Blocks at the New Campus. With this in view, I have sent proposals to the Commission for sanctioning the assistance for the construction of Zoology, Botany, Mathematics, Statistics, Physics and Chemistry Blocks at the New Campus and any delay in taking up the construction work for these blocks will not only result in increase in the cost of construction but continue to hamper the effective working of the University Administration. The proposal for the construction of Science Blocks is now of extremely essential and urgent and any postponement will entail severe dislocation in the development programme of the University. Hence, the University has decided to give first priority in the allocation of balance of 1/3rd grant of Fifth Plan for taking up the Science Blocks.

In this connection, I wish to mention that the Commission in the Fifth Plan sanctioned 29 posts of Readers, 25 posts of Lecturers and 18 other miscellaneous posts and allotted a grant of Rs.16.50 lakhs under the first priority and Rs.10.30 lakhs under second priority bringing the total to Rs.26.80 lakhs. Under the third priority, four posts of Readers, nine posts of Lecturers and one post under miscellaneous category were recommended by the Visiting Committee with a probable expenditure of Rs.5.20 lakhs. Due to administrative difficulties and the formalities to be observed in the constitution of Board of Appointments etc., the University will not be in a position to spend the entire recurring grant of Rs.32.00 lakhs recommended by the Visiting Committee under first, second and third priorities. Against this allocation, the University might require a grant of Rs.9.00 lakhs only during the remaining two years i.e., 1977-78 and 1978-79 and the balance recurring grant amounting to Rs.23.00 lakhs is proposed to meet the cost of the Science Blocks to be taken up by the University.

While the University would not divert the grants recommended by the Visiting Committee under different priorities for books and journals, equipments, it is only the savings anticipated under the salary of teaching staff, fellowship and miscellaneous items are proposed for reappropriation to meet the cost of construction of Science Blocks.

I furnish herewith our requirements in respect of books and journals, equipments and other items:-

	Second Priority	Third Priority	Total
1. Books and Journals	7.20	12.75	19.95 lakhs
2. Equipments	10.00	14.20	24.20 lakhs
3. Buildings	-	7.50	7.50 lakhs
			<u>51.65 lakhs</u>

Following are the savings anticipated under the salary of the additional posts sanctioned by the Commission during the Fifth Plan including four posts of Readers, nine posts of Lecturers and one post under miscellaneous category recommended by the Visiting Committee under the third priority and also under fellowship and miscellaneous items:-

(A) ADDITIONAL TEACHING POSTS:

1. Probable expenditure in respect of 33 posts of Readers, 34 posts of Lecturers and 19 other posts upto 31.3.1979	Rs. 9.00 lakhs
2. Savings anticipated out of Rs. 32.00 lakhs	Rs. 23.00 lakhs
Total:	<u>Rs. 32.00 lakhs</u>

(B) FELLOWSHIPS:

1st Priority	Rs. 6.00 lakhs
2nd Priority	Rs. 1.20 lakhs
Total	<u>Rs. 7.20 lakhs</u>
Anticipated expenditure upto 31.3.1979	Rs. 4.70 lakhs
Savings anticipated	Rs. 2.50 lakhs
Total	<u>Rs. 7.20 lakhs</u>

(C) Miscellaneous Items

1st Priority	Rs. 6.90 lakhs
2nd Priority	Rs. 1.00 lakhs
3rd Priority	<u>Rs. 3.00 lakhs</u>
Total	<u>Rs. 10.90 lakhs</u>
Anticipated expenditure upto 31.3.1979	Rs. 7.90 lakhs
Savings anticipated	Rs. 3.00 lakhs
Total	<u>Rs. 10.90 lakhs</u>

The following items sanctioned by the Commission in the Fifth Plan have been proposed for reappropriation for meeting the cost of construction of different Science Blocks:

1) Women's Hostel	Rs. 4.50 lakhs
2. Teacher's Hostel	Rs. 3.00 lakhs
3. Construction of Cold-room; Aquarium and Animal House under Miscellaneous items	<u>Rs. 1.90 lakhs</u>
Total:	<u>Rs. 9.40 lakhs</u>

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The Commission in their letter No.F.82-5/75(DIC), dated 23rd November 1976 (Copy enclosed) have conveyed their acceptance in principle for the above reappropriation. Thus, following grant are available to meet the cost of the proposed Science Block in the New Campus:

1)	By savings anticipated in recurring grant of additional posts sanctioned	Rs. 23.00 lakhs
2)	By appropriation (approved by the Commission vide letter No.F.82-5/75 (DIC) dated 23.11, 1976)	Rs. 9.40 lakhs
3)	Grants proposed under third priority by the Visiting Committee for Humanities Block.	Rs. 7.50 lakhs
4)	Savings anticipated under Fellowship	Rs. 2.50 lakhs
5)	Savings anticipated under Misc.items	<u>Rs. 3.00 lakhs</u>
	Total	Rs. 45.40 lakhs

Following break-up details are furnished with regard to construction of Science Blocks proposed to be taken up in the Fifth Plan:

1)	Construction of Botany Block	Rs. 20.46 lakhs
2)	Construction of Zoology Block	Rs. 23.73 lakhs
3)	Construction of Mathematics and Statistics Blocks	Rs. 16.63 lakhs
4)	Construction of Physics and Chemistry Blocks (in the 1st instance)	Rs. 30.00 lakhs

Total	Rs. 90.82 lakhs
50% share of the Commission	Rs. 45.41 lakhs

Deduct amount proposed by reappropriation of the sanctioned grants	Rs. 9.40 lakhs
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The cost towards the construction of Science Blocks amounting to Rs.36.00 lakhs is proposed to be met as follows:-

1)	By savings from additional teaching staff.	Rs. 23.00 lakhs
2)	Building recommended under third priority for Humanities Block.	Rs. 7.50 lakhs

(Contd.....5.....)

3)	Grant recommended under third priority under miscellaneous items.	Rs. 3.00 lakhs
4)	Savings anticipated under Jr. Fellowships.	Rs. 2.50 lakhs
Total		Rs 36.00 lakhs

Under these strong and compelling grounds, it is requested that the U.G.C. will kindly accept this proposal on a special consideration to this young and developing University which was established only 12 years ago.

* Development Grant had already spent over Rs.60.00 lakhs for the lands acquired for building up the New Campus Project. It is our earnest hope to make this Campus a self-contained and compact one, housing all the University Department at one place to have effective working of the University.

It is under this background that I am approaching the Commission to kindly accept our proposal to sanction a grant of Rs.36.00 lakhs out of the balance grant to be allocated to the University during the Fifth Plan.

I am also enclosing herewith a statement showing the grants sanctioned by the Commission during the Fifth Plan, amount released and the progress of expenditure on different items. The University would be spending the amount already sanctioned by the end of the current financial year.

I am also requesting the Commission to kindly convey their approval to the plans and estimates already sent to the Commission earlier towards the construction of various Sciences Blocks so that immediate action would be taken without loss of time to fix up the agencies and start construction work before the end of March 1977.

It is therefore requested that an amount of Rs.36.00 lakhs which is absolutely essential to meet the constructional cost of Botany, Zoology, Mathematics, Statistics, Physics and Chemistry Blocks during the Fifth Plan may kindly be considered for sanction under the remaining 1/3rd grant available for allocation.

Although, this proposal was not included in the report of the Visiting Committee in the circumstances explained by me in several letters and particularly in D.O. Letter dated 5.1.1977 addressed to the Commission taking up for construction of science Blocks in the New Campus is imperative and inevitable

Considering the fact that all the Post-Graduate Departments in Humanities and Social Sciences are functioning in the New Campus and it is the policy of the University and the State Government to shift the all the remaining Science Departments to the New Campus by the end of 31st March 1977. The University has forwarded detailed plans and estimates in respect of construction of Science Blocks to the Commission for sanction. Tenders have also been called for and 15.2.1977 has been fixed as the last date for receipt of various tenders. We are awaiting only the approval of the Commission to sanction the financial assistance to our programmes to start the work.

The summary of the proposals now given would be as follows:-

1) Grants required for books and journals (Total of second and third priorities)	Rs. 19.95 lakhs
2) Grants required for equipment under second and third priorities	Rs. 24.20 lakhs
3) Grants recommended for building for Humanities Block under third priority	Rs. 7.50 lakhs
4) Grants sought for to meet the cost of construction out of savings from additional teaching staff, fellowships and miscellaneous items	Rs. 28.50 Lakhs
Total	Rs. 80.15 lakhs

I also request the Commission to kindly convey their approval for the creation of the posts of four Readers, nine Lecturers and one post under other heads as recommended by the Visiting Committee under third priority.

I will be extremely grateful to you if early approval of the Commission is obtained and communicated releasing the financial assistance of Rs.80.15 lakhs for buildings, books and equipments.

BANGALORE UNIVERSITY

PROGRESS ON THE IMPLEMENTATION OF THE FIFTH PLAN
U.G.C. PROGRAMMES IN THE BANGALORE UNIVERSITY

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The University Grants Commission on the recommendation of the Visiting Committee sanctioned the following grants to the Bangalore University during the Fifth Plan:

- (1) Grants released during the 1974-75 and treated as spill over expenditure and charged to the fifth plan allocation. Rs. 31.50 lakhs
- (2) Basic grant sanctioned by the Commission before the consideration of recommendation of the Visiting Committee
 - (a) Library Books & Journals ..Rs.5.00 Lakhs
 - (b) Purchase of Scientific Equipments ..Rs.7.50 Lakhs
 - Rs. 12.50 lakhs
- (3) Grants released by the U.G.C. for specific items during the Fifth Plan.
 - (a) Job Oriented Courses Rs.6.00 lakhs
 - (b) Purchase of Library Furniture. Rs.1.88 lakhs
 - Rs. 7.88 lakhs

The following are the new allocation of grants sanctioned by the University Grants Commission.

The Expenditure incurred on each of the item in the fifth plan is furnished below:

<u>Items</u>	<u>Amount sanctioned</u>	<u>Grant released by U.G.C. on 31.12.1976.</u>	<u>Expenditure incurred upto date.</u>
1	2	3	4
1. Purchase of Library Books.	12.90	8.38	12.00
2. Equipments for various departments including Communication.	17.00	7.30+ 2.00(for Printing Press)	14.00(bills to the extent of Rs. 3.00 lakhs on land.

Additional Teaching Staff
The Commission sanctioned creation of 29 posts of readers, 24 posts of lecturers & other 18 posts. 26.80

5.00

Contd.....

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----- 1 2 3 4

Other Schemes:

Visiting Professorship	1.00	25,000	10,000
Faculty Improvement Programme.	4.00	-	-
Publication grant	1.00	-	-

Buildings:

Construction of Geology Block (repairs to the existing building)	2.50	-	-
Additional Mens Hostel	3.00	-	-

(Tenders have been called for and agency is being fixed).

Womens Hostel	4.50	-	-
Teachers Hostel	3.00	-	- (*)

(*) These grants have been proposed for reappropriation for taking up the work of Science Blocks.

Academic Staff Quarters.	3.50	-	-
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Copy of Letter No F.82-5/75(DIC) dated 23 NOV 1976 addressed to the Registrar Bangalore University from (Mrs) (S. Ramamurthy) Assistant Secretary U.G.C. New Delhi.

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Sub: Higher Education & Research Development Scheme to the University for the Fifth Plan.

Sir,

With reference to the Vice Chancellor's D.O. Letter No DEV(DI)/PLN/GRT/21/75-76 dated 30th August 1976 to the Chairmen, University Grants Commission on the above subject. I am directed to say that the proposal of Bangalore University for making certain changes in the construction of building projects already approved for the Fifth Plan and for an additional grant of Rs 70 lakhs (Rs 15 lakhs by reappropriation and Rs.55 lakhs by additional sanction) was considered by the Commission at its meeting held on 18th October 1976. The Commission could not accept at the present stage the proposals of the University for providing an additional grant of Rs 55 lakhs to enable it to construct the Science Block at its new campus. The Commission, however, agreed that in case the university desires to reallocate the provision of Rs 15 lakhs for buildings (on the usual sharing basis of 50:50 i.e., with Commission's share as Rs 7.5 lakhs) It may send a revised proposal for utilising this grant for building construction for the consideration of the commission.

Copy of D.O. letter No. DEV(D1)/PLN/1 5/76-77 dated March, 1977 from the Vice-Chancellor, Bangalore University, Bangalore, addressed to the Secretary, University Grants Commission, New Delhi.

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Sub: Development Schemes of the Bangalore University for the Fifth Plan period 1974-79- Proposal for the construction of Science Blocks at New Campus.

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This is in continuation of my D.O. letter No. Dev. (D1)/PLN/15/76-77 dated 26.2.1977. I am enclosing herewith a copy of the letter addressed to the Secretary, University Grants Commission. The total cost of construction of five Science Blocks at the New Campus amounts to Rs. 134.80 lakhs and the Commission's share of 50% would be Rs. 67.40 lakhs. In our earlier proposal forwarded to the University Grants Commission, the Commission's share was estimated at Rs. 61.30 lakhs. for which reappropriation proposal was also sent. There is only a marginal increase of Rs. 6.10 lakhs. Agencies for all the Science Blocks have been fixed and the Contractors have already commenced the work to save time. This shows the determination on the part of the University to complete all the works positively within a period of 18 months.

I shall be extremely grateful if the early approval of the Commission for taking up the construction of Science Blocks at a total cost of Rs. 134.80 lakhs is communicated.

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Enclosure

Copy of letter No. DEV(D1)/PLN/15/75-76 dated March, 1977 from the Vice-Chancellor, Bangalore University, Bangalore, addressed to the Secretary, University Grants Commission, New Delhi.

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Sub: Development Schemes of the Bangalore University for the Fifth Plan period 1974-79 - Approval for the construction of Science Blocks at New Campus.

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Kindly refer to the Commission letter No. F. 82-5/75(DIC), dated 11th March, 1977 communicating the approval of the Commission accepting the proposal of the University for the construction of Science Blocks at the New Campus and also for the purchase of books, journals and Science equipments within the overall Fifth Plan allocation made to the Bangalore University.

I am extremely grateful to the Commission for having kindly considered our proposal to take up the Science Blocks.

Report regarding specific action taken on various recommendations made in the report of the Visiting Committee is being sent separately along with the progress report in respect of grants already released for the purchase of equipments, books and journals during the Fifth Plan.

May, I also invite your kind reference to the reply sent by me in my D.O. letter of even number dated 26.2.1977, explaining how the University is going to make use of the existing buildings consequent on the shifting of the Science Departments to the New Campus. I have also requested the approval of the Commission to the revised proposal sent by the University proposing reappropriation of grants from various sanctioned items to meet the cost of construction of Science Blocks. The total amount asked for towards the construction of Science Blocks has been Rs. 61.30 lakhs out of the overall amount sanctioned during the Fifth Plan.

/all

I am happy to inform the Commission that tenders for the Science Blocks in the New Campus were called for and the work orders to the constructors issued. Agencies have been fixed with different competent contractors and they have already commenced the work to save time. This indicates, the determined efforts made by the University to start the work immediately and it is hoped that we will be in a position to complete all the Science Blocks within 18 months. This is to assure the Commission that under no circumstances, the tempo of the work will be slackened and we are sure to get all the buildings completed as per the time schedule fixed.

I furnish herewith the break-up details of the tenders fixed in respect of various Science Blocks:

Name of the Block.	Tender cost for civil work	Approximate cost of water supply and Electricity.	(Rupees in Lakhs)	
			Total approximate cost of the Bldg.	Name of the contractor.
Botany.	15.32	3.82	19.14	Sri C.N. Krishna Murthy.
Zoology.	22.68	5.66	28.34	M/s Ravi Contructions.

contd...

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Physics.	27.84	6.96	34.80	Shri C.N.Krishna Murthy.
Chemistry.	28.67	7.17	35.84	M/s Ravi. Constructions.
Mathematics & Statistics.	13.35	3.33	16.68	do
			<u>134.80</u>	

As could be seen from the works entrusted to constructors for various Science Blocks, the total cost of the construction of various Science Blocks would come to Rs. 134.80 lakhs. This includes also, the Architect fees payable to various architects at $2\frac{1}{2}$ % of the estimated cost of works. In our earlier proposal sent to the Commission in my D.O. letter dated 26.2.1977, the total cost of the various Science Blocks was estimated to Rs. 122.60 lakhs, which did not include the percentage of tenders.

All the tenders received were placed before the Works Committed and the Committee resolved to recommend the acceptance of the tenders received for all the above works. As per the earlier proposal, 50% share of the Commission was Rs. 61.30 lakhs. After the acceptance of tenders for various works the Commission share of 50% will be of the order of Rs. 67.40 lakhs. Thus, the extra cost to meet the construction of Science Blocks over to Rs. 61.30 lakhs is Rs. 6.10 lakhs. The University would be in a position to meet the entire cost of Rs. 67.40 lakhs out of the overall allocation of Rs. 200.00 lakhs allocated to the Bangalore University.

I, therefore, request you to kindly obtain the approval of the Commission for the construction of Science Blocks at a cost of Rs. 134.80 lakhs and to meet the 50% share of the Commission amounting to Rs. 67.40 lakhs during the Fifth plan period. The detailed plans and estimates for all these works have already been forwarded to the Commission earlier.

Early orders of the Commission may kindly be communicated.

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S.No.	Name of the Work.	Amount allocated in Fifth Plan	Amount requested for reappropriation.
----- (Rupees in Lakhs) -----			
*1.	Teachers Hostel.	3.00	3.00
*2.	Women's Hostel.	4.50	4.50
*3.	Cold Room Aquarium etc.,	1.90	1.90
4.	Humanities Block (Recommended under 3rd priority)	7.50	7.50
5.	Books and Journals.	32.85	16.00
6.	Equipment	41.20	23.40
7.	Publication.	2.00	1.00
8.	Visiting Professorship.	2.00	1.00
9.	Faculty Improvement Programme.	5.00	3.00
			<u>61.30</u>

(* The reappropriation of Rs. 9.40,000/- was approved by the Commission in principle vide the Commission letter No. F. 82-5/75(DIC), dated 23rd November, 1976.

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Annexure-III to Item No:21

Copy of letter No. DEV/(D1)/PLN/15/76-77 dated 26th February, 1977 from the Vice-Chancellor, Bangalore University, Bangalore, addressed to the Secretary, University Grants Commission, New Delhi.

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Sub: Development Schemes of the Bangalore University for the fifth plan period 1974-79 -Proposal for the release of allocation of balance of grant- regarding.

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Kindly refer to my D.O. letter No. DEV/D1/PLN/15/76-77 dated 25.1.1977 forwarding the comprehensive proposals to the University Grants Commission regarding the release of balance of financial assistance for books and journals, equipments and also construction of Science Blocks as per the details called for in your letter No. F. 27-7/73(GP), dated 8.1.1977. In our proposal sent to the Commission, we have requested re-appropriation of grants for building purposes to the extent of Rs. 23.00 lakhs from additional teaching staff ; Rs. 2.50 lakhs from Junior Fellowships and Rs. 3.00 lakhs from miscellaneous items totalling to Rs. 28.50 lakhs.

Now, I understand that the diversion of grants from recurring items to non-recurring items is not acceptable by the Commission. Therefore, I have examined the requirements of all the items coming under non-recurring grants of the University and it is decided now to revise our earlier proposals sent to the Commission. It is now proposed to reappropriate the grants provided under books and equipments and miscellaneous items (such as Faculty Improvement Programme, Visiting Professorships, Publication grant etc.,).

I furnish below the revised proposal giving the details of estimate d cost of Science Blocks and the items from which, reappropriation of grants may be sanctioned to meet the cost of construction of Science Blocks at the New Campus:

S.No.	Name of the Work.	Estimated cost of the building.	U.G.C. Share	State Share.
1.	Botany Block	20.44	10.22	10.22
2.	Zoology Block	23.74	11.87	11.87
3.	Mathematics and Statistics Blocks.	16.64	8.32	8.32
4.	Physics Block.	28.74	14.37	14.37
5.	Chemistry Block.	33.04	16.52	16.52
Total:		122.60	61.30	61.30

This grant of Rs. 61.30 lakhs required to meet the cost of construction of Science Blocks may be sanctioned by reappropriation of grants already allotted to various items during the Fifth Plan period for the Bangalore University.

p.t.o.

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S.No.	Name of the work	Amount allocated in Fifth Plan	Amount requested for reappropriation
		(Rupees in lakhs)	
*1.	Teachers Hostel	3.00	3.00
*2.	Women's Hostel.	4.50	4.50
*3.	Cold Room Aquarium etc.,	1.90	1.90
4.	Humanities Block (Recommended under 3rd Priority)	7.50	7.50
5.	Books and Journals	32.85	16.00
6.	Equipment	41.20	23.40
7.	Publication	2.00	1.00
8.	Visiting Professor- ship.	2.00	1.00
9.	Faculty Improvement Programme	5.00	3.00
			61.30

(*) The reappropriation of Rs. 9,40,000/- was approved by the Commission in principle vide the Commission letter No.F.82-5/75(DIC), dated 23rd November, 1976.

Contd.....

BOOKS AND JOURNALS:

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The visiting Committee has recommended the allocation of grants for books and journals under three priorities viz., Rs. 12.90 lakhs; Rs. 7.20 lakhs and Rs. 12.75 lakhs, totaling to Rs. 32.85 lakhs. The University would retain a grant of Rs. 16.85 lakhs.

EQUIPMENTS:

The Visiting Committee has recommended to sanction equipment grant in three priorities viz., Rs. 17.00 lakhs; Rs. 10.00 lakhs; and Rs. 14.20 lakhs, totaling to Rs. 41.20 lakhs. Out of this grant, Rs. 6.00 lakhs is for the Central Instrumentation and Servicing Laboratory, Rs. 10.00 lakhs for Communication of Arts and Rs. 1.00 lakh for School of Languages. It could be seen that the sizeable amount out of reappropriation asked for under this item would be against these three items. The University would thus, retain a grant of Rs. 17.80 lakhs and has proposed to reappropriate a grant of Rs. 23.40 lakhs.

This is to assure the Commission that for want of funds, the working of any of the Departments of the University will not suffer under any circumstances. Some of the Departments of Science and Humanities have been there for decades and therefore, diversion of grants from equipments and books will not handicap the working of Library and Laboratory of the University.

Any additional assistance required for purchase of books and equipment will be supplemented from the state Development Grant.

The University has a master plan of the development of the New Campus and we are proceeding according to the master plan drawn up by the University. The Commission is already aware that the University shifted 15 departments of Post-Graduate Studies to the New Campus. The State Government is also very keen that the University should shift the remaining Science Departments to the New Campus before the end of the Fifth Plan period. It is therefore, decided to shift the remaining Science Departments to the New Campus by taking up the construction of Science Blocks. The total cost of construction of Science Blocks will be Rs. 122.60 lakhs and the share of the Commission will be Rs. 61.30 lakhs as stated above.

I would also wish to inform the Commission that the existing buildings situated in the City which will fall vacant consequent upon the shifting of the Science Departments will be utilised for the Department of Communication, Dance, Drama and Music, University Law College, 15 Job Oriented Courses, M.B.A., Courses, Post-Graduate Evening Courses in ten subjects, I.A.S. Coaching Classes, Diploma Courses in English, Kannada and the Honours Courses which may be considered for starting. The Commission is aware that the Department of Communication has to liaison with all the journalists, news agencies and All India

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Radio in the City and it will be more useful and purposeful to have the Department in the City only. Similarly, the Department of Dance, Drama and Music has to coordinate its activities with various academics in Fine Arts and also with all India Radio and local artistis. In fact, for all the above courses and for the programmes of the University, there is need for accommodation at the City only. Hence, the buildings falling vacant consequent upon the shifting of Science Departments will be used for the above departments and programmes.

In the light of the past experience undergone in the construction of building works, it may also be mentioned in this connection that the University this time will take all necessary steps to ensure that the construction programme will not be allowed to slow down under any circumstances and maximum tempo will be maintained to complete the buildings in 18 months. It was due to non-availability of steel and building materials and also difficulties with the contractors and other unforeseen circumstances, the construction of building was delayed at the earlier period of the Fourth Plan. But, during the last period of the Fourth Plan and beginning of the Fifth Plan, all the buildings taken up in the Fourth Plan were completed within a period of two to three years at an outlay of over Rs. 100.00 lakhs. The University has received tenders for all these Science Blocks and agencies are being fixed. All the work for Science Blocks will be distributed among the competent contractors.

As already reiterated in my D.O. Letter dated 25.1.1977, shifting of Science Departments from the City Campus to the New Campus is the most urgent and inevitable programme which cannot be postponed. The State Government is very particular that all these departments should be shifted within the Fifth Plan period and also the State Government have assured the University that matching grants for the construction of Science Blocks will be provided by them.

This is also to impress the Commission that if the construction of even one Science Block is postponed then it would result in an inordinate delay of four to five years on account of the formalities that have to be gone through before finalising and granting the assistance for building purposes. Besides, it will not only give incompleteness to the Campus and location of a lone building in the City will continue to upset the academic and administrative programmes. Hence, it is requested that U.G.C. may kindly convey approval to take up construction of all the Science Blocks without postponement of construction of any one of the Science Blocks.

I wish to assure the Commission that the University will make all determined efforts to complete the construction of Science Blocks in 18 months and the U.G.C. need not have any doubt in this regard. This confidence we have acquired is not

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only based on past experience but on our choosing competent contractors who have reputation of having completed large number of works as per the time schedule in various public and private sectors.

Detailed progress report with regard to fulfilment of the recommendation of the Visiting Committee and also the financial progress on the grants already released by the Commission will be furnished separately.

I may also mention in this connection that the Commission during the Fifth Plan have sanctioned 29 posts of Readers, 25 posts of Lecturers and 18 others miscellaneous posts under different priorities, thus, bringing the total expenditure roughly to Rs. 26.80 lakhs. Efforts are being made to fill up all the teaching posts sanctioned by the Commission and selection in respect of few departments has already been finalised. Even assuming that all the posts are filled up, during the remaining period of two years, there will be considerable savings amounting to Rs. 15.00 lakhs under this recurring item. The University will be extremely grateful if the Commission could also kindly consider the possibility of releasing a part of the grant to meet any possible increasing need during the last year of the Fifth Plan period towards the purchase of books and journals and equipments for various departments.

I, therefore, request the Commission kindly to convey their approval for the reappropriation of grants amounting to Rs. 61.30 lakhs to meet the cost of construction of Science Blocks and also approval for the plans and estimates for various works already forwarded to the Commission.

In conclusion, I hereby express my grateful thanks to the Commission for the very keen interest they are evincing in the progress of this young and developing University and also for having kindly agreed in principle to assist the Bangalore University for taking up the construction of Science Blocks at the New Campus during the Fifth Plan period.

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

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Meeting :

Dated : 18th April, 1977.

Item No. 22: To consider the proposal of Kanpur University for assistance for establishment of School of Life Sciences.

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The University Grants Commission at its meeting held on 19th July, 1976 (Item No. 5) considered the report of the Fifth Plan Visiting Committee for Kanpur University and desired that the question of organisation of teaching and research in the Kanpur University may be examined further by a Committee of Experts (as in the case of Agra University). The Commission could not agree to any of the colleges of Kanpur University starting M.Phil courses until such time the concept of academic centres and the question of initiating teaching in the university has been considered by the Committee.

Accordingly a Committee was constituted consisting of the following members:-

1. Professor C.P. Bhambri,
Centre for Political Studies,
Jawaharlal Nehru University,
New Delhi.
2. Professor A.N. Kapoor,
Department of Ecology,
Rajasthan University.
3. Professor J.N. Kapur,
Department of Mathematics,
Indian Institute of Technology,
Kanpur.
4. Professor R.C. Mehrotra,
Vice-Chancellor,
Delhi University.
5. Professor B.M. Udgaonkar,
Tata Instt. of Fundamental Research
Bombay.
6. Professor H.L. Sharma,
Chairman,
Commission for Scientific &
Technical Terminology,
New Delhi.

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The Committee met on 11th October, 1976 in the Commission's Office. The recommendations made by the Committee are indicated in the attached minutes - Annexure-I *

* p 233-236

As desired by the Committee, the suggestions made by the Committee were discussed by the Chairman with the Vice-Chancellor, Kanpur University. In the light of these discussions the Kanpur University has sent the following proposal for development during the Vth Plan period.

A. School of Life Sciences.

The Kanpur University appointed a committee of Experts to advise it on the establishment of Institute of Life Sciences. The Expert Committee suggested that the department should make a thrust in Environmental biology, keeping in view the special needs of this highly industrialised region with the institutions of higher learning like I.I.T. and Agricultural University. The department should be able to develop high class research in Genetics, Bio-chemistry and physiology and other interdisciplinary areas. The department should also be entrusted with the organisation of short-term courses and advanced training for colleges teachers. The Institute should admit students with B.Sc. degree in Botany, Zoology and Chemistry and M.Sc. should be in Life Sciences (Botany and Zoology). The Committee suggested that the Institute may have 4 professors in physiology/animal physiology/bio-chemistry (microbial and industrial), Cell biology or cytogenetics/structural and developmental botany or zoology and 8 readers in microbiology/biophysics/botany and zoology preferably in areas of cytology, taxonomy, evolutionary biology, morphology and anatomy, ecology or environmental biology/genetics. A copy of the report of the Committee is enclosed Annexure-II.

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The Kanpur University has requested for a grant of Rs. 15 lakhs (UGC Share) for buildings including staff & Quarters and Hostels, Rs. 12 lakhs for equipment, Rs. 4 lakhs for contingencies, and miscellaneous items like Animal House etc. and Rs. 1 lakh for visiting professorships and posts of 4 professors, 8 readers, 4 junior fellowships, 8 technical assistants for the Institute. The details in this regard are given in the Annexure-III.

1/2 p 239-240

The Commission has already approved the proposal of the University for introducing M.Phil courses in three subjects viz. Commerce at D.A.V. College, Education at ANM College and English at Christ Church College Kanpur, and has approved posts of 1 P and 1 R in each of these three subjects and a grant of Rs. 1 lakh for contingencies, part-time lecturer, Guest Speakers etc.

The proposal of the University for assistance for library has already been approved and grants of Rs. 15 lakhs (UGC Share) for building, Rs. 10 lakhs for books and posts of 1 librarian, 1 assistant librarian, 2 cataloguer and 2 Technical Assistants have been approved for this purpose.

The proposal of the Kanpur University for assistance for establishing School of Life Sciences is placed before the Commission for consideration.

AS(D-2a)/DS(D-2)

Minutes of the meeting of the Committee on Agra and Kanpur Universities held in the Commission's office on 11th October, 1976.

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The Meeting of the Committee constituted by the UGC to consider the question of organisation of postgraduate teaching and research in Agra and Kanpur Universities was held on 11th October, 1976 at 3.30 P.M. in the Commission's Office. The following were present :

1. Professor Satish Chandra,
Chairman,
University Grants Commission
2. Professor C.P. Bhabri,
Centre for Political Studies,
Jawaharlal Nehru University
New Delhi.
3. Professor A.N. Kapoor,
Department of Zoology,
Rajasthan University.
4. Professor J.N. Kapur,
Department of Mathematics,
Indian Institute of Technology,
Kanpur.
5. Professor R.C. Mehrotra,
Vice-Chancellor,
Delhi University.
6. Professor B.M. Udgaonkar,
Tata Instt. of Fundamental Research,
Bombay.
7. Shri R.K. Chhabra,
Secretary,
University Grants Commission
8. Shri A.B. Gupta,
Deputy Secretary,
University Grants Commission
9. Shri M.R. Rao,
Officer on Special Duty,
University Grants Commission.

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Professor H.L. Sharma, Chairman, Commission for Scientific and Technical Terminology, New Delhi, could not attend the meeting owing to pre-occupation.

The Chairman welcomed the members and expressed his gratefulness to them for accepting the membership of the Committee. He informed the members that the Fifth plan Visiting Committee appointed by the UGC had visited the universities of Agra and Kanpur in September, 1975. The Commission while considering their reports, felt that it would be desirable in the first instance to examine the entire question of organisation of postgraduate teaching and research as well as introduction of M. Phil/ M. Litt. programmes in these universities during the current plan period with the help of a Committee of experts. Both the universities are primarily affiliating and their problems are almost identical. Agra has university institutes whereas Kanpur does not have a single university institute or department. There has been very little progress or improvement in the academic standards in either of these universities during the past decade or so. While the State Government and the UGC had expressed their willingness to provide necessary financial support for development of academic programmes, the two universities have not been able to make any concerted effort in the direction during the Fourth Plan period. Agra University has institutes of social sciences, Hindi studies and Home Science but these institutes have been more or less functioning on traditional lines and have not been able to make any mark in the academic circle in the field of their specialisation. They have neither experimented with any innovative programme nor developed any inter-disciplinary study nor undertaken any advanced research or projects relevant to the needs of the discipline and the country. They have not put forward such programme even now. These institutes have also not been able to provide any academic leadership to the colleges affiliated to the Agra University in their field of specialisation. Kanpur University did not establish a single department or institute during the Fourth Plan period, in spite of the suggestion made by the fourth plan committee that schools of physical sciences, humanities, languages and social sciences be set up and the U.G.C. and the State Government agreed to provide all necessary support establishment of school of physical sciences in the first instance. For a variety of reasons, these universities do not appear to be keen to establish/develop their own departments/institutes on proper lines at the same time, they have not given an opportunity by the good colleges having strong postgraduate departments to develop and try innovative programmes in teaching, examinations and research by giving them an autonomous status. Efforts of the Commission to persuade the universities to take necessary steps to identify a few postgraduate colleges which could be considered for an autonomous status have not yielded any result so far. The main question now is how under the circumstances should postgraduate studies and research be developed in the region covered by these Universities. As most of the members of the Committee were quite familiar with these universities, their advice and suggestions with regard to the pattern in which postgraduate studies and research be organised and developed in these universities would be of real value and benefit to the Commission.

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The Committee then discussed various suggestions made by the members and arrived at the following conclusions:

(a) Agra University should develop and strengthen the existing postgraduate courses in its institutes during the fifth plan period to provide a firm and sound base for introducing M.Phil programmes in selected subjects in the humanities and social sciences. The university need not introduce any new course at any level except M.Phil/M.Litt. courses in accordance with the guidelines laid down by the Commission. The Institutes of the University will have to shed their traditional outlook and take up innovative programmes, develop inter-disciplinary studies and take up research work at advanced level in such areas which are relevant to the present day needs of the society and the country. The U.G.C. may provide financial support to the University for strengthening the postgraduate courses in the institutes and for introducing M.Phil/M.Litt. courses in selected courses in the humanities and social sciences in these institutes.

(b) Kanpur University may establish an institute of Life sciences during the current plan period for developing postgraduate teaching programmes and research including M.Phil in various branches of life sciences. Necessary assistance for this purpose may be provided by the UGC/State Government. The university need not establish any other department or introduce any other course at any level during the current plan period.

(c) Both the universities have a few good colleges with strong postgraduate departments. Agra University may identify a few such colleges which have strong science departments where it could introduce and develop M.Phil programmes in selected science subjects. Similarly Kanpur University may identify a few colleges where it could introduce M.Phil/M.Litt. programmes in humanities, languages, social sciences and physical sciences as per U.G.C. norms. The Universities could pool resources of such colleges by grouping them in a consortium.

(d) The UGC may provide assistance to the Universities for staff, equipment, books and journals etc. needed by them for introducing M.Phil/M.Litt. programmes in the colleges and the institutes. Assistance for staff should be for the posts of professors and readers who should be on the staff of the university and also appointed by them but may be deputed to work in the colleges selected by the University for introducing M.Phil/M.Litt. programmes.

(e) With the proposed introduction of M.Phil/M.Litt. programmes in the universities, it would be necessary for them to make acquisition of M.Phil/M.Litt. degree compulsory for registration for Ph.D. Only in very exceptional cases which should be clearly defined and laid down, the university may allow direct registration for Ph.D. without insisting for M.Phil/M.Litt. degree.

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(f) The Kanpur University may explore the possibility of collaborating with the Indian Institute of Technology for using their laboratory facilities needed for M.Phil students and staff in physical sciences. The staff appointed at the two universities in various subjects especially in science would require facilities for their own research work and the possibility of providing posts of research associates and other facilities like equipment etc. to them may also be examined and considered on merit of each case.

g) The suggestions made above by the Committee may be conveyed to the concerned universities and if necessary, the matter be discussed further by the Vice-Chancellors of these universities with the Chairman, U.G.C. The universities should reformulate their proposals accordingly for consideration by the University Grants Commission.

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The Scheme about the School of Life Sciences for Kanpur University.

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As desired by the University Grants Commission, a meeting of experts was held at the U.G.C. Office, New Delhi, on the 18th February, 1977, when the following experts were present:-

1. Prof. P.N. Srivastava,
Head Department of Life Sciences,
Jawaharlal Nehru University
New Delhi.
2. Prof. H.Y. Mohan Ram,
Department of Botany,
Delhi University,
Delhi.
3. Prof. V. Puri,
Department of Botany,
Meerut University,
Meerut.

On behalf of the Kanpur University, its Vice-Chancellor and its Finance Officer were present. On behalf of the University Grants Commission its Deputy Secretary, Dr. A.E. Gupta, participated in the discussions.

The experts made the following recommendations:

The Department of Life Sciences should make a thrust in Environmental Biology, keeping in view the special needs of this highly industrialised region with the institutions of Higher learning, like the I.I.T. and the Agriculture University. This Department should be able to develop high-class research in genetics, bio-chemistry and Physiology and other inter-disciplinary areas.

This Department should also be entrusted with organisation of short-term courses for the advanced training of teachers of colleges affiliated to the Kanpur University.

Four Professors in -

Plant Physiology/Animal Physiology/Biochemistry (Microbial and industrial)/Cell Biology or cytogenetics/Structural and Developmental Botany or Zoology.

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Eight Readers in -

Microbiology/Biophysics/Botany and Zoology, preferably in areas of cytology, Taxonomy, evolutionary biology, morphology and anatomy/ecology or environmental Biology/Genetics.

We agree with the broad allocation of the budget, but strongly recommend that the amount for equipment should be raised to a minimum of Rs. 12 lacs.

Conditions for admission.

Students, who have obtained a B.Sc. degree in Botany, Zoology and Chemistry, should be eligible for admission. The degrees be awarded with the title 'M.Sc. Life Sciences -(Botany or Zoology)'.

Sd/-P.N. Srivastava
18.2.77

SI.H.Y.Mohan Ram
18.2.77

Sd. V. Puru.
18.2.77

Attested True Copy

Sd/- Bhakt Darshan
Vice-Chancellor
Kanpur University,
Kanpur.

KANPUR UNIVERSITY, KANPUR.

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NAME OF SCHEME : SCHOOL OF LIFE SCIENCES

No.	Item	Total Estimate	Share of U.G.C./State Govt.								U.G.C. sharing
			1977-78		1978-79		1979-80		1980-81		
			U.G.C.	State Govt.	U.G.C.	State Govt.	U.G.C.	State Govt.	U.G.C.	State Govt.	
2.		3.	4.	5.	6.	7.	8.	9.	10.	11.	12.
1.	Building.	14,00,000	3,50,000	3,50,000	3,50,000	3,50,000	-	-	-	-	50:50
2.	Staff Qrs.	3,00,000	2,00,000	2,00,000	2,00,000	2,00,000	-	-	-	-	50:50
3.	Men's Hostel	5,00,000	1,25,000	1,25,000	1,25,000	1,25,000	-	-	-	-	50:50
4.	Women's Hostel.	3,00,000	75,000	75,000	75,000	75,000	-	-	-	-	50:50
		30,00,000	7,50,000	7,50,000	7,50,000	7,50,000	-	-	-	-	
5.	Equipment	12,00,000	6,00,000	-	6,00,000	-	-	-	-	-	100%
6.	Maintenance expd and contin gency.	1,50,000	75,000	-	75,000	-	-	-	-	-	100%
7.	Furniture.	1,50,000	75,000	-	75,000	-	-	-	-	-	100%
8.	Animal House Fish Pond, Form House/ Glass House & Garden.	1,00,000	50,000	-	50,000	-	-	-	-	-	100%
		16,00,000	8,00,000	-	8,00,000	-	-	-	-	-	
<u>Teaching Staff.</u>											
(a)	Profs. (4) (4x 12x2000x4)	3,84,000	96,000	-	96,000	-	96,000	-	96,000	-	100%
(b)	Readers (3) (3x12x1600x4)	6,15,000	1,53,750	-	1,53,750	-	1,53,750	-	1,53,750	-	100%
(c)	Jr. Fellow- ship (4)	1,00,000	25,200	-	25,200	-	25,200	-	25,200	-	100%
(d)	Visiting Professorship.	1,00,000	25,000	-	25,000	-	25,000	-	25,000	-	100%
		11,99,800	2,99,950	-	2,99,950	-	2,99,950	-	2,99,950	-	

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1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	1
<u>10. Non-Teaching Staff.</u>											
(a) Tech. Assts. (8) (8x400x12x4)	1,53,600	38,400	-	38,400	-	38,400	-	38,400	-	38,400	-
(b) Office Asstt. (8) (8x400x12x4)	1,53,600	-	38,400	-	38,400	-	38,400	-	38,400	-	38,400
(c) Class IV - Employees (22) (22x200x12x4)	2,11,000	-	52,750	-	52,750	-	52,750	-	52,750	-	52,750
(d) D.A. & other allowances.	7,02,000	1,00,000	75,500	1,00,000	75,500	1,00,000	75,500	1,00,000	75,500	1,00,000	75,500
	12,20,200	1,38,400	1,66,650	1,38,400	1,66,650	1,38,400	1,66,650	1,38,400	1,66,650	1,38,400	1,66,650
Total Expenditure	70,20,000	19,88,350	9,16,650	19,88,350	9,16,650	4,38,350	1,66,650	4,38,350	1,66,650	4,38,350	1,66,650
Share of U.G.C. Rs. 48,53,400 Share of State Govt. Rs. 21,66,600. Total: Rs. 70,20,000.											

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

(241)

Meeting :

Dated : 18th April, 77

Item No. 23 : To consider the comments of the Delhi University on the observations made by the 5th Plan Visiting Committee in its report on the South Delhi Campus.

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The Commission in its meeting held on 3rd-5th June, 1976 considered the report of the Visiting Committee to the South Delhi Campus of Delhi University and resolved as under :-

"The Commission considered the report of the Visiting Committee to the South Delhi Campus of Delhi University and desired that the report may be sent to the university and it be requested to prepare in the first instance, detailed academic programmes which it would like to introduce in the South Delhi Campus in the light of the recommendations made by the Committee.

The Commission could not agree to the South Delhi Campus instituting M. Phil. course at this stage, and also felt that postgraduate courses should not be instituted in the Campus which would not attract sufficient number of students.

The Commission noted that a grant of Rs. 45,30,240 has already been paid to the Delhi University for the land of South Delhi Campus and agreed to provide assistance for the development of the land, construction of teaching block and library and the provision of books as recommended by the Visiting Committee".

2. The above decision of the Commission was communicated to the university and the university was requested to intimate their comments on the observations made by the Visiting Committee in its report. The comments of the university have since been received.

3. The comments of the university on the observations made by the Visiting Committee and the decision of the

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Commission have been examined and the following observations are made :-

(1) The Commission allocated a sum of Rs. one crore for the 5th Five-year plan period for the development proposals of the South Delhi Campus of Delhi University. This was over and above the allocation of Rs. 3 crores made for the main campus. The university was requested to formulate its proposals under two priorities. - first priority Rs. 75 lakhs and second priority Rs. 25 lakhs. The university submitted proposals involving an outlay of Rs. 100 lakhs under one head. The proposals related to the purchase of land, development of land, construction of buildings, appointment of academic, administrative and library staff besides purchase of books, journals, equipment and furniture. This included provision of Rs. 61.30 lakhs for land and building (Rs. 42 lakhs for land and Rs. 19.40 lakhs for the development of land).

(2) Land and buildings:

The Commission had agreed to provide a sum of Rs. 27 lakhs for the teaching block, library building and the development of the land at South Delhi Campus. This was in addition to the amount of Rs. 45,30,240 paid to the university for the cost of the land. The Committee had also observed " should the amount payable for land be less than Rs. 45 lakhs, provided for this in the Committee's assessment, the amount so saved may be treated as a reduction in the recommendation under the first priority". The university has made the following comments in this regard:

"Our tentative calculations as per land use at rates now communicated by the Ministry of Works and Housing is not likely to exceed Rs. 17 lakhs, which amount has already been deposited in the name of land and Development Officer, New Delhi. The amount now paid to the Ministry of Works & Housing is as per our provisions made in the Fifth Plan proposals. In this connection, the views expressed by the Committee that should the amount payable for the cost of land be less than Rs. 45 lacs, the amount so saved may be treated as a reduction

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in the recommendations under the first priority may please be reconsidered by the UGC in view of the urgency in developing the South Campus and diverting such funds to some other priority adjustments such as Student Hostels, auditorium, Health Centre Building, sports complex and residential quarters for staff. In this connection, attention is also invited to my letter No. 5282/VC dated 17th July, 1976 which was sent as a comment on the total liability accepted by the University Grants Commission as a consequence of the Visiting Committee's report. Our proposal in the Fifth plan for land and buildings for Rs. 61.30 lacs may exceed and may touch Rs. 80.00 lakhs as recommended by the Visiting Committee in view of the urgency in making priority adjustments referred to above."

(3) Courses

The Visiting Committee in its report had observed that "the committee also noted that the Departments of Hindi, English and Sanskrit required a new orientation to attract more and better students, as at present these courses were literature based. In order to provide a distinct and different set of courses in relation to the courses available in the main campus, the Committee suggested that the Delhi University may be requested to take immediate action in this respect so that such courses which are language based should be started from the next academic session. We would urge that the academic programmes of the South Delhi Campus should be so organised that they do not ordinarily replicate the courses available in the main campus. Only such new courses which are not in the main campus should be started in the South Delhi Campus in terms of demand for such courses.... the Departments of Hindi, Sanskrit, English and Political Science in the South Delhi Campus should have different courses with different specialisations and the university should make special efforts to create points of attraction for the students."

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The Commission in this connection was of the view that the university should prepare in the first instance detailed academic programmes which it would like to introduce in the South Delhi Campus in the light of the recommendations made by the Committee and also felt that postgraduate courses should not be instituted in the campus which would not attract sufficient number of students.

The University in this regard has made the following comments:-

Regarding the comments of the Visiting Commi on the restructuring of the courses in the language based subjects (English, Sanskrit, H we are of the opinion that an entire language based syllabus for these subjects at the MA 1 may neither be feasible nor desirable. Howev the changes in the courses of reading in Sans and Hindi have already been done and proposal for the introduction of optional papers for English are being considered and are now bef the Committee of Courses and other bodies of the University. I am enclosing a copy of proposed changes to be made in English as Annexure - II for your reference. The change Courses of reading for M.A. in respect of Sanskrit and Hindi which have already been passed by the Academic Council are also enclosed as Annexures III & IV respectively. As regards the changes in the courses of rea in Philosophy, I am to inform you that Part already been changed which has become operat from 1977 examinations. A copy of the schem and the courses of readings is enclosed as Annexure-V. This is just to inform you that regarding the part II the entire revised cou is ready and is to be discussed in the Commi of Courses and Studies, in Philosophy for Ho Post-graduate and Research Courses at its ne meeting which is probably meeting on 21st of this month. The revised courses would be introduced with effect from the next acad year. As regards Mathematics, it is not

* p 249

@ p 250-251 & 252-271

% p 272-274

p.t.o.

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possible to restructure the whole M.A., M.Sc. syllabus as the whole question of restructuring the syllabus is under the active consideration of the university in the light of 10+2+3 scheme. However, we are intending to introducing the following two optional courses at South Campus which are not present-ly being taught at the North Campus:-

1. Abstract Harmonic Analysis
2. Banach Algebras.

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The 'entire' course in 'political Science has recently been changed and we are considering reserving some of the options exclusively for the South Campus. A copy of the revised syllabus is also enclosed which has come into operation from the current academic year (Annexure-VI). * Business Economics is in fact a course being taught exclusively at the South Campus and for which registration of students is direct. The principle of replication and lack of sufficient demand obviously does not apply to Commerce, courses, as, unlike some of the courses identified by the Committee, there is a great rush for these and in fact the Department of Commerce is not able to cope with the demand as a large number of eligible students are not able to get admission notwithstanding the fact that the south Campus alone admits as many as 175 students in the M.Com (Prev class. Nevertheless, the desirability of instituting courses with different specialisation to adequately meet the needs of the changing and growing entrepreneurial and employment market in India is being considered by the Department. The Department has already done a preliminary exercise to explore the broad framework of the scheme for an alternate Course and the detailed blue print of the syllabi is under preparation.

In view of the demands for the subject of History, Philosophy and Mathematics, university has decided to continue these subjects and admission during the current academic session for the previous class was made. The admissions have picked up and a complete picture would emerge by the end of the fifth plan."

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With regard to the teaching of Russian, the visiting Committee in its report had observed that "in view of the many programmes at different levels in Russian offered by Jawaharlal Nehru University, the Committee does not see why the university has to provide a service in this field in the South Campus apart from what it does in the North Campus. The necessity to continue this programme should be reviewed by the university in the light of the above.

The university in this regard has stated that:-

"As regards the observations of the Committee regarding the introduction of a Russian Course in the South Campus, the course was conducted with an enrolment of 56 during 1974-75 and 41 in 1975-76. In 1976-77 the Diploma in Russian Course has also been introduced, and we are planning the institution of an Advanced Diploma Course in Russian Translation, and also B.A. (Hons). and M.A. in Russian. This has been felt necessary because this year alone as many as 1200 application forms were sold out and about 600 applied for admission to the Certificate Course in Russian. More than 200 students were admitted for this Course. These students were by and large from Colleges of the Campus and others working in the vicinity of the South Delhi Campus. We have, in fact, at the Certificate level alone a larger enrolment than the entire strength at Jawaharlal Nehru University from the Certificate to the M.A. level. Our request for one Professor, one lecturer and one tutorial Assistant as contained in the brief note which was forwarded to the Chairman, University Grants Commission vide our letter No. 3233/VC dated 1st January, 1976 may kindly be approved

(4) M.Phil. Programmes.

In this connection the university is of the view that proposals of departments be decided on merit with reference to the likely demand. It has been stated that there is a great demand for these courses in the disciplines of English, Commerce, Political Science, History and Hindi. A large number of those who are to join this course would be teachers from the colleges attached to the South

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Campus. The Commission while considering the report of the Committee had observed that "the Commission could not agree to the South Delhi Campus instituting M.Phil. course at this stage."

(5) Academic staff

The university has further requested that one post of reader in Business Economics recommended in the first priority by the Committee be sanctioned in addition to the posts recommended by the Committee in second Priority. The posts sanctioned are given below :-

<u>1st priority</u>		<u>2nd priority</u>	
Commerce	2R	Pol. Science	1 R
Business	1R	History	1 R
Economics		Philosophy	1P 1 R
Pol. Science	2R	Mathematics	1 R
Sanskrit	2R	Sanskrit	1P 1 R
	<hr/>		<hr/>
	2R		2 P 5 R
	<hr/>		<hr/>

In this connection it may be stated that the Commission has already sanctioned the posts of two readers each in Commerce, Political Science and Sanskrit.

(6) Library:

The university has asked for some funds for the strengthening of the library in the South Delhi Campus. It is proposed to meet this expenditure out of the over all savings from the allocation of Rs. one crore. The Visiting Committee in its report had observed that "one of the major needs of the South Delhi Campus is the development of the library and the acquisition of more books and journals". The university has now observed that "the library at the South Campus is now taking care of the teaching needs of the teachers and there are serious gaps in the text book collections which need be filled up. Since the South Campus is being

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developed as a viable unit for the postgraduate teaching the library has to be built up for research purposes."

(7) Adm. Staff

The university has also made a reference about additional administrative staff which interalia includes the post of a Deputy Registrar also. In this connection the Visiting Committee made the following observations:

"The Committee observed the need for according administrative and academic autonomy to the South Delhi Campus and noted that the university has already taken steps to allow South Delhi Campus to function as an autonomous campus. The university has already brought about administrative decentralisation and the South Delhi Campus is now dealing with many administrative matters relating to 23 colleges located in the South Delhi area. This will help the university to watch the progress of help the university to watch the progress of development of these colleges more effectively and help to raise their standards."

"The Committee felt that they did not have before them any analysis by an expert group as to what administrative staff should be required in the South Campus and how far personnel from the North Campus could be detailed to the South Campus in view of the transfer of a fair amount of the administrative work already achieved. That some re-deployment is possible and necessary is clear. The university should examine the matter in detail and submit a sufficiently explanatory report in support of their proposals for the consideration of the UGC. The cost of such staff will have to be met by the University within the 5th five-year plan allocated for the campus. A sum of Rs. 1.5 lakhs is allocated as a provision.

8. This issue could be discussed with the university after a decision has been taken on the other observations of Delhi University.

9. The matter is placed before the Commission.

A.S./DS-D5.

SLK

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ENGLISH
LANGUAGE AND LITERATURE

1. Structure and Style: Ways of describing language relevant to the interpretation of different forms of English.

Prescribed Reading: Patterns of Language by A McIntosh and M.A.K. Halliday (Longman)
Papers 1, 2 and 5.

2. Language and Literature: Different approaches to the language of literature, including examples of the analysis of texts.

Prescribed Reading: (1) Literary English since Shakespeare, ed. George Watson (O.U.P.) Selections.
(2) The Language of Literature by Fowler, Mercer and Bateson (Selections).

3. Analysis of Texts: Practice in the description of language in texts written for a variety of purposes.

ANNEXURE - IIITHE REVISED COURSES OF READING FOR M.A.(SANSKRIT) 1978-79

The Committee unanimously recommended the following:

M.A. Part-I - 1978

- Course 1 - (No change)
 Course 2 - (No change)
 Course 3 - (No change)
 Course 4 - (No change)
 Course 5 - (No change)

Books Recommended

10. Brahmanitra Awasthi: Bharatiya Nyayasashtra -
 Ek Adhyayana

- Course 6 - (No change)

Books Recommended

- Add 4. T.R. Sharma : Studies in the Sectarian Upanisads
 5. R.D. Ranade : Constructive Survey of Upanisadic
 Philosophy.

- Course 7 - Read 'Vibhaktiyartha' in place of 'Karakas'
 Rest No change.

- Course 8 - (No change)

M.A. Part- II - 1979

- Course 9 - (No change)
 Course 10 - (No change)
Course 11

- Group 'A' - (No change)
 Group 'B' - (No change)

Books Recommended

- Add 7. R.M. Sharma : Advaitavedanta
 Group 'C' - (No change)

Books Recommended

- Add 7. B.M. Chaturvedi - Mahimabhata
 Group 'D' - Read Sanskrit Bhasa aur Vyakarana in place
 of Vyakarana
 Group 'E' - (No change)

Books Recommended

- Add 3. Krishna Lal : Grhyamantra aur Unaka Viniyoga
 Group 'F' - (No change)
 Group 'G' - (No change)

Course 12

- Group 'A' - (No change)
 Group 'B' - (No change)

Books Recommended

Add 6. B.M. Chaturvedi : Mahimabhatta

Group 'D' - Read Sanskrit Bhasa aur Vyakarana in place of
Vyakarana

Group 'E' - (No change)

Group 'F' - (No change)

Group 'G' - (No change)

Course 13 - (No change)

Course 14 -

(i) Samkhyakarika 25 Marks

(ii) Arthasangraha 25 Marks

in place of 'Samkhyakarika' 50 Marks

Books Recommended

Add 6. R.S. Pandey : Mahabharata aur Puranon men
Sankhya Darsana

7. V.Upadhyaya : Mimamsadarsanavimarsah

8. Mandan Mishra : Mimamsadarsana

Course 15

Group 'A' - (No change)

Group 'B' - (No change)

Books Recommended

Add 5. R.M. Sharma : Sankaracarya

Group 'C' - (No change)

Books Recommended

Group 'D' - Read 'Sanskrit Bhasa aur Vyakarana' in place
of Vyakarana

Books Recommended

Add - 6. S.K. Verma : Vyakarana Ki Darsanika Bhumika

7. R.S. Tripathi : Sanskrit Vyakarana Darsana

Group 'E' - (No change)

Group 'F' - (No change)

Group 'G' - (No change)

Course 16

Group 'A' - (No change)

Group 'B' - (No change)

Books Recommended

Add 6. R.M. Sharma : Advaitavedanta

7. R.S. Pandey : Mahabharata aur Puranon
men Sankhyadarsana

Group 'C' - (No change)

Group 'D' - Read 'Sanskrit Bhasa aur Vyakarana in place
of Vyakarana

Group 'E' - (No change)

Group 'F' - (No change)

Group 'G' - (No change)

Course 17: (Group 'D')

Descriptive Grammar and
Structure of Sanskrit Language

50 Marks

Books Recommended

1. T. Burrow : Sanskrit Language, New Jersey, 1974 (Hindi translation Sanskrit Bhasa by B.S. Vyasa, Varanasi, 1965.
2. B.K. Ghosa : Linguistic Introduction to Sanskrit, Calcutta, 1937.
3. J.S. Speijer : Sanskrit Syntax, New York, 1974
4. J.S. Taraporevala: Sanskrit Syntax, Delhi, 1967
5. J.F. Staal : Word Order in Sanskrit and Universal Grammar, Holland, 1967
6. B.S. Vyasa. : . Sanskrit ka Bhasa Sastriya Adhyayana, Calcutta, 1966.

Course 18 : (Group 'D')

Linguistic Speculations in Sanskrit

50 Marks

Books Recommended

1. P.C. Chakravarti : Linguistic Speculations of the Hindus, Calcutta, 1963.
2. E. Windisch : History of Sanskrit Philosophy (Part I) (in German), 1917.
3. Tiwari, Bholanath : Bharatiya Bhasa -Vijnana ki Bhumika
4. Kapildev Dwivedi : Arthavijnana aur Vyakaranadarsana
5. Gaurnath Shastri : Philosophy of Word and Meaning
6. S.K. Verma : Vyakarana ki Darsanika Bhumika
7. Siddeswara Verma : Critical Studies in the Phonetic Observations of Indian Grammarians, 1961.
8. W.S. Allen : Phonetics in Ancient India, London, 1953.
9. R.C. Pandey : Problem of Meaning in Indian Philosophy, Delhi.

Note: Students offering Group 'D' Sanskrit Bhasa and Vyakarana under Courses 11-12 and 15-16 have the option to take up Courses 17-18 in place of Courses 15-16.

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हिन्दी - विभाग

एम० ए० (हिन्दी) का
पाठ्य-क्रम
**

जुलाई, 1977 में प्रवेश लेने वाले
छात्रों के लिए निर्धारित
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जुलाई, 1977 में प्रवेश लेने वाले छात्रों

हिन्दी - विभाग,
दिल्ली विश्वविद्यालय, दिल्ली - 7

(I) हिन्दी-विभाग की स्नातक-पाठ्यक्रम-समिति ने अपनी दिनांक 1-12-1976 की बैठक में निम्नांकित निर्णय किया :

जिन विद्यार्थियों ने द्वितीय भाषा के रूप में हिंदी लेकर सेंट्रल बोर्ड आफ सेकंडरी एजुकेशन, नयी दिल्ली की हायर सेकंडरी परीक्षा उत्तीर्ण की है, उन्हें अनिवार्य-हिन्दी-परीक्षा से मुक्त किया जाए ।

(II) पाठ्यक्रम-पुनर्गठन-समिति की सिफारिशों के आधार पर तथा विभागीय परिषद् के अनुमोदन के बाद स्नातकोत्तर पाठ्यक्रम-समिति ने अपनी 3-12-1976 की बैठक में एम0 ए0 के पाठ्यक्रम के संबंध में निम्नलिखित निर्णयों की पुष्टि की :

- (क) एम0 ए0 के पाठ्यक्रम में कुल 16 प्रश्नपत्र होंगे ।
- (ख) प्रत्येक प्रश्नपत्र 3 घंटे का होगा, उसके अधिकतम अंक 50 होंगे तथा उसमें चार प्रश्न पूछे जाएंगे ।
- (ग) पाठ्यक्रम का विभाजन इस प्रकार होगा :

एम0 ए0 पूर्वार्ध
=====

आधारिक पाठ्यक्रम

- प्रश्नपत्र - 1 : प्राचीन कविता (आदिकालीनकाव्य, निर्गुण-काव्य)
- प्रश्नपत्र - 2 : प्राचीन कविता (सगुण-भक्तिकाव्य, रीतिकालीन काव्य)
- प्रश्नपत्र - 3 : आधुनिक कविता (मैथिलीशरण, प्रसाद, महादेवी)
- प्रश्नपत्र - 4 : नाटक
- प्रश्नपत्र - 5 : हिन्दी साहित्य का इतिहास (रीतिकाल तक)
- प्रश्नपत्र - 6 : हिन्दी साहित्य का इतिहास (आधुनिक काल)
- प्रश्नपत्र - 7 : भारतीय काव्यशास्त्र
- प्रश्नपत्र - 8 : भाषाशास्त्र और हिन्दी भाषा

एम0 ए0 उत्तरार्ध
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आधारिक पाठ्यक्रम

- प्रश्नपत्र - 9 : आधुनिक कविता (निराला, अज्ञेय, मुक्तिबोध)
- प्रश्नपत्र - 10 : कथा-साहित्य
- प्रश्नपत्र - 11 : निबंध और अन्य गद्य-निबंध
- प्रश्नपत्र - 12 : पश्चात्य साहित्यालोचन

निम्नलिखित वर्गों में से किसी एक वर्ग के चारों प्रश्नपत्र :

वर्ग (क) : मध्यकालीनकाव्य

- प्रश्नपत्र - 13 : मध्यकालीन काव्य का सांस्कृतिक आधार
प्रश्नपत्र - 14 : निर्गुण-काव्य और प्रेमाख्यान
प्रश्नपत्र - 15 : सगुण-काव्य
प्रश्नपत्र - 16 : रीति-काव्य

अथवा

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वर्ग (ख) : आधुनिक कविता

- प्रश्नपत्र - 13 : आधुनिक कविता की वैचारिक भूमिका
प्रश्नपत्र - 14 : भारतेंदु - दिववेदी-युगीन कविता
प्रश्नपत्र - 15 : छायावादी कविता
प्रश्नपत्र - 16 : छायावादोत्तर कविता

अथवा

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वर्ग (ग) : नाटक और रंगमंच

- प्रश्नपत्र - 13 : नाट्य-सिद्धान्त और रंगमंच-कला
प्रश्नपत्र - 14 : हिंदी नाटक और रंगमंच का इतिहास
प्रश्नपत्र - 15 : विशिष्ट नाटक (मौलिक)
प्रश्नपत्र - 16 : विशिष्ट नाटक (अनूदित) और एकांकी

अथवा

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वर्ग (घ) : सौंदर्यशास्त्र और साहित्यालोचन

- प्रश्नपत्र - 13 : सौंदर्यशास्त्र
प्रश्नपत्र - 14 : भारतीय काव्य शास्त्र
प्रश्नपत्र - 15 : साहित्यालोचन की पश्चात्य दृष्टियाँ
प्रश्नपत्र - 16 : हिंदी - आलोचना : आधुनिक चिंतन

अथवा

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वर्ग (ड.) भाषा

- प्रश्नपत्र - 13 : हिन्दी भाषा की संरचना
प्रश्नपत्र - 14 :
प्रश्नपत्र - 15 :
प्रश्नपत्र - 16 : कोशविज्ञान और अनुवाद

प्रश्नपत्र - 14 :
प्रश्नपत्र - 15 :
प्रश्नपत्र - 16 :

अथवा
वर्ग (च) : कथा-साहित्य

- प्रश्नपत्र - 13 : सामाजिक यथार्थ और कथा-साहित्य की प्रवृत्तियाँ
प्रश्नपत्र - 14 : कथा-साहित्य का शिल्प
प्रश्नपत्र - 15 : प्रमुख उपन्यास
प्रश्नपत्र - 16 : प्रतिनिधि कहानियाँ

अथवा

वर्ग (छ) : व्यावसायिक पाठ्यक्रम

- प्रश्नपत्र - 13 : पत्रकारिता
प्रश्नपत्र - 14 : संपादनकला
प्रश्नपत्र - 15 : अनुवाद-सिद्धान्त, प्रारूपशा और टिप्पण
प्रश्नपत्र - 16 : अंग्रेजी से हिंदी अनुवाद

पाठ्यक्रम का प्रश्नपत्रानुसार विवरण :

- प्रश्नपत्र - 1 : प्राचीन कविता (आदिकालीन काव्य, निर्गुण-काव्य)
संक्षिप्त पृथ्वीराजरासो (शशित्रतानविवाह-सं प्रसंग) : चन्दबरदाई
(सं० ४० प्र० दिववेदी, नामवर सिंह)
विद्यापति की पदावली (वंदना, प्रेमप्रसंग, वसंत, विरह) :
सं० रामकृष्ण बेनीपुरी
कबीर-वाणी-सूधा (पद) : सं० पारसनाथ तिवारी
पदमावत (खंड 1, 2, 8, 10, 18, 30, 58) जायसी
(सं० वासुदेवशरण अग्रवाल)

सहायक ग्रंथ

चन्दबरदायी और उनका काव्य : विपिनबिहारी त्रिवेदी
विद्यापति : शिवप्रसाद सिंह
कबीर : हजारीप्रसाद दिववेदी
कबीर-साहित्य की परख : परशुराम चतुर्वेदी
जायसी - गंधावली (भूमिका) : रामचंद्र शुक्ल
शलिक मोहम्मद जायसी और उनका काव्य : शिवसहाय पाठक

- प्रश्नपत्र - 2 : प्राचीन कविता (सगुण-भक्ति-काव्य, रीतिकालीन काव्य)
भ्रमरगीत-सार (आरंभिक 150 पद) : सं० रामचंद्र शुक्ल
रामचरितमानस (अयोध्याकांड, 89 से 306 दोहे तक) :
सं० याताप्रसाद गुप्त
बिहारी-रत्नाकर (आरंभिक 150 दोहे)

सहायक-ग्रंथ

सूर और उनका साहित्य : हरकंशलाल शर्मा
सूर की काव्य-कला : मनमोहन गौतम
गोस्वामी तुलसीदास : रामचंद्र शुक्ल
तुलसी-काव्य - मीमांसा : उदयभानु सिंह
बिहारी : विश्वनाथप्रसाद मिश्र
मुक्तक काव्य - परंपरा और बिहारी : रामसागर त्रिपाठी

प्रश्नपत्र : 3 : आधुनिक कविता (मैथिलीशरण, प्रसाद, महादेवी)

साकेत (नवम सर्ग) : मैथिलीशरण गुप्त

कामायनी (चिंता, श्रद्धा, लज्जा, डड़ा, रहस्य) : जयशंकर प्रसाद

परिक्रमा : महादेवी (साहित्य भवन लि० प्रयाग द्वारा प्रकाशित) -

निम्नलिखित दस गीत : 'प्रिय सांध्यगमन', 'मैनीर भरी दुख की बदली', 'पथ रहने दो अपरिचित', 'अलि कहीं संदेश भेजू', 'क्या पूजा क्या अर्चन रे', 'रजत-रश्मियों की छाया में', 'तुम हो विद्युके बिंब', 'दीप मेरे जल अंकुशित', 'पूछता क्यों शेष जितनी रात' और 'धीरे-धीरे उतर क्षितिज से' ।

सहायक ग्रंथ

साकेत : एक अध्ययन : नगेंद्र

हिंदी साहित्य : बीसवीं शताब्दी : नंददुलारे वाजपेयी

कामायनी के अध्ययन की समस्याएँ : नगेंद्र

कवियत्री महादेवी वर्मा : शोभनाथ यादव

प्रश्नपत्र - 4 नाटक

नीलदेवी - भारतेन्दु

चंद्रगुप्त - जयशंकर प्रसाद

अंधायुग - धर्मवीर भारती

आधे-आधरे - मोहन राकेश

सहायक-ग्रंथ

भारतेन्दु का नाट्य-साहित्य- वीरेंद्रकुमार शुक्ल

प्रसाद के नाटक : स्वरूप और संरचना - गोविंद चातक

पश्यंती : धर्मवीर भारती

हिंदी नाटक और रंगमंच : पहचान और परख - इंद्रनाथ मदान

प्रश्नपत्र- 5 : हिंदी साहित्य का इतिहास (रीतिकाल तक)

सहायक-ग्रंथ

हिंदी साहित्य का इतिहास - रामचंद्र शुक्ल

हिंदी - कव्यधारा - राहुल सांकृत्यायन

हिंदी साहित्य का आदि काल - ४० प्र० दिववेदी

हिंदी साहित्य की भूमिका - ४० प्र० दिववेदी

हिंदी साहित्य का इतिहास - नगेंद्र, सुरेशचंद्र गुप्त

हिंदी साहित्य का अतीत - विश्वनाथप्रसाद मिश्र

रीतिकाल्य की भूमिका - नगेंद्र

प्रश्नपत्र - 6 : हिंदी साहित्य का इतिहास (आधुनिक काल)

सहायक ग्रंथ

- हिंदी साहित्य का इतिहास - रामचंद्र शुक्ल
भारतेंदु - युग और हिंदी भाषा का विकास - रामविलास शर्मा
हिंदी का गद्य-साहित्य - रामचंद्र तिवारी
आधुनिक हिंदी साहित्य - अज्ञेय
आधुनिक हिंदी साहित्य की भूमिका - लक्ष्मीनारायण वाष्पेय
आधुनिक हिंदी साहित्य का विकास (1900 - 25 तक) - श्रीकृष्ण लाल
आधुनिक हिंदी साहित्य (1925 - 1947) - भोलानाथ

प्रश्नपत्र - 7 : भारतीय काव्यशास्त्र

- काव्यलक्षण, काव्यहेतु, काव्यप्रयोजन, काव्यभेद, शब्दशक्तियाँ और उनके प्रमुख भेद
रसिसिद्धान्त (रस के अंग, रस का स्वरूप, रसनिष्पत्ति, साधारणीकरण)
अलंकारसिद्धान्त (लक्षण, वर्गीकरण, काव्य में अलंकार का स्थान)
ध्वनिसिद्धान्त (लक्षण, ध्वनिकाव्य, गुणीभूतव्यंग्य काव्य, चित्रकाव्य)
रीतिसिद्धान्त (रीति और गुण - लक्षण तथा भेद)

सहायक ग्रंथ

- रीतिकाव्य की भूमिका - नोदु
भारतीय साहित्यशास्त्र - बलदेव उपाध्याय
काव्यदर्शन - रामदीहन मिश्र
भारतीय काव्यशास्त्र - सत्यदेव चौधरी

प्रश्नपत्र - 8 : भाषाशास्त्र और हिंदी भाषा

(क) भाषाविज्ञान

- (अ) भाषा : भाषा और वाक्य, भाषा के विभिन्न रूप (भाषा, बोली आदि; संयोगात्मक-वियोगात्मक), भाषा-परिवार (सामान्य जानकारी)
(आ) भाषाविज्ञान : प्रकार (वर्णनात्मक, ऐतिहासिक आदि) और शाखाएँ ।
(इ) ध्वनि : ध्वनियों का वर्गीकरण, ध्वनि-परिवर्तन
(ई) शब्द : शब्दों का वर्गीकरण (रचना, इतिहास, प्रयोग); शब्द-समूह, शब्द-समूह-परिवर्तन ।
(उ) रूप : रूप और शब्द में अंतर, रूप-रचना
(ऊ) वाक्य - वाक्य - रचना, पदबंध, वाक्य-भेद
(ए) अर्थ : अर्थ - परिवर्तन

(ख) हिंदी भाषा

- (अ) हिंदी भाषा : उद्भव और विकास
(आ) हिंदी की स्वनियम - व्यवस्था, अक्षर, हिंदी ध्वनियों का विकास : सामान्य नियम
(इ) हिंदी पद-रचना : (1) संज्ञा-सर्वनाम के कारकीय रूपों की रचना, (2) विशेषणों की रचना, उनमें रूपांतर (3) क्रिया की रचना - धातु, कृदंत, काल, पक्ष, (4) क्रियाविशेषणों की रचना ।
(ई) वाक्य : वाक्य-रचना, पदबंध और उसके प्रकार, वाक्य-भेद
(उ) लिपि : संक्षिप्त इतिहास, कीमियाँ और और सुधार, वर्तनी की समस्या

(ग) हिंदी की बोलियाँ और शैली - भेद

(अ) हिंदी का क्षेत्र तथा उसकी बोलियाँ (ब्रजभाषा, अवधी, खड़ी-बोली का विशेष परिचय)

(आ) हिंदी के शैलीय भेद-हिंदुस्तानी, उर्दू, हिंदी

सहायक-ग्रंथ

भाषाविज्ञान - भोलानाथ तिवारी
हिंदी भाषा - भोलानाथ तिवारी
हिंदी-व्याकरण - कायताप्रसाद गुरु
हिंदी शब्दानुशासन - किशोरीदास वाजपेयी

प्रश्नपत्र - 9 आधुनिक कविता (निराला, अज्ञेय, मुक्तिबोध)

राग-विराग - सं० रामविलास शर्मा
('राम की शक्तिपूजा', 'रस सरोज - स्मृति', 'रंग गई पग-पग
फन्यधरा', 'प्रिय यात्रिणी जागी', 'मैं अकेला', 'रनेछाँडिनीर बह गया
हे', 'सुख का दिन डूबे')

आज के लोकप्रिय कवि : अज्ञेय - सं० विद्यानिवास मिश्र
('हजने पौधे से कहा', 'चतुराज', 'झरने के लिए',
'आज तुम शब्द न दो, 'नदी के द्वीप', अंतस्त्रलिता')

चाँद का मुँह टेढ़ा है : मुक्तिबोध सं० श्रीकान्त वर्मा
('केवले अंधेरे में')

सहायक ग्रंथ

निराला - रामविलास शर्मा

कवि निराला - नंददुलारे वाजपेयी

अज्ञेय और आधुनिक रचना की समस्या - राम स्वरूप चतुर्वेदी

कविता के नये प्रतिमान - नामवर सिंह

नई कविता की चेतना - जगदीश कुमार

प्रश्नपत्र - 10 कथा - साहित्य

उपन्यास : रंगभूमि : प्रेमचंद

त्यागपत्र : जेनेंद्र

बूँद और समुद्र : अमृतलाल नागर

मैला आँचल : फणीश्वरनाथ रेणु

कहानी-संग्रह : कथाभारती : लक्ष्मीनारायण लाल

सहायक पुस्तकें

अधूरे साक्षात्कार - नेमिचंद्र जैन
जैनंद्र के अनौवैज्ञानिक उपन्यास - देवराज उपाध्याय
हिंदी उपन्यास : अंतर्गता - रायदरश मिश्र
कहानी : नई कहानी - नायवर सिंह
नई कहानी की भूमिका - कयलेश्वर
हिंदी कहानी : संदर्भ और प्रकृति - देवीशंकर अवस्थी
नई कहानी : स्वरूप और संवेदना - राजेंद्र यादव

प्रश्नपत्र - 11 : निबंध और अन्य गद्याविधारण

(व्याख्या केवल निबंध-संग्रह में से पूछी जायेगी)

निम्नोक्त निबंध :

मैले का ऊँट : बालमुकुंद गुप्त
लोभ और प्रीति : रामचंद्र शुक्ल
अशोक के फूल : ह० प्र० दिववेदी
फतहपुर सीकरी : रघुवीर सिंह
हिंदी उपन्यास : नगेन्द्र
दीपावली : विद्यानिवास मिश्र

स्मृति की रेखाएँ : महादेवी वर्मा

कलम का सिपाही : अमृतराय

तूफानों के बीच : रांगेय राधव

सहायक पुस्तकें

हिंदी का गद्य - साहित्य : रामचंद्र तिवारी

हिंदी निबंध की विभिन्न शैलियाँ : मोहन अवस्थी

छायावादोत्तर हिंदी - गद्य - साहित्य : विश्वनाथ तिवारी

प्रश्नपत्र - 12 पाश्चात्य साहित्यालोचन

पाश्चात्य काव्यशास्त्र का इतिहास, काव्य और अन्य कलाओं का संबंध, काव्यसर्जन की प्रक्रिया, काव्यानुभूति का स्वरूप और प्रक्रिया, कविता और समाज, कविता में विचार की भूमिका, शैली और शैलीविज्ञान, काव्य में बिंब, रूपक (मेटाफ़र), काव्य में छंद और प्रतीक और मिथ कथासाहित्य का रूप और शिल्प ।

सहायक ग्रंथ

पाश्चात्य काव्यशास्त्र का इतिहास - तारकनाथ बाली
रस रसदिधान्त और सौंदर्यशास्त्र - श्रीमती निर्मला जैन

Making of Literature : Scott James

Critical Approaches to Literature : David Daiches

Theory of Literature : Rene Wellek, Austin Warren

वैकल्पिक वर्ग

कुल मिलाकर सात वैकल्पिक वर्ग होंगे जिनमें से प्रत्येक के अंतर्गत चार प्रश्नपत्र होंगे। ये चारों प्रश्न-पत्र (तेरह, चौदह, पंद्रह और सोलह) उत्तरार्ध में होंगे। छात्र इन सातों में से कोई एक वर्ग चुन सकेगा :

वर्ग - (क) : मध्यकालीन काव्य

प्रश्नपत्र - 13: मध्यकालीन काव्य का सांस्कृतिक आधार

सहायक ग्रंथ

- भाववत संप्रदाय - बलदेव उपाध्याय
अष्टछाप और वल्लभ संप्रदाय - दीनदयालु गुप्त
सगुणभक्तिकाव्य की सांस्कृतिक पृष्ठभूमि - रामनरेश वर्मा
भक्तिकालीन कवियों के काव्य - सिद्धांत - सुरेशचंद्र गुप्त
रीतिकालीन काव्य की भूमिका - नगेन्द्र
भारतीय साहित्यशास्त्र - सत्यदेव चौधरी
भारतीय दर्शन - उमेश मिश्र

प्रश्नपत्र - 14 : निर्गुण-काव्य और प्रेमाख्यान

- संतकाव्य - सं० परशुराम चतुर्वेदी : (दादू-पद और आरंभिक
21 साखियाँ, सुंदरदास - सवेया और कवित्त)
चांदायन - मुल्ला दाऊद (सं० माताप्रसाद गुप्त)
मृगावती (कुतबन) - (सं० माताप्रसाद गुप्त)

सहायक ग्रंथ

- हिंदी काव्य में निर्गुण संप्रदाय - पीतांबरदत्त बड़धवाल
निर्गुण काव्य की दार्शनिक पृष्ठभूमि - गोविंद त्रिगुणायत
मध्ययुगीन रोमांचक आख्यान - नित्यानंद तिवारी
मध्ययुगीन प्रेमाख्यान - श्यामसुन्दर पाण्डेय

प्रश्नपत्र - 15 : सगुणकव्य

सूरसागर-सार (सं० धीरेन्द्र वर्मा) (विनय तथा भक्ति - पद 21 से 54 तक, राधाकृष्ण - पद 1 से 78 तक)
 विनयपत्रिका (तुलसीदास) - सं० वियोगी हरि, (पद 87-189)
 रासचन्द्रिका (नंददास-ग्रंथावली 'से) सं० उपाशंकर शुक्ल
 कवित्तरत्नाकर (सेनापति) (द्वितीय तरंग) - सं० उपाशंकर शुक्ल

सहायक ग्रंथ

सूरदास - रामचंद्र शुक्ल
 तुलसी-दर्शन - मीमांसा - उदयभानु सिंह
 भारतीय साधना और सूरसाहित्य - मुंशीराम शर्मा

प्रश्नपत्र - 16 : रीतिकव्य

कविप्रिया (केशवदास) (5 से 11 प्रभाव तक) - सं० विश्वनाथप्रसाद मिश्र
 रसराज (मतिराम) - (आरंभिक 100 छंद) सं० कृष्णबिहारी मिश्र
 काव्यनिर्णय (भिखारीदास) (अलंकार-निरूपण और नायिका-भेद को छोड़कर)
 पद्मभरण (पद्माकर) सं० विश्वनाथप्रसाद मिश्र

सहायक ग्रंथ

केशवकी काव्यकला - कृष्णशंकर शुक्ल
 आचार्य केशवदास - विजयपाल सिंह
 मतिराम : कवि और आचार्य - महेन्द्रकुमार
 आचार्य भिखारीदास - नारायणदास खन्ना
 पद्माकर और उनका युग - ब्रजनारायण सिंह

अथवा

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वर्ग (ख) : आधुनिक कविता

वर्ग (ख) : आधुनिक कविताप्रश्नपत्र - 13 : आधुनिक कविता की वैचारिक धूमिका

नव्यवेदांत (रामकृष्ण परमहंस, विवेकानंद, अरविंद), गांधीवाद,
 मार्क्सवाद, अस्तित्ववाद, मनोविश्लेषणशास्त्र

सहायक ग्रंथ

आधुनिक भारतीय चिंतन - विश्वनाथ नरवणे
 उत्तरयोगी - शिवप्रसाद सिंह
 गांधी का राजनीतिक दर्शन - गोपीनाथ धवन
 गांधी-विचार-दोहरे - किशोरलाल धरुवाला

पाश्चात्य काव्यशास्त्र : मार्क्सवादी परंपरा - सं० मधुसूदन शर्मा

आधुनिक परिवेश और अस्तित्ववाद : शिवप्रसाद सिंह

Schools of Psychoanalytical Thought (Freud, Jung, Adler) - Monroe, Ruth L.

The Crisis of the Human Person - Coates, J.B.

Socialism : Utopian and Scientific - Engels, F.

Existentialism and Humanism - Sartre (Tr. Mairet Phillip)

प्रश्नपत्र 14 : भारतेंदु - दिव्येदी-युगीन कविता

भारतेंदु : भारतेंदु-ग्रंथावली - (प्रबोधिनी' , छंद 1-19

'प्रातः समीरण', 'हिंदी की उन्नति' पर व्याख्यान

'जहाँ देखो वहीं मौजूद मेरा कृष्ण प्यारा है')

प्रेमधन : प्रेमधन-सर्वस्व, भाग -1, दिव्येद्यावृत्ति :

1- हार्दिक हर्षादर्श - 'विजयिनि श्री विक्टोरिया देवी दयानिधान' (पृ० 267)

2- आनंद अरुणोदय : 'हुआ प्रबुद्ध भारत' से 'प्रचलित हाय अंध परिपाटी' तक (पृ० 363-64)

3- आर्याभिनंदन : 'चहत न हूँ कछू' से 'प्रजा सुखी तेरी रहे लहि वृद्धि' तक

4- पद 88-99-100 (पृ० 433-34)

5- स्वदेश - बिंदु - जातीय गीत 'वंदेमातरम्' (पृ० 645)

श्रीधर पाठक (हिंदी - वंदना, सांध्य - अटन, कश्मीर सुभगा)

नाथूराम शर्मा 'शंकर' : शंकरसर्वस्व : संस्करण 1972 :

(क) प्रार्थना-पंचक (पृ० 37), (ख) 'वचन कहेंगे हम' (पृ० 323 -

'कष्ट धोगें उस जेल में' (पृ० 324 तक)

(ग) वस्तुसेना - कवित्त 9-12 (पृ० 175-180)

मैथिलीशरण गुप्त : विष्णुप्रिया

सहायक ग्रंथ

भारतेंदु - रामविलास शर्मा

हिंदी कविता में युगांतर - सुधीन्द्र

स्वच्छंदतावादी काव्य - प्रेमशंकर

मैथिलीशरण गुप्त : कवि और भारतीय संस्कृति के आख्याता - उमाकांत गोयल

प्रश्नपत्र - 15 : छायावादी कविता

प्रसाद : 'प्रसाद - संगीत' (गीत : 16, 31, 49, 63, 65, 70, 74, 88, 97,

98, 101, 102, 114, 118, 120, 121, 126, 130, 136, 138)

- सं० रत्न शंकर

निराला : तुलसीदास

सुमित्रानंदन पंत : पल्लव

माखनलाल चतुर्वेदी : 'हिफकिरीटिनी' ('कैदी और कोकिला',
'गीत', 'विद्रोही', 'तिलक', 'निशास्त्र सेनानी')

सहायक ग्रंथ

जयशंकर प्रसाद - नंददुलारे वाजपेयी
प्रसाद का काव्य - प्रेमशंकर
निराला की साहित्य-साधना - रामविलास शर्मा
सुमित्रानंदन पंत - नगेंद्र
माखनलाल चतुर्वेदी : एक यात्रा पुरुष - सं० श्रीकांत जोशी

प्रश्नपत्र - 16 : छायावादोत्तर कविता

दिनकर - कुरुक्षेत्र

शशशेरबहादुर सिंह - 'शशशेर' (सं० सर्वेश्वर दयाल सक्सेना, मलयज)
'उषा (103) से 'मुक्तिदोध' (122) तक)

भवानीप्रसाद मिश्र - 'दूसरा सप्तक' से 'कमल के फूल', 'सतपुड़ा
के जंगल', 'सनाटा', 'मंगलवर्षा', 'टूटने का सुख',
'गीतफरोश')

केदारनाथ अग्रवाल - 'फूल नहीं रंग बोलते हैं', ('मनमथ-वसंत',
'आँखों देखा', 'संगमरमर का सवेरा और हम', 'आज नदी विलकुल
उदास थी', तथा आठ छोटी कविताएँ)

सहायक ग्रंथ

युगधारण दिनकर - सावित्री सिन्हा
भवानी भाई - सं० प्रेमशंकर रघुवंशी
लोकसाहित्य और दृष्टि - चंद्रबली सिंह

अथवा

वर्ग (ग): नाटक और रंगमंच

प्रश्नपत्र - 13 : नाट्य-सिद्धान्त और रंगमंच-कला

सहायक ग्रंथ

रूपक-रहस्य - श्यामसुंदर दास
रंगदर्शन - नेमिचंद्र जैन
रंगमंच : कला और दृष्टि - गोविंद चातक
आधुनिक हिंदी नाट्यकारों के नाट्य सिद्धान्त - निर्मला हेमंत
एब्सर्ड नाट्य-परंपरा - रामसेवक सिंह
नाटक की धरख - एस०पी० खत्री
नाटक-साहित्य का अध्ययन - मैथ्यूज (अनु० इन्दुजा अवस्थी)

प्रश्नपत्र - 14 : हिंदी नाटक और रंगमंच का इतिहास

सहायक ग्रंथ

हिंदी नाटक का उद्भव और विकास - दशरथ ओझा
पारसी - हिंदी रंगमंच - लक्ष्मीनारायण लाल
प्राचीन भाषा नाटक - जगदीशचंद्र बाथुर, दशरथ ओझा

प्रश्नपत्र - 15 : विशिष्ट नाटक (कौलिक)

अंधेर नगरी - भारतेन्दु
रुस्तम और सोहराव - आगा हश्र कश्मीरी
अजातशत्रु - प्रसाद
सिंदूर की होली - लक्ष्मीनारायण मिश्र
शुतुरभुर्ग - ज्ञानदेव अग्निहोत्री
आठवाँ सौ - सुरेंद्र वर्मा

सहायक ग्रंथ

हिंदी नाटकों की शिल्पविधि का विकास - शांति मलिक
हिंदी समस्या नाटक - मांथाता ओझा
हिंदी नाटक : पुनर्जागरण - सत्येंद्र तनेजा

प्रश्नपत्र - 16 : विशिष्ट नाटक (अनूदित) और एकांकी

शकुंतला नाटक (कालिदास, अनु० लक्ष्मणसिंह), हेयलेट (शेक्सपियर, अनु० रांगेय राघव)
बड़िया का घेरा (ब्रेख्ट अनु० कमलेश्वर), तुगलक (गिरीश कर्नाड, अनु० वी० वी० नरेंद्र)
एवंगु इन्द्रजित (बादल सरकार, अनु० प्रतिभा अग्रवाल)
हिंदी - एकांकी (नेशनल बुक ट्रस्ट) - सौ० चंद्रगुप्त विद्यालंकार

सहायक ग्रंथ

कालिदास - पिराशी
हिंदी-एकांकी की शिल्पविधि का विकास - सिद्धनाथ कुमार

अथवा

वर्ग (घ) साहित्य-शास्त्र

प्रश्नपत्र - 13 : सौंदर्य-शास्त्र

- (1) स्वरूप और विकास
- (2) काव्यशास्त्र और सौंदर्यशास्त्र का संबंध
- (3) सौंदर्य का सर्जन और उसके घटक
- (4) सौंदर्य की अभिव्यंजना और उसका संप्रेषण

- (5) सौंदर्य का आस्वाद
- (6) सौंदर्य की भारतीय अवधारणा

सहायक ग्रंथ

भारतीय सौंदर्यशास्त्र की भूमिका - नगेंद्र
सौंदर्य के तत्त्व - कुमार बियल
सौंदर्यशास्त्र - हरद्वारी लाल
कला-सिद्धान्त-प्रकाशक : राजस्थान ग्रंथ - अकादमी

प्रश्नपत्र - 14 : भारतीय कव्यशास्त्र

कव्य का स्वरूप

शब्दशक्ति-विवेचन

रससिद्धान्त (रसनिष्पत्ति, साधारणीकरण, रस-संख्या, रसाभास, रसवैत्री)

अलंकार-सिद्धान्त (अलंकारवादी आचार्यों का मत, अलंकार और अलंकार्य)

ध्वनि-सिद्धान्त (सिद्धान्त-स्थापना, अन्य सिद्धान्तों से संबंध)

रीति-सिद्धान्त (प्रतिपादन और खंडन)

कालोत्पत्ति-सिद्धान्त (उसके भेद)

सहायक ग्रंथ

रससिद्धान्त - नगेंद्र

साधारणीकरण : सम्प्रेषण और प्रतिबद्धता - तारकनाथ वाली
कव्यालोक - भाग 1, 2 - रामद्विहिन मिश्र

भारतीय कव्यशास्त्र की भूमिका, भाग - 2 - नगेंद्र

अलंकार - मीमांसा : रामचन्द्र द्विवेदी

ध्वनि-संप्रदाय - भोलाशंकर व्यास

लक्षणा का प्रसार - राममूर्ति त्रिपाठी

अलंकारों का स्वरूप - विकास - ओम्प्रकाश

प्रश्नपत्र - 15 : साहित्यालोचन की पश्चात्य दृष्टियाँ

नैतिक, सांज्ञिक, मनोविश्लेषणात्मक, रूपवादी, विथकीय

सहायक ग्रंथ

Five Approaches in literary Criticism - Wilbur Scott
Theory of literature - Rene Wellek and Austin Warren
Literary Criticism : A short History - Wimsatt & Brooks

प्रश्नपत्र - 16 : हिंदी आलोचना : आधुनिक चिंतन

- (1) शुक्ल-पूर्व आलोचना
- (2) इत्कल्पगुण आलोचना (रामचंद्रशुक्ल , छायावादी कवि-आलोचक, सौष्ठववादी आलोचक)
- (3) प्रगतिशील आलोचना
- (4) प्रयोगशील आलोचना
- (5) ऐतिहासिक आलोचना और इतिहास - दृष्टि दर्शन

सहायक ग्रंथ

- (1) हिंदी भाषा : स्वरूप और संदर्भ - रामदरश मिश्र
- (2) हिंदी आलोचना : उद्भव और विकास - भगवत स्वरूप मिश्र
- (3) रामचंद्र शुक्ल - जयचंद्र राय
- (4) आधुनिक हिन्दी कवियों के काव्यसिद्धान्त - सुरेशचंद्र गुप्त

वा

अथवा

वर्ग (ड.) : भाषा

प्रश्नपत्र - 13 : हिंदी भाषा की संरचना

- (1) ध्वनि-स्तर - (अ) हिंदी की स्वनिष्ठिक व्यवस्था, (आ) मुख्य समस्याएँ (संज्ञा-सर्वनाम, नास्ति-स और अनुनासिकता, महाप्रणत्व, ड-ड़, ढ-ढ़, अर्ध-ध्वज और श्रुति, अनुनासिकता और बलाघात, संधियाँ)
- (2) शब्द - स्तर, शब्द - रचना
- (3) पद-स्तर - (अ) संज्ञा-सर्वनाम की कारकीय संरचना तथा अपवाद, परसर्गों के प्रयोग : (आ) विशेषण में रूपांतर तथा अपवाद, संख्यावाचक विशेषणों की रचना, सार्वनामिक विशेषणों की रचना, (इ) क्रिया - धातु, काल, पक्ष, प्रकार, (ई) अव्यय
- (4) वाक्य-स्तर - (अ) वाक्य और प्रयोग, (आ) आंतरिक संरचना - बाह्य, संरचना, (इ) मूल वाक्य - रूपांतरित वाक्य तथा संबद्ध समस्याएँ, निकटतम अवयव
- (5) अर्थ - स्तर - पर्याय, विलोम, अनेकार्थता (शब्द - स्तर तथा वाक्य-स्तर पर)
- (6) लेखन-स्तर - नागरी लिपि का लेखनिक विश्लेषण

सहायक ग्रंथ :

- हिंदी व्याकरण - काव्यप्रसाद गुरु
हिंदी शब्दानुशासन - किशोरी दास वाजपेयी
हिंदी रूपांतरणात्मक व्याकरण के कुछ प्रकरण - यमुना काचरु
हिंदी ध्वनियाँ और उनका उच्चारण - भोलानाथ तिवारी

प्रश्नपत्र-14 : अनुप्रयुक्त भाषाविज्ञान और शैलीविज्ञान

- (i) अनुप्रयुक्त भाषाविज्ञान
(ii) शैलीविज्ञान
(क) शैली की परिभाषा
(ख) शैलीविज्ञान तथा अन्य विषयों से उसका संबंध
(ग) सामान्य भाषा, काव्यभाषा और शास्त्रीय भाषा
(घ) भाषा-विश्लेषण के स्तर (अर्थ, वाक्य, रूप, शब्द, ध्वनि, लेखन) तथा शैली
(ङ) शैली के आधार - विचलन, समानांतरता, चयन, अप्रस्तुतीविधान, प्रतीक, बहु-अर्थता
(च) शैली और साहित्यिक विचारों
(छ) हिंदी-भाषा-संरचना में शैली के सूचक तत्व
(ज) कुछ साहित्यिक अंशों का शैलीय विश्लेषण
(झ) हिंदी-भाषा-संरचना और परिवर्त
(ञ) प्रयोजनमूलक हिंदी

सहायक ग्रंथ

- शैली - करुणाधितिप्रिया
शैलीविज्ञान - नगेंद्र
रीतिविज्ञान - विद्यानिवास मिश्र
शैलीविज्ञान और आलोचना की नई भूमिका - रवीन्द्रनाथ श्रीवास्तव
प्रयोजनमूलक हिंदी - सं० रवीन्द्रनाथ श्रीवास्तव

प्रश्नपत्र-15 : हिंदी भाषा - शिक्षण

(क) भाषा - शिक्षण

- (1) मातृभाषा तथा अन्य भाषा (द्वितीय भाषा-विदेशी भाषा, सहायक भाषा - संपूरक भाषा - परिपूरक भाषा - समतुल्य भाषा)
(2) मातृभाषा - शिक्षण के उद्देश्य, व्याघात की समस्या, व्यतिरेकी भाषाविज्ञान का प्रयोग, प्रविधि (बोलना-सुनना, पढ़ना - लिखना, अभिरचना - अभ्यास, यंत्रों का प्रयोग)

(ख) हिंदी-शिक्षण

- (1) हिंदी उच्चारण, वर्तनी, शब्द-रचना, पद-रचना, वाक्य-रचना की शिक्षा
(2) मातृभाषा के रूप में हिंदी के शिक्षण की समस्याएँ (मानक रूप तथा बोलियों द्वारा सभी स्तरों पर व्याघात)
(3) अन्य भाषा (द्वितीय-विदेशी) के रूप में हिंदी-शिक्षण की समस्याएँ
(4) नागरी लिपि और उसका शिक्षण

सहायक ग्रंथ

- (1) भाषा-शिक्षण तथा भाषाविज्ञान - प्रकाशक : केंद्रीय हिंदी संस्थान (आगरा)
- (2) भाषाविज्ञान की अधुनातन प्रवृत्तियाँ और हिंदी भाषा-शिक्षण - क्षेत्रविशोर वर्मा
- (3) अन्य भाषा-शिक्षण - महावीरशरण जैन

प्रश्नपत्र-16: कोशविज्ञान और अनुवाद

(क) कोशविज्ञान

- (अ) कोश, कोशों के प्रकार
- (आ) कोशविज्ञान और कोशकला
- (इ) भाषाविज्ञान और कोशविज्ञान
- (ई) कोशनिर्माण : सामग्री - संकलन, प्रविष्टि (मूल, संबद्ध), क्रम, व्युत्पत्ति (सापत्न्य, तुलनात्मक), व्याकरण - संकेत, समानार्थी शब्द और व्याख्या, प्रयोग, तुलना, चित्र
- (उ) हिंदी कोशों का इतिहास

(ख) अनुवाद

- (अ) अनुवाद और उसके सिद्धान्त
- (आ) भाषाविज्ञान और अनुवाद
- (इ) अनुवाद के प्रकार
- (ई) अनुवाद की शैलियाँ
- (उ) अनुवाद और पारिभाषिक शब्दावली
- (ऊ) ज्ञान-विज्ञान का अनुवाद
- (ए) साहित्यिक अनुवाद
- (ऐ) यंत्रानुवाद

सहायक ग्रंथ

कोशकला - रामचंद्र वर्मा

अनुवादविज्ञान - भोलानाथ तिवारी

काव्यानुवाद की समस्याएँ - सं० तिवारी तथा चतुर्वेदी

पारिभाषिक शब्दावली : कुछ समस्याएँ - सं० भोलानाथ तिवारी तथा चतुर्वेदी

Lexicography - S.M.Katre

A manual of Lexicography - Zgusta

अथवा

वर्ग (घ) : कथासाहित्य

प्रश्नपत्र-13 : सामाजिक यथार्थ और कथा-साहित्य की प्रवृत्तियाँ

सहायक ग्रंथ

हिन्दी उपन्यास पर पाश्चात्य प्रभाव - भारतभूषण अग्रवाल

स्वातंत्र्योत्तर हिंदी कथा-साहित्य और ग्राम-जीवन-विवेकीराय

हिंदी कहानी : पहचान और परख - इन्द्रनाथ मदान

The Novel and the People - Ralph Fox

प्रश्नपत्र - 14 : कथा-साहित्य का शिल्प

सहायक ग्रंथ

प्रेमचंदोत्तर उपन्यासों की शिल्पविधि - सत्यपाल दुध
हिंदी कहानी की शिल्प-विधि का विकास - लक्ष्मीनारायण लाल
Critical Approaches to Fiction - Shiv K. Kumar and Keith S. Mckean
The Structure of the Novel - Edwin Muir.

प्रश्नपत्र-15 : प्रमुख उपन्यास

परिक्षागुरु - श्रीनिवास दास

शेखर : एक जीवनी - अज्ञेय

झूठा सच - यशपाल

वाणभट्ट की आत्मकथा - हजारीप्रसाद द्विवेदी

राग दरबारी - श्रीलाल शुक्ल

सहायक ग्रंथ

विवेचना - भाग - 1, 2, 3 : संयोजिका - उमाराव

हिंदी - उपन्यास - शिवनारायण श्रीवास्तव

हिंदी उपन्यास : एक-सर्वेक्षण - महेन्द्र चतुर्वेदी

प्रश्नपत्र - 16 : प्रतिनिधि कहानियाँ

'उसने कहा था', (गुलेरी), 'पूस की रात', 'बड़े भाई साहब', (प्रेमचंद),
'गुंडा (प्रसाद), 'पत्नी' (जैनेंद्र), 'रोज़' (अज्ञेय), 'आदमी का बच्चा',
(यशपाल), 'खाली बोतल', (शुभ प्र० वाजपेयी), 'घरती अब भी धूम रही है'
(विष्णु प्रभाकर), 'एक और जिंदगी' (मोहन राकेश), 'खोई हुई दिशाएँ',
(कमलेश्वर), 'टूटना', (राजेंद्र यादव) 'परिदे', (निर्मल वर्मा), 'यही सच है',
(फ़नू भंडारी), 'चीफ़ की दावत, (भीष्म साहनी), 'जिंदगी और जौक'
(अमरकांत), 'गुलकी बन्नो' (भारती), 'नन्हों' (शिवप्रसाद सिंह) 'भोलाराम
का जीव' (परसाई)

सहायक ग्रंथ

हिंदी कहानी : संदर्भ और प्रकृति - देवीशंकर अवस्थी

कहानी : नई कहानी - नायवर सिंह

अथवा

वर्ग (छ) : व्यावसायिक पाठ्यक्रम

प्रश्नपत्र - 13 : पत्रकारिता

हिंदी पत्रकारिता का उद्भव और विकास : प्रवृत्तिगत और परिवेशगत अध्ययन, प्रमुख पत्र और पत्रकार ; पत्रकारिता का स्वरूप और क्षेत्र; पत्रकारिता के विविध माध्यम : घोषित शब्द; समाचार; पत्रकार; रेडियो; टेलीविज़न, हिंदी पत्रकारिता की भाषा-शैली का क्रमिक विकास, पत्रकारिता की पारिभाषिक शब्दावली; पत्रकारिता और जनसंपर्क तथा जनसेवा; पत्रकारिता : सामाजिक उत्तरदायित्व; औद्योगिक एवं व्यापारिक पत्रकारिता; पत्रकारिता और विधि ; अभिव्यक्ति - स्वतंत्रता ; आचार-सींहाता, पत्रकारिता की नीति; व्यक्तित्व और अंगभूत तत्त्व

सहायक ग्रंथ

हिंदी पत्रकारिता - कृष्णबिहारी मिश्र

हिंदी पत्रकारिता : विभिन्न आयाम - सं० वेदप्रताप वैदिक

हिंदी समाचारपत्रों का इतिहास - जीबिकाप्रसाद वाजपेयी

पत्र और पत्रकार - कमलापति त्रिपाठी

Rise and Growth of Hindi Journalism - R.R. Chatterjee

An Introduction to Journalism - Eraset Bond

An Out-line Survey of Journalism - Mott and Others

प्रश्नपत्र - 14 :

संपादनकला

संपादन - कला के सिद्धांत

समाचार - पत्र - संपादन : समाचार का स्वरूप, समाचार-संग्रह, समाचार के स्रोत, समाचार-एजेंसी, समाचार-प्रस्तुतीकरण, शीर्षक, व्याख्या, मत और समाचार

समाचारपत्र : उद्देश्य और गठन, जनरुचि का नियमन और लोकमत का निर्माण, कापी-संपादक, उपसंपादक

संपादकीय - लेखन और संपादकीय पृष्ठ, संपादकीयों के प्रकार, संपादकीय निष्पक्षता, विशिष्ट स्तंभ, स्तंभ-लेखक तथा समीक्षाकार, साहित्यिक पत्र-पत्रिका का संपादन- समाचारपत्र तथा साहित्यिक पत्र-पत्रिका के संपादन का अंतर और दोनों का वैशिष्ट्य

पुस्तक - लेखादि-संपादन

पूँज-शोधन, मुद्रण-कला तथा साज-सज्जा, आसज्जा

सहायक-ग्रंथ

समाचारपत्र - संपादन-कला - अंबिकाप्रसाद वाजपेयी
संपादन-कला - के० पी० नारायणन्

The mass media : William Rivers

Editorial Writing (Ethics, Policy, Practice) -
Lyle Spencer

Editing the day's news : George C. Bastian/other

प्रश्नपत्र - 15 : अनुवाद - सिद्धान्त तथा प्रारूपण - टिप्पण

अनुवाद : अनुवाद : परिभाषा, आवश्यकता, कला या विज्ञान; अनुवाद के विविध सिद्धान्त; साहित्य के अनुवाद की समस्याएँ; सूचना-साहित्य; तथा ज्ञान-विज्ञान के अनुवाद की समस्याएँ; पुनरीक्षण; अनुवाद का भाषिकीय पक्ष; अनुवाद की भाषा-शैली; अनुवाद के प्रकार; दुभाषिण का कार्य, अनुवाद और पारिभाषिक शब्दावली; दिवभाषिक कोश

प्रारूपण-टिप्पण : (1) हिंदी की सांविधानिक स्थिति

(2) आधिकारिक पत्राचार के विभिन्न प्रकार

(3) प्रारूपण : परिभाषा, महत्व, सामान्य सिद्धान्त

(4) टिप्पण : परिभाषा, महत्व, सामान्य सिद्धान्त

(5) प्रशासनिक पारिभाषिक शब्दावली का परिचय

सहायक-ग्रंथ

अनुवाद-विज्ञान - भोलानाथ तिवारी

कथ्यानुवाद की समस्याएँ - भोलानाथ तिवारी, यद्देन्द्र चतुर्वेदी

Aspects of Translation - (Pub. UNESCO)

A Linguistic Theory of Translation - Catford

Towards a Scientific Translation-Nida

Principles of Translation- Taylor

प्रश्नपत्र - 16 : अंग्रेजी से हिंदी अनुवाद

साहित्य

साहित्यिक, साहित्यशास्त्रीय, भाषिकीय,
सांस्कृतिक अवतरणों का अनुवाद

U N I V E R S I T Y _ O F _ D E L H I

SCHEME OF EXAMINATION AND COURSES OF READING FOR MASTER
OF PHILOSOPHY EXAMINATIONS

PART I 1977 EXAMINATION

PART II 1978 EXAMINATION

P A P E R _ I

E T H I C S

100 Marks

The paper shall be divided in two Divisions; Division I will carry 60 marks and Division II will carry 40 marks. Students are advised however to treat the paper as one whole applying their total knowledge while answering all the questions. In all five question will have to be answered.

D I V I S I O N _ I

60 Marks

The following books are prescribed:

1. Moore: Principia Ethica, Chs. I V and VI
2. Kant: Groundwork of the Mataphysics of Morals
(Paton's The Moral Law, Chs I and II)
3. Stevenson: Ethics and Language, Chs I & IX
4. Hare: The Language of Morals, Parts I and II

D I V I S I O N _ I I

40 Marks

The following books are prescribed:-

1. The Bhagavad-gita, Chs. 3-6
2. Laugakshi-Bhaskara: Artha-Samgraha
(English translation and notes by Gajendragadkar and others, Bombay)

Books recommended

1. Foot: Theories of Ethics
2. Warnock: Contemporary Moral Philosophy
3. Tilak, B.G.: Gita-Rahasya
4. Desai, Mahadeva (ed): Anasakti-Yoga (by Mahatma Gandhi)

Cont'd...2/-

P A P E R _ I I

PHILOSOPHICAL CLASSICS I

The students are expected to know the general historical background of authors and movements to which these authors belong. In all five questions are to be answered:

The following books are prescribed:

1. Vishvanatha: Nyaya-siddhanta-muktavali
(excluding Guna-pariccheda)
(Edited and translated in English by Madhavananda)
2. Dharmakirti: Nyaya-bindu (first two chapters only)
(Translated by Stcherbatsky in Buddhist Logic, Vol. II)
3. Dharmarajadhvarindra: Vedanta-paribhasa (Chs. I & II)
(English Translation by Madhavananda)
4. Yas'ovijaya Gani: Jaina Tarka-bhasa
(English Translation by Dr. Dayananda Bhavgava, published by Motilal Banarsidass, Delhi)

P A P E R _ _ I I I

P h i l o s o p h i c a l _ C l a s s i c s _ I I 100 Marks

The students are expected to know the general historical background of authors and movements to which these authors belong. In all five questions are to be answered.

The following books are prescribed:

1. Plato: Phaedo
2. Aristotle: Metaphysics - Preliminary Studies, Sec. III
(pp 115-133)
(An Everyman paperback edition, 1970 reprint)
3. Descartes: Meditations (only first four Meditations)
4. Berkeley: Introduction to the Principles and the first 33 paragraphs of the same.
5. Leibniz: Monadology (only text from Latta's edition)
6. Hume: An Enquiry Concerning Human Understanding
(Essays II to VII and Treatise of Human Nature)
(Everyman's Library Edition) Book I of the Part 4 Chapter 7)

7. Kant: Critique of Pure Reason (N.K. Smith's translation)
(Reprinted in 1958)

234

(a) Preface to the second Edition (pp. 18-29)

(b) Introduction (pp 48-58)

8. Bradley, F.H.: Appearance and Reality, Ch. III.

P A P E R _ I V

L O G I C _

100 Marks

PART I

40 Marks

1. Quine: Methods of Logic, Part I

2. Copi: Symbolic Logic, Chapter III

PART II

60 Marks

..... Strawson, P.F.: Introduction to Logical Theory

(excluding the chapter on
induction)

NOTE: M.A. Philosophy Part II (II year) 1978 Examination
will be announced later on.

Sd/-
Head
Department of Philosophy

Syllabi applicable for students seeking admission to the
M.A. Philosophy Course in the Academic Year 1976-77.

/arora/

Annexure-VI

319

275

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UNIVERSITY OF DELHI



SCHEME OF EXAMINATIONS
AND
COURSES OF READING
FOR
M.A. POLITICAL SCIENCE EXAMINATIONS

Part I 1977 Examination

Part II 1978 Examination



*Syllabi applicable for students seeking admission to the
M.A. Pol-Science Course in the academic year 1976-77.*

Price : Rs. 2.00

**PROGRAMME OF STUDIES FOR THE MASTER'S
DEGREE IN POLITICAL SCIENCE**

There would be two semesters for M.A. Previous and two semesters for M.A. Final. A candidate for the M.A. Degree in Political Science would have to do eight semester courses in M.A. Previous and eight semester courses in M.A. Final in accordance with the following scheme of courses. The examination for all the eight courses for M.A. Previous would be held in April 1977 and for M.A. Final in April 1978.

Ten Compulsory Courses : two each in the five areas—Political Theory, Comparative Politics, Indian Government and Politics, International Politics, and Modern Indian Political Thought.

Two or Three Optional Sets out of the eight Optional Sets listed below. (Each set consists of two courses in a particular area of study).

Two Optional Courses for students opting for only two *Optional Sets*:

Dissertation : A student entitled to write a dissertation may do so *in lieu* of two Optional Courses OR one Optional Set.

SCHEME OF EXAMINATIONS

Semester I

<i>Four compulsory courses</i>	<i>Marks</i>	<i>Duration (Hrs)</i>
Course 1. Political Theory ; The Classical Tradition	100	3
2. Theory of Comparative Politics—I	100	3
3. Indian Political System	100	3
4. Theory of International Politics	100	3

Semester II

<i>Four compulsory courses</i>	<i>Marks</i>	<i>Duration (Hrs)</i>
5. Contemporary Political Theory	100	3
6. Theory of Comparative Politics—II	100	3
7. Socio-economic Basis and Problems of Indian Politics	100	3
8. Problems of International Politics	100	3

Semester III

Course 9. Modern Indian Political Thought—I (Compulsory)	100	3
<i>Courses of the Optional Sets. (Courses bearing identical alphabetical letters constitute Sets.)</i>		
Course 10A. Modern Western Political Thought	100	3
11B. Administrative Principles and Theories	100	3
12C. State Politics in India	100	3
13D. Comparative Study of Socialist and Liberal Systems	100	3
14E. African Nationalism	100	3
15F. International Law	100	3
16G. Political System of Japan	100	3
17H. Politics in the People's Republic of China	100	3

Optional Courses

Course 18. Any <i>One</i> of the following Courses :	<i>Marks</i>	<i>Duration (Hrs)</i>
(a) Early Indian Political Thought and Institutions	100	3
(b) Political Developments in China —I (1900—1927)	100	3
(c) Development Administration—I	100	3
(d) Elections and Voting Behaviour in India	100	3
(e) Political Change and Development in Pakistan	100	3
(f) Political Institutions in Africa	100	3
(g) India in World Affairs	100	3
(h) Left Politics in India	100	3

Semester IV

Course 19. Modern Indian Political Thought—II (Compulsory)	100	2
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Courses of *Optional Sets*. (Courses bearing identical alphabetical letters constitute Sets)

Course 20A. Socialist Political Thought	100	3
21B. Issues in Public Administration	100	3
22C. Political Parties in India	100	3
23D. Politics of Developing Countries	100	3
24E. Political Developments In Africa	100	3
25F. International Organization	100	3
26G. Foreign Policy of Japan	100	3
27H. Chinese Foreign Policy	100	3

Optional Courses

Courses 28. Any *One* of the following Courses :

(a) Comparative Analysis of Revolutions	100	3
(b) Political Developments in China—II (1927—1949)	100	3
(c) Development Administration—II	100	3
(d) Indian Administration	100	3
(e) Pakistan in World Politics	100	3
(f) Foreign Policy of African Nations	100	3
(g) Foreign Policy of Super Powers— USA and USSR	100	3

DETAILED COURSES OF READINGS

Semester I

Course 1. *Political Theory : The Classical Tradition*

Part I : The study of some theoretical problems :

- Why study the classics ? The nature and use of political theory
- The problems of interpretation and approach in the study of the classics
- Sociology of political ideas
- Political theory and ideology

Part II : The study of the following thinkers/texts from the point of view of history, philosophy, social science (both empirical and normative theory) and ideology:

- (a) Plato, *The Republic*
- (b) Machiavelli, *The Prince*
- (c) Hobbes, *Leviathan* (Parts, I, II, and Conclusion)
- (d) Rousseau, *Social Contract*

Readings :

Sheldon Wolin	Politics and Vision (Chs. 1, 2, 7, 8, 10) (Boston : Little Brown & Co., 1960).
Andrew Hacker	Political theory (Ch. 1) (New York : The Macmillan Co., 1961).
Michael Oakeshott	Rationalism in Politics and other Essays (Chs. 9, 10) (New York : Basic Books Inc., 1962)
Peter Laslett & W.G. Runciman (eds.)	Philosophy, Politics and Society Series I, II, III (relevant essays) (Oxford : Basil Blackwell, 1956, 1962, 1967)
Roland Young (ed.)	Approaches to the Study of Politics (Part Two) (Illinois : North Western University Press, 1958).
W. G. Runciman	Social Science and Political Theory (Ch. 8) (Cambridge University Press, 1963).
Gould and Thursby (eds.)	Contemporary Political Thought (Relevant essays) (New York : Holt, Rinehart & Winston Inc., 1969).

- Anthony Quinton (ed.) Political Philosophy (Chs. 1, 2)
(Oxford University Press, 1967).
- Judith Shklar (ed.) Political Theory and Ideology
[Introduction,] Chs. 1, 2 (New
York : The Macmillan Co., 1966)
- Randhir Singh Reason, Revolution and Political
Theory (Preface and Introduction)
(Delhi : People's Publishing
House, 1967).
- G.H. Sabine A History of Political Theory
(Chs. 1-4, 17, 23, 28)
(London : George G. Harrap &
Co., 1963).
- John Plamenatz Man and Society (Vol. I) (Ch. 1,
4, 10) (New York : McGraw-Hill
Co., 1963).
- W.T. Bluhm Theories of the Political System
(Chs. 1, 3, 7, 8, 11) (New Jersey :
Prentice-Hall, Inc.) Englewood
Cliffs, N.J., 1971).
- Bronowski and Mazlish Western Intellectual Tradition
(Chs. 3, 11, 16)
(London : Penguin Books, 1963).
- Plato The Republic (Introduction by
H.D.P. Lee) (London : Penguin,
1970).
- E. Barker Greek Political Theory—Plato and
His Predecessors (London :
Methuen, 1960).
- Karl Popper The Open Society and its Enemies
(Vol. I) (London : Routledge and
Kegan Paul, Ltd., 1957).
- Andre Bonnard Greek Civilisation (Vol. III)
(Chs. 6, 7) (London : George
Allen and Unwin, 1961).

- N. Machiavelli The Prince (Translated by George Bull) London : Penguin edition, 1961).
- J.W. Allen A History of Political Thought in the Sixteenth Century (Part IV Ch. 2) (London : Methuen, 1960).
- H. Butterfield The Statecraft of Machiavelli (London : G. Bull & Sons, 1960).
- E. Cassirer The Myth of the State (Chs. 10, 11) (New Haven : Yale University Press, 1961).
- Thomas Hobbes The Leviathan (Introduction by M. Oakeshott) (Oxford : Basil Blackwell, 1947).
- H. Warrender The Political Philosophy of Hobbes (Oxford : Clarendon Press, 1961).
- C.B. Macpherson The Political Theory of Possessive Individualism (Chs. 1 & 2) (Oxford : Clarendon Press, 1962).
- Keith Brown Hobbes Studies (Oxford : Basil Blackwell, 1965).
- Jean Jacques Rousseau Social Contract (Introduction by Maurice Cranston) (London : Penguin Books Co., 1968).
- Kingsley Martin French Liberal Thought in the Eighteenth Century (Chapter on Rousseau) (London : Harper & Row Publishers, 1954).
- J.W. Chapman Rousseau : Totalitarian or Liberal? (New York : Columbia University Press, 1956).
- A. Cobban Rousseau and the Modern State (Hamden : Shoe String Press, 1964).

Reference:

International Encyclopaedia of Social Sciences

Political Theory—An International Journal of Political Philosophy.

Course 2. Theory of Comparative Politics—I

1. The Comparative Methods; approaches to the study of Comparative Politics.
2. The Political System: development of the concept; functions of the system; critique of the Systems Theory.
3. Ideology and Political System : development of the concept of ideology; controversies regarding the role of Ideology in the development of systems.
4. Constitutionalism: history of the concept; types of constitutional systems; functions and capacity of constitutions.
5. Revolution: history of the concept; controversies regarding the nature of revolution; types of revolutions and revolutionary systems; functions and capacity of revolutions.
6. Political Development: meaning of the concepts of modernization, nation-building and development; theories of development; political dimensions of development.

Readings:

- | | |
|--|---|
| Harry Eckstein and
David Apter (eds.) | Comparative Politics (New York :
Free Press, 1963). |
| Roy Macridis and
Bernard Brown (eds.) | Comparative Politics (Homewood,
Illinois: Dorsey Press, 1967). |
| Jean Blondel (ed.) | Comparative Government
(London: Penguin, 1969). |
| Gabriel Almond and
James Coleman (eds.) | The Politics of the Developing
Areas (New Jersey : Princeton
University Press, 1960). |

- G. Almond and
G. Bingham Powell Comparative Politics: A Developmental Approach
(Boston: Little, Brown, 1966).
- Peter Merkl Modern Comparative Politics
(New York: Holt, Rinehart etc., 1970).
- W. J. M. Mackenzie Politics and Social Science
(London: Penguin, 1967).
- Further topic-wise readings :
- Comparative Methods :*
- Jean Blondel Introduction to Comparative Government (London: Weidenfeld and Nicolson, 1969) Part 7.
- Johan Galtung Theory and Methods of Social Research (London: George Allen and Unwin, 1970).
- W. G. Runciman Social Science and Political Theory (Cambridge: Cambridge University Press paper back, 1965).
- Political System:*
- David Easton Systems Analysis of Political Life (New York: Wiley, 1965).
- David Easton (ed.) Varieties of Political Theory (Englewood Cliffs: Prentice-Hall, 1966).
- F. Engels The Origin of Family, Private Property and the State (Moscow: Foreign Languages Publishing House, 1948).
- Ralph Dahrendorf "Out of Utopia: Towards a Reorientation of Social Science", American Journal of Sociology, No. 64, (1958).

- N. J. Demerath and
E. A. Peterson (eds.) **Systems, Change and Conflict**
(New York: Free Press, 1967).
- Alvin Gouldner **The Coming Crisis of Western
Sociology** (London: Heinemann,
1971).
- C. Wright Mills **Sociological Imagination**
(New York: Oxford University
Press, 1959).
- Charles A. McCoy &
John Playford (eds.) **Apolitical Politics : A Critique of
Behavioralism**
(New York : Crowell and Co.,
1967).
- Ideology :*
- David Apter (ed.) **Ideology and Discontent**
(New York : Free Press, 1964).
- Daniel Bell **The End of Ideology : On the
Exhaustion of Political Ideas in the
Fifties.**
(New York : Collier, 1962).
- Karl Mannheim **Ideology and Utopia**
(New York : Harcourt, Bruce and
World Inc. 1963).
- Mao Tse-tung **"On Contradiction" in Four Essays
on Philosophy**
(Peking : Foreign Languages Press,
1965).
- Karl Marx **German Ideology**
(Moscow : Progress Publishers,
1968).
- Karl Marx **Poverty of Philosophy**
(Moscow : Foreign Languages
Publishing House, 1972).

- Nikolai Novikov Organisational Society : Social Mechanism and Ideology.
(Moscow : A. P. N. Publishing House, 1972).
The New Independent States : Problems of Development.
(Moscow: APN, 1973).
- Franz Schurmann Ideology and Organisation in Communist China
(Berkeley: University of California Press, 1968).
- Randhir Singh Reason, Revolution and Political Theory.
(Delhi : People's Publishing House, 1967).
- C. I. Waxman (ed.) The End of Ideology Debate
(New York ; Simon and Schuster, 1969).
- Constitutionalism:*
- Aristotle 'Politics' in the Basic Works of Aristotle edited by R. Mckean
(New York : Random House, 1941).
- Carl J. Friederich Constitutional Government and Democracy
(Boston : Ginn and Co., 1950).
- Harold Laski Reflections on the Constitution
(Manchester, 1951).
- Karl Lowenstein "Constitutions and Constitutional Law in the West and in the East"
The Indian Journal of Political Science Vol. XXX, No. 3 (July-September, 1969).

Kirk Thompson "Constitutional Theory and Political Action", *Journal of Politics*, Vol. 31, No. 3 (August, 1969).

Arnold Zurcher (ed.) *Constitutions and Constitutional Trends since the World War H* (New York : New York University Press, 1955).

Revolution:

Hannah Arendt *On Revolution* (New York : Viking Press, 1963).

Crane Brinton *Anatomy of Revolution* (New York : Prentice Hall, 1952),

Harry Eckstein (ed.) *Internal War* (New York : Free Press, 1966).

Frantz Fanon *Wretched of the Earth* (New York : Grove Press, 1963).

Carl Friedrich (ed.) *Revolution* (New York : Atherton, 1966).

Chalmers Johnson *Revolutionary Change* (Boston : Little, Brown, 1966).

V. I. Lenin "State and Revolution" Selected Works in one volume (London : Lawrence and Wishart, 1969).

Mao Tse-tung "The Chinese Revolution and the Chinese Communist Party". *Selected Works, Vol. II* (Peking: Foreign Languages Press, 1965).

Lawrence Stone "Theories of Revolution", *World Politics*, Vol. 18, No. 2 (1966).

Development

- David Apter Politics of Modernization
(Chicago : University of Chicago Press, 1965).
- Paul Baran The Political Economy of Growth
(Bombay : People's Publishing House, 1962).
- S. N. Eisenstadt Modernization
(New Delhi : Prentice-Hall, India, 1966).
- A. Gunder Frank Capitalism and under-develop-
ment in Latin America
(London : Penguin Books, 1971).
- Irving Horowitz Three Worlds of Development
(New York : Oxford University Press, 1966).
- Rajni Kothari "State Building in the Third
World—Alternative Strategies"
The Economic and Political
Weekly Annual No. 1972, Vol. VII,
No. 5-7.
- Gunnar Myrdal Asian Drama
(New York : Pantheon, 1968)
Vol. II, Part IV "A Third World
of Planning".
- Lucian Pye Aspects of Development
(Boston : Little Brown, 1966).
- S. P. Verma (ed.) Political Development in South
Asia (Delhi : National, 1975).
- Konstantin Zarodov Leninism and Contemporary
Problems of the Transition from
Capitalism to Socialism
(Moscow : Progress Publishers,
1972).

Course 3. *Indian Political System*

1. The nature of Indian Political System ; its historical and ideological basis ; approaches to the study of Indian Politics.
2. Interaction between Union Executive, Parliament and Supreme Court in the Indian Political process.
3. Bureaucracy, its nature, role and problems.
4. Indian federalism and its problems.
5. Directive Principles and Fundamental Rights—promise and performance.
6. Political Parties : socio-economic basis, organisation, ideology and role.
7. Pressure groups.
8. Voting Behaviour of Indian Electorate.

Readings :

- H. M. Jain, *The Union Executive* (Allahabad : Chaitanya Publishing House, 1969)
- N. V. Gadgil, *Government from Inside* (Meerut : Meenakshi, 1968)
- S. C. Gangal, *Prime Minister and the Cabinet in India : A Political Study* (New Delhi : Navachetan Prakashan, 1972)
- R. J. Venkateswaran, *Cabinet Government in India* (London : Allen & Unwin, 1967)
- C. P. Bhambri, *Bureaucracy and Politics in India* (Delhi : Vikas, 1971)
- M. Hidayatullah, *Democracy in India and the Judicial Process*, (Bombay : Asia, 1966)
- D. D. Basu, *Limited Government and Judicial Review* (Calcutta : S. C. Sarkar, 1972)
- Subhash C. Kashyap (ed.), *Union-State Relations in India* (New Delhi : Institute of Constitutional and Parliamentary Studies, 1969)
- Myron Weiner, *The Politics of Scarcity : Public Pressure and Political Response in India* (Bombay : Asia, 1963)

- Rajni Kothari, *Caste in Indian Politics* (New Delhi : Orient Longman, 1970)
- Andre Beteille, *Caste, Class and Power* (Bombay : Oxford, 1968)
- Tamil Nadu, Report of the Centre-State Relations Inquiry Committee, Madras, 1971.
- J. D. Sethi, *India's Static Power Structure* (Delhi : Vikas, 1969)
- W. H. Morris-Jones, *Government and Politics in India* (London : Hutchinson University Library, 1971)
- Rajni Kothari, *Politics in India* (New Delhi : Orient Longman, 1970)
- Michael Brecher, *Succession in India ; A Study in Decision Making* (London : Oxford University Press, 1966)
- Satish K. Arora. "Social Background of the Indian Cabinet", *Economic and Political Weekly*, Special Number (August, 1972).
- W. H. Morris-Jones, *Parliament in India* (London : Longman, 1957).
- B. R. Dipak Chaudhri, *Aspects of Parliament and Government in India* (New Delhi, Rachna. 1972).
- K. Subba Rao, *Conflicts in Indian Polity* (Delhi : S. Chand, 1970).
- S. P. Sathe, "Supreme Court, Parliament and Constitution", *Economic and Political Weekly* (21 August 1971 and 28 Aug. 1971).
- B. N. Shonefield, *Federalism in India* (Washington, D.C., 1960).
- India, Administrative Reforms Commission, *Report on Centre-State Relationship* (New Delhi, June 1969).
- Subrata Sarkar, *The Centre and the States* (Calcutta : Academic Publications, 1972).
- Marcus F. Franda, *West Bengal and the Federalising Process in India* (Princeton : Princeton Univ. Press, 1968).
- Relevant articles from *Seminar*, New Delhi.

Course 4. *Theory of International Politics*

1. Nature of International Politics.
2. Approaches to the study of International Politics ; theories of International Politics.
3. The concepts of Power and Imperialism in International Politics.

4. The Management of Power : balance of power ; collective security ; world government.
5. Role of ideology in International Politics.
6. Impact of nuclear weapons on International Politics.
7. Problems of peace and security.
8. Foreign policy and its instruments ; the meaning of Foreign Policy ; diplomacy ; determinants of foreign policy ; ideology.

Readings :

Hans J. Morgenthau, *Politics among Nations* (Calcutta, 1966).

N. D. Palmer and H. C. Perkins, *International Relations*, Third ed. (Calcutta : 1970).

Charles P. Schleicher, *International Relations* (New Delhi : 1963).

C. Schwarzenberger, *Power Politics* (New York : 1951).

A.F.K. Organski, *World Politics* (New York : Alfred Knopf, 1958).

Norman J. Padelford and George A. Lincoln; *The Dynamics of International Politics* (New York : Macmillan, 1962)

Harold Sprout and Margaret Sprout, *Foundations of International Politics* (Princeton : Van Nostrand, 1962)

Quincy Wright, *The Study of International Relations* (New York : Appleton-Century-Crafts, 1955)

Stanley Hoffman (ed.), *Contemporary Theory in International Relations* (Englewood Cliffs, New Jersey : Prentice Hall, 1960)

M.A. Kaplan (ed.) *Great Issues of International Politics ; International System and National Policy* (Chicago : Chicago University Press, 1970)

Roger Owen & Bob Sutcliffe (eds.) *Studies in the Theory of Imperialism* (London : Longman, 1972).

Semester II

Course 5. *Contemporary Political Theory*

Part I : The study of some aspects and problems—empirical and normative—of contemporary Political Science and Liberal-democratic Theory :

1. The emergence of scientific approach ; issues of methodology, fact and value, explanation and prescription, partisanship and objectivity.
2. Behavioralism and various theories of political analysis.
3. Debate on "the decline of political theory".
4. Debate on "the end of ideology".
5. Post-behavioral developments.
6. Sociology of contemporary Political Science.
7. Liberal-democratic theory today (concepts of Liberty and Democracy)

Part II : The study of some aspects and problems, empirical and normative—of contemporary Marxist political Theory.

1. The dialectical materialist method.
2. Concepts and analysis of social and political change.
3. Theory of the State.
4. Classes and class struggle.
5. Revolution.
6. Marxist Political Theory to-day (concepts of Freedom and Cultural Revolution).

Readings

- | | |
|---|---|
| J. D. Bernal | Science in History (Vol. 4) (Part.7). (London: Penguin Books, 1969). |
| W. J. M. Mackenzie | Politics and Social Science (relevant chapters). |
| W. G. Runciman | Social Science and Political Theory (London : Cambridge University Press, 1963). |
| Peter Lasslett and
W. G. Runciman (eds.) | Philosophy, Politics and Society
Series I, II, III (relevant essay) (Oxford Basil Black-well, 1956, 1962, 1967). |
| E. J. Meehan | Contemporary Political Thought (Illinois : The Dorsey Press, 1967). |

- Gould and Thursby
(eds.) Contemporary Political Thought (relevant essays) (New York : Holt, Reinhart & Winston, Inc., 1969).
- Hass and Kariel (eds.) Approaches to the Study of Political Science (Chs. 1,2,8), (Scranton : Chandler Publishing Co., 1970).
- G. E. C. Catlin Systematic Politics (Ch. 1) (London : George Allen & Unwin, 1962).
- Gunnar Myrdal Asian Drama (Vol. 1) (Prologue) (New York : Random House, 1972).
- Austin Ranney (ed.) Essays on the Behavioral Study of Politics (relevant essays) (Urbana, University of Illinois Press, 1962).
- Bernard Crick The American Science of Politics (London: Routledge & Kegan Paul, 1959).
- H. J. Storing (ed.) Essays on the Scientific Study of Politics (Chs. 1, 5). (New York : Holt, Rinehart & Winston, Inc., 1962).
- Oran Youug Systems of Political Science (Englewood Cliffs : Prentice-Hall Inc., 1968).
- S. M. Lipset Political Man (Ch. 13) (London : Heinemann, 1969).
- C. Waxman (ed.) The End of Ideology Debate (New York : Simon & Schuster, 1969).
- C. Wright Mills The Sociological Imagination (New York:Oxford University Press, 1959).
- Barrington Moore Jr. Political Power and Social Theory (Chs. 3, 4). (New York : Harper & Row. 1962).
- McCoy and Playford
(eds.) A political Politics. A critique of Behaviouralism (New York : Crowell, 1967).
- Randhir Singh Reason, Revolution and Political Theory (relevant sections) (New Delhi : People's Publishing House, 1967).

- F. Coker Recent Political Thought (Part II)
(Calcutta : The World Press, 1962).
- Isaiah Berlin Two Concepts of Liberty
(Oxford : Clarendon Press, 1958).
- R. A. Dahl A Preface to Democratic Theory (Illinois :
University of Chicago Press, 1956).
- J. Schumpeter Capitalism, Socialism and Democracy
(Part IV).
(New York : University Press, 1972).
- C. B. Macpherson Democratic Theory (Part I & II)
(Oxford : Clarendon Press, 1973).
- F. S. Thukardas Recent English Political Theory of the
Concept of Liberty.
(Calcutta : Minerva, 1972).
- Selsam and Martel (ed.) Readings in Marxist Philosophy (relevant
sections.)
(New York : International Publishers,
1963).
- Selsam, Goldway and
Martel (eds.) Dynamics of Social Change (relevant
sections).
(New York : International Publishers;
1970).
- Karl Marx The Eighteenth Brumaire of Louis
Bonaparte (Moscow : Foreign Languages
Publishing House, 1948).
- V. I. Lenin "Two Tactics" and "State and Revolution"
in Selected Works, (Moscow : Foreign
Languages Publishing House, 1946).
- Mao Tse-tung "On Practice".
"On Contradiction" in Four Essays on
Philosophy.
(Peking : Foreign Languages Press, 1965).

- A. Gramsci Prison Notebooks, edited and translated
by Hoare and Smith, Part II.
(London : Lawrence and Wishart, 1971).
- L. Althusser For Marx (Ch. 3)
(New York : Random House, 1970).
- Karl Korsch Marxism and philosophy
(New York : Monthly Review Press, 1970).
- Paul Baran The Longer View (Part II)
(New York : Monthly Review Press, 1969).
- d'Encausse and Schram Marxism and Asia (Introduction)
(eds.) (London : Penguin Press, 1969).
- Franz Marek Philosophy of World Revolution
(New York : International Publishers,
1969).
- S. H. Chang The Marxian Theory of the State
(New York : Russell and Russell, 1965).
- R. Miliband The State in Capitalist Society
(London : Weidenfeld and Nicolson,
1970).
- R. Blackburn (ed.) Ideology in Social Science (Ch. II)
(Fontana, 1972).
- E. Mandel Marxist Economic Theory
(Calcutta: Rupa, 1972).
- T. B. Bottomore Classes in Modern Society
(London: George Allen and Unwin,
1970).
- Gordon Leff Tyranny of Concepts
(London: The Merlin Press, 1961).
- G. Lichtheim Marxism
(London: Routledge and Kegan Paul
1964).

- Robert C. Tucker Marxian Revolutionary Idea
(London : George Allen and Unwin
1969)
- H. Marcuse Soviet Marxism
(New York: Vintage Books, 1961).
- C. Wright Mills The Marxist
(London : Penguin, 1964).
- Karl Popper The Open Society and its Enemies (Vol. I)
(London : Routledge and Kegan Paul,
1967).
- The Poverty of Historicism
(London : Routledge and Kegan Paul,
1957).
- Adam Schaff Marxism and the Human Individual
(New York : McGraw-Hill and Co. 1970).
- K. H. Fan The Chinese Cultural Revolution : Selected
Documents (New York, Monthly Review
Press, 1968).

Important Documents on the Great Proletarian Cultural Revolution
in China (Peking : Foreign Languages Press, 1970).

Reference :

1. Political Theory—An International Journal of Political
Philosophy.
2. International Encyclopaedia of Social Sciences
3. Miliband and Savile (ed.) Socialist Register, 1964 onwards
(London : Berlin Press).

Course 6. *Theory of Comparative Politics—II*

1. Classes and Political Elites : theory of the ruling class ; the
power elite ; elitist theory of democracy and its critique ;
types of elites.
2. Bureaucracy : evolution of the concept ; Weber's views and
modern critiques of Weber ; types of bureaucracies ; "the
bureaucratic phenomenon".

3. Political Representation and Participation ; legislative process ; electoral process ; modes of participation.
4. Party System : theories of party systems : Lenin, Michels, Duverger and recent theorists : variety of party system and their working ; political role of interest groups.
5. Political Culture : notions of continuity and discontinuity of tradition ; role of culture in political development ; politics of majority and minority communities ; variety of political cultures.
6. Political Communication : development of the concept ; theories of mass communication : communication and socialisation ; communication and control ; communication and development.

Readings :

- | | |
|---|---|
| Harry Eckstein and
Apter (eds.) | Comparative Politics
(New York: David Free Press, 1963). |
| Roy Macridis and
Bernard Brown (eds.) | Comparative Politics (Homewood,
Illinois : Dorsey Press, 1967). |
| Jean Blondel (ed.). | Comparative Government (London:
Penguin, 1969). |
| Gabriel Almond and
James Coleman (eds.). | The Politics of the Developing
Areas (New Jersey : Princeton
University Press, 1960). |
| G. Almond and
G. Bingham Powell | Comparative Politics : A Develop-
mental Approach (Boston : Little
Brown, 1966). |
| Peter Merkl | Modern Comparative Politics (New
York : Holt, Rinehart etc., 1970). |
| W. J. M. Mackenzie | Politics and Social Science (London :
Penguin, 1967). |

Further Topic-Wise Readings

Political Elites

- Peter Bachrach, The Theory of Democratic Elitism
(Boston : Little Brown & Co., 1967).

- Thomas Bottomore, *Elites and Society* (London : Watts, 1964).
- Suzanne Keller, *Beyond the Ruling Class : Strategic Elites in Modern Society* (New York : Random Hous, 1963).
- John W. Lewis, "Leader, Commissar and Bureaucrat", *Journal of International Affairs* Vol. XXIV, No. 1 (1970).
- D. Marvick (ed.) *Political Decision-Makers* (New York : Free Press, 1961).
- C. Wright Mills, *The Power Elite* (New York : Oxford University Press, 1956).
- Gaetano Mosca, *The Ruling Class* (New York : McGraw-Hill, 1896, 1939).
- Donald D. Searing, "Models and Images of Men and Society in Leadership Theory". *The Journal of Politics* Vol. 31, No. 1 Feb. 1969).
- V. N. Sirsikar, *The Rural Elite in a Developing Society* (New Delhi : Orient Longman, 1970).

Bureaucracy

- V. G. Afanasyev, *The Scientific Management of Society* (Moscow : Progress Publishers, 1971).
- C. P. Bhabri, *Administrators in a Changing Society* (Delhi : National, 1972).
- Ralph Braibanti, et. al., *Asian Bureaucratic Systems Emergent from the British Imperial Tradition* (Durham, N. C. : Duke University Press, 1966).
- Michel Crozier, *The Bureaucratic Phenomenon*, (Chicago : University of Chicago Press, 1964).
- Anthony Downs, *Inside Bureaucracy* (Boston : Little Brown, 1967).
- Amitai Etzioni, *Modern Organisations* (New Delhi : Prentice Hall of India, 1964).
- H. Kaufman, "Organization Theory and Political Theory," *American Political Science Review* No. 58 (March, 1964).

J. La Palombara (ed.), *Bureaucracy and Political Development* (Princeton : Princeton University Press, 1963).

Robert K. Merton (ed.), *Reader in Bureaucracy* (New York : The Free Press, 1965).

J. M. Thompson, *Organization in Action* (New York : McGraw-Hill, 1967).

Max Weber, *From Max Weber, Essays in Sociology*, Trans. & ed. by Gerth and Mills (New York : University Press, 1946).

Political Representation and Participation

G. Almond and S. Verba, *Civic Culture* (New Jersey : Princeton University Press, 1963).

Satish K. Arora, "Political Participation, Deprivation and Protest", *Economic and Political Weekly*, 1971 Annual Number.

J. Blondel, *Voters, Parties and Leaders* (London : Penguin, 1964).

S. M. Lipset, *Political Man* (London : Mercury Books, 1959).

Lester W. Milbrath, *Political Participation* (Chicago : Rand McNally & Co., 1965).

James Townsend, *Political Participation in Communist China* (Berkeley : University of California Press, 1967).

Hannah F. Pitkin, *The Concept of Representation* (Berkeley : University of California Press, 1966).

Party Systems

Philip J. Cook, "Robert Michels' Political Parties in Perspective", *The Journal of Politics*, Vol. 33, No. 3 (August, 1971).

Maurice Duverger, *Political Parties* (New York : Methuen, 1954).

M. Fainsod, *How Russia is Ruled* (Cambridge, Mass : Harvard University Press, 1963).

- Rajni Kothari (ed.), *Party Systems and Election Studies* (Bombay : Allied Publishers, 1967).
- J. La Palombara and Myron Weiner (eds.), *Political Parties and Political Development* (Princeton : Princeton University Press, 1966).
- John. W. Lewis (ed.), *Party Leadership and Revolutionary Power in China* (London : Cambridge University Press, 1970).
- R. Macrides (ed.), *Political Parties* (New York : Harper Torch Books, 1969).
- Robert Michels, *Political Parties* (1911) (New York : Free Press, 1962).
- Gordon Skilling and Franklyn Griffiths (eds.), *Interest Groups in Soviet Politics* (New Jersey : Princeton University Press, 1971).

Political Culture

- Clifford Geertz, *Old Societies and New States* (New York : Free Press, 1963).
- Daniel Lerner, *The Passing of the Traditional Society* (New York : The Free Press, 1958).
- Lloyd Rudolph and Susanne Roudolph, *The Modernity of Tradition* (Chicago, University of Chicago Press, 1967).
- Donald E. Smith, *India as a Secular State* (New Jersey : Princeton University Press, 1967).
- Richard Solomon, *Mao's Revolution and the Chinese Political Culture* (Bombay : Oxford University Press, 1971).
- Lucian Pye and Sydney Verba (eds.), *Political Culture and Political Development* (New Jersey : Princeton University Press, 1965).
- Lucian Pye, *Politics, Personality and Nation-Building* (New Haven : Yale University Press, 1962).

Political Communication

S.K. Arora and H. Lasswell, *Political Communications : The Public Language of Political Elites in India and the U.S.* (New York, Holt, Rinehart and Winston, 1969).

Karl Deutsch, *The Nerves of Government : Models of Political Communication and Control* (New York : The Free Press, 1963, 1966).

Alex Inkeles; *Public Opinion in Soviet Russia : A Study in Mass Persuasion* (Cambridge, Mass : Harvard University Press, 1958).

Daniel Lerner and Wilbur Schram (eds.), *Communication and Change in the Developing Countries* (Honolulu : East-West Centre Press, 1966).

• Lucian Pye (ed.) *Communication and Political Development* (New Jersey : Princeton University Press, 1963).

Course 7. Socio-economic Basis and Problems of Indian Politics

1. Political Economy of India : concepts of development and underdevelopment ; politics of poverty; economics of electoral politics.
2. Politics of the Industrial Sector : public sector ; private sector ; role of the big business ; politics of nationalization; politics of trade unions.
3. Politics of the Agrarian Sector : classes and politics in the rural sector ; politics of land reforms ; politics of the peasant movements.
4. Politics of caste, communalism, language, and regionalism ; politics of cultural and educational development.
5. Planning and performance : Indian democracy and socio-economic progress in India.

Readings :

A. Appadorai (ed.), *India : Studies in Social and Political Development (1947-67)* (Delhi, 1968).

- Lloyd I. Rudolph and Susanne Rudolph, *The Modernity of Tradition : Political Development in India* (New Delhi : Orient Longman, 1969).
- Rajni Kothari, *Caste in Indian Politics* (New Delhi : Orient Longman, 1970).
- Ralph Braibanti and Joseph J. Spengler (eds.), *Administration and Economic Development in India* (Durham: Duke University Press, 1963).
- S. A. Shah, *Structural Obstacles to Economic Development: A Political Economy of India* (Delhi : P.P.H., 1969).
- J.J. Anjaria, *Strategy of Economic Development* (Poona : Gokhale Institute of Politics and Economics, 1971).
- Samuel P. Huntington, *Political Order in Changing Societies* (Yale University Press, 1968).
- Central Institute of Research and Training in Public Cooperation, *The Plan and the People's Participation : A Research Study* (New Delhi, 1967).
- A.H. Hanson, *Planning and the Politicians and Other Essays* (1969).
- The Process of Planning : A Study of India's Five Year Plans (1950-1964)* (London : Oxford Univ. Press, 1965)
- H.K. Paranjape, *Centre-State Relations in Planning* (New Delhi : IIPA, 1970).
- • • • • Grigory Kolovsky, *Agrarian Reforms in India* Tr: from Russian by K.J. Lambkin (New Delhi ; P.P.H., 1967).
- R. Ulyanovsky and others *Industrial Revolution and Social Progress in India* (New Delhi : P.P.H., 1970).
- Narendra Kumar, *Bank Nationalisation in India : A Symposium* (Bombay, Lalwani, 1969).
- Kripa Shankar, *Socialisation of Banks in India* (Allahabad, Lokbharti, 1968).
- E.M.S. Namboodripad, *Economics and Politics of India's Socialist Pattern* (New Delhi : PPH, 1966).
- K. Santhanam, *Political Democracy and Economic Development* (1967).

Ajit Roy, *A Marxist Commentary on Economic Development in India (1951-65) : A Selection of Articles and Notes (1967)*.

M.L. Dantwala, *Poverty in India, Then and Now ; 1870-1970 (Madras : Macmillan, 1973)*.

Charles Bettelheim, *India Independent (New York ; Monthly Review Press, 1967)*.

A.R. Desai (ed.) *Rural Sociology in India, IV edition (Bombay, 1969)*.

Ajit Roy, *Politics and Economics of Garibi Hatao (Calcutta, Naya Prokash, 1973)*.

Gunnar Myrdal, *Asian Drama (London : Penguins, 1968)*.

B. Ray, S. Dasgupta (eds.) *A Marxist View of Indian Politics, 1967-72 (Calcutta: Naya Prokash, 1974)*.

V. R. Gaikwad, *Small Farmers, State Policy and Programme Implementation (Hyderabad: National Institute of Community Development, 1971)*.

G. Adhikari, etc. (ed.) *Lenin and India (New Delhi: PPH, 1970)*.

Dandekar V. M. and N. Rath, *Poverty in India (Bombay: Sameeksha Prakasan, 1971)*.

E.M.S. Namboodripad, *Indian Planning in Crisis (Trivandrum : Chintha Publications, 1974)*.

J.D. Sethi, *India in Crisis (Delhi : Vikas, 1974)*.

Course 8. *Problems of International Politics*

1. Rise and decline of Cold War.
2. Super Power politics with special reference to their politics in Southeast Asia, South Asia and West Asia.
3. Imperialism, colonialism and neo-colonialism.
4. Emergence of the Third World in world politics.
5. Non-alignment.
6. Politics of Foreign Aid.
7. Disarmament.

8. India in world politics.
9. Emergence of China and its impact on international politics.

Readings :

- F. L. Schuman, *International Politics*, (New York : 1948).
- Frederick H. Hartmann. *The Relations of Nations*, (New York : 1962).
- N. D. Palmer and H. C. Perkins, *International Relations* (Calcutta : 1969).
- Boorman, *Moscow-Peking Axis : Strengths and Strains*.
- D. J. Dallin, *Russia and Post-war Europe* (Yale University Press, 1943).
- P. F. Fleming, *The Cold War its Origins—Part I & II* (London : George Allen & Unwin, 1961).
- A. Wolfers (ed.), *Alliance Policy in the Cold War* (Baltimore, 1959).
- R. H. Fifield, *The Diplomacy of South East Asia 1945-58* (New York : 1958).
- Lenczowski, *The Middle East in World Affairs* (New York : Cornell University Press, 1962).
- J. Rosenau (ed.), *International Politics and Foreign Policy—A Reader in Research and Theory* (New York : 1961).
- W. F. Ogburn, *Technology and International Relations* (Chicago : 1949).
- Harold C. Hinton, *Communist China in World Affairs* (N. Y. Houghton-Mifflin, 1966).
- Harish Kapur, *The Embattled Triangle : Moscow-Peking-New Delhi* (New Delhi : Abhinav Publications, 1972).
- Balwant Bhaneja, *The Politics of Triangles—The Alignment Pattern in South Asia* (Delhi : Research Publications in Social Sciences, 1972).
- S. P. Verma and K. P. Misra, *Foreign Policies of South Asia* (New Delhi : Orient Longmans, 1969).

ARTHUR Lall, United Nations and Middle East Crisis, 1967
(New York : 1968).

M. S. Agwani, The West Asian Crisis (Meerut : Meenakshi,
1968).

Semester III

Course 9. *Modern Indian Political Thought-I*

Study of the following concepts and trends :

1. Imperialism and Colonialism
2. Nationalism and National Independence
3. Techniques and methods of political movement and struggle
4. Traditionalism and Modernity
5. Revivalism and Social Reform
6. Liberalism and Democracy
7. Economic Development

With reference to the political thought of the following:

1. Raja Rammohan Roy
2. Dadabhai Naoroji
3. Ranade
4. Gokhale
5. Tilak
6. Aurobindo.

Readings:

- J. Hobson, Imperialism, (University of Michigan press, 1967).
- V. I. Lenin, Imperialism, (London : Lawrence & Wishart, 1948).
- T. Kemp, Theories of Imperialism (Dobson, 1967).
- Karl Marx, Articles on India (Bombay: People's Publishing House, 1945).

- Tara Chand, *History of the Freedom Movement in India* (4 Vols.), (Publications Division, Government of India).
- R. P. Dutt, *India Today* (Calcutta: Monisha, 1970).
- A. R. Desai, *Social Background of Indian Nationalism* (Bombay: Popular Book Depot, 1954).
- K. P. Karunakaran, (ed.) *Modern Indian Political Tradition* (Bombay: Allied Publishers, 1962).
- K. P. Karunakaran, *Continuity and change in Indian Politics* (New Delhi : People's Publishing House, 1964).
- P. K. Gopal Krishnan, *Development of Economic Ideas in India, 1800-1950* (New Delhi : People's Publishing House, 1959).
- Theodore de Bary and others (ed.), *Sources of Indian Tradition (Vol. II)* (New York: Columbia University Press, 1958)
- K. Damodaran, *Indian Thought* (Bombay: Asia Publishing House, 1967).
- V. P. Verma, *Modern Indian Political Thought* (Agra: Lakshmi Narain & Co., 1974).
- B. B. Majumdar, *History of Indian Social and Political Ideas from Ram Mohan to Dayanand* (Calcutta: Bookland, 1967).
- M. A. Buch, *Rise and Growth of Indian Liberalism* (Baroda: Atma Ram Printing Press, 1931).
- M.A. Buch, *Rise and Growth of Indian Militant Nationalism* (Baroda : 1940).
- M. V. Ramakrishna Rao, *The Growth of Indian Liberalism in the 19th Century* (Mysore, 1951).
- Bipan Chandra, *The Rise and Growth of Economic Nationalism in India* (New Delhi : People's Publishing House, 1966).
- Susobhan Sarkar, *Bengal Renaissance and other Essays* (New Delhi: People's Publishing House, 1970).

C. E. Heimsath, *Indian Nationalism and Hindu Social Reform* (Bombay: Oxford University Press, 1970).

The Father of Modern India, Ram Mohan Roy Centenary Commemoration Volume. (Calcutta, 1935).

R. P. Masani, *Dadabhai Naoroji: The Grand Old Man of India* (London: George Allen and Unwin, 1939).

D. G. Karve, *Ranade : The Prophet of Liberated India* (Poona, 1942).

S. A. Wolpert, *Tilak and Gokhale—Revolution and Reform in the Making of Modern India* (Berkeley: University of California Press, 1962).

Reisner & Goldberg, *Tilak and the Indian Struggle for Freedom*, (New Delhi : People's Publishing House, 1963).

T. L. Shay, *The Legacy of the Lokamanya: The Political Philosophy of B. G. Tilak* (London, 1956).

Tripathi, *The Extermist Challenge in India between 1890-1910.* (New Delhi : Orient Longmans, 1967).

Reference:

Ram Mohan Roy. *His Life, Writing & Speeches* (Madras, 1923).

Dadabhai Naoroji, *Speeches and Writings*, (Madras, 1909)

M. G. Ranade, *Essays on Religious and Social Reform*, (Bombay, 1909).

Gokhale, *Speeches* (Madras, 1920).

Tilak, *His writings and Speeches*, (Madras, 1918).

Aurobindo, *The Spirit and Form of Indian Polity* (Calcutta, Arya Publishing House, 1947).

Course 10A. *Modern Western Political Thought*

1. Liberalism: Locke; Bentham ; J. S. Mill; Green.
2. Conservatism: Burke; Hegel; Oakeshott.
3. Political Sociology : Max Weber.
4. Elite Theory : Pareto, Mosca, Michels; C. Wright Mills.
5. Fascism.

Readings :

- G. H. Sabine, *A History of Political Theory* (London : George Harrap and Co., 1963).
- J. Plamenatz, *Man and Society* (New York : McGraw Hill & Co. 1963).
- Sheldon Wolin, *Politics and Vision* (Boston: Little, Brown & Co., 1960).
- A. Hacker, *Political Theory* (New York: The Macmillan Co., 1961).
- P. Laslett, *Introduction to Locke's Two Treatises of Government* (Cambridge, 1960).
- C. B. Macpherson, *Political Theory of Possessive Individualism* (Oxford : Clarendon Press, 1962).
- J. Plamenatz, *The English Utilitarians* (Oxford, 1958).
- Harold J. Laski, *Political Thought in England, Locke to Bentham* (London: Home University Library Service, 1920).
- Ernest Barker, *Political Thought in England, 1848-1914* (London: Home University Library Service, 1950).
- M. Richter, *Politics of Conscience*, T. H. Green and His Age (London : Weidenfeld & Nicholson, 1964).
- Herbert Marcuse, *Reason and Revolution : Hegel and the Rise of Social Theory* (London : Routledge & Kegan Paul, 1955).
- W. H. Greenleaf, *Oakeshott's Philosophical Politics* (London: Longmans, 1966).
- Randhir Singh, *Reason, Revolution and Political Theory* (New Delhi : People's Publishing House, 1967).
- Gerth and Mills (eds.), *From Max Weber : Essays in Sociology* (London: Routledge & Kegan Paul, 1964).
- Julien Freund, *The Sociology of Max Weber* (New York : Pentheon, 1968).
- R. Aron, *Main Currents in Sociological Thought* (Vol. 2) (London : Penguin, 1970).

- Gaetano Mosca, *The Ruling Class* (New York : McGraw Hill, 1939).
- J. H. Meisel, *The Myth of the Ruling Class* (Michigan: University of Michigan Press, 1962).
- C. Wright Mills, *The Power Elite* (New York : Oxford University Press, 1956).
- T. B. Bottomore, *Elites and Society* (London : Penguin 1967).
- R. P. Dutt, *Fascism and Social Revolution* (London : Martin Lawrence, 1935).
- Franz Neumann, *Behemoth : The Structure and Practice of National Socialism 1933-44* (New York: Harper & Row, 1944).

Course 11B. *Administrative Principles and Theories*

1. Development of administrative principles and theories with special reference to contributions made by Woodrow Wilson on the beginnings of Public Administration, Taylor and Fayol on Scientific Management, Simon on Organization and Decision-making, and Weidner on Development Administration.
2. Theories of Organization : the concept of Formal Organization with special reference to Gullick, Urwik, and Mooney ; the concept of Informal Organization with special reference to Elton Mayo, Chester Barnard and McGregor.
3. Bureaucracy : the concept ; contributions of Max Weber and Peter Blau ; functional analysis of bureaucracy, Weberian Ideal Type.
4. Concept of Comparative Administration : Riggs' Administrative Ecology ; the models of Fused, Prismatic, Refracted Societies, and the Bazaar Canteen Model.

Readings :

- Peter Self, *Administrative Theories and Politics : An Enquiry into the Structure and Process of Modern Governments* (London : George Allen and Unwin Ltd., 1972) Chapter 1, 2 & 5.

- Albert Lepawky, *Administration : The Art and Science of Organisation and Management* (New York : Alfred A. Knop, 1952).
- Felix A. Nigro, *Modern Public Administration*, 2nd ed. (New York : Harper & Row 1970). Chapter 4 only
- William P. Sexton, *Organisation Theories* (Columbus, Ohio : Charles E. Merrill Publishing Co., 1970). Only specific articles.
- Albert H. Rubenstein and Chedwick J. Haberstrole (ed.), *Some Theories of Organisation* (Homewood, III : The Dorsey Press, 1960) Chapter 2 only.
- Ramesh K. Arora, *Comparative Public Administration* (New Delhi : Associated Publishing House, 1972).
- Earnest Dale, *Management : Theory and Practice* (New York : McGraw Hill, 1965).
- Part Three, on Some Important Concepts of Management Part Four, on the Management Functions.
- Genal E. Gaiden, *The Dynamics of Public Administration : Guidelines to Current Transformation in Theory and Practice* (New York : Holt, 1971).
- Woodrow Wilson, *The Study of Public Administration* (Washington. D.C. : Public Affairs Press, 1955).
- Winslow Frederick Taylor, *Scientific Management* (New York : Harper & Row, 1974).
- Winslow Frederick Taylor, *Shop Management* (New York : Harper & Row, 1911).
- Henri Fayol, *General and Industrial Management* (London : Pitman, 1955).
- Herbert A. Simon, *Administrative Behaviour : A Study of Decision-Making Process in Administrative Organisation*, 2nd ed. (New York : Macmillan, 1957).
- James G. March & Herbert A. Simon, *Organisations* (New York : Wiley, 1958).
- Edward Weidner (ed.), *Development Administration in Asia* (Durham, Duke University Press, 1970).

Luther Gullick and Lyndall Urwick (eds.), *Papers on Science of Administration* (New York : Institute of Public Administration, 1954).

James D. Mooney, *The Principles of Organisation* (New York: Harper and Row, 1970).

Elton Mayo, *The Social Problems of an Industrial Civilization* (London : Routledge and Kegan Paul, 1952).

Chester Barnard, *The Functions of the Executive* (Cambridge, Mass. : Harvard University Press, 1948).

Douglas McGregor, *The Human Side of Enterprise* (New York: McGraw Hill, 1960).

Max Weber, *From Max Weber : Essays in Sociology* edited by H.H. Gerth and C wright Mills (New York : Oxford University Press, 1946). Only Chapter VIII on Bureaucracy pp. 196-244).

Peter M. Blau, *The Dynamics of Bureaucracy* (Chicago : University of Chicago, 1963), Chapter 1 only.

Fred W. Riggs, *The Ecology of Public Administration* (Bombay : Asia Publishing House, 1961).

Course 12C. *State Politics in India*

1. Pattern of State Politics.
2. Socio-economic and historical factors.
3. Politics of Union—State and Inter-State relationship.
4. Working of State Governments, the problem of defection.
5. Regional Parties and Regional Politics.
6. Politics of Tribal Areas.
7. Politics of Sub-state movements.

Readings :

Myron Weiner (ed.), *State Politics in India* (Princeton : Princeton University Press, 1968).

Iqbal Narain (ed.), *State Politics in India* (Meerut : Meenakshi Prakashan, 1967).

- Michael Brecher, *Political Leadership in India : An Analysis of Elite Attitudes* (New York : Praeger, 1968).
- Horst Hartmann, *Political Parties in India* (Meerut : Meenakshi Prakashan).
- A.H. Hanson and Janet Douglas, *India's Democracy* (Delhi : Vikas ; 1972).
- V. P. Menon, *The Integration of the Indian States* (Calcutta : Longmans, 1956).
- Subhash C. Kashyap, *Politics of Defection* (Delhi : National Publishing House, 1969).
- Yogesh Atal, *Local Communities and National Politics* (Delhi : National, 1971).
- N. Bhaskar Rao, *The Politics of Leadership in an Indian State: Andhra Pradesh*, (Vijayawada : Bharat Publications, 1968).
- Hariharan, "The Trials of Telengana," *Far Eastern Economic Review*, 64 (June 19, 1969).
- Shashishekhar Jha, *Political Elite in Bihar* (Bombay : Vohra & Co. Publishers Private Ltd., 1972).
- V. P. Verma, *A study of Mid-term Elections in Bihar 1969* (Patna : Patna Institute of Public Administration, Patna University, 1971).
- Marcus F. Franda, *West Bengal and the Federalizing Process in India* (Princeton, New Jersey : Princeton University Press; 1968).
- Marcus F. Franda, *Radical Politics in West Bengal*, (Cambridge. Mass : M.I.T. Press, 1971).
- Political Development and Political Decay in West Bengal* (Calcutta : Firma K.L. Mukhopadhyay, 1971).
- Sankar Ghosh, *The Disinherited State : A Study of West Bengal 1967-70* (Bombay : Orient Longmans, 1971).
- F.G. Bailey, *Politics and Social Change : Orissa in 1959* (Berkeley : University of California Press, 1970).
- Eugene F. Irschick, *Politics and Social Conflict in South India : the Non-Brahman Movement and Tamil Separation 1916-29* (Berkeley : University of California Press, 1969).

- John R. McLane, *The Political Awakening in India* (Chapter on Obstacles to Nation-Building : Dravidian Regionalism) (Englewood Cliffs, New Jersey : Prentice-Hall Inc., 1970).
- P. Spratt, D.M.K. in *Power* (Bombay : Nachiketa Publications Ltd., 1973).
- R. L. Hardgrave, *The Dravidian Movement* (Bombay Popular Prakashan, 1965).
- Andre Beteille, *Caste, Class and Power* (Bombay : Oxford University Press, 1966).
- Richard Sisson, *The Congress Party in Rajasthan—Political Integration and Institution Building in an Indian State.* (Berkeley : University of California Press, 1971).
- K.L. Kamal, *Party Politics in an Indian State* (Delhi : S. Chand & Co).
- Devavrat N. Pathak & others, *Three General Elections in Gujarat* (Ahmedabad : Gujarat University Press, 1971).
- Baldev Raj Nayar, *Minority Politics in Punjab* (Princeton University Press, 1966).
- M.S. Verma, *Coalition Government : U.P.'s First Experiment* (Calcutta : Oxford & I.B.H. Publishing Co., 1971).
- Paul R. Brass, *Factional Politics in an Indian State : The Congress Party in Uttar Pradesh* (Oxford University Press, 1965).

Course 13 D. *Comparative Study of Socialist and Liberal Systems*

1. Socialist and liberal approaches to the study of political system.
2. Classification of socialist and liberal systems.
3. Political leadership in socialist system: the ruling organization and the decision-making process.
4. Political leadership in the liberal systems : the power elite and the decision-making process.

5. Political participation in liberal systems : parties, public opinion and protest.
6. Political participation in the socialist systems : modes of participation and mass campaigns.
7. Pattern and problems of development in the major liberal systems : strategy of development, its economic, social and cultural aspects; problems of affluence and poverty, ecological and social tensions, alienation.
8. Pattern and problems of development in major socialist systems: strategy of development, its economic, social and cultural aspects: problems of lopsided development, bureaucratisation, revisionism.
9. Domestic politics and international role: the USA and the USSR.

Readings:

- Chalmers Johnson (ed.), *Change in Communist Nations* (Stanford: Stanford University Press, 1970).
- David Lane, *Politics and society in the U.S.S.R.* (London: Weidenfeld and Nicholson, 1970).
- Henry Shaffer (ed.), *The Soviet System in Theory and Practice* (New York: Appleton—Century Crofts, 1965).
- Frederic Barghoorn, *Politics in the U.S.S.R* (Boston: Little Brown, 1956).
- Fronz Schurmann, *Ideology and Organisation in Communist China* (Berkeley : University of California Press, 1968).
- John Lewis (ed.), *Party leadership and Revolutionary Power in Communist China* (London : Cambridge University Press, 1970).
- John Lindbeck (ed). *Management of a Revolutionary Society* (Seattle : University of Washington Press, 1970).
- Donald Treadgold (ed.), *Soviet and Chinese Communism* (Seattle: University of Washington Press, 1967).
- The Great Debate* (Bombay : People's Publishing House, 1963).

- Milovan Djilas, *The New Class* (New York : Praeger, 1962).
- Lewis Edinger (ed.), *Political Leadership in Industrialized Societies* (New York: 1968).
- Robert Dahl, *Political Opposition in Western Democracies* (New York: 1966).
- Ralph Miliband, *The State in Capitalist Society* (London: Quartet Books, 1969).
- Robert Dahl, *Pluralist Democracy in the United States* (New York: Rand McNally, 1967).
- J. K. Galbraith, *The New Industrial State* (New York : Houghton and Mifflin, 1968).
- D. Meadows, et al., *The Limits of Growth* (New York: Signet, 1972).
- Harold J. Laski, *Parliamentary Government in England*
Laski, *The American Presidency*, New York, Harper, 1940.
- Richard Rose, *Politics in England* (Boston: Little Brown, 1965).
- Henry Ehrmann, *Politics in France* (Boston: Little Brown, 1968).
- Leslie Lipson, *The Democratic Civilization* (London: Oxford University Press, 1964).
- Zbigniew Brzezinski and Samuel Huntington, *Political Power: U.S.A./U.S.S.R.* (New York: The Viking Press, 1967).

Course 14E. *African Nationalism*

1. Imperialism: theories of imperialism with special reference to Lenin's theory of imperialism and its applicability in Africa.
2. Colonial policies of European Powers : British, French, Belgium, and Portugese policies: attitude of the colonial powers in the White-settlers' areas: Algeria, Rhodesia, South Africa and Kenya.
3. Nationalism: Emergence and growth of nationalism in Africa ; case studies of nationalist stuggles in Ghana,

Kenya and Algeria; liberation movements in South Africa Rhodesia, Mozambique, and Angola.

4. Neo-colonialism : threat of neo-colonialism to national independence; foreign aid as instrument of exploitation.

Readings:

Lenin, *Imperialism the Highest Stage of Capitalism* (London: Lawrence and Wishart, 1948).

J. A. Hobson, *Imperialism* (Michigan: Ann Arbor University Press, 1965).

Thomas Parker Moon, *Imperialism and World Politics* (New York : Macmillan, 1927).

Tom Kemp, *Theories of Imperialism* (New York: Dobson, 1967).

Stewart Easton, *Twilight of European Civilization*.

Lucy Mair, *New Africa*.

John Hatch, *Post-War History of Africa* (New York : Praeger, 1965).

Margery Perham, *Race and Politics in Kenya* (London : Faber and Faber Ltd.).

Ewan and Satchffe (eds.), *The Study of Africa*.

H.A. Wiechhoff, *Colonial Policies in Africa* (Westport, Conn. : Négró University Press, 1944).

Victor Turner (ed.), *Colonialism in Africa (1870-1960)*, 4 Vols. (Cambridge University Press, 1970).

Frantz Fanon, *The Wretched of the Earth* (New York : Grove Press, Inc., 1968).

T. Hodgkin, *Nationalism in Colonial Africa* (New York : University Press, 1957).

L.E. Kedourie (ed.), *Nationalism in Asia and Africa*.

K. Nkrumah, *Neo-colonialism—the last stage of Imperialism*.

Jack Woddis, *An Introduction to Neo-colonialism* (New York : International Publ. Co., 1968).

Course 15F. *International Law*

1. Nature of International Law.
2. Relation between International Law and Municipal Law.
3. Recognition of States and Governments.
4. Territorial Jurisdiction.
5. Intervention.
6. Impact of International Organization on Neutrality.
7. Lawful and Unlawful War.
8. Geneva Conventions of 1949.
9. War Crimes.
10. Treaties and other international transactions.

Readings

- L. Oppenheim, *International Law*, Vol. I and II (New York : 1905).
- Charles Fenwick, *International Law* (New York : 1948).
- Hans Kelson, *Principles of International Law* (New York : 1952).
- H. W. Briggs, *The Law of Nations* (London : 1953).
- J. L. Brierly, *The Law of Nations* (New York : 1963).
- Academy of Sciences of the U.S.S.R., *International Law*, (Moscow : Foreign Languages Publishing House).
- W. E. Hall, *A Treatise on International Law* (London : Oxford, 1904).
- J. G. Starke, *An Introduction to International Law* (London : 1965).
- Lawrence, *The Principles of International Law*.
- Julius Stone, *Legal Controls of International Conflicts* (New York : 1963).
- Max Sorensen, *Manual of Public International Law* (London : 1968).

Course 16G. *Political System of Japan*

1. The Emperor System : significance of the Emperor as the symbol of unity of the nation; controversy about the retention of the Emperor System.
2. Democratisation by the US Occupation : political reforms; social reforms ; economic reforms; "the reverse course".
3. The new Constitution : process of drafting the Constitution; the democratic nature of the Constitution ; the pacific nature of the Constitution.
4. The structure of the Government ; Cabinet ; Judiciary ; role of bureaucracy ; local-government.
5. Party politics ; the ruling conservatives; the socialist parties ; the communist parties ; Soka Gokkai and the Komeito ; role of pressure groups, business, labour and the students.
6. Nationalism and democracy ; philosophical foundations of Japanese nationalism ; nationalism in post-War Japan ; changing political attitudes of the Japanese people.

Readings :

- Robert E. Ward, *Political Development in Modern Japan* (Princeton : Princeton University Press, 1968).
- Robert E. Ward (ed.), *Political Modernisation in Japan and Turkey* (Princeton : Princeton University Press, 1964).
- Warren M. Tsuneishi, *Japanese Political Style : An introduction to the Government and Politics of Japan* (New York : Harper & Row, 1966).
- Ardath W. Burks, *The Government of Japan* (New York : Thomas Y. Cromwell Co., 1964).
- Theodore McNelly, *Contemporary Government of Japan* (London : George Allen & Unwin, 1963).
- John M. Maki, *Government and Politics in Japan : The Road to Democracy* (New York : Praeger, 1962).
- David Magarey Earl, *Emperor and Nation in Japan* : (Seattle : University of Washington Press, 1964).

Ide Yoshinori, *Changing Dimensions in Local Administration in Japan* (Honolulu : East-west Centre, 1965).

Dan Fenne Henderson (ed.), *The Constitution of Japan : Its First Twenty Years 1947-1967* (Seattle : University of Washington Press, 1967).

Nathaniel B. Thayer, *How the Conservatives rule Japan* (Princeton : Princeton University Press, 1969).

Allan B. Cole *et. al.*, *Socialist Parties in Post-war Japan* (New Haven ; Yale University Press, 1966).

Robert A. Scalapino, *The Japanese Communist Movement 1920-1966* (Berkeley ; University of California Press, 1967)

Robert A. Scalapino and Masumi Junnosuke, *Parties and Politics in Contemporary Japan* (Berkeley : University of California Press, 1962).

Chitoshi Yanaga, *Big Business in Japanese Politics* (New Haven ; Yale University Press, 1968).

M. Archer (ed.), *Students, University and Society* (London ; Heinemann Ltd., 1972).

I. I. Morris *Nationalism and the Right Wing in Japan ; A Study of Post-war Trends* (London : Oxford University Press, 1960).

Masao Maruyama, *Thought and Behaviour in Modern Japanese Politics* (Expanded edition) (London : Oxford University Press, 1969).

R. P. Dore (ed.), *Aspects of Social Change in Japan* (Princeton: Princeton University Press, 1967).

Ishida Takeshi, *Japanese Society* (New York: Random House, 1971).

Course 17 H. *Politics in the People's Republic of China*

1. Theoretical dimensions :

- (a) theory of New Democracy, its development and practice ;
- (b) theory of Continued Revolution, its development and practice ;

2. Organisational dimensions :

- (a) Communist Party of China, its structure, inner-party struggles, leadership role ;
- (b) Government, its structure and role ;
- (c) People's Liberation Army ; its development and political role ;
- (d) Mass organizations ; Trade Union and Communist Youth League;
- (e) Organizations and people, the nature of political participation.

3. Policies and Performance :

- (a) CPC's approach to the politics and economics of development ; General Line for Socialist Construction; the nature of strategy, its implementation through the Great Leap Forward and the Communes, and its practice since then.
- (b) Education and political development ; policies and performance.
- (c) Culture and political development: CPC's approach and its practice, Hundred Flowers Campaign, Socialist Education Movement and Cultural Revolution.

Readings :

- • • • • Mao Tse-tung, "On New Democracy" in Selected Works, Vol. 2 (Peking : Foreign Languages Press, 1965)
- On the Correct Handling of Contradictions Among People (Peking : Foreign Languages Press, 1957).
- Documents of the Eighth Party Congress (Peking : Foreign Languages Press, 1956).
- Documents of the Second Session of the Eighth Party Congress (Peking : Foreign Languages Press, 1958).
- Documents of the Ninth Party Congress (Peking : Foreign Languages Press, 1969).
- Documents of the Tenth Party Congress (Peking : Foreign Languages Press, 1973).

Franz Schurmann, *Ideology and Organization in Communist China* (Berkeley : University of California Press, 1966, Paperback 1968).

James Townsend, *Political Participation in Communist China* (Berkeley : University of California Press, 1967).

John Lewis, *Leadership in Communist China* (Ithaca: Cornell University Press, 1963).

John Lewis (ed.), *Party Leadership and Revolutionary Power in China* (London : Cambridge University Press, 1970).

John Lindbeck (ed.), *Management of a Revolutionary Society* (Seattle : University of Washington Press, 1970).

Thomas Robinson (ed.), *Cultural Revolution* (Berkeley : University of Columbia Press, 1971).

Chalmers Johnson (ed.), *Ideology and Politics in Communist China* (Seattle : University of Washington Press, 1973).

Jan Prybyla, *Political Economy of Communist China* (Scranton : Index, 1970).

Richard Solomon, *Mao's Revolution and China's Political Culture* (Berkeley : University of California Press, 1971).

Gargi Dutt and V.P. Dutt, *China's Cultural Revolution* (Bombay : Asia, 1970).

Course 18. Any *one* of the following :

Course 18 (a) *Early Indian Political Thought and Institutions*

1. Sources and scope of the subject : the Arthashastra of Kautilya the Santi Parvan (Rajadharma), the Law book of Manu, Kamandaka Nitisara.
2. Some basic concepts : the Varna System and the place of the Brahmin and the Kystria in it ; the Four Ends of life and the place of Dharma in it.
3. Elements of the State : the Saptanga theory.

4. Theories of the origin of the State : theory of Property, Family and Varna regarding the Origin : the Contract theory : and other theories.
5. Vedic Popular Assemblies : Sabha, Samriti, Gana and Videtha.
6. Republics : Tribal and oligarchical republics : Nature of Republican Administration.
7. Kinship : Forms and types : Divine theory of Kinship ; Training of the Prince, Functions of the King, Limitations on Monarchy, Council of Ministers.
8. Administration of Law and Justice : Sources of Law, Judicial organization.
9. Local Government ; Rural Administration, Urban Administration.
10. Inter-State Relations, mainly on the basis of Kautilya.
11. Beginnings of feudalism : Land grants and feudalisation of State apparatus.

Readings :

U.N. Ghoshal, A History of Indian Political Ideas (London : Oxford University Press, 1966).

A.S. Altekar, State and Government in Ancient India (Delhi : Motilal Banarsidass, 1966),

K.P. Jayaswal, Hindu Polity (Bangalore : Bangalore Printing Press, 1967).

D.P. Bhandarkar, Some Aspects of Ancient Hindu Polity (Varanasi : Banaras Hindu University, 1963).

R.S. Sharma, Aspects of Political Ideas and Institutions in Ancient India, 2nd edn. (Delhi : Motilal Banarsidass, 1968).

Indian Feudalism (first and last chapters) University of Calcutta, 1965).

Charles Drekmeir, Kingship and Community in Early India (California, 1962).

- J.P. Sharma, *Republics in Ancient India* (Leiden E.J. Brill, 1968).
- R.K. Mukherji, *Local Government in Ancient India* (Oxford, 1920).
- John Spellman, *Political Theory of Ancient India*, 1964.
- Beni Prasad, *Theory of Government in Ancient India* (Allahabad : Central Book Depot, 1968).
- Beni Prasad, *The State in Ancient India* (Allahabad, 1968).
- H.N. Sinha, *Sovereignty in Ancient Indian Polity* (London : 1966).
- S.K. Belvalkar, *Mahabharata : Santi Parvan* (1954).
- P.N. Banerjee, *International Law, Custom in Ancient India* (Calcutta : 1920).
- T.V. Mahalingam, *South Indian Polity* (Madras :1955).
- R.P. Kangle, *Arthasastra of Kautilya* (translated and edited in three parts) (University of Bombay, 1960).
- H. Buhler (tr. and ed.), *The Law Book of Manu* (Sacred Books of the East series).

Reference :

- Encyclopaedia of the Hindu World
Vedic Index
- D. D. Kosambi, *Culture and Civilization of Ancient India : A Historical Outline* (London, 1965).
- P. V. Kane, *History of Dharmasastra*, ii. (Poona, 1941).

Course 18 (b) *Political Developments in China—I* (1900-1927)

1. Revolution of 1911 : causes, consequences, role of the Gentry and the Bourgeoisie; various interpretations.
2. Warlordism; socio-economic basis of political disorder, political consequences.
3. The May Fourth Movement; rise of nationalism, populism and anti-imperialist movements.
4. KMT : political organization, national policies and performance.

5. CPC : factors contributing to the rise of the CPC, role of the Comintern, national policies and performance.
6. The first United Front : nature and performance.
7. China's response to imperialist control : the policies of the KMT and the CPC.

Readings :

- Jacques Guillermaz, *A History of the Chinese Communist Party 1921-49* (London : Mathews & Co., 1972).
- Martin Wilbur, *Military Separatism and Process of Reunification, 1922-27*—in Ho and Tsou (eds.), *China in Crisis*, Vol. I, Bk. I (Chicago : University of Chicago Press, 1967).
- Mary C. Wright (ed.), *China in Revolution* (New Haven : Yale, 1968).
- Marius Jansen, *The Japanese and Sun Yat-sen* (Cambridge : Harvard, 1954).
- Chow Tse-tung, *The May 4th Movement* (Cambridge, Harvard, 1961).
- Maurice Meisner, *Li Ta-chao and the Origin of Chinese Communism* (Stanford, 1967).
- Harold R. Issacs, *The Tragedy of the Chinese Revolution* (Stanford, 1951).
- Chun-tu Hsueh, *Huang Hsing and the Chinese Revolution* (Stanford, 1961).
- Tang Leang-Li, *The Inner History of the Chinese Revolution* (London : 1930).
- Jerome Chen, *Yuan Shih-kai 1859-1916* (Stanford 1961).
- Lucien Bianco, *Origins of the Chinese Revolution* (Stanford : Stanford University Press, 1971).

Course 18 (c) *Development Administration-I*

(Concepts and problems with special reference to India)

1. Concept of development administration, importance and scope of development administration, functional approaches to development administration.

2. Development in India, objectives, Directive Principles of State Policy, Industrial Policy Resolutions, Five Year Plans.
3. Bureaucracy and development administration, its changing role, Generalist-Specialist dichotomy, its characteristics in developing countries, strategies for developing administrative capabilities.
4. Public and development administration : means and methods of public participation in administration, relations between citizens and administration, interest groups, their role and performance in development.

Readings :

- Ralph Braibanti (ed.), Political and Administrative Development (Durham : Duke University Press, 1969). Relevant articles.
- John D. Montgomery and William J. Siffin (ed.), Approaches to Development : Politics, Administration and Change (New York : McGraw-Hill, 1966) specific articles.
- Fred W. Riggs (ed.), Frontiers of Development Administration (Durham : Duke University Press, 1970).
- C. N. Bhalerao (ed.), Administration, Politics and Development in India (Bombay : Lalvani Publishing House, 1972).
- Francis E. Rouke, Bureaucracy, Politics and Public Policy (Boston : Little, Brown & Co., 1969).
- V. A. Pai Panandikar, Personnel System for Development Administration (Bombay : Popular Prakashan, 1966).
- V. Jaganadham and H. R. Makhija, Citizen Administration and Lok Pal (New Delhi : Indian Institute of Public Administration, 1969).
- Administrative Reforms Commission (India), Report on Personnel Administration (April, 1969),
- Joseph La Palombara, Theory and Practice in Development Administration : Observation on the Role of Civilian Bureaucracy (American Society of Public Administration, 1967).

C. P. Bhambri, *Administrators in a Changing Society* (Delhi : National, 1972).

Course 18 (d) *Elections and Voting Behaviour in India*

1. Theories of Democracy ; the place of Election and Voting Behaviour in relation to these theories.
2. Analysis of the elections in India with special reference to the Fourth and Fifth General Elections ; methods of campaign, political alliances, electoral adjustments ; determinants of preferences.
3. Political communication and electoral behaviour in India ; role of the mass media.
4. Economics of electoral politics; socio-economic background of the contestants and the elected ; the role of money in the electoral process, the problem of financing the elections.
5. Voting behaviour of women, minority groups, scheduled castes and scheduled tribes.
6. Elections, political development and political consciousness.
7. A critical survey of election studies.

Readings :

- V.M. Sirsakar, *Sovereign Without Crowns : A Behavioural Analysis of the Indian Electoral Process* (Bombay : Popular Prakashan, 1973).
- Ramashray Ray, *The Uncertain Verdict* (New Delhi : Orient Longman Ltd., 1972).
- M. Pattabhiram, *General Elections in India, 1967* (New Delhi : Allied Publishers, 1967).
- Rajni Kothari Henry Hart and others (eds.) *Context of Electoral Change in India : General Elections 1967* (New Delhi : Academic Books, 1961).
- Suresh K. Tameri, *The Wonder Elections 1971 : Indira Versus the Right* (Delhi : Vivek Publishing, 1971).
- V.M. Sirsakar, *Political Behaviour in India : A Case Study of the 1962 General Elections* (Bombay : Manaktalas, 1965).

V. Shankar Giri, *The Voice of Conscience* (Madras : Vyas Publications, 1971).

Yogesh Atal, *Local Communities and National Politics : A Study in Communication Links and Political Involvements* (Delhi : National, 1971).

S.P. Verma and C.P. Bhambri (eds.), *Elections and Political Consciousness in India* (Meerut : Meenakshi Prakashan, 1967).

S.P. Verma, Iqbal Narain and Associates, *Voting Behaviour in a Changing Society : A Case Study of the Fourth General Elections in Rajasthan* (Delhi : National, 1973).

Course 18 (e) *Political Change and Development in Pakistan*

1. Emergence of Pakistan ; Impact of ideological, economic geographical and political factors.
2. Parties and constitutional development in Pakistan.
3. Army and bureaucracy.
4. Impact of economic changes on politics.
5. Demand for autonomy wiith special reference to Pakhtoons, the emergence of Bangladesh.
6. Current trends in the politics of Pakistan with special reference to orthodoxy vs. modernism, and regionalism vs. nationalism.

Readings :

V. P. Menon, *The Transfer of Power in India* (Princeton, 1957).

Richard Symonds, *The Making of Pakistan* (London, 1950).

H. V. Hodson, *The Great Divide : Britain-India-Pakistan* (London, 1969).

K, K. Aziz, *The Making of Pakistan* (London, 1969).

Leonard Binder, *Religion and Politics in Pakistan* (Berkeley : University of California Press, 1961).

Keith Callard, *Pakistan : A Political Study* (London : Allen and Unwin, 1957).

- Alan Gledhill, *Pakistan* (London, 1967).
- Hugh Tinker, *India and Pakistan : A Political Analysis* (London : Pall Mall, 1967).
- S. Khan, *Pakistan : Ideology, Constitution, Laws and Foreign Policy* (Karachi, 1961).
- Z. A. Suleri, *Pakistan's Lost Years : Being a Survey of a Decade of Politics, 1948-58* (Lahore : 1962).
- H. K. Ramani, *Pakistan X-rayed* (New Age Publication, 1951)
- Khalid B. Sayeed, *The Political System of Pakistan* (Boston : 1967).
- Khalid B. Sayeed, *Pakistan : The formative phase (1857-1948)* (London : Oxford University Press, 1961).
- Z A. Bhutto, *Political Situation in Pakistan* (Delhi : Visheshar Prakashan, 1968).
- Z.A. Bhutto, *The Myth of Independence* (London : Oxford, 1969).
- Kalim Siddiqui, *Conflict, Crises and War in Pakistan* (London : Macmillan, 1972).
- G.S. Bhargava, *Pakistan in Crisis* (Delhi : Vikas, 1969).
- Tariq Ali, *Pakistan : Military Rule or People's Power* (Delhi : Vikas, 1970).
- • • • • M.M. Huq, *Electoral Problems in Pakistan* (Asian Society of Pakistan Publication, 1966).
- K.P. Misra (ed.), *Pakistan's Search for a Constitutional consensus* (New Delhi : Impex India, 1967).
- Z.A. Suleri, *Politicians and Ayub : Being a Survey of Pakistani Politics 1948-1964* (Rawalpindi).
- Lawrence Zining, *The Ayub Khan Era : Politics in Pakistan from 1958-1969* (New York : Syracuse University Press, 1971).
- S.P. Varma and Virendra Narain (eds.),—*Pakistan Political System in Crisis : Emergence of Bangladesh* (Jaipur : South Asian Studies Centre, 1972).

W.A. Wilcox, *Pakistan : The Consolidation of a Nation* (New York : Columbia University Press, 1966).

Ayub Khan, *Friends, not Masters* (London : Oxford, 1967).

Aziz Ahmad, *Relation and Society in Pakistan* (Brill, Leiden, 1971).

Mushtaq Ahmad, *Politics without Social Change* (Karachi : Space, 1971).

Feldman : *From Crisis to Crisis : Pakistan 1962-69* (London : Oxford, 1972).

Feldman : *Revolution in Pakistan : A Study of the Martial Law Administration* (London : Oxford University Press, 1967).

Course 18 (f) *Political Institutions in Africa*

(Detailed studies of individual countries are not expected)

1. Political parties, position and role of parties in one-party systems and multi-party systems ; party and government.
2. Executive, position, categorisation, parliamentary or presidential; specific features—African presidentialism, accountability of executive, patterns of cabinet responsibility, position and role of bureaucracy.
3. Legislature : Position and role ; legislatures in multi-party systems and legislatures in single-party systems, new methods of elections ; popularity of unicameralism ; opposition ; quality of debates ; crossing the floor ; legislative-executive relations ; Speaker.
4. Judiciary : the position of the judiciary.
5. Apartheid : Institutional framework of Apartheid ; Bantustans.
6. Federalism : initial popularity of federalism : reasons for popularity ; failure of federalism, reasons for the failure.
7. Local Government : general problems.

Readings :

Thomas R. Adams—*Government and Politics in Africa, South of the Sahara* (New York : Random House, 1959).

Stultz & Doro (eds.) *Governing in Black Africa* (New Jersey : Prentice-Hall, 1970).

M. Maclure & D. Anglin (eds.), *Africa : The Political Pattern* (Canada : University of Toronto Press, 1961).

Christopher R. Hill—Bantustans.

D.P. Currie (ed.), *Federalism and the New Nations of Africa* (Chicago University Press, 1964).

A.L. Adu, *Civil Service in New African States* (London : Allen & Unwin, 1965).

H.F. Alderfor, *Local-Government in Developing Countries*.

Coleman & Roseberg (eds.) *Political Parties and National Integration in Tropical Africa* (Berkeley : University of California Press, 1964).

Rubin and Murray, *Constitution and Government in Ghana* (London : Sweet Macwell Ltd., 1961).

Lionel Cliffe (ed.), *One-Party Democracy : 1965 Tanzania General Election* (New York : International Publication Service, 1967).

Course 18 (g) *India in World Affairs*

1. Bases of Indian Foreign Policy.

2. India and the Super Powers.

3. India and the Third World.

4. India and her neighbours.

5. India, China and Pakistan.

6. India's role in the United Nation's

Readings :

Michael Brecher, *The New States of Asia : A Political Analysis* (London : Oxford University Press, 1963).

S. Rose (ed.), *Politics in Southern Asia* : (London : Macmillan, 1963).

Wayne Wilcox, *India, Pakistan and the Rise of China* (New York : Walker & Co., 1964).

- K.P. Karunakaran, *India in World Affairs—A review of India's foreign relations* (Calcutta : Oxford, 1958).
- M.S. Rajan, *India in World Affairs 1954-56* (Bombay : Asia, 1964).
- J.C. Kundra, *Indian Foreign Policy* (Bombay : Vora, 1969).
- W.N. Brown, *The United States, India and Pakistan* (Harvard University Press, 1972).
- Jawaharlal Nehru, *India's Foreign Policy : Selected Speeches, 1946-April 1961*.
- Karunakar Gupta, *Indian Foreign Policy* (Calcutta : World, 1970).
- P.K. Sharma, *India, Pakistan, China and the Contemporary World* (Delhi : National, 1972).
- A.P. Jain, *India and the World—Discussions and paper read at Seminar on "India and the World Today" organised by Society for Parliamentary Studies, New Delhi.* (Delhi : D.K., 1972).
- C.P. Fitzgerald, *The Southern Expansion of the Chinese People* (New York : Praeger, 1972).
- Marta Nicholas & Philip Oldenburg, *Bangladesh : The Birth of a Nation*.
- Appadorai (ed.), *Essays in Indian Politics and Foreign Policy* (Delhi : Vikas, 1971).
- K.P. Mishra (ed.), *Studies in Indian Foreign Policy* (Delhi : Vikas, 1971).
- J. Bandhopadyaya, *The Making of India's Foreign Policy* (Bombay : Allied Publishers, 1970).
- M.L. Sondhi, *Non-Appeasement—A New Direction for India's Foreign Policy* (New Delhi : Abhinav, 1972).
- J.S. Bains, *India's International Disputes* (1962)
- Sisir Gupta, *Kashmir, a study in India Pakistan Relations*, (1966).
- Michael Brecher, *Krishna Menon*, 1971.

Course 18 (h) *Left Politics in India.*

1. Historical Development of the Communist and Socialist movement in India ; their view of the Indian National Movement and roles in it : important phases in the development of the Communist and Socialist movements in Independent India.
2. Intellectual sources of and ideological influences on the Communist and the Socialist movements ; a comparative view of their general theories in the fields of philosophy, ethics, history, economics and politics.
3. The Communist and Socialist theories of India's transition to socialism ; analysis of social structure, classes and the nature of the State in India ; different strategies and tactics for the transition to socialism ; the issue of peaceful transition ; role of parliamentary and extraparliamentary politics ; principles and methods of organisation and struggle ; the splits in the Indian Communist and Socialist movements.
4. Theory and practice of left mass organisations.
5. Problems and prospects of Indian path to socialism.

Readings

Marx, Articles on India

M. N. Roy, *India in Transition* (Bombay, Nachiketa, 1971).

R. P. Dutt, *India Today*, (Calcutta, Manisha, 1970)

G. Adhikari, *Communist Party and India's Path to Regeneration and Socialism* (New Delhi : Communist Party Publications, 1964).

C. G. Shah, *Marxism, Gandhism and Stalinism* (Bombay : Populr Prakashan, 1964).

Myron Weiner, *Party Politics in India* (Princeton University Press, 1957).

Mohan Ram, *Indian Communism : Split within Split* (Delhi : Vikas, 1969).

- N. E. Balaraman, A Short History of Communist Party of India (Ernakulam : Prabhat Book House, 1967).
- Myron Weiner, Politics of Scarcity (Princeton University Press, 1966).
- Mohan Ram, Maoism in India (Delhi : Vikas, 1971).
- J.C. Johri, Naxalite Politics in India (Delhi : Constitutional & Parliamentary Studies, 1972).
- E. M. S. Namboodripad, The Peasants in National Economic Reconstruction (New Delhi : People's Publishing House, 1954).
- Economics and Politics of India's Socialist Pattern (Delhi 1966)
- Marcus F. Franda, Radical Politics in West Bengal (Cambridge : MIT Press 1971).
- G.S. Bhargava, Study of Communist Movement in Andhra (New Delhi : Siddhartha Publications, 1955).
- Rajni Kothari, Party System and Election Studies (New Delhi : Allied Publishers, 1969) pp: 243-258.)
- Gene D. Overstreet and Marshall Windmiller, Communism in India (Berkely : University of California Press, 1959).
- Biplab Dasgupta, Naxalite Movement (New Delhi: Allied, 1974).
- Marcus F. Franda, Political Development and Political Decay in West Bengal (Calcutta : Mukhopadhyaya, 1971).
- Bhabani Sen Gupta, Communism in Indian Politics (New York: Columbia University Press, 1972).
- G. Adhikari (ed.), Communist Party Documents (New Delhi, PPH).
L.P. Sinha, Left-wing in India.
- P. Sundarayya, Telengana People's Struggle (Calcutta : CPI (M) 1972).
- Ajoy Ghosh, Articles and Speeches, Moscow 1962.
- Muzzafer Ahmed, Communist Party of India and Myself, (Calcutta : N.B.A.)
- S.A. Dange, Selected Writings. (PPH, 1974).
- Roy and Dasgupta (eds.), A Marxist View of Indian Politics, (Calcutta, 1974).

P.C. Joshi (ed.) *Homage to Karl Marx*, (PPH, 1969).

J.P. Narayan, *Why Socialism?*

J.P. Narayan, *Towards a New Society*.

Acharya Narendra Deva, *Socialism and National Revolution* (Bombay: Padma Publications).

National Book Trust, *Selected Writings of Narendra Deva*.

Asoka Mehta, *Democratic Socialism* (Bombay : Bharatiya Vidya Bhavan, 1959).

Asoka Mehta, *Studies in Socialism* (Bombay : Bharatiya Vidya Bhavan, 1964).

Asoka Mehta, *Asian Socialism* (Bombay: Bharatiya Vidya Bhavan, 1959).

Ram Manohar Lohia, *Marx, Gandhi and Socialism* (Hyderabad: New Hind, 1963).

” *Fragments of a World Mind*.

” *Will to Power and other Essays* (Hyderabad: Lohia Samta Vidyalaya Trust, 1970).

” *Wheel of History* (Hyderabad: Lohia Samta Vidyalaya Trust, 1970).

” *Samajwadi Andolan Ka Itihas* as (Hyderabad: Lohia Samta Vidyalaya Trust, 1970).

” *Notes and Comments* (Hyderabad: Lohia Samta Vidyalaya Trust).

Prem Bhasim, *Socialism in India*.

Prem Bhasin, *Socialist Policy—National and International*.

George Fernandes, *What ails Socialists?*

Praja Socialist Party, *A Policy Statement* (Gaya : Thesis 1954-55).

Angela S. Burger, *Opposition in Dominant Party Systems* (Bombay: 1969).

Thomas A. Rush, "Dynamics of Socialist Leadership" in Leadership and Political Institutions in India, edited by Park and Tinker (Princeton University Press, 1959).

Thomas A. Rush, Socialist Movement in India (Thesis micro-filmed) (New Delhi : Indian Council of World Affairs).

H.K. Singh, History of Praja Socialist Party.

Semester IV

Course 19. *Modern Indian Political Thought-II*

Study of followings concepts and trends :

1. Imperialism and Colonialism
2. Nationalism and National Independence
3. Techniques and Methods of Political Movement and Struggle
4. Gandhism
5. Terrorism
6. Socialism
7. Communism
8. Communalism
9. Liberalism and Democracy
10. Economic Development

With reference to the political thought of the following thinkers and movements:

1. M.N. Roy
2. Gandhi
3. Iqbal
4. Jinnah
5. Jawaharlal Nehru
6. Revolutionary Terrorists
7. Socialists
8. Communists

Readings:

- J. Hobson, Imperialism, (University of Michigan Press, 1967).

- V.I. Lenin, *Imperialism* (London : Lawrence & Wishart, 1948).
- Kamp, *Theories of Imperialism* (Dobson, 1967).
- Karl Marx, *Articles on India* (Bombay: People's Publishing House, 1945).
- Tara Chand, *History of the Freedom Movement in India* (4 Vols.), (Publications Division, Government of India).
- R.P. Dutt, *India Today* (Calcutta: Monisha, 1970).
- A. R. Desai, *Social Background of Indian Nationalism* (Bombay: Popular Book Depot, 1954).
- K. P. Karunakaran (ed.), *Modern Indian Political Tradition* (Bombay: Allied Publishers, 1962).
- K. P. Karunakaran, *Continuity and Change in Indian Politics* (New Delhi: People's Publishing House).
- P. K. Gopal Krishnan, *Development of Economic Ideas in India, 1880-1950* (New Delhi: People's Publishing House, 1959).
- Theodore de Bary and others (eds.), *Sources of Indian Tradition* (Vol. II) (New York : Columbia University Press, 1967).
- K. Damodaran, *Indian Thought* (Bombay : Asia Publishing House, 1967).
- V. P. Verma, *Modern Indian Political Thought* (Agra : Lakshmi Narain & Co., 1961).
- M. A. Buch, *Rise and Growth of Indian Nationalism* (Baroda : Atma Printing Press, 1939).
- Balalousevich & A.M. Dyakhov, *A Contemporary History of India* (New Delhi : People's Publishing House, 1964).
- M. N. Roy, *India In Transition* (Bombay : Nachiketa Publications, 1971).
- W. C. Smith, *Modern Islam in India* (Lahore : Mohammad Ashraf, 1963).
- Ram Gopal, *Indian Muslims—A Political History 1858-1947* (Bombay : Asia Publishing House, 1959).

- Moin Shakir, *From Khilafat to Partition* (New Delhi : Kalamkar Prakashan, 1970).
- C. F. Andrews, *Mahatma Gaadhi's Ideology* (New York : Macmillan, 1930).
- N.R. Basu, *Studies in Gandhism* (Calcutta : Indian Associated Press, 1947).
- B. Bhattacharya, *Evolution of Political Philosophy of Gandhi* (Calcutta : Book House, 1969).
- B. S. Sharma, *Gandhi as a Political Thinker* (Allahabad : Indian Press, 1956).
- Erik .H. Erikson, *Gandhi's Truth* (New York : Norton, 1969).
- E. M. S. Namboodripad, *The Mahatma and the Ism* (New Delhi : People's Publishing House, 1956).
- M. K. Gandhi, *Hind Swaraj or Indian Home Rule* (Ahmedabad: Navjivan Publishing House, 1946).
- M. N. Das, *Political Philosophy of Jawaharlal Nehru* (London : Allen & Unwin, 1961).
- Jawaharlal Nehru, *Autobiography and The Discovery of India* (Bombay : Allied Publishers, 1962).
- Overstreet & Windmiller, *Communism in India* (Berkeley : University of California Press, 1959).
- Shanker Ghosh, *Socialism and Communism in India* (Bombay : Allied Publishers, 1971).

Course 20A. *Socialist Political Thought*

1. Pre-Marxian Socialism
2. Marxism : Marx, Engels, Lenin, Mao
3. Evolutionary Socialism and Fabianism
4. Anarchism
5. Syndicalism
6. The New Left

Readings :

- G. D. H. Cole, *A History of Socialist Thought*, 6 Vols. (London: Macmillan, 1953-1958).
- H. W. Laidler, *History of Socialist thought* (New York : Gowell 1969).
- F. W. Coker, *Recent Political Thought* (Calcutta : The World Press, 1962).
- G. H. Sabine, *History of Political Theory* (London : George Harrap & Co., 1963).
- L. W. Lancaster, *Masters of Political Thought—Hegel to Dewey* (London : George Harrap & Co., 1969).
- Selsam, Goldway & Martel (eds.) *Dynamics of Social Change* (New York : International Publishers, 1970).
- F. Engels, *Socialism, Utopian and Scientific*.
- Shlomo Avineri, *Karl Marx—Social and Political Thought* (Cambridge, 1968).
- Isaiah Berlin, *Karl Marx* (London, 1948)
- S. Hook, *From Hegel to Marx* (Ann Arbor, University of Michigan, Press. 1962).
- Plekhanov, *The Development of the Monist View of History* (London : Lawrence & Wishart, 1947).
- R. Garandy, *Karl Marx : The Evolution of His Thought* (New York : International Publishers, 1967).
- P. M. Sweezy, *The Theory of Capitalist Development* (New York : Dobson, 1946).
- Karl Popper, *The Open Society and its Enemies*, Vol. II (London : Routledge and Kegan Paul, 1957).
- R. N. Carew Hunt, *The Theory and Practice of Communism* (London : Penguin, 1969).
- Plamenatz, *German Marxism and Russian Communism* (London : Longmans, 1961).
- A. G. Meyer, *Leninism* (Cambridge : Mass, 1957).
- J. Stalin, *Problems of Leninism* (Moscow : FLPH, 1954).

- S. Schram, *Political Thought of Mao Tse-tung* (London : Penguin, 1969).
- Gil Green, *The New Radicalism* (New York : International Publishers, 1971).
- Jack Woddis, *New Theories of Revolution* (London : Lawrence & Wishart, 1972).
- Irving Howe (ed.), *Beyond the New Left* (New York : Horizon Press, 1970).

Course 21B. *Issues in Public Administration*

1. Organisation : basis of organisation ; hierarchy, span of control, coordination, delegation of powers, policy formulation and communication.
2. Personnel : role of personnel agencies; selection processes; morale of employees; problem of Specialist vs. Generalist.
3. Budget formulation and implementation : concept of performance budgeting, role of treasury and Ministry of Finance ; accounting and auditing.
4. Control and accountability : legislative and judicial control over administration; citizens and administration ; Ombudsman; Parliamentary commissions; Lok Pal and Lokayukt.

Readings :

- D.C. Rowat, *Basic Issues in Public Administration* (New York : Macmillan, 1961).
- Felix A. Nigro, *Modern Public Administration*, 2nd ed. (New York : Harper and Row, 1970).
- O. Glenn Stahl, *Public Personnel Administration*, 6th ed. (New York : Harper and Row, 1971).
- B. N. Gupta, *Government Budgeting* (Bombay : Asia Publishing House, 1967).
- A. Premchand, *Parliamentary Control of Public Expenditure in India* (Bombay : Allied, 1969).
- R. Premchand, *Performance Budgeting* (New Delhi : Academic, 1969).

Edward Bridges, *The Treasury* (London : Allen and Unwin, 1964).

D. C. Rowat (ed.) *The Ombudsman : Citizens' Defenders* (London : Allen and Unwin, 1965).

Walter Gellhorn, *Ombudsmans and others : Citizens' Protector in nine Countries* (Cambridge : Harvard University Press, 1967).

M. P. Jain, *Lokpal : Ombudsman in India* (Bombay : Academic Books, 1970).

V. Jagandham and H. R. Makija, *Citizen, Administration and Lokpal* (New Delhi : S. Chand, 1969).

Course 22 C. Political Parties in India

1. Nature of the Indian Party System.
2. National Parties : evolution ; socio-economic base ; organisation and structure : ideology ; performance.
3. Regional Parties : DMK ; Akali Dal ; Jharkhand.
4. Electoral alliances and coalition governments in India.
5. Trends in the Party system and their impact on political development.

Readings :

Subhash C. Kashyap (ed.), *Indian Political Parties : Programmes, Promises and Performance* (New Delhi : Institute of Constitutional and Parliamentary Studies, 1971).

Subhash C. Kashyap (ed.), *Indian Parties and Politics* (New Delhi : Institute of Constitutional and Parliamentary Studies, 1972).

Stanley A. Kochanek, *The Congress Party of India : The Dynamics of One-Party Democracy* (Princeton University Press, 1968).

Bhabani Sengupta, *Communism in Indian Politics* (New York : Columbia University Press, 1972).

Mohan Ram, *Indian Communism : Split within a split* (Delhi : Vikas Publications, 1969).

- Craig Baxter, *The Jan Sangh : A Biography of an Indian Political Party* (Philadelphia : University of Pennsylvania Press, 1969).
- Robert Hardgrave, Jr., *The Dravidian Movement* (Bombay : Popular Prakashan, 1965).
- Rajni Kothari, *Party System and Election Studies* (New Delhi : Centre for Study of Developing Societies, 1967).
- Iqbal Narain and S.P. Verma, *Voting Behaviour in a Changing Society : A Study of the Fourth General Elections in Rajasthan*, (Delhi : National, (1973).
- Aloo J. Dastur and others : *Studies in Fourth General Election* (New Delhi : Indian Council of Social Science Research, 1972).
- Ramashray Roy, *The Uncertain Verdict : A Study of the 1969 Elections in Four Indian States* (New Delhi : Orient Longmans, 1972).
- M.S. Verma, *Coalition Government : U.P.'s First Experiment*. (Calcutta : Oxford & I.B.H. Publishing Co. 1971).
- B.L. Maheswari, "Politics of Coalitions : Trends for the Seventies", *Economic and Political Weekly*, January, 1970 pp. 117-28.
- Myron Weiner, *Party Politics in India : The Development of Multi-Party System* (Princeton University Press, 1957).
- Myron Weiner, *Party Building in a New Nation : The Indian National Congress* (Chicago : University of Chicago, 1967).
- A. Moin Zaidi, *The Great Upheaval : 1969-72* (Delhi : Orientals, 1970).
- R.P. Rao, *The Congress Splits* (Bombay : Lalvani Publishing House, 1971).
- Basant Chatterjee, *The Congress Splits* (Delhi : S. Chand & Co., 1971).
- Lewis P. Fichett, Jr., "The Major Socialist Parties of India in the 1967 Elections"—*Asian Survey*, (June, 1968); pp. 489-98.

- Victor M. Fic, *Peaceful Transition to Communism in India : Strategy of Communist Party* (Bombay : Nachiketa Publications, 1969).
- G. Adhikari : *Communist Party and India's Path to National Regeneration and Socialism* (New Delhi : Communist Party Publication, 1964).
- N.E. Balaraman, *A Short History of the Communist Party of India* (Ernakulam : Prabhat Book House, 1967).
- Motilal A. Jhangiani, *Jana Sangh and Swatantra : A Profile of the Rightist Parties in India* (Bombay : Manaktalas, 1967).
- Howard L. Erdman, *The Swatantra Party and Indian Conservatism* (Cambridge University Press, 1966).
- Mohan Ram, *Hindi Against India—The Meaning of DMK* (Delhi : Rachna, 1968).
- Rajni Kothari, *Context of Electoral Change in India : General Elections, 1967* (New Delhi : Centre for the Study of Developing Societies, 1969).
- Norman D. Palmer, *India's Fourth General Elections* (Poona : American Institute of Indian Studies, 1967).
- Paul Brass, *Factional Politics in an Indian State* (Berkeley : University of California, 1965).
- Myron Weiner, "The 1971 Elections and the Indian Party Systems" *Asian Survey*, December 1971, pp. 1153-66.
- *Asian Survey*, November 1970, Elections and party politics in India : a Symposium.

Course 23 D. *Politics of Developing Countries*

1. Imperialism and Colonialism.
2. Patterns of national liberation movements : Turkey, Tanzania, Indo-China.
3. Ideology and strategy of development : Brazil.
4. Ideology and strategy of development : India.
5. Ideology and strategy of development : China.
6. Classes and elites : economic, military and bureaucratic elites in India, Chile, Pakistan.

7. Party system : Egypt, Cuba, Sri Lanka.
8. Problems of political integration : India, Burma, Nigeria.

Readings :

- Tom Kemp, *Theories of Imperialism* (Dobson, 1967).
- Irving Horowitz, *Three Worlds of Development* (London : Oxford University Press, 1972).
- D. Horowitz, *Imperialism and Revolution* (London : Penguin, 1969).
- Hamza Alavi, *Imperialism—Old and New* (London : Oxford University Press, 1964 : Allen Lane 1966).
- C. R. Hensman, *From Gandhi to Guevara* (London : Allen Lane & Penguin Press, 1969).
- Gunnar Myrdal, *Asian Drama* (New York : Free Press, 1968). Vol. II.
- David Apter, *Politics of Modernisation* (Chicago University Press, 1965).
- S. N. Eisenstadt, *Modernisation* (Prentice-Hall, 1966).
- Zanodov, *Transition from Capitalism to Socialism* (Moscow : A.P.N. 1972).
- P. Baran, *Political Economy of Growth* (New York : Monthly Review Press, 1957).
- N. Miller and R. Aya (ed.), *National Libration* (New York : Free Press, 1971).
- J. H. Kautsky, *Political Change in Under-developed Countries* (New York : Wiley, 1962).
- I. Wallerstein, *Social Change—The Colonial Situation* (New York : Wiley, 1966).
- B. F. Hoselitz, *Sociological Aspects of Economic Growth* (New York : Glencoe, 1960).
- J. J. Johnson, *Political Change in Latin America* (Stanford, 1959).
- J. A. Barnes, *Politics in a Changing Society* (London : Oxford University Press, 1954).

- P. Sweezy, *The Theory of Capitalist Development* (New York : Monthly Review Press, 1956).
- Almond and Coleman (eds.), *The Politics of Developing Areas* (Princeton : 1960).
- Samuel Huntington, *Changing Patterns of Military Rule* (Glencoe, 1962).
- Z. A. Bhutto, *Myth of Independence* (London : Oxford University Press, 1969).
- Peter Worsely, *the Third World* (London : Weidenfield and Nicholson, 1971).
- R. Rhodes (ed.) *Imperialism & Underdevelopment,—A Reader.* (New York : Monthly Review Press, 1969).
- Roger Owen & Bob Sutcliffe (ed.) *Studies in the Theory of Imperialism* (Longman, 1972).
- Tariq Ali, *Pakistan : Military Rule or People's Power ?* (London : 1971).
- S. P. Verma (ed.) *Pakistan : Political System in Crisis* (Delhi : Vikas, 1952),
- Mushtaq Ahmed : *Politics Without Social Change* (Karachi : 1971).
- James Petras, *Politics and Social Forces in Chilean Development* (Berkeley : University of California Press, 1969).
- Ernest Halperin, *Nationalism and Communism in Chile* (Cambridge, Mass., 1965).
- Khalil bin Sayeed, *The Political System of Pakistan* (1967).
- M. Ayub Khan, *Friends Not Masters* (London : Oxford University Press, 1967).
- G. W. Choudhury, *Foreign Policy of Pakistan.*

Course 24E. *Political Development in Africa*

(Detailed studies of individual countries are not expected.)

1. One-party States : Emergence of one-party States, reasons for popularity; types of one-party States; one-party States and democracy.

2. African Socialism : Problems of definition; African socialism and African tradition; varieties of African socialism; African socialism and scientific socialism.
3. Nation- building : Problems of nation-building; factors responsible; instruments and processes of nation-building; race and politics.
4. Military and Politics : position of the armed forces in African society; patterns of army intervention; coups and their causes; role of the military.
5. African unity; myths and realities of African unity Pan-Africanism; the OAU.

Readings:

Nyerere, One-party Democracy.

Lionel Cliffe, One-Party Democracy (Nairobi: East African Publishing House, 1967).

Stultz & Doro, Governing in Black Africa (New Jersey: Prentice-Hall, 1970).

I. L. Markovitz (ed.), African Politics and Society (London: Macmillan).

F. G. Burke, Africa's Quest for Order (Magnolia, Mass. Pater Smith).

Fred R. Mehden, Politics of Developing Nations (New York: Prentice-Hall, 1964).

Friedland and Roseberg, African Socialism (Stanford University Press, 1967).

Tom Mboya, Challenge of Nationhood (New York : Heineman, James H., Inc., 1970).

Albert Luthuli, Africa's Freedom (London : Allen & Unwin, 1964).

Course 25F. *International Organization*

1. Development of International Organisation upto 1945; a brief survey.
2. Formation of the U. N. O.; structure and functions of the principal organs of the UN.

3. The UN and the maintenance of peace and security: performance & problems.
4. The General Assembly and the Security Council: performance & problems.
5. Peace-keeping operations of the United Nations, a critical survey.
6. Specialised Agencies : the UNESCO and the AO.
7. Case studies : UN in Korea and West Asia.
8. U. N. : problems and prospects.

Readings :

- U.N. Office of Publications, Everyman's United Nations (New York : 1964).
- Goodrich and Hambro, Charter of the United Nations : Commentary and Documents (London : 1949).
- John Maclaurin, The United Nations and Power Politics (London : 1951).
- Clyde Eagleton, International Government (New York : 1948).
- L. I. Leonard, International Organization (New York : 1951).
- N.L. Hill, International Politics (New York : 1973).
- L. A. Mander, Foundations of Modern World Society
 (Stanford : 1947).
- P. B. Potter, Introduction to the Study of International Organization (New York : 1948).
- Hans Kelsen, The Law of the United Nations (London : 1950).
- Sidney Bailey, The Secretariat of the United Nations (New York : 1964).
- Inis L. Claude, Jr., Power and International Relations, Balance of Power, Collective Security and World Order (New York : 1962).
- J.C. Plano and R.I. Riggs, Forging of World Order : The Politics of International Organisation (New York : 1967).

Course 26G. Foreign Policy of Japan

1. Bases of foreign policy : pacifism ; economic dependence ; continuity and change in Japan's foreign policy.
2. National Security and foreign policy : Japan's alliance with the USA ; Foreign Policy of the Socialist Party ; neutrality.
3. Japan and the USSR : normalisation of the relations with the USSR as a case study for decision-making in foreign policy ; problems in Japan-USSR relations.
4. Japan and the Asian nations : Japan and China ; Japan and South-east Asia ; Japan and Korea ; Japan and India : the changing image of Japan in Asia and Japan's response.
5. Japan and the problem of world order ; Japan's concept of world order ; Japan's role in the United Nations and other international agencies ; Japan's emerging role in world affairs.

Readings :

- Frederick S. Dunn, *Peace-making and the Settlement with Japan* (Princeton : Princeton University Press, 1963).
- George R. Packard, *Protest in Tokyo : The Security Treaty Crisis of 1960* (Princeton : Princeton University Press, 1966).
- J. A. Stockwin, *The Japanese Socialist Party and Neutralism* (Melbourne : Melbourne University Press, 1968).
- Donald Hellmann, *Japanese Domestic Politics and Foreign Policy : The Peace Agreement with the Soviet Union* (Berkeley : University of California Press, 1969).
- Savitri Vishwanathan, *Normalisation of Japanese-Soviet Relations 1945-1970*. (Tallahassee, Florida : Diplomatic Press, 1973).
- James William Morley (ed.), *Forecast for Japan : Security in the 1970's* (Princeton : Princeton University Press, 1972).
- J. D. B. Miller, *India, Japan, Australia—Partners in Asia* (Melbourne : Australian National University Press, 1968).

Lawrence Olson, *Japan in Post-war Asia* (New York : Praegar, 1970).

Royama Michio, *The Asian Balance of Power : A Japanese View* (Adelphi Papers, 1967).

Robert E. Osgood (ed.), *Japan and the United States in Asia* (Baltimore : Johns Hopkins Press, 1968).

Carnegie Endowment for International Peace—Japan and the United Nations (New York : Manhattan Publishing Co., 1958).

Ministry of Foreign Affairs, Japan : *Japan in the United Nations* (Tokyo : 1970).

Martin E. Weinstein, *Japan's Post-war Defence Policy 1947-68* (Columbia University Press, 1971).

Course 27H. *Chinese Foreign Policy*

1. The Chinese view of World Order.
2. Socialist foreign policies : the Chinese view.
3. The material base of China's power : (a) the economic base, (b) the military base—conventional and nuclear,
4. China and the United States ; the problem of Taiwan ; the problem of UN.
5. China's State relations with the USSR : economic, military territorial:
6. Policies of peaceful coexistence : India.
7. Revolution and China's foreign Policy : a survey; Vietnam
8. Non-official diplomacy : Japan.
9. China as a Great Power.

Readings :

The Chinese View of World Order.

C. P. Fitzgerald ; *The Chinese View of Their Place in the World.* (Chatham House Essays) (London : Oxford University Press, 1955).

Benjamin I. Schwartz, 'The Maoist Image of World Order',
In *Communism and China : Ideology in Flux* (Bombay:
I.B.H. Publishing House, 1968,) Chapter 10.

Norton Ginsburg 'On the Chinese Perception of a World
Order' in 'China in Crisis' edited by Tang Tsou (Univer-
sity of Chicago Press, 1968) Vol. 2 ; Chapter 3.

Mira Sinha, "The Maoist World System and India's Place in
it" Institute of Defence Studies and Analysis Journal,
Vol. III, No. 3, (c) (January 1971).

Socialist Foreign Policies : The Chinese View.

Readings :

V.I. Lenin on the Foreign Policy of the Soviet State (Moscow:
Progress Publishers) Selected Readings.

Liu Shao-chi, Nationalism and Internationalism (Peking :
Foreign Languages Press, 1951).

Letter from the CC CPSU to the CC CPC, 30 March, 1963.
in 'More on the Great Debate' (Delhi : PPH, 1964).

Letter from the CC CCP to the CC CPSU, 14 June 1963, in
'More on the Great Debate' (Delhi; PPH, 1964).

Origin and Development of the Differences between us and
the leadership of the CPSU and ourselves—in the Polemic
on the General Line of the International Communist
Movement (Peking : Foreign Languages Press, 1965).

Peking Peaceful Coexistence—Two Diametrically opposed
policies—in the 'Polemic on the General line of the
International Communist Movement' (Peking : Foreign
Languages Press, 1965).

The Material Base of China's Power.

(a) The Economic Basis

Victor P. Petro, *China: Emerging World Power* (Princeton,
New Jersey: Van Nostrand Company, 1967) Selected Read-
ings.

Other readings to be specified by the teacher.

(b) The Military Basis : Conventional

Frank E. Armbruster, China's Conventional Military Capability—in *China in Crisis* (op. cit. Vol. 2, Ch. 7).

G.D. Deshingkar, *China: Image and Reality, in Perspective on China* ed. K.P. Gupta (Indian Academy of Social Sciences, forthcoming publication).

The Military Base : Nuclear

Alice Langley Hsieh, *Communist China's Strategy in the Nuclear Era* (Prentice-Hall, 1962).

Harry G. Gelber, *Nuclear Weapons in Chinese Strategy* in 'Problems of Communism, (November-December, 1971).

Samuel D. Griffith, *The Chinese People's Liberation Army* (Delhi : Army Publishers, 1968) Selected readings.

Case Studies

China and the United States

(a) The Problem of Taiwan

Robert Blum, *The United States and China in World Affairs* (New York : McGraw Hill, 1966).

Edgar Snow, *Red China Today* (Pelican, 1970) Ch. 12, 76.

• • • • • (b) United Nations. • • • • •

Byron S.J. Weng, *Peking's U.N. Policy : Continuity and Change* (New York : Praeger Publishers, 1972).

China's State Relations with the U.S.S.R.

(a) Economic (b) Military (c) Territorial.

Donald Zagoria, *The Sino-Soviet Conflict* (Atheneum, 1962).

Edmund Clubb, *China and Russia : The Great Game* (Columbia University Press, 1971) Selected readings.

William E. Griffith, *The Sino-Soviet Rift* (MIT, 1963)

Selected readings.

Edward Crankshaw, *The New Cold War : Moscow and Peking* (Harmondsworth : Penguin Press Books, 1963).

Kurt Langdon, *Unity and Contradiction : Major Aspects of Sino-Soviet Relations* (New York : Praeger Publishers, 1962) Selected readings.

Policies of Peaceful Co-existence : India

W.F. Van Eckelen, *India's Foreign Policy and the Border Dispute with China* (The Hague : Martinus Nijhoff, 1964).

Neville Maxwell, *India's China War* (Pelican, 1972) Selected Readings.

Mira Sinha, "The Sino-Indian Confrontation : A Re-interpretation" *China Report*, (April-May, 1970).

Revolution and China's Foreign Policy

(a) A Survey (b) Vietnam .

Peter Van Ness, *Revolution and China's Foreign Policy* (Berkeley : University of California Press, 1970).

John Qthon *The Sino-Soviet Dialogue on the Problem of War with special reference to Vietnam* (The Hague, 1971).

G.P. Deshpande, "China and the Liberation War in Vietnam" *International Studies*, Vol. 12, No. 4, Oct.-Dec. 1973) Sections 2 & 3.

Non-Official Diplomacy : The Case of Japan

Martin Wilbur, *Japan and the Rise of Communist China in Japan between East and West* (Council on Foreign Relations) (New York : Harper and Brothers, 1957).

A.M. Halpern, "China and Japan" in *China in Crisis* (op. cit. Vol. 2, Chapter 15 (Chicago : University of Chicago Press, 1969).

Shinkicha Eto, "Japan and China" in *Problems of Communism*, Nov-Dec., 1972.

Course 28. Any *one* of the following courses :

Course 28 (a) *Comparative Analysis of Revolutions*

Study of French, Russian, Chinese and Cuban Revolutions.

1. Controversies on the definition of revolution.
2. Nature of revolutionary environment.
3. Revolutionary ideology.
4. Revolutionary organisation.
5. Revolutionary strategy.
6. Stages of revolution.
7. Revolutionary legacy.

Readings :

V.I. Lenin, *State and Revolution* (Moscow : Foreign Languages Publishing House, 1956).

Crane Brinton, *Anatomy of Revolution* (New York; Prentice-Hall, 1952).

Chalmers Johnson, *Revolutionary Change* (Boston : Little, Brown, 1966).

Carl Leiden and Karl Schmitt, *The Politics of Violence in the Modern World* (Englewood Cliffs ; Prentice-Hall, 1968).

. Ted. Gurr, *Why Men Rebel* (Princeton, 1973).

Barrington Moore, *Social Origins of Dictatorship and Democracy* (Boston : Beacon Press, 1966).

Roderick Aya and Norman Miller (ed.), *National Liberation : Revolution in the Third World* (New York : The Free Press, 1971).

Jacques Ellul, *Autopsy of Revolution* (New York : Alfred, 1971).

George Pettee, *The Process of Revolution* (New York : Harper & Row, 1938).

James H. Meisel, *Counter-revolution: How Revolutions Die* (New York, Atherton, 1966).

French Revolution.

Georges Lefebvre, *The French Revolution*, 2 Volumes (New York : Columbia University Press, 1962, 1964).

Godfrey Elton, *The Revolutionary Ideas in France, 1789-1871* (New York : Longmans, 1923).

Alfred Cobban, *The Social Interpretation of the French Revolution* (London : Cambridge University Press, 1964).

George Rude, *The Crowd in the French Revolution* (Oxford : The Clarendon Press, 1959).

Bolshevik Revolution

E.H. Carr, *The Bolshevik Revolution 1917-1923*, 3 vols.

Leon Trotsky, *The History of the Russian Revolution*, 3 vols. (New York : Simon and Schuster, 1932).

James Billington, *Six Views of the Russian Revolution*,
 World Politics, Vol. 18 (1966) pp. 452-473.

Chinese Revolution :

Ho Kan-chih, *History of the Modern Chinese Revolution* (Peking : Foreign Languages Press, 1959).

Jerome Chen, *Mao and the Chinese Revolution* (London : Oxford University Press, 1965).

Mark Seldon, *The Yenan Way* (Cambridge, Mass: Harvard University Press, 1970).

Cuban Revolution :

Fidel Castro, *History Will Absolve Me* (New York: Lyle Stuart, 1961).

Che Guevara, *Of Guerilla Warfare* (New York: Praeger, 1961).

E. Dudley Seers (ed.), *Cuba: The Economic and Social Revolution* (Chapel Hill : University of North Carolina Press, 1964).

Course 28 (b) *Political Developments in China—II (1927-1949)*

1. The Comintern and the CPC : the Comintern line of 1928, Li Li-san line and Wang Ming line.
2. Kiangsi Soviet period : organisation and consolidation of Soviets, policies and performance.
3. KMT Government ; policies, and performance.
4. China's response to Japanese imperialism : the second United Front.
5. Yen-an period : CPC's policies, ideological and organisational consolidation.
6. Ideology and strategy of Chinese Revolution : evolution of Mao's strategy and its implications.

Readings :

- Jerome Chen, *Mao and the Chinese Revolution* (Oxford, 1965).
- Benjamin Schwartz, *Chinese Communism and the Rise of Mao* (Harvard, 1951).
- Edgar Snow, *Red Star Over China* (New York : Gove Press, Revised edition, 1968).
- Lyman P. Van Slyke (ed.), *Chinese Communist Movement 1937-45* (Stanford, 1968).
- Brandt, Schwartz and Fairbank .(eds.) *A Documentary History of Chinese Communism* (Harvard, 1952).
- Ho Kan, chih, *A History of the Chinese Revolution* (Peking, 1959).
- Mao Tse-tung, *Selected Works* (Peking, 1967), Relevant articles.
- Stuart Schram, *The Political Thought of Mao Tse-tung* (Penguin, 1969).
- Chalmers Johnson, *Peasant Nationalism and Communist Power* (Stanford, 1962).
- Shanti Swarup, *A Study of Chinese Communist Movement* (London : Oxford University Press, 1966).

Mark Seldon, *The Yenan Way in Revolutionary China* (Cambridge, Mass : Harvard University Press, 1970).

Course 28 (e) *Development Administration—II*

(Role of Planning and Public Undertakings in development in India.

1. Planning machinery, Planning Commission, National Development Council, Planning Boards in States.
2. Plan Formulation and Implementation : administrative problems in implementation ; impact of planning on socio-economic development in India.
3. Public Undertakings: their role and growth ; forms of organisation: Departmental, Statutory Corporations, Joint Stock Companies.
4. Problems of organisation: financial and personnel problems.
5. Parliamentary control Over Public Undertakings.
6. Performance of Public Undertakings and their impact on socio-economic development in India.

Readings :

- H. K. Paranjape, *The Planning Commission : A Descriptive Study* (New Delhi : Indian Institute of Public Administration, 1964).
- A. H. Hanson, *The Process of Planning : A Study of India's Five Year Plans : 1950-1964* (London : Oxford : University Press, 1966).
- R. P. Vaish, *Reorientation in Administrative Strategy and Planning* (Delhi : S. Chand and Co., 1969).
- Central Institute of Research and Training in Public Cooperation, *The Plan and People's Participation : A Research Study* (New Delhi : The Institute, 1967).
- H. K. Paranjape, *The Reorganised Planning Commission : A Study in the Implementation of Administrative Reforms* (New Delhi : Indian Institute of Public Administration, 1970).

Administrative Reforms Commission (India), Report on the Machinery for Planning (March, 1968).

S.S. Khera, Government in Business (Bombay : Asia Publishing House, 1963).

A. H. Hanson, Managerial Problems of Public Enterprises (Bombay : Asia Publishing House, 1962).

Vadilal Dagli (ed.), The Public Sector in India : A Survey (Bombay : Vora, 1971).

Raj K. Nigam, Management of Public Sector in India (Bombay : Vora, 1971).

Administrative Reforms Commission (India), Report on Public Sector Undertakings (October, 1967).

Lok Udyog (Journal of the Bureau of Public Enterprise)

Course 28 (d) *Indian Administration*

1. Transition from colonial administration to welfare administration.
2. Problems of organisational structure at Centre, State and local levels : (a) Staff and Line ; (b) functional ; (c) territorial division of administrative tasks.
3. Problems of Personnel Administration : structure of Indian bureaucracy, recruitment and training, Specialist vs generalist ; relations between civil servants and politicians. Whitleyism and personnel agencies ; unionism in public services, citizens and bureaucracy.
4. Problems of Financial Administration : control by Ministry of Finance over administrative Ministries, Parliamentary control and finance, separation of accounts and audit.
5. Administrative Reforms in India since Independence.

Readings :

B. B. Mishra, The Administrative History of India : 1934-1947 : General Administration (London : Oxford University Press, 1970).

Ashok Chanda, Indian Administration, 2nd ed. (Bombay : Asia, 1967).

- Shriram Maheswari, *The Evolution of Indian Administration* (Agra : Lakshmi Narain Agarwal, 1970).
- Administrative Reforms Commission—Report on Personnel Administration (April, 1969).
- C. P. Bhambri, *Bureaucracy and Politics in India* (Delhi : Vikas, 1971).
- V. A. Pai Panandikar, *Personnel System for Development Administration* (Bombay : Popular Prakashan, 1966).
- A. Premchand, *Parliamentary Control of Public Expenditure in India* (Bombay : Allied, 1969).
- J. S. Lall, *Financial Administration in India* (Delhi : H.P.J Kapoor, 1969).
- Administrative Reforms Commission, *The Administrative Reforms Commission and its Work : A Brief Survey* (June, 1970).
- Indian Institute of Public Administration, *The Organisation of the Government of India*, 2nd ed. (Bombay: Somaiya, 1971).
- Administrative Reforms Commission, *Report on the Machinery of the Government of India and its procedure of work* (September, 1968).
- C. P. Bhambri, *Administrators in a Changing Society* (Delhi : National, 1971).
- P. V. R. Rao, *Red Tape and White Cap* (New Delhi: Orient Longmans, 1970).
- M. A. Muttalib, *The Union Public Service Commission* (New Delhi : Indian Institute of Public Administration, 1967).
- Shanti Kothari and Ramashray Roy, *Relation between Politician and Administrators at District Level* (New Delhi : Government of India, 1969)
- Administrative Reforms Commision, *Report on Finance, Accounts and Audit* (January, 1968).
- Shriram Maheswari, *The Administrative Reforms Commission* (Arga : Lakshmi Narain Agarwal, 1972).

Indian Journal of Public Administration, Special Number
on Administrative Reforms, (July-Sept., 1963).

Course 28 (e) *Pakistan in World Politics*

1. Pakistan's Foreign Policy: basic elements, first phase 1947-1953; second phase 1953-1962; third phase 1962 on wards.
2. Pakistan-India relations with special reference to Kashmir.
3. Pakistan, Pan-Islamism and West Asia.
4. Pakistan and the Commonwealth.
5. Pakistan and the United States of America.
6. Pakistan, China and the U.S.S.R.
7. Pakistan and the Afro-Asian States.
8. Pakistan and the UN.

Readings:

Das Gupta, Indo-Pakistan Relations (Netherlands: Jambaten, 1959).

Arif Hussain, Pakistan : Its Ideology and Foreign Policy (London, 1966).

Sisir Gupta, Kashmir : A Study in Indo-Pakistan Relations (Bombay : Asia, 1967).

B.N. Goswami, Pakistan and China: A Story of their Relations (Bombay : Allied publishers, 1971).

B. L. Sharma, The Pakistan China Axis ; (Bombay : Asia Publishing House, 1968).

Arif Hussain, Pakistan : Its Ideology and Foreign policy (London : Frank Cass & Co., 1966).

Addition of an livening S.M. Burke.

G. W. Choudhury, Foreign Policy of Pakistan (Karachi, 1958).

G. W. Choudhury, Pakistan: Realation with India, 1947-66 (Meerut : Meenakshi Prakashan, 1971).

K. Sarwar Hasan, Pakistan and the United Nations (New York: 1960).

Sangat Singh, *Pakistan's Foreign policy* (Bombay: Asia Publishing House, 1970).

K. A. Sherwani and others, *Foreign Policy of Pakistan—An Analysis* (Karachi: Allied Book Corp. for University of Karachi, 1964).

M. Brecher, *The Struggle for Kashmir* (Toronto, 1953).

Mohammad Ayub Khan, *Friends not Masters* (London: Oxford University Press, 1964).

Joseph Korbel, *Danger in Kashmir* (Princeton, 1964).

A. Tayyeb, *Pakistan : A Political Geography* (Karachi, 1966).

Russel Brines, *The Indo-Pakistan Conflict* (London, 1968).

T.G.P. Spens, *India, Pakistan and the Wars* (London, 1949).

Guy Wint, *The British in Asia* (Faber & Faber Ltd)

Aslam Siddiqui, *Pakistan Seeks Security* (Lahore : Longman, 1960).

M. Ahsen Chaudhuri, *Pakistan and the Regional Pacts* (Karachi, 1958).

Liaquat Ali Khan, *Pakistan : The Heart of Asia* (Speeches in the U.S. and Canada, May and June, 1950 (Harvard University, 1950).

Course 28 (f) *Foreign Policy of African Nations*

1. Emergence of Africa in World Affairs.
2. Pan-Africanism.
3. Regional Groupings.
4. Africa in relation to USA, USSR and China.
5. Africa and India.
6. Africa at the UN.
7. African States and the national liberation movements in Africa.

Readings :

Vernon McKay (ed.), *African Diplomacy* (New York : Praeger Pub., 1966).

J. W. Burton, *Non-Alignment* (Deutsch, 1966).

Pan Colin Legum, *Africanism* (New York : Praeger Pub., 1965).

Kwame Nkrumah, *Africa Must Unite* (New York : International Pub. Co., 1970).

Lucy Mair, *The New Africa*.

W. Scott Thompson, *Ghana's Foreign Policy* (Princeton, 1969).

Doduou Thiam, *The Foreign Policy of African States* (New York : 1965).

Ali Mazrui, *Towards a Pax-Africana* (London ; Weidenfeld and Nicholson, 1969).

Arnold Rivkin (ed.), *Nation-building in Africa : Problems and Prospects* (New Brunswick, Rutgers University Press, 1969).

Course 28 (g) *Foreign Policy of Super Powers : USA and USSR*

1. World situation and foreign policy problems of the USA and the USSR after World War II.
2. Ideology as an instrument of foreign policy.
3. Economic and military aid as instruments of foreign policy.
4. Nuclear weapons as instruments of foreign policy.
5. Super Powers and Neo-colonialism.
6. Super Powers and the United Nations.
7. USA and Western Europe.
8. USSR and Eastern Europe.
9. Super Powers and China.

Readings :

V.P. Dutt, *China's Foreign Policy* (Bombay : Asia Publishing, 1964).

D.C. Gupta, *United States' Attitude towards China* (New Delhi: S. Chand).

Chiang Kai-Shek, *Soviet Russia in Asia*.

William Griffith, *Sino-Soviet Rift*. (M.I.T. Press : 1964)

- Henry Kissinger, *Nuclear Weapons and Foreign Policy*.
- R.C. Macridis (ed.), *Foreign Policy in World Politics* (1962).
- George Kennan, *American Diplomacy 1900-1952*.
- Harold Jacobson (ed.), *American Foreign Policy* (1960).
- Walt W. Rostow, *The United States in the World Arena* (1960).
- A. Doak Barnett, *Communist China and Asia* (N. Y., Vintage, 1960).
- J.E. Black and K.W. Thompson (ed.), *Foreign Policies in a World of Change* (1963).
- P.E. Mosley, *The Kremlin and World Politics* (1960.)
- D.F. Eleming, *The Cold War and its Origins*. 2 Vols. (London : Allen & Unwin, 1961).
- David Halberstam, *the Best and the Brightest*.
- J.K. Galbraith, *The Endless Crisis—America in the 70's*.
- Paul Seabury, *U.S. in World Affairs*.
- Frederick H. Hashran, *The New Age of American Foreign Policy*.
- Antole Shub, *An Empire Loses Hope, the Return of Stalin's Ghost*.
- William Zimmerman, *Soviet Perspective on International Relations*.
- Harish Kapur, *Soviet Union and the Emerging Nations*.
- Ivo J. Lederer, *Russian Foreign Policy—Essays in Historical Perspective*.
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CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

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Meeting :

Dated : 18.4.1977.

Item No. 25 To consider the proposal of the Kashi Vidyapith, Varanasi for creation of professors' posts in the departments of Hindi and Sanskrit.

The University Grants Commission at its meeting held on 15th November, 1976 (Item No.8) considered the report of the V Plan Visiting Committee on Kashi Vidyapith, Varanasi, and approved creation of one reader's and two lecturers' posts in the department of Hindi and one reader's post in the department of Sanskrit.

The Kashi Vidyapith has now requested for creation of professor's post in the departments of Hindi and Sanskrit. The university has stated that the entire teaching is done through the Hindi medium. The level of teaching of Hindi literature is fairly high. The department is a prestigious department and it needs a good strengthening by way of additional academic staff which is possible only when more professorships and readerships are allowed in this department. The Vidyapith has further pointed out that the V Plan Visiting Committee was not correctly informed about the position of the post of professor in the department of Sanskrit. The Committee presumed that the post of professor which was one of the top priority needs in the spill-over charge of the V Plan existed as such whereas the Commission seems to have liquidated all the posts of the spill-over charge of the IV Plan. Due to the above mentioned misunderstanding, the department of Sanskrit has been deprived of a professor Head. The department is engaged in high level research and it seems absolutely necessary that this department should be headed by a Professor. Copies of the letters received from the Kashi Vidyapith are attached (Annexure-I).*

The V Plan Visiting Committee recommended posts of two readers in first priority, one professor in second priority and three lecturers in third priority for the department of Hindi and one reader in first priority and one lecturer in second priority for the department of Sanskrit. The Commission approved posts of one reader and two lecturers for the department of Sanskrit. Relevant extracts from the Visiting Committee's report about departments of Hindi and Sanskrit are attached (Annexure-II). @

It may be mentioned in this connection that the Commission approved one post of professor in Sanskrit at Kashi Vidyapith in the IV Plan period but this was not filled by the University. The University filled the post

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of one reader and two lecturers in the department of sanskrit which were approved during the IV Plan. The post of professor therefore lapsed. The V Plan Visiting Committee has however recommended that the vacant post of professor in the department may be filled up without delay.

The proposal of Kashi Vidyapith is placed before the Commission for consideration.

AS(D-2b)/DS(D-2)

Copy of letter No. R/1447/UGC/Misc/77 dated 12.1.1977 . . . from
Shri P.N. Mehrotra, Registrar, Kashi Vidyapeeth, Varanasi-2 addressed
to the Secretary, University Grants Commission, New Delhi.

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Subject:-Sanction of proposals for V Five Year Plan.

I am directed to invite your attention to the Commission's acceptance of the proposals of the V Five Year Plan, communicated to us vide your letter No. F.15-9/74(D-2a/D-2b) dated December 23, 1976. I am to say that while the Vice-Chancellor desires to send later his comments on the various schemes accepted by the Commission, he has directed me to bring to your notice a discrepancy on page 209 of the report of the Visiting Committee, sent along with the letter of acceptance. The Committee, while discussing our requirements for the Department of Sanskrit, has recommended the additional posts of a Reader and a Lecturer, and has also said, "The vacant post of Professor may be filled without delay".

Evidently the Committee presumed that the post of the Professor of Sanskrit, which was one of the top priority needs in the spill-over charge of the IV Five Year Plan, existed as such; whereas the Commission seems to have liquidated all the posts of the spill-over charge of the IV Plan. It may be stated here that all Departments of Kashi Vidyapeeth are post-graduate Departments, and their activities range from teaching to research, leading to award of Ph.D. Degree. Each Department is headed by a Professor, and due to above mentioned misunderstanding the Department of Sanskrit has been deprived of a Professor Head. This seems to be not only discriminatory, but also wanting in academic needs. The Department of Sanskrit is engaged in high-level research, and there is provision for award of even D.Litt. Degree. As such it seems absolutely necessary that this Department should also be headed by a Professor with a view to enrich it academically and also to further expand it.

I am, therefore, to plead with you that the post of Professor of Sanskrit be kindly accepted for this Department, which obviously seems to have suffered because of a misunderstanding on the part of the Visiting Committee. The sooner the damage is amended the better it will be for the Department.

I shall be grateful to hear a line in reply to my above request for an amendment of the allocations.

Thanking you,

P.7.0

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Copy of letter No. R/1500/V Five Plan/77 dated January 31, 1977 from Shri Raja Ram Shastri, Vice-Chancellor, Kashi Vidyapith, Varanasi addressed to the Secretary, University Grants Commission, New Delhi.

Subject :- Proposals of the 5th. Five Year Plan - acceptance of an additional Professorship in Hindi.

The Commission has been pleased to send us their acceptance of certain proposals for the 5th Plan period covering a grant of Rs. 40 lakhs on a sharing basis, for which I am grateful, though there is a big gap between our needs and the acceptance given.

2. Whereas I fully realize the limitations under which the Commission has had to slash down our proposals, I should like to reemphasize certain requirements which may kindly be brought to the notice of the Commission for their reconsideration.

3. There has been evidently one omission in the recommendations of the Commission, viz., the vacant post of the Professor of Sanskrit has been advised to be filled up, whereas the post does not exist. In fact it is the only Department of Vidyapith which does not have a Professor. I have already sent a separate representation for the same.

4. Another important requirement which I request to Commission to reconsider is the creation of an additional post of a Professor in the Department of Hindi. Vidyapith is the only University, not only in the State of Uttar Pradesh but rather in the country, where Hindi occupies the most predominant position. Our entire teaching is done through the Hindi medium, and the level of teaching of Hindi literature is also fairly high. It may be added that teaching of Hindi in Vidyapith also plays an important role in relation to teaching of various subjects taught in the faculty of Social Sciences. In fact background of Hindi of our students helps to raise their performance in other disciplines too. So in a way it serves as an important coordinations link in studies in Vidyapith. It may also be stated here that the Visiting Committee itself has realized our need for an additional Professorship in Hindi and made a specific recommendation for the same. For us the Department of Hindi is a prestigious Department, and it does need a good strengthening by way of additional academic staff of high excellence. This is possible only when more Professorships and Readerships are allowed to this Department.

In view of the facts stated above, I hope the Commission may reconsider the important issue and I shall be grateful for their sanctioning the post asked for.

Extracts from the Visiting Committee's Report on the Departments of Hindi and Sanskrit.

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DEPARTMENT OF HINDI -- The department was started in 1964.

The present strength of the Department is ten :-

Professor	1
Readers	2
Lecturers	7

The enrolment in the department is as follows :-

M.A. I Yr.	M.A. II Yr.	B.A. I Yr.	B.A. II Yr.	PH.D.
75	75	135	220	70

Besides teaching the literature to students, the department also conducts courses in General Hindi as language requirement at University degree level.

The following additional posts are recommended :-

- One Professor in Hindi
- One Reader in Hindi
- One Reader in Applied Linguistics
to be shared with other language departments
- Two Lecturers in Hindi
- One Lecturer in Applied Linguistics.

It is hoped that with one reader and one lecturer in Applied Linguistics, it will be possible for the department to introduce Linguistics at the M.A. level either as full paper or part of a paper. A sum of Rs.30,000 is recommended for books & journals.

DEPARTMENT OF SANSKRIT -- The department was started in 1971.

The present strength of teaching staff in the department is five that is, one reader and four lecturers.

The enrolment in the department is as follows :-

M.A. I Yr.	M.A. II Yr.	B.A. I Yr.	B.A. II Yr.	Ph.D.
51	14	100	100	40

Some additional staff is certainly needed to cope with the load of teaching as well as research guidance. The Committee recommended the following additional posts :-

- One Reader
- One Lecturer

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The vacant post of Professor may be filled without delay

The teachers feel that the absence of back journals hampers research work in the department and that a considerable allocation is needed for the purchase of back numbers of journals. A sum of Rs.30,000/- for this purpose is recommended.

It is hoped that the department will introduce some Applied Linguistics at the M.A. level in addition to Compulsory Philology that is already being taught.

UNIVERSITY GRANTS COMMISSION

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Meeting:

Dated : 18th April, 1977.

Item No 25: To consider the proposal of the Himachal Pradesh University, Simla, for assistance for buildings within the ceiling of Rs. 100 lakhs fixed for the university.

The University Grants Commission at its meeting held on 22nd September, 1976 (Item No. 15) considered the proposal of Himachal Pradesh University for the construction of library building during the V plan period. The Commission agreed that in the case of Himachal Pradesh University which is the only university in the State of Himachal Pradesh, Schemes upto Rs. 100 lakhs may be accepted on the basis of the V Plan Visiting Committee's recommendations. The university may be requested to indicate its immediate requirements within the balance of the amount available.

The University was accordingly requested to send a consolidated proposal involving UGC share of expenditure upto Rs. 25.50 lakhs keeping in view the recommendations made by the Visiting Committee (Schemes amounting to Rs. 74.50 lakhs (UGC share) had already been approved during the V Plan period).

The University has requested for a grant of Rs. 25.50 lakhs for buildings which includes Rs. 18 lakhs for library building, Rs. 6 lakhs for arts block, and Rs. 1.50 lakhs for a gas plant for Science block from the University Grants Commission. A copy of the letter received from the university is enclosed (Annexure-).*

The Commission has already approved schemes amounting to Rs. 74.50 lakhs which include a total assistance of Rs. 19.76 lakhs for buildings (bio-sciences block, furniture for science blocks, animal house, glass house, sixty-seated men's hostel and 30-seated women's hostel), Rs. 4.67 lakhs for books and Rs. 5.98 for equipment. There is a spill-over of Rs. 42.45 lakhs in respect buildings viz. teachers' flats, science block Phase-I, 100 seated men's hostel and 50-seated women's hostel approved during earlier plan periods.

The amount recommended by the Visiting Committee for various non-recurring items and amounts approved by Commission so far are indicated below:-

S.No.	Item	Amount recommended by the Visiting Committee (Rs. in lakhs and represent UGC share)	Amount approved so far.
1.	Books	7.50	4.67
2.	Equipment	14.00	5.98
3.	Bio-sciences block	8.00	8.00
4.	Animal House, Glass House etc.	4.00	1.50
5.	Furniture for science block - Phase-I & II.	5.00	2.00
6.	Central Library	7.50	Nil
7.	60-seated boys' hostel	4.72	4.72
8.	30-seated women's Hostel	3.54	3.54
	Total -	54.26	30.41

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00.S As regards posts, the Visiting Committee recommended posts of 2 Reader, 2 Lecturer and 3 others and the Commission has approved posts of 1 Reader, 2 Lecturer and 2 others. The proposal of the Himachal Pradesh University for grants of Rs. 18 lakhs for library building, Rs. 6 lakhs for arts block and Rs. 1.50 lakhs for the gas plant is placed before the Commission for consideration.

AS(D2b)/DS(D-2)

Copy of letter No. Const-91(b)/HPU/76/705/06
Dated January 28, 1977 received from Mr. S. Bajwa
Registrar, Himachal Pradesh University, Simla
addressed to the Secretary, University Grants Commission,
Bahadur Shah Zafar Marg, New Delhi-1.

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I am to refer to your letter No. F.25-1/76(1)-D-2a/
W-2(b) dated 9th October, 1976 vide which the U.G.C. was
kind enough to increase its share of expenditure from
Rs. 74.50 lacs to Rs. 100.00 lacs in case of Himachal
Pradesh University, during Fifth Plan period. Accordingly,
I am submitting the revised proposals involving U.G.C.'s
share of expenditure to the extent of Rs. 100.00 lacs, as
per statements enclosed. The summary of revised proposals
keeping in view our immediate requirements is as
follows:

Summary:

a) Continued schemes:	Rs. 42.45 lacs
b) New schemes buildings (as per annexure 'A')	Rs. 45.26 "
c) Basic grants for equipment and Library Block.	Rs. 8.00 "
d) New Schemes for equipment & Books	Rs. 2.65 "
e) Salaries of Teaching and Non-teaching Staff.	Rs. 1.64 "
	<u>Rs. 100.00 lacs</u>

Note: Details in respect of Total
item No. a & c to e are already
available with the Commission.

Since the Continued Schemes are already at completion stages and the new schemes are at hand, I would request you to release the grants at your earliest convenience.

'Jai Hind'

P.T.O.

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ENCLOSURE

Details of New Schemes on the basis of the report made by the Fifth Plan Visiting Committee and finalised in consultation with the Himachal Pradesh University.

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BUILDINGS:

Sr.No.	Name of Scheme	Total Cost Rs.	UGC share Rs.	State Govt. share
1.	Const. of Science Blocks Phase-II	16,00,000/-	8,00,000/- (50%)	8,00,000/-
2.	Furniture, Fittings and fixtures of Science Laboratories (I & II Phase)	4,00,000/-	2,00,000/- (50%)	2,00,000/-
3.	Animal House, Glass House & Temperature Regulation Device.	1,50,000/-	1,50,000/- (100%)	-
4.	C/O Hostel for 60 Men students		4,72,000/- (50%)	4,72,000/-
5.	C/O Hostel for 30 women students		3,54,000/- (75%)	1,18,000/-
6.	C/O Library Building	63,00,000/-	18,00,000/- during 5th Plan. (50%)	18,00,000/- during 5th Plan.
7.	C/O Arts Block		6,00,000/- during 5th Plan (50%)	6,00,000/- during 5th Plan.
8.	Gas Plant for Science Blocks	3,00,000/-	1,50,000/- (50%)	1,50,000/-
Total :			<u>Rs. 45,26,000/-</u>	

sd/- (A. S. Bajwa)
Registrar,
HP University.

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

Meeting :

Dated : 18th April, 1977.

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Item No.26 : To consider a proposal from Bihar University to continue its Department of Russian Language as an independent unit of the University.

The Fifth Plan Visiting Committee which assessed the development needs of the existing department of Russian Language of Bihar University has observed that in spite of the fact that this department was started on the eve of the Fourth Five Year Plan, it has been able to provide only a two-year diploma course in Russian language. It has not been possible for the University to appoint the faculty position sanctioned during the Fourth Plan Period, namely, the post of a Reader and a Lecturer. The entire activities of this department are, therefore, at present manned by a single lecturer who in the absence of any other assistance in the form of academic personnel or non-teaching personnel has not been able to organise academic programmes envisaged for the department except the two-year diploma course. The Fifth Plan Visiting Committee, therefore, even doubted the academic justification to have allowed a separate department for Russian language to come into being in the University and have expressed the view that a department of Foreign Languages with facilities to teach two or three foreign languages would have been reasonable. It noted that this department as it functions, at present, is not an integral part of the undergraduate and postgraduate academic programmes and as such, in the opinion of the Visiting Committee, "the most natural thing would have been to tag teaching of Russian Language on to the Department of English which has all the facilities which a language department should have." The Visiting Committee, therefore, specifically recommended that the present English Department should be converted into a department of English and Foreign languages and the Russian Language Programme should be brought under this department. The Head of the English Department can then be the Head of Russian section for administrative purposes and there is no need to create a senior position in Russian language until academic requirements warranted it." The Visiting Committee further observed that in case its recommendation is accepted for strengthening the programmes in Russian Language, an additional Lecturer, a 12 booth language laboratory a film projector, duplicating machine, Russian typewriter and books and journals all costing nearly Rs. 2.00 lakhs be sanctioned.

28.7

The Bihar University has considered the above recommendation of the Visiting Committee regarding the need to discontinue its existing department of Russian Language and integrate it with the Department of English. The University does not consider the amalgamation of the department of Russian Language with the Department of English a better arrangement for the University. It has informed the Commission that it would not be desirable to bring about the integration of this department with that of English Department from practical and administrative points of view. In its letter the University has observed

"The Visiting Committee has recommended that the department of Russian Language be attached with the department of English. But this University feels that it would not be better or desirable from practical and administrative points of view. We, therefore, propose to develop this department as a full fledged University Department for Post-graduate teaching in due course. It is why, we have decided to keep the Russian Language Department as an independent unit of the University. I would, as such, request you to kindly to move the Commission to approve of the proposal for keeping this as a separate Department of Russian language. The action is being taken accordingly in anticipation of the approval of the Commission."

The Bihar University, however, has not spelt out in detail the difficulties which will follow if a merger of the two departments, is brought about on the basis of the recommendation of the Visiting Committee.

It may, however, be stated that the Fifth Plan Visiting Committee also observed that the existing department of English of the University had also to enrich all its programmes to modernise them particularly drew attention to the fact that special skill-based courses in English had to be organised if the Department of English is to survive as a viable service department. The Visiting Committee, while assessing the status of the department, noticed that its sanctioned student intake for M.A. Previous and Final is 60 each. But the actual enrolment has been declining steeply and at present there are only about 40 students in both the classes (M.A. Previous and Final). As regards faculty strength, there are 19 teachers, but they teach both undergraduate and intermediate sections. Of these 19 teachers, three are Readers and 16 Lecturers. The post of Professor sanctioned to the department is at present lying vacant. The department however, has been rated by the Visiting Committee as "quite an active department."

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It may be stated in this connection that the Commission while considering the report of the Visiting Committee which assessed the development programmes of Bihar University does not suggest any modification regarding the recommendation made by it to discontinue the existing department of Russian language by integrating the same with the Department of English and redesignating the Department of English as the Department of English and other Foreign Languages.

The matter is placed before the commission for consideration.

E.O.(D-3a)/D.S.(D-3)

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UNIVERSITY GRANTS COMMISSION

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Meeting :

Dated : 18th April, 1977.

Item No. 27 To consider the proposal of the Centre of Advanced Study in Zoology, University of Delhi regarding change in the specialisation of touching posts sanctioned during the V Plan.

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The Commission at its meeting held on 18th October, 1976 has approved the posts of 2 Professors and One Reader with specialisations as indicated below at the Centre of Advanced Study in Zoology for the Vth Plan in addition to the existing staff of four Professors, 14 Readers and 4 Lecturers.

<u>Post sanctioned by the Commission under V Plan.</u>	<u>Specialization approved by the Commission.</u>
1. Professor -2(Plus one approved under Vth Plan Development).	One Professor each in Cytogenetics/Entomology/Biological Chemistry.
2. Reader -1.	Endocrinology Physiology.

The Centre of Advanced Study in Zoology, Delhi University has now approached the Commission for the change in the specialization of the positions sanctioned in the Centre by the University Grants Commission for the Vth Plan is as under:

<u>Addl. Posts sanctioned by the Commission under Vth Plan.</u>	<u>Desired area of specialisations</u>	<u>Justifications for the change.</u>
1. Professor -2+1.	Entomology/Cell Biology Cytogenetics/Biological Chemistry (without restriction of one each).	Each of the disciplines like many others, is a major one with a number of important sub-disciplines which need development and strengthening. If two candidates in a major discipline, though in two different sub-disciplines, are much

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more distinguished than the best candidate in another discipline, it will not be academically correct to select one, reject the other candidate of the first discipline and select a less deserving candidate in another discipline, because only one position is to be filled in each special discipline.

2. Reader-1. Cell Biology/Endocrinology
Entomology/Fish Biology.
- The Deptt. is of the opinion that linking the post with the specialisation-Endocrinology/Reproductive Physiology will not be in the interest of the Deptt. as it has an equally urgent need for Readership for other disciplines as well.

* p 291 A copy of the letter from Delhi University is attached as Annexure-I*

@ p 292-293 The details of the existing staff of Centres of Advanced Study in Zoology alongwith the specialisation are given in Annexure-II.*

The matter is placed before the Commission for consideration.

E.O(SR.1)/JS(I).

Copy of the letter No. PU/74(i)-Zool(CAS)/76/62193 dated 3rd January, 1977 from the Registrar, University of Delhi to the Secretary, University Grants Commission, New Delhi.

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Sub: Centre for Advanced Study in Zoology-University of Delhi-
Assistance during V Plan.

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Please refer to your letter No. F. 9-8/75(SR.1) of November 17, 1976 conveying the approval of the Commission to the grants under the Centre for Advanced Study in Zoology during V Plan period.

The Commission vide its letter, referred above, has sanctioned two Professorship under the C.A.S. in Zoology plan and has further specified that these two posts plus the one under the V Plan of the University should be one each in Cytogenetics, Entomology and Biological Chemistry. The Head of the Department of Zoology is of the view that this restriction is not in the academic interest of the Department because of the following reasons :

"Each of the above disciplines, like many others, is a major one with a number of important sub-disciplines which need development and strengthening. If two candidates in a major disciplines though in two different sub-disciplines, are much more distinguished than the best candidate in another discipline, it will not be academically correct to select one, reject the other candidate of the first discipline, because only one position is to be filled in each special discipline".

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serving candi-
te in another
discipline.

Moreover, the Department has also stated that the discipline Cytogenetics, should be cell Biology-Cytogenetics as already included in the UGC's sanction of one Professorship under the V Plan schemes. Regarding the post of Reader, the Department is of the opinion that linking the post with the specialization -- Endocrinology/Reproductive Physiology will not be in the interest of the Department as it has an equally urgent need for Readerships for other disciplines as well.

The matter was also discussed by the Academic Council in its meeting held on December 4, 1976. The Council after discussing the matter in details decided that the Commission be requested to approve the specialisation as given below:-

Professorships: (Two under CAS and One under V Plan) in Entomology/
Cell Biology-Cytogenetics/Biological Chemistry (With
restriction of one each).

Readerships: (One) in Cell Biology/Endocrinology, Entomology/
Fish Biology.

An early concurrence of the Commission is solicited.

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Department of Zoology
University of Delhi
Delhi-110007.

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<u>Name of Teacher</u>	<u>Designation</u>	<u>Field of Specialization</u>
1. Dr. C.M.S. Dass.	Professor	Cell Biology, Protozoology, and Ultrastructure.
2. Dr. M.R.N. Prasad.	Professor	Endocrinology & Reproductive Physiology.
3. Dr. K.N. Saxena.	Professor & Head of the Deptt.	Insect Physiology, Comparative Animal Physiology and Behaviour.
4. Dr. B.L. Sundararaj.	Professor.	Fishery Biology, Comparative Endocrinology and Reproductive Physiology.
5. Dr. S.R.V. Rao.	Reader.	Cytogenetics and Cell Biology.
6. Mr. P.V. Rajamannar.	Reader.	Natural History.
7. Dr. M.K.K. Pillai.	Reader.	Insect Toxicology and Medical Entomology.
8. Dr. S. Puraiswami.	Reader.	Biochemistry and Endocrinology.
9. Dr. V.K. Gupta.	Reader.	Insect Taxonomy, Zoogeography and Evolution and Ecology.
10. Dr. M.K. Dutt.	Reader.	Cytology and Cytochemistry.
11. Dr. P.S. Menon.	Reader.	Animal Ecology.
12. Dr. C.L. Talesara.	Reader.	Animal Physiology and Histo-Chemistry.
13. Dr. H.S. Vishnoi.	Reader.	Animal Morphology and Entomology.
14. Dr. N.N. Majumdar.	Reader.	Fishery Biology and Histology.
15. Dr. H.C. Agarwal.	Reader.	Biochemistry, Toxicology and insect Physiology.
16. Dr. S.S. Sehgal.	Reader.	Comparative Anatomy and Entomology.
17. Dr. K.V. Rao.	Reader.	Developmental Biology and Cell Biology.
18. Dr. R.N. Saxena	Reader.	Comparative Endocrinology and Reproductive Physiology.
19. Dr. P.K. Paul.	Lecturer.	Endocrinology, Reproductive Physiology and Nutrition.

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1.	2.	3.	4.
20.	Dr. S.V. Goswami.	Lecturer.	Fishery Biology, Comparative Endocrinology and Reproductive Physiology.
21.	Dr. D.M. Saxena.	Lecturer.	Cell Biology and Protozoology.
22.	Dr. J.R. Gandhi.	Lecturer.	Entomology (Insect Physiology and Applied Entomology).

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Confidential

University Grants Commission
Bahadur Shah Zafar Marg
New Delhi

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Meeting :

Dated : 18th April, 1977.

Item No.28 : To consider the proposal of Delhi University regarding the field of specialisation of the post of Professor in the department of Mathematical Statistics sanctioned during the Fifth Plan.

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The Delhi University has approached the Commission for enlarging the field of specialization of the post of Professor in the Department of Mathematical Statistics sanctioned for the Fifth Plan.

2. The position with regard to the posts sanctioned in the Fifth Plan and their fields of specialisation, the existing faculty and their areas of specialisation and the justification given by the University for enlarging the field of specialisation of the post of Professor is given in the Annexure.*

* p 295

3. The matter is placed before the Commission for consideration.

AS/D-5a/DS-15

University Grants Commission

Annexure to Item No. 28

University of Delhi - Faculty position in the Department of Mathematical Statistics



Additional posts sanctioned by the UGC under V Plan for which change is desired	Specialisation recommended by the UGC	Desired area of specialisation	Justification	Existing faculty	Specialisation of incumbent
Professor - 1	Multivariate Analysis	Enlarging the specialisation as 'Theoretical Statistics (Multivariate Analysis, Statistical Inference etc)'	The post of Professorship in Multivariate Analysis sanctioned under the V Plan was advertised. The Selection Committee could not find any candidate suitable for appointment to the post and recommended that the post be re-advertised. The experts on the Committee were of the opinion that the 'Multivariate Analysis' is too narrow a field and it may be difficult to get a suitably qualified person. Further they were of the view that it will be in the interest of the Deptt. to enlarge the specialisation as 'Theoretical Statistics (Multivariate Analysis, Statistical Inference etc.)'. The recommendation of the Selection Committee has been accepted by the Executive Council of the University of Delhi.	1. Professor - 1 2. Readers - 2	<p>1. Stochastic Processes, Special functions.</p> <p>1. Stochastic Processes and Rank order Statistics</p> <p>2. Vacant*</p> <p>* The post has been advertised with following special / desirable qualifications - specialisation in one or more of the following:</p> <p>Statistical Inference/ Design of Experiments/ Sample Survey/ Renewal Processes, (Presently a Lecturer is working against this post).</p> <p>1. Record Statistics</p> <p>2. No Specialisation</p> <p>3.</p>
Reader - 1	Bio Statistics				

UNIVERSITY GRANTS COMMISSION

Meeting:

Dated : 15th April, 1977.

Item No. 29: To consider the proposal of Lucknow University for change of specialisation for some posts approved by the Commission during the 5th Plan period.

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The Vice-Chancellor, Lucknow University has approached the Commission for modifying the specialisation for some posts approved by the Commission during the 5th Plan period, as per details given below:-

S.No.	Post.	Specialisation approved.	Modification suggested.	Basis.
1.	2.	3.	4.	5.
1.	Professor	Differential Geometry/Relativity (cosmology)	Quantum Mechanics/ Electrodynamics/ Astrophysics may be added.	The specialisations suggested by the University are being taught in the Deptt. & there are senior teachers who are interested in research in these fields. It will help to maintain a balance between pure and allied research and develop inter-disciplinary interaction and research.
2.	Two posts of professors in Physics.	Experimental laser Physics/Theoretical Physics.	Microwave Physics/Molecular Physics may be added.	Facilities are not available in the Deptt. either for experimental laser Physics or theoretical Physics and no research group is interested in these field. Starting of research in these areas would involve huge initial expenditure and will not give any impetus to the existing senior research workers in other fields.

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| 3. | Two posts of Readers in Physics. | Experimental Laser Physics/
State Theory. | Solid State Physics (Experimental)/
Theoretical Physics. | Facilities for work in the suggested areas of specialisation are not available. As a recognition for good work being done in the other fields and to give a fresh impetus and to utilise existing resources, the specialisation be added as suggested by the University. |
| 4. | Professor in Chemistry. | Quantum Chemistry
Statistical Mechanics. | Medicinal Chemistry/
Coordination Chemistry be added. | The specialisations suggested by the Univ. are well known fields of research and teaching in Chemistry and the Dept. has done very good work in these fields. There are senior teachers who have made a mark in the fields of specialisation suggested. Adequate facilities exist for these fields in the Department. |
| 5. | Two posts of Readers. | Polymer Chemistry and Chemical Physics/
X-Ray diffraction studies in
Liquids. | Organo-metallic Chemistry be added. | The specialisations suggested by the Univ. are well known fields of research and teaching in Chemistry and the Dept. has done very good work in these fields. There are senior teachers who have made a mark in the fields of specialisation suggested. Adequate facilities exist for these fields in the Department. |
| 6. | Professor Anthropology. | Nil | Physics
Anthropology. | The University desires specialised courses to develop in Physical Anthropology and then in pre-historic Archaeology. The Visiting Committee has suggested that the department may be part of Faculty of Science and a grant of Rs. 1 lakh has also been approved for equipment for Cosmosom Lab. The field of specialisation for the post has not been mentioned. The University desires that the post be earmarked for physical Anthropology. |

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-306 The Recommendations made by the Visiting Committee in respect of the above department are indicated in Annexure-II.*

The proposal of the Lucknow University for change of specialisation for various courses as indicated above is placed before the Commission for consideration.

As (D2b)/DS(D2)

Copy of letter No. F. 20-1/76/9256 dated 14.3.1977 received from the Vice-Chancellor, Lucknow University, Lucknow, addressed to the Secretary, University Grants Commission, New Delhi.

.....

The University Grants Commission in its letter No. F. 26-1/(3)/75(D-2a/D-2b) dated August 25, 1976, have been pleased to sanction inter-alia, the following posts with specialisations noted against each:

1. Mathematics- 1 Professor Differential Geometry/Relativity Cosmology.
2. Physics. - 2 Professors Experimental Laser Physics/Theoretical Physics.
- 2 Readers. Experimental laser Physics/State theory.
3. Chemistry. 1 Professor Quantum- Chemistry/Statistical Mechanics.
- 2 Readers Polymer Chemistry and Chemical Physics, X-Ray diffraction studies in Liquids.

The various posts sanctioned by the University Grants Commission were placed before the Academic and Executive Councils of the University. These were gratefully accepted but it was resolved that the University Grants Commission be requested to add the specialisations mentioned in column 4 below:

Deptt.	Post sanctioned	Specialisations mentioned by UGC.	Additions requested.
Mahts. and Astronomy.	Professor.	Differential Geometry/Relativity Cosmology.	Quantum Mechanics/Electrodynamics/Astrophysics.
Physics.	-do-	Experimental laser Physics/Theoretical Physics.	Microwave Physics.
	-do-	Experimental laser Physics/Theoretical Physics.	Molecular Physics.
	Reader.	Experimental laser Physics/State Theory	Solid State Physics (Experimental)
	-do-	Experimental laser Physics/State Theory.	Theoretical Physics.
Chemistry.	Professor.	Quantum Chemistry/Statistical Mechanics.	Medicinal Chemistry/Coordination Chemistry.
	Readers.	Polymer Chemistry and Chemical Physics, X-Ray diffraction studies in Liquids.	Organo-metallic Chemistry.

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Deptt.	Post sanctioned	Specialisations mentioned by UGC	Additions Requested
4. Ancient Indian History and Archaeology.	Reader	Nil.	Archaeology.
Anthropology.	Professor	Nil.	Physical Anthropology.

The detailed justifications for the above proposal are given in Appendix

DETAILED JUSTIFICATION FOR SPECIALISATIONS

1. Department of Mathematics & Astronomy.

In the Department of Mathematics a Professorship has been sanctioned specialisation in Differential Geometry/Relativity/Cosmology. It is desired that following specialisation be added besides the ones already mentioned above.

Quantum Mechanics/Electrodynamics/Astrophysics.

The above branches are being taught in the Department of Mathematics and there are senior teachers who are interested in research in the above modern fields. The addition of these between Pure and Applied research in the Department and will provide a wider scope for Inter-disciplinary interaction and research, a fact which has been often stressed upon by the UGC. With the sanction of this fifth plan post we will have now three Professorships in the Department. Unfortunately, non of these is particularly earmarked for any branch of Applied mathematics although research and teaching in both pure and applied mathematics is being actively pursued in the Department.

II. Department of Physics.

In the Department of Physics one Professorship in Experimental Laser Physics and one in Theoretical Physics has been sanctioned. It may be mentioned that there are no facilities available in the Department and no research group is interested in these fields. Further starting research work in these fields would involve huge initial expenditure and will not give any impetus to the existing senior research workers in other fields in the Department. The same is true about the specialisations ear-marked for the posts of two Readers. It is therefore suggested that as a recognition of the good work being done in other fields in the Department and to give them a fresh impetus as also to fully utilise the existing resources of the Department the specialisations in the above 4 posts be added to as below:

- One Professor - Microwave Physics.
- One Professor - Molecular Physics.
- One Reader - Solid State Physics (Experimental)
- One Reader - Theoretical Physics.

III. Department of Chemistry.

The University Grants Commission has sanctioned one post of Professor with specialisation in Quantum Chemistry/Statistical Mechanics. It is desired that two more specialisations be added to it namely Medicinal Chemistry/Coordination Chemistry. In the post of Reader the University Grants Commission has recommended two readers, one in Polymer Chemistry and Chemical Physics and one in X-ray Diffraction Studies in liquids. It is requested that the field of specialisations Organo-metallic Chemistry be added. The above branches are well know fields of research and teaching in Chemistry and the Department of Chemistry at the University of Lucknow has done very good work in the above fields. We have very senior teachers who have made a mark in the fields of specialisations for addition of which the request is being made. Adequate facilities exist in the Department for teaching and research in the above fields.

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IV. Department of Ancient Indian History & Archaeology.

From Annexure No. IV the specialisations in Archaeology has been deleted. The Visiting Team during its discussion had emphasized the need for strengthening the Department by expansion of field Archaeology, as at present there is no one in the Department who is trained in that field. Keeping this fact in view they recommended the post of a Reader with specialisations in Archaeology. It was also with the same intention that they also sanctioned the post of a Field Supervisor, which is very essential when the exploration and excavation works are undertaken. It, therefore, appears that by oversight the specialisation in Archaeology has been deleted in Annexure-IV, as approved by the University Grants Commission. If unfortunately the post is advertised without specifying the specialisation and a person with pure History without any training in Field Archaeology is appointed against this post, the very purpose of the sanction of this post would be defeated.

V. Department of Anthropology.

Revised V Plan proposals for the Anthropology Department were submitted on May, 1974. In Appendix II to these proposals, explaining the demands, it was specifically mentioned that the University wanted senior posts on top priority to develop specialized course in Physical Anthropology and Prehistoric Archaeology. At the same time, a new proposal was submitted for setting up a Human Cytogenetic Laboratory in Anthropology Department, when the U.G.C. team paid a visit to Anthropology Department, it was explained to them that the top priority need of Anthropology Department was to develop specialized courses in Physical Anthropology and then in Prehistoric Archaeology. The U.G.C. Visiting Team have shown their appreciation of this demand in two ways. Firstly, a sum of Rs. 1.2 lakh has been sanctioned for a Cytogenetics (Chromosome) Laboratory in the plan allocations, and secondly they have underlined their recommendation "that this Department may form part of the Faculty of Science." All this leads one to the inevitable conclusion that the U.G.C. favourably considered the request for the post of Professor of Physical Anthropology but somehow the precise wordings were dropped out during office processing of the report.

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Annexure -II to Item No.29

Extract from the Draft Report of the Visiting Committee to assess the Fifth Plan Development proposals of the university of Lucknow.

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Department of Physics

58. The department of physics was established in 1921. It has two professors, six readers, and 22 lecturers. Twentyone teachers possess research qualifications. The faculty has awarded 11 Ph.D. degrees during the fourth plan. The student enrolment is 466 in B.Sc., 137 in M.Sc., and 66 in research. The department provides specialised training and research facilities in the areas of general physics, microwave dielectrics, NMR, X-Ray spectroscopy, optics, nuclear physics and electronics physics of macromolecules, and radio communication theory. Papers on solid state physics and nuclear electronics have been introduced at the postgraduate stage. The committee feels that advanced research work could be started in theoretical physics, low temperature physics, laser physics, and plasma physics. The committee recommends as under :-

	<u>I Priority</u>	<u>II Priority</u>	<u>III Priority</u>
Staff	Professor - 2 (experimental laser Physics theoretical physics.)	Professor - 1 (Low temperature physics)	-
	Reader - 2 (experimental laser Physics state theory)	Reader - 1 (Nuclear Physics Semiconductor Physics plasma physics)	-
Equipment	Rs.2.50 lakhs (incl: Rs. one lakhs for laser work).	Rs. 2.00 lakhs	Rs.2.00 lakhs
Books & Journals	Rs. 1.00 lakhs	Rs. 60,000	Rs.1.00 lakh.

Department of Chemistry

59. The department of chemistry, established in 1921, has on its staff two profes ors, ten readers, and 33 lecturers. The

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number of teachers possessing research degrees is 34, and over a dozen teachers guide research work. Student enrolment is 718 in B.Sc. , 184 in M.Sc. and 89 in Ph.D. The department provides facilities in all the three major branches of chemistry, viz. physical, organic and inorganic. The faculty has to its credit 315 research papers, and award of 41 Ph.D and 2 D.Sc. Degrees, during the fourth plan period. The special fields of research are synthetic organic chemistry, chemotherapy and chemistry of plant products, coordination compounds, chemical kinetics, thermodynamics, colloids, chemistry of organometallic compounds, etc. About a dozen research projects sponsored by CSIR, etc., are in progress. The committee recommends as under :

	<u>I Priority</u>	<u>II Priority</u>	<u>III Priority</u>
Staff	Professor- 1 (Quantum chemistry/ statistical Mechanics)	Professor - 1 (Low Temp. studies or solid state chemistry.	-
	Reader - 2 (Polymer Chemistry and Chemical Physics, X-ray diffraction studies in liquids).		
	Lecturer- 1 (Microanalyst). XXXX	XXXX	

Department of Mathematics and Astronomy:

65. The department of mathematics and astronomy established in 1921, offers courses in mathematics up to postgraduate classes, and in astronomy upto undergraduate classes. It admits about 150 students each year to M.A., M.Sc. Mathematics courses. The students enrolment is 461 in undergraduate class 333 in postgraduate classes, and 26 in research. It is suggested that it starts courses in astronomy and some other branches like operations research, biomathematics, etc., and some of the students may be diverted to these courses maintaining the present strength of students. It

has two professors, one in applied mathematics and one in pure mathematics, six readers, and 13 lecturers. Twenty

p.t.o.

teachers have research degrees, and over a dozen teachers guide research work. The department has awarded 24 Ph.D. and two D.Sc. degrees during fourth plan. Research is being conducted in special functions including Zeta functions, differential geometry, complex variable, fluid mechanics, relativity, etc. A good deal of research is being conducted in Hindu Mathematics, and needs encouragement. The Vice-Chancellor is doing important research work in Zeta functions and, we understand, he is taking classes in mathematics and physics departments.

66. The department has a well-equipped library combined for mathematics and statistics: It is well managed by teachers. It is suggested that an assistant librarian be appointed by the university from its own resources. The office of Bharat Ganit parishad is located in the department. It gets about 100 mathematics and statistics journals in exchange. It is suggested that the library contributes only these journals which are not obtained in exchange. The department may consider starting interdisciplinary courses like space dynamics, computer science, biomathematics, etc. in collaboration with other departments, pooling the resources from different departments. It is understood that the statistics department will shift to its own building shortly. With this the mathematics department will have sufficient space for itself. It is strongly felt that in order to maintain interaction between mathematics and statistics, the library should not be separated, to avoid duplication and wastage.

67. The committee makes the following recommendations:

	<u>Ist Priority</u>	<u>II Priority</u>	<u>III priority</u>
Staff	Professor - 1	Professor - 1	-
	(Differential geometry/ reptivity Cosmology)		
	Reader - 2		

Department of Anthropology

91. The department of anthropology was established in 1952. It has a strength of one professor (Vacant), one reader, and five lecturers for a student enrolment of 62 in B.A., 82 in

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M.A., and 24 in Ph.D. Three teachers possess research qualifications. The faculty has published 10 research papers and five books, and awarded 9 Ph.D. degrees during the fourth plan. The departmental library has 1200 books. The department has plans to study human chromosomes, and their anomalies. The committee recommends that this department may form part of the faculty of science.

The following allocations are recommended :-

	<u>I Priority</u>	<u>II Priority</u>	<u>III Priority</u>
Staff	Professor - 1	Reader - 1	-
	Field Super- visor - 1		

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UNIVERSITY GRANTS COMMISSION

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Meeting :

Dated : 18th April, 1977.

- Item No. 20 To consider a proposal from Patna University regarding the changes effected in the areas of specialisation of certain additional posts sanctioned to the Department of Botany of the University on the basis of Fifth Plan Visiting Committee's recommendation.

.....

While communicating the acceptance of the Fifth Plan development proposals of Patna University on the basis of recommendations made by the Fifth Plan Visiting Committee, the Commission had specified the areas of specialisation for the posts of Professors and Readers additionally sanctioned for the Department of Botany for the current plan period. It was indicated in the Commission's approval letter "that the specialisation of two posts of Professors in Botany may be (i) Mycology and Plant Pathology and (ii) Cyto-genetics and Molecular Genetics/experimental Taxonomy and that of two Readers- (i) Experimental Psychology/Cyto-genetics and (ii) Plant Biochemistry". A copy of the report of the Visiting was also made available to the University for taking necessary action.

The Commission had also indicated that no change should be made with regard to the specialisations suggested for different posts approved by the Commission and whenever such changes are considered necessary the University should approach the Commission with full justification.

The Patna University in its letter of 9th February, 1977 addressed to the UGC has stated that :

"Two posts of Professor of Botany with specialisations as noted against each have been provided for the University Department of Botany of this University and they had been advertised through the Bihar Public Service Commission requiring the specialisation mentioned below:

- (i) With specialisation in 'Mycology & Plant Pathology.
- (ii) With specialisation in 'Cytogenetics/Molecular Genetics/Ext.Taxonomy.

The specialisations so laid down rendered Dr. A.S. Mehta, the Seniorsmost Reader and the second man in the Department of Botany of the University ineligible even to apply for these posts as his specialisation is in 'Plant Physiology'. In his representation dated 4th August, 1976 (copy enclosed Annexure.) Dr. Mehta requested to make these posts open or to add 'Plant Physiology' as well besides the specialisations laid down by the Commission.

p.t.o.

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The Vice-Chancellor after due consideration of his representation has been pleased to decide that the two posts of Professor of Botany sanctioned under Fifth Plan UGC scheme be got-readvertised and the Bihar Public Service Commission be requested to send their recommendations for the two posts in any of the following specialisations provided that the recommendations are made for not more than one post in any of these specialisations:

"(i) Plant Physiology, (ii) Mycology and Plant Pathology (iii) Cytogenetics, (iv) Molecular Genetics, and (v) Experimental Taxonomy."

It is to request you kindly to move the Commission to concur in the action so taken by the Vice-Chancellor in connection with the change of specialisation for these posts.

It would, thus, be seen that the University has already re-advertised inviting applications from qualified people, and the area of specialisation, namely, Plant Physiology which is added now is the area of specialisation of one of the Readers who otherwise would not be eligible to apply for this post.

In this connection, it may be indicated that the Visiting Committee has specified the areas of specialisation in order to enable the Department of Botany to have viable research groups. It has been indicated by the Visiting Committee that the Department of Botany is one of the best departments of the University and the Cytogenetics group headed by the Head of the Department has shown commendable progress and has made special contribution to knowledge in the fields of Cytology, Biology of Cucurbits, Grasses and other economically useful plants. It has also been indicated that the major research interest of the members of the department are in Cyto-genetics, Plant Pathology and Micro-biology. The department has a faculty strength of one Professor, three Readers, seven Lecturers and twelve part-time teachers and fourteen of them have interest in Cyto-genetics and four in Plant Pathology and Micro-biology. Only two teachers are specialised in Experimental Taxonomy and Ecology and two in Plant Physiology and one teacher in Paleo-botany. While suggesting the specialisations indicated above, the existing work going on in the Department was taken into account by the Visiting Committee and the positions were recommended to strengthen the areas of cyto-genetics and Plant Pathology and Micro-biology. In view of this, the Commission had indicated in its sanction letter specifically the need for filling up the post of Professor with the specialisations suggested by the Visiting Committee.

In spite of this, the University authorities have re-advertised by enlarging the areas of specialisation and giving priority to Plant Physiology which is the specialisation of one of the Readers who has represented to the University that if Plant Physiology is not included as an area of specialisation, he will not be eligible to apply for the post of Professor.

The matter is placed before the Commission for consideration.

E.O.(251)/D.S.(D-3)

Copy of letter dated 4.9.1976 from Dr. A.S. Mehta, Reader and Head of the Department of Botany, Science College, Patna, addressed to the Secretary, University Grants Commission, New Delhi Delhi, through the Patna-University.

.....

I have to submit the following lines for your kind consideration and necessary action in connection with your letter No. F. 14-1/74(D-3a) dated December, 1975.

There are three most important branches of Botany. These are Cyto genetics, Plant Breeding, Plant Physiology and Plant Pathology. The Department of Botany, Patna University has four special papers at the M.Sc. stage ; Cyto genetics and Plant Breeding, Plant Pathology, Plant Physiology and Experimental Taxonomy. These special papers were opened in the sequence in which they are mentioned above. The plant physiology Laboratory is well equipped both for teaching and research. Thus teaching and research in Plant Physiology needs as such reinforcement and strengthening as other branches of Botany.

The University Grants Commission has sanctioned 2 posts of Professor and 2 posts of Readers in Botany for the 5th Plan period. The specialisation for the two posts of Professors is as follows:-

Post One- Specialisation in Mycology and Plant Pathology.

Post two- Specialisation in Cyto genetic/Molecular genetics/
Experimental Taxonomy.

The claim of plant Physiology has been completely ignored without any justifiable reason. At this stage I would like to mention a few personal things which may not be out of place and which may strengthen my case.

I teach plant Physiology. I am the second man in the Department being the seniormost Reader in Botany. I am possibly also the seniormost Reader in Botany in whole of Bihar. There are seven Readers in the Department including me. All the other six Readers have been my students. I am as much qualified as the other Readers. I also fulfil all the requisite academic, research and administrative experience for the post of a Professor.

All Readers, except me, are eligible to apply for the two posts of Professor sanctioned by the U.G.C. Due to the particular specialisation mentioned for the Professor's posts I am the only Reader who is not eligible to apply. These two posts are to be filled by advertisement on an all India basis. All the Local Readers, except me, will be able to apply. I, therefore, request through this letter for an opportunity to me

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to apply. This is possible only under the following conditions:-

- (i) The posts should be open to all.
- (ii) The posts should have specialisation in Mycology and Plant Pathology/Plant Physiology/Cytogenetics, Molecular Genetics/ Experimental Taxonomy.
- (iii) One of the two sanctioned Reader's posts should be upgraded to a third post of Professor with specialisation in Plant Physiology.

If none of these possibilities are considered I will be denied the opportunity of competing with others for no fault of mine and I will be placed in a very awkward and anomalous situation. Therefore, all I request is an opportunity to apply and to compete with others. To deny my this opportunity who has put in more than 26 years of service is against the sense of justice and fair play. In view of what I have stated I have to request you to do the needful in the matter so that I also get a chance to compete with others. The matter is urgent as the post are soon going to be filled. Therefore, this requires your immediate attention. It may further be mentioned that Patna University in its revised proposals of August, 1974 has asked for one post of Professor in Botany without any specific specialisation. The Department of Botany however, presented to the Visiting Team of the University Grants Commission a demand for 4 Professors, one each in the following disciplines - Cytogenetics, Plant Pathology, Physiology and Experimental Taxonomy in that sequence.

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Confidential

UNIVERSITY GRANTS COMMISSION

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Meeting :

Dated : 18.4.1977.

Item No. 31. To consider the proposal of the Banaras Hindu University for creation of a post of Lecturer in Sinhalese during the Fifth Plan Period.

.....

The University Grants Commission agreed to the creation of a post of Lecturer in Sinhalese during 1973-74 under the Area Studies Programme, in view of the recommendation made by the High Commissioner for Ceylon in India and the tradition of studies in Buddhism at the Banaras Hindu University. The University could not fill the post on a permanent basis during the Fourth Plan period and the post, therefore, lapsed at the end of the Plan Period. The proposal for creation of a post of Lecturer in Sinhalese was also not placed by the University before the Fifth Plan Visiting Committee which visited the University in November, 1975.

The University has now requested for creation of a post of Lecturer in Sinhalese during the Fifth Plan Period and it has been agreed that the proposal may be considered under Development Programmes. The University has appointed Dr. P. Gunaratana as Lecturer in Sinhalese on temporary basis for the session 1976-77. His bio-data is attached Annexure-I. * The University is running diploma courses in Sinhalese and there are 6 students in the First Year and 6 students in the Final Year of this course. A copy of the letter of the University suggesting for creation of a post of Lecturer in Sinhalese is attached Annexure-II. @

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@ p 315

The proposal of the Banaras Hindu University for creation of a post of Lecturer in Sinhalese is placed before the Commission for consideration.

AS(D.2a)/DS(D2)

QUALIFICATION

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Name: Dr. Potuwila Gunaratana, M.A., Ph.D.

Address: The Maha Bodhi Society of India,
Sarnath, Varanasi (U.P.)

Date of Birth: 20th November, 1923

Qualifications: (in Sri Lanka)

Degree	Subject	Division Distinction or Merits.	Institution
Vidyodaya Pirivena Final Exam. (Acharya)	Sinhalese, Pali and Sanskrit.	Distinction in Sinhalese, Pali and Buddhist Law.	Vidyodaya Pirivena Colombo.
Sastra Visarada- Pandit	The Topic of Thesis with merit was 'Lakdiva Selipi' (Palaeography of Ceylon)		-do-
Tripitaka- charya			Supreme Sangha Council of Sri Lanka.

Qualifications (in India):

B.A. Banaras Hindu University
M.A.(Hindi) Punjab University (Chandigarh)
Ph.D. Banaras Hindu University. Topic
'Palaeographical Development of Brahmi
Script in South-East Asia (including
India and Ceylon): Awarded Gaurishanker
Hirachandra Ojha Gold Medal for the best
thesis on the subject.

Academic distinctions:

Gold Medal: Awarded by Justice N.H. Bhagwati, Vice-
Chancellor, Banaras Hindu University, in
1961 for the International Students'
Hindi Debate.

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Gold Medal: Awarded by the Banaras Hindu University for the Ph.D. thesis.

Government of India Scholarship (Under the General Scholarship Scheme 1962-64).

Distiction in Sinhalese, Pali and Sanskrit.

Recipient of several First Prizes from Vidyodaya Pirivena, Colombo.

Publication (in Ceylon):

Books

'Selipi Vivaranaya' (Palaeographical) studies of Ceylon.

'Chitta Balayo' (The power of Mind).

'Potuwila Maha Swami Charita; published by Samayawardhan Maligakanda road, Colombo.

'Sinhalese Dhammapada', published by Siri Vardhana & Co. Col. Colombo.

A number of pamphlets on Buddhism and Sinhalese.

A number of articles published in all leading news papers in Ceylon.

Publications (in India):

Articles (in Hindi) published in 'Dharma Yuga' Sunday issue dated the 19/8/1965 and 10/10/1965; (Aj) and 'Dharmaduta' etc.

Articles (in English): Published in the 'Maha Bodhi' (International Magazine) and in the 'Global Minds' (International Students' magazine), B.H.U., 1972.

Hindi Poem (Rastra Gita of Ceylon) publish in the 'Dharmayuga' Sunday issue dated 23.8.65.)

Research and Experience

Submitted an M.A. thesis on 'Brihatar Bharat Me Brahmi Lipi' at the University of Punjab under Dr. Hazari Prasad Dwivedi.

P.T.O.

Conducted research on the topic The Palaeographical Development of Brahmi Script in South-East Asia (including India and Ceylon). The Ph.D. Degree has been conferred and the Gold Medal has been awarded for the best thesis on the subject.

Taught Sinhalese and Pali for two years in Vikramasila Vidyapith, Pallawela, Ceylon.

Taught Sinhalese in M.A. classes in B.H.U. in 1963-64 and again in 1969-72. Went on a study tour to Moscow Mongolia, Germany, Holland and the National Museum London for studying Palaeograph, 1970.

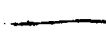
. . Extra curricular:

General Secretary to the Asian Studies Association, B.H.U. in 1969.

Member of the Foreign Students Advisory Committee, 1969, B.H.U.

Foreign Students Representative, 1960-63, B.H.U.

Member of the Preparatory Committee-cum-Delegate to the Asian Buddhists Conference, 1970, in Mongolia.



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Copy of the letter No. R.Dev/L-30/12531 dated 18/20th December, 1976 from the Deputy Registrar (Dev.) Banaras Hindu University, Varanasi-221005 addressed to the Secretary, University Grants Commission, Bahadur Shah Zafar Marg, New Delhi.

.....

Sub: Assistance for teaching of Asian Languages-
Creation of the post of Lecturer in Sinhalese.

I am to invite a reference to Commission's letter No.F. 21-4/70(H-II) dated the 24th January, 1974 on the subject mentioned above.

The Commission vide letter referred to above approved the creation of the post of Lecturer in Sinhalese and agreed to provide assistance for this post outside the Fourth Five Year Plan allocation chargeable to Area Studies Programme. The post was to be merged with the maintenance grant at the end of Fourth Plan. As the post was sanctioned at the end of the plan, it was not possible to complete all the formalities to fill up the post prior to 31.3.1974. The post consequently remained vacant during IV plan.

The Commission was requested vide D.O. letter No. R/Dev/1926 dated 7.5.1976 (copy enclosed) for ready reference) to accord approval of the revalidation of the sanction of this post under Area Studies Programme.

The Commission vide letter No.F. 21-4/70(H-II/CE) dated the 15th June, 1976 regretted its inability to provide assistance for the post under Area Studies Programme during V Plan. The Commission at the same time informed the University that the question of making provision for the above post in the Fifth Plan development schemes is under consideration.

The U.G.C. Visiting Committee for Science Humanities and Social Sciences Sector visited the University to assess its requirements during November, 1975. The Commission has sent the report of the Visiting Committee which is silent on this matter.

As the incumbent appointed by the University temporarily in anticipation of Commission's approval has been continuing on the post, it is requested that the Commission may accede of the above request and convey its approval to the creation of the post of Lecturer in Sinhalese during current plan to the University at an early date.

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CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

(316)

Meeting :

Dated : 18th April, 1977

Item No. 32 : To consider the proposal of the Banaras Hindu University for assistance for establishing a Centre for Life Sciences.

-:-

The Visiting Committee which considered the proposals of the Banaras Hindu University for development during the Fifth Plan period welcomed the proposal of the Banaras Hindu University for establishing a centre for Life Sciences and recommended posts of 1 Reader, 3 Lecturers, 1 Technician, 1 Lab. Assistant, 2 Lab. Attendants and 1 clerk and non-recurring grants of Rs.0.50 lakhs for Books & Journals, 4.00 lakhs for equipment, 0.50 lakhs for laboratory and 3.00 lakhs for buildings. The Visiting Committee, however, suggested that the grants may be sanctioned only when the University has formulated a detailed and concrete proposal concerning the courses and necessary teaching arrangements have been approved by the University Grants Commission. Recommendations made by the Visiting Committee in this regard are indicated in Annexure-I.

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The Banaras Hindu University has formulated a detailed proposal for establishment of a centre for life Sciences. The University has proposed that initially the Centre should undertake teaching programme for M.Sc. degree in Life Sciences and a few students say about 20 having B.Sc. degree in Physical or Biological sciences should be admitted to M.Sc. The first half of the M.Sc. programme would also be orientated towards building the foundation of students of both the streams by giving core courses in a wide range of subjects, while the second half of the course would be devoted to more analytical and interdisciplinary aspects of Life Sciences. The University has indicated that it would require following additional assistance for establishing the Centre over and above that recommended by the Visiting Committee :-

- a) Teaching Staff :-
- | | | |
|------------|---|---|
| Professors | 3 | Neurobiology/Immunobiology/
Photobiology/Differentiation |
| Readers | 2 | Ethology/Biomembrane/Molecular
Genetics |
| Lecturer | 1 | Biophysics/Applied Microbiology |
- b) Supporting Staff : 6
- 1 Senior Assistant, 1 Steno, 1 Animal Caretaker, 1 Cult. Assistant and 2 Lab. Attendants

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Recurring Grant :-

- | | | |
|----|------------------|---------------|
| c) | Laboratory | Rs.0.50 lakhs |
| d) | Books & journals | Rs.0.50 lakhs |

Non-recurring Grant :-

- | | | |
|----|-----------|---------------|
| e) | Building | Rs.2.5 lakhs |
| f) | Equipment | Rs.2.00 lakhs |

----- A copy of the letter received from the University is enclosed
@ p 320-325 (Annexure-II). @

The proposal of the University was placed before the Panel on Biological Sciences at its meeting held on 28th February, 1977. The Panel made the following recommendations :-

"The Panel appreciated the proposal and approved the academic merit and course structure of the proposed centre of Life Sciences. It felt that the University may start these proposed courses from the next academic session by utilising the grants which have already been approved by the Commission based on the recommendations of the V Plan Visiting Committee. The panels would not recommend any additional assistance for this purpose at this stage. The progress of the centre would be reviewed after one or two years."

The Commission has so far approved the schemes amounting to about Rs.190 lakhs against the ceiling of Rs.250 lakhs fixed for the University. The Visiting Committee's recommendations for the centre would involve a total expenditure of about Rs.9.25 lakhs. The University has indicated that it would require an additional assistance of about Rs.8.50 lakhs for the proposed centre during the Fifth Plan period.

The matter is placed before the Commission for consideration.

AS(D-2-a)/DS(D-2)

Extracts from the Report of the Visiting Committee appointed by the UGC to assess the development proposal of BHU for Fifth Plan period.

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7.39 Centre for Life Sciences:

7.39.1

With advances in basic disciplines like physics and chemistry particularly in their relationship with biology, there has been a revolution in the approach towards the teaching and research in biology. At least at the international level the traditional disciplines like anatomy, histology and taxonomy have given way to newer ones such as molecular biology, biochemistry, biophysics immunology, neurophysiology etc. These developments unfortunately have almost completely bypassed the treatment of biology in most Indian universities which still continue to compartmentalise this object area into the two disciplines of botany and zoology, with little interaction between them and with hardly any research effort towards the more challenging interdisciplinary areas.

7.39.2

The committee welcomes the proposal of the Banaras Hindu University to establish a centre of Life Sciences as a means of progressively building up the desirable level of interaction between different branches of these sciences, developing interdisciplinary teaching and research and introducing the newer disciplines which have merged in this area. However, since ideas concerning the proposed centre are still to be crystallised among the concerned teachers and the necessary structural changes within the university are yet to be executed, the committee cannot commit itself to any extensive outlay at this stage. The committee would recommend to the Commission to create positions of one reader in biochemistry and three lecturers in life sciences and of some laboratory and technical staff for working at the centre. Our understanding is that the staff would belong either to the proposed centre or to the three parent departments - one each in botany and zoology and one Reader and one Lecturer in biochemistry who would participate in the development of a M.Sc. Their major duty would be to develop under the auspices of the Centre interdisciplinary teaching programmes between the concerned departments in association with more senior faculty members, but if teaching loads are reasonable they should certainly develop such courses even within their own existing departments. At the present time we do not recommend a separate professorship and our view is that professor from amongst the existing departments should be appointed as a co-ordinator. A building to house a lecture room, two laboratories for the proposed M.Sc. programme in life sciences, a research laboratory for possible use by new appointees, a small workshop, a cold room and a service laboratory to house more expensive

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instruments, a room for the professor-incharge and another for the office staff. As far as possible, this building should be built in close vicinity of the participating departments. The costly and major equipment available in the concerned departments would be made available to this centre as a central facility.

7.39.3

The recommendations of the committee are as under :-

	<u>I Priority</u>	<u>II Priority</u>
Staff	Reader - 1 (Biochemistry) Lecturer - 3 (one each in botany, bio- chemistry & zoology) Technician - 1 Lab. Asstt. - 1 Lab. Attendants - 2 Clerk - 1	-
Books & Journals	Rs.0.50 lakhs	-
Equipment*	Rs. -	Rs.4.00 lakhs
Laboratory Grant	Rs.0.50 lakhs	-
Building**	Rs. -	Rs.3.00 lakhs

7.39.4

This grant should be sanctioned only when the university has formulated a detailed concrete proposal concerning the course and the necessary teaching arrangements have been approved by the UGC.

** Includes two M.Sc. Labs., one instrument room, one cold room, a workshop, a library, a Seminar room, one lecture room, one store room and office.

* Equipment as obtaining in various departments may be used as central facility. An allocation of Rs.4.00 lakhs has been made for the purchase of amino acid analyser in second priority.

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Annexure II to item No. 32

Copy of letter No. F/Dev/14941 dated the 29th January, 1977 received from the Deputy Registrar (Dev) Banaras Hindu University, Varanasi-221005 addressed to the Secretary, University Grants Commission, New Delhi.

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SUB:- Higher Education and Research Humanities, Social Sciences and Sciences. Establishment of Centre of Life Sciences.

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Kindly refer to the recommendation made in para 7.39 by the Vth Plan Visiting Committee for establishment of a Centre for Life Sciences. As advised therein, vide para 7.39.4, the University has formulated a detailed proposal, a copy of which is being sent herewith. (Appendix).

The proposal involves the following additional grants :-

a) Teaching Staff :

Professors	-	3	Neurobiology/Immunobiology/Photobiology/Differentiation
Readers	-	2	Ethology/Biomenbrane/Molecular Genetics
Lecturers	-	1	Biophysics/Applied Microbiology

b) Supporting Staff :

Senior Asstt.	-	1
Steno Typist	-	1
Animal Caretaker	-	1
Culture Asstt.	-	1
Lab. Attendants	-	2

c) Laboratory grant - 0.5 lakhs

d) Books & journals - 0.5 lakhs

Non-Recurring :

a) Building - 2.5 lakhs

b) Equipments - 2.0 lakhs

It will be appreciated very much if the Scheme submitted by the University is considered by the Commission and its approval communicated to the University at an early date.

Encl: 1

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Appendix

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CENTRE FOR LIFE SCIENCES

The University welcomes the recommendation of the U.G.C. for institution of a Centre for Life Sciences in B.H.U. The rapid growth of biological Sciences in recent years has stimulated new approaches to the study of living organisms. The application of techniques of physical sciences has opened up new dimensions in Biology resulting in an increase in the scope of the sciences, particularly in the borderline areas like Biochemistry, Physiology, Biophysics, Ecology, etc. Plants and animals including micro-organisms have a great deal in common, particularly at their cellular and molecular levels. The concepts of genetics, biochemistry and evolution are applicable to all these living systems. Thus these areas cut across the traditional boundaries of Botany and Zoology.

A sound knowledge of organisms, their structure, function, reproduction, behaviour and evolution requires competence in exact sciences like Physics, Mathematics and Chemistry and the tools used for these sciences. Hence, a good Life Scientist has to have basic knowledge in these sciences. Also, in recent years increasing numbers of Physicists and Chemists, particularly in Western countries, have developed interest in Life Sciences, and indeed have contributed substantially to the Science. This has been possible because they have been able to learn the essentials of biology required to understand a biological problem. Thus, the rapid strides in Life Sciences in recent times have been due to biologists learning and applying the physical and chemical principles, and physicists and chemists learning and understanding biological principles. Wherever such facilities have existed, Life Sciences have made rapid progress.

Banars Hindu University is unique in that most of the biological and physical disciplines are being taught at both undergraduate and graduate levels in one faculty or other. Also, substantial research is being carried out in many of the borderline areas in many of the departments. Unfortunately, however, there is scarcely any interaction among the research workers, nor is there any provision for interdepartmental and inter Faculty teaching programme. The aim of a Centre for Life Sciences should be to foster interaction among the teachers interested in different aspects of Life Sciences, and to train a new generation of young scientists who can take up the challenge of solving several unsolved problems, both basic and applied, in Life Sciences. This approach is in line with the recommendations of the Binational Conference in Life Sciences organised by the U.G.C. in 1971.

It is proposed that initially the Centre for Life Sciences should undertake teaching programme for M.Sc. degree in Life Sciences. Only a few students should be admitted for the M.Sc. degree in Life Sciences. Only a few students should be admitted for the M.Sc. course - say 20 students having B.Sc. degrees either in Physical Sciences or Biological Sciences should be admitted to M.Sc. However since, the present B.Sc. structure is such that a Biology

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student does not read Mathematics and Physics, and a physical sciences student does not read Biology, it is desirable to offer in the early stage of the M.Sc. programme courses to remove the deficiencies in these subjects as far as possible. The students of both the streams can then take common courses and interact more fruitfully. Also, both teaching and research would become easier. The first half of the M.Sc. programme would also be orientated towards building the foundation of students of both the streams by giving core courses in a wide range of subjects.

The second half of the M.Sc. programme would be devoted to more analytical and interdisciplinary aspects of Life Sciences. Greater interaction among the students is expected in the second year. There may be many elective courses in the form of specialisations offered in this year so that they may have a choice of subjects. In the light of this the following broad recommendations for M.Sc. teaching programme are made :-

<u>M.Sc.(Prev.)</u>	<u>Course No.</u>	<u>Students with physical Sciences background</u>	<u>Students with Biol. Sciences background</u>
Orientation Courses to remove deficiencies	101	General Biology - A (Morphology, classification)(4,5)	101. Mathematics - calculus, statistics, Algebra (1)
	102	General Biology - B (Cell structure and function, development, evolution (4,5)	102. Physics (Electricity, nuclear physics Spectroscopy, Thermodynamics (2)
Common core courses	103	Biological Macromolecules-structure function, synthesis and degradation (7,3)	
	104	General Metabolism-Metabolic paths, vitamins, hormones, Regulation, energy relations (4,5,7) (3)	
	105	Developmental Biology - Differentiation, growth, reproduction, aging (4,5,9)	
	106	Cell Biology & Microbiology-Viruses, bacteria, eukaryotes, cell ultra-structure and function (4,5,8)	
<u>M.Sc.Final</u>	201	Genetics and Cytogenetics-Microbial, plant and animal genetics evolution (4,5,6,10)	
	202	Physiology-Variou functions of plants and animals at organismal and cellular levels (4,5,9)	

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- 203 Environmental Biology (4,5,11)
- 204 Neurophysiology and Ethology (5,9)
- 205 Special paper A(elective)
- 206 Special paper B(elective)

Special papers to be offered are :-

- a) Molecular genetics
- b) Protein structure and function
- c) Immuno Biology
- d) Differentiation, aging and stress
- e) Neurobiology
- f) Biomembrances
- g) Photobiology
- h) Ecosystem
- i) Applied Microbiology

The courses shall be taught by the teachers of the Centre in collaboration with the staff of other Departments as indicated by numbers against each course :-

Mathematics	-	1
Physics	-	2
Chemistry	-	3
Botany	-	4
Zoology	-	5
Genetics (Ag)	-	6
Biochem.	-	7
Microbiology	-	8
Physiology	-	9
Biophysics	-	10
Chemical Engg.	-	11

Each course shall have two lectures of 2 hrs. duration and one laboratory class of 3 hrs. duration per week. Each M.Sc. Final year student shall be required to give one seminar in one of the electives. There shall be 3 periodical tests and one terminal examination for each paper. Each paper shall have 100 marks, and each practical shall have 50 marks.

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It is our considered opinion that effective teaching in M.Sc. Life Sciences can be imparted only if the students admitted to M.Sc. have had a broad knowledge of Biology along with Physical Sciences. For example, if a student takes a combination like Mathematics, Physics, Chemistry and Biology, in B.Sc., he would be ideally equipped for advance training in Life Sciences. However, such facilities are not available now, and it is planned to introduce such combinations in the Science Faculty at the B.Sc. stage in future.

The U.G.C. has already made the following recommendations for the Centre of Life Sciences :-

<u>Staff</u>	<u>I Priority</u>	<u>II Priority</u>
	Reader - 1 (Bio-chemistry)	
	Lecturer - 3 (One each in Botany, Biochemistry, Zoology)	
	Technician- 1	
	Lab. Asstt. -1	
	Lab. Attdt. -2	
	Clerk -1	
Books & journals	Rs.0.50 lakh	-
Equipment*	-	Rs.4.00 lakh
Laboratory Grant	Rs.0.50 lakh	-
Building**	-	Rs.3.00 lakh

It is desire of the University to make a good and meaningful beginning both in teaching and research in the Centre of Life Sciences. It is also the considered opinion of all the Life Scientists in the University that the recommendations already made are very inadequate to take care of all the aspects of Life Sciences teaching and research, and to develop a sound base in this interdisciplinary subject. It is also our objective that this School should help in the teaching and research programmes of all the Faculties of the University interested in Life Sciences. While thanking the U.G.C. for their recommendations they have already made, it is requested that the following additional items may be approved for proper implementation of the Centre :-

Recurring :

- a) Teaching Staff - It is very necessary to appoint senior teachers in certain frontiers and useful areas of Life Sciences.

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Professors	-	3	Neurobiology/Immunobiology/ Photobiology/Differentiation
Readers	-	2	Ethology/Bionembrane/Molecular Genetics
Lecturer	-	1	Biophysics/Applied Microbiology

b) Supporting Staff :

Senior Asstt.	-	1	
Steno Typist	-	1	
Animal Caretaker	-	1	
Culture Asstt.	-	1	
Lab. Attendants	-	2	

c) Laboratory grant	-	0.5 lakh
d) Books & Journals	-	0.5 lakh

Non-recurring :

a) Building	-	2.5 lakhs
b) Equipments	-	2.0 lakhs

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Confidential

UNIVERSITY GRANTS COMMISSION

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Meeting:

Dated : 18th April, 1977.

Item No. 33: To consider further proposal of Saurashtra University for development of its Rajkot Campus under V Plan.

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The Commission considered the recommendations of the Fifth Plan Visiting Committee for the Saurashtra University at its meeting held on the 7th January, 1976. The Commission, while agreeing to the recommendations made by the Visiting Committee with regard to the development proposals of the Saurashtra University, was of the view that the University should mainly concentrate its attention on the development of Rajkot Campus. It was accordingly agreed that this may be further discussed with the Saurashtra University. The discussions were held on 11th March, 1976 with the Vice-Chancellor, Saurashtra University where it was agreed that for the present the Commission may provide funds to Saurashtra University for (i) the development of the existing departments of Chemistry and Mathematics at Bhavnagar and (ii) the development of the Rajkot Campus as recommended by the Visiting Committee. For expansion of facilities at Bhavnagar the question will have to be discussed further with the State Government and the University keeping in view the proposal of the State Government to set up a new University at Bhavnagar. These discussions are to be held shortly and the State Government has already been contacted. Similarly, as full information has now been received from the State Government, the proposal of the State Government for setting up a University at Bhavnagar is being placed before the Committee on New Universities at its proposed meeting on 25th April, 1977.

328-331 In February, 1977 the Saurashtra University sent further proposals for the development of the Rajkot Campus - Annexure-I. * The proposals were discussed with the Vice-Chancellor and he was advised to revise the proposals in accordance with recommendations of the Visiting Committee under priority II & III for the development of Rajkot Campus alongwith any other urgent proposal and action already taken by the University on the observations and recommendations of the Visiting Committee. The revised proposals alongwith other information have been received Annexure-II. The University has indicated that action has been started on all the recommendations of the Visiting Committee. The recommendations of the Visiting Committee viz-a-viz action taken by the University are given in Annexure-III. @ As regards the proposals, it may be observed that the University proposes to set up three new departments viz. Departments of Law, Physics and Management Studies at Rajkot. The proposal for the Department of Management Studies will have to be examined separately by the All India Board of Management Studies. The department of Law, at Rajkot, has already been recommended by the Visiting Committee under Priority-III. A Department of Physics was recommended by the Visiting Committee for Bhavnagar Campus. The University has now proposed to set up this Department at Rajkot.

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The University has also proposed to strengthen postgraduate teaching at the postgraduate centres in colleges at Rajkot in Chemistry, Commerce, Education and English. A grant of Rs. 10 lakhs was recommended by the Visiting Committee for strengthening P.G. Centres (Rs. 5 lakhs in Priority-I and Rs. 2.5 lakhs each in Priority-II and III).

The University has also proposed to construct a Guest House, Auditorium and staff quarters, (12 of type-I and 11 of Type-II) at Rajkot Campus.

The matter is placed before the Commission for consideration.

D.S.(D.4)

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Annexure-I to Item No. 33

Copy of letter No. 4-2/1100 dated 22.2.1977 from the Vice-Chancellor, Saurashtra University, Rajkot, addressed to the Secretary, University Grants Commission, New Delhi.

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Sub: Scheme of the University for the 5th plan period (1974-79) Acceptance of the Scheme by the Commission.

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I solicit reference to your D.O. letter No. F. 21-1/76 (D.4a) dated April 21, 1976 and also a letter dated 8/11th April, 1976 alongwith the enclosures thereof. The said enclosures contain the decisions of the Commission on the recommendation of the visiting committee, alongwith a record of the discussions the undersigned had on 11th March 1976 with the Chairman and the Secretary of the Commission, on the aforesaid recommendations, in particular reference to the development of the Rajkot Campus of this University.

In the said record of the meeting dated 11th March, 1976, it has been stated, that the since State Government had decided to set up a new University at Bhavnagar, it has also to provide sufficient funds for the basic development of the new campus. It has also been mentioned in the record that "for the present, the commission may provide funds of Saurashtra University for the (i) development of existing department chemistry and mathematics at Bhavnagar and (ii) the development of Rajkot campus as recommended by the Visiting Committee".

Subsequently Government of Gujarat have proceed further their announced and committed decision to set up a seperate University at the issue. It is understood that once the commission communicates its final approval of the said proposal the new University will be brought into existence within a very short time. In the meanwhile, Saurashtra University has taken all the necessary steps to implement the decision of the Commission for further development of the Chemistry and Mathematics departments at Bhavnagar. Further development of the facilities for expansion of higher education and research at Bhavnagar will thereafter assume a new perspective, after undergoing the procedural requirements, both at the State and Commission level.

Under these circumstances, I am to request you to move the Commission for a very active consideration of the development of Rajkot campus which has remained absolutely under developed, notwithstanding the fact that Saurashtra University has been in existence for 10 years.

This is extremely essential in view of the fact that Rajkot campus will obviously cater to the needs of development of higher education and research for the entire area of Saurashtra except the city of Bhavnagar and considering the present and future needs and scope of expansion and development of the area, the present picture is keenly disappointing and depressing. I am aware that the commission also is conscious of this situation and has accepted the need of the development of Rajkot Campus.

△ Bhavnagar and is in communication with the Commission for finalising the

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It is therefore very necessary that the commission should now take immediate steps in this direction. As time roles on, the duration of the plan period also diminishes and that is a very strong additional factor for the present communication since after the plan period is over, unused grants for remainin recommended schemes may lapse. I, therefore, earnestly request that the commission may kindly take the matter for consideration as its ensuing meeting for according approval to the implementation of the remaining reco- mmendations at Rajkot so that the new sanctioned schemes may be implemented for the next academic year, commencing from June, 1977. An early action and intimation is solicited also, since before implementation, State Governmer approval for additional expenditure will be necessary for their matching share during the plan period and for their continuance thereafter. Since the time is very short, I urge the commission to take up the matter without any delay.

I may very briefly indicate hereunder the recommended schemes and posts as conveyed in the report of the review committee, which may now be allotted for Rajkot campus.

(a) Department of Commerce.

Staff recommended : 1 Professor, 1 Reader, 2 Lecturers.

Total Post Graduate Enrolment in University Area:- 673.

Enrolment at Rajkot: 219- Bhavnagar:-110.

We are promised a sizable donation, if we add Management studies alongwith Department of Commerce and after the department is sanctioned, we hope to accept the said donation for adding management studies.

(b) Education.

Staff recommended:-1 Professor, 3 Lecturers.

We have three post-graduate centres for education in the vicinity of Rajkot with the following enrolment.

Rajkot-16, Alliabada (Via-Jamnagar)-Nil.

Surondranagar -Nil. Porbandar-20, Bhavnagar-7.

It is submitted that for the Department of Education, at Rajkot the following staff may be sanctioned for the current plan period.

(1) One Professor. (2) One Reader. (3) Two Lecturers.

(c) Physics.

We have two P.G. centres for Physics at present, One at Rajkot and another at Morvi in the University area. The laboratory at Rajkot centre is, enriched by purchase of equipments worth about Rs. 50,000/-. It is very likely that the University may invest more funds for improving laboratory facilities before the current financial year is out. There are adequate books in the University and P.G. Centre libraries for the subject. What is necessary now is the employment of additional staff and teachers and purchase of further

equipment. It is submitted that, as recommended by the committee the following staff may be sanctioned :-

- (1) Professor. (2) Two Readers. (3) Three Lecturers.

Equipment grant Rs. 4 lakhs. (This is as per review Committee's recommendations).

Grant for suitable building (both for Physics and Mathematics Departments).

- (d) Mathematics & Chemistry.

It will be extremely helpful if University can establish of its own, suitable facilities for teaching and research in Mathematics and Chemistry also. There are good post-graduate centres for both these subjects at Rajkot. A grant of Rs. 50,000/- has been sanctioned by the University for enriching the Chemistry laboratory at Rajkot. Orders have been already placed for the purchase of equipment. There is a possibility of enhancing this grant before the academic year closes. In order that there is a collaboration between the physical sciences at Rajkot, and for which strengthening of staff for Chemistry and Mathematics will be necessary, it is submitted that the following additional staff may be sanctioned during the current plan period. Further development for teaching and research of the subject may be considered in the next plan.

The present requirements may be stated as under:-

Chemistry: 1 Reader, 2 Lecturers.

The present staff of affiliated colleges working at the centre is as follows:-

Six local qualified teachers, inviting 2 Ph.Ds.

Their services will be continued under the new arrangement.

Equipment - Rs. 2 lakhs.

Mathematics: 2 Readers, 1 Lecturer.

Equipment - Rs. 50,000/-

Teaching in Mathematics will be arranged in the building for Physics with the provision of the above staff. Thus, there will be a workable arrangement for teaching and research in Bio-Sciences, Physics, Mathematics and Chemistry at Rajkot.

- (e) The review committee had recommended certain posts for Gujarat and Economics at Bhavnagar. Since as aforesaid, the question of Bhavnagar will be considered on different days, it is submitted that facilities for study and research in Gujarat and Economics may further be strengthened at Rajkot

by the provision for the teaching staff as below:

(i) Gujarat: 1 Reader. 1 Lecturer.

This staff will provide a nucleus for the Department of Folk lore proposed to be started soon. There are already promises for handsome donations for the proposed department.

(ii) Economics: 1 Reader. 1 Lecturer (for Rural Economics)

The additional staff will be helpful in strengthening teaching rural Economics at the University.

(f) Law: It is also requested that further action may be taken to establish a department of law at Rajkot as recommended by the review committee.

Finally, it is submitted that the Committee has also recommended the following additional facilities:-

- (1) Hostel for 100 students.
- (2) Gymnasium and Play field
- (3) Staff Quarters.
- (4) Auditorium.
- (5) Guest House.

As seen by some members and senior officers of the commission Rajkot campus is starving in absence of such facilities. If the aforesaid recommendations are accepted by the commission, it will immensely help the development of the Rajkot Campus.

The above facilities in different subjects will enable the University to undertake an inter disciplinary programme of research on problems like the education of Migrating Tribes, Wastage and stagnation of rural Saurashtra, Educational Financing, Rural Economics and Rural sociology and legal problems of rural Saurashtra and will greatly contribute to the development of Rajkot Campus.

I must also add here that copying has been almost eradicated in University Examinations and much improved post graduate teaching work as recommended by the P.G. review committee of the University will be enforced from the next academic year. This will greatly strengthen our efforts for higher academic tone of studies at the University.

Under the circumstances, I request you to move the commission for the sanction of the aforesaid proposals for helping the development of Rajkot Campus which as mentioned above will cater to the needs of study and research for about 65000 students, of Saurashtra region even after the new University at Bhavnagar is established. We hope that sanction of the Commission will be received in good time so that we can start teaching and research in new disciplines from the next academic year.

Copy of letter No. PLG/UGC/VC-1191/77 dated 22.3.1977
from Saurashtra University to the secretary
University Grants Commission, New Delhi.

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Subject :- Development proposals of the Saurashtra
university for organising and strengthening
the post-graduate instruction.

Dear Sir,

I am directed to submit the undermentioned
proposals of the university of the above subject with
a request that the Commission may kindly consider
them at an early date.

Saurashtra University had submitted a detailed plan
of development to the UGC for the current plan period
vide its letter No. PLG/UGC/F-P-1/782/6418, dated
2.9.1974. A copy whereof is annexed herewith and marked as
Appendix 'A'. In the said plan, the proposals for
academic and non academic and campus development of the
university were listed under priorities (1)(2) and (3).
After the Visiting Committee of the Commission
discussed these proposals with the university at its Head
Quarters, a comprehensive statement of development
plans had emerged and finally fixed. The said statement
is enclosed herewith and marked as Appendix 'B'. From
the report of the Committee, it transpires that the Committee
has given its observations basically on this approved
statement of development activities and the earlier
University - proposals of development of priority basis
was not perhaps relied upon as the report is practically
silent on the priorities. While the statement (Appendix 'B')
does not mention anything about the location of
the proposed departments, the report has made such
a mention presumably on the basis of the existing
location of the faculties by the Government of
Gujarat for administrative purposes. However, it may
be added that while implementing the earlier plan
proposals duly sanctioned by the Commission, the
university itself did not consider it necessary to
adhere to any scheme of location of faculties. Even
though Arts faculty is located by Government

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of Gujarat at Rajkot, a Reader in Economics and a Lecturer in Gujarati posted then at Bhavnagar, are still continuing to work at that place. Even though the Science faculty is located at Bhavnagar, the department of Bio-Sciences then located at Rajkot still functions there with great vigour. Such locations of academic posts and departments, are made basically with the objective of providing facilities for higher education and research in various faculties and disciplines considering their need and also overall-development of the entire Saurashtra Region. This prelude to the proposals hereunder is submitted with a view to explain the attitude of the University on the location of various academic activities in the region at the present juncture.

Before the proposals are submitted in details, it may be helpful to give here a brief summary of the action taken by University on each of the various general observations made by the Visiting Committee in their report :-

(1) The Saurashtra University is organising special courses like marine Biology, Marine Chemistry, Rural Sociology, Rural Economics, Modern History and Folk Literature to satisfy the needs of the Region. It is also expected that with the fulfilled establishment of the school of Social Sciences from the next academic year, greater emphasis will be placed by the school to satisfy various requirements of the region in relation to the disciplines with the school. A proposal to start an integrated course in Biology instead of the conventional programme in M.Sc. in Botany and Zoology has been already proposed and will be implemented from the next academic year.

(2) As regards the post-graduate teaching, the University has already appointed a Review Committee as per the suggestion of the Visiting Committee which has completed its deliberations and submitted a draft report. A copy of the said report is enclosed herewith and marked as Appendix 'C'. The report will be soon accepted by the concerned authorities of the University and implemented from the next academic year. It is hoped that the Commission will now permit proposals advanced by the University hereunder to use the amount earmarked for strengthening the post-graduate centres as per the observations of the visiting Committee

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(3) A planning Board of the University consisting of the experts on the various disciplines is already in the existence and is meeting early next month and alongwith the review of the present position, will also consider a perspective plan for development of the university.

(4) No new post-graduate centres are being permitted by the University now. For quality teaching and research, the review committee report (Appendix 'C') has made various suggestions and from the next academic year entire picture will undergo a change. In the meanwhile, Statutes are being amended enabling the Readers of the various subjects to be the members of their respective Boards of Studies. Till then, they are being invited to participate in the deliberations of the Boards.

(5) The university Campus at Rajkot is about 9 k.m. away from the city. But adequate transport arrangements have been made in co-operation with the City Transport authority. While some quarters have been constructed for the staff, much more remains to be done. The campus needs a lot of development in respect of providing amenities both for students and staff and proposals for staff quarters, Guest House, play grounds, Auditorium and other requirements for a Campus are being made hereunder.

(6) The workshops for department of Bio-Sciences at Rajkot is under the process of erection.

(7) As mentioned in the visiting Committee report for teaching and research in physics at the post-graduate level, there are facilities only at Rajkot and Morbi. While the University has given substantial assistance for strengthening post-graduate centre in Physics at Rajkot, probably the problem cannot be properly solved unless the department of Physics is started at Rajkot.

(8) Though the provision has been indirectly made to include the department of Law in the School of Social sciences, no staff has been sanctioned for the purpose. Proposals are made hereunder for the same.

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(9) The university had proposed to start correspondance courses but as per the guide lines of the University Grants Commission further action will be taken only after fulfilled departments are established and proposals for financial assistance thereof will be submitted thereafter.

(10) The University had made energetic efforts to inculcate into the students abilities for reading books in English. A special course known as Junior and Senior Certificate course in English has been started at many affiliated colleges. A special scheme is being worked out in - co-operation with Central Institute of English, Hyderabad to enhance the competence of teachers in English as library language. Teachers are encouraged to participate in other relevant schemes under which they may be benefitted to strengthen their competence in English but the purpose would be better served if we have some staff with us to carry out specific and special projects. Proposals are, therefore, made hereunder for the same.

(11) While Health Centre is being brought into existence at Rajkot, Extension of facilities for Hostels both at Rajkot and Bhavanagar will be extremely helpful.

(12) Though the Committee has not recommended a printing press at the university, it is the opinion of the University that by establishing its own press, University will save a lot of money spent at present in printing question papers out-side for various examinations almost during the year. This proposal needs to be considered again.

(13) University authorities have already finalised, approved and forwarded their proposals for conferring autonomy to Lok Bharati at Sanosara but the Government of Gujarat have not so far accepted the proposal.

(14) It is a happy feature today that copying and other mal-practices at the examinations have been completely eradicated and there is no problem at all at present of this nature.

(15) As aforesaid, the planning Board and the various departments of the university have been already seized with their perspective plans and objectives in the special context of being useful to the community.

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(16) The UBO bulletin on Higher Education is received and subscribed by the University and outstanding teachers of the areas.

(17) The University has closed down completely the week end post-graduate courses and now the post-graduate centres work for 5 days a week with 3 qualified post-graduate teachers working at each centre. Even this system is being reviewed and substituted by the scheme initiated in the Review Committee as per details given in Appendix 'C'.

It will be seen from the foregoing observations that the University has been quite energetic in implementing various suggestions conveyed in the visiting committee Report.

Rajkot Campus of the University is still very much under developed, bears a depressing look and needs strengthening by the addition of various types of facilities mentioned hereunder. The proposals now following, are already a part of category 2 and 3 of our original proposals mentioned in Appendix 'A' enclosed with this letter. In view of the factual picture stated as above, it is submitted that the following new departments alongwith the staff, books and equipment facilities mentioned against them may kindly be sanctioned.

(a) Department of Law

Prof. Reader	Lecturer.	Books	Equipment and Furniture.
1	1	2 Rs.70,000	Rs. 30,000

(b) Department of Physics.

Prof. Reader.	Lecturers.	Books	Equipment and Furniture.
1	2	3 Rs.50,000	Rs.4,00,000

(c) Department of Management Studies.

Prof. Reader	Lecturers.	Books	Equipment and Furniture.
1	1	2 Rs.50,000	Rs. 35,000

Note : Since proposals for staff and equipments for Commerce Section has been made hereunder separately. The same is not included herein.

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(D) The Visiting Committee has earmarked Rs. 10 lacs for strengthening the post-graduate centres during the 5th plan period. It is submitted that the said amount of Rs. 10 lacs can be spent as mentioned below with a view to strengthen post-graduate teaching for the subject also mentioned hereunder:-

Subject	Posts		Equipments.
	Reader	Lecturers.	
1. Chemistry	1	1	Rs 2,00,000
2. Commerce	1	2	Rs 10,000
3. Education	1	1	Rs 25,000
4. English.	1	1	Rs 25,000

(E) It is also submitted that a special grant may be given for the physical development of the Campus such as Roads, water arrangement, Sanitation, etc. The absence of the Guest House, Play Ground and the Auditorium is keenly felt and it is requested that the Commission may kindly consider these requirements sympathetically. The detailed plans and estimates thereof will be sent on receipt of the formal approval of the Commission.

(F) The following facilities for staff quarters are also earnestly needed and it is submitted that they may also be kindly sanctioned.

<u>Staff quarters</u>	<u>No of quarters proposed.</u>		
Professors	Type -1	4	(Total No of Prof. (9) and readers (17)).
Readers.			
Lecturers	Type -2	11	(Total No. of Lecturers 22).

In view of the fact that the Commission has so kindly accepted the need of the development of the Rajkot Campus it is hoped that the aforesaid proposals which are bare minimum for the purpose and also for the benefit of the students community of the entire region will be immediately sanctioned by the Commission so that before the new academic year commences, active steps can be taken to implement them after taking the necessary approval of the State Government. You are earnestly requested to kindly move the Commission immediately so that some decision can be taken preferably in the next meeting of the Commission likely to be held in April, 1977.

Appendix 'A'

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Copy of Letter No. PLG/UGC-F.P.1/782/6418/74 dated 2nd September, 1974 from Saurashtra University to the Secretary University Grants Commission.

Subject :- 5th Plan Proposals

With reference to your letter No. F.26-1/73 (CD/CP) dated 16th Aug 1974 and D.O. letter No. 27-7/73 (CD/CP) dated 24.8.74 addressed to the Vice Chancellor of this university. I forward herewith the revised statement showing the fifth five year plan proposals distributed in three priorities to represent the first, second and the third categories respectively (in 20 copies) as desired. The statement is a modification of Appendix 4 of our original proposal forwarded to you under this office letter No. PLG/UGC/17756/1319/73, dated 26th December, 1973. I may add here that other details of the fifth plan proposals remains unchanged.

From the statement enclosed it will be seen that the estimated contribution by the U.G.C. and the State Government towards the proposed fifth F.Y.P. expenditure according to the usual norms is tabulated as under :-

Name of the scheme	Total expenditure	Share of	
		UGC	State
1	2	3	4
1(a) Recurring :			
i) Staff Salary and allowances of Departments	36,90,000	36,90,000	-
ii) Other (Coaches)	40,000	30,000	10,000
	37,30,000	37,20,000	10,000

(b) Non-recurring:

(1) Department			
i) Books	5,75,000	5,75,000	-
ii) Equipment, Furniture etc.	11,45,000	11,45,000	-
iii) Departments Buildings	22,50,000	22,50,000	-

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(1) (2) (3) (4)

(2) General Schemes :

(a) Physical Facilities -

(i) Staff (Teachers) Quarters.	10,00,000	5,00,000	5,00,000
(ii) Teachers Hostel	3,00,000	3,00,000	-
(iii) Guest House	2,50,000	1,00,000	1,50,000
(iv) Expansion of Central Library Building.	3,00,000	2,00,000	1,00,000
(v) Supports Pavallion/Track.	2,50,000	1,25,000	1,25,000
(vi) Play Fields	15,000	15,000	-
(vii) Staff Class Quarters	1,00,000	50,000	50,000
(viii) Mens Hostel Buildings.	4,00,000	2,00,000	2,00,000

(B) Other requirements

(i) Central Lib. Books and Journals	3,00,000	3,00,000	-
(ii) Central Library Equipment and Furniture.	1,00,000	1,00,000	-
(iii) Publication of research work	25,000	25,000	-
(iv) Research grant	1,00,000	1,00,000	-
Total N.R.	71,10,000	59,85,000	11,25,000
Total R.	37,30,000	37,20,000	10,000
Total recurring and non recurring.	1,08,40,000	97,05,000	11,35,000

* 3 Programmes which are sanctioned by the University Grants Commission during the 4th Plan period but the construction activities are held up because of the temporary ban by the University Grants Commission during 1973-74.

(a) Printing Press	1,80,00	1,20,000	60,000
(b) Health Centres (Rajkot and Bhavnagar each)	2,00,000	1,50,000	50,000
(c) Gymnasium	2,50,000	1,87,500	62,500
(d) Women's Hostel.	3,77,900	2,88,350	94,550
	<u>10,07,900</u>	<u>7,40,850</u>	<u>2,67,050</u>

*These programmes should be considered as out-side Fifth Plan Activities.

4, Projects under State Government Grants :

i) Campus Development	15,00,000
ii) Staff (Non-teaching) Quarters quarters	10,00,000
iii) Auditorium	1,00,000
iv) Primary School	2,00,000
v) Shopping Centre	1,00,000
	<u>29,00,000</u>

A note justifying the needs for the estimates for each of the post-graduate departments, the development of the existing departments and the general schemes and other requirements together with the estimates of recurring and non recurring expenditure is already forwarded to you (20 copies) alongwith our original proposal vide this office letter No. PLG/UGC/17756/1318/73, dated 26.12.1973.

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It will be seen from the above that the total financial assistance expected from the University Grants Commission in respect of the above proposals, excluding the construction activities which have been held up because of the temporary ban by the U.G.C. on construction during 1973-74 is of Rs. 97.05 lacs during the Fifth Five year Plan period.

I may add for your information that the university has also forwarded two special proposals for the establishment of (1) Centre for advanced study in natural ecology course under Bio-Sciences Department and (2) Establishment of a department of the Folk Lore, Folk and Charani Literature separately vide this office letter No. PLG/UGC/224/21476/74 dated 11.3.74 and No. PLG/UGC/605/3921/74 dated 14.7.74 respectively.

I am to request you kindly to move the commission to consider the above proposal favourably and sanction the necessary financial assistance at an early date.

SAURASHIRA UNIVERSITY

Annexure-4

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Fifth Five Year Plan Proposals (Rupees in lakhs)

Department	Staff IV Plan			UGC Vth Plan Proposal			Build- ing cost (UGC)	Equip- ment & Furni- ture (UGC)	Books & Journals (UGC)	Recurring salaries & Allow- ances (UGC)	Total share of (UGC)	Share of State Govt.	Total	
	P	R	L	P	R	L								
1	2	3	4	5	6	7	8	9	10					
CATEGORY-I														
1	Economics	-	2	-	1	1	2	2.50	0.25	0.50	2.94	6.19	-	6.19
2	History includ- ing Ancient culture	-	1	-	1	1	2	-	0.10	0.25	2.94	3.29	-	3.29
3	Gujarati includ- ing Folk litera- ture	1	1	1	1	1	1	-	0.10	0.25	2.39	2.74	-	2.74
	i) English	-	-	-	-	1	1	-	-	0.25	1.36	1.61	-	1.61
	ii) Hindi	-	-	-	-	1	1	-	-	0.25	1.36	1.61	-	1.61
4	Education includ- ing Psychology	-	1	-	1	1	2	2.50	1.00	0.25	2.94	6.69	-	6.69
		+ 1 outside IV Plan.												
5	Business Manage- ment in the Faculty of Comm.	-	1	-	1	1	2	2.50	0.25	0.25	2.94	5.94	-	5.94
6	Chemistry	1	2	3	2	1	1	3.00	2.00	0.50	3.42	8.92	-	8.92
7	Mathematics	-	2	2	1	-	1	2.50	0.25	0.25	1.58	4.58	-	4.58
								13.00	3.95	2.75	21.87	41.57	-	41.57

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1	2	3	4	5	6	7	8	9	10					
	Total	C/F		13.00	3.95	2.75	21.87	41.57	-	41.57				
<u>CATEGORY-II</u>														
8	Bio-Sciences	1	2	3	1	1	2	3.00	2.50	0.50	2.94	8.94	-	8.94
9	Sociology	-	1	-	1	-	2	-	0.25	0.25	2.13	2.63	-	2.63
10	Physics	-	-	-	1	1	2	4.00	4.00	1.00	2.94	11.94	-	11.94
								7.00	6.75	1.75	8.01	23.51	-	23.51
<u>CATEGORY-III</u>														
11	Law	-	-	-	1	1	1	2.50	0.25	0.50	2.39	5.64	-	5.64
12	Statistics	-	-	-	-	2	2	-	0.25	0.50	2.72	3.47	-	3.47
13	Political Sc.	-	-	-	-	1	2	-	0.25	0.25	1.91	2.41	-	2.41
								2.50	0.75	1.25	7.02	11.52	-	11.52
								22.50	11.45	5.75	36.90	76.60	-	76.60

14 Centre of Advanced Study in Nature Ecology course under Bio-Science Department.

A separate proposal is sent to the UGC vide this office letter No. PLG/UGC/224/21476/74 dated 11.3.74

SAURASHTRA UNIVERSITY

(Rupees in Lakhs)

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General Schemes	Total Share of U.G.C.	Share of State Government	Total
<u>CATEGORY-I</u>			
i) Printing Press	1.20	00.60	1.80
ii) Health Centre Rajkot & Bhavnagar	1.50 (each)	00.50 (each)	2.00 (each)
iii) Gymnasium	1.88	00.62	2.50
iv) Women's Hostels	2.83	00.95	3.78
v) Research Grants	1.00	-	1.00
vi) Publication of Research Work	0.25	-	0.25
vii) Purchase of Library Books	3.00	-	3.00
	11.66	2.07	14.33
<u>CATEGORY-II</u>			
i) Staff Quarters Teaching	5.00	5.00	10.00
ii) Extension of Central Library	2.00	1.00	3.00
iii) Sports Pavilion	1.25	1.25	2.50
iv) Play Fields	0.15	-	0.15
v) Appointment of Coaches	0.30	0.10	0.40
	8.70	7.35	16.05

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General Schemes		Total share of U.G.C.	Share of State Government	Total
<u>CATEGORY - III</u>				
i)	Teachers Hostel	3.00		3.00
ii)	Guest House	1.00	1.50	2.50
iii)	Staff Quarters Class IV Servants	0.50	0.50	1.00
iv)	Men's Hostel at Bhavnagar	2.00	2.00	4.00
		<u>6.50</u>	<u>4.00</u>	<u>10.50</u>
		<u>Academic</u>	<u>General</u>	<u>Total</u>
CATEGORY - I		41.57	11.66	53.23
CATEGORY - II		23.51	8.70	32.21
CATEGORY - III		11.52	6.50	18.02
Total:		76.60	Total: 26.86	Grand Total: 103.46

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Appendix B
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A revised statement of the minimum requirements for the Fifth Five Year Plan (1976-79) as per final discussion at the meeting of the members of the U.G.C. Visiting Committee with the Vice-Chancellor and Pro. Vice-Chancellor of this University on 7-9-1975 at Bhavnagar.

Sl. No.	School or Department.	Staff Proposal			Expenditure for recurring salaries & allowances			Building Cost			Equip-ment & furni-ture UGC	Books & Jour-nals UGC	Total share of UGC	Total share of State Govt.	Total
		P	R	L	Tot.	Share of UGC	Share of State Govt.	Tot.	Share of UGC	Share of State Govt.					
1	School of Economics & Management Studies.	2	2	4	3.36	3.05	0.31	2.50	1.25	1.25	0-50	0.75	5.55	1.56	7.11
2	History & Political Science	1	2	4	2.77	2.46	0.31	2.50	1.25	1.25	0.36	0.50	4.56	1.56	6.12
3	Guj. including Folk literature	1	1	1	1.37	1.29	0.08	-	-	-	0.10	0.26	1.64	0.08	1-72
	i) English	-	1	1	0.78	0.70	0.08	-	-	-	-	0.25	0.95	0.08	1.03
	ii) Hindi	-	1	1	0.78	0.70	0.08	-	-	-	-	0.25	0.95	0.08	1.03
4	Education & Psychology	1	1	2	1.82	1.66	0.16	2.50	1.25	1.25	1.00	0.25	4.16	1.41	5.57
5	Chemistry	2	1	1	1.96	1.88	0.08	3.00	1.50	1.50	2.00	0.50	5.88	1.58	7.46
6	Mathematics & Statistics	1	2	3	2.67	2.43	0.24	2.50	1.25	1.25	0.75	0.50	4.93	1.49	6.42
7	Bio-Science	1	1	2	1.82	1.66	0.16	3.00	1.50	1.50	2.50	0.50	6.16	1.66	7.82
8	School of Law & Sociology	2	1	3	2.80	2.56	0.24	2.50	1.25	1.25	0.50	0.75	5.06	1.49	6.55
9	Physics	1	1	2	1.82	1.66	0.16	4.00	2.00	2.00	4.00	1.00	8.66	2.16	10.82
10	Commerce	1	1	2	1.82	1.66	0.16	-	-	-	0.25	0.25	2.16	0.16	2.32
Total:					23.77	21.71	2.06	22.50	11.25	11.25	11.95	5.75	50.66	13.31	63.97

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GENERAL SCHEMES

CATEGORY-I				CATEGORY-II					
	Total share of UGC	Share of State Govt.	Total		Total share of UGC	Share of State Govt.	Total		
1	Printing Press	1.20	00.60	1.80	1	Staff Quarters Teaching	5.00	5.00	10.00
2	Health Centre Rajkot & Bhavnagar	* 3.00	0.75	3.75	2.	Extension of Central Library	1.50	1.50	3.00
3	Gymnasium	1.88	00.62	2.50	3	Sports Pavilion	1.25	1.25	2.50
4	Women Hostel	2.83	00.95	3.78	4.	Play Fields	0.15	-	0.15
5	Research Grants	1.00	-	1.00	5	Appointment of Coach	0.30	0.10	0.40
6	Publication of research work	0.25	-	0.25					
7	Purchase of Library books	3.00	-	3.00					
Total:				13.16	2.92	16.08	8.20	7.85	16.05

* 1-50 each.

Rs. in lacks

CATEGORY-III	Total share of UGC	Share of State Govt.	Total	Summary of Expenditure	UGC share	State Govt. share	Total
I Teachers Hostel	1.50	1.50	3.00	Academic	50.66	13.31	63.97
II Guest House	1.25	1.25	2.50	General	26.61	16.02	42.63
III Staff Quarters class IV servants	0.50	0.50	1.00				
IV Men's Hostel at Bhavnagar	2.00	2.00	4.00				
	5.25	5.25	10.50				
				Grand Total:	77.27	29.33	106.60

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Project under State Government Grants during
Fifth Plan Period (1974-79)

Name of the Scheme	Rs. in lacks.	Sl. No.	Name of the Scheme	Rs. in lacks.
1 Department of Continuing Education	4.55	1	Adminstrative Building at Rajkot/ Bhavnagar.	5.00 7.18
2 Establishment of Post-graduate Diploma in Journalism.	0.25	2	Campus development at Rajkot	15.00
3 Establishment of Department of Folklore, Folk & Charani literature.	13.50	3	Garage	0.25
4 Centre of Advanced Study in Natural Ecology, Course under Science Department	58.49	4	Furniture	4.00
5 Scheme for writing the History of Saurashtra	2.05	5	Computer Machine	5.00
		6	Campus development at Bhavnagar	15.00
		7	Staff (Non-teaching) Quarters	10.00
		8	Community Hall	1.00
		9	Primary School (Building Equipme nt & Furniture)	2.00
		10	Shopping Centre	1.00
	<u>78.84</u>			<u>65.43</u>

Draft Report:

A meeting of the Committee appointed by the Syndicate to survey the facilities and organisation of Post-graduate Courses in the affiliated colleges under the jurisdiction of the Saurashtra University and suggest measures for proper organisation of Post-graduate education in the University was held on the 5th November, 1976 and on the 6th and 7th February, 1977.

The attendance of the members was as under:-

Sr. No.	Name of the member.	Attendance.		
		8.11.76	6.2.77	7.2.77
1.	Shri H.S. Sanghvi, Vice-Chancellor.	Present	Present	Present.
2.	Shri D.M. Vasavada, Pro-Vice-Chancellor.	Present	Present	Present
3.	Prof. B.M. Udgaonkar.	Present	Present	Present
4.	Prof. M.M. Shah.	Absent	Absent	Absent
5.	Prof. M.B. Desai.	Present	Absent	Absent
6.	Prof. S. Shukla	Present	Present	Present.
7.	Dr. D.Shankar Narayan.	Absent	Present	Present.

The Committee after obtaining and examining the information required with regard to organisation of Post-graduate courses, facilities, staff and their qualifications, examination results etc., from the different post-graduate centres, visited some of the post-graduate centres in the various faculties and had discussions with most of the Deans, Principals, Post-graduate teachers and students. In the present situation of Post-graduate Education in the affiliated colleges, most of the students are part-time and the teachers engaged in Post-graduate teaching do not in a majority of cases, fulfil the norms already defined by the U.G.C. Since most of the colleges have to rely on visiting teachers, this does not provide for sufficient contact with students and opportunity for guidance. The laboratory and library facilities are inadequate. The whole atmosphere, in a way, is not conducive to any good teaching and learning of the post-graduate standard.

The Committee, after careful and thorough consideration of all the aspects of the situation, resolved to make the following recommendations:-

- (1) The Post-graduate instruction should be imparted to full time students only. It should be conducted regularly on all week days from Monday to Saturday. The present system of a part-time and mostly week end classes should be discontinued forthwith and no new postgraduate centres should be started till the present postgraduate teaching is consolidated. The Committee is happy to note that almost all the Deans, Principals and post-graduate teachers whom the committee met have also suggested that the postgraduate teaching should be on a full time basis, on all week days.

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- (2) No student should be registered as a postgraduate student unless he has obtained at least a Second Class at the Bachelor's degree examination, and 50% marks in the subject concerned, at the qualifying University examination.
- (3) All Post-graduate education should be centralised at the University Departments only, and all Post-graduate Centres (barring well-merited exceptions at the two head-quarters of the University) should immediately be closed.
- (4) In case of those subjects of Humanities and Social Sciences in Faculties of Arts, and Education in which the University has not yet established teaching departments and in subjects where no laboratory work or practicals are prescribed, the University may allow the students to appear in the post-graduate degree examinations as Private/External candidates. The University should make efforts to make available to such external students, necessary guidance, reading material and library facilities through study centres. A well planned contact programme may, also be organised for the benefit of those students.

The contact programme should not be a diffused programme, and should be carried out directly under the auspices of the University with well-qualified teachers (with qualification as in para 5). It may be necessary to invite teachers from outside the University for the contact programme for some time until the University's own departments get adequate staff. This may, for example, be done during vacations. The University may use some of the money allocated by the Vth Plan Committee for improvement of post-graduate instruction in colleges, for organizing these contact programmes and for strengthening the library facilities at suitably chosen study centres.

- (5) However, if any of the affiliated colleges wish to enrol students in a full time regular post-graduate course on all week days such Departments of the colleges should fulfil the norms laid down by the U.G.C. for starting post-graduate courses in colleges. In Humanities and Social Sciences, a college department must have at least four duly qualified postgraduate teachers with M.Phil. or equivalent degree or research work, of whom at least two teachers should have a Ph.D. Degree or equivalent research work. In Science subjects, there should be at least six post-graduate teachers with post M.Sc. qualifications such as M.Phil or equivalent research experience as evidenced by publications, of whom at least three teachers should have Ph.D. degree or research publications of equivalent standard. The College, in such cases, should not start the Post-graduate class unless an enrolment of at least 15(10 for Sciences) full time students with at least Second Class at the Bachelor's degree examination every year is ensured, besides availability of necessary laboratory, library and other facilities. No college may be permitted to start P.G. Classes in Science subjects, unless the facilities by way of instruments, workshop and recurring expenditure involved in organising the laboratory are ensured.

(6) In subjects in which University teaching departments do not exist and it is considered inescapable to impart post-graduate instruction in colleges, there shall be only one full time post-graduate centre in all affiliated college for a subject in the entire University area and such centre may be permitted only after thoroughly satisfying the basic requirements as mentioned above for starting a post-graduate centre. Such centres shall be terminated as soon as University Department on the subject starts functioning. Such centres should be located only at the head quarters of the University, as far as possible.

In the case of Science subjects, facilities for Chemistry may have to continue in the college centre at Rajkot for some time. In that case, the college Centre will have to be suitably strengthened. As for Botany and Zoology, the needs in these areas can be taken care of by the University Department of Bio-Sciences, and there is no need to continue the subviable programmes in Botany and Zoology in the College Centre. As far as Physics is concerned the needs can be taken care of by the New Department of Physics recommended by the Vth Plan Committee.

(7) The Committee is of the view that the present system of recognition of Post-graduate teachers is not at all satisfactory as it stresses on the undergraduate teaching experience as a lecturer rather than teacher's continued scholarship and contribution in the advancement of knowledge as evidenced by good academic record and published work. It is, therefore, recommended that the practice of recognising post-graduate teacher may be given up and only those with a Ph.D. or M.Phil. degree or with justificational research contribution may be allowed to teach postgraduate courses.

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4. The Committee is not in favour of starting any more University PG Centres under the case of one or two staff members only, as the University has done in the past. The Committee is not in favour of starting English and Hindi Sections for the present. It is also not in favour of starting a Department of Political Science.

The University leaders who are responsible for the PG Centres were not even members of the Board of Studies. This anomaly would obviously circumscribe the role they may be expected to play in improving the programmes at the PG and UG level. This anomaly may be rectified immediately.

5. It is urgently necessary to arrange transport for frequent communication between the City and the Campus. The Campus needs a lot of development in respect of providing amenities for students and staff. The State Govt. should give greater assistance for a rapid development of the Campus.

6. At present there are no workshop facilities available with the department of Bio-sciences at Rajkot or the Department of Chemistry at Bhavnagar.

7. The Saurashtra University has no Deptt./PG Centre of its own for teaching and Research in Physics. It could be desirable to establish a Department of Physics at Bhavnagar.

4. No new postgraduate centres are being permitted by the University now. For quality teaching and research the Review Committee report has made various suggestions and from the next academic year the entire picture will undergo a change. In the meanwhile statutes are being amended enabling the Readers of the various subjects to be members of their respective Boards of Studies. Till then they are being invited to participate in the deliberations of the Boards.

5. Adequate transport arrangements have been made in cooperation with the City Transport Authority. While some quarters have been constructed for the staff, much more remains to be done. Proposals for staff quarters, guest house, playgrounds, auditorium etc. are being made to the U.G.C.

6. The workshop for the Department of Bio-sciences at Rajkot is under the process of erection.

7. The University has given substantial assistance for strengthening the post-graduate centre in Physics at Rajkot, probably the problem cannot be properly solved unless the Department of Physics is started at Rajkot.

- 1. ----- 2. -----
- 8. The Committee supports the proposal of the University to establish a Deptt. of Law at Rajkot. The Committee would recommend that the Saurashtra University may evolve an inter-disciplinary programme of courses and research in the area of Law and social change.
 - 8. Though the provision has been indirectly made to include the Department of Law in the School of Social Sciences, no staff has been sanctioned for the purpose. Proposals are made hereunder for the same. (However, the Visiting Committee has recommended 1 Professor, 1 Reader and 2 Lecturers under Priority-III).
 - 9. The Committee suggested that the Universities in Gujarat State may consider giving correspondence courses through the medium of Gujarati.
 - 9. The University had proposed to start Correspondence courses but as per the guidelines of the University Grants Commission further action will be taken only after fulfilled departments are established.
 - 10. The Committee during its visit to the library of the University at Rajkot noticed that most of the books in English had never been issued. The Committee, therefore, suggests that a greater number of books be obtained in the library in Gujarati/Hindi. The University must also strive to improve the capability of students for comprehension of English so that they are able to understand its standard of literature of their respective subjects in English. For this purpose special courses may be introduced. The Committee has earmarked Rs. 1 lakh for special programmes to improve the competence of teachers/students in the use of English as a library language.
 - 10. The University has made energetic efforts to inculcate into the students ability in reading books in English. A special course known as junior and senior certificate course in English has been started at many affiliated colleges. Special scheme is being worked out in cooperation with CIEFL Hyderabad to enhance the competence of teachers in English as library language. Teachers are encouraged to participate in other relevant schemes. The purpose would be better served if we have some staff to carry out specific and special projects.
 - 11. The Committee has recommended a hostel at Bhavnagar and 1 health centre each at Rajkot and Bhavnagar.
 - 11. While health centre is being brought into existence at Rajkot, extension of facilities for hostels both at Rajkot and Bhavnagar will be extremely helpful.
 - 12. The Committee is not convinced of the need for the establishment of a printing press at the University because at present the volume of academic and specialised work is not large enough to justify the establishment of its own press.
 - 12. It is the opinion of the University that by establishing its own press it will save a lot of money spent at present in printing question papers outside for various examinations almost around the year.

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| <p>13. The Committee was informed by the Vice-Chancellor, Saurashtra University that the University has decided to confer autonomy to Lok Bharati at Sanosara. The Committee hopes that in time to come more institutions will come forward and meet the requirements and challenges of autonomy. The University may also take a positive attitude to the grant of autonomy to its departments so that they may have greater flexibility in organising their research and teaching programmes.</p> | <p>13. The University has already finalised, approved and forwarded the proposal for conferring of autonomy to Lok Bharati at Sanosara but the Government of Gujarat have so far accepted the proposal.</p> |
| <p>14. During the discussions with the Deans and the Principals of the Syndicate and others the Committee got the impression that mass copying and other malpractices at examinations had become a very serious problem. The University must address itself with this problem on an urgent basis and keep the UGC informed regarding the same.</p> | <p>14. It is a happy feature today that copying and other malpractices at the examination have been completely eradicated and there is no problem at all at present of this nature.</p> |
| <p>15. The Committee was sorry to note an absence of Academic Planning at the University. The University must set up an Academic Planning Board whose task should be to draw up a perspective plan for the development of the University and its implementation. It should also encourage departments to chalk out new paths as Bio-Sciences Departments has tried to do.</p> | <p>15. As said before the Planning Board and various department of the University have been already seized with their perspective plans and objectives in the special context of being useful to the community.</p> |
| <p>16. The Committee was surprised to find that the University authorities, the Principal and teachers were ignorant about the existence of the UGC Bulletin.</p> | <p>16. The UGC Bulletin of Higher Education is received and subscribed by the University and outstanding teachers of the area.</p> |
| <p>17. The Committee was concerned to note that most of the PG teaching was still being done at the PG Centres and further that these PG Centres still continue on three days per week basis. The Committee was informed that the Univ. has decided to close down the week-end PG courses from 1976, that the PG Centres will now work for 5 days a week and that each of them will have atleast three qualified teachers. The Committee hopes that these reforms will be adhered to. The aspirations of the part-timers may be met by allowing external candidates to appear for examinations.</p> | <p>17. The University has closed down completely the week-end postgraduate courses and now the postgraduate centres work for 5 days a week with three qualified postgraduate teachers working at each Centre. Even this system is being reviewed and substituted by the scheme recommended by the Review Committee, of the University.</p> |

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

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Meeting:
Date : April 18, 1977

Item No. 34 : To consider the report of the Visiting Committee appointed by the University Grants Commission to examine the Fifth Plan development proposals of Visva Bharati University, Santiniketan.

The Fifth Plan Visiting Committee appointed by the Commission to assess the development needs of Visva Bharati, with Professor B.M. Udgaonkar as the Convener, visited the University during the first week of February, 1977 and considered the development proposals in the light of the recommendations made by the Masud Committee. A copy of the Report is attached,

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Annexure - I

Decisive effort required

2. It was noted that the Masud Committee had expressed the opinion (which this Committee has endorsed) that a decisive effort was required to be taken by the University authorities to arrest the drift towards conventional undergraduate and postgraduate academic programmes in the University and to preserve the ideals and achieve the objectives envisaged by Tagore. The University has indicated that its Fifth Plan proposals have been formulated after taking into account the recommendations of the Masud Committee and they have been examined by the present committee in this context.

3. The Committee was impressed by the approach of the Vice-Chancellor in formulating a programme which would enable the University to become distinctive and significantly different from other universities over the next few years. It was also happy to note that the faculty in various departments were seriously considering re-organisation of their programmes in the light of the recommendations already made by the Masud Committee.

Main Programmes Recommended

4. Among the programmes suggested to help the

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university to function in a distinctive manner are:

- (i) to develop the university into a fully residential one.
- (ii) to strengthen and reorient rural reconstruction programmes;
- (iii) to revitalise its programmes of Patha Bhavana and Shiksha Satra;
- (iv) to institute a programme of fellowships, to bring to the university for varying periods, top scholars and creative artists from all over the country or abroad to undertake research, give courses/seminars and provide stimulus to programmes in Humanities, Fine Arts, Performing Arts, Environmental Studies etc. thereby promoting an atmosphere of excellence.
- (v) To link and relate the activities at Sriniketan and Santiniketan.

Perspective Plan for 1979-89 suggested

(5) The Committee is aware that within the ceiling allocation of Rs.150.00 lakhs available in the current plan and with only two years left in the plan, it will be possible for the University only to start moving in a new direction. It has, therefore, recommended that a perspective plan of development for 1979-89 may be drawn up by the University with the help of an expert body so that the tempo of implementation may be maintained when the Fifth Plan period is over and a major effort could be made to recapture its original, innovative spirit in the course of the Sixth Plan. The remaining two years of the current plan could, thus, be used mainly for completing the preparation in this direction. As such, this period will be a critical period which will determine whether and to what extent, the University can break new grounds.

Low Enrolment - Need to attract students from all over India

(6) As has been pointed out by all the earlier Visiting Committees, the enrolment in the University

was not increasing and at the same time one of the significant recommendations made by the Masud Committee to strengthen the unique character of the University is to make it a fully residential institution. At present, out of 3059 students, only 1306 are resident scholars. The Visva Bharati which is a national university has not been attracting students from different parts of the country in adequate numbers. The Committee has noted that the number of students except in Kalabhavana, from outside the region where the University is located is extremely small and the University should endeavour in various ways including building up of innovative and high quality programmes to attract students and scholars from all over the country and abroad as in the days of Tagore. In fact, the ability to attract good scholars and good students would be one of the criteria of the success of the new orientation which the University is trying to give itself. The University is finding it difficult at present to attract bright students even from West Bengal. It will be necessary for the University to attract students on an All India basis through quality and distinctive programmes. The Committee has further noted how this University is attracting at present only a small number from other countries too. (There are just 42 foreign students from 17 countries at present).

Architecture of New buildings, not in tune with traditions

(7) It was noted that the Architecture of the new buildings of the University did not fit in with the surroundings of the University and the University would do well to put up buildings which take due account of the traditions and background of the University.

Fifth Plan Programmes for New Direction

(8) The following recommendations have been made by the Committee to help the University to move in new direction in the light of Masud Committee's suggestions:-

- (a) the development of a School of Life Sciences.

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- (b) utilisation of the facilities at Sriniketan and integrating the programmes there with the academic programmes at Santiniketan.
- (c) A school of Social Sciences as/^apart of the Palli Sanghatna Vibhag (PSV), so as to give an academic and research backing to the programme of PSV.
- (d) shifting of department of Economics to Sriniketan as a part of the programme of strengthening the activities in Sriniketan.
- (e) Visiting Fellows programme;
- (f) suggestion that the university could break the barriers between Arts and Science courses, so as to promote scientific humanism, one of Tagore's ideas. From this point of view, some courses from the Arts Faculty may be taken by the students in the Science Faculty and vice-versa in the near future. This should become possible in 1978, when the Vidya Bhavana also introduce semester system.
- (g) suggestions regarding institution of an optional course on rural development.
- (h) grouping together the various language departments into a School of Languages, which could try to emphasise comparative study of literature;
- (i) that the university may look into the desirability and feasibility of introducing one modern Indian language (other than mother-tongue) at an ancillary level for every undergraduate student taking an honours course in languages, so as to widen his awareness of the literature of other Indian languages and promote national integration.

Recommendations for interaction of Science Departments with others and community.

(9) While suggesting measure for strengthening Sciences, the Committee has indicated the manner in which the various departments should inter-act with

programmes of Vidya Bhavana, Sriniketan and with the community. In this connection, the following significant suggestions have been made:

- (a) In Physics, the Committee feels that the main thrust should be in theoretical Physics, though it would be necessary to develop at least one experimental area, from the point of view of giving a broad and balanced training to students.
- (b) The School of Life Sciences, would be one of the few centres in the country adopting an integrated approach to the teaching and research in Life Sciences with interaction with Agriculture at Sriniketan, and also with the Department of Physics.....
- (c) The University \angle develop research and course programmes in the Philosophy and History of Science.
- (d) The University may explore the possibility of developing some interaction between the science faculty and the Kala Bhavana and Sangit Bhavana, e.g., depending upon individual motivation and interest, one could conceive of programmes in Physics of music and musical instruments, or physiology and psychology of perception and hearing especially in relation to the arts and music.
- (e) The undergraduate science students may be encouraged to take optional courses in Music and Arts at an ancillary level.
- (f) The Committee was happy to note that it was not uncommon for Science or Arts students to take some courses in Music or Art outside their normal curriculum. This may be encouraged, and the University may have a programme of extra-mural lectures on the appreciation of Music and Art.
- (g) The science faculties may also be encouraged to organise refresher courses for science teachers in neighbouring rural schools, workshop courses for high school graduates in the area, and the study of

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soil and water resources of the rural community around Santiniketan, and in general to take science to the community.

Financial Allocations for Vth Plan Programmes Proposed

10. The Committee has reviewed the present level of functioning of the various institutions and have made recommendations regarding the development needs of these institutions for the current plan as indicated in Appendix-I.

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Thrust of Patha Bhavana & Shikshasatra

11. The development of Patha Bhavana is receiving earnest attention of the University authorities and by pooling the existing resources and completing the programmes already accepted, it should be possible for the University to make the Patha Bhavana a pace-setting experimental school instead of its being only a supporting adjunct to school teaching. In particular, the students may be asked to work on small projects involving reference work in the Library. It is also important that both the Kala Bhavana and Sangit Bhavana involve themselves through a carefully designed programme, so that the children may derive benefit from these faculties of the University. This should imprint a unique stamp of Visva Bharati on the growth of personality of the children in Patha Bhavana. The same would apply mutatis mutandis to Shiksha Satra which has all the potential to make work experience a dominant part of all its educational programmes.

12. Kala Bhavana

The Committee supports the recommendation of the Masum Committee that the Kala Bhavana should exploit its unique position in imparting knowledge in all traditional techniques in Fine Arts and relating them to contemporary needs. There is also need to provide for the study of folk arts of India. The Kala Bhavana's proposal to undertake writing of books on history and theory of Indian Art deserves encouragement. The details of the development programmes recommended for the current plan will be forwarded to the Commission by Dr. Narayanamenon after detailed discussion with the university authorities.

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13. Sangit Bhavana

The Sangit Bhavana is not, at present, equipped to fulfil the function expected of it as a centre of excellence in Music and Dance. The Committee has suggested to the University that it should prepare a perspective plan for the development of the Sangit Bhavana so as to restore to it the distinctive character which it once had. On doing so, it should prepare a phased programme to cover several major dance and music styles in the country, including folk dance and music. The development proposals recommended for the current plan for Sangit Bhavana, will be forwarded to the Commission by Dr. Menon after his visit to the University.

Review needed for undergraduate Courses

14. The Committee noted that the enrolment at the undergraduate level in many courses under the auspices of the Vidya Bhavana is not viable and have recommended that the entire question of undergraduate teaching including the desirability of continuing the conventional honours courses which do not attract students of quality be reviewed by the University when it reviews the contents of the first degree programmes under the new pattern of education. The suggestion of the Masud Committee that among the subjects at the undergraduate stage, the pride of place should belong to dance, music, philosophy, languages - Indian and the world in historical perspective, and the ecology of the region may be borne in mind in this connection.

Need for unconventional Methods of Teaching

15. The University should also strive to introduce unconventional methods of teaching at least in certain specified subjects or courses where students could be given the option to do their work through independent study without any formal class-room lectures. This should be possible, in particular, in courses where the enrolment is low. The University could also introduce the students to elements of research methodology at the undergraduate level.

16. The University should develop new postgraduate courses with distinctive characteristics which will help to attract students from all over the country on a national basis.

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School of Languages in Vidya Bhavana Recommended

17. The Vidya Bhavana may take up a re-grouping of all its departments of languages and establish a school of languages and literature which will have a chairman on a rotation basis and sectional heads for each of its departments. The existing faculty and material resources would then be available in the form of central facilities for the teaching and research of all languages departments. The facilities recommended for the current plan are only to meet the urgent needs, pending the reorganisation as recommended.

Committees to activate Cheena Bhavana

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18. The Committee has noted, as other committees have done earlier, that Cheena Bhavana has not been productive for a long time. Further, the specific recommendation made by the Fourth Plan Committee to establish links between the Cheena Bhavana and the Department of Chinese Studies of the Delhi University has also not been taken/so far. In spite of the fact that a good faculty and useful research material, books and back journals are available with the Cheena Bhavana, no significant progress on the study of history and culture of China with particular reference to the influence of Indian culture has been undertaken. Pointed reference has been made by the Masud Committee that the facilities for research available in Cheena Bhavana are not being fully utilised and had also requested the University to encourage faculty members to take up projects of research. The Committee recommends that the University Grants Commission may take initiative to work out a concrete proposal to activate the Cheena Bhavana, with the help of an expert committee, taking note of the facilities and work already being done in this area by other universities in the country.

New Units for Tamil, Marathi and Assamese Proposed

19. The Committee has supported the establishment of new units for the teaching of Marathi, Tamil and Assamese for which annual grants have been sanctioned by the concerned State Governments. While welcoming this proposal the Committee hopes that it will be possible for the University to provide similar facilities in all Indian Languages in the coming years and take necessary steps to attract students from all States thereby strengthening areas of national integrati

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School of Historical Studies Recommended

20. The Committee has noted that recently the University has expanded the scope of the department of Ancient Indian History and Culture by adding archaeology to it and has introduced an integrated course of study for both undergraduate and postgraduate studies. The main purpose of the new syllabus introduced from 1975 is to make the students well conversant with different branches of the study of Ancient Indian History and Culture in the perspective of the Science of Archaeology. Besides special emphasis has also been laid on the study of Ancient India's relations with West Asia, Central Asia, China and South East Asia. Provision has also been made for specialisation in some branches of the subject and also for imparting training in field archaeology to the postgraduate students. The Committee has recommended that the department of Ancient Indian History, Culture and Archaeology and the Department of History be brought together under an aegis as a School of Historical Studies and efforts may be made to start to enter linked courses.

Retention of Hons Course in Social Work & Starting Masters' Course Recommended

21. The Committee has noted that the honours work under the auspices of the Department of Social Work serves a useful purpose and is well integrated with the rural development focus of Visva Bharati. It is to that extent somewhat distinctive in its approach and curricula. This course may, therefore, not be discontinued. The University has proposed the starting of a Master's course (MSW) with emphasis on (i) rural welfare and welfare of the scheduled castes and scheduled tribes; (ii) family welfare planning and child development and (iii) management and welfare of the working classes. The Committee supports the proposal and the emphasis.

School of Social Sciences with Department of Economics, Political Science and Palli Churha Kendra Recommended

22. The Committee strongly recommends that Visva Bharati should specialise in those aspects of social sciences which are related to the permanent

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values of higher and nobler elements of human culture. With this object in view, the Committee has recommended that the faculty of social sciences may redesign its courses in economics (political science and sociology) so as to offer facilities for studies for students in the philosophy of (political and social economy) or in welfare economics and in economic anthropology. The Committee does not favour the splitting out the present department of economics and Political Science into two separate units of Economics and Political Science. Instead the inter-disciplinary nature of the department should be retained and strengthened and new courses be devised as to lead to uniqueness, appropriate to the Visva Bharati setting. For this the Committee has recommended that the University may shift the department of Economics and Political Science to Sriniketan complex. This will enable mutual economies to be reaped from the proximity of the Palli Churcha Kendra which could merge with department of Economics and Political Science to form a school of social sciences.

School of Life Sciences Proposed

23. . The Committee has welcomed the proposal of the University to establish a school of Life Sciences encompassing a wider field of study to contribute to the establishment of teaching and research programmes in the frontier areas of Biology and relevant to the present day needs. The Committee has worked out details of the functioning of the school and also have suggested broad guidelines to develop research. This has been detailed in pages 21-25 of the report of the Visiting Committee.

University Services & Instrumentation Centre Proposed

24. The University authorities have proposed a central workshop near the existing science departments. The Committee while recommending this facility suggests that it should plan in such a way as to help in the setting up of a university services and instrumentation centre along the lines recommended by the UGC.

Science Library Suggested

25. The Committee has suggested that there should be a science library located near the existing science departments as with the advent of inter-disciplinary

research in science, journals and books published in any specific subject are needed by other science students and researchers. Hence, keeping the journals and books of mathematics, physics, chemistry and life sciences in isolated rooms is not only a waste of space but is also undesirable otherwise.

Reorganisation of Palli Sangathan Vibhag and Pallicharchakendra Recommended

26. The Committee has laid special emphasis on the need to give a new look to the rural development activities conducted at Sriniketan, and with this object in view recommendations have been made to strengthen Palli Sangathan Vibhaga which will enable the Sriniketan complex to play a special role in giving a new dimension to the academic programmes of Visva Bharati at both school and university levels so that Sriniketan need not be looked upon as a poor relation of Santiniketan.

The Committee is aware of the development /potential of the Sriniketan complex, particularly the PSV, through its Shilpa Sadana, craft extension programme, village extension section, adult education programmes, Brati Balaka rural youth units, rural library services, rural health services and handicrafts, and through the other activities taking into account the needs of the community around. The extension activities of the Sriniketan complex have been revitalised during the last two years and the PSV is also engaged in carrying out a number of surveys in the area of rural development. However, it lacks proper staff to design and draft reports on a scientific basis. In general, the PSV has to be provided with a research base, so that it may carry out significant analytical studies along with the extension activities. There is considerable sales potential for the craft works, but cost accounting and appraisals are conspicuous by their absence. The Committee has welcomed the University's proposal to equip the PSV with a social science research unit (Palli Churcha Kendra) but would suggest that the activities of the PCK should be integrated with the educational processes at Visva Bharati. Even after the creation of PCK, the work of the PSV should be integrated with the teaching and learning process of the university as a result of a major redesigning of the goals and structure of curricula in the undergraduate and postgraduate courses and the Visva Bharati setting is ideally suited for such a change.

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New branch of study in rural development recommended

27. The Committee has also strongly recommended that at the undergraduate level, the University should start a new branch of study in rural development. The rural development course should be taught by the faculty of the PCK in collaboration with other faculties of the University. The PCK needs a competent research staff, comprising two Rural Sociologists, two Social Anthropologist with knowledge of the region, one specialist in Demography, one Agricultural Economist, one Bank-cum-Credit Specialist, one Economic Statistician with training in econometrics, two Agronomists with knowledge of production methods and conditions in agriculture, one Cost Benefit Analyst with training in project appraisal and procedure one rural marketing specialist, who can help to develop markets for the craft work. These functionaries will provide effective technical help to the PSV and at the same time assist in the teaching programmes. Among these researchers, one of them may be appointed Professor and two may be of Readers level, the rest of Lecturers level. This unit apart from being engaged in teaching and research will also design and draft reports of rural service, project appraisal and village development work. The University, however, should make an earnest effort to attract talents from different parts of the country. With this end in view, the Committee recommends that fellowships to be instituted by the PCK and the awardee for these fellowships should be selected on the basis of one each from Eastern, Western, Northern and Southern Regions. The Committee has further recommended the starting of the School of Social Sciences and Rural Development by integrating the department of Economics and Political Science and the PCK which will be the University's research-cum-training centre in rural development.

Functions of Vinaya Bhavana to be re-examined

28. The faculty resources available with the Vinaya Bhavana have to be utilised for enriching the various courses as also for drawing up re-organised syllabi for various courses. A detailed examination of the functions of the Vinaya Bhavana is called for as it should be pressed into service for introducing innovative programme by the various Bhavanas of the University.

Vacant space to be used by Research Fellows in Library

29. The Central Library which is located in its new block has ample facilities for providing required library

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services and reading room facilities. At present, the Library building has a good deal of vacant space not being used. This accommodation may be made available for the time being for the use of research fellows and visiting scholars. Urgent steps are needed to be taken by the University authorities to ensure maximum utilisation of library facilities already created, e.g., by making some reference work a part of the curriculum.

Visiting Fellowship Programmes Supported

30. The Committee supports the proposal of the University for getting distinguished academicians from within the country or from abroad for a limited period so as to promote an inflow of new ideas into the University and to stimulate the permanent members of the faculties into undertaking new endeavours. The University should attract distinguished scholars from all over the country as also from abroad under the visiting fellowship programme, but the fellows should represent a mixture of youth and experience and that the success and impact of the visiting fellowship programme should be reviewed by the Commission at the end of the plan period.

Selection of Research Fellows

31. The Committee has recommended that the University should define a suitable procedure for selection of research scholars every year so as to ensure equitable distribution, taking into account the strength of the research programmes and the needs of departments, the number of Ph.D.'s completed in the department in recent years and the academic performance of the students who are seeking admission for a Ph.D. programme.

Staff Quarters in the Current Plan

32. The Committee has observed that due to the location of the University in a rural area, residential accommodation has to be provided to teachers with a view to attracting and retaining good teachers and urgent steps are, therefore, to be taken to provide accommodation for as many teachers as possible.

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33. The Committee has drawn attention to the need to improve kitchen and dining facilities of the existing hostels which are also not efficiently managed. The University authorities may look into such felt needs and detailed proposals forwarded to the Commission separately as proposals from universities have been invited recently outside the plan allocations for such purposes.

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Utilisation of facilities in Rabindra Bhavan

34. The Committee has observed that Rabindra Bhavan has the largest number of Tagore's manuscripts' collection, paintings, different editions of his work and other valuable material. As such, it is a unique centre for stimulating and promoting research in the life and work by Rabindra Nath Tagore. The advice and guidance of the visiting fellows appointed by the University may, therefore, be sought with regard to the utilisation of the facilities available for advance level research. A number of universities have established Tagore Chairs and a good deal of material on Tagore is available in other universities and an attempt to be made to co-ordinate these activities so that Visva Bharati is in a position to collect all available materials on Tagore.

35. In the absence of complete information regarding non-teaching and administrative staff already available in the various departments and units, it was not possible for the Committee to make any recommendation regarding additional position required by the University and for which proposals have been included in the Fifth Plan schemes. The Committee has made recommendations for a few units or departments where such positions were considered inescapable, but would suggest that on the basis of information supplied and specific proposals received from the University, the Commission may sanction such posts as considered necessary in accordance with the norms already followed for such purpose in Central Universities. The Committee, however, recommends that a sum of Rs.2.00 lakhs may be ear-marked for this purpose.

Financial details recommended:

The financial implications of the recommendations made by the Visiting Committee, in brief, would be as below:

(1)	Spill over from earlier plans:	Rs.28.36 lakhs	
(2)	Fresh proposals accepted as a first charge to Fifth Plan allocation:	Rs.14.65 lakhs	
(3)	<u>New Programmes</u>		
	i) Buildings	Rs.39.20 lakhs	(App.-I)
	ii) Equipment, furniture, etc.	Rs.19.75 lakhs	
	iii) Additional staff for two years:	Rs. 18.50 lakhs	
	iv) Books and Journals	Rs. 18.30 lakhs	
	v) Other Items	Rs. 12.00 lakhs	
	Total	Rs.150.76 lakhs	

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UNIVERSITY GRANTS COMMISSION

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REPORT OF THE VISITING COMMITTEE APPOINTED BY
THE UNIVERSITY GRANTS COMMISSION TO ASSESS THE
FIFTH PLAN DEVELOPMENT NEEDS OF VISVA BHARATI:

The University Grants Commission constituted a Visiting Committee consisting of the following members for examination and assessment of the development needs of the Visva Bharati in the light of the proposals submitted by the University authorities:-

1. Professor B.M. Udgaonkar, Convener
Tata Institute of Fundamental
Research,
Homi Bhabha Road,
Bombay.
2. Dr. V.K. Narayanamenon, Member.
Director,
National Institute of
Performing Arts,
Bombay.
3. Professor P.R. Brahamananda, "
Department of Economics,
Bombay University,
Bombay.
4. Professor M.S. Kamungo, "
Department of Zoology,
Banaras Hindu University,
Varanasi.
5. Professor (Miss) Bela Sengupta, "
Department of Bengali,
Patna University,
Patna.
6. Professor (Miss) R.R. Verma, "
Department of Philosophy,
Lucknow University,
Lucknow.
7. Shri M.P. Balakrishnan, Secretary
Deputy Secretary,
University Grants Commission,
New Delhi.

The Committee visited the University on 1st - 2nd February, 1977. Dr. Narayanamenon could not visit the University on these days. It had discussions with the Vice-Chancellor and members of the Staff and also visited different departments, laboratories, hostels, and the various

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institutions at Santiniketan and Sriniketan (Annexure-I).

A Committee appointed by the Government of India in February, 1974 under the Chairmanship of Mr. Justice S.A. Masud had made its recommendations recently on the lines on which Visva Bharati should be developed. The Committee has taken into account the Masud Committee's observations and recommendations.

The Masud Committee had studied in detail the present level of functioning of the University with a view to assess to what extent it had succeeded in preserving and promoting the ideals for which this institution had been established. It had noted that at the time of Visva Bharati was declared by an Act of Parliament in 1951 as an Institution of National Importance, the Nation had looked upon it not only as a great institution but as a very special and unique institution and the Government had been anxious at the highest level from the very day, that this University should not fall into the rut of other (traditional) universities. In the opinion of the Masud Committee a decisive effort was required to be taken by the authorities to arrest the drift towards conventional undergraduate and postgraduate academic programmes in the University and to reconstitute the Visva Bharati so as to preserve the ideals, and achieve the objectives envisaged by the founder, poet Rabindra Nath Tagore.

The objectives sought to be achieved by the founder are set out in Annexure-II. The University seeks to achieve these objectives through a number of institutions set up for the purpose at Santiniketan and Sriniketan and Calcutta (Annexure-I).

Over the years the University has built up a number of departments and the present position of enrolment of students and faculty strength, as also the examination results, are indicated in (Annexure-III & IV).

The Masud Committee has made a number of important recommendations to help the University to reorganise its courses so as to move towards the goals envisaged by Tagore. These recommendations are listed in (Annexure-V).

The University authorities have indicated that their Fifth Plan proposals have taken into account the recommendations of the Masud Committee.

The proposals formulated by the University have been examined by the present Committee in this context. The recommendations of the Committee were finalised at a meeting held in Bombay on 4th March, 1974 where Dr. Narayanamenon was also present. Dr. Menon indicated that a detailed report regarding Kala Bhavana and Sangeet Bhavana would be added to this report after his visit to Visva Bharati.

(1) The Committee has been impressed by the approach of the Vice-Chancellor in formulating a programme which should enable the

university to become distinctive and significantly different from other universities, over the next few years. It was also happy to note that faculty in various departments were seriously considering reorganisation of their programmes in the light of Masud Committee's recommendations.

(2) The Committee would like to underscore the following programmes suggested for the current Plan which will help the University to function in a distinctive manner. These programmes seek to strengthen the residential and national character of the University. They seek to revitalise its Patha Bhavana and Siksha-Satra. They aim at reorienting and strengthening its rural reconstruction programme at Sriniketan. They expect, through a programme of fellowships, to bring to the university for varying periods, top scholars and creative artists from all over the country to undertake research give courses/seminar and provide a stimulus to programmes in humanities, fine arts, performing arts, environmental studies etc., thus promoting an atmosphere of excellence. They also seek to link and relate the activities at Santiniketan and Sriniketan, to provide an intellectual & analytical base for the extension work at Sriniketan, and to re-orient other programmes in an attempt to make the university a special and unique institution which will draw students from all parts of the country, as also from abroad, and function as a truly national university.

(3) The Committee is aware that within the ceiling allocation of Rs.150.00 lakhs available to this university in the current plan, and with only two years left of the plan period, the University will only be able to start moving in a new direction. It would, therefore, recommend that a perspective plan of development for 1979-89 may be drawn-up by the University, with the help of an expert body, so that the tempo of implementation may be maintained when the Fifth Plan period is over, and a major effort could be made to recapture its original innovating spirit in the course of the Sixth Plan. The remaining two years of the current plan could thus be used mainly for completing preparations in this direction. The next two years will thus be a critical period which will determine whether and to what extent the University can break new grounds.

(4) The Committee has examined the Fifth Plan proposals in this context and would like to make the following general observations/recommendations.

GENERAL OBSERVATIONS AND RECOMMENDATIONS:

(5) The Committee would like to point out at the very outset that the progress of implementation of the development programmes by the University has not been very encouraging in almost all the earlier Five Year Plan periods. The Third Plan Visiting Committee had noted that out of Rs.88.55 lakhs which had been approved as Commission's assistance Rs.55.83 lakhs accounted for apill-over of Second Plan schemes, mainly due to non-implementation or non-completion of general

schemes of development. Similarly, the Fourth Plan outlay, approved in March 1968, amounted to Rs.82.19 lakhs, as Commission's share; but the spill over of the Fourth Plan schemes amounts to Rs.28.36 lakhs as indicated by the University. The Committee is aware that this spill-over does not include certain additional programmes accepted subsequently during the Fourth Plan period and that there are also certain non-recurring items which have lapsed due to non-implementation, like grants sanctioned for purchase of equipment and books and journals. If these items are also taken into account, the total approved amount, non-utilised in the Fourth Plan period, would come to Rs.35.02 lakhs.

As is the customary practice with the Commission, pending assessment by the Visiting Committee the University had been sanctioned, as a first charge, programmes costing Rs.14.65 lakhs and in this case to the actual implementation should that only about half the amount had been utilised by the University so far. The Committee suggest that the University authorities be requested to speed up the tempo of implementation of these programmes in an attempt to avoid spill-over to the next plan, which would help the University to take up new programmes designed to strengthen the distinctive characteristics of the University.

(6) The Committee noted that the earlier Visiting Committees too had pointed out how the enrolment in the University was not increasing, with the result that the cost per scholar continued to be high as compared to other universities. One of the reasons cited for this situation has been the fact that the University is mainly a residential one. This was not quite so according to the present student enrolment, as out of 3059 students on the rolls of Visva Bharati as on 31st December 1976 only 1306 were resident scholars and as large an enrolment as 1753 were day scholars (Annexure -VI). In fact one of the significant recommendations to revive the glory of Visva Bharati as envisaged by Masud Committee and Review Committee has been to make it a fully residential university which would mean additional residential accommodation for a large number of students. On the other hand, any addition to the residential accommodation at the University should be accompanied by an increased selectivity on an all-India basis with regard to the students admitted.

While the enrolment position continues in general to be low, it was also noticed that for some courses, it was very low indeed. This has particular reference to some of 17 departments in Vidya Bhavana. Further, Visva Bharati, which is a National University has not been attracting students from different parts of the country in adequate numbers, with the possible exception of Kala Bhavana (Annexure VII). Shiksha Bhavana which has a student enrolment of 405 has just 26 student from other States. Vidya Bhavana (enrolment 811) has nearly 700 from West Bengal. Vinaya Bhavana has only 3 out of 92 from other States. K. Bhavana has 67 from other States as against 95 from West Bengal.

(7) We have noted above that except in the Kala Bhavana, the number of students from outside the region is extremely small. The University

should endeavour in various ways, including building up of innovative and high quality programmes, to attract students and scholars from all over the country (and abroad), as in the days of Tagore. In fact, ability to attract students and scholars from all over the country would be one of the criteria of the success of the new orientation which the University is trying to give itself. Today, in many departments, the Committee heard a complaint that it is difficult to attract bright students even from West Bengal. The Committee understands the difficulty of competing with the gravitating influence of Calcutta, but hope that, over a period of time, the quality and distinctive character of the University's programmes will enable the University to attract bright students and academics from all over the country, and to restrict admissions to students of exceptional ability on an all-India basis, as recommended by the Masud Committee. The Committee notes also the small number of scholars this University is able to attract from other countries (Annexure-VIII). There are only 42 foreign students studying in Visva Bharati at present, coming from 17 countries. Of these half (21) are from Bangla Desh; 12 countries account for 12 students, while four other countries account for remaining 9 students. The Sangeet Bhavana and Kala Bhavana have attracted more than half this number.

(8) The University is, no doubt, cramped for space for its academic programmes and the Committee has made recommendations for additional space at the appropriate place. The Committee would, however, like to endorse the views of the Fourth Plan Committee which felt concerned with regard to the attitude to the 'open air class' system. "The University has a distinct tradition and culture of its own and every effort should be made to retain the life of simplicity and contact with nature which received great emphasis during its early formative years. We should take care that this outlook and faith are not entirely given up in favour of the new stress on brick and mortar". The Fourth Plan Committee had further observed that the architecture of the new buildings does not fit in with the surroundings of the University. While suitable and convenient accommodation for teaching and research work is essential the University would do well to put up buildings which take due account of the traditions and background of the University.

(9) The Committee was happy to note that the Vice-Chancellor has recently constituted several committees with a view to promote inter-disciplinary studies and research. The University, at present, organises its teaching and research programmes in various Bhavanas or departments. The Committee recommends that in order to promote inter-disciplinary programmes and projects, in teaching and research, which will emerge from the deliberations of the above Committees, the teachers concerned may be given concurrent appointments in more than one department. Such an arrangement will help the University to introduce new types of courses or research programmes that will enrich the university system. Some programmes of this nature have been identified by the Committee, under the recommendations made in respect of the various Bhavanas.

(10) The Committee has, in general, gone by the recommendations of the Masud Committee, and has tried to go a step further in the direction of implementation of these recommendations. For this purpose, it took the opportunity to discuss the recommendations with the teachers of the

University in different departments that it visited. In particular, it has been able to recommend:-

- (a) the development of a School of Life Sciences.
- (b) several steps for making use of the facilities at Sriniketan and integrating the programmes there with the academic programmes at Santiniketan.
- (c) a School of Social Sciences as a part of the Palli Sanghatana Vibhaga, so as to give an academic and research backing to the programme of PSV.
- (d) shifting of department of Economics to Sriniketan as a part of the programme of strengthening the activities in Sriniketan.
- (e) Visiting Fellows programme.
- (f) suggestion that the University could break the barriers between Arts and Science courses, so as to promote scientific humanism, one of Tagore's ideas. From this point of view, some courses from the Arts faculty may be taken by the students in the Science Faculty and vice-versa, when restructuring of + 3 takes place in the near future. This should become possible in 1978, when the Vidya Bhavana also introduces a semester system, which would give them greater flexibility.
- (g) suggestion regarding institution of an optional course on rural development.
- (h) grouping together the various language departments into a School of Languages, which could try to emphasize comparative study of literature.
- (i) that the University may look into the desirability and feasibility of introducing one Modern Indian Language (other than their mother-tongue) at an ancillary level for every undergraduate student taking an honours course in languages, so as to widen his awareness of the literature of other Indian languages and promote national integration.

(11) The Committee notes that the postgraduate programmes in the Science Faculty had in the past been started by the University without adequate preparation. As a result there was paucity of equipment, of space and of books and journals. The University does not have a proper workshop and the Committee was informed that a lathe purchased in the Fourth Plan period was lying unused for want of a shed. The Committee was concerned about this situation. While it has tried to give support for enabling the Science Departments to develop along proper lines, it would recommend that the University should not start any new department without

prior consultation with the Commission and ensuring that adequate support is available.

(12) While recommending support for strengthening sciences, the Committee has given considerable thought to the question of the character the science programmes should have in this university and the way they should interact with the programmes of Vidya Bhavana and Sriniketan and with the community. In this context, the Committee would like to make the following remarks:-

- (a) In Physics, the Committee feels that the main thrust should be in theoretical Physics, though it would be necessary to develop at least one experimental area, from the point of view of giving a broad and balanced training to students.
- (b) The School of Life Sciences, as suggested by the Committee, would be one of the few centres in the country adopting an integrated approach to the teaching and research in Life Sciences, and as such, it may be expected to develop into a pace-setting School. One also envisages that this School would have growing interaction with Agriculture at Sriniketan, and also with the Department of Physics.
- (c) It would be in the fitness of things for the University to develop research and course programmes in the Philosophy and History of Science.
- (d) The University may explore the possibility of developing some inter-action between the science faculty and the Kala Bhavana and Sangeet Bhavana, e.g., depending upon individual motivation and interest, one could conceive of programmes in Physics of music and musical instruments, or physiology and psychology of perception and hearing, especially in relation to the Arts and Music.
- (e) The undergraduate science students may be encouraged to take optional courses in Music and Art at an ancillary level.
- (f) The Committee was happy to note that it was not uncommon for Science or Arts students to take some courses in Music or Art outside their normal curriculum. This may be encouraged, and the University may have a programme of extra-mural lectures on the appreciation of Music and Art.
- (g) The Science faculties may also be encouraged to organise refresher courses for science teachers in neighbouring rural schools, workshop courses for high-school graduates in the area, and the study of soil and water resources of the rural community around Santiniketan, and in general to take science to the community.

(13) The Committee has accepted the proposal of the University regarding facilities for a few more languages at the University, viz. Marathi, Tamil and Assamese. It, however, feels that it is not enough to provide for the possibility of studying various Indian languages. In order to create an environment of integration of the cultures of India. The University must, in addition, make efforts to attract staff, research students, and to some extent even undergraduate students, from all over the country.

(14) The Committee noted during discussions with the students that they had a difficulty in expressing themselves in English. The University may look into the problem of enabling students to acquire adequate communication skills in English, as well as ability to use English as library language. The English Department may be expected to take a special interest in this important problem, and should not confine itself only to the study of English literature.

(15) Several departments have stated that they had manuscripts ready for publication, but these could not be published for want of publication grants. The University may make a consolidated specific proposal in this regard for consideration of the U.G.C. The Committee noted that there was also a problem of distribution of published books. The University may look into this matter.

The University should also have a well-defined policy with regard to publication of research work through its Research Publications Committee so as to avoid misgivings among the staff.

(16) The Committee feels that students from different faculties may be mixed in allotting hostel accommodation, so as to promote free mixing of students across the faculties.

(17) The University had placed before the Committee its requirements for a computer. The University should make a separate proposal in this regard, giving details of the present usage of computer time by faculties of the University and projected requirements, which may be considered separately by the Commission, on merit, outside the Plan.

(18) Patha Bhavana:- The Committee noted that in the light of the decision to introduce the new 10+2+3 pattern, the University was already engaged in introducing innovations in the curricula, teaching methods and examinations in the units of the Patha Bhavana which are being developed as experimental schools. The Patha Bhavana has 2 ten-year units, one functioning at Santiniketan and the other at Sriniketan; and a single Higher Secondary unit known as Uttar Shiksha Sadana functioning at Santiniketan.

The Committee was happy to note that in designing innovations and in organising the new programmes, the Vinaya Bhavana (College of Education) is getting actively associated. The Committee also welcomes the proposal of the University to involve the teachers in Visva Bharati in the preparation of text-books and teaching material at the school level and to publish the same for wider use. The Committee would, however,

refer to the recommendations made by the Masud Committee that, while re-organising the courses at the 10+2 level, there should not be too much distinction between the two units of Patha Bhavana located in Sriniketan and Santiniketan, in regard to courses, methods of instruction, recruitment of teachers and the provision of physical facilities, except to the extent that the unit at Santiniketan is residential, or that the electives or work-experience offered may be different in the two units, so as to accommodate the varying interests, abilities and aptitudes of the students. The methods of teaching could, of course, be adopted to the needs of the different classes of students who attend the two units. For example, the Siksha Satra could continue with its experiments to use work-based or vocation based methods of teaching, supplemented by group-projects. The University may look into the question of possible need of remedial courses for tribal students, as suggested by the Masud Committee.

The Committee examined the immediate development requirements of these units and have the following recommendations to make:-

(a) The Patha Bhavana which has an enrolment of 760 students including the Mrinalini Arand Pathsala, the nursery wing of the Patha Bhavana where children in the age group of four to six are submitted, has 301 students residing in hostels which are already overcrowded, and do not have adequate sanitary facilities. The University authorities are also not able to provide residential accommodation to a good number of girls who are at present attending classes as day scholars. In view of this, the Committee accepts the proposal of the University to construct a girls hostel for 100 girls and recommends an amount of Rs.5.00 lakhs towards this. The improvement of sanitary facilities should be taken care of by schemes outside this Committee's recommendation. This will enable the University to provide separate accommodation for the younger and older girls. The Committee noted that during the Fourth Plan period, the Patha Bhavana had been sanctioned a children's library at an estimated cost of Rs.35,000/- which could not be implemented so far by the University. A sum of Rs.20,000/- had also been sanctioned, pending assessment of the Fifth Plan requirements for purchase of tools and equipment etc., for Patha Bhavana.

Since these schemes are now part of the spill-over programmes, the Committee hopes that expeditious action would be taken to complete these projects. The Committee also recommends Rs.20,000/- for books and journals and Rs.10,000/- for equipment for the science laboratories, including consumables for the science club. But no addition to the teaching faculty of the Patha Bhavana has been suggested for the reason that any additional requirements should be considered in the light of the new curriculum, and the Committee is of the view that the existing faculty could carry on the present level of activities till then. The Committee, however, supports the proposal to appoint a practising psychologist in Patha Bhavana. The Committee noted that the development of Patha Bhavana is receiving the earnest attention of the University authorities and it is hoped that by pooling the existing resources and completing the programmes already accepted, it should be possible for the University to make the Patha Bhavana a pace-setting experimental school, instead of its being only a supporting adjunct to school teaching. In particular, the students may be asked to work on small projects including reference work in the library. It is also

important that both the Kala Bhavana and Sangit Bhavana involve themselves through a carefully designed programme, so that the children of both the units may derive benefit from the existence of these faculties on the same campus. This should imprint a unique stamp of Visva Bharati on the growth of personality of the children in these two units. Further, the existing facilities can be rationalised to ensure minimum comfort for all the children.

The University has proposed the creation of a separate built-up area to make it possible for the fellows to inter-act with the students of the Patha Bhavana. This interaction could constitute a novel programme and should be encouraged. The Committee, however, feels that when some additional space is created by using the spill-over amount of Rs.35,000/- for a children's library, a rational rearrangement of the available space should take care of this need for the present.

(b) The students of the Shiksha Satra at Sriniketan hail mostly from rural surroundings and the school is of a non-residential character, though the programmes are broadly similar to those at Patha Bhavana. Shiksha Satra has all the potential to make work experience the dominant part of all educational programmes therein. Teaching of crafts, modern methods of agriculture, poultry keeping, Pisci Culture, mechanical and electrical work have all a special place in the curricula of the Shiksha Satra which has proposed to set up a workshop of its own which the Committee supports and recommends a provision of Rs.1,00,000/- for this purpose. (including equipment and raw material) A sum of Rs.20,000/- for books and journals is also recommended. The school needs a day home for the day students for their noon rest and recreation, during mid-day break periods and both before and after school hours, and for this a sum of Rs.70,000/- is recommended. The Committee noted that Shiksha Satra had at present 509 children, including 207 girls, and that there included a fair number of children of scheduled castes and tribes. The Committee would like to suggest that the students of Shiksha Satra and Patha Bhavana may be exposed to certain selected programmes at both the places, so as to derive maximum benefit from the distinctive facilities of each. The Shiksha Satra needs the services of a Principal and three Assistant Lecturers. The Shiksha Satra has proposed that the teachers be given short-term training on different craft subjects. The Committee supports the proposal and hopes that the University will help the teachers in this regard.

(c) Uttar Shiksha Sadana (Higher Secondary):- The Committee noted that the University has already introduced a two-year four semester Higher Secondary programme from the academic session of 1976-77 and a separate academic and administrative unit called the Uttar Shiksha Sadana with its office presently located at Cheena Bhavana has been looking after this programme. The courses of study have been formulated as unit courses spread over four semesters and students are free to take, within a specified framework, courses based on their aptitudes, interests and abilities. The courses include, apart from the usual science and humanities subjects, and language courses, some non-traditional courses such as Cultural Heritage of India, Social Studies relating to Modern India, Science and Man. Seven units of vocational or work oriented courses have been made compulsory for all students. On the whole, 25 electives are

32 vocational work oriented courses are offered, from which students can choose. The Committee noted that at present this unit admits only 40 students and for many elective courses the enrolment was academically non-viable. It would, therefore, like to suggest that while a large number of electives may be offered to students to choose from, in any given year should be made for any particular elective only if the enrolment is at least 10. Some of the electives may be offered in alternate years. The Committee, however, agree that in view of the increased workload for the re-organised pre-degree courses, it would be necessary for the university authorities to add at least six more additional posts of lecturers. The University authorities had represented they would need one lecturer each for the departments of Economics, Sanskrit, Life Science, Mathematics, Geography, Physics, Chemistry, Ancient Indian History and Culture, Fine Arts, Rabindra Sangit, History and Bengali. However, since some additional teaching positions are being sanctioned otherwise to departments or Bhavanas, the Committee is of the view that the teaching work can be managed if six more teachers are added, specifically in relation to the needs of the Uttar Siksha Sadana. It is for the University authorities to identify the subject departments/Bhavanas where to appoint these teachers. The Committee also agrees that in view of the increased work for organising the new course, the University may be allowed to appoint a Senior Assistant and a Clerk-cum-Typist to handle this. A sum of Rs.15,000/- is also recommended for purchase of additional equipment and Rs.20,000/- for books and journals.

The Uttar Siksha Sadana should keep its enrolments small, restricted to the number that can be handled in one division. Any admissions of students not belonging to Patha Bhavana and Siksha Satra should be made keeping this in view.

(19) Kala Bhavana:- The Commission was happy to note that Kala Bhavana has been able to attract students from different parts of the country. The Committee agree with the Masud Committee's recommendation that it should exploit its unique position in imparting knowledge in all traditional techniques in Fine Arts and relating them to contemporary needs. There is also need to provide for the study of Folk Arts of India. The Kala Bhavana's proposal to undertake writing of books on history and theory of Indian Art deserves encouragement. The Committee notes that out of 162 students enrolled at the Kala Bhavana 129 are hostellers and this gives a unique opportunity to Visva Bharati to utilise their talents in leisure time for the benefit of the entire student population of the University. This could be made possible by distributing those students in different hostels so that students of all Bhavanas can get opportunities for exchange of ideas and interaction for their mutual benefit.

The Committee is happy to note that under the programme of Visiting Fellowship and teachers Kala Bhavana is already engaged in training and research in folk and tribal arts and the Kala Bhavana has intensified its folk and tribal art collection work. The University has proposed some additional staff, equipment and accommodation (for graphic arts and for extension of sculpture foundry in particular) and a Central Audio-Visual Unit for improvement of the teaching of Fine Arts, History and Arts etc. The Committee recommends a provision of Rs.2.00 lakhs for Kala Bhavana. The Committee had a general discussion in this respect with Dr. Narayana Menon who has agreed to visit the University and provide details of the

development needs within this provision. The Committee has noted that it had not been possible for Visva Bharati to make any significant progress in respect of construction of the hostel sanctioned for students of Kala Bhavana and Sangit Bhavana during the Fourth Plan and this is now a spill-over scheme for the current Plan at an enhanced estimated cost of Rs.7.04 lakhs.

(20) Sangit Bhavana:- The University is conscious that Sangit Bhavana is not at present equipped to fulfil the function expected of it as a centre of excellence in music and dance. The Committee has suggested to the University that it should prepare a perspective plan for the development of the Sangit Bhavana so as to restore to it the distinctive character which it once had. On doing so, it should prepare a phased programme to cover several major dance and music styles in the country, including folk dance and music. For the current plan, the university has proposed a consolidation of existing programmes, in particular to strengthen its Kathakali and Manipur dance units, and also to establish a Kathak Dance Unit. The University has also proposed additional staff and purchase of equipment to introduce western music on an experimental basis, as also to procure other vocal musical instruments. A good studio-cum-museum is also proposed to be built up along with modern equipment. The Committee had a discussion with Dr. Narayana Menon in this respect. Dr. Menon has agreed to visit the university and give his recommendations in this respect. In the meanwhile the Committee recommends that a sum of Rs.4.00 lakhs be provided for this purpose. The Sangit Bhavana should initiate a music appreciation course, (not necessarily for a degree or certificate) as recommended by the Masud Committee.

Sangit Bhavana students need a separate hostel, so that they may practise without disturbing students in other faculties. This should be taken care of when the hostel sanctioned during Fourth Plan (spill over) is constructed.

(21) Vidya Bhavana:- The Committee noted that under the auspices of Vidya Bhavana, the University had an enrolment of 826 students of which 400 were resident students. The distribution of students according to various levels of courses indicated that only 95 were doing research, 306 are taking postgraduate courses and 350 are studying first degree honours courses.

The Committee noted that only 15 students out of 826 had joined Visva Bharati in the Vidya Bhavana from other countries and over 700 students were from West Bengal only. Orissa, Bihar have also attracted some students, but students from other States are few and far between. For Visva Bharati to live up to its ideals, it is necessary for the University authorities to make deliberate efforts to attract students from all over the country. One way to achieve this would be to offer courses which are distinct and unique to Visva Bharati. The University authorities may apply their mind in this direction. Many departments of Vidya Bhavana did not have a viable group of students. The Department of Hindi had only six students for the Honours course as against 33 for Bengali and 25 for English. It appeared that only the Departments of Bengali and Sanskrit had an adequate number of students for the degree courses and that the other languages departments were not attracting a sufficient number of students to take advantage of the facilities available.

The Department of Geography had students only at the undergraduate level. The Committee noted that the Masud Committee had recommended that Vidya Bhavana should concern itself chiefly with advanced level courses at the postgraduate and research levels, in Philosophy, Religion, History and Social Sciences. In view of the fact that the enrolment at the undergraduate level is not viable in many areas, the observations of Masud Committee need earnest consideration. The Committee, therefore, recommends that the entire question of undergraduate teaching including the desirability to continuing the conventional honours courses which do not attract many students of quality be reviewed by the university when it reviews the contents of the first degree programme under the 10+2+3 pattern. In this connection, the Committee would like to support the Masud Committee's suggestion that among the subjects at the undergraduate stage, the pride of place should belong to fine arts, music, philosophy, languages India and the World in historical perspective, and the ecology of the region.

The University should also strive to introduce un-conventional methods of teaching at least in certain specified subjects or courses, where students could be given the option to do his work through independent study without any formal class room lectures. This should be possible in particular in courses where the enrolment is low. The University could also introduce the students to elements of research methodology at the undergraduate level. The Commission would also in this connection like to endorse the suggestion of the Masud Committee that Visva Bharati should develop undergraduate courses with distinctive characteristics. This would enable the University to attract students from all over the country on a national basis.

(22) Vidya Bhavana - Language Departments: The Committee would suggest that the Vidya Bhavana may take up a regrouping of all its departments of languages and establish a School of Languages and literature which will have a Chairman on a rotation basis and sectional heads for each individual department. The existing faculty and essential resources would then be available in the form of central facilities for the teaching and research of all languages departments.

At present, the languages departments are Bengali, English, Sanskrit, Hindi, Oriya, Chinese, Japanese, Arabic, and Persian. Units for Tamil, Assamese, Marathi, Russian are proposed to be started soon. Pending the reorganisation recommended above, the following facilities or steps are recommended in respect of each Department of Language.

(a) Department of Bengali:- Scholars and literatteurs from all over the world come to Visva Bharati to be acquainted with the educational ideals and ideas of Tagore from his original writings in Bengali. Here Bengali literature is taught in all its aspects and guidance is at present provided, for research, to 15 scholars. The Department has at present a strength of 2 Professors, 4 Readers and 7 Lecturers and overall student enrolment of 95. There is a good collection of manuscripts in this department and arrangements for the study and teaching of manuscripts and research on them also exist. Besides these, there is need to make arrangements for the teaching of regional dialects and world literature through translation works.

The department should also provide facilities for and encourage the study of literature in other languages (especially, but not exclusively,

Indian languages), through their translation into Bengali. This would promote national integration and international understanding, and thus promote the integrative ideals of Tagore.

The department may also take a lead in fostering comparative studies through interactions with other language departments. Papers on literature and social change may also be considered.

The Committee recommends one additional post of Lecturer and a Technical Assistant for the Manuscript Section.

(b) Department of English and Modern European Languages:- The Department has at present a faculty strength of 1 Professor, 3 Readers and 5 Lecturers with a student enrolment of 51 of which 18 are for postgraduate degree courses and 4 for Ph.D. The Department has also arrangements to teach French and German. The Department has proposed that it needs at least 3 posts of additional lecturers one each in Russian, Italian and English in order to be in touch with growing world literature further. Many books in Russian have already been translated into Bengali and vice-versa. It is necessary to meet the needs of people to be acquainted with the literature of Tagore and the Department has planned to teach the same through English translations. The Committee recommends that two additional posts in Russian and English be agreed to but it was not convinced about the need of a post in Italian for the present.

The Committee in this connection noted that the Fourth Plan Visiting Committee had observed that courses of study in English appeared to be literature oriented rather than language oriented. It reiterates that it is necessary to emphasize the acquisition of language skills by the students, especially in view of the difficulty it noticed among students in expressing in English. The additional post of lecturer in English recommended must, therefore, be utilised for this purpose.

(c) Department of Sanskrit, Pali and Prakrit:- The department which has a faculty strength of 1 Professor, 3 Readers and 4 Lecturers has a student enrolment of 86, including 11 Ph.D. and 33 postgraduate students. It has a good collection of manuscripts. The University has arrangements for certificate and diploma courses in Pali, but not for Prakrit. In order to cope up with the workload, two part-time teachers have also been appointed by the University for the last four years. These posts were created against unfilled posts of other departments which are now being filled up.

Taking the immediate requirements into account two additional posts of lecturers including one in Prakrit is recommended. The Department is also in need of laboratory Staff to clean and disinfect the manuscripts in the manuscripts section.

(d) Department of Oriya:- The Department of Oriya which has been functioning since 1947 has at present only one Reader and 3 Lecturers with a student enrolment of 30 including 4 Ph.D. 26 postgraduate student. To meet the needs of postgraduate teaching and research, the Committee recommends that the Department be strengthened by the appointment of a

Professor. The Committee is aware that a similar recommendation had been made by the Fourth Plan Committee and in 1971 the university authorities had decided to create this post but for some reason, no professor has been appointed to this department so far.

(e) Department of Hindi:- The department of Hindi has at present only 27 students, 6 for B.A. (Hons.), 13 for M.A., 7 for Ph.D. and 1 for 2 year certificate course, its faculty strength being 1 Professor, 4 Readers and 1 Lecturer. No additional teaching position is recommended for the present.

(f) Department of Arabic, Persian and Islamic Studies:- The Department has only one Reader and one Lecturer in Persian has been sanctioned pending assessment of Fifth Plan needs. The University may take urgent steps to fill up this post which has already been sanctioned. The Department has undertaken a publication programme and 2 manuscripts on Sufi perspective on reality, with texts in Arabic, Persian and their translation in English, are stated to be ready. A publication grant of Rs.5,000/- is also recommended for this purpose.

(g) Department of Chinese Studies:- The Department has an enrolment of 10 for B.A. (Hons.) 2 for Ph.D. and 4 for 2 year certificate courses. The University has also a separate Research Department called Cheena Bhavana to organise teaching and research in Chinese, the faculty strength being 1 Professor, 1 Reader and 4 Lecturers.

The Committee is aware that the earlier Visiting Committees had observed that the Cheena Bhavana has not been productive for a long time and had also suggested that intensive study of the history and culture of China, Japan, Tibet etc. with particular reference to the influence of Indian Culture on these countries and vice-versa, be undertaken.

The Fourth Plan Committee had specifically recommended the desirability to establish intellectual communication between Cheena Bhavan and the Department of Chinese Studies of the Delhi University.

The Committee had further indicated that work of Cheena Bhavana should be expanded and intensified. In spite of the fact that a good faculty and useful research material, books and back journals are available, no significant progress in above directions seems to have taken place. The Masud Committee had also made pointed reference to the fact facilities for research available in Cheena Bhavana are not being fully utilised and had also requested the university to encourage faculty members to take up projects of research. The Committee recommends that the UGC may take initiative to work out a concrete proposal to activate the Cheena Bhavana, with the help of an expert committee, taking note of the facilities and work already being done in this area by other universities.

(h) Department of Indo-Tibetan Studies:- This Department has a strength of 2 Readers and one Lecturer. The Department is adequately staffed for the present level of teaching and research programmes. The need of the Department for a research associate to expedite its publication programme is supported. A sum of Rs.5,000/- is also recommended to enable the department to purchase old manuscripts.

(i) Department of Japanese:- The activities of this Department are handled by one single Reader who is conducting a 2 year certificate course. No specific proposal for development was placed before the Committee.

(j) Fresh Proposals: New Units for the teaching of Marathi, Tamil and Assamese:

The University has proposed to start certificate and diploma courses in Marathi, Tamil and Assamese for which an annual grant of Rs.5,000/- each has already been sanctioned by the State Government of Maharashtra, Tamilnadu and Assam. The Committee welcomes this proposal and hopes that soon it will be possible for the University to provide similar facilities in all Indian languages and also take necessary steps to attract students from all States thereby strengthening areas of national integration. For the three units, the proposal of the university to appoint one lecturer each in Tamil, Marathi and Assamese is also supported.

(k) The Committee has suggested additional positions by taking note of the immediate requirements of the various languages departments. This will give some relief to the existing teachers and will enable them to raise the quality of teaching and research. Many of the departments have expressed the need for a teacher of linguistics. In order to meet the needs of various departments, the Committee recommends that a post of a lecturer in linguistics be sanctioned for the current plan period. He may be attached to the Department of Bengali or Sanskrit, but should be available for other departments as well.

(l) The Committee notes that many of the Language departments have a good collection of manuscripts and need financial assistance for maintenance and preservation of these manuscripts as also for collecting new ones. A sum of Rs.5,000/- to each of the Departments of Bengali/Sanskrit/Oriya/Indo-Tibetan is recommended for this purpose.

(m) The Committee would like the university authorities to pay special attention to improve the teaching of languages at the undergraduate level from the point of view of communication. This is not considered very satisfactory at present. Improvement of postgraduate teaching and research would depend upon this to a significant extent.

(n) The Committee recommends that the following grants be sanctioned for books/journals for the following departments:-

<u>Department:</u>	<u>Amount:</u>
Bengali	Rs. 50,000/-
English	Rs. 50,000/-
Sanskrit, Pali, Prakrit	Rs. 50,000/-
Oriya	Rs. 30,000/-
Hindi	Rs. 30,000/-
Arabic/Persian/Islamic Studies.	Rs. 15,000/-
Marathi	Rs. 15,000/-
Tamil	Rs. 15,000/-
Assamese	Rs. 15,000/-

Total: Rs.2,70,000/-

(23) Vidya Bhavana:

Department of Philosophy and Comparative Religion:- The department has at present 3 Professors, 2 Readers, 7 Lecturers and 1 Research Associate with a student enrolment of 182 (87 for B.A. (Hons.) 76 for M.A. and 19 for Ph.D. course). The Department has recently been started by the University with the existing staff and a batch of students has already been taught this course. This indicates that the Department has already the required specialists for the present course, which is essentially a combination of Philosophy, Sociology and Anthropology, with a clear philosophical base. The Department may need the services of a social Anthropologist for some of the papers. The Committee, has, however, recommended the social anthropologists in the social sciences attached to the P.S.V. research unit and these appointees could be expected to share the teaching work for the new course in Comparative Religion and so no additional post is considered necessary for this department. The Committee suggests that a sum of Rs.50,000/- may be sanctioned to the Department for the purchase of books and journals.

The department showed some interest in the Philosophy of Science and the logical structure of scientific explanation. Such programmes could be promoted by admitting M.Sc. For a Ph.D. in Philosophy.

(24) Department of History:- The History Department offers B.A. Honours course and the M.A. course, besides teaching History as a subsidiary subject at the B.A. level. The teaching load appears to be rather heavy. Subjects offered include broad coverages of Indian, Asian and European History. There are currently 4 research students working on problems like Economic and social history of Maharashtra; Evolution of Representative Government of India; evolution of the Nationalist Movement in Bengal; and Santhals and the Agrarian conditions in Jungle Mahal. The total number of students is 68. There is a sprinkling of students from places other than West Bengal. There is a distinguished staff complement with faculty members having considerable research work to their credit, particularly in the sphere of Indian Economic History. More than 9 research works mainly dealing with economic history appear to have been either completed or are under process.

The proposal of the University for one Reader and 2 Lecturerships in the Department is supported. Since the Department has done good work in social and economic history there would be an advantage in cultivating these branches in greater depth. The Head of the Department has emphasized the need for a specialist in the Social History of Ideas in Modern India. Other branches which may be considered for specialisation in the proposed posts are: (1) Economic or Social History of the first-half of 20th Century, (2) History of technology in (Pre-British and British) India, (3) The History of art-forms in India, (4) The History of Integrating social (and Economic and religious) movements. The faculty may consider the feasibility of introducing special courses in some of the above branches of history; The Committee has recommended under Para 25 the need for a School of Historical Studies of which this department would form a part.

(25) Department of Ancient Indian History, Culture and Archaeology:- The University has recently expanded the scope of the Department of Ancient Indian History and Culture by adding Archaeology to it and has introduced

an integrated course of study for both undergraduate and postgraduate stages from the 1975 session. The main purpose of the new syllabus is to make the students well conversant with different branches of the study of Ancient Indian History and Culture in the perspective of the science of archaeology. Besides, special emphasis has been also laid on the study of Ancient India's relations with Western Asia, Central Asia and China and South East Asia. Provision has also been made for specialisation in some branches of the subject and also for imparting training in Field Archaeology to the postgraduate students.

The total number of students in the Department of Ancient Indian History is 61 (34 for B.A. Honours and 27 for M.A.). The Department has one Professor, four Lecturers and one Research Associate. The members have considerable research-work to their credit. The minimum needs of the Department in Ancient Indian Culture are one Professor, one Reader and two Lecturers. The Department has asked for provision for a new unit in Archaeology. In its proposals to the University, the Department had asked for an Archaeological museum and a building.

The Committee recommends that the Department of Ancient Indian History, Culture and Archaeology and the Department of History be brought together under one aegis of a School of Historical Studies. Efforts may be made to offer inter-linked courses. Provisions for the following are recommended for this purpose: (i) one Professor, preferably competent in the sphere of Ancient Indian History and Culture with reference to Southern or Western India; (ii) one Reader, preferably with competence in Ancient South East Asian History; (iii) two Lecturers, one at least in the sphere of Indian Archaeology; (iv) a post of one excavation assistant and one curator both in the lecturer's grade; (v) Rs.30,000/- for exploration charges; (vi) A provision of Rs.1.5 lakhs for a common building for the School of Historical Studies. The building should have scope for housing, later, an Archaeological museum; (vii) A library grant of Rs.50,000/-. The preparatory work may be conducted now so that the full proposals for the archaeological unit may be placed before the Sixth Plan Committee.

(26) Department of Geography:- This a weak department. The Committee has not made any recommendation for the Department in the absence of any concrete proposal from the University.

(27) Department of Social Work:- The Department offers a three-years course in Social Work, leading to B.S.W. (Hons.) Degree. There is provision for both theoretical and practical training in social work. The department is also functioning as a training and orientation centre under the National Service Scheme. It is conducting, in collaboration with the Delhi School of Social Work, the evaluation of N.S.S. Special Camping Programme organised by the N.S.S. Unit of the Universities in the Eastern Region. It has the experience of having organised Refresher Orientation Courses for Agencies of Central and State Governments. Currently, a research study in social welfare manpower requirements, sponsored by the Government of India, is under way.

The Department has 17 academic and field work staff members specialised in branches like social work, cooperation, economics, social psychology and languages.

A feature of the B.S.W. course is the provision of papers in community development, practical training in agriculture and rural crafts and in field work in each of the areas. In the first year, the 2 periods a week each in agricultural and dairy farms, and 4 periods a week each in the Silpa Sadana and Audio-Visual Laboratory in Sriniketan. Community work is taught in each of the 3 years and the work includes the cleaning of the hostels and other campus buildings, sanitation work, kitchen gardening etc. There is provision for village field work over the whole period of 3 years. The students are placed for 10 days in each year in Gram Panchayat and other village organisations. The B.S.W. programme also has provision for 3 periods a week in all the 3 years for seminars and group discussions. The total number of papers in the course is 18. Compulsory passing in each of the papers is insisted. The Honours course has an inter-disciplinary flavour. The Committee is impressed with the progress of the Department of Social Work. The Honours course serves a useful purpose and is well integrated with the rural development focus of Visva Bharati. It has also reasonable claims to be somewhat distinctive in its approach and curricula. Dr. M.S. Gore, whom one of the members consulted; on whether the Honours course should continue also favours its continuance.

The need to open a postgraduate course in social work was urged before us on the following scores:-

There is a long historical tradition of rural social work in Visva Bharati. The Masud Committee appears to favour the introduction of the postgraduate course. Considerable field work has already been done - the Academic Council of the University has given assent to the idea. There is no University in the Eastern Region offering a M.S.W. course. A number of committees in the past have favoured the Masters course. The M.S.W. course in Visva-Bharati is bound to be different from that in other areas because of its rural component. The UGC standing committee on social work also favours establishment of a postgraduate course. The library needs additional space (for which Rs.1.00 lakh is recommended) and a professional assistant.

The Department's representatives expressed a desire to place special emphasis in the M.S.W. course on (1) rural welfare and welfare of the scheduled castes and scheduled tribes, (2) family welfare of the working classes. The Committee supports this emphasis.

The proposal of the department for 3 new posts to introduce the Master's course, (a Professor, a Reader and a Lecturer) is supported. The University may, however, first appoint a professor and work out detailed additional requirements for consideration of the Commission. A sum of Rs.1.00 lakh is suggested for books and journals including the needs of the postgraduate department.

(28) Department of Economics (and Political Science): The Department of Economics currently has 9 teachers (one Professor, 2 Readers and 6 lecturers). There is also provision for one additional professorship under the Birla Trust Endowment (which is vacant). The teaching programme

* planning and child development and (3) management and welfare

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at the Department consists of:

- (a) 2-year M.A. course in Economics.
- (b) 3-year Honours course in Economics.
- (c) 2-year Subsidiary course in Economics.
- (d) 2-year Subsidiary course in Political Science.

The Department is also concerned with the teaching both Economics and Political Science in the newly started pre-degree course of the University.

The staff members of the Department have considerable accomplishment in the field of research, despite a teaching load which is rather heavy, in view of the fast growth of the subject and the requirement of time for keeping up in teaching and research. National research bodies have entrusted the teachers with research schemes. The Masud Committee has favoured expansion of facilities in social sciences at Visva Bharati. The staff of the Department has not expanded since 1966, though the total number of students has increased from 71 in 1966 to 151 in 1976. The number of research students has increased from 1 in 1966 to 10 in 1976. A number of research studies are in progress at the Department, dealing with agricultural, monetary and public finance and fiscal problems. The University has asked for posts of one Reader and two Lecturers in Economics and one Reader and one Lecturer in Political Science.

The UGC Committee was also informed that a distinguished Economist is shortly taking over the Headship of the Department of Economics.

The Committee strongly feels that Visva Bharati should specialise in those aspects of social sciences which are related to the permanent values of higher and nobler elements of human culture like tolerance, humanism, liberalism, co-existence of alternative forms of economic and social organisation, equal significance of systems of values and ideals of different social groups and of 'stages' of production etc. There is a branch of economics known in ancient days as economic philosophy (philosophy of political economy) and in recent years as welfare economics which may be studied at some depth at Visva Bharati in conformity with the environment and ideals therein. There is no special rationale why the social science courses at Visva Bharati should be like those in other universities in India. Our recommendation is that the faculty of social sciences may consider redesigning the courses in economics (political science and sociology) so as to offer facility of studies for students in 'the Philosophy of Political (and Social) Economy' or in 'Welfare Economics' and in 'Economic Anthropology'. The posts of Reader and 2 Lecturers in Economics may be concerned with the following spheres: (a) Welfare Economics, (b) Modes of productive organisation, (c) History of Economic analysis or History of Political Economy. The posts of a Reader and a Lecturer in Political Science may deal with (a) History of Political Theories, (b) Theory of Political Science and/or (c) Comparative political systems. The Committee suggests the post of one additional lecturer in the sphere of Political Sociology and it does not favour the splitting of the Department into two separate departments of Economics and Political Science units. The inter-disciplinary nature of the department should be retained and strengthened and new courses so devised as to lead/uniqueness appropriate to the Visva Bharati setting.

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The Committee further recommend that the University may consider shifting the location of the Department of Economics and Political Science to the Sriniketan complex; this will enable mutual economies to be reaped from the proximity of proposed Social Sciences Centre (Palli-Churcha Kendra) and this Department. The authorities may consider a loose integration under the nomenclature of 'Visva-Bharati School of Social Sciences' for the new complex.

The Committee also noted that the departments of the Vidya Bhavana were cramped in the existing building and there was genuine need for additional accommodation for teaching and research work. The Fourth Plan Visiting Committee had recommended a Humanities Block to meet this situation. It is, however, seen that no satisfactory progress could be made in respect of this sanctioned block. To complete Phase-I construction of this Block now, due to increase in the cost of material, cement, labour etc., a sum of Rs.8.65 lakhs would be required by the university. The Committee supports this.

(29). Siksha Bhavana (College of Sciences):

(a) School of Life Sciences: The Committee welcomes the proposal of the University to establish an integrated programme in Life Sciences. This is in conformity with the recommendations of the Masud Committee. The UGC Visiting Committee for the Fourth Plan had also recommended that an integrated approach to the study of Life Sciences should be taken at Visva Bharati and that no addition to the existing Departments of Botany and Zoology should be made until the University formulates such a plan. We agree with the above observations and recommend that the existing departments of Botany and Zoology be integrated into a School of Life Sciences.

A School of Life Sciences would encompass a wider field of study and contribute to the establishment of teaching and research programmes in the frontier areas of Biology, and relevant to the present day needs and regional development. The University has already taken a step in this direction by opening B.Sc. Honours classes in Life Sciences from July, 1976 in place of separate Honours courses in Botany and Zoology. The courses of study, particularly the core courses being followed in Honours classes, are well planned. This would give a firm base to the students to undertake higher level courses in Life Sciences at the M.Sc. stage. Since the first batch of B.Sc. (Hons.) students in Life Sciences will complete appear for B.Sc. in 1979, it will be necessary for the University to start M.Sc. courses in Life Sciences from July, 1979, and at the same time abolish separate M.Sc. courses in Botany and Zoology, since it would be a retrograde step. To make the present present B.Sc. (Hons.) students of Life Sciences take up M.Sc., in Botany and Zoology.

Department of Zoology:- The Department of Zoology has 1 Professor, 1 Reader and 6 Lecturers. It is actively engaged in several research programmes in interface and inter-disciplinary areas like Environmental Physiology and Biochemistry with special reference to pollution problem, and Ecology (Soil Zoology and Freshwater Zoology). Several teachers of the Department are receiving research grants from various agencies like UGC and CSIR and are actively engaged in research. Several research papers have been published and Ph.D. degrees have been awarded during the past 5 years in spite of the acute shortage of space, equipments and funds.

Department of Botany:- The department of Botany has 1 Reader and 7 Lecturers. The post of Professor has been lying vacant for several years. The department does not appear to be productive either in teaching or in research. This may be because the post of Professor has not been filled for the past several years, who would have given some lead to the teaching and research programmes.

The Botany and Zoology Departments are small in terms of the number of teachers and students. Since they would form the two main components of the School of Life Sciences, it is desirable at this stage to bring them under one umbrella by instituting a School of Life Sciences. It would then be possible to strengthen the joint programme of teaching which has been started recently, and also foster co-ordinated and inter-disciplinary research.

The functions of the School should be:

1. Teaching:

- (a) To offer B.Sc. (Hons.) courses in Life Sciences as is being done now. These students should take both Physics and Chemistry as ancillary subjects. They should also have courses in Mathematics, particularly calculus, algebra and statistics to be offered by the Mathematics Department.
- (b) To offer M.Sc. courses in Life Sciences with specialisation in Plant and Animal Sciences. The courses may be formulated on the lines of the recommendations of the Binational Conference on Life Sciences held in 1972 by the U.G.C. The first year of M.Sc. , should include courses like Biochemistry, Biophysics, Physiology, Cell Biology, Genetics, Microbiology, Environmental Biology and Developmental Biology. Possibility of offering courses like Industrial Microbiology, Animal Behaviour, Photobiology may also be explored.

The second year of M.Sc. in Life Sciences should mainly include special papers in plant or animal sciences or Biochemistry or Biophysics. Also certain special courses in areas which are at the forefront of Biology and are relevant to the region may be offered.

- (c) A certain percentage (about 20%) of the M.Sc. seats in Life Sciences may be kept open for students having B.Sc. (Hons.) in Physics or Chemistry. This would foster greater inter-disciplinary interaction among the students. A few orientation courses may be arranged for these students to remove their deficiency in Biology. They may include courses in Morphology, Cell structure and function, developmental biology and Genetics.

2. Research: Topics of research should be so chosen that they have basic and/or applied value. It would be desirable if two or more teachers not only from the School, but also from Chemistry and Physics Departments and also from the College of Agriculture are associated

with research programmes. The Department of Zoology already has one such programme in collaboration with the Physics Department. Further opportunities of collaboration with the Physics department can be seen, in view of the growing interest in the department in Theoretical Biology and Ecology. Some of the research students in the School may be drawn from M.Sc. in Physics or Chemistry.

3. Administration: The School may have a Chairman, chosen from amongst the Professors of the School (additional posts are being recommended) for a period of three years by rotation. He should be in overall charge of academic and administrative matters. The existing departments of Botany and Zoology may continue to have their sections-in-charge to look after their day-to-day affairs. The school may have Committees for academic, administrative, library, and other matters with members from various sections for co-ordination and smooth conduct of teaching and research programmes.

4. New Appointments: In order to enable the School of Life Sciences to take up its programme in the current plan on the lines indicated by the Committee, it would be necessary to add additional faculty positions for the existing areas and for the core areas of Life Sciences, as identified. The recommendations of the Committee made in this respect (given below) have taken into account these requirements as also the need for additional space for the staff and for housing costly equipments for common use, as also the need for an animal house. The Committee has recommended allocations for certain sophisticated equipments like Ultracentrifuge and Scintillation Counter which should all be kept as a part of the University Services and Instrumentation Centre to be located in the Shiksha Bhavan.

The following provisions are suggested for the School of Life Sciences:-

Teaching Staff:

A.	Reader	1	(Animal Physiology/Animal Biochemistry).	
B.	Professor	1	(Plant Physiology/ Plant Biochemistry/ Plant Genetics & Breeding)	Against the present vacancy.
	Reader	1	(Cytogenetics/Radiation Genetics).	
C.	Professor	1	(Cell Biology/Environmental Biology)	
	Reader	1	(Biochemistry/Biophysics)	
	Lecturer	1	(Microbiology/Enzymes).	

For category 'A', the posts should be kept open for M.Sc. in Zoology/Biology/Biochemistry/Physiology, followed by a Ph.D.

For category 'B', the posts should be kept open for M.Sc. in Botany/Biology/Biochemistry/Physiology, followed by a Ph.D.

For category 'C', the posts should be kept open for M.Sc. in Biology/Biochemistry/Physiology/Biophysics/Molecular -Biology/Micro-biology), followed by a Ph.D.

Supporting Staff:

Senior Office Assistant/Typist	1
Technician (electrical/electronics)	1
Laboratory Assistant	2
Storekeepers.	1
Gardener	1
Animal Keeper	1
Laboratory Attendants.	2

Laboratory Space: Rs.2.00 lakhs.

For a building between the existing Botany and Zoology Departments to accommodate the new and some of the existing staff, research laboratories, a lecture hall, and an animal house nearby.

Equipments: Rs.3.00 lakhs

To include a U.V. and visible spectrophotometer, high speed refrigerated centrifuge, flame photometer, oscilloscope and other smaller equipments to be kept in the School. (2.00 lakhs in foreign exchange out of this grant).

Books and Journals: Current & back volumes. Rs.2.00 lakhs

29(b) Department of Chemistry:- This Department has at present a faculty of one Professor, three Readers and nine Lecturers. There are 11 Research Scholars and the major emphasis is in the area of Organic and Inorganic Chemistry. The need for strengthening Physical Chemistry was obvious. The laboratories are over-crowded. While the inadequacy of the facilities was self-evident, it was at the same time sad to see that the only spectrophotometer which the department has, is lying idle for a number of years for want of proper maintenance. Research activity is rather low and needs strengthening and a overall lack of proper direction and motivation was also discernible. The Committee feels that while taking steps to strengthen the department with the new positions recommends the university should help in view the desirability of building up interaction with the School of Life Sciences. In the light of the above observations, the Committee has made the following recommendations:

(i) Additional Staff: Professor - 1 (Physical Chemistry)
Reader - 1 (Organic Chemistry)

(ii) Equipment: Rs.2.00 lakhs.

(iii) Laboratory Space: Rs.2.00 lakhs.

(iv) Books & Journals:

Current & back volumes. Rs.2.00 lakhs.

29(c) Department of Physics:- The Department has been progressing quite well and with recent additions of some young members, there is a growing interest in new areas, viz. theoretical Biology and Ecology, which deserves encouragement. The strength of the Department is largely in theoretical areas, and it could continue to be so in view of its location in the environment of Visva Bharati. It would, however, be desirable for the University to promote active research in one suitably chosen experimental area, while maintaining the major thrust in theoretical areas. This will help in the allround training of the students at the Bachelor's and Master's degree level. The experimental area could be X-ray structure studies of Bio-molecules or Atomic and Molecular Spectroscopy or Chemical Physics, from the point of view of interaction with other science departments in the University, or inter-action with the theoreticians within the department.

The library is poorly equipped and needs to be strengthened.

Recommendations:

1 Reader (Theoretical Bio-physics/Ecology)

1 Reader in Experimental Physics, preferably in one of the above mentioned areas.

The department has made a proposal for buying audio-visual aids, in particular films to bridge the gap created by the absence of suitable demonstration equipment. The Committee feels that the department should make efforts to develop suitable demonstration equipment themselves and the request for the films may be considered at a later stage.

Equipment Rs.3.00 lakhs

Space Rs. 2.00 lakhs

Books & Journals:
(including back-volumes of journals): Rs. 2.00 lakhs

29(d) Department of Mathematics:- The department has shown only a limited activity in recent years and has also a rather low enrolment at M.Sc. and Ph.D. Recently the University has acquired the services of a well known retired mathematical physicist as head of the department, and he is trying to activate the department. But, since he would not be available for more than a few years, the University must make efforts to get an outstanding mathematician to head the Department and formulate its development programme. The Committee recommends that the Professor to be so appointed should have a strong research interest in one of the areas of modern Pure Mathematics.

The Committee noted that specialisations of the existing staff were largely in Applied Mathematics. It feels that they could with profit try to

get interested in some problems of Applied Mathematics that have national relevance and importance, e.g., problems in atmospheric science or problems having a bearing on exploration and exploitation of oil reserves. The Committee recommends Rs.1.00 lakh for books and journals (including back-volumes of journals) and Rs.1.5 lakhs for accommodation.

29(e) Science Library: The Central Library is located rather far away from the Science department. Each Science department has a Seminar/Library room without any professional assistant. With the advent of interdisciplinary research in science, journals and books published in any specific subject are needed by other science students and researchers. Hence keeping the journals and books of Mathematics, Physics, Chemistry and Life Sciences in isolated rooms is not only a waste of space but is also undesirable otherwise. Hence, it is proposed that there should be a Science Library located near the existing Science Departments. It should have one Assistant Librarian, one Professional Assistant and two attendants. It should remain open from 8.00 A.M. to 8.00 P.M. All the science books and journals should be procured by this library. Some of the periodicals like Current contents for Life Sciences and Physical Sciences and Nature may be procured by air. After all the issues of a volume of a journal have been received, they may be sent to the central library, where they may be bound and kept. Separate allotment is being made for the purchase of books and journals for each Department/School. The Library should be managed by a Committee consisting of the Principal as the Chairman and Heads of Departments/Schools or their nominees. The Assistant Librarian may act as the Secretary. The following allocations are being made for the Science Library:-

Building:	Rs. 1.5 lakhs
Assistant Librarian:	1
Professional Assistant:	1
Attendants:	2

29(f) University Service & Instrumentation Centre:- The University authorities have proposed a Central Workshop near the existing science department. The Committee while recommending this facility suggests that it should be planned in such a way as to help in the setting up of a University Services & Instruments Centre, along the lines recommended by the UGC. The proposed University Services and Instruments Centre should look after the needs of all the University departments. It may have equipment like preparative ultracentrifuge, a solid and liquid scintillation counter, a liquid nitrogen plant, apart from other necessary items for electrical, electronics, mechanical and glass blowing work. A modest amount of Rs.10.00 lakhs for equipment has been recommended to make a beginning. The University may decide on the equipment to be bought out of this amount, through a Committee representing all the science departments. The University will be required to have accommodation for this Centre for which a sum of Rs.1.5 lakhs is recommended. The staffing and management of the University Services and Instruments Centre may be made in accordance with UGC guidelines in this regard. The workshop could, in due course, serve as a base for giving vocational training to rural students, keeping in view the proximity of Durgapur.

30. Palli Sanghatana Vibhaga:- The Committee noted that the Masud Committee had laid special emphasis on the need to give a new look to the

rural development activities conducted at Sriniketan. Moreover, integration of the various courses in Visva Bharati with the work study and work experience opportunities available through the extension programmes at the Palli Samghatana Vibhaga would enable the Sriniketan complex to play a special role in giving a new dimension to the academic programmes of Visva Bharati at both school and university level. This implies strengthening the activities of the Sriniketan complex so that Sriniketan need not be looked upon as a poor relation of Santiniketan. This Committee endorses this view of the Masud Committee.

The Committee is aware of the development potential of the Sriniketan complex, particularly the Palli Samghatana Vibhaga, through its Shilpa Sadana, Craft Extension Programme, Village Extension Section, Adult Education Programmes, Brati Balaka and Rural Youth Units, Rural Library Services, Rural Health Services, and handicrafts, and through its other activities taking into account the needs of the community around.

The Committee noted that the extension activities of the Sriniketan complex have been revitalised during the last two years. The PSV is also engaged in carrying out a number of surveys in the area of rural development. However, it lacks proper staff to design and draft reports on a scientific basis. In general, the P.S.V. has to be provided with a research base so that it may carry out significant analytical studies along with the extension activities.

There is also considerable sales potential for the craft works, but cost accounting and appraisals are conspicuous by their absence.

The Committee welcomes the University's proposal to equip the P.S.V. with a Social Science Research Unit (Palli Charcha Kendra). The Committee would, however, like to suggest that the activities of the proposed Social Science Research Unit should be integrated with the educational processes at Visva Bharati. Even after the creation of the Social Science Research Unit, the work of the Palli Samghatana Vibhaga can be integrated with the teaching and learning process of the University, only as a result of a major redesigning of the goals and structure of curricula in undergraduate and postgraduate courses. The Visva Bharati setting is ideally suited for such a change.

The Committee, therefore, strongly recommends that at the undergraduate level a new branch of study known as Rural Development be started. The number of papers, the weightage for field experience, case studies, dissertation etc. should be decided by the University authorities on the basis of faculty level discussions. In this connection, the scheme already outlined by the Bombay University for a course of five papers in rural development for the B.A., B.Sc. and B.Com. students may be referred to. The rural development course should be taught by the faculty of the Palli Charcha Kendra, which will be established as part of the Palli Samghatana Vibhaga, in collaboration with the other faculties of the University. The Committee recommends the following research staff for the Palli Charcha Kendra.

Two Rural Sociologists, two Social Anthropologists with knowledge of the region, one specialist in Demography, one Agricultural Economist,

one Banking-cum-Credit Specialist, one Economic Statistician with training in Econometrics, 2 Agronomists with knowledge of production methods and conditions in agriculture, one Cost Benefit Analyst with training in project appraisal and procedure, one Rural Marketing Specialist who can help to develop markets for the craft work. These researchers would be mainly at the level of lecturers so that talent at a young age is garnered and these functionaries will provide effective technical help to the craft section of the Palli Saughatana Vibhaga. They will at the same time assist in the teaching programme. It will be necessary to appoint a Professor and two Readers from among these researchers. This Unit, i.e., Palli Charcha Kendra, apart from being engaged in teaching and research will also design and draft reports of rural surveys, project appraisal and village development work.

It will also be necessary to attach at least four research investigators to the unit.

The University has proposed a Social Science Research Unit and a Social Anthropology Unit. The Committee does not think it necessary to have two separate units and have, therefore, recommended an integrated unit on the lines outlined above. This unit will be located at Sriniketan and the classes in Rural Development will also be held in Sriniketan.

The Committee has considered the proposal of the University for a museum of crafts, to be known as Elmhirst Memorial Museum. The Committee is not in favour of setting up such a museum at this stage, in view of the paucity of funds. Instead, the fellowship-cum-scholarship programme of Palli Charcha Kendra should be strengthened, and necessary steps taken so that this unit starts functioning from the academic year 1977-78. The Committee would like to invite the pointed attention of the authorities to the fact that the Masud Committee has repeatedly suggested that the University should make an earnest effort to attract talents from different parts of the country. With this end in view, the Committee recommends that 4 fellowships to be instituted by the Kendra and that awardees for these fellowships be selected on the basis of one each from the Eastern, Western, Southern and Northern Regions.

The Committee further recommends that the question of setting up the museum be deferred to the Sixth Plan, after a detailed proposal in this regard is prepared by the University.

School of Social Sciences & Rural Development:- The Committee recommends that one common building for housing (i) the Department of Economics and Political Science which we have suggested should be shifted from Santiniketan to Sriniketan; (ii) Research-cum-Teaching Centre in Rural Development (Palli Charcha Kendra); (iii) Six guest rooms for accommodating fellows and scholars, and (iv) space for library for the Department of Economics and the Research-cum-Teaching Centre in Rural Development (Palli Charcha Kendra). The building should have provision for class-rooms and seminar rooms for conducting courses in Economics and Political Sciences conducted by the Department of Economics and Political Sciences and for courses in Rural Development to be conducted by the Research-cum-Teaching Centre in Rural Development. A provision of Rs.2.00 Lakhs (N.R.) is suggested for the building with Rs.1.00 lakh (N.R.) for library and Rs.20,000/- (N.R.) for

equipments (calculators etc.). Besides, a provision of Rs. 35,000/- be made for (i) one computer assistant and (ii) one steno-typist to be attached to the School.

The Committee further recommend that the entire complex consisting of the Department of Economics and Political Sciences and Research-cum-Teaching Centre in Rural Development be termed as "School of Social Sciences and Rural Development". A common committee representing (1) The Palli Sangathana Vibhaga as at present constituted (2) Department of Economics and Political Science; and (3) Research-cum-Teaching Centre in Rural Development be constituted to be in overall charge of the activities of the School. A provision of Rs.50,000/- for the purchase of a minibus for enabling transport of students and teachers to and from Santiniketan and Sriniketan is recommended.

A provision of Rs.50,000/- for equipment and apparatus including furniture etc. is recommended. The Committee also recommend: (1) 5 Scholarships of Rs.1,000/-p.m. for Master Craftsman (Provision of Rs.65,000/- p.a. including Rs.5,000/- for travel allowance); (2) Rs.30,000/- for publications and contingencies; (3) Overall administrative purpose Rs.50,000/-.

(31) Vinaya Bhavana:- The Committee was surprised to note that the Vinaya Bhavana or College of Education, which has one Professor, one Reader and eight Lecturers and two Assistant Lecturers, had only three scholars doing research for Ph.D. The question of utilising the faculty of Vinaya Bhavana for enriching the various courses as also for drawing up re-organised syllabii was discussed with the Vice-Chancellor in some detail. The Masud Committee which had examined this question has specifically commented that the present B.Ed. and M.Ed. courses are only duplicating facilities available elsewhere, while no courses for orienting the teachers for special responsibilities of the various Bhavanas have been undertaken. The Committee recommends that a detailed examination of the functions of the Vinaya Bhavana is called for, so that the Vinaya Bhavana could be pressed into service for introducing innovative programmes by the various Bhavanas. However, the Committee is not convinced that the existing responsibilities of Vinaya Bhavana in respect of B.Ed. and M.Ed. courses can be discontinued as recommended by the Masud Committee. No additional provision is, however, being recommended for any new programme of Vinaya Bhavana, pending a detailed examination of its role with a view to revitalising the programmes of various departments.

(32) Central Library:- The Committee noted that apart from the Central Library, the University has a number of sectional libraries and seminar libraries, accounting for nearly 3,00,000 of books. 24,000 of bound volume of journals and over 12,000 manuscripts. The library is also subscribing to 350 journals and gets about 300 additional journals on exchange basis. A readymade subject-wise break-up of books and journals was not available. The Library, the Committee was informed, is kept open between 7.00 A.M. and 5.00 P.M. for issue of books and between 7.00 A.M. to 8.00 P.M. for reading facilities. Being a residential university, it is necessary have extended hours for reading.

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The Committee noted that the University was offering a certificate course in library science which has now been discontinued for want of trained staff.

Periodicals for several departments are first received by the Central Library, and after accessation, are issued to the respective departments. They are sent back to the Central Library when all the issues of a volume are received. It was observed that the Central Library did not have any micro-film reading facility. The library has also not opened any text-books section and the number of text-books available for various subjects and courses of studies was also not adequate. There is need to see that these facilities are immediately provided for the use of students. Since the various departments and Bhavanas are located in different places covering a wide area, the Central Library is not easily accessible to students of various departments. The need for libraries attached to each Bhavana is, therefore, urgent and the Committee suggests that departmental libraries for Science, Humanities, Agriculture, Kala and Sangit may be created/strengthened. These sectional libraries may procure periodicals and books for postgraduate courses directly and when the volume of a particular periodical is ready, the same may be sent to the Central Library for binding and stocking. The Committee noted that the Central Library is located in its new block which has got ample facilities for providing required library services and reading room facilities. It was also noticed that the library building has a good deal of vacant space not being utilised at present. This accommodation may, therefore, be made available, for the time being, for the use of research fellows and visiting scholars. In order to strengthen the library, the following suggestions are made by the Committee:-

Books and Journals:	Rs.5.00 lakhs (this will be in addition to separate allocations indicated for separate subjects).
Equipment (Micro-film Reader)	Rs.30,000/-.
Professional Assistants:	2

The Committee would like to suggest that University authorities may take steps to ensure maximum utilisation of the library facilities already created, for example by making some reference work a part of the curriculum. The University has an excellent library block with reading facilities for a large number of students, yet the Committee was not sure whether the extensive facilities available are actually being fully utilised by students and teachers.

(33) General:- The Committee supports the idea of getting distinguished academics from within the country or from abroad for limited period so as to promote an inflow of new ideas into the University, and to stimulate the permanent members of the faculties into undertaking new endeavours. This would be in the spirit of Tagore's Philosophy. Further, it is possible that some of the distinguished Visiting Fellows may be attracted to join the University on a more permanent basis.

The Committee recommends that the University may at present be allotted 5 fellows at the level of Rs.3,000/-p.m. and 5 fellows at the level of Rs.2,000/-p.m.

The Committee does not recommend any Fellows at the level of Rs.1,000/-p.m. It feels that the purpose of Visiting Fellowship at this junior level could be served by the UGC sponsored programmes of National Associateship and Research Associateship. The University may make nomination of suitable persons in this category to the UGC for favourable consideration.

The Committee recommends that the University should try to attract distinguished people from all over the country (possibly also from abroad) under the Visiting Fellowship programme, that the fellows should represent a mixture of youth and experience and that the success and impact of the Visiting Fellowship programme may be reviewed by the Commission at the end of the Plan period.

(34). Residential Facilities:- The Committee agrees with the University that one of the major factors which will help to reconstitute Visva Bharati on the pattern envisaged by its founder would be to make it a fully residential university with residential accommodation provided for both the students and the teachers. The University by the end of the Fourth Plan had hostel accommodation covering 1054 students as below:-

Patha Bhavana	272
Shiksha Bhavana	189
Vidya Bhavana	192
Vinaya Bhavana	80
Sangit Bhavana	37
Kala Bhavana	107
Shiksha Satra	31
CITC	14
Pali Shiksha	132

Total: 1054

In the Fourth Five Year Plan, the Commission had sanctioned additional hostels - one for Vidya Bhavana, one for Kala Bhavana and Sangit Bhavana, one for postgraduate students, one for Shiksha Bhavana, one for CITC girls hostel and for the Fifth Five Year Plan the Committee has also supported a hostel for Patha Bhavana for 100 girls.

Further, the Committee has also recommended hostel for research students and scholars which should enable the University to attract research students on an all India basis. The Committee notes that the University has proposed a sum of Rs.12.00 lakhs for a hostel for research scholars to accommodate 100 scholars - 50 boys and 50 girls and a visiting fellows hostel at an estimated cost of Rs.6.00 lakhs. The Committee, however, is of the view that a block for 50 research scholars and 10 fellows may be constructed with an outlay of Rs.8.00 lakhs. This is considered

adequate for the University for the present. This hostel may have a two sections - one for research scholars and the other for the visiting fellows.

(35) Research Fellowships:- Several departments in the University expressed difficulty in getting research fellows, and asked for junior research fellows to be allocated department-wise. On the other hand, the Committee noted that there was no problem of getting research fellows in some active departments, where research schemes of CSIR or UGC were also utilised. The Committee recommends 25 research fellows for the University as a whole, but does not think it necessary or desirable to divide them department-wise. For additional needs, efforts may be made to make use of the fellowships of the UGC, CSIR, DAE, ICSSR etc., as also of research schemes of these and other organisations.

The Committee would, however, recommend that the University may define a suitable procedure for selection of research fellows every year so as to ensure equitable distribution, taking into account:

- (a) the strength of the research programmes and needs of departments;
- (b) the number of Ph.D.'s completed in the department in recent years;
- (c) the academic performance of students who are seeking admission for a Ph.D. programme.

. . . . The Committee would suggest that a suitable selection committee . . . of the University should ensure an equitable distribution of research fellows every year, and that the marks should not be the only criterion for selection of a research fellow. In particular, it would be desirable for the selection committee to interview candidates for research fellowships.

(36) Staff Quarters:- As for the staff quarters, it was noted that at the beginning of the Fourth Plan 124 teachers had been provided with residential accommodation. The Committee realised that due to the location of the University in a rural area, residential accommodation has to be provided to teachers with a view to attracting and retaining good teachers. In spite of the urgent need, the Committee was surprised that the University was not in a position to utilise grant of Rs.14.00 lakhs sanctioned to the University for constructing 45 units of staff quarters during the Third Plan. The Committee further noted that during the Fourth Five Year Plan, the Commission had sanctioned a teachers' hostel which has been completed. The Committee hopes that University authorities will take urgent steps to provide accommodation for as many teachers as possible. At least the amount provided by the Commission should be fully utilised, thus ensuring accommodation to the teachers. The Committee notes that the University has made a proposal to construct staff quarters for 49 teachers as below:-

A type	7
B Type	20
C Type	12
TSS	10

The Commission has already decided that for the construction of faculty residences for at least 50% of the additional teachers sanctioned, necessary assistance will be provided outside the Plan. The Committee suggests that the University may take advantage of this provision, within the plan provision, a sum of Rs.10.00 lakhs is also suggested. This should ensure that the University will be in a position to take up construction of additional 23 staff quarters during the current plan period as part of the Fifth Plan development programme.

(37) Students Welfare:- The Committee met representatives of the students and was happy to note that the students organise cultural functions like drama and also publish a magazine annually. The need to encourage such activities in a residential university is too obvious to be emphasized, as they would foster greater harmony and cooperation among the students of various faculties. The students, however, placed before the Committee their urgent requirements and the Committee suggests that financial assistance from outside the Plan ceiling may be made available to construct a hall for indoor games and a separate common room for boys and girls, separately for each Bhavana. The students particularly drew the attention of the Committee to the need to improve kitchen and dining facilities. The general conditions and the food served were not satisfactory according to them. The students were also of the opinion that the hostels are not efficiently managed. The University may look into these felt needs of the students. As for taking up improvement of kitchen and dining facilities in all the existing hostels, the University may be advised to work out its detailed requirements and the same may be considered by the Commission under the new schemes for which proposals from universities have been invited recently outside the plan allocations, on the recommendation made by the Working Group on Students Welfare Programme. The Committee recommends a small amount of Rs.1.00 lakhs for student welfare out of the Plan funds, at its disposal.

(38) Medical Facilities:- The Committee looked into the Medical facilities available in the University. The main dispensary at Santiniketan has outdoor and indoor facilities. There are 18 beds each for males and females, 6 separate cabins and 8 beds for infectious diseases (4 each for males and females). There are 5 full-time doctors (1 surgeon, 1 pathologist, 1 tropical medicine, 2 DGO) and 5 part-time doctors (1 med, 1 ENT, 1 pediatrician, 1 gynaecologist). The outdoor is quite busy with an average of 250 patients visiting daily. The indoor has an average of 20 patients who are given free medicine. Since food is not provided, patients like to stay at home and prefer the doctors to visit them. The doctors visit patients at their residences free of charge. The operation theatre is poorly equipped and badly kept. It needs considerable improvement. The dispensary at Sriniketan has only an outdoor. Both the dispensaries cater to the needs of not only the University employees and students, but also other private residents living in the campus.

The dispensary, particularly at Santiniketan, needs improvement and should have better medical facilities. The Committee was told that earlier recommendations of a special committee have yet to be implemented. In

order to improve the medical facilities and provide quicker service, the following recommendations are made:-

Equipment (X-ray unit, ophthalmic, and other equipment).	Rs.75,000/-
Clinical Biochemist (Part-time to help in diagnosis).	1
Nurses	2

The Committee notes that Rabindra Bhavana has the largest collection of Tagore's manuscripts, paintings, different editions of his work and other invaluable material. As such, it is a unique centre for stimulating and promoting research in the life and work of Rabindranath Tagore. The Committee endorses the recommendations of the Masud Committee that this Bhavana should be maintained as an institution for advanced study and research on Tagore. For this, the facilities have to be strengthened in respect of cataloguing, laminating and preserving manuscripts and paintings. The University authorities have also proposed that a Reprographer-cum-Photographic Officer, a Dark-room Assistant and a Museum Guide and some other staff would also be needed for strengthening the Rabindra Bhavana. A sum of Rs.1.00 lakh is recommended for this purpose. The Committee would like to suggest that the advice and guidance of the visiting fellows may be sought, with regard to the utilisation of the facilities available at Rabindra Bhavana for advanced level research. The Committee is aware that a number of universities have established Tagore Chairs and a good deal of material on Tagore is available in other universities. An attempt may be made to coordinate these activities so that Visva Bharati is in a position to collect all material on Tagore available in the country.

The Fifth Plan proposals referred to the Visiting Committee by the University authorities include a large number of non-teaching personnel required by the various Bhavanas and departments and hostels as also those required by the Proctor's Office, Vice-Chancellor's and Registrar's Office, the Finance Department, Library and Rabindra Bhavana. In the absence of relevant information regarding non-teaching and administrative staff already available in the various departments and units, it was not possible for the Committee to make any recommendation regarding the various position required by the University for which proposals have been included in the Fifth Five Year Plan schemes. The Committee, no doubt, has made recommendations for a few units or departments where such positions were considered inescapable. But, the Committee suggests that on the basis of information supplied and specific proposals received from the University, the Commission may sanction such posts as considered necessary in accordance with the norms already followed for such purposes in Central Universities. Annexure-IX gives a list of the proposals for the various departments. The Committee suggests that a sum of Rs.2.00 lakhs may be ear-marked for this purpose in the Fifth Five Year Plan outlay of the University.

Financial details recommended

Financial implications of the recommendations made by the Visiting Committee, in brief, would be as below:-

(1) Spill Over from earlier plans:	Rs.28.36 lakhs
(2) Fresh proposals accepted as a first charge to Fifth plan allocations;	Rs.14.65 lakhs
(3) <u>New Programmes:</u>	
(i) Buildings:	Rs.39.20 lakhs
(ii) Equipment, furniture etc.	Rs.19.75 lakhs
(iii) Additional staff for two years:	Rs.18.50 lakhs
(iv) Books and Journals :	Rs.18.30 lakhs
(v) Other Items:	Rs.12.00 lakhs
<hr/>	
Total:	<u>Rs.150.76 lakhs</u>

Various Institutions at Sriniketan and Santiniketan.

Patha-Bhavana: It provides instruction for the Higher certificate course (an 11-year School Leaving Certificate Course). The subjects offered are:

- (a) Compulsory - Bengali, English, Sanskrit/Mathematics, Social Studies, General Science.
- (b) Elective:- (Humanities) Bengali/English/Sanskrit/Oriya, History, Civics and Economics, Ethics and Physiology, Vocal Music, Instrumental Music, Dancing, Drawing, Painting and Modelling, Home Science, Geography, Mathematics;
- (c) Elective(Science)- Physics, Chemistry, Geology, Mathematics, Geography.

The 11-year school leaving certificate course has recently been replaced by the 10-year course to be followed by a 2-year course. The consequential changes in the subjects of study have already been introduced in the 10-year course, but the pattern of administration and syllabus of the 2-year course have not been finalized.

Candidates below 6 years and above 12 years of age are not considered for admission to Patha-Bhavana.

The Mrinalini Anand Pathshala is the nursery wing of Patha Bhavana where children in the age group 4-6 are admitted and given training preparatory to joining the Patha-Bhavana for about 2 years.

Vidya-Bhavana:(College of Humanities) - It provides instruction for:-

- (a) i. Three-year B.A.(Hons.)Course in Bengali, English, Hindi, Oriya, Sanskrit, History, Ancient Indian History and Culture, Geography, Economics, Philosophy, Comparative Religion and Mathematics;
- ii. Four year B.A.(Hons.)Course in Chinese.
- (b) Three-Year B.S.W.(Hons.) course in Social Work. This course provides instruction in social work with foundation in general education and social services and equips for careers in the field of social welfare and community development.(The Department of Social Welfare is located at Sriniketan).

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- (c) Two-Year M.A. course in Bengali, English, Hindi Oriya, Sanskrit, History, Ancient Indian History and Culture, Economics, Philosophy and Chinese.
- (d) Two-year research studies leading to Ph.D. degree in any of the subjects in which instruction is provided by Vidya Bhavana.
- (e) Two-Year Certificate course in Language followed by One-Year Diploma Course in Bengali, English, Hindi, Oriya, Sanskrit, Pali, Urdu, Persian, Arabic, Tibetan, Chinese, Japanese, French and German.

Siksha-Bhavana: (College of Science)- It provides instructions for:-

- (a) Three-year B.Sc.(Honours) Course in Mathematics, Chemistry, Physics, Botany and Zoology.
- (b) Two-Year M.Sc. course in Mathematics, Chemistry, Physics, Botany and Zoology.
- (c) Two-Year Research Studies leading to the Ph.D. degree in any of the subjects in which instruction is provided by Siksha-Bhavana.

Vinaya-Bhavana: (College of Education)- It provides instruction for the degree of:-

- (a) B.Ed.
- (b) M.Ed.

Both the courses being of one year's duration. A special feature of the B.Ed. course is training in crafts and other practical and creative activities in addition to the usual subjects marked emphasis being on the practical aspects of the course. The Department of Education also offers instruction in Education as a subsidiary subject to those who take up Honours in any other subject offered by the Vidya-Bhavana.

Facilities are provided for Two-Year Research Studies leading to the Ph.D. Degree in Education through the Department of Extension Services. The Vinaya-Bhavana conducts inservice courses of various types for teachers of Secondary Schools in the neighbourhood.

Kala-Bhavana: (College of Fine Art and Crafts)- It provides instruction for the following courses:-

- (a) Five-Year Degree Course in Fine Art and Crafts imparting integrated training in painting, sculpture, graphic art, history of art and crafts with specialisation in any one of the following streams:
 - (i) Painting;
 - (ii) Sculpture;
 - (iii) Graphic Art; and
 - (iv) History of Art.
- (b) Five-Year Diploma Course in Fine Art and Crafts in:-
 - (i) Painting;
 - (ii) Sculpture;
 - (iii) Graphic Art; and
 - (iv) Crafts.
- (c) Two-Year Certificate Course in Artistic Handicrafts in the following subjects:
Embroidary, Leather work, Weaving, Batik and Dyeing, Alpana, Bandhuni, Design, Ornamental Fresco and design.
- (d) One-Year Post-Diploma Course for students who have passed the Diploma Course in Fine Art and Crafts of this University or possess equivalent qualification.

Sangeet-Bhavana: (College of Music and Dance)- It provides instruction for:-

- (a) Four-Year Degree Course in Music and Dance- Rabindra-Sangeet, Classical Music (Vocal), Manipuri-Dance, Kathakali Dance, Sitar and Esraj.
- (b) Four-Year Diploma Course in Music and Dance- Rabindra-Sangeet, Classical Music (Vocal), Manipuri Dance, Kathakali Dance, Sitar, Esraj and Tabla.
- (c) Four Year Senior Certificate Course in Music and Dance- Rabindra-Sangeet, Classical Music (Vocal), Manipuri Dance, Kathakali Dance, Sitar, Esraj and Tabla.
- (d) Two-Year Certificate Course in Music and Dance- Rabindra Bharati Sangeet, Classical Music (Vocal), Manipuri Dance, Kathakali Dance, Sitar, Esraj and Tabla (This is a part-time course to which a University student may be admitted to this course in addition to his normal course of study).
- (e) Two-Year Research Studies leading to Ph.D. degree in Music.

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Cheena and Hindi Bhavanas:- Cheena Bhavana and Hindi Bhavana are separate research departments which organise teaching and research in Chinese and Hindi respectively.

Rabindra Bhavana:- Rabindra Bhavana provides facilities for the study of and research into the life and works of Rabindra nath Tagore and his manifold contribution to the diverse fields of human endeavour to scholars from Visva-Bharati, as well as those from other parts of the country. It includes the Rabindra Sadana (Tagore Museum), which is engaged in the collection, preservation and presentation of valuable material relating to Rabindranath Tagore and his activities including those of the Visva-Bharati. The collections consist of Manuscript, Letters, Paintings, Photographs, Books, Journals, News-paper-clippings, Voice records, Recorded Tapes, Musical scores, Films and Filmstrips, Mementos, Sovenirs, Personal Effects and other articles relating to Rabindranath.

Palli-Sanghathana Vibhaga(Department of Rural Reorganisation. Palli-Sangathana Vibhaga has during the course of years developed the following activities:-

(1) Silpa-Sadana(Cottage Industries Centre)- with the following programmes -

(a) Reorientation Training in Crafts:-

- (i) Advance course for craftsmen from neighbouring villages (continuing education); and
- (ii) Short-term job Oriented Courses from the comprehensive developed area.

(b) Follow-up Production Schemes-

- (i) At Extension Workshops at Sriniketan; and
- (ii) At Decentralised Production Units in Village

(c) Scales Organisations-

- (i) Emporia in Sriniketan and Santiniketan; and
- (ii) Authorised setting agencies in Calcutta and other places.

(d) Research in Design, Production Methods, Productive Techniques, Implements and Basic Materials.

(2) Village Extension Section:-

(a) Comprehensive Development Programme-

- (i) Socio-economic survey and data collection;
- (ii) Identifications of families for different subsidiary occupation;
- (iii) Identification of possible irrigation facilities in different areas;
- (iv) Organisation of Village Development Societies; and

(v) Establishment of liaison with different developmental agencies for getting facilities to the Villages in respect of irrigation, fertilizers and other inputs, Agro-services etc..

(b) Adult Education Programme:-

- (i) Adult Literacy Centres;
- (ii) Primary Schools and night schools for children (including Adibasis Schools);
- (iii) Periodic Vocational training camps;
- (iv) Periodic camps on improved agriculture and rural health; and
- (v) Mass Education programmes in villages through Audip-visual media.

(c) Brati-Balaka and Rural Youth Organisations-

- (i). Bratia-Balaka troops through villages schools; and
- (ii) Organisation of Rural Youth through Cultural and Social Programmes.

(d) Rural Library Service:

- (i) Feeder Library Service (Chalantika).
- (ii) Area Library Services; and
- (iii) New Rural Libraries with aids from Rammohan Roy Library Foundation.

(e) Rural Health Service:-

- (i) Rural Health Cooperatives; and
- (ii) Health Services through Youth Organisations and Village development societies.

(f) Womens' Handicrafts Training Centres:-

- (i) Permanent centres at Bhubandanga and Sriniketan; and
- (ii) Mobile centres in villages.

Palli-Siksha Sadana:- (College of Agriculture)- The Palli Siksha Sadana provides facilities for a Four-Year (Honours) Course in Agriculture Science B.Sc.(Agr.). It undertakes research programmes in Agriculture and Animal Husbandry. There is considerable emphasis on training in Agricultural Extension. The Sadana also offers Two-Year Research Studies in agriculture.

Siksha-Satra:- The Siksha-Satra was established with the aim of imparting rural-biased school education to boys and girls from surrounding villages. The School which is non-residential in character now conducts the Higher Secondary Courses, as prescribed for Patha-Bhavana, and the changes introduced in the latter have also been followed here. Crafts find a special place in the educational programmes of the students.

Sponsored Programme Located at Sriniketan Siksha-Charcha:- (Junior Basic Teachers' Training College)-Sponsored and financed by the Government of West Bengal, Siksha-Charcha runs a One-Year Teachers' Training Course in Basic Education mostly for teachers deputed by District School Boards of West Bengal. It is under the administrative control of Vinaya-Bhavana.

Agro-Economic Research Centre- The Centre has been established by the Ministry of Food and Agriculture, Government of India, with a view to extending the facilities for agricultural economic research in the country.

Family and Child Welfare Training Centre:- The Centre is run with grants from the Central Social Welfare Board for the training of family and child welfare workers according to the programme of the Board.

Home Economics Training Centre.- The Centre sponsored by the Department of Agriculture and Community Development, Government of West Bengal, trains community development workers.

Granthana-Vibhaga(Publishing Department)- Established in 1923, the Granthana-Vibhaga (Publishing Department) is responsible for publishing works of Rabindranath Tagore. One of the principal endeavours of the Vibhaga has been to compile the writings of the Post and publish them in the form of books. The Vibhaga has also collected and published all the available songs of the Post. The other important publications include: Visva-Vidya Sangraha Granthan Mala (World knowledge books) and Loko-Siksha Granthan Mala (popular education books), and Sahaj Path (Part-I and II), which is the approved text book in Schools in West Bengal. It also published works of many other authors of repute.

OBJECTIVES OF VISVA-BHARATI

In December 1921, Visva-Bharati was publicly inaugurated as a "National University" with an international outlook, as a Centre of learning where the cultures of East and West may meet in a common fellowship. In the words of its Founder: "Visva-Bharati represents India where she has her wealth of mind which is for all. Visva-Bharati acknowledges India's obligation to offer to others the hospitality of her best culture and India's right to accept from others their best." In May 1922, it was registered as a Society under Act XXI of 1860, and its objects set forth in the Memorandum of Association were:-

1. To study the mind of man in its realisation of different aspects of truth from diverse points of view.

To bring into more intimate relation with one another through patient study and research, the different cultures of the East on the basis of their underlying unity.

To approach the West from the stand point of such a unity of the life and thought of Asia.

To seek to realize in a common fellowship of study the meeting of East and West, and thus ultimately to strengthen the fundamental conditions of world peace through the establishment of free communication of ideas between the two hemispheres.

And with such ideal in view to provide at Santiniketan a Centre of Culture where research into and study of the religion, literature, history, science and art of Hindu, Buddhist, Jain, Islamic, Sikh, Christian and other civilizations may be pursued along with the culture of the West, with that simplicity in externals which is necessary for true spiritual realisation, in amity, good fellowship and co-operation between the thinkers and scholars of both Eastern and Western countries, free from all antagonisms of race, nationality, creed or caste and in the name of the One Supreme being who is Shantam, Shivam, Advaitam.

2. To take over and carry on with or without modification the institutions of properties known as Visva-Bharati, the Brahmacharyasram, Surul Farm and all other agricultural and residential lands and buildings together with all funds and moveable properties forming part of or appertaining to them respectively (more fully set forth in the appendix hereto) founded at or near Santiniketan aforesaid by Rabindranath Tagore; the Brahmacharyasram

aforesaid being originally founded at the rearest and with the help of his revered father Maharshi Devendra Nath Tagore in connection with the Santiniketan Asrama Trust founded by the latter, and with the sanction of the Trustees of the said Trust; the close and friendly relations Visva-Bharati and the said Santiniketan Asrama in conformity with the spirit of the said Trust, being so far as possible, maintained forever; and provided always that nothing shall be done or permitted to be done within the precincts of Santiniketan, which may reasonably cause pain to any person belonging to any religious sect whatsoever.

3. To organise, establish, affiliate, carry on and maintain, dissolve, disaffiliate or give up, new branches or associated institutions having objects wholly or partly similar to those of the Visva-Bharati.
4. To provide for research and instruction in such branches of learning as may be deemed desirable and be found practicable and for the exchange of cultures between the East and the West and for the advancement of learning and disseminities of knowledge generally.
5. To cooperate with Universities or other educational institutions in any part of the world having objects wholly or partly similar to those of the Visva-Bharati by inviting and sending out teachers, scholars and generally in such manner as may be conductive to their common objects.

INSTITUTIONWISE ENROLMENT OF STUDENTS
IN VISVA BHARATI AS ON 31st December, 1976.

I. SIKSHA BHAVANA (COLLEGE OF SCIENCE):

S.No.	Name of Department.	B.Sc. (Hons.)	M.Sc.	Ph.D.	Boys	Girls	Total
1.	Chemistry	46	32	11	67	22	89
2.	Physics	62	33	9	74	30	104
3.	Mathematics	15	21	3	28	11	39
4.	Zoology	50	39	15	57	47	104
5.	Botany	41	21	7	43	26	69

II. VIDYA BHAVANA (College of Humanities):

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Name of Department.	B.A. (Hons.)	M.A.	Ph.D.	2yrs Ceft.	1 yr. Dip.	1 yr. course for foreign cas- ual stu- dents.	Boys	Girls	Total
Bengali	33	42	15	3	-	2	30	65	95
English & other Modern European Languages.	25	18	4	4	-	-	11	40	51
Philosophy and compara- tive Religion.	87	76	19	-	-	-	75	107	182
Geography	39	-	-	-	-	-	16	23	39
Economics	38	34	10	-	-	-	53	29	82
Ancient Indian History Culture and Archaeology.	34	36	9	-	-	-	34	45	79
Mathematics	-	1	-	-	-	-	1	-	1
Japanese	-	-	-	1	-	-	1	-	1
Sanskrit, Pali and Prakrit.	42	33	11	-	-	-	21	65	86
History	36	27	6	-	-	-	26	43	69
Chinese	10	-	2	4	-	-	11	5	16
Education	-	-	3	-	-	-	1	2	3
Indo-Tibetan Studies.	-	-	3	1	1	-	5	-	5
Arabic, Persian and Islamic Studies.	-	-	-	4	1	-	4	1	5
Oriya	-	26	4	-	-	-	26	4	30
Hindi	6	13	7	1	-	-	17	10	27
Social Work	*53	-	2	-	-	-	47	8	55
Total	350	306	95	18	2	2	379	447	826

* in B.S.W. (Hons.)

III. KALA BHAVANA(College of Fine Art and Crafts).

	5 yrs. dip.	2yrs. Ceft.	2yrs Dip.	Post.	India Govt. Cult- ural Scho- lar- ships.	1 yr. Fore- ign casu- cour- ses.	2 yr. Sr. Associa- tship course.	Boys	Girls	Total
	31	36	1		4	3	4	75	93	168

V. SANGIT BHAVANA (College of Music and Dance).

yr. B.Music.	Degree 4 year diploma	4 years Sr.Ceft.	1 year foreign casual course.	Boys	Girls	Total
100	18	18	1	23	114	137

VI. VINAYA BHAVANA (College of Education)

<u>B.Ed.</u>	<u>M.Ed.</u>	<u>Boys</u>	<u>Girls</u>	<u>Total</u>
75	17	46	46	92

VII. PALLI SIKSHA SADANA(College of Agriculture):

years degree in agricultural science (B.Sc. Agri.Hons.)	Ph.D.	Boys	Girls	Total
97	3	99	1	100

VIII. PATHA BHAVANA & MRINALINI ANANDA PATHSALA:

10 years school certificate course	Boys	Girls	Total
760	361	399	760

IX. SIKSHA SATRA (Sriniketan):

10 year School Certificate Course	Boys	Girls	Total
509	302	207	509

X. UTTAR SIKSHA SADANA(Pre-degree Unit):

2-year Pre-Degree course	Boys	Girls	Total
40	16	24	40

XI. COTTAGE INDUSTRY TRAINING:

Under Pali Sangathana Vibhaga, Sriniketan.

Re-Orientation Training Course	Boys	Girls	Total
22	14	8	22

EXAMINATION RESULTS AND FACULTY STRENGTH
(DEPARTMENT-WISE BREAKUP AND TOTAL) OF
VISVA BHARATI FROM THE YEAR 1969 to 1976.

Course	1969	1970	1971	1972	1973	1974	1975	1976
	P.A.	P.A.	P.A.	P.A.	P.A.	P.A.	P.A.	P.A.
1.	2.	3.	4.	5.	6.	7.	8.	9.
Higher School Certificate.	59/69	63/71	48/63	43/72	50/94	63/85	72/99	52/106
-do-(Comp.)	2/6	6/8	6/6	5/14	19/24	8/8	13/14	31/34
B.A.(Hons.)	42/46	42/47	56/63	44/58	60/76	48/67	50/68	41/26
-do-(Back Paper.				7/11	3/6			
B.Sc.(Hons.)	36/36	50/58	63/77	37/50	41/66	29/44	29/42	38/61
-do-(Back Paper.			4/4	7/10	19/23			
B.Ed.	93/95	89/91	91/92	77/79	58/59	80/85	76/87	79/83
-do-(Supp.)	1/1		1/1		1/1	3/3	5/6	1/2
B.Ed.	7/7	6/7	9/9	6/6	8/9	12/13	9/11	4/17
B.A.	85/99	83/92	57/67	50/55	63/72		9/85	"
B.Sc.	22/38	49/61	57/67	49/62	54/70		/86	"
B.S.W.(Hons.)	10/16	11/16	14/14	3/3	13/13	12/15	19/20	23/23
-do--(Back Paper	2/5					3/3		
B.Sc.(Ari. Hons.)							24/24	26/26
Music	3/3	8/8	10/10	8/8	16/16	14/14	12/12	12/12
Fine Arts				16/16	14/14	9/9	21/24	
Dip.in Fine Arts.		2/2	5/5	1/1	4/4	1/1	2/2	
Diploma in Fine Arts & Crafts.	22/22	23/23	1/1	5/5	11/11	12/12	7/7	6/6
Dip.Music & Dance.	8/9	3/3	7/7	2/2	2/2	4/5	/1	13/13
Dip.Wood Work.	1/1	4/5	3/4	-/1	4/7	9/10		
-do--Comp.				1/1	1/1	1/1		
Dip.in Weaving.	1/2	1/1	3/4	4/4	1/1	3/5		
-do-Comp.						1/1		
Dip.Cert.in Music & Dance.	2/2	2/2	2/2	3/3	3/3			3/3
Dip.in Music & Dance.		17/18	23/35	22/27	13/14	16/17	24/25	1/1

1	2	3	4	5	6	7	8	9
Certificate in Artistic Handicrafts.	1/1	15/15	9/9	7/7	9/9	12/12	15/15	13/13
Cert.in language.	19/19	22/24	24/30	10/11	8/9	9/12	17/26	
Cert.in Lib.Sc.			17/18	11/18	9/9			
B.Sc.(Ag.)	21/23	21/21	21/21	28/28	21/21	22/22		
--do-sup./comp.	2/2							
Foreign Casual course.	1/1					4/4		
Dip.in languages	4/4	6/7	6/9		3/5	1D/1		
B.Sc.	/1	1/1	1/1					
P.G.studies in Chinese Studies.		1/1	3/3					
Ph.D.	1/1							
D.Phil.								

-
- * Result incomplete
 - "" Examination not yet held.
 - (1) No examinations have been held for M.A./M.Sc.in 1976.
 - (2) No candidate appeared for diploma courses in Fine Arts, Wood Work and Weaving in 1976.
 - (3) No examination was held for postgraduate diploma in Chinese studies.
 - (4) The results for B.A.(Hons.)/M.Ed. and diploma in languages was stated to be incomplete.

ANNEXURE-IV.

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STAFFING DISPOSITION IN VISVA BHARATI AS ON
31st December, 1976.

Name of the Department	P	R	L	AL	RA
I. VIDYA BHAVANA (COLLEGE OF HUMANITIES):					
1. Department of Bengali.	2	4	7		
2. Department of English and other European Language.	1	3	5		
3. Department of Sanskrit.	1	3	5		
4. Department of Hindi	1	4	1		
5. Department of Chinese.	1	1	4		
6. Department of Indo-Tibetan Studies.	-	2	1		
7. Department of Philosophy and Comparative Religion.	3	2	7		1
8. Department of History.	1	1	7		
9. Department of Economics and Politics	-	2	8		
10. Department of Ancient Indian History and Culture and Archaeology.	1	-	4		1
11. Department of Oriya.	-	1	3		
12. Department of Geography	-	-	2		
13. Department of Social Work.	-	3-	8		
14. Department of Arabic, Persian & Islamic Studies.	-	1	-		
15. Department of Japanese Studies.	-	1	-		
I. SANGIT BHAVANA (COLLEGE OF MUSIC & DANCE):					
16. Classical Music.	1	2	2	6	-
17. Department of Rabindra Music and Dance.	1	2	4	6	2*
II. KALA BHAVANA (COLLEGE OF FINE ARTS & CRAFTS)					
18. Paintings.	1	1	4	4	-
19. Sculpture.	1	1	2	-	-
20. Graphic Art.	1	1	-	2	-
21. History of Arts.	-	1	2	-	-
IV. SIKSHA BHAVANA (COLLEGE OF SCIENCE)					
22. Mathematics	1	3	5	-	-

p.t.o.

Name of the Department	P	R	L	AL	RA
23. Chemistry	1	2	10	-	-
24. Physics	1	2	14	1	-
25. Zoology	1	-	6	-	-
26. Botany	-	1	5	-	-
<u>V. VINAYA BHAVANA (COLLEGE OF EDUCATION)</u>					
27. College of Education	1	1	8	2	-
<u>VI. PALLI SIKSHA SADANA (COLLEGE OF AGRICULTURE):</u>					
28. College of Agriculture	1	3	11	7	-
<u>VII. PALLI SAMGATHANA VIBHAGA (INSTITUTE OF RURAL RECONSTRUCTION):</u>					
29. Cottage Industries Training Centre.	-	1	3	6	5*
30. Village Extension Section.	-	-	-	1	4*
31. Music Unit.	-	-	-	3	-
<u>VIII. DEPARTMENT OF PHYSICAL EDUCATION AND RECREATION:</u>					
32. Physical Education and Recreation:--	-	-	1	6	-
<u>IX. PATHA BHAVANA (SCHOOL AT SANTINIKETAN)</u>					
33. School at Santiniketan.	1 (Principal)	1(V. 3) (Principal)		48	2"2@
<u>X. SIKSHA SATRA (SCHOOL AT SANTINIKETAN)</u>					
	-	-	-	33	-

* INSTRUCTORS

" Studies Supervisors.

@ Tutors.

P. Stands for Professor

R. Stands for Reader

L. Stands for Lecturer

AL Stands for Asstt. Lecturer

RA Stands for Research Associate.

EXISTING TEACHING STAFF STRENGTH IN VISVA BHARATI
AS ON 31ST DECEMBER, 1976.

Category of Teaching posts.	Scale of pay	No. of posts.	Remarks
1. Professor	Rs. 1500-60-1800-100-2000-125/2-2500.	25	Including 1 Professorship from Birla Trust Fund and 1 Professor from ICAR Fund.
2. Reader	Rs. 1200-50-1300-60-1900.	58	Including 1 Readership from NSS Fund and 1 Readership from ICAR Fund.
3. Lecturer	Rs. 700-40-1100-50-1600.	148	Including 1 Lecturer-ship from ICAR Fund.
4. Research Associate.	Rs. 700-40-900-EB-40-1100-50-1300.	5	
5. Assistant Lecturer.	Rs. 550-25-750-EB-30-900.	128	
6. Instructor	Rs. 425-15-560-EB-20-640.	12	
7. Principal (Path-Bhavana) Dean of students welfare.	Rs. 1100-50-1600	2	
8. Emeritus Professor	Rs. 300/- Honorarium.	1	
9. Research Assistant	Rs. 425-15-500-EB-15-560-20-700.	2	
	Total	381	

REORGANISATION OF VISVA BHARATI AS RECOMMENDED BY
MASUD COMMITTEE.

The Units of the Patha-Bhavana should be developed as experimental schools.

In designing innovations, and in assessing their implementation Vinaya-Bhavana should be able to help Patha-Bhavana.

Teachers in Visva-Bharati would themselves prepare the text books for the secondary level, which the University could publish.

There should be no distinction between the two units of Patha-Bhavana in regard to courses, methods of instruction, recruitment of teachers and the provision of physical facilities, except to the extent that the residential character of the Santiniketan unit needs certain special arrangements for remedial courses and for stipends to the tribal children.

1. Patha-Bhavana: This will comprise both the existing schools, reorganised on the 10+2 pattern of secondary and pre-university education.
2. Kala-Bhavana: Kala-Bhavana should exploit its unique position in imparting knowledge in all traditional techniques in Fine Arts without neglecting the contemporary trends. The degree courses should preferably follow the old pattern of a comprehensive training for five years. It is expected that, in addition to the courses in fine arts and crafts and art history, already included in the programmes of Kala-Bhavana, it will also make some study of the folk arts of India. Besides doing designs for the Crafts Training Centre, Kala Bhavana, it will also make some study of the folk arts of India. Besides doing designs for the Crafts Training Centre, Kala-Bhavana could organise diploma courses, in addition to the courses they may be doing in other Bhavanas. Kala-Bhavana also maintains an art gallery, where exhibitions are regularly held and a museum with a fairly good collection of contemporary Indian Art. The existing facilities for this purpose will need to be expanded, and specimens of Indian folk art added.
3. Sangeet-Bhavana: Its present courses are more or less limited to Rabindra Sangeet, Hindustani classical music, and Manipuri and Kathakali dances. The programmes should be expanded to include Karnatic music, vocal and instrumental, Bharata Natyam, Kathak and other styles of Indian dance, and some study of Western music. Similarly, the excellent traditions of dramatic art that Visva-Bharati has established through the performances of Tagore's plays, should be enriched further through the organised study and training in the dramatic arts generally as is done in the National School of Drama in Delhi. The potentialities of growth in

Sangeet-Bhavana are so great that it may be expedient to have an expert body to go into the matter and draw up plans for its reorganisation and development. There should be an auditorium, a library of music, and a well-equipped audio-visual unit which could also be of invaluable use in the language programmes under Siksha-Bhavana. Needless to say, the success of the plans of development will depend largely on the appointment of an able person as the Adhyaksha of the Bhavana.

4. Vidya-Bhavana:- Vidya-Bhavana should concern itself chiefly with advanced studies, at the postgraduate level, and with research, in philosophy, religions, history and the social sciences, cultural history and the study of the history, economy and society of the region. This should go along with such under-graduate teaching as may be required under the new first degree programmes the Committee is recommending elsewhere in this report.

5. Siksha-Bhavana:- Since the Committee recommends that Vidya-Bhavana limit its programmes to the areas specified above, the other areas now covered by Vidya-Bhavana will have to be separately organised. The Committee's recommendation is that this may be done under Siksha-Bhavana, the fields of study now undertaken by this Bhavana being organised under a new Bhavana, to be called Vigyan-Bhavana. Under this new arrangement, Siksha-Bhavana should concern itself with languages and literature, both Indian and foreign. Both Cheena-Bhavana and Hindi-Bhavana will continue to be departments under this grouping, and to avoid confusion, may be renamed suitably. Undergraduate teaching under this Bhavana, will be on the same basis as recommended for Vidya-Bhavana.

6. Vigyan-Bhavana:- What has been said above regarding the level of studies in Vidya-Bhavana and Siksha-Bhavana should apply to Vigyan Bhavana also, which will devote itself to the study of the physical, biological and agricultural science and to mathematics. The Committee would not suggest any limit to the level of advanced studies and research in science that this Bhavana should attempt, but the decisions in regard to programmes should be made with strict reference to the facilities and personnel available, and not in imitation of what is being done in other universities. The science faculty, more than those in some of the other disciplines, should be able to show to the University community, and to the rural community around, how knowledge could, even in the short run, be put to work in the service of man. Besides what they could do to enliven the academic programmes at the school level, by helping to present to students the 'two culture' in a fruitful synthesis rather than in a state of confrontation, they could make invaluable contributions to all aspects of the work in Sriniketan. The work of the agriculture department would be of particular importance in the vocational and community service programmes that would be organised by Sriniketan, as an integral part of the studies at both secondary and under-graduate levels. But this happy development would involve the shedding of certain academic obsessions that prompt the faculty to stick to traditional courses at the university level.

7. Vinaya-Bhavana:- The present B.Ed. and M.Ed. courses in Vinaya-Bhavana, which duplicate facilities available elsewhere should be discontinued and the teacher training at Vinaya-Bhavana should be limited to training diploma and degree holders of Kala-Bhavana and Sangeet Bhavana for the special responsibilities that will devolve on them with the introduction of the new '10+2' pattern. In addition, this Bhavana should be developed as an educational research centre, charged particularly with a continuous examination of the policies and practices of Visva-Bharati, and also with the study and dissemination of experimental and innovative ideas in education at all levels. The University should have an Academic Planning Board for permanent planning and evaluation which could function from Vinaya-Bhavana, but in close liaison with the other institutions of the University.

8. Rabindra-Bhavana:- Rabindra-Bhavana houses the largest collection of Tagore's manuscripts, paintings, different editions, of his works, and other priceless material. There is no better centre for stimulating and promoting research in the life and work of the poet. The Committee recommends that it should continue to be maintained as a separate centre for advanced studies and research on Tagore. The facilities now provided at this centre have to be strengthened in respect of cataloguing laminating and preserving manuscripts and paintings, etc. The Bhavana should have an advisory committee, with the Vice-Chancellor as Chairman.

The other institutions which serve special mention are:

Granthan Vibhaga:- That copyright in the works of Tagore will lapse in 1992 need not seriously affect the future of Granthan-Vibhaga, which has so far thrived principally on publishing Tagore's writings. Already, the Vibhaga has ventured into other fields of academic publishing. The Vibhaga will continue to have plenty of work on its hand by way of publishing authoritative editions of Tagore's works. In this, the treasures of Rabindra Bhavana, and the research that it promotes, will be a continuous source of new material. It should continue and expand its programmes of academic and literary publishing, in addition to publishing Tagore's works. The Committee would suggest that the Vibhaga should have an advisory committee, under the Chairmanship of the Vice-Chancellor, to plan its future development and to oversee its growth.

Palli-Sangathana-Vibhaga:- In the previous chapter the Committee has dealt with the special role that Sriniketan should play in the academic programmes of Visva-Bharati at both school and University and community service, will be the main agency that would help to give the new dimensions to academic status that are mentioned in this connection.

The Library:- The Central Library with its collection of more than three hundred thousand printed books, 12 thousand manuscripts and 12 hundred current journals needs some addition to its modern equipment, such as reprographic machines. It should serve as the apex Library with a number of

subsidiary units located in the different Bhavanas. The holdings in these subsidiary libraries should be catalogued, and the catalogue cards should be available for references in the Central Library. Any practice of deputing untrained office staff to work in the library should be discontinued, and the professional staff in the Library strengthened.

The Agro-Economic Research Centre at Sriniketan is not an integral part of Visva-Bharati. The Committee recommends that the Ministry of Agriculture may be asked to shift the Centre to some other place. In Siksha-Charcha also the training course is not integrated with academic structure and programmes of Visva-Bharati. There is, therefore, no justification for this institution to continue with the University.

ACADEMIC PROGRAMMES OF VISVA-BHARATI.

There is no case for duplicating, under the auspices of Visva-Bharati, facilities for the ordinary B.A. and B.Sc. courses that a hundred other universities and three thousand colleges are doing all over the country. It may, however, be unwise to build a superstructure of post-graduate and research work in several disciplines on the tenuous basis of an undergraduate course in fine arts and music only. The course so developed should be at least equivalent to the honours courses in the traditional universities, and admissions to the courses could be limited to students with exceptional ability, whose proficiencies could, if necessary, be tested on a national basis through a competitive entrance examination.

The 10+2+3 pattern on which school and college courses are proposed to be recognised throughout the country, offers the right opportunity for taking new decisions on the standards and content of the three-year degree course. This raising of the standards of the first degree will depend to a large extent on the way the two-year course that comes between high school and the first degree course, is designed. The sort of 10+2+3 pattern now prevalent in some regions provides no guidance in the matter.

What is now being done in the eleven years of secondary schools can actually be done in ten years, if the curriculum is pruned so as to rid it of non-essential and peripheral content. The basic requirements in secondary education, apart from disciplines such as languages, mathematics, history and the fundamental concepts in science, are a training in some manual and sensory skills and a capacity for observing and understanding one's environment. Around these disciplines and skills could be developed an awareness of the national heritage and of contemporary issues. These ends can be achieved through a variety of programmes, and the two schools in Visva-Bharati should be encouraged to try innovative and experimental programmes.

An even more vigorously innovative spirit should inspire the programmes for the two-year course that will follow the ten years of high school. They should include, besides ambitious courses in the humanities, pure sciences and the social sciences, a number of work-oriented or vocational courses. The latter should serve the two-fold purpose (a) of imparting productive skills with which the students could go straight into the job market or go for further vocational training; and (b) of familiarizing even those not looking for immediate jobs with the practices and attitudes of the working world. What should be sought is not merely productive competence but a removal of psychological inhibitions in regard to certain kinds of work.

All students should have three components in the curriculum they take up, namely, arts, science and vocational courses. The three components could be mixed in varying proportions for individual students. And there should be such flexibility in the arrangement that a student should be able to change the nature of the mix as he proceeds from one class to another or even from one term to the next. One of the objectives of this two-year course should be to enable the student to decide whether he would proceed to further academic or professional studies, or go out into the world of work. Needless to say, this would involve a continuing awareness of job opportunities and requirements in the region and in the country and also a continuous revision of the curriculum in the light of the changing requirements in the job market, as well as in the area of higher studies.

If the two-year course is imaginatively designed, one result would be to enable the university to introduce a first degree course of high quality, such as might spearhead radical reform all over the country. Having no obligation to admit all comers, as regional universities might be obliged to do, Visva-Bharati should be able to offer ambitious and unusual courses at the first degree stage. The first degree courses could also be used as a means of restoring to their original primacy those courses and subjects on which the repute of Visva-Bharati was originally founded.

Whatever courses in the fine arts, music, the humanities, the social sciences, physical sciences or mathematics are included in the curricula for the first degree course, should be of the honours standard of the other universities, except for those that might be taken as 'subsidiary' offerings to go along with a student's major subject of study. In addition, every student should also take an action or work-oriented course, involving work with the community outside the campus. The latter should ordinarily represent a third of the formal learning time of the undergraduate during his first two years. This can be done without reducing the curricular requirement in the academic courses. In regard to the service-oriented part of the curriculum, there should be no examination of the traditional sort, but every student should produce a brief statement of what was attempted, what was achieved, and what improvements he would suggest in regard to the resources available and his own work if he had a change to do it all over again.

The curricular requirements should be flexible enough to allow a student a large measure of freedom to take short courses in Bhavanas other than the one in which he is formally enrolled. Subject to the minimum requirements that the University may lay down for the two-year and three-year levels discussed above and for diploma courses, the students should be encouraged to draw up his own programme of studies, which may include some non-traditional subjects.

Among subjects at the undergraduate stage, pride of place will belong to fine arts, music, philosophy, languages, Indian and the world in historical perspective, and the ecology of the region. Such departments as agriculture and social work should function as an aid to the University's commitment to community service, and should not duplicate courses that are available in the more conventional universities. The University should however, be open to new curricular ideas, such as its learning resources would make it possible for the University to implement. A departure from the traditional pattern of subject offerings at the undergraduate stage could be to introduce shorter units of study, lasting no more than a year or even a semester or a term, instead of every subject being cut to the same length as every other subject, usually lasting the whole length of the degree course. This would enable the University to introduce new courses on an experimental basis, which might eventually lead to far-reaching changes in curricula.

In the effort to prevent Visva-Bharati from turning out to be an inferior replica of the traditional Indian University and to restore to it some of the original vision of Rabindranath Tagore a key role will have to be assigned to Sriniketan.

In any such simplified organisation, a broad distinction could be made between units that have teaching, research and/or production functions with specified programmes and clientele, and units that are of the nature of shared facilities intended to serve the whole campus, such as the Library, the treasurers of Rabindra-Bhavana, Silpa Sadana and the University press. A great part of Sriniketan's programmes and activities could be developed as common facilities shared by students and faculty members working in different units of Visva-Bharati.

There must be something distinctive, and if possible pace-setting, about the Visva-Bharati programmes. This can be achieved without undue subtractions from existing establishments by adding a new dimension to the learning process.

This new dimension has two aspects spelt out, with varying emphasis, by the Education Commission. One is that curricula should include some action based or production-based programmes, which the Commission calls 'work experience'. The other aspect is what it has called 'national service' which could more accurately be described as interaction

between the academic community and the community around. Where these two kinds of programmes have currently been adopted by schools or universities elsewhere in the country, they function as superadded adjuncts to the normal curriculum and largely expendable. Neither work-experience nor community service has made any difference to the way the academic subjects in the curriculum were studied. A more integrated approach is, however, possible particularly in Visva-Bharati.

As already indicated earlier, the undergraduate programmes for every student should not only contain the usual mix of academic courses in arts and science subjects but also courses that he or she could take under the auspices of the Palli-Samgathan Vibhaga. Apart from participating in extension work, students could take courses in the craft training centre, as also in the Kala Bhavana and Sangeet Bhavana in addition to subjects listed under the humanities, social sciences and Physical and biological sciences. At the time of admission every student could be advised in regard to the right mix that will suit his aptitudes, and the arrangement should be so flexible as to permit him to change his options, particularly at the early stages. There should be no need of making the 'work experience' or the 'national service' compulsory; once it is made clear that Visva-Bharati prefers students who are looking for non-traditional programmes in higher education.

It may be doubted whether work-study programmes in the Silpa-Sadana or in Village Extension could be taken up by an undergraduate without his being obliged to give up a significant part of his academic studies. The truth is that the current programmes for the B.A. and B.Sc. in our universities do not keep the students busy for even half the time available to them, and even so, the courses could do with some pruning. Besides, involvement in productive work and in service to the rural community would be a welcome departure from the routine of academic studies.

The injection of this new element in to the ordinary degree programme will, however, not succeed unless the faculty of the teaching Bhavanas have some understanding of the philosophy on which Sriniketan is founded. Once such understanding is fostered, the mutual stimulation between the two wings of Visva-Bharati should produce invaluable results.

The Visva-Bharati is currently making inadequate use of the facilities that Sriniketan offers for the enrichment of the academic programmes pursued in Santiniketan.

Since a large number of students do undergraduate courses with a view to qualifying themselves for admission to postgraduate courses, it may be that departures from the conventional programmes for the B.A. and B.Sc. degrees will not be acceptable to students. If properly designed, the curricular departures mentioned above will produce better

graduates rather than less proficient ones. Besides, it is expected that the designing of undergraduate courses would be the joint work of teachers involved at the various levels of learning school, undergraduate and postgraduate. So compact a university as Visva-Bharati should be immune from the perils of academic fragmentation. It is also to be expected that experience with richer undergraduate programmes would help the faculty to improve the quality of postgraduate courses.

Imaginative and dedicated involvement in the welfare of the rural community around Visva-Bharati would, paradoxically be a way of rescuing it from sinking to the level of a regional or purely local university. What is suggested above will turn the Bolpur-Surul region into a laboratory for a national university instead of Bolpur-Surul turning the university into a local facility for itself. It is presumed that admission policies and scholarship programmes would be so designed as to attract good students from all over the country. A national university does not lose its identity by being deeply involved in regional and local welfare. Aloofness from such concern is responsible for the unreality of academic pursuits and consequent helplessness when confronted by the environing reality.

Postgraduate Studies and Research:

Before 1951, and before the conventional postgraduate courses in arts and science subjects were introduced, Visva-Bharati used to provide facilities for advanced studies and research in several branches of the humanities, such as languages, philosophy and history as well as in fine arts.

The discontinuance of the conventional B.A. and B.Sc. courses will remove from the scene the kind of candidate for postgraduate studies who is not academically equipped for them. There should be simultaneous discouragement of the notion among certain faculty members that no academic department in a university can fulfil its destiny unless it teaches M.A. or M.Sc. classes. This, rather than genuine educational needs, seems to be behind the demand for starting postgraduate classes in agriculture and social work. These courses are already available in several other universities, and there is no particular urgency for duplicating the facilities in Visva-Bharati. Meanwhile, there is need for examining whether the equipment and faculty personnel available for the existing postgraduate courses are adequate. Such strengthening of faculty and improvement of equipment as may be necessary should be arranged promptly to ensure that these courses maintain a high degree of excellence. The expectation should be that the quality of the faculty will attract to Visva-Bharati able students from all over the country. Where neither the facilities nor the clientele in a postgraduate course reach the required standards of excellence, and there is no prospect of meaningful improvement such a course should be discontinued. Meanwhile, the new pattern of first degree courses suggested earlier in this chapter should prompt the creation of new postgraduate courses or re-vamping of existing courses, which may be different from the traditional ones.

These new courses may include postgraduate programme in music and the fine arts, particularly in sculpture, painting, graphic arts and mural painting.

The Committee has the impression that the facilities for research available in Visva-Bharati are not being fully utilised. What is happening, or rather not happening, with the material available in Cheena-Bhavana is an example. Rabindra Bhavana, which, however, is not so badly neglected, provides unlimited material for research, of which greater use could certainly be made. The University should encourage all faculty members to take up some project of research and provide facilities for such expansion of their academic interests.

STUDENTS ENROLMENT IN VISVA BHARATI AS ON
31ST DECEMBER, 1976.

S.No.	Name of Institution	Students	Resident	Dayscholar	Boys	Girls
1.	Siksha Bhavana(College of Science).	405	239	166	269	136
2.	Vidya Bhavana(College of Humanities).	826	400	426	379	447
3.	Kala Bhavana(College of Fine Arts&Crafts).	168	129	39	75	93
4.	Sangit Bhavana(College of Music & Dance).	137	81	56	23	114
5.	Vinaya Bhavana(College of Education).	92	61	31	46	46
6.	Palli Siksha Sadana (College of Agriculture).	100	78	22	99	1
7.	Patha Bhavana & Mrinalini Ananda Pathshala.	760	301	458	361	399
8.	Siksha Satra.	509		509	302	207
9.	Uttar Siksha Sadana (Pre-Degree Unit).	40	15	25	16	24
10.	Cottage Industry Training(Under Palli Sangathana Vibhaga).	22	2	20	14	8
Total		3059	1306	1753	1584	1475

STATEWISE STUDENTS ENROLMENT IN VISVA BHARATI AS ON
31ST DECEMBER, 1976.

Sl. No.	Name of States	Siksha Bhavana	Vidya Bhavana	Kala Bhavana	San-git Bhavana	Vin-aya Bhavana	Palli Siks-ha Sad-ana.	Patha Bhava-na.	Total
1.	West Bengal.	379	692	95	104	89	97	669	2696
2.	Assam	3	3	15	1	1	1	19	43
3.	Uttar Pradesh.	2	14	4	-	-	-	11	31
4.	Andhra Pradesh.	-	2	-	-	-	-	-	2
5.	Kerala	2	1	4	-	-	-	-	7
6.	Bihar	12	24	17	4	1	1	28	87
7.	Orissa	5	52	7	-	1	-	7	72
8.	Tripura	-	3	2	5	-	1	5	16
9.	Maharashtra	-	3	3	-	-	-	2	8
10.	Meghalaya	-	8	2	4	-	-	-	14
11.	Jammu & Kashmir.	-	1	-	-	-	-	-	1
12.	Delhi	-	1	2	1	-	-	-	6
13.	Manipur	-	2	3	-	-	-	-	5
14.	Madhya Pradesh.	-	1	-	1	-	-	1	3
15.	Rajasthan	1	-	-	-	-	-	2	3
16.	Himachal Pd.	-	1	-	-	-	-	-	1
17.	Panjab	-	3	2	-	-	-	-	5
18.	Andaman	-	1	2	-	-	-	-	3
19.	Tamilnadu	-	-	2	-	-	-	5	7
20.	Arunachal Pd.	-	-	1	-	-	-	2	3
21.	Mysore.	-	-	1	-	-	-	-	1
22.	N.E.F.A.	-	-	-	-	-	-	1	1
23.	Nagaland	-	-	-	-	-	-	2	2
Total:		405	811	162	120	92	100	756	3017

- (1) 509 students have been enrolled in Siksha Satra, from West Bengal.
(2) 40 students have been enrolled in Uttar Sadana from West Bengal.
(3) 22 students have been enrolled in Cottage Industry Training from West Bengal.

(Students from other States are not enrolled in these three institutions).

COUNTRYWISE DISTRIBUTIONS OF FOREIGN STUDENTS IN VISVA BHARATI
AS ON 31st DECEMBER, 1976.

Sl. No.	Name of countries	Vidya Bhavana	Kala Bhavana	Sangit Bhavana	Patha Bhavana.	Total
1.	Poland	1	1	-	-	2
2.	France	1	-	-	-	1
3.	Japan	4	-	1	-	5
4.	U.S.A.	1	-	-	-	1
5.	Bangladesh	2	-	15	4	21
6.	Holland	1	-	-	-	1
7.	Thailand	1	1	-	-	2
8.	Nepal	1	-	-	-	1
9.	Australia	1	-	-	-	1
10.	Srilanka	1	-	-	-	1
11.	Itali	1	-	-	-	1
12.	Uganda	-	1	-	-	1
13.	Mauritius	-	1	-	-	1
14.	West Indies	-	1	-	-	1
15.	Malaysia	-	1	-	-	1
16.	Bhutan.	-	-	1	-	1
Total		15	6	17	4	42

There are no students enrolled from abroad in Siksha Bhavana, Vinaya Bhavana, Palli Siksha Sadana, Siksha Satra, Uttar Siksha Sadana and Cottage Industry Training.

Additional non-teaching staff proposed by the
Visva-Bharati University for the year 1977-79.

Bhavanas, Hostels, Departments etc..	Category of post	Number	Amount.
Departments of Vidya-Bhavana.	Jr. Office Asstt. (260-400)	7	71,400.00
Vidya-Bhavana Office	Office Asstt. (330-560)	1	12,500.00
Geography	Laboratory Asstt. (330-560)	1	12,500.00
Ancient Indian History, Culture and Archaeology.	Photographer (425-700)	1	15,400.00
	Draftsman-cum- Artist(425-700)	1	15,400.00
	Office Asstt. (330-560)	1	12,500.00
	Peon (196-232)	2	15,400.00
Bengali Manuscript Section.	Surveyor(425-700)	1	15,400.00
	Technical Asstt. (425-700)	1	15,400.00
Physics	Peon(196-232)	1	7,700.00
	Jr. Office Asstt.- cum-Typist. (260-400)	1	10,300.00
	Store Keeper (330-560)	1	12,500.00
School of Life Sciences: (Botany & Zoology Streams)	Laboratory Asstt. (330-560)	2	25,000.00
	Jr. Office Asstt-cum- typist. (260-400)	1	10,300.00
	Animal Keeper (196-232)	1	7,700.00
	Gardener(196-232)	2	15,400.00
	Sweeper(196-232)	1	7,700.00
Central Science Workshop.	Glass-blower (425-700)	1	15,400.00
	Workshop Attendant (210-270)	1	8,300.00
Kala-Bhavana	Curator(550-900)	1	9,800.00
	Security Guard (Durban)(196-232)	1	7,700.00
Sangit Bhavana.	A.V. Operator (425-700)	1	15,400.00

<u>Uttar-Siksha Sadana</u> (Pre-degree Unit)	Sr. Assistant (425-700)	1	15,400.00
	Office Asstt. cum Typist (330-560)	1	12,500.00
	Peon (196-232)	2	15,400.00
Patha-Bhavana (School)	Office Asstt. (330-560)	1	12,500.00
	Professional Asstt. (250-400)	1	16,200.00
	Jr. Library Attendant (210-270)	1	8,300.00
	Mali (196-232)	1	7,700.00
Siksha-Satra (School)	Professional Asstt. (250-400)	1	16,200.00
	Jr. Library Attendant (210-270)	1	8,300.00
	Cook (200-250)	2	15,646.00
	Helper (196-232)	2	15,400.00
	Store-Keeper (330-560)	1	12,500.00
Girls' Hostels.	Asstt. Supdt. (425-700)	2	30,800.00
	Sweeper (196-232)	1	7,700.00
	Maid Attendant (196-232)	2	15,400.00
Boys' Hostels.	Manager (Refectory) (425-700)	1	15,400.00
	Asstt. Manager (Refectory) (330-560)	1	12,500.00
	Cook (200-250)	2	15,646.00
	Helper (196-232)	4	30,800.00
	Male Attendant (196-232)	2	15,400.00
	Sweeper (196-232)	2	15,400.00
	Attendant (196-232)	2	15,400.00
Central Teaching Material Production Unit.	Jr. Machine Man (260-350)	1	10,300.00
	Peon (196-232)	1	7,700.00
	Contingency		20,000.00
Central Audio Visual Unit at Santiniketan.	Projection Operator (425-700)	1	15,400.00
	Photographer (425-700)	1	15,400.00
	Darkroom Asstt. (260-430)	1	10,300.00
	Asstt. Electric Mistri. (260-400)	1	10,300.00
	Attendant-cum-Cleaner. (196-232)	1	7,700.00
	Contingency		10,000.00
Projector's Office.	Jr. Office Asstt-cum- Typist. (260-400)	1	10,300.00

Office of the Dean of Students' Welfare.	Jr. Office Asstt-cum-Typist. (260-400)	1	10,300.00
	Peon (196-232)	1	7,700.00

A) Central Administration

i) Vice-Chancellor's Office.	Sr. Assistant (425-700)	1	15,400.00
	Peon (196-232)	1	7,700.00
ii) Registrar's Office.	Deputy Registrar (1100-1600)	1	37,400.00
	Office Superintendent (550-900)	1	20,000.00
	Steno-Typist (330-560)	1	12,500.00
	Sr. Assistant (425-700)	1	15,400.00
	Office Assistant (330-560)	2	25,000.00
	Peon (196-232)	1	7,700.00
iii) Development and Statistics Section.	Steno-typist (330-560)	1	12,500.00
Iv) Stores and Purchase Section.	Store Khallasi (210-270)	1	8,300.00
v) Guest House	Office Assistant (330-560)	1	12,500.00
vi) Transport Section	Driver (260-400)	2	20,600.00
vii) Press	Jr. Compositor (260-400)	1	10,300.00
	Jr. Compositor.	1	5,100.00

B. Finance, Accounts and Audit.

i) Retirement Benefit Section.	Jr. Office Asstt-cum-typist (260-400)	1	10,300.00
ii) Finance Office.	Sr. Assistant (425-700)	1	15,400.00
	Office Assistant (330-560)	1	12,500.00
iii) Accounts Section.	Jr. Superintendent (550-900)	1	20,000.00
	Office Assistant (330-560)	2	25,000.00
	Asstt. Cashier (330-560)	1	12,500.00
	Daftary (260-400)	1	10,300.00
iv) Internal Audit Section.	Sr. Assistant (425-700)	1	15,400.00
	Office Assistant (330-560)	1	12,500.00
	Peon (196-232)	1	7,700.00

C) Libraries:

i) Central Library	Professional Asstt. (250-400)	2	32,400.00
	Janitor(196-232)	3	23,100.00
	Technical Asstt. (425-700)	1	15,400.00
	Cleaner-cum-Peon- (196-232)	1	7,700.00
	Book-Binder (260-400)	1	10,300.00
	Stack Attendant (196-232)	2	15,400.00
	Peon (196-232)	2	15,400.00
ii) Siksha-Bhavana Library.	Professional Junior (700-1300)	1	25,500.00
	Professional Asstt. (250-400)	1	16,200.00
	Jr. Library Attendant (210-270)	3	24,900.00
	Peon(196-232)	1	7,700.00
iii) Philosophy Depart- ment Library.	Professional Asstt. (250-400)	1	16,200.00
iv) Cheena-Bhavana Lib- rary.	Professional Asstt. (250-400)	1	16,200.00
D. Engineering Deptt.	Asstt. Engineer(Sound) (650-1200)	1	23,500.00
	Technical Asstt. (Electricity) (425-700)	1	15,400.00
	Helper (196-232)	2	15,400.00
	Store-Keeper(330-560)	1	12,500.00
E. <u>Palli Sangathana Vibhaga.</u>			
i) Director's Office.	Typist-cum-Asstt. (330-560)	1	12,500.00
ii) Rural Development and Extension Centre.	Field Organiser Agriculture (425-700)	1	15,400.00
	Technical Asstt. (Survey & Research) (425-700)	1	15,400.00
	Gram-Karmi(330-560)	2	25,000.00
	Typist-cum-Asstt. (260-400)	1	10,300.00
	Store-Keeper-cum- Asstt.(380-640)	1	13,900.00
	Para Medical Staff. (Leprosy)(330-560)	1	12,500.00
	Para Medical Staff(T.B.) (330-560)	1	12,500.00
	Peon(196-232)	1	7,700.00

iii) Silpa-Sadana-Elmhirst Memorial Cr. ft Museum.	Asstt. Curator- Museum(425-700)	1	15,400.00
	Peon(196-232)	1	7,700.00
	Cleaner(196-232)	1	7,700.00
	Mali (196-232)	1	7,700.00
	Professional Asstt.(250-400)	1	16,200.00
	Master Dyer (700-1300)	1	25,500.00
	Sr. Technical Asstt.1 (Textile Printing) (425-700)	1	15,400.00
	Skilled Worker Wood Work(260-350)	1	10,300.00
	Machine Operator 1 (210-270)	1	8,300.00
	Workshop Attendant 1 (210-270)	1	8,300.00
	Superintendent(Cost and Store Accounts)1 (550-900)	1	20,000.00
iv) Sriniketan Guest House.	Asstt. Manager	1	15,400.00
	(425-700)		
	Attendant(196-232)	1	7,700.00
	Cleaner(196-232)	1	7,700.00
F) Rabindra-Bhavana.	Sr. Reprographer- cum-Photographic- Officer.(700-1300).	1	25,500.00
	Asstt. Librarian	1	25,500.00
	(700-1300)		
	Darkroom Assistant 1 (260-430)	1	10,300.00
	Professional Asstt.1 (250-400)	1	16,200.00
	Museum Guide.	1	15,400.00
	(425-700)		
G) Watch and Ward at Santiniketan and Sriniketan.	Supervisor (330-560)	1	12,500.00
	Durwan.(196-232)	2	15,400.00
H) Medical Services.	Jr. Office Asstt.- cum-typist. (260-400)	1	10,300.00
	Part-time Medical Officer @Rs. 250/-P.M.	1	6,000.00
	Part-time Anaesthe- tist @Rs. 300/-p.m.	1	7,200.00
	Part-time Jr. Paedia- trician @Rs. 250-pm.	1	6,000.00

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Contd. Medical Services.

Part-time Sr. Obstetrician @Rs.500/-p.m.	1	12,000.00
O.T.Nurse(425-640)	1	15,400.00
Sweepers and Attendants (196-232)	8	61,600.00
Driver(260-400)	1	10,300.00
Laboratory Technician in Pathology (425-700)	1	15,400.00
Medicines and other goods for surgery etc.		30,000.00
2 free beds at P.G. Hospital, Calcutta @ Rs.10,000/- per bed per annum).		40,000.00
One for male and one for female.		

Grand Total Rs. 12,78,700.00

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FINANCIAL IMPLICATIONS:Recommendations in Summary:

(1) Spill Over	Rs. 28,36,277-74
(2) Fresh proposals accepted as first charge to Fifth Plan allocations.	Rs. 14,65,314-00
(3) New Programmes:	
<u>A. Buildings:</u>	
(i) Patha Bhavana - (Hostels for Girls)	Rs. 5,00,000-00
(ii) Shiksha Satra (Workshop)	Rs. 50,000-00
(iii) Shiksha Satra (Day Study Centre)	Rs. 70,000-00
(iv) School of Historical Studies	Rs. 11,50,000-00
(v) School of Life Sciences (Laboratory building)	Rs. 2,00,000-00
(vi) Department of Chemistry (Laboratory Space)	Rs. 2,00,000-00
(vii) Department of Physics (Laboratory Space)	Rs. 2,00,000-00
(viii) Department of Mathematics (additional accommodation)	Rs. 1,50,000-00
(ix) Social Work (Library)	Rs. 1,00,000-00
(x) University Service & Instrumentation Centre (additional accommodation)	Rs. 1,50,000-00
(xi) School of Social Science & Rural Development (additional accommodation at Sriniketar).	Rs. 2,00,000-00
(xii) Hostel for research scholars and Visiting Fellows	Rs. 8,00,000-00
(xiii) Staff Quarters	Rs. 10,00,000-00
(xiv) Shiksha Bhavana (library)	Rs. 1,50,000-00
Total:	Rs. 39,20,000-00

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Equipment, Furniture, etc.

(i) Shiksha Satra (Workshop & materials)	Rs. 50,000-00
(ii) Patha Bhavana	Rs. 10,000-00
(iii) Uttar Shiksha Satra	Rs. 15,000-00
(iv) School of Life Sciences	Rs. 3,00,000-00
(v) Department of Chemistry	Rs. 2,00,000-00
(vi) Department of Physics	Rs. 3,00,000-00
(vii) Workshop and University Services & Instrumentation Centre.	Rs. 10,00,000-00
(viii) School of Social Sciences & Rural Development	Rs. 20,000-00
(ix) Department of Economics	Rs. 50,000-00
(x) Central Library	Rs. 30,000-00
Total	Rs. 19,75,000-00

C. Books and Journals

(i) Patha Bhavana & Shiksha Satra	Rs. 40,000-00
(ii) Uttar Shiksha Satra	Rs. 20,000-00
(iii) School of Languages	Rs. 270,000-00
(iv) Department of Philosophy	Rs. 50,000-00
(v) School of Historical Studies	Rs. 50,000-00
(vi) Department of Social Work	Rs. 1,00,000-00
(vii) School of Life Sciences	Rs. 2,00,000-00
(viii) Department of Chemistry	Rs. 2,00,000-00
(ix) Department of Physics	Rs. 2,00,000-00

p.t.o.

(xi) Department of Mathematics	Rs. 1,00,000-00
(xii) School of Social Sciences & Rural Development.	Rs. 1,00,000-00
(xiii) Central Library	Rs. 5,00,000-00
Total:	Rs. 18,30,000-00

D. Additional Staff:

(i) Patha Bhavana - (1 Psychologist)	Rs. 40,000-00
(ii) Shiksha Satra - (1 Principal + 3 Asstt. Lecturers)	Rs. 64,000-00
(iii) Uttar Shiksha Sadana - (6 Lecturers)	Rs. 1,50,000-00
(iv) School of Languages - (1 Professor, 9 Lecturers, 1 Research Associate & 1 Technical Assistant).	Rs. 3,30,000-00
(v) Vidya Bhavana - (Department of Philosophy, Historical Studies, Social Work, Economics, Social Sciences). (1 Professor, 5 Readers, 9 Lecturers & 1 Excavation Assistant).	Rs. 4,90,000-00
(vi) Shiksha Bhavana - (3 Professors, 6 Readers & 2 Lecturers).	Rs. 4,20,000-00
(vii) Palli Sangathanana Vibhaga - (1 Professor 2 Readers & 9 Lecturers).	Rs. 3,56,000-00

Total: Rs. 18,50,000-00

E. Other Items (including non-teaching staff and fellowships).	Rs. 6,00,000-00
F. Allocations for Kala Bhavana & Sangit Bhavana.	Rs. 6,00,000-00

Total: Rs. 12,00,000-00

Grand Total: Rs. 150.76 lakhs

VISVA-BHARATI
FIFTH PLAN PROPOSAL

Non-recurring

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I.(A) Spill-over from IV Plan.

(Works started but not partly completed during IVth Plan period and will be completed during the Fifth Plan).

Sl. No.	Name of the Project	Spill-over	Additional amount required to complete the project.	Total amount required in Fifth Plan
		Rs.	Rs.	Rs.
1.	2.	3.	4.	5.

1)	Humanities -Building (Teaching Block)- Phase I.	4,95,000.00	3,70,000.00	8,65,000.00
2)	Two Boys' Hostels:			
	i) Vidya-Bhavana Hostel.	29,000.00	12,000.00	41,000.00
	ii) Kala-Sangit Hos- tel.	5,63,000.00	1,41,000.00	7,04,000.00
3)	(a) Vinaya-Bhavana (College of Education)			
	i) Instructional Building.	3,770.00	--	3,770.00
	ii) Books & Journals	--	--	--
	iii) Equipment	2,642.22	--	2,642.22
	iv) Research Support.	--	--	--
	(b) Hostel for 50 P.G. students.	6,552.00	--	6,552.00

* Remarks:- Only the committed expenses incurred towards payment of Architects fees and expenses incurred for purchasing some equipments have been included in the Fifth Plan as spill-over amounting to Rs.12,964.22

4. Miscellaneous Pro-
jects:-

i)	Siksha-Bhavana Hostel.	45,000.00	--	45,000.00
ii)	Teachers' Hostel.	10,000.00	--	10,000.00
iii)	Improvement of Kitchen and Dining Hall.	57,000.00	--	57,000.00
iv)	Staff Quarters (Teachers)	9,000.00	--	9,000.00
v)	Extension of Press Building.	55,000.00	--	55,000.00

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1.	2.	3.	4.	5.
vi)	Record Room (Admn. Build- ing)	22,500.00	--	22,500.00
vii)	Renovation of International Guest House.	50,000.00	--	50,000.00
viii)	Preparation of Master Plan.	20,000.00	--	20,000.00
ix)	Botanical Garden (Green House).	1,703.08	--	1,703.08
x)	Science Canteen	9,427.21	--	9,427.21
xi)	Construction of Library Building and Furniture. (PSV).	5,732.82	--	5,732.82
xii)	Two Worksheds for C.I.T. Sec.	20,650.00	--	20,650.00
xiii)	C.I.T. Girls' Hostel.	1,408.51	--	1,408.51
				19,30,385.84

I(B) SCHEMES SANCTIONED OUTSIDE THE PLAN ALLOCATION DURING FOURTH PLAN PERIOD THE WORKS HAVING REMAINED INCOMPLETE AT THE END OF THE FOURTH PLAN.

(The unspent balance to be charged to V Plan allocation under UGC's instruction). -----

1)	Security measures at Santiniketan and Sriniketan. (G.I.Chain Link fencing).	1,23,000.00	--	1,23,000.00
2)	Security measures at Uttarayan and Nandan.	1,08,000.00	--	1,08,000.00
3)	64 staff quarters (non-academic)	3,00,000.00	--	3,00,000.00
4)	Improvement of existing hostel facilities.	1,000.00	--	1,000.00
5)	Children's Library (Patha-Bhavana)	35,000.00	--	35,000.00
6)	University Water Supply Scheme.	1,44,000.00	--	1,44,000.00
7)	Providing Street- light in the University Campus.	2,000.00	--	2,000.00
8)	Development of play- fields and purchase of accessories.	3,000.00	--	3,000.00

p.t.o.

1.	2.	3.	4.	5.
9.	Equipment-Humanities Economics.	144.14	--	144.14
10.	Sangit-Bhavana	2,959.16	--	2,959.16
10.	Preservation of Manuscript.	9,994.85	--	9,994.85
11.	C.I.T.-Machinery Tools, equipments etc.	841.27	--	841.27
12.	Village Extension- Equipments & Accessor- ies.	4,900.02	--	4,900.02
				7,34,839.44

I(C) GRANTS RECEIVED IN REIMBURSEMENT OF EXPENDITURE ALREADY INCURRED ON APPROVED SCHEMES DURING IV PLAN, BEING FIRST CHARGE ON V PLAN.

1)	Salaries of staff (Humanities) IV Five Year Plan.	40,000.00 33,182.40	-- --	40,000.00 33,182.40
2)	Salaries of staff (Science) IV Five Year Plan Salaries of staff for P.G. classes (Science)-Specific- grant. Salaries of staff (Science)- Specific grant outside IV Five Year Plan.	20,963.38	--	20,963.38
3)	Salary of Develop- ment Officer- specific grant out- side IV Plan.	16,000.00	--	16,000.00
4)	Salary of security staff- specific grant outside IV Plan.	60,906.68	--	60,906.68
				1,71,052.46

Total Spillover:
1A + 1B + 1C. = Rs. 28,36,277.74P

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II. FIRST CHARGE ON FIFTH PLAN ALLOCATIONS (AS SANCTIONED BY UGC AGAINST FIFTH PLAN REQUIREMENT).

Sl. No.	Name of the Scheme.	Non-Recurring	
		Recurring Rs.	Non-recurring Rs.
1.	Basic Grant for the purchase of Library books and journals.		5,00,000.00
2.	Basic Grant for the purchase of Scientific Equipment (Science Departments).		5,00,000.00
3.	Purchase of tools, equipments etc. for Patha-Bhavana.		20,000.00
4.	Compilation of "Dictionary of Philosophical, Symbolical and Religious Terms" used in Mediaeval Hindi Literature-Senior Research Fellowship.		3,000.00
5.	Post of the Special Officer, Rural Extension-Palli Sangathana Vibhaga in the scale of pay Rs.700-1300/-.	56,814.00	
6.	Post of one Lecturer in Persian in the Department of Arabic, Persian and Islamic Studies (in the scale of pay of Rs.700-1600/-)	25,500.00	
7.	5 Visiting Professors @ Rs.3,000/- per month each.	3,60,000.00	
		<u>4,42,314.00</u>	<u>10,23,000.00</u>

TOTAL: Rs.14,65,314.00

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

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Meeting:

Dated : 18th April, 1977.

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Item No.36 : To consider the question of providing recurring assistance to computer centres in the Universities.

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The Commission at its meeting held on 18th October, 1976 accepted the recommendations made by the Standing Committee for the development of computer facilities in the universities and decided that recurring assistance may be provided to the computer centres on net deficit basis for the following purposes :-

- a) Technical staff as per norms laid down by the committee.
- b) Maintenance and
- c) Stationery and other items of expenditure.

Accordingly all the universities where computer centres were established during the 5th Plan period were informed that recurring assistance on the above basis could be available upto 31st March, 1981 and that from 1st April, 1981 the State Government/university should take over this expenditure. In case of universities where the computer centres were established during the 4th Plan period, it was decided that assistance would be provided to these universities upto 31.3.1981 on net deficit basis; however, the expenditure on the staff which was appointed during the fourth Plan period would not be considered for assistance and only the additional posts which will be created during the 5th Plan period according to the norms would be considered for this purpose. The statement giving the information about computers obtained with UGC assistance during the 4th and 5th Plan period is given in the Annexure. Some of the universities have represented that they have not received any assistance during the 4th Plan period and they have requested that the Commission's assistance may be provided to them for all the items as for other computer centres established during the 5th Plan period.

p.t.o.

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It is difficult to work out the net deficit excluding the salary of the staff appointed during the 4th Plan period for the total income and expenditure over a given period of time will have to be taken into account for this purpose. Since this procedure is already applicable in the case of computers set up during the 5th Plan, it may be advisable to adopt the same procedure to all the computer centres established in the 4th and 5th plans. The Commission's assistance on net deficit basis could be made available upto March 31, 1981.

The matter is placed before the Commission for consideration.

EO (SR.I)

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The Computers obtained during the IV Plan
period with U.G.C. Assistance.

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No	University	Type of Computer	Year of Installation
•	Aligarh Muslim Univ.	IBM - 1130	1971
	Andhra University.	IBM - 1130	1970-71
	Calcutta University	IBM - 1130	1970-71
•	Gujarat University	IBM - 1620	1973
	Jodhpur University	TDC - 12	1973
•	Karnatak University.	TDC - 12	1973
	Kurukshetra University	TDC - 12	1973
	(B.N. Chakravarty Univ).	TDC - 316	
	Osmania University	TDC - 12	1973
	Sardar Patel Univ.	IBM - 1620	1973
•	Utkal University	IBM - 1130	1971
•	Indian Institute of Science, Bangalore.	IBM - 360	1971

Computer approved during the V Plan period

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Annamalai	TDC-316
Bombay	TDC-316
Dibrugarh	TDC-312
Gauhati	TDC-316
Jammu	TDC-316
Kerala	TDC-316
Mysore	TDC-316
Ranchi.	TDC-316

Large computers approved (to be imported)

Banaras	5. Poona.
Baroda	6. Roorkee
Jadavpur (Regional Centre) Panjab.	7. Indian Institute of Science, Bangalore.

CONFIDENTIAL;

UNIVERSITY GRANTS COMMISSION

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Meeting:

Dated : April 18, 1977

Item No.37 : To consider further the question of sponsoring delegations from the universities to selected International Conferences/Seminars/Workshops.

The UGC at its meeting held on 23rd August, 1976 (Item No. 12) while considering a proposal from the Indian National Science Academy for providing financial assistance to teachers for attending various International Conferences/Congresses/Seminars etc. desired that in order to promote better interaction between the University faculties, members and persons working abroad in specialised fields, the Commission may sponsor delegations to selected international conferences/seminars/workshops and meet the expenditure on cent per cent basis outside the unassigned grant available to the universities concerned. The Commission further desired that the panels in Science subjects may be requested to identify the conferences to which such delegations may be sent by the Commission. The Commission noted that the subject panels in Humanities & Social Sciences had already identified the conferences to which delegations may be sent.

Two statements giving the names of International Conferences recommended by the Panels in Humanities and Social Sciences, and Sciences are attached (Annexure I & II).*

The recommendations of the Panels are placed before the Commission for consideration.

The Commission may also advise regarding the mode of selection of delegates who may be supported to attend such conferences.

The matter is placed before the Commission for consideration.

List of International Conferences identified
by Panels in Humanities & Social Sciences.

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- A. Psychology (1) International Congress of Psychology.
(2) International Conference of Applied Psychology.
- B. Linguistics & Languages (1) International Congress of Linguistics (Bologna)
(2) Association of Commonwealth Language and Literature Studies (3 years).
- C. Political Science (1) International Political Science Conference.
- D. Economics (1) Conference/Round Table-International Economic Association.
(2) International Conference of Agricultural Economics.
(3) World Economic Congress.
(4) Conference/Se-minars of the Input-Output Association.
- E. History (1) International Congress of Human Science in Asia and North Africa.
(2) International Economic History Conference.
- F. Social Work (1) International Congress of Schools of Social Work.
- G. Sociology (1) International Sociological Association (World Congress of Sociology).
(2) International Congress for Anthropological and Ethnological Sciences.
- H. Law (1) International Association for Philosophy of Law and Social Philosophy.
- I. Philosophy (1) International Congress of Philosophy
(2) Society for Asian Philosophy.

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List of International Conferences identified
by Panels in Sciences.

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A. PHYSICS:

Category-I

The International Conference of Physics Education organised by IUPAP.

Category-II

- i) International Conference on Hyperfinefields -USA
- ii) International Conference on Non-linear optics.
- iii) International Conference on Low Temperature Physics.
- iv) International Conference on Quantum Electronics.
- v) International Conference on Ultrasonics.
- vi) Vith International Symposium on Magnetic Resonance-Canada.
- vii) 20th COSPAR Conference-Israel.
- viii) International Conference on Nuclear Structure-Japan.
- ix) International Conference on Amorphous and Liquid semi conductors-U.K.
- x) 15th International Cosmic Ray Conference-Bulgaria.
- xi) 13th IUPAP Conference on Statistical Physics-Israel.

B. CHEMISTRY:

International Conference on Chemical Education.	Unive-rsity of Liublijena Yugoslavia.	25-30 August, 1977
The International Conference on Co-ordination Chemistry	Sau Paulo, Brazil.	18-23, July, 1977.
The International Conference on Organometallic Chemistry.	Kyoto, Japan.	12-16 Sept. 1977

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C. BIOLOGICAL SCIENCES:

- 1 Second International Mycological Congress to be held at Department of Botany (Dr. H.S. Fuller) University of Georgia Athens, Tempa, Fi. USA from 27th August tp 3rd September, 1977.
- 2 6th International Chromosome Conference to be held at Helsinki from 28th August to 3rd September, 1977,
- 3 3rd International Congress of protozoology to be held at New York from 21st June to 2nd July, 1977.
- 4 27th International Congress of Physiological Sciences to be held at Paris from 17th July to 24th July, 1977.

D. GEOLOGY

Priority I

- 1 International Association for Geochemistry and Cosmochemistry-Symposium on 'Origin and Distribution of Elements'. Unesco, Paris. 10-13th May 1977.
(Once in 3 years).
2. 15th International symposium on 'Application of Computers and Mathematics in Mineral Industry'-organised by International Association for Mathematical Geology, Australia Brisbane (Australia) 4-8th August, 1977
(once in 3 years).

Priority-II

- 1 Society of Exptl. Geophysics Aug.-Sept. 1977.
- 2 Mineral Resources in Developing countries. 14-16th July, 1977 Lusaka-Zambia.

E. GEOGRAPHY

International Geography Congress-Onœ in 4 years.

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Regional Conference of IGU once in 2 years
1978 in Ghana.

Specialised Symposia organised by committee of
IGU
(Dec. 77 Luxembourg Austria: International
settlement systems).

- F. Mathematics Panel has not yet finalised this
list.