

UNIVERSITY GRANTS COMMISSION

AGENDA AND PROCEEDINGS

NO-246

PART-2

23-24 JUNE 1982

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

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Meetings:

dated: 23rd June, 1982.

Item No.4.08 To receive a note indicating the present composition of the panels alongwith the broad items normally to be considered by the Panels.

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The U.G.C. at its meeting held on July 24-25, 1981 while receiving a note regarding the procedure followed for approving minor/major research projects in Science, Engineering and Technology and Humanities & Social Sciences desired that a note indicating the present position of the panels alongwith broad items normally to be considered by the Panels may be placed before it at a later meeting.

Specialists' panels in major areas of studies in Science, Engineering & Technology and Humanities & Social Sciences have been set up by the Commission to advise it regarding measures to be taken for the improvement of standards of teaching and research in the universities for development of inter-disciplinary programmes and on such matters as may be referred to it by the Commission. The panel may also recommend on its own for consideration of the Commission, proposals for promotion and support of studies/research which may merit special attention and resources in relation to educational and developmental needs of the country. The tenure of the panel is normally for two years.

At present there are eight panels in Science (Physics, Chemistry, Biological Sciences, Mathematics, Statistics, Geo Sciences, Geography and Home Science), besides committees on Wild Life Studies; and Environmental () one in Engineering & Technology and 18 in Humanities & Social Sciences (Teacher Education, Classical Languages, Mass Communication, Library & Information Science, Political Science & Public Administration, Modern Indian Languages, , Linguistics, English & Foreign Languages, Anthropology, Sociology & Social Anthropology, Art, History & Museology, Commerce, Economics, History, Philosophy, Psychology, and Social Work Education). A copy each of the list of the members of panels in Science, Engineering & Technology and Humanities & Social Sciences is enclosed (Annexures I, II & III). The list also indicates period for which a particular member/panel has been serving on the panel. Panels in Science and Engineering & Technology were reconstituted in 1980 and are still continuing. Some experts have been members of the earlier panel also and this is indicated in the list wherever necessary. Panels in Humanities and Social Sciences were reconstituted in the year 1979. The period during which active members have been on the panel has been indicated

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against each in the list at Annexure III. Some of the convenors have been members during 1977-79 and were elected as convenors only during 1979-80.

The panels have been advising the Commission on :-

1. Selection of major research projects for U.G.C. assistance.
2. Selection of National Associates in various disciplines.
3. Selection on career awards.
4. Preparation of status reports.
5. Analysis of the departmental profiles and assessment of the departments from the available profiles and grading them as developed, developing or sub-viable as the case be; and make recommendations regarding departments considered appropriate for DSA.
6. Proposals regarding organisation of All India/ National summer institutes, refresher courses, seminars, symposia etc.
7. Identification of emerging areas of importance and action needed to develop Teaching/Research in these areas.
8. Selection of authors for the preparation of university level books by Indian authors.

Besides above, the panels in Humanities and Social Sciences have:-

- (a) interviewed the candidates for the award of research associateships.
- (b) Prepared list of basic books and journals which may be obtained by the colleges for undergraduate and postgraduate studies in the Humanities & Social Sciences.
- (c) updated the list of professors and readers in the universities on a continuing basis.
- (d) advised the Ministry of Education regarding the continuation or exclusion of titles brought out in cheaper edition, under the following collaboration programmes.
 - (i) Indo-American works programme.
 - (ii) Joint Indo-Soviet text books programme.
 - (iii) English in books society series.

- (e) identified the departments other than those which have centres of advanced study or special assistance programmes for undertaking teacher fellowship programme.
- (f) helped in selecting Indian academic associations and conferences which might be considered for UGC support.
- (g) identified international academic associations and conferences which could be attended by university and college teachers with the UGC support.
- (h) helped the UGC in the selection of national lecturers.

With the help of the panels and the committee of panel convenors in Humanities and Social Sciences, the Commission has selected some university departments which might be invited to participate in the programme of CAS/DSA after their proposals are examined by visiting committees.

The panels in the Humanities and Social Sciences have also devoted considerable time in preparing list of research priorities in various disciplines.

The UGC had some time back appointed a committee to suggest model courses for defence studies at the undergraduate and postgraduate levels in various universities. The committee in its meeting held on 5th September, 1979 had recommended inter alia that with a view to ensuring proper development maintaining a high standard of postgraduate teaching and research in defence studies, the Commission may constitute a separate subject panel for defence studies as in other subjects.

Prof. D.D. Khanna, Head of the Department/of defence Studies, University of Allahabad, who was a member of the above committee has stated that no action has been initiated by the UGC on the above recommendation. As many universities in the country have already established postgraduate and research courses in defence studies, while many others are in the process of starting this course, it is but natural that the UGC will be receiving increasing number of proposals regarding research fellowships, research projects grant for symposia, seminars and travel etc. At present these proposals are being scrutinised by the committee of other subjects with the result that such proposals do not receive the expert scrutiny which in normal courses they would have received from the experts of the defence studies subject committee. In order to remove this difficulty, and to make fair assessment of the proposals from the departments of defence studies at various universities, Prof. Khanna has suggested that the UGC may constitute a separate subject panel for defence studies as in other subjects.

The matter is placed before the Commission for consideration.

II PANEL IN CHEMISTRY 1980

1. Professor (Mrs.) A. Chatterjee F.N.A.
Professor of Chemistry,
Calcutta University,
Calcutta. Convener Also worked
on earlier
Panel from
1974 to 1976
2. Professor M.V. George F.N.A.
Indian Institute of Technology,
Kanpur.
3. Professor S. Swaminathan F.N.A.
Department of Organic Chemistry,
Madras University,
Madras.
4. Professor G.K. Narayan Reddy,
Professor & Head of Chemistry Department,
Bangalore University,
Bangalore.
5. Professor A. Chakravorty F.N.A.
Professor & Head, Department of
Inorganic Chemistry,
Indian Association for the Cultivation
of Science, Calcutta. Also worked
on earlier
Panel from
1974-76.
6. Professor R.P. Rastogi F.N.A.
Professor & Head,
Department of Chemistry,
Gorakhpur University,
Gorakhpur.
7. Dr. C.V. Suryanarayana,
Central Electrochemical Research Institute,
Karaikudi. Also worked on
earlier Panels
from 1974-1976-
1980.
8. Professor W.U. Malik,
Professor & Head,
Chemistry Department,
Roorkee University,
Roorkee.
9. Dr. R.N. Mukherjee,
Indian Institute of Technology,
Bombay.
10. Professor J. Ganguly,
Biochemistry Department,
Indian Institute of Science,
Bangalore.

11. Dr. Sukh Dev F.N.A.
Director,
Multi-Chem. Research Centre,
Nandesari-391340(Baroda)
12. Professor P.T. Narasimhan F.N.A.
Professor of Chemistry,
Indian Institute of Technology,
Kanpur-208016.
13. Professor P.S.R. Murthy,
Analytical Chemistry,
Berhampur University,
Berhampur.
14. Professor B.M. Shukla,
Department of Chemistry,
Banaras Hindu University,
.....Varanasi.....
15. Professor Goverdhan Mehta,
Chemistry Department,
Hyderabad University,
Hyderabad.

III BIOLOGICAL SCIENCES 1980

1. Professor C.V. Subramaniam, F.N.A.
Department of Botany,
University of Madras,
Madras. Convenor Also worked on
earlier Panel
from 1976 to
date.
2. Professor H.Y. Mohan Ram, F.N.A.
Department of Botany,
University of Delhi,
Delhi. Also worked on
earlier Panels
from 1976
till date.
3. Professor V.L. Chopra,
Division of Genetics,
Indian Agricultural Research
Institute,
New Delhi-12.
4. Dr. C.J. Saldanha,
Plant Taxonomy Laboratory,
St. Joseph's College,
Bangalore.
5. Professor L.P. Mall,
Department of Botany,
Vikram University,
Ujjain.
6. Dr. S.N. Dwivedi,
Director,
Central Institute of Fisheries Education,
Varsova, Bombay.
7. Professor G.K. Manna, F.N.A.
Department of Zoology,
Kalyani University,
Kalyani.
8. Dr. O.S. Reddi,
Department of Genetics,
Osmania University,
Hyderabad.
9. Dr. V.C. Shah,
Department of Zoology,
Gujarat University,
Gujarat. Also worked on
earlier Panel
from 1976 till
date.
10. Professor U.S. Srivastava,
Department of Zoology,
Allahabad University,
Allahabad.
11. Professor J.P. Thapliyal, F.N.A.
Department of Zoology,
Banaras Hindu University,
Varanasi.

BIOLOGICAL SCIENCES

12. Professor C.T. Samuel,
Professor of Industrial Fisheries,
Department of Marine Sciences,
Cochin University,
Cochin.
13. Professor John Barnabas,
Ahmednagar College,
Ahmednagar.
14. Professor V.V. Modi,
Head of the Department of Microbiology
M.S. University of Barodā,
Baroda.
15. Dr. D. Shankar Narayan,
Additional Secretary,
University Grants Commission,
New Delhi.

V PANEL ON GEO-SCIENCES 1980

1. Professor Supriya Roy,
Jadavpur University Convener
2. Professor R.C. Sinha,
Department of Geology,
Patna University. Also worked
on earlier Panel
from 1976 till date
3. Dr. V.S. Krishnaswami,
Director General,
Geological Survey of India,
27, Jawaharlal Nehru Road,
Calcutta-13.
4. Professor V.V. Sastry,
(ONGC) Director,
Research and Development,
Institute of Petroleum Exploration Oil and
Natural Gas Commission,
Kaulagarh Road, Dehradun.
5. Professor T.R. Sharma,
Jammu University.
6. Professor B.S. Tewari,
Panjab University.
7. Dr. S. Balakrishna,
Director,
National Geophysical Research,
Institute,
Hyderabad.
8. Professor M.N. Viswanathiah,
Geology Department,
Mysore University,
Mysore. Also worked on
earlier Panel from
1976 till date
9. Professor Y.G. Dekate,
Geology Department,
Nagpur University,
Nagpur.

VI PANEL ON GEOGRAPHY - 1980

1. Professor S.L. Kayastha,
Banaras Hindu University. Convener
2. Dr. N.B.K. Reddy,
Sri Venkateswara University. Also worked on
earlier Panel
from 1976 till date
3. Professor A. Ramesh,
Madras Medical Hospital. Also worked on
earlier Panel from
1976 till date.
4. Dr. K.R. Dixit,
Poona University.
5. Professor M. Choudhury,
Burdwan University.
6. Professor B.N. Sinha,
Utkal University.
7. Professor Jasbir Singh,
Kurukshetra University.
8. Professor R.P. Misra,
Mysore University.
9. Professor R. Vaidyanathan,
Andhra University.
10. Dr. Aizauddin Ahmed,
Centre for Regional Studies,
Jawaharlal Nehru University,
New Delhi.

VII PANEL IN HOME SCIENCE (Constituted in 1981)

1. Dr. Rajammal P. Devadas,
Director and Secretary,
Avinashilingam Home Science College
for Women,
Coimbatore-641043. Also member of
earlier committee
on Home Science
2. Dr. S.R. Mudambi,
S.N.D.T. Women's University,
Bombay.
3. Prof.(Mrs.) Amita Verma,
Head Child Development Deptt.,
Dean Faculty of Home Science,
Baroda. Also member of
earlier Committee
on Home Science.
4. Dr. J.R. Modi,
Ahmedabad Textile Industry's Research
Association,
Ahmedabad. Also member of
earlier Committee
on Home Science.
5. Prof. Ananda Laxmi,
Lady Irwin College,
Delhi.
6. Prof.(Mrs.) M.A. Varghese,
JD Birla Institute of Home Science,
11, Lower Rawdon Street,
Calcutta. Also member of
earlier Committee
on Home Science.

VIII PANEL ON STATISTICS - 1980

1. Professor S.K. Mitra,
Indian Statistical Institute,
Delhi.
2. Professor G. Sankaranarayanan,
Annamalai University,
PO Annamalainagar. Also worked on
earlier Maths. &
Stat. Panel - from
1976 to date.
3. Professor C.G. Kshatri,
Gujarat University. Also worked on
earlier Maths. &
Stat. Panel - from
1976 to date.
4. Professor P.O. Pakishrajan,
Mysore University.
5. Professor O.P. Bagai,
Panjab University,
Chandigarh. Also worked on
earlier Maths. &
Stat. Panel from
1976 to date.
6. Professor M.N. Das,
Utkal University.

UNIVERSITY GRANTS COMMISSION

PANEL ON ENGINEERING & TECHNOLOGY - 1980

1. Professor Jai-Krishna, F.N.A.
Roorkee University. Convener
2. Professor T.R. Anantaraman, F.N.A.
Banaras Hindu University.
3. Professor M.M. Sharma, F.N.A.
Bombay University.
4. Professor M.A. Pai,
Indian Institute of Technology,
Kanpur.
5. Professor G.S. Laddha,
Madras University. Also worked on
earlier Panel from
1977 till date.
6. Professor A.N. Bose,
Jadavpur University.
7. Professor C. Chiranjivi,
Andhra University. Also worked on
earlier Panel from
1977 till date.
8. Professor T. Ramamurthy,
I.I.T., Delhi.
9. Professor G.S. Saniyal,
I.I.T., Delhi.
10. Professor R.D. Singh,
Indian School of Mines.
11. Professor A.K. Dorle,
Nagpur University. Also worked on
earlier Panel from
1977 till date
12. Professor Bijit Ghosh,
Director,
School of Planning & Architecture,
New Delhi.
13. Professor N.S. Ramaswamy,
I.I.M., Bangalore.
14. Professor N.S.L. Rao,
Indian Institute of Science,
Bangalore.
15. Professor J.M. Shah,
M.S. University of Baroda,
Baroda.

16. Professor V.S. Arunachalam,
Scientific Adviser to the
Ministry of Defence,
New Delhi.
17. Professor J.K. Choudhury,
23-A Jadavpur North Road,
Calcutta.
18. Dr. S.M. Sen,
Computer Centre,
M.S. University of Baroda,
Baroda.
19. Dr. C.S. Jha,
Educational Adviser,
(Technical Division)
Ministry of Education,
New Delhi.

List of Members of the Panels on Humanities &
Social Sciences

THE PANEL ON TEACHER EDUCATION

Period for which served

- | | <u>Period for which served</u> |
|--|---|
| 1. Dr. S.K. Mitra
Director,
National Council of Educational
Research and Training,
Sri Aurobindo Marg,
New Delhi-110 016 | Convener Ist and IInd term

1977-81 |
| 2. Professor C.L. Anand,
Professor & Dean,
School of Education,
North Eastern Hill University
Shillong-793 001 |

1977-81 |
| 3. Dr. S. Shukla
Visiting Professor,
Zakir Hussain Centre for
Educational Studies,
Jawaharlal Nehru University,
New Delhi |

1977-81 |
| 4. Dr.(Mrs.) Pratibha Deo
Deptt. of Education,
Bombay University,
Bombay-400 029 |

1977-81 |
| 5. Prof.(Miss) S. Varshney,
Deptt. of Education,
Banaras Hindu University,
Varanasi - 221005. |

1979-81 |
| 6. Prof. R. Rath
Deptt. of Education,
Utkal University,
Bhubaneswar-751 004. |

1979-81

Ist term as a
member of
Education Panel. |
| 7. Prof. D.B. Desai
Head, Centre of Advanced Study
in Education,
M.S. University of Baroda,
Baroda-390 002 |

1979-81 |
| 8. Prof.(Mrs.) Ghazela Ansari
Department of Education,
Aligarh Muslim University
Aligarh-202 001 |

1979-81 |

Contd....2.

9. Prof. R. Srinivasa Rao
Deptt. of Education
Sri Venkateswara University
Tirupati-517 502 1979-81
10. Prof. V. Eswara Reddy
Deptt. of Education,
Osmania University,
Hyderabad-500 007. 1979-81
11. Prof. G.B. Kapat
Deptt. of Education
Calcutta University
Calcutta-700 073 1979-81
12. Prof. B. Saraf,
Deptt. of Physics,
Rajasthan University,
Jaipur-302 004 1979-81
Member Secretary
13. Dr. P.H.S. Rao
Education Officer
University Grants Commission .

II PANEL ON CLASSICAL LANGUAGES

Period for which served

1. Professor Mahesh Tiwary
Department of Buddhist Studies
University of Delhi
Delhi. 1979-81.
2. Professor U. Dhammaratana
Department of Pali and Buddhist Philosophy -do-
Nava Nalanda Mahavihara
Nalanda, Bihar
3. Professor Nathmai Tatia
Director -do-
Jain Vasva Bharati
P.O. Ladnun, Distt. Nagaur (Rajasthan)
4. Professor B. Bhatt
Head
Mahavira Chair for Jaina Studies -do-
Punjabi University
Arts Block IV
Patiala.
5. Professor Ramaranjan Mookherjee Convenor
Vice-Chancellor -do-
Burdwan University,
Burdwan 713 104
6. Professor Badarinath Shukla
Vice-Chancellor -do-
Sampuranand Sanskrit Vishvidyalaya,
Varanasi. 221 002
7. Professor S. Venkatasubramania Iyer
Prof. of Sanskrit (Retd)
"Sreyas"
Sivankoil Street, Karamana,
Trivendrum - 695002
8. Professor Gopika Mohan Bhattacharya
Department of Sanskrit, Pali & Prakrit -do-
Kurukshetra University,
Kurukshetra.
9. Professor Muktaruddin Ahmed
Department of Arabic -do-
Aligarh Muslim University
Aligarh.

Contd....2.

10. Professor Syed Ehtisham Ahmed Nadvi
Department of Arabic
Calicut University,
Calicut. 1979-81
11. Professor M.R. Alavi,
Department of Arabic,
Lucknow University,
Lucknow. -do-
12. Professor Shamsuddin Ahmed
Department of Persian Literature
Kashmir University,
Srinagar. -do-
13. Professor Nabi Hadi
Department of Persian
Aligarh Muslim University
Aligarh. -do-
14. Dr. Shiv Rai Chowdhry
Reader in Modern Arabic -do-
University of Delhi
Delhi.
15. Dr. P.H. Sethumadhava Rao Secretary
Education Officer
University Grants Commission
New Delhi.

III PANEL ON MASS COMMUNICATION

1. Prof. K.E. Eapen, Convener
Department of Journalism,
University of Kerala,
Kariavattom Campus,
Trivandrum-695581. 1979-81
2. Prof. A. John Knight,
Department of Agricultural Extension &
Rural Sociology,
Tamil Nadu Agricultural University,
Coimbatore-641003. 1977-81
3. Prof. N.V.K. Murthy,
Director,
Film and Television Institute of India,
Law College Road,
Pune-411004. 1979-81
4. Prof. B.C. Agrawal,
Space Applications Centre,
SAC P.O.,
Ahmedabad-380053 -do-
5. Prof. B.S. Thakur,
Department of Mass Communication,
Panjab University,
Chandigarh-160014. -do-
6. Shri A.J. Kidwai,
Vice-Chancellor,
Jamia Millia Islamia,
Jamia Nagar,
New Delhi-110025. -do-
7. Shri Inder Malhotra,
Resident Editor,
The Times of India,
7, Bahadurshah Zafar Marg,
New Delhi-110002. -do-
8. Shri Shailendra Shankar,
Director General,
Delhi Doordarshan,
New Delhi -do-
9. Shri U.L. Baruah,
Director General,
All India Radio,
Akashvani Bhavan,
Parliament Street,
New Delhi-110001. -do-

9. Prof. R. Srinivasa Rao
Deptt. of Education
Sri Venkateswara University
Tirupati-517 502 1979-81
10. Prof. V. Eswara Reddy
Deptt. of Education,
Osmania University,
Hyderabad-500 007. 1979-81
11. Prof. G.B. Kapat
Deptt. of Education
Calcutta University
Calcutta-700 073 1979-81
12. Prof. B. Saraf,
Deptt. of Physics,
Rajasthan University,
Jaipur-302 004 1979-81
-
13. Dr. P.H.S. Rao
Education Officer
University Grants Commission .
Member Secretary

IV Panel on Library and Information Science.

1. Prof. K.A. Isaac,
Department of Library Science,
Kerala University,
Trivendrum. 1977-81
2. Prof. (Km) Vidyut Khandwala,
University Librarian,
Shri Hansraj Pragji Thackersey,
School of Library Science,
1, Nathbhai Thackersey Road,
Bombay-400020 -do-
3. Prof. P.B. Mangla,
Department of Library Science,
University of Delhi,
Delhi-110007. -do-
4. Prof. R.C. Mehrotra,
Department of Chemistry,
Rajasthan University,
Jaipur (Raj.) 1979-81
5. Prof. P. Gangadhar Rao,
Department of Library Science,
Madras University,
Madras. 1977-81
6. Prof. J.S. Sharma,
Department of Library Science,
Panjab University,
Chandigarh. -do-
7. Dr. Jogeswar Sharma,
Gauhati University,
Gauhati (Assam) 1979-81
8. Dr. Bijoy Nath Mukherjee,
Department of Library Science,
Burdwan University,
Burdwan (W. Bengal) -do-
9. Dr. P.H. Sethumadhava Rao,
Education Officer,
UGC, New Delhi. Secretary.

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PANEL ON POLITICAL SCIENCE AND PUBLIC ADMINISTRATION

1. Dr. C.P. Bhambhri 1977-81
Deptt. of Political Science
Jawaharlal Nehru University
New Delhi.
2. Dr. D.P. Barooah 1979-81
Deptt. of Pol. Science
Gauhati University
Gauhati - 781 014
3. Prof. G. Ram Reddy 1979-81
Vice-Chancellor
Osmania University
Hyderabad-500 007
4. Prof. P.N. Masaldan 1979-81
Deptt. of Pol. Science
Hyderabad University
Hyderabad (AP) Convener
5. Prof. A.P. Rana 1977-81
Deptt. of Pol. Science
M.S. University of Baroda
Baroda-390 002
6. Dr. L.P. Sinha 1977-81
Vice-Chancellor,
H.P. University
Simla - 5
7. Shri S.A.H. Haqqi 1977-81
Deptt. of Pol. Science
Aligarh Muslim University
Aligarh.
8. Dr. T.N. Chaturvedi 1979-81
Secretary, Ministry of
Education & Culture,
Govt. of India,
Shastri Bhawan,
New Delhi-110 001.
9. Dr. R.K. Awasthi 1979-81
Deptt. of Pol. Science
Vikram University
Ujjain-456 010
10. Dr. V.R. Mehta 1979-81
Deptt. of Pol. Science
Rajasthan University
Jaipur - 302 004

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| 11. | Prof. V.S. Budhraj
Deptt. of Pol. Science
Kurukshetra University
Kurukshetra- 132 119 | 1979-81 |
| 12. | Prof. J. Bandyopadhyay
Deptt. of Pol. Science
Jadavpur University
Calcutta - 700 032 | 1979-81 |
| 13. | Prof. A.M. Rajesekhariah
Deptt. of Pol. Science
Karnatak University
Dharwar - 580 003 | 1979-81 |
| 14. | Dr. T.N. Hajela
Deputy Secretary
University Grants Commission
New Delhi. | Member
Secretary |

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|----|---|---------|----------|
| 1. | Prof. Shyamnandan Kishore,
Vice-Chancellor,
Bihar University,
<u>Muzaffarpur</u> | 1979-81 | Convener |
| 2. | Prof. Mahendra Bora,
Department of Assamese,
Dibrugarh University,
<u>Dibrugarh-786004 (Assam)</u> | 1977-81 | |
| 3. | Prof. K. Ramachandran Nair,
Department of Malayalam,
University of Kerala,
Kariavattom,
Trivandrum-695001. | 1977-81 | |
| 4. | Prof. J.B. Sinha Ray,
Department of Bengali,
University of Burdwan,
<u>Burdwan-713104</u> | 1979-81 | |
| 5. | Prof. M. Chidanandamurthy,
Department of Kannada Studies,
Bangalore University,
Jnana Bharathi,
<u>Bangalore-560056</u> | 1979-81 | |
| 6. | Prof. G.M. Pawar,
Department of Marathi,
Shivaji University,
Vidyanagar,
<u>Kolhapur-416004</u> | 1979-81 | |
| 7. | Prof. G.C. Mishra,
Department of Oriya,
Sambalpur University,
Jyoti Vihar, Burla,
<u>Distt. Sambalpur-768017 (Orissa)</u> | 1979-81 | |
| 8. | Prof. Prem Prakash Singh,
Department of Punjabi,
Punjabi University,
<u>Patiala.</u> | 1979-81 | |
| 9. | Prof. M. Shanmugam Pillai,
7/332, Alwamagar,
<u>Madurai-625019 (Tamil Nadu)</u> | 1979-81 | |

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| 10. | Prof. T. Donappa,
Department of Telugu,
Nagarjuna University,
<u>Nagarjunanagar-522510 (A.P.)</u> | 1979-81 |
| 11. | Prof. Suresh Dalal,
Department of Gujarati,
S.N.D.T. Women's University,
<u>Bombay-400020.</u> | -do- |
| 12. | Prof. K.M. Lodha,
2A, Deshpriya Park East,
<u>Calcutta-700029.</u> | -do- |
| 13. | Prof. Shabihul Hasan,
Department of Urdu,
Lucknow University,
<u>Lucknow-226007.</u> | -do- |
| 14. | Prof. Jagan Nath Azad,
Department of Urdu,
University of Jammu,
<u>Jammu-180001.</u> | -do- |
| 15. | Prof. S.K. Misra,
Department of Hindi,
Sardar Patel University,
Vallabh Vidyanagar,
<u>Via-Anand-388120 (Gujarat).</u> | -do- |
| 16. | Dr. P.H. Sethumadhava Rao,
Education Officer, U.G.C. | Secretary |

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|-----|--|--|
| 1. | Mr Justice P.N. Bhagwati
Supreme Court of India
New Delhi. | 1977-81 |
| 2. | Dr. K.D. Gaur,
Head, Department of Law,
Utkal University,
Vani Vihar,
Bhubaneswar-751004 | 1977-81 |
| 3. | Dr. P. Dewan
Department of Law
Panjab University
Chandigarh-160 014. | 1979-81 |
| 4. | Dr. Udai Raj Rai
Head, Department of Law
Gorakhpur University
Gorakhpur. | 1977-81 |
| 5. | Prof. B.S. Murthy
Department of Law
Andhra University
Waltair
Vishakhapatnam-530 003 | 1979-81 Convener |
| 6. | Dr. G.V. Ajjappa
Department of Law
Karnatak University University
Dharwar-580 033 | 1979-81 |
| 7. | Dr. I.C. Saxena
Department of Law
Rajasthan University
Jaipur - 302 004 | 1979-81 |
| 8. | Dr. M.C. Bijawat
Department of Law
Banaras Hindu University
Varanasi - 221 005 | 1979-81 |
| 9. | Dr. D.K. Singh
Department of Law
Delhi University
Delhi-110 007 | 1979-81 |
| 10. | Dr. B.R. Chauhan
Department of Law
Himachal Pradesh Univ.
Simla - 171 005. | 1979-81 |
| 11. | Sh. Ranjit Mohanty
Chairman,
Bar Council of India
AB/21 Lal Bahadur Shastri Marg/
New Delhi-110001 | 1979-81
3, Stoney Road -
Cuttack-2(Orissa) |

12. Dr. T.N. Hajela
Deputy Secretary
University Grants Commission
New Delhi.

Member Secretary

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| 1. | Prof. Bh. Krishnamurti,
Department of Linguistics,
Osmania University,
<u>Hyderabad-500007.</u> | 1977-81 | Convener |
| 2. | Prof. S.K. Verma,
Department of Linguistics,
Central Institute of English and
Foreign Languages,
<u>Hyderabad-500007.</u> | 1979-81 | |
| 3. | Prof. R.N. Srivastava,
Department of Linguistics,
Arts Faculty Extension Building,
University of Delhi,
<u>Delhi-110007.</u> | 1979-81 | |
| 4. | Prof. H.M. Nayak,
Director,
Institute of Kannada Studies, Mysore University,
Manasa Gangotri,
<u>Mysore-570006</u> | 1977-81 | |
| 5. | Prof. C.J. Daswani,
Department of English,
University of Poona,
<u>Pune-411007.</u> | 1977-81 | |
| 6. | Prof. S.V. Shanmugam,
Department of Linguistics,
Annamalai University,
<u>Annamalainagar-608101.</u> | 1979-81 | |
| 7. | Prof. S. Chatterjee,
Department of Linguistics,
Visva-Bharati,
<u>Santiniketan-731235 (West Bengal)</u> | 1979-81 | |
| 8. | Dr. R.K. Mahanta,
Department of Linguistics,
University of Gauhati,
<u>Gauhati-781014.</u> | 1979-81 | |
| 9. | Prof. Namwar Singh,
Dean,
School of Languages,
Jawaharlal Nehru University,
New Mehrauli Road,
<u>New Delhi-110067.</u> | 1979-81 | |
| 10. | Dr. P.H. Sethumadhava Rao,
Education Officer, U.G.C. | | Secretary |

PANEL ON ENGLISH & FOREIGN LANGUAGES

1. Prof. J. Birje Patil, 1977-81
Department of English,
Faculty of Arts,
M.S. University of Baroda,
Baroda-390002.
2. Prof. Kitty Datta, 1977-81
Department of English,
Jadavpur University,
Calcutta-700032.
3. Prof. Satyanarain Singh, 1979-81
Department of English,
Osmania University,
Hyderabad-500007 (A.P.)
4. Prof. V. Sachithanandan, 1979-81
Department of English & Comparative Literature,
Madurai Kamraj University,
Madurai-625021 (Tamil Nadu)
5. Prof. R.N. Ghosh, 1979-81 Convener
Department of English,
Central Institute of English & Foreign Languages,
Hyderabad-500007 (A.P.)
6. Prof. B.B. Kulkarni, 1979-81
Department of German,
University of Poona,
Ranade Institute,
Pune-411004.
7. Dr. Zoe Ansari, 1979-81
Department of Russian,
University of Bombay,
University Club House,
'B' Road, Charchgate,
Bombay-400020
8. Prof. B.K. Tripathy, 1979-81
Department of English,
Berhampur University,
Berhampur-760007 (Orissa)
9. Prof. K.J. Mahale, 1979-81
Department of French Studies,
Jawaharlal Nehru University,
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10. Dr. P.H. Sethumadhava Rao, Secretary
Education Officer, U.G.C.

X Panel on Anthropology

Professor LP Vidyarthi
Department of Anthropology
Ranchi University,
Ranchi-834 001. Convener
1977-81

Professor SRK Chopra
Head of the Department of Anthropology
Panjab University
Chandigarh - 160 014. -do-

Professor PK Bhowmik
Head of the Department of Anthropology
Calcutta University
Calcutta-700 029. -do-

Dr. VN Misra
Deccan College Postgraduate &
Research Institute
Poona - 411 006. -do-

Shri HK Rakshit
Director
Anthropological Survey of India
Govt. of India, Indian Museum
27, Jawaharlal Nehru Road,
Calcutta - 700 016. -do-

Professor (DR.) IP Singh
Head of the Department of Anthropology
University of Delhi
Delhi-110 007. -do-

Dr. KN Venkatarayappa
Head of the Department of Anthropology
Mysore University
Mysore -670 005. Expired

Dr. DL Prasad Rao
Department of Anthropology
Andhra University, Waltair
Vishakapatnam - 530 003. 1979-81

Professor Gopala Sarana
Department of Anthropology
Lucknow University
Lucknow. 1979-81

Dr. NC Choudhury
Department of Anthropology
North-Bengal University
Rajaram Mohanpur, Siliguri
Distt. Darjeeling - 734 430. 1979-81

Dr. L.S. Mehra
Education Officer
University Grants Commission
New Delhi - 110 002. Secretary

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| 1. | Professor M.S.A. Rao
Department of Sociology,
University of Delhi,
Delhi-110007. | Convener | 1977-81 |
| 2. | Professor Indra Deva
Head of the Department of
Sociology,
Ravi Shankar University,
Raipur (M.P.) | | 1977-81 |
| 3. | Professor B.K. Roy Burman,
Professor,
Palli Charcha Kendra
(Centre for Rural Studies),
P.O. Sriniketan, Birbhum,
West Bengal-731236. | | 1977-81 |
| 4. | Professor C. Lakshmana,
Department of Sociology,
University College of Arts,
Osmania University,
Hyderabad-500007. | | 1977-81 |
| 5. | Professor Zayauddin Ahmed,
Department of Sociology,
Patna University
Patna-800005. | | 1979-81 |
| 6. | Professor O.P. Sharma,
Department of Sociology,
Udaipur University,
Udaipur-313001. | | 1979-81 |
| 7. | Professor G. Ramachandra Raj,
Department of Sociology,
Kerala University,
Trivandrum-695001. | | 1979-81 |
| 8. | Dr. D.L. Prasad Rao,
Department of Sociology,
Andhra University, Waltair
Vishakapatnam-530003. | | 1979-81 |
| 9. | Professor Gopala Sarana,
Department of Anthropology,
Lucknow University,
Lucknow. | | 1979-81 |

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| 10. | Dr. K.N. Venkatarayappa ,
Department of Sociology,
Mysore University,
Mysore-570005. | Expired |
| 11. | Dr. N.C. Choudhury,
Department of Sociology,
North Bengal University,
Rajaram Mohanpur,
Darjeeling-734430. | 1979-81 |
| 12. | Professor T.N. Madan,
Institute of Economic Growth,
University Enclave,
Delhi-110007. | 1979-81 |
| 13. | Dr. L.S. Mehra,
Education Officer,
University Grants Commission,
New Delhi-110002. | Secretary |

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|-----|---|------------------|---------|
| 1. | Dr. (Mrs.) Kapila Vatsayayan
Joint Educational Adviser
Government of India
Department of Culture
<u>New Delhi.</u> | Convener | 1979-81 |
| 2. | Dr. S.M. Nair
Planning Officer & Head
National Museum on Natural History
(Department of Science & Technology)
<u>New Delhi.</u> | -do- | |
| 3. | Dr. Dilip K. Ray
Department of Museology
Calcutta University
<u>Calcutta - 700 073.</u> | -do- | |
| 4. | Shri S.V. Gorakshkar
Director
Prince of Wales Museum of Western India
<u>Bombay - 400 023.</u> | -do- | |
| 5. | Professor Ratan Parimoo
Professor & Head of Art History &
Aesthetics, Faculty of Fine Arts
M.S. University of Baroda
<u>Baroda - 390 002.</u> | -do- | |
| 6. | Professor B.N. Goswamy
Professor and Chairman
Department of Fine Arts
Panjab University
<u>Chandigarh - 160 014.</u> | -do- | |
| 7. | Shri C. Sivaramamurti
Ex-Director, National Museum
C-II/40, Shahjahan Road,
<u>New Delhi.</u> | -do- | |
| 8. | Professor (Smt.) Sumati Mutatkar
Faculty of Music & Fine Arts (Dance)
University of Delhi
<u>Delhi - 110 007.</u> | -do- | |
| 9. | Professor H.K. Ranganath
Professor & Head of the Department
of Dance, Drama and Music
Bangalore University
<u>Bangalore - 560 009.</u> | -do- | |
| 10. | Dr. T.N. Hajela
Deputy Secretary
U.G.C., New Delhi. | Member Secretary | |

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|-----|---|----------|---------|
| 1. | Dr. Q.H. Farooquee
Department of Commerce
Aligarh Muslim University
Aligarh - 202 001. | Convener | 1977-81 |
| 2. | Dr. Om Prakash
Department of Commerce
Rajasthan University
Jaipur - 302 004. | | 1977-81 |
| 3. | Dr. B.N. Asthana
Department of Commerce
Allahabad University
Allahabad - 211 002. | | 1977-81 |
| 4. | Professor S.K. Chakraborty
Indian Institute of Management
Calcutta - 700 027. | | 1979-81 |
| 5. | Dr. C.D. Singh
Department of Commerce
Bhagalpur University
Bhagalpur - 812 007. | | 1977-81 |
| 6. | Dr. K.V. Sivayya
Department of Commerce
Andhra University, Waltair
Vishakapatnam - 530 003 | | 1979-81 |
| 7. | Professor R.L. Varshaney
Director
Indian Institute of Foreign Trade
Ashok Bhavan, 93, Nehru Place
New Delhi-110019. | | 1979-81 |
| 8. | Dr. H.P. Chokshi
Department of Commerce
M.S. University of Baroda
Baroda - 390 002. | | 1979-81 |
| 9. | Professor P.K. Ghosh
Vice-Chancellor
North Bengal University
Rajaram Mohanpur
Darjeeling - 734 430. | | 1979-81 |
| 10. | Professor Laxmi Narain
Department of Commerce
Osmania University
Hyderabad - 500 007. | | 1979-81 |

11. Dr. R.K. Gupta
Department of Commerce
Indian Institute of Technology
Madras - 600 036. 1979-81

12. Dr. T.N. Hajela
Deputy Secretary
University Grants Commission
New Delhi - 110 002. Member Secretary

9. Professor A.L. Nagar 1979-81
Department of Economics
Delhi University
Delhi - 110 007.
10. Professor P.H. Prasad 1979-81
Professor of Economics
A.N. Sinha Institute of Social Sciences
Patna - 800 001.
11. Professor A. Vaidyanathan 1979-81
Centre for Development Studies
Aakulam Road
Ulloor
Travandrum - 695 011.
12. Professor Manmohan Singh 1979-81
Member,
Planning Commission
Yojna Bhavan
New Delhi-110 001.
13. Dr. T.N. Hajela Member-Secretary
Deputy Secretary
University Grants Commission
New Delhi.

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| 1. | Professor Amles Tripathi
Department of History
Calcutta University
<u>Calcutta - 700 073.</u> | Convener | 1977-81 |
| 2. | Professor Ram Lal Parikh
M.P.
6/1, Lotus Society
Ashram Road
<u>Ahmedabad-380 014.</u> | | 1979-81 |
| 3. | Professor S. Nurul Hasan
4, Teen Murti Marg
<u>New Delhi-110 001.</u> | | 1979-81 |
| 4. | Professor G.R. Sharma
74, Dilkush Park
New Katra
<u>Allahabad</u> | | 1979-81 |
| 5. | Professor Irfan Habib
Department of History
Aligarh Muslim University
<u>Aligarh - 202 001.</u> | | 1977-81 |
| 6. | Shri B.K. Thapar
C/O Director-General
Archaeological Survey of India
<u>New Delhi.</u> | | 1977-81 |
| 7. | Professor A.R. Kulkarni
Department of History
Poona University
<u>Poona - 411 007.</u> | | 1977-81 |
| 8. | Professor S. Settar
Department of History
Karnataka University
<u>Dharwar - 580 033.</u> | | 1979-81 |
| 9. | Professor A.C. Bose
Department of History
Jammu University
<u>Jammu - 180 001.</u> | | 1979-81 |
| 10. | Professor T.K. Ravindran
Department of History
Kerala University
<u>Trivandrum - 695 001.</u> | | 1979-81 |

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|-----|---|-----------|
| 11. | Professor B.P. Mazumdar
Department of History
Patna University
<u>Patna.</u> | 1979-81 |
| 12. | Professor N.K. Sahu
Vice Chancellor
Sambalpur University
<u>Sambalpur - 768 017.</u> | -do- |
| 13. | Professor A.M. Shastri
Department of History
Nagpur University
<u>Nagpur.</u> | -do- |
| 14. | Professor Ravindra Kumar
Director
Nehru Memorial Museum
<u>New Delhi.</u> | 1979-81 |
| 15. | Dr. L.S. Mehra
Education Officer
University Grants Commission
<u>New Delhi.</u> | Secretary |

PANEL ON PHILOSOPHY

- | | | |
|----|---|------------------|
| 1. | Dr. Santosh Sengupta
Professor of Philosophy
Department of Philosophy and Religion
Visva-Bharati
Santiniketan - 731 235
West Bengal. | Convener 1979-81 |
| 2. | Dr. P.K. Sen
Department of Philosophy
Jadavpur University
Calcutta - 700 032. | 1977-81 |
| 3. | Dr. Jamal Khawaja
Department of Philosophy
Aligarh Muslim University
Aligarh - 202 001. | 1977-81 |
| 4. | Professor Mrinal Miri
Department of Philosophy
North Eastern Hill University
Lower Iachumiere
Shillong - 793 001. | 1979-81 |
| 5. | Professor R. Balasubramanian
Head,
Dr. S. Radhakrishnan Institute for
Advanced Study in Philosophy
University of Madras
Madras -600 005. | 1977-81 |
| 6. | Dr. Dharmendra Goel
Head, Department of Philosophy
Panjab University
Chandigarh - 160 014. | 1979-81 |
| 7. | Professor R. Sundara Rajan
Head, Department of Philosophy
University of Poona
Ganeshkhind
Pune - 411 007. | 1979-81 |
| 8. | Professor R.A. Sinari
Department of Philosophy
(Humanities Division)
Indian Institute of Technology
Powai, Bombay -400 076. | 1979-81 |
| 9. | Professor G.C. Nayak
Head, Department of Philosophy
Utkal University, Vani Vihar
Bhubaneswar - 751 004 (Orissa). | 1979-81 |

9. Professor A.L. Nagar 1979-81
Department of Economics
Delhi University
Delhi - 110 007.
10. Professor P.H. Prasad 1979-81
Professor of Economics
A.N. Sinha Institute of Social Sciences
Patna - 800 001.
11. Professor A. Vaidyanathan 1979-81
Centre for Development Studies
Aakulam Road
Ulloor
Travandrum - 695 011.
12. Professor Manmohan Singh 1979-81
Member,
Planning Commission
Yojna Bhavan
New Delhi-110 001.
13. Dr. T.N. Hajela Member-Secretary
Deputy Secretary
University Grants Commission
New Delhi.

XVII PANEL ON PSYCHOLOGY

- | | | |
|-----|--|------------------|
| 1* | Dr. H.S. Asthana
Head of the Department of Psychology
Saugar University
Sagar - 470 003 | 1977-81 |
| 2. | Dr. E.G. Parmeswaran
Head
Department of Psychology
Osmania University
Hyderabad-500 007 | 1977-81 |
| 3. | Dr. J.B.P. Sinha
Department of Psychology
A.N. Sinha Institute of Social Sciences
Patna-800 001 | 1977-81 |
| 4. | Dr. M.C. Joshi
Department of Psychology
Jodhpur University
Jodhpur - 342 003 | 1979-81 |
| 5. | Dr. M.N. Palsane
Department of Psychology
Poona University
Poona - 411 007 | 1979-81 |
| 6. | Dr. M.A. Faroqi
Department of Psychology
Calicut University
Calicut - 673 635 | 1979-81 |
| 7. | Professor (Mrs.) H.K. Nijhawan
Department of Psychology
Panjab University
Chandigarh - 160 014 | 1979-81 |
| 8. | Professor R.G. Chatterji
Department of Psychology
Calcutta University
Calcutta - 700 073 | 1979-81 |
| 9. | Professor S.R. Parikh
Department of Psychology
Gujarat Vidyapith
Ahmedabad - 380 014 | 1979-81 |
| 10. | Dr. T.N. Hajela
Deputy Secretary
U.G.C., New Delhi | Member-Secretary |

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

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Meeting:

Dated: 23rd June, 1982

Item No. 4.09: To consider a proposal for setting up of Nuclear Science Centre as a National Facility.

The Physics Panel of the UGC at its meeting held in January 1982 considered a proposal for setting up of a few nuclear science Centres within the university system in the country, and agreed in principle that national facilities have to be built up in the university system, for purposes of training and research in important fields such as nuclear sciences. The Panel referred this matter to the National Accelerator Users' Committee (VEC) of the UGC. This Committee examined the proposal in depth and recommended setting of Nuclear Science Centre as a national facility. The Committee also suggested certain modifications. Taking note of the suggestions, the report has been revised and sent to the Commission by Prof. H.S. Hans, Panjab University, who also referred it to DST and Deptt. of Atomic Energy. A copy of the proposal is enclosed as Annexure. I. Both these organisations have generally supported the proposal. (letters enclosed Annexure II (a) & (b)).

The proposal was also considered by the "National Committee on advanced High Energy Accelerator Facility" appointed by DAE which is also in agreement with this philosophy. (Annexure. II (c))

There is an urgent need to have modern facilities for teaching and research in nuclear sciences in the universities. A large number of research workers in nuclear physics are available in the universities (table II, P.49-50 of the report).

The fast expanding nuclear energy programmes of the country requires modern training facilities in the universities. The facilities available in the country are rather outdated as per details in table I p.48 of the report. Setting up of nuclear science centres within the university system will help to generate manpower of high quality to meet the growing needs of teaching, research development and production. With the proposal for setting up Advance High Energy Accelerator facilities within the DAE (estimated cost of Rs. 120 crores) the need for medium energy accelerators in the university structure has become imperative. As an experimental facility nuclear sciences are very costly, they can only be set up in the university system on the basis of pooled efforts and resources; and this is the central point of this proposal.

The research activities of a Nuclear Science Centre are envisaged to be developed around a modern viable nuclear accelerator of medium energy range. The Centre will not only engage itself in research in pure nuclear physics involving nuclear structure and nuclear reactions, but also in problems of applied nature i.e. Solid State Physics, Spectroscopy, Biological Applications and Radio-Chemistry. Even the proposal envisages establishment of three to four Nuclear Science Centres in the university structure. To start with one such centre may be set up without delay.

The proposal contains the details of one such centre developed around a 120D Pelletron will be around 11 crore in about five years. The recurring expenses after that are expected to come to about Rs. 60-70 lakhs per year. Assuming that the project is approved in 1982-83, the expected expenditure year-wise is estimated to be:

1.	1982-83	- Nominal (a few lakhs)
2.	1983-84	- Rs. 257. lakhs
3.	1984-85	- Rs. 464 lakhs
4.	1985-86	- Rs. 220 lakhs
5.	1986-87	- Rs. 140 lakhs
6.	1987-88	- Rs. 60-70 lakhs

The total estimated cost is as follows:-

Equipment

Building - Rs. 160 lakhs.

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| I. | a) Main machine | - Rs. 470 lakhs |
| | b) Auxiliary facilities | Rs. 155 lakhs |
| | c) Beam line | - Rs. 35 lakhs |
| | d) Deduction system and
Instrumentation. | - Rs. 110 lakhs |
| II. | Other miscellaneous
(cars, bus, equipment,
Library). | - Rs. 25 lakhs |

- Rs. 955 lakhs

Recurring
Staff

- Rs. 16 lakhs p.a.

Other Expenditure

- Rs. 51 lakhs p.a.

Rs. 67 lakhs p.a.

The universities could form a consortium to run the centres with the help of a governing board administrative council, and Users' committees. The centre will be headed by a Director and supported by a Joint Director and some research staff besides technical and service Staff.

The National Accelerators Committee of UGC at its meeting held on 15th February 1982 recommended setting up of Nuclear Science Centres as a National Facility within the university system as multi-university unit. The Committee felt that the academic positions (Professors, Readers etc.), be made available to the universities as research Professors etc., who may be seconded to the Centres for a period of time (2-3 years). There should be an apex body of the governance of the centres mostly consisting of the Professors from the participating universities.

The Committee recommended that the UGC may consider this proposal favourably and take up with the Planning Commission for allocation of special funds.

The matter is placed before the Commission.

E.O.(SR.I)/JS(SR)

We had fine traditions in spectroscopy, thermodynamics and many other branches. Also as the over-all sophistication in experimental sciences in the whole world was somewhat modest; one could also conduct experiments in India, comparable to those in the advanced countries, with meager resources. But after independence all this has changed. A chain of laboratories was set up, under the various organisations and the universities were left high and dry, not only concerning input funds for research but also in research personnel and especially in the research planning of the country.

The universities have, however, struggled hard to maintain a reasonable level of research in the last thirty years, with the support of funds from U.G.C. This has resulted in a certain modest structure in research in all subjects ; but evidently below the optimum.

As the research in the universities was conducted with very modest equipment, the research students did not have the opportunity to handle the modern techniques, which were available only in the Research Laboratories. This resulted in every research organisation starting their own programme of training research personnel. The Department of Atomic Energy have their own programme of training school where they take M.Sc's and many times B.Sc's to train them for specific jobs. In CSIR laboratories, also they generally take fresh M.Sc's, and train them for specific jobs. We are afraid, the same policy is being followed by other laboratories. In other words, a lack of technical culture in the universities and hence in the training of the students is being felt by the research institutes of the country. This lack of

technical culture in the universities delays the proper technical education of the research students in science and creates an atmosphere of petty research in the universities, for experimental science in general and for experimental physics, in particular.

Because of the lack of modern research equipment in the universities, the senior persons from the research laboratories also hesitate to come to the universities. This had further, cut the universities from the main stream of research in the country. There are, therefore, not much cross-currents of ideas and persons between the universities and the research laboratories.

In other words, the lack of modern research facilities, and inputs in the universities has resulted in a situation in the higher education, which is very harmful to the over-all scientific efforts of the country. If the remedy is not found in time, this will ham the coming generations, leading to the national catastrophe.

2. Research in Nuclear Sciences in the Country :

One of the most important national research activity has been in the field of Nuclear Sciences. It was recognised, right after independence, that India will have to develop a programme of Nuclear Energy based on the basic concept of self-sufficiency. This has resulted in the last thirty years, in many creditable developments in the reactor technology, in instrumentation, in nuclear detection techniques, and in the developments of nuclear accelerators carried out under the auspices of Department of Atomic Energy. Also many ancilliary techniques were developed e.g. precision components, high vacuum technology, cryogenics, computer technology and several other fields.

As a matter of fact, the total Nuclear Energy Programme involving both applied and basic nuclear physics is many faceted programme, involving basic nuclear theory, neutron physics, reactor design, technical development of solid-state detectors, various magnetic spectrometers, very high vacuum systems, components of nuclear accelerators, nuclear fuel, reactors, and many radioactivity handling systems. Many of these programmes have been developed by DAE. It is also evident that many of these techniques are concerned directly with Nuclear Energy. e.g. reactor design, construction of reactors, fuel technology and radioactivity handling systems etc. and should be naturally developed under the auspices of DAE. On the other hand, techniques like solid state detectors, electronics, computer techniques (hard and soft ware) which are less expensive and somewhat more physics intensive, could also have been developed easily in the university structure. Similarly, basic aspects of nuclear reactions, theory of nuclear structure, many applied aspects of nucleo-solid state physics like ion-implantation, microbeam technology, Mössbauer effects, PAC, Rutherford back-scattering, channelling etc. are very suitable, for universities, because of their physics - intensive nature. Till now, the universities and IIT's could play only a small role though not insignificant, in the research and development of Nuclear Sciences. This is indicated by the development and use of different accelerators in the country. Table I gives the summary of accelerators in the country and Figure I, shows the time-development of the accelerators in the country over the last thirty years. It is interesting to note that though number of accelerators in the University structure is not

that insignificant (some seven or eight), the energies, the sophistication, and total inputs for the accelerators in the universities, is an order of magnitude lower. This is not astonishing because, as described earlier, the universities have been at a different level in facilities in all sciences compared to those in the Research Institutes. Such a discrepancy will be found in all subjects of experimental physics.

3. Research in Nuclear Sciences in the Universities :

As a matter of fact, the University programme of nuclear sciences have been developed under severe strains of low inputs and administrative difficulties. This has resulted in most of the places developing or purchasing only low energy accelerators either meant for neutron work or for applied nuclear physics. Only two accelerators one of 2 MeV at IIT Kanpur and the other of 5-11 MeV at Panjab University, Chandigarh, have the capability of doing nuclear reactions and In-beam Nuclear Structure studies at low energies. But a large number of nuclear physicists, though trained in Nuclear Physics, have shifted to the field of Nucleo-Solid State, on problems like Mössbauer effect, PAC, scattering of gamma rays, Position Annihilation studies, PIXE, Ion-Implantation, Rutherford scattering etc. Many of these people had a very good background of pure nuclear physics in their earlier training but had to shift to these fields because of lack of facilities. However, it is note-worthy that when the application were invited for research work in nuclear physics, using the VEC facility at Calcutta, a large number of applications came from the Universities, indicating a large number of research workers in

the universities who have interest in problems of nuclear physics. Table II gives the list of the approximate number of research workers in Nuclear Physics, using various techniques, in different institutions in the country. It shows, that a fair number of nuclear physicists are in the universities, and IIT's . We can therefore, safely assume that still there is a modest base for nuclear sciences in the universities, both in equipment and personnel, which is crying to be strengthened.

The need of such strengthening has become still more urgent, because of the general upgrading of science efforts in the country, in space, in electronics, and now in particular in Nuclear Sciences. A few years ago the country embarked upon the development of an indigeneous modern world class accelerator - VEC - in Calcutta, which has given the country a valuable experience in the technology of nuclear accelerators. In the mean-time the nation has embarked on a more ambitious plans of having an national Advanced High Energy Accelerator facility, presumably under DAE, for which the discussions are going on for the last one year or so and for which a proposal may be submitted in the next few months. The accelerators, which are being discussed are :

(i) An electron synchrotron of 12 GeV : (ii) A heavy ion accelerator of 200 MeV/N - say a system of two coupled cyclotrons, and (iii) A proton synchrotron of 1 to 12 GeV. These facilities may be available in the next ten years and are expected to cost upto Rupees 100 crores. Hopefully, this will take the country to the forefront of nuclear technology and Nuclear Physics.

It is expected that research workers in the universities will be using the present and the future accelerators being set up under the auspices of DAE. However, looking at the number of nuclear physicists available today and the conditions prevailing in the universities about nuclear physics, this expectation is somewhat too optimistic. Though the total number of research workers in nuclear physics in the Universities today is significant (as given in Table II), they are shifting to problems of nucleo-solid. Even places, which have accelerators in the Universities, have large programmes of nucleo-solid state beside pure Nuclear Physics because only limited problems of pure Nuclear Physics can be done with very low energy accelerators. It is, therefore, evident that, if there are no modern accelerators in the university structure, there may ^{be} no nuclear physicists in the next decade in the universities to use the advanced facilities being mooted at the national level. When the VEC facility is made available to the universities, this will still not be sufficient to create the modern culture of Nuclear Physics in all the Universities. ^{the} Because of geographical and administrative difficulties ~~the~~ VEC facility may be used more by the neighbouring universities than by the distant universities in the whole country. Furthermore, without local programmes of nuclear physics, we neither expect many teachers to continue their interest in nuclear physics, in future, nor many research scholars to take up the nuclear physics for research. This is already happening to some extent and will be more evident in future, in the absence of local culture of Nuclear Physics. It is, therefore, natural to conclude that if the

modern culture of nuclear sciences in the universities is not developed the upgrading of national efforts in nuclear physics and technology may not lead to the expected results.

4. Proposed Plan of Actions :

We propose below a plan of action, which is feasible, and hopefully, will lead to the desired results.

We propose that :

- (i) Some centres or focal points -- say four -- may be set up in the University structure in the whole country which should spear - head the total university effort in Nuclear Sciences. Each centre may be further a focal point for the neighbouring universities in the area. Today only some twenty universities have programmes in nuclear sciences, though others may develop this interest after these centres are established. So, initially , the five to six universities around each centre may form a sort of consortium, to carry out a coherent programme and govern each centre. Afterwards, other universities may also be brought in.

Naturally these centres will be inter-university centres and though managed and looked after by the neighbouring universities for purposes of convenience, will be essentially All-India centres where anybody from the universities or from other research centres may use the facilities.

- (ii) The overall programme of Physics developed in these centres should have the following basic aims :
- a) To develop the basic culture of Nuclear Physics in the Universities under conditions of standard experimental facilities.

- (b) To train students in Nuclear Physics so that they are ~~acquainted~~ with the most modern techniques of detection and analysis etc.
 - (c) To prepare the university nuclear Physicists for the use of National facilities like The Advanced High Energy Accelerator Facility or other national facilities.
 - (d) To create in the university structure enough technically competent people in various nuclear techniques, to be useful to the on-going programmes of Nuclear Energy and the future expansion in this field.
- ii) Each centre may develop some broad areas of research as thrust areas, with enough flexibility to include all the interests of the universities, governing the centre. The major programmes and facilities should be geared to the problems of Nuclear Reactions and Nuclear Structure, as understood in their broad perspective. The various programmes of Nucleo-Solid State or Applied Nuclear Physics should also be carried out as additional activities.
- iv) Each centre should be semi-autonomous; not attached to any one university; but functioning directly under a management which has representatives from (a) neighbouring universities ; (b) U.G.C. and (c) individual experts having deep interest in the thrust areas.

The technical and scientific personal employed directly by each centre should be only the core staff sufficient to run the centre both technically and scientifically. Most of the

scientific workers should, however, be from the universities or other research institutions.

- v) Though each centre may be having one major accelerator facility -- which may be purchased or developed -- it should have a very important developmental programme; which will be partly located in the centre and partly in the universities comprising the consotrium, which governs the centre. These developmental programmes should not affect the non-nuclear physics programmes already going on in the department of Physics. The R and D programmes should be given the highest importance because it is only through these that one can create the technical culture of creativity, lacking so badly in our universities. This programme will not only help the subject of nuclear physics but also other subjects of Physics and even other sciences. This should not only include development of new nuclear instruments and nuclear technique but also some new methodologies, requiring experiments without accelerators.

Depending on the details of the feasibility, some centres may take up the challenge of developing the basic techniques of accelerators. But all or some centres should develop the over-all theoretical and technical know^{-how} of the design and development of accelerators and associated detection system.

5. Different Possibilities of Research Facilities and Nuclear Physics Problems :

Though it requires more detailed studies and discussion to come to some final conclusions; the discussions held so far indicate that these centres may be built around the following accelerator

facilities. As each accelerator facility may cost a few crores, the requirement of feasibility demands that each centre should have one major accelerator facility.

(a) Pelletron : Pelletrons are available with terminal voltages ranging from 1 MV to 14 MV. Ion-sources using light projectiles like protons, deuterons, alphas or He^3 as well as the heavier ions from Li^6 to Ar^{28} or even still heavier ions can be installed in these accelerators. These accelerators may be used both for precise measurements of many studies in nuclear structure as well for studying the heavy ion interactions for a lower range of energies and atomic numbers. As this area is still somewhat virgin, possibilities of doing good physics with this facility are large. Such machines are operating at many Nuclear centres in U.S.A- and Europe. This accelerator is expected to cost 2.5 - 3.5 crores depending on the energy . The whole facility may cost Rupees 6 to 10 crores.

(b) Pelletron plus Super-conducting Linear Accelerator :

These machines have been recently developed abroad and can get the range of charge and energy of heavy ions extended depending on the size of the linear accelerator. This facility can accelerate medium atomic number nuclei upto 50 MeV/A. This will, then, become a first rank machine for heavy ion physics. This facility may cost 8-12 crores of Rupees. Machines of this type are available at Argonn National Laboratory, U.S.A. and in Albany (N.Y.) etc.

c) Electron Linear Accelerators :

An Electron Linear Accelerator of 100-500 MeV, is an extremely useful machine for precise measurements of some of the nuclear properties involving electromagnetic interactions. As, for example, the core structure of nuclei, can be explored by (e,e) or (e,e' γ) reactions; or new giant resonances may be explored by observing given monopole, or E1, E2 and E3 resonances or the valence nuclear orbits may be determined by measuring radii, using electron elastic scattering. At low energies, one can make precise measurements of the excitation of M1 and M2 states in Nuclei. Such a facility may also cost 6-10 crores. These facilities exist at MIT (U.S.A.), Saskatoon (Canada) Saclay (France) and Japan.

d) Dynamatron : Dynamatrons are basically high current (say upto 1 MA) but comparatively low energy, Tandem Van de Graaffs and can be used for (i) low nuclear cross-section measurements (ii) studying of low cross-section phenomena at low energies in nuclear physics (iii) many nucleo-solid state experiments like (a) Radiation Damage (b) channelling (c) Beam foil spectroscopy (d) Pixe (e) Rutherford Back scattering (f) DPAD etc. and (iv) Neutron Physics if the machine is pulsed. Such facilities exist at Albany (N.Y.) and many other places. The facilities may cost 6-8 crores of rupees.

One may build all the four centres with different kinds of facilities at each place which has the advantage of having the full spectrum of activities in the country. On the other hand, if two centres have similar types of facilities; one can have a healthy competition.

6. Cost Estimates :

We envisage that in this manner, each centre can be set up for Rupees six to ten crores, in a period of about five years so that the total cost of the project is expected to be of the order of Rs. 25-35 crores in five years. While a large part of this sum may be spent on the actual centres, a good fraction of this sum is expected to be available for ancillary activities in the neighbouring universities. In this way, we expect that a wide-spread scientific culture can be created.

The running expenses of these centres are expected to be of the order of approximately 10-15 percent of the capital cost i.e. about Rs.3 to 4 crores per year for all the four centres after completion. Considering the over-all expenditure on the universities, this is not a large sum at all.

7. Conclusion :

We have suggested in the above write-up, a plan of action to rejuvenate the Nuclear Science Research in the universities, through the establishment of four research centres for Nuclear Sciences in which the neighbouring universities will take an active part. These will not only prove useful to nuclear sciences but also to other subjects like electronics, solid state physics, chemical and biological sciences, and to the general field of technology. These will, therefore, act as catalytic agents to galvanise and upgrade the over-all research in all the sciences in the universities.

The activities in these centres will be complimentary to and in support of the activities of the D.A.E. In this way, these

centres will be serving the national cause directly and also create the proper culture of research in sciences in the Universities.

The expenditure on these centres is expected to be of the order of Rs. 25-35 crores in about five years, and the running expenses of the order of Rs. 3-4 crores per year, for all centres put together.

TABLE I

Particulars of the Accelerators in Different Institutions in India.

		<u>Max. Energy</u>	<u>Approximate Cost</u>			
1.	TIFR, Bombay ⁺	Cockcroft-Walton Accelerator	1 MeV	1956	Imported	Rs. 5 lacs.
2.	SINP, Calcutta	-do-	400 KeV	1958	Constructed	Rs. 2 lacs.
3.	Bose Institute, Calcutta	-do-	250 KeV	1958	-do-	-do-
4.	Aligarh Muslim Univ., Aligarh	-do-	150 KeV	1958	-do-	Rs. 1.5 lacs.
5.	BARC, Bombay	Vande-Graaff Accelerator	5 MeV	1960	Imported HVC	Rs. 50 lacs.
6.	Deptt. of Nuclear Phys. Andhra Univ., Waltair.	Cockcroft-Walton Accelerator	800 KeV	1962	Constructed	Rs. 5 lacs.
7.	BHU, Varanasi	Vande-Graaff Acc.	400 KeV	1968	Imported VEC HVC	Rs. 5 lacs.
8.	Panjabi Univ., Patiala	-do-	400 KeV	1968	-do-	-do-
9.	IIT, Kanpur	Vande-Graaff Acc.	2 MeV	1970	-do-	Rs. 7 lacs.
10.	SINP, Calcutta	Cyclotron	4 MeV	1970	Reassembled and constructed	Rs. 20 lacs.
11.	-do-	Vande-Graaff	1 MeV	1970	Under Construction	Not Complete
12.	Panjab University Chandigarh	Variable Energy Cyclotron	2-11 MeV	1977	Reassembled and constructed	Rs. 50 lacs.
13.	VEC, Calcutta	-do-	He ⁴ 10-130 MeV	1978	Constructed	Rs. 15 crores
14.	Deptt. of Physics, Calicut Univ., Calicut	Cockcroft-Walton Accelerator	1 MeV	1980	Transferred from TIFR	Rs. 5 lacs.

+ (Not at Calicut)

TABLE II

Approximate Distribution of Research Workers in
Nuclear Physics in Various Institutions in India.

S. No.	Place	Senior	Junior	Main Subjects
1.	Aligarh	10	12	NS, NSS, NT
2.	Bangalore (IIS)	4	10	NSS
3.	Bangalore	5	6	NS, NSS
4.	Bhuvneshwar	5	6	NT
5.	TIFR, Bombay	10	20	NS, NSS, NT, NI
6.	BARC, Bombay	25	25	NT, NR, NS, NSS, ANP, P
7.	IIT, Bombay	6	8	NT, NS, ANP
8.	Bombay University	4	6	NSS, NI
9.	SNP, Calcutta	14	20	NT, NR, NSS, NS, ANP, P
10.	VEC, Calcutta	15	15	NR, NS, NI
11.	BT (Calcutta)	4	8	NR, NS, NI
12.	Calicut	6	10	NSS, NT, NI
13.	Chandigarh	12	20	NT, NR, NS, NSS, NI
14.	NPL, Delhi	4	6	NSS
15.	Delhi	5	4	NSS, NS
16.	Jaipur	6	10	NSS
17.	Kurukshetra	10	12	NSS, NI
18.	Kanpur (IIT)	12	20	NR, NSS, NS, NT, ANP, P
19.	Patiala	8	12	NR, NS, NI
20.	Roorkee	5	8	BT, NS, NSS
21.	Madras	5	10	NSS
22.	Poona	5	10	NSS, NI
23.	Udaipur	5	8	NSS, NI
24.	Varanasi	8	12	NS, NSS, NI
25.	Waltair	15	25	NS, NR, NT, NSS, NI
TOTAL		194	295	

This list does not include the people using NMR or Mossbauer Technique for Chemical studies, or agriculture or geology etc. It only includes people engaged in Nuclear Physics and Nuclear Solid State Problems.

Legend :	NT	Nuclear Theory
	NR	Nuclear Reactions
	NS	Nuclear Structure
	NSS	Nuclear Solid State
	ANP	Applied Nuclear Physics
	NI	Nuclear Instrumentation

sps

A proposal was made to the UGC by the nuclear physics community vide letter no. PHS/5739-59 dated 21.11.80 and PHS/6844-45 dated 13.1.81 to establish centres for nuclear science in the country with accelerator facilities. The proposal was considered by the Physics Panel in their meeting held on 15-16th January, 1981 which approved the idea in principle. The Physics Panel referred the matter to the UGC's VEC Users Committee (Now the National Accelerator Users Committee) for making recommendations. In the meeting of the committee held on 5th Feb. 1981, the matter was considered. The Committee endorsed the proposal and desired that the panel may identify the suitable places for ~~location~~ so that the development of national facilities can take place during the VIth plan period in co-operation with other agencies. This matter was again discussed in the Committee in the meeting held on 18th April, 1981 at Calcutta and a sub-committee consisting of the following members was appointed by Prof. B. Ramachandra Rao, Vice-Chairman, University Grants Commission to submit a realistic proposal on setting up the nuclear science centres in the University structure :-

1. Dr. N. K. Ganguly
2. Dr. S. S. Kapoor
3. Prof. H. S. Hans
4. Prof. J. Verma.

The Committee met at VEC, Calcutta on 9th, 10th and 11th of June; 1981 and after detailed discussion prepared an interim proposal.

After further discussions with Prof. B. Ramachandra Rao; we have finally prepared the present detailed proposal.

PROPOSAL FOR NUCLEAR SCIENCE CENTRES
IN THE UNIVERSITY SYSTEM

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CHAPTER I

INTRODUCTION

Nuclear Sciences continue to be among the most important national research activities of all nations. In our own country in the last thirty years we have witnessed impressive developments in the areas of nuclear power, reactor technology, production and use of radio-isotopes, nuclear instrumentation and nuclear electronics in the overall program of the department of Atomic Energy towards the exploitation of nuclear energy for peaceful purposes. The importance of having viable basic research programmes in the different areas of nuclear sciences is well recognized in the overall plan of the development of atomic energy. Nuclear physics which constitutes the grass-root of the nuclear sciences continues to be the focus of intensive basic research programmes throughout the world. One reason for intensification of the basic research programmes in the frontiers of nuclear physics may be the hope that it may bring breakthroughs in the areas of peaceful utilization of nuclear energy. But more important than that is the reason that nuclear physics research continues to be a frontier with emerging new discoveries and sense of excitement.

In our own country, an enthusiastic beginning was made in the early 1960's in the areas of basic nuclear physics with the commissioning of Apsara reactor and 5.5 MeV Van de Graaff accelerator at Trombay and with the installation of small accelerators ranging from 150 KeV to 5 MeV at some of the university centres. Over the years these facilities have been utilized to their fullest research potential and have laid the foundation of active nuclear physics groups in both national laboratories and the university centres. In the last twenty years, the frontiers of nuclear physics research have taken great leap internationally, with the availability of a variety of nuclear particle accelerators including those for heavy-ions. However, our nuclear physics research programmes are still based on small accelerator facilities of 1960's and this is unfortunately leading to a widening gap between our research efforts and those of the international community.

The Department of Atomic Energy has completed fabrication of a variable energy cyclotron at Calcutta and this facility has recently been commissioned for nuclear physics experiments. It is also gratifying to learn that a heavy ion research facility of 14 UD Pelletron is now proposed for installation at TIFR, Bombay, to become a centre of nuclear physics for BARC, TIFR and the interested universities. We may therefore assume that in addition to the Variable Energy Cyclotron Centre at Calcutta, a Pelletron machine at Bombay will also be functional for experimental nuclear physics in a few years time.

However, the present status of the facilities for nuclear physics research at the universities is very depressing. In our plans for major facilities of basic research; the universities have not figured in the past. A summary of nuclear physics activities and accelerators in the country given in Table I and II and Fig.1 shows the time development of the accelerators in the country.

It is interesting to note from these that though the number of accelerators in the University structure is not that insignificant, none of these are suitable for nuclear physics research programmes at the frontiers. The lack of proper facilities and equipment has hampered the use of even these accelerators for meaningful research in nuclear physics. The sophistication and energy of the accelerators in the universities, is an order of magnitude lower. This is not astonishing, considering the limited funds available at the Universities for research. These developments of the last thirty years, however, do show that the universities do have the desire and possibilities of front-line research in accelerators based nuclear sciences. The University programmes of nuclear sciences have been developed, under severe strains of low inputs and administrative difficulties. This has resulted in most of the places developing or purchasing only low energy accelerators either meant for fast neutron work or for applied nuclear physics. Only two accelerators in the universities i.e. one of 2 MeV at IIT, Kanpur , and the other of 5-11 MeV at Punjab University, Chandigarh have the limited capability of doing certain types of charged particle nuclear reaction work and in-beam nuclear structure studies at low

energies. Though, as table 2 shows, we have university teachers and research scholars engaged in research in low energy nuclear sciences in the universities, many of them have shifted over to other connected problems of research due to the fact that the available machines are not suitable for modern nuclear physics research. While this has kept the culture of nuclear techniques alive in the universities, the academic discipline of nuclear physics as such, has really suffered, for want of viable nuclear accelerators and it requires strengthening. The base, however, exists, both in terms of personnel and the technical know-how. It is only waiting for a proper support and encouragement. It is pertinent to mention that most of the teachers in the universities have experience in the international laboratories of Nuclear Physics and have a rich and good experience in their fields. They are, therefore, capable of handling more sophisticated accelerators.

Apart from correcting an imbalance, arising out of historical exigencies, there are many positive and objective reasons, why nuclear physics should be encouraged in the Universities :

1. Nuclear Physics, is one of the most important subjects of physics. Its theoretical aspect, represents a situation; where one deals with problems of many body systems with very strong interactions. This offers a very rich field for theoretical physicists. Experimentally the subject requires a whole spectrum of techniques e.g. vacuum technology, electronics, magnets, plasma physics,

control systems, Solid State devices for detectors; and complicated logic systems, including computers. Such a spectrum of activities offers rich ground for training research students not only for different aspects of pure nuclear physics; but also for the whole spectrum of technology.

2. In recent years, the country has made many advances in the fields of modern technology, including electronics, computers, space and accelerators. We have successfully completed the VEC Project at Calcutta. Our capability of making computers is good. In space, we have successfully launched a satellite. This national progress is, however, not reflected in the development of R and D culture in the universities. It is through R and D efforts, that one can bring into the universities, the modern concepts of scientific culture. The strengthening of nuclear physics, in the universities will go a long way, in creating a proper high level R and D culture, in the universities.
3. At the national level, a serious discussion is going on for the development of the Institute of Development and utilisations of Accelerators. These facilities may be available in the next ten years, and may cost Rs.120 crores or so. Hopefully this will take the country to the forefront of nuclear technology and nuclear physics.

In view of these future plans at the national level, it is important that we should raise simultaneously the standards in the universities with regard to research facilities in nuclear physics.

4. With a huge national programme of nuclear energy, one requires a trained man-power of nuclear scientists, which can be produced in the universities in a more natural manner. It is pertinent to point out that the universities have a very good record of training at Ph.D. level in all sciences. The freedom enjoyed in the universities

gives a flexibility which can help in the creativity at research level.

It is already known that, because of Ph.D. programme, the University programme of research is very cost effective, in all sciences including nuclear sciences. The production of scientific man-power in all sciences is basically the job of the universities and should be pursued in nuclear sciences as well, to help create the well-trained manpower in nuclear sciences using optimum facilities.

Keeping in mind this necessity, a letter was sent by Prof. H.S.Hans to UGC vide letter No. PHS/5739-57 dated 21.11.80 and PHS/6844-45 dated 13.1.81, on behalf of the nuclear physicists from many universities and research institutes, requesting that there should be set up a certain number- say four nuclear science centres, as national facilities in the university structure, so that one can have viable research facilities in nuclear sciences in each centre. It is self-evident that such national nuclear science facilities, should be centred around some viable accelerators, useful for nuclear sciences in general, and nuclear physics in particular. It was envisaged that these centres should be strongly connected to the neighbouring universities in the region where the centre is situated, in administrative and academic interaction. Apart from UGC : other fund giving agencies like DAE and DST, may also share the financial responsibilities of these centres, if necessary.

We give in the following chapters, the various aspects of setting up of such nuclear science centres.

CHAPTER II

POSSIBLE PHYSICS RESEARCH WITH AN ACCELERATOR IN MEDIUM RANGE ENERGIES

A. NUCLEAR PHYSICS RESEARCH AT PRESENT AND IN FUTURE

In the following, we present a perspective of the international scene of the current status and future of nuclear physics research with beams of p, d and α -particles of energies upto 120 MeV and heavy-ions of energies 5-10 MeV/N. The present proposal for additional national facilities for nuclear physics research in the universities is justified mainly because this area of research is still developing and will continue to remain fruitful and rewarding for many years to come as visualised below :

During the last twenty years, several aspects of nuclear structure, nuclear reaction and nuclear spectroscopy have been investigated and variety of subjects such as (i) compound nucleus versus direct reaction processes (ii) transfer reactions (iii) optical model (iv) Nuclear de-excitation mechanism (v) shell effects and their excitation energy dependence on level densities (vi) shape-isomers and spectroscopy of heavier nuclei in the second well (vii) competition of fission process with particle emission mode (viii) excitation and decay of nuclear collective states (ix) study of high angular momentum states induced by heavy ions, etc. have continued to be active areas of research. While further

research work on the above topics will continue to remain interesting and fruitful, several new areas of nuclear research are just beginning to open up. We give below the current perspective in these newly emerging areas which are predicted to remain active fields of research in the years to come.

1. Studies of Giant Resonances and other High Lying Excitations :

The studies of giant resonances have now bloomed into an important subfield of nuclear physics. Giant resonances can be considered as highly collective modes of nuclear excitation in which appreciable fraction of the nucleons of a nucleus move together. These resonances are general properties of nuclei, whose excitation energy is expected to vary smoothly with mass. These exhaust an appreciable fraction of an appropriate sum rule and the giant resonance strength is generally localized in excitation energy. These giant resonances have been excited and studied in a number of (α, α') reactions. Much work, however, remains to be done in investigating the excitation and subsequent decay of different types of giant resonances such as (i) iso-scalar giant quadrupole resonance, (ii) isoscalar giant monopole resonance, (iii) isoscalar giant octupole resonance and (iv) isoscalar hexadecapole giant resonance. The newer techniques such as higher energy proton scattering, charge exchange reactions and heavy-ion scattering offer considerable hope for identifying new resonances in the coming years. The question of selectivities in the fission decay of these collective states in heavy nucleus is also intriguing, and is expected to be an active area of future research.

2. Study of Exotic nuclei :

A great deal of effort has been put in the past to produce and study the properties of nuclei far from stability line in the direction of neutron richness, proton richness, or nucleon number richness (super-heavy nuclei). These regions of N-Z plane are expected to comprise unusual and strange nuclear objects which are often referred to as exotic nuclei. As of today, only a small fraction of this exotic map of nuclei has been probed, and much work remains to be done to reach the so far inaccessible or unprobed regions by employing newer types of projectile-target combinations and reactions. Study of nuclei far from stability provide unique possibilities for systematic studies of, for example, nuclear binding energies, spins, isotope shifts, transition probabilities, shell effects and nuclear energy spectra, and for heavier nuclei, of the fission barriers characterizing surface energy to Coulomb energy ratio. The data on exotic nuclei would thus provide new insights into the N-Z degrees of freedom in nuclear structure. In the recent years two new kinds of delayed - particle radioactivity have been discovered : beta delayed two - neutron and three neutron emission. Further discoveries of new kinds of delayed - particles radioactivity can be expected in the years to come. Although a range of exotic nuclei can be reached by nuclear reactions induced by light projectiles like p, d and α , energetic heavy-ions offer a greater potential for such studies. The theoretically predicted island of relatively stable superheavy nuclei has so far not been realised in various attempts which have been made in the past with the heavy-ion reactions. But there is a good

chance of success in producing these exotic nuclei in the future. Such a discovery would certainly open up a new window for the study of structure of nuclei.

3. Study of nuclei with large Angular Momentum and Deformation

Study of nuclear structure of rotating nuclei has been a subject of intensive experimental studies since the availability of energetic α -particle and heavy-ion projectiles which are capable of producing nuclei in high spin states by either heavy-ion fusion reactions or by deep-inelastic process. The famous 'back bending' behaviour is now well established to be a general feature of nuclei caused by an interplay between collective and non-collective behaviour. Much work in this area has been carried out by the study of gamma ray decay following heavy-ion fusion reactions. With the new techniques for studying γ - ray energy correlations, one hopes to obtain more detailed information about both the collective and single particle aspects of nuclear behaviour upto the very highest spins that can be populated. The γ - spectrum following heavy-ion reactions has two components - a 'continuum' arising from statistical transitions that carry off the excitation energy but very little angular momentum and 'yrastlike' transitions that are roughly parallel to the yrast-line and remove the angular momentum of the system. The studies on the 'continuum' part are just beginning and this feature has not yet been fully exploited to gather nuclear structure information.

A major advance in the study of nuclei at extraordinarily large deformation was made with the discovery of

shape isomers and with the understanding of their origin as arising from double-humped fission barrier shape. In the recent past, much effort has been devoted to the study of spectroscopy of the highly elongated nuclei in their second minimum shape, through extensive experimental studies of the characteristics of the fission isomers produced in a variety of nuclear reactions induced by light and heavy ion projectiles. It has been possible not only to measure fission life-times of the states in the second well but also their quadrupole moments. This area still continues to provide challenge to experimental physicists in determining spectroscopy and nuclear structure of a number of other nuclei in second well, which have not been studied so far.

Another newly emerging area of investigating direct excitation of collective modes is to look for and then to isolate Coulomb fission in heavy-ion induced reactions. Coulomb fission induced by purely electromagnetic interaction between two heavy ions has been theoretically predicted and some experimental evidence has also been gathered in the recent years. There is also the question whether it is possible to induce a 'fast fission' process following heavy ion collisions, in which nucleus reaches the irrevocable state of fission saddle during the collision process. But these are certainly the areas of research which belong to the future.

4. Heavy-ion Induced strongly damped collisions :

Existence of a new process has recently been recognised in nuclear reactions induced by heavy-ions ranging from C to Xe. This has features which are characteristics of both compound

nucleus and direct interactions. The reaction is seen to proceed with the dissipation of the entrance channel kinetic energy in a very short time ($\tau \approx 10^{-21}$ sec) of the collision process with broad fragment mass distributions peaked around the target and the projectile masses. The centroid and widths of the mass distributions are found to correlate with the energy loss, such that mass distributions are broader with large energy losses. Several questions remain to be answered on the nature of the strongly damped collisions, which is also referred to as deep inelastic collision. Intuitively these reactions are associated with impact parameters larger than the impact parameter at which colliding nuclei do not fuse. However, the transition between fusion and deep inelastic collisions is not sharp, and future detailed studies with very many entrance channels and different energies should help to classify reactions with regard to the degree of equilibration reached. A question of great theoretical interest is "what are the mechanisms which contribute to energy dissipation?" A number of studies of the correlations in deep-inelastic collisions point to nucleon exchange as being the predominant mechanism for energy dissipation but this point is not yet satisfactorily settled and more experimental studies in heavy-ion deep inelastic collisions are sure to be undertaken in future to resolve this point. Another point of current interest concerns the amount of angular momentum transferred to the fragments in a deep inelastic collision. Some measurements of γ -ray multiplicities in coincidence with the fragments and of the angular distribution of the sequential

fission of the intermediate heavy nucleus formed in deep-inelastic collision have been undertaken to study angular momentum transfer and its correlation with fragment mass and energy dissipation. There is evidence that the intermediate dinuclear system is rigidly coupled implying that friction against 'sliding' and 'rolling' of the two fragments is large. However, the question of angular momentum transfer will continue to be an active area of future research to find definite answers to many detailed theoretical questions in this regard. For example, the questions of angular momentum misalignment in the transfer and the role of nucleon transfer and Pauli-blocking in the exchange process are yet to be experimentally resolved.

5. Heavy-Ion Fusion Studies :

Conditions under which two nuclei fuse to build a compound nucleus has been of much interest both for investigating macroscopic properties of nuclei and also in connection with the efforts to produce superheavy nuclei. A number of experimental investigations have been taken in the past to study dependence of fusion cross-sections on the entrance channel conditions. These results provide an ideal tool to study dynamics of nuclear systems at high angular momenta by comparison with the trajectory calculations of the fusion ~~cross~~-sections based on different theoretical models of nucleus-nucleus potentials and friction forces. There is at present some controversy as to whether there exists a '1-fusion window' but more systematic data will be necessary to resolve the issues involved. Further interesting aspects of heavy ion induced

fusion reactions is the study of its de-excitation or decay modes to learn about nuclei with high excitation and high spin. The area of heavy-ion fusion should therefore, continue to remain an exciting field of experimental investigations for many more years.

6. Electromagnetic properties of nuclei :

Beams of Alpha particles and particularly of the heavy-ions are uniquely suited for probing electromagnetic properties of nuclei. Heavy ion reactions have the properties of providing high angular momentum, aligned angular momentum, large linear momentum and high nuclear charge, which can be exploited to allow selective excitation of collective and high spin yrast states over a wide range of nuclei and, in particular in those nuclei quite off the line of stability. Much work remains to be done to measure nuclear life times, magnetic moments and quadrupole moments of selected states of crucial nuclear structure interest. For very short life time measurements, recoil distance method ($10^{-12} < \tau < 10^{-10}$ sec) and Doppler shift attenuation method ($10^{-15} < \tau < 10^{-12}$ sec) can be exploited. There is already considerable work going on in the country employing radio-isotopes towards magnetic moment studies involving perturbed angular distribution measurements. For quadrupole moment measurement, observable perturbation effects on the γ -ray angular distribution (alignment) by the interaction of the quadrupole moment and electric field gradients are required. There exists a wide scope for these studies with accelerator beams of particularly α -particles and heavy ions, from the point of view of investigating nuclear structure.

B. Possible Inter-Disciplinary Research with An Accelerator in Medium Energy Range.

Apart from the research in pure nuclear physics; as explained in the previous section A; one can also tackle, using an accelerator quite a few very interesting problems of inter-disciplinary nature touching the subjects of solid state physics, atomic physics, biology and chemistry. Some of the examples of the well known techniques are given below :

1. Hyperfine Interactions by DPAD Technique

Differential perturbed angular distribution (DPAD) technique, is an ideal technique to study the hyperfine interactions through isomeric states populated by nuclear reactions, wherein the observation of the de-exciting gamma rays is directly correlated to the production process. A large angular momentum is easily transferred to the target nucleus by the incoming particle and since this angular momentum is predominantly aligned perpendicular to the beam direction, the reaction produces an alignment of the spins of the isomeric states. The consequence is a large anisotropy of the angular distribution of the de-excitation gamma rays. An external magnetic field perpendicular to the beam direction produces a spin precession which modulates the time spectrum of the gamma rays observed in a fixed direction. The frequency is proportional to the product $\vec{\mu} \cdot \vec{B}$ where $\vec{\mu}$ is the magnetic moment of the nuclear state and \vec{B} is the magnetic field acting on the nucleus or to $Q \cdot \vec{E}$ where Q is the quadrupole moment and $\nabla \vec{E}$ is the electric field gradient at the nucleus.

An important advantage compared to the work with radioactive probes is the fact that one looks simultaneously at a whole ensemble of nuclei in the isomeric state produced by the beam bursts at $t = 0$, and not at only a single isomeric nucleus produced by the observed gamma transition. Therefore, it is usually no problem to reach good counting statistics within a short time. One must, of course, have a pulsed beam available with a sufficiently large time interval between subsequent pulses

In many respects the features of the In-Beam investigations are unique and the proper application of these features to solid state problems may give information which cannot be obtained by other means, classical or nuclear. There are some disadvantages also which are due to the lack of knowledge of various processes involved in the radiation damage. There have been many successful experiments inspite of this limitation. On the other hand this 'disadvantage' offers the possibility of specific radiation damage studies especially of its dynamic behaviour.

A large number of cases of g-factor and hyperfine field measurement by In-Beam spin rotation method has already been reported. Reactions of the type (p,p'); (p,n); (d,p); (d,n); (α ,p); (α ,n) and (α ,2n) were used. The lifetimes of the isomeric states were in the region 10^{-4} sec - 5×10^{-9} sec.

Some examples are :

	<u>Incident Energy.</u>	
1. $F^{19}(\alpha, \alpha)F^{19}$	4 MeV	Isomeric state $5/2^+$, 128 nsec., 197 KeV.
2. $N_i^{63}(\alpha, n)Zn^{67}$	20 MeV	Isomeric state (i) 6^- , 860 nsec., 1154 KeV.
3. $Zn^{64}(\alpha, n)Ge^{67}$	16 MeV	Isomeric state (ii) $9/2^+$, 333 nsec., 605 KeV.
4. $Zn^{68}(\alpha, n)Ge^{71}$	16 MeV	Isomeric state $5/2^+$, 84 nsec., 734 KeV.
5. $Pd^{108}(\alpha, n)Cd^{111}$	20 MeV	Isomeric state $5/2^+$, 123 nsec., 247 KeV.
6. $Pd^{208}(\alpha, 2n)Po^{210}$	24 MeV	Isomeric state 8^+ , 112 nsec., 1280 KeV.
7. $Ca^{44}(\alpha, p)Sc^{47}$	24 MeV	Isomeric state $3/2^+$, 270 nsec., 760 KeV.
8. $Cd^{110}(\alpha, n)Sn^{113}$	20 MeV	Isomeric state $11/2^-$, 89 nsec., 731 KeV.

2. Beam Foil Spectroscopy :

The existence of radioactive electron capture (REC) in Ion Beam excited by thin foil first observed by Schopper; has now proved to be a major technique under the name of Beam foil

spectroscopy for the study of the level structure of atoms in their different charge states.

In these experiments, the Ion Beams of various elements are accelerated with say a Tandem accelerator in different charge states and are allowed to fall on the carbon foils ranging in thickness from 3.5 to 100 μ g/cm² and Nickel foil with thickness from 45 to 450 μ g/cm². The energies ; angular distribution; cross-section of the X-rays emitted from the REC process are measured to get the valuable information about the Hyperfine Structure, Lamb shifts and factors in highly Ionised atoms. Since the discovery that the beam foil interaction can provide a source of anisotropically excited atoms, this property has been widely exploited in measurements utilizing quantum beats, field quenching, rf resonance and level crossing technique and it can sometime be used to obtain cascade-free meanlife measurements.

3. Channelling and Blocking Experiments for Compound Nuclear Lifetime Measurements :-

An energetic Ion on a single crystal will lose energy in both electronic and nuclear collision process. However if the Ion is directed in the direction of one of the low index planes of the crystal; it may have a large range as compared to the normal incidence. The particle is said to be channeled. Similarly in a blocking experiment; the yield is measured in a particular low index plan for the charged particles produced by the decay of compound nucleus formed due to the interaction of charged particle within the crystal. The output yield will be the function of the time of decay of the compound nucleus.

Heavy ions with energy of a few MeV per nuclear can produce compound nucleus with very higher excitations. The average lifetime of the compound nucleus decaying by Charged particle emission may be directly measured by employing this technique of channelling combined with the blocking.

4. Medical use Treatment and Diagnosis :

The application of accelerators in the range of 10-100 MeV per nucleon in medicine was foreseen very early in their development. The three main uses were expected to be the production of artificial radio-nuclides and treatment of Cancer with neutrons. Today these are still the main uses together with activation analysis, radiobiology and treatment with charged particle beams.

Production of radio nuclides remains the principal medical use of cyclotrons e.g., O^{15} by $N^{14}(d,n)O^{15}$ reactions, C^{11} by $N^{14}(p,\alpha)C^{11}$ reaction and F^{18} by $Ne^{20}(\alpha,\alpha)F^{18}$ may be produced with sufficient activities using these machines. These radio nuclides are highly useful in the synthesis of various carbon labelled acids, alcohols and amino acids. C^{11} - Glucose is of great interest for brain scanning using positron camera.

Neutrons are another important form of radiation whose effects are less dependent on the concentration of oxygen in tumors. With the advent of new machine with good collimation and higher energy, this offers a very useful tool for Cancer therapy.

5. Ultra sensitive Isotope analysis :

The ultra sensitive mass spectrometer is possible with the use of tandem accelerators, in which a negative ion beam is formed for the sample in a Cesium sputter Ion source. This is followed by a low resolution mass analysis, accelerators to 8-10 MeV, electron stripping in Ar gas at the tandem terminal, another acceleration to 50-100 MeV, momentum analysis (ME/q^2) electrostatic analysis (E/q) and finally detection in a gas Ionisation type heavy Ion counter. The improvement in sensitivity is more than six orders of magnitude as compared to ordinary mass spectrometer. This is useful in detection of $Al^{36}(T_{1/2} = 0.31 \text{ MY})$ and Be^{10} which are present in very small quantities in natural samples; and other isotopes with such long lifetimes.

There can also be given many examples of the use of the accelerator for problems in chemistry, where ion-beams can be used for speeding up the chemical reactions; or of micro-beams, which can be used for various problems of biology including genetic engineering.

In short nuclear techniques are very useful for many interdisciplinary problems, and nuclear accelerator can be used effectively for these problems.

CHAPTER III

PRESENT FACILITIES OF NUCLEAR ACCELERATORS IN
INDIA AND THE PROJECTED NEEDS

The only facility, which is available today in the whole country for carrying out the frontline nuclear physics research programme as outlined above is the Variable Energy Cyclotron at Calcutta. This machine has design features as given below :

TABLE - I

Proton energy	6 - 60 MeV
Deuteron energy	12 - 65 MeV
Alpha energy	25 - 130 MeV
Internal beam	1 mA
External beam	100 A
Extraction radius	99 cm
Analysed beam energy spread	15 KeV for 60 MeV

The machine has become available only recently for experimental work with somewhat restricted energies, and resolution etc. In due course of time, it is expected to achieve the full stipulated capabilities of the machine.

There is another machine in the horizon, which has the possibilities of becoming a modern nuclear physics machine in India. A 14 UD Pelletron is being planned to be located at TIFR. This has a terminal voltage of 14 MV: and accelerate proton

to 28 MeV; and medium mass heavy ions in the energy range of 150 - 200 MeV. It is expected that the machine will be available for utilisation in a period of about three years.

It is also being envisaged, that a National Advanced High Energy Accelerator Facility may be set up, with energies of particles in the range of GeV's. These are too high energies, to be included in the medium energy range, with which we are concerned in this proposal.

The other machine in the country listed in table I are of an old enough vintage not to be taken seriously for research in modern nuclear physics problems; though they will continue being used for a limited work both in nuclear physics and nuclear solid state physics and for training, of Ph.D's.

With this background; one should broadly ask two questions : (i) What is the need for the accelerators envisaged for the universities ? (ii) What should be the basic features of the university nuclear science centres.

The answer to the first question may be found from the fact, that the two accelerators i.e. VEC and 14 UD Pelletron, meet the future needs of the research in nuclear physics in the country only partially; and require further strengthening. For large country like ours; with so many trained nuclear scientists available in the universities; and with so many new areas of nuclear physics to be tackled; there is a need of new accelerators in the universities. Apart from filling a gap

in the capabilities of the accelerators, these facilities in the universities will also help create a proper scientific culture in the universities. These accelerator-based facilities in nuclear science in the Universities will also bridge the gap between the training given in the Universities in Nuclear Physics, and the requirements of the national facilities in the country.

Also it is expected that the pelletron at TIFR will be kept fully engaged by about 80 research workers in nuclear physics in BARC and TIFR. Even the VEC facility is expected to be used by DAE and SINP personnel to a large extent; and by the nuclear physicists in the neighbourhood, leaving rest of the country, without any local facilities. The University personnel - whose number runs into more than two hundred - require extra facilities in the University system, for research with accelerators.

A need for the development of accelerator - based nuclear science centres in the Universities is, therefore, clearly indicated.

Accelerators essentially form the core facility of the proposed nuclear science centres. In proposing the type of facilities at these centres, one has to keep in mind the perspective of nuclear physics research in the world as also the specific situations of our universities. The following basic features of the nuclear science centres are envisaged in the proposal :

- (i) The centres should be complementary to the existing and projected activities in Nuclear Sciences in the country; so that the national efforts are strengthened. This requires accelerators in the energy ranges of 20-100 MeV for protons with a facility of heavy ions.
- (ii) The total effort should have a large built-in component of training-cum-research at Ph.D. and Post Ph.D. level. This has to be a special feature of any university - based national facility in nuclear science.
- (iii) While the central component of the facility i.e. the accelerator with one beam line itself may be imported, the extra beam lines, the focussing arrangements; the scattering chambers; etc. may be fabricated within the country; using the valuable experience already available at VEC and other national laboratories.
- (iv) One of the purposes of the nuclear science centres must be to develop a culture of R and D in the universities at the highest sophistication. This means, that there should be conscious and planned programmes of developing special detectors, spectrometers; electronics, digital logic, controls; magnets for analysing and switching of beams, etc.
- (v) The active research programmes envisaged should be front-line within the limits of energies available with these accelerators. This does not mean more expenses : it only means the attitudes, the efficiencies and the culture of world-class centres should be available here. This requires large theoretical, calculational and analytical efforts in the centre.
- (vi) In view of the limitation of the funds, these should be medium cost centres; with a compact and modern facilities so that the infra-structure is not too unwieldy and cumbersome.
- (vii) The centres should be well-equipped in most modern detector technology, electronics and computer facilities to provide standard research programmes to students and research workers.

CHAPTER IV

POSSIBLE ACCELERATORS FOR NUCLEAR SCIENCE CENTRES

Keeping in view the overall requirements of low-energy nuclear physics research and the constraints of finances, technical facilities and non-power available in the university structure; the committee considered carefully and in details the following types of accelerators :

1. Variable Energy Cyclotron of medium energy ($K \approx 120$)
2. 100 MeV Proton Linac
3. 130 MeV Electron Linac
4. Compact Cyclotron of Variable Energy (30-40 MeV)
5. Pelletron-Type Tandem Accelerators
6. Dynamitron (5 MeV 20 mA E.S. Machine)

The various aspects of each accelerator were considered and the following gives the summary of the salient points :-

(1) K 120 Cyclotron :

The committee considered this machine to be a good choice from the point of view of its capabilities for front-line nuclear research, especially if a heavy-ion source is coupled to it. Unfortunately, the cost of the machine (Rs.8-10 crores, excluding the infra-structure) and the infrastructure needed for this type of facility may make it difficult to establish such a machine within the constraints of the university resources and facilities. Moreover, this machine would be similar to the present VEC facility at Calcutta, with some desirable extra features. This machine is commercially available; and perhaps the best machine is if funds are available.

(2) 100 MeV Proton Linac :

The machine can give only protons of almost fixed energy of 100 MeV. The energy would be varied only in big steps by cutting out some of the accelerator sections. The cost of the machine would be as prohibitive as that of the K \approx 120 cyclotron machine, whereas the amount of good nuclear physics that can be done with this facility is somewhat limited. However, the committee recognises the importance of this machine in the context of a high energy accelerator where a proton linac is used as an injector. Acquiring the proton linac would give us the necessary technology which would be useful later on. It was therefore, felt that establishing a university - based Nuclear Physics Centre around a proton LINAC facility is justified only if such a centre is also coupled to the national high energy accelerator programme. One will have to make a special effort, to acquire this machine commercially.

3. 130 MeV Electron Linac :

There is at present no electron linear accelerator in the country for research and we severely lack in linear accelerator technology.

Acquiring the 130 MeV Electron Linac would help removing this short-coming. There was a feeling that the machine has only a limited utility for nuclear physics experiments though very useful measurements can be done in the field of neutron physics. The machine could be used in photo-nuclear reaction studies, in neutron physics experiments and in the (e - e') type of nuclear

reactions. The machine would also be very useful in the solid state physics studies and also in bio-medical sciences. It may be pointed out that establishing an electron linac can also be coupled to an electron-synchrotron, if such a facility is desired at a national level. This machine may be commercially available, if special efforts are made.

4. 30-40 MeV Variable Energy compact Cyclotron :

The machine is a versatile machine which would not only be used in nuclear physics experiments but also in radio-isotope production and bio-medical research. The machine would supplement the present VEC facility at Calcutta and is within a manageable price range. Once a heavy-ion source is attached to the machine its versatility and utility would increase tremendously. This machine is commercially available.

5. Pelletron Type Tandem Accelerators :

These machines can be commercially obtained with a terminal voltage from 8 MV to 20 MV capable of giving protons of 16 MeV and above with a very good energy resolution. These machines can be used for measuring the nuclear parameters precisely, using both light and heavy ion induced reactions. As a future development, the machines can be fixed with a LINAC booster to increase the energy of the accelerated particles. A new research centre based on this type of machine would broaden and intensify the research efforts at the campus of TIFR, Bombay. The 20 UD Pelletron machine, which is capable of giving protons upto 40 MeV, will be a step ahead of 14 UD Pelletron at TIFR. There is no doubt, that given the necessary

finances, this will be a fine machine, perhaps the best machine, to have in the university structure. One can however, start with a lower energy machine.

6. Dynamitron :

The greatest advantage of this 5 MeV machine is the heavy beam current of 20 m.A. with a bunched, nanosecond, pulsing facility. The machine can be used for a large variety of neutron physics experiments using time of flight techniques. The machine can be fruitfully used in the study of p-n reactions and delayed gamma-ray work. Apart from nuclear physics experiments the machine has a great possibility in the field of solid state physics, PIXE, channelling and metallurgical experiments. It is recognised however, that for conventional nuclear reaction or nuclear spectroscopic work the machine would have a limited utility only.

CHAPTER V

DETAILED PROPOSAL FOR A NUCLEAR SCIENCE CENTRE

One may develop a nuclear science centre around any one of the accelerators, mentioned in Chapter IV. After a lot of discussion among the active nuclear physicists in the country ; it appears that among the possible accelerators, the following two possibilities stand out as of higher priority :

- (i) A Pelletron and
- (ii) A heavy ion cyclotron.

The other accelerators are either too costly or are of less utility for the immediate future development of nuclear physics in the Universities. The universities are equipped with personnel, who are most suited to do problems on nuclear spectroscopy and nuclear - reaction - mechanism ; and both these accelerators are eminently suited for this purpose. One can couple heavy-ion sources to both these machines and can thus enter into the most modern problems of nuclear physics, as mentioned in Chapter II. They are also commercially available and have a medium cost. They have good energy resolutions and beam-currents and have the energy ranges most suitable for the problems mentioned above.

They can also be used for nucleo-solid state problems like Beam foil spectroscopy; DPAD studies and channeling . Also problems connected with bio-medical nature and radiation effects on solids and living tissues can also be studied, using these accelerators.

The nuclear centres established around these accelerators will act as complementary centres to the already existing centres at TIFR Bombay around 14 UD Pelletron; and at Calcutta around VEC. The accelerators in the U.G.C. nuclear science centres can, however, have distinctive features, suitable for newer types of problems in nuclear physics.

One can set up, to start with, two nuclear science centres may be, one around a 12 UD or 16 UD Pelletron; with a linear accelerator booster or a heavy ion cyclotron accelerator booster; to be added later on; and the other one either around a 20 UD pelletron or a heavy ion cyclotron in $K \approx 120$ range. The heavy ion cyclotron may be superconducting type which will be both economical; and modern. They may be set up consecutively; so that one can learn from the experience of the first centre; before one sets up the second one. Setting up of a 12-16 UD Pelletron along with the booster will yield very useful experience for setting up the second system afterwards. If one decides to instal a heavy ion cyclotron in the second centre; our experience with VEC will be very useful.

The other centres may be set up later on, depending on the viability of different nuclear physics groups.

Keeping this in mind, we give below the details of infrastructure of one nuclear science centre; built around a pelletron. The exact terminal energy of the pelletron depends on the funds available.

We, however, are giving the estimates on the basis of a 12 UD Pelletron. It may be mentioned that perhaps 12 UD Pelletron is quite suitable for the first centre. Going to lower energy, say to 8 UD, will make it nearly redundant in the very beginning; both in the national

and international scene. Going higher is somewhat costly. If one makes a provision to add a linear accelerator afterwards to 12 UD; one has a large scope in future. Till then, we can stay in the forefront for many years to come. If we decide on some other model of the pelletron of higher energy ; then the cost estimates of the centre can be adjusted by adding the difference, with 12 UD Pelletron. The cost of the infra structure is also expected to change somewhat and will have to be taken into account.

I. Land and Building :

It is envisaged that the centre is situated in a self-contained mini-campus near or at a university campus. This means, that the library, the sports and general facilities for various modes of recreations of the university are already available to the users of the nuclear science centre. It is, however, required that a separate hostel-cum-guest house should be situated in the centre to accommodate the guest workers from the neighbouring and other universities. These guest workers may be the young research scholars; or the members of the staff- both junior and senior. Also some housing will have to be provided for the permanent members of the centre. The centre should have one or two medium sized lecture theatres, workshops, a small social area, and of course; the building for the main accelerator, the beam lines and auxiliary facilities like water-treatment plant, generators room, the power sub-station room.

The land for such a centre should be chosen in such a manner that it is away from the crowded areas, and near or in a university campus of the city, where such a centre is located. The minimum land required for such a centre may be 6-8 acres, if no further extension is envisaged. It, however, seems advisable that the possibilities

of coupling a linear accelerator or a cyclotron to such a centre are kept in mind. These are very much in the realm of the possibilities; and as a matter of fact this is expected to be very much in demand later on. Keeping this in mind perhaps a 15 acres land area seems suitable for such a centre.

Needless to say that the building will contain a shielded area; so that the neutrons and gamma radiation is kept to the minimum outside the shielded area.

.....
..... Though in the beginning, the building will be meant only for the present accelerator; it should have a provision for future extension say for a linear accelerator booster; or for a cyclotron to be added in tandem to the pelletron.

A large portion of the building will be air-conditioned, especially the areas of the machine, the beam lines and detecting electronics.

Some garages will also be required, and some housing for security people, and service people required to be stationed here permanently.

II. Staff :

The staff strength has been calculated on the basis of creating a nuclear science centre; whose major aim is to serve as a research centre for the visiting scientists from the neighbouring and other universities or institutions. Technically the staff should be sufficient both for running the machine for 3 shifts and routine fabrication and modifications. There should be a minimum scientific staff to look after and design the detection equipment; and also to conduct the minimum number of in-house experiments. Also there should

be in-house theoretical group. This staff can also help the guest workers in conducting their experiments in various ways. A certain staff is, of course, required for managing the office; and services, like drivers, cleaners, messengers, security, canteen et etc.

It may be emphasized that the centre is not only meant for conducting experiments but also for a lot of R and D work in a joint national efforts in the various nuclear techniques. This requires a good number of technical people - both junior and senior for maintainance and design work.

III. Equipment :

In terms of equipment, one requires the following major components :

A. MAIN MACHINE

1. Main Accelerator
2. Control Room Equipment
3. Analysing magnet
4. A switching magnet
5. One beam line before the analysing magnet, with various beam-controlling units like quadropole lenses, beam probes, slits etc.
6. A few steering magnets; and beam lines for the resolved beam, with auxiallary equipment.
7. Special facilities.

B. AUXILLIARY FACILITIES

1. Water Treatment System
2. Power sub-station
3. Diesel Generators
4. Workshop equipment
5. Air Conditioning setup.
6. (i) Compressor
(ii) pressure tank and gas handling system
7. Miscellaneous.

C. DETECTION SYSTEMS

1. Different scattering chambers
2. Different solid state detectors for gamma rays and charged particles
3. Electronics
4. Magnetic spectrometers
5. Data Acquisition system based on mini-computer systems.

Because of the nature of the U.G.C. Nuclear Science Centres, they should be more geared to the specific needs of the detailed investigations of the problems connected with nuclear structure and reaction mechanism e.g. lifetimes; magnetic moment or quadrupole moments; polarisation studies; detailed coincidence between particles and gamma rays. This may require special features to be added to the accelerator, e.g. a pulsed ion-source pulsing devices for the beam in the beam line; or the incorporation of polarised or specially constructed heavy ion source. Certain provision should be made for this purpose. Certain general facilities like cars, mini-bus and canteen equipment will also have to be provided.

IV. COST ESTIMATES

Keeping the above facts in mind, we give below the cost-estimate of the various items for a nuclear science centre. These cost-estimates are based on the information available from VEC, Calcutta, and B.R.C, Bombay, as well as the quotations received about the main accelerators from various commercial firms.

<u>S.No.</u>	<u>Item</u>	<u>Approximate cost in Rs.</u>
1.	<u>Land</u> (15 acres)	(This may be donated free by Govt/University. In that case the cost of the Project will be reduced by Rs. 15 lacs).
2.	<u>BUILDING</u>	
(i)	Main Accelerator Area (800 m ² beam area 30' x 30' x 130' Tower)	120 lacs
(ii)	Auxilliary Facilities e.g.	40 lacs
	a) Water treatment plant, Generator and Power sub-station room	
	b) Detector Area	
	c) Social Facilities	
	d) Lecture Hall	
	e) Hostel-cum-Guest House	
	f) Staff-Housing	
	(3000 m ²)	
	Total for building	<u>160 lacs.</u>
3.	<u>EQUIPMENT</u>	
A.	MAIN MACHINE	
i)	Main Accelerator 12 UD - Pelletron (\$ 4083000) including the analysing magnet etc. etc.	400 lacs
ii)	Specialised Facilities and extra beam line etc.	25 lacs
iii)	Shipping	5 lacs
iv)	Pressure Tank 22 metre long	40 lacs
	Total MAIN MACHINE	<u>470 lacs</u>

B. AUXILLIARY FACILITIES

(i)	Gas and storage container tank and compressor	12 lacs
(ii)	Water de-ionisation and cooling plant	5 lacs
(iii)	Sub-station (500 KW) including special line for interrupted power	15 lacs
(iv)	Diesel generator (200 KVA) for emergency	10 lacs
(v)	Stabilisers (1 percent)	3 lacs
(vi)	Workshop equipment	50 lacs
(vii)	Air-Conditioning	50 lacs
(viii)	Test Equipment	10 lacs
	Total	<u>155 lacs</u>

C. BEAM LINES

(i)	Switching Magnet	10 lacs
(ii)	5 Beam lines with turbo humps etc.	20 lacs
(iii)	Scattering Chambers	5 lacs
	Total	<u>35 lacs</u>

B. DETECTION SYSTEM AND INSTRUMENTATION

(i)	Solid State Detectors	10 lacs
(ii)	Electronics	20 lacs
(iii)	Data Acquisition System	30 lacs
(iv)	Magnetic Spectrometer	50 lacs
	Total	<u>110 lacs</u>

4. OTHER MISCELLANEOUS (Non-Recurring)

CAPITAL EQUIPMENT :

(i)	Cars	2	1.5 lacs
(ii)	Bus	1	1.5 lacs
(iii)	Office Equipment and other general gadgets in the building		2.0 lacs
(iv)	Library		20.0 lacs
	Total		<u>25.0 lacs</u>

GRAND TOTAL (Non-Recurring) 955.0 lacs

5. PERSONNEL

	<u>No. of persons</u>	<u>Approx. Cost/Yr.</u>
(i) Director	1	0.40 lacs
(ii) Joint Director (Scientific/Tech.)	1	0.35 lacs
(iii) Senior Scientific Staff (Professors and Readers)	6 (*)	2.0 lacs
(iv) Research Associates and Research Scientists	6 (*)	1.5 lacs
(v) Technical Staff (Senior)	8	1.7 lacs
(vi) Technical Staff (Junior)		
a) Operators and maintainance	30	4.0 lacs
b) Mech. Workshop	10	1.5 lacs
c) Electronic and Detectors	10	1.5 lacs
(vii) Office Staff	15	1.5 lacs
(viii) Services like Drivers, Cleaners and Malis	25	2.0 lacs
Total	112	16.05 lacs
	Say	16 lacs

6. OTHER RUNNING EXPENSES :

(i) Electricity and Water	10.0 lacs/Yr.
(ii) Maintaince	3 lacs/Yr.
(iii) Diesel and Petrol	3 lacs/Yr.
(iv) Components and Fabrication in Workshops both Mechanical and Electronics.	10.0 lacs/Yr.
(v) Miscellaneous Scientific Equipment	15.0 lacs/Yr.
(vi) Contingency expenses	10.0 lacs/Yr.
Total	67 lacs/Yr.

GRAND TOTAL (Recurring) 67 lacs/Yr.

SUMMARY

A. Non-Recurring

1. Land	
2. Building	160 lacs
3. Main Machine	470 lacs
4. Auxilliary Facilities	155 lacs
5. Beam lines etc.	35 lacs
6. Detection system	110 lacs
7. Other Non-Recurring	25 lacs

Grand Total
(Non-Recurring)

955 lacs

B. Recurring

Personnel	19 lacs/Yr.
Others	51 lacs/Yr.

Grand Total

67 lacs/Yr.

V. SCHEDULE OF THE EXPENDITURE :

According to the cost estimates as given above, we require about 10 crores for the non-recurring and about one crore/Yr. for the recurring expenses of one nuclear science centre. These funds will, however, be required in a phased manner for the following reasons :

- (i) Even after the decisions are made, and the land is acquired it is estimated that it will take around two years or a little more to construct the buildings.
- (ii) The basic accelerators will also not be available on shelf. They will take perhaps two or three years to complete the construction of the accelerator. As a matter of fact, according to the terms and conditions of the manufacturing company we have to pay only 10 percent as down payment, 80 percent the money in sixteen instalments, and 10 percent money on :

- (iii) The infra structure can be installed only after the buildings are complete; though it can be ordered much earlier. One can give oneself two to three years for the payment for the infra structure facilities.
- (iv) The recruitment of personnel is also a slow process and will take several years before all the appointments are made or are needed.

Keeping this in mind, one can envisage the time schedule of expenditure, which is given below :-

After the sanction is given and the word 'go' is obtained the time schedule of expenditure is expected to be as follows :

Ist Year

1. Land	--
2. Building	30 lacs
3. Infra Structure	30 lacs
4. Main Accelerator 10 percent down payment + 5 instalments	140 lacs
5. Beam line and Detector facilities	5 lacs
6. Library and transport	12 lacs
7. Personnel (Recurring)	5 lacs
8. Miscellaneous (Recurring)	20 lacs
Total	<u>242 lacs</u>

2nd Year

1. Building	80 lacs
2. Infra Structure	50 lacs
3. Main Accelerator 10 percent on sight + 6 instalments	250 lacs
4. Beam line and detection facilities	30 lacs
5. Library and transport	14 lacs
6. Personnel (Recurring)	10 lacs
7. Miscellaneous (Recurring)	30 lacs
Total	<u>464 lacs</u>

3rd Year

1. Building	50 lacs
2. Infra Structure	45 lacs
3. Main ACO	80 lacs
4. Beam Line and detecting equipment	70 lacs
5. Personnel (Recurring)	15 lacs
6. Miscellaneous (Recurring)	40 lacs
Total	<u>220 lacs</u>

4th Year

1. Infra Structure	30 lacs
2. Beam Lines and Detecting Equipment	40 lacs
3. Personnel (Recurring)	16 lacs
4. Miscellaneous	51 lacs
Total	<u>137 lacs</u>

5th Year and Subsequent Years

(i) Personnel (Recurring)	16 lacs
(ii) Miscellaneous (Recurring)	51 lacs
Total	<u>67 lacs</u>

GRAND TOTAL FOR THE FIVE YEARS 1130 lacs

VI. DIFFERENCE OF COST WITH OTHER ACCELERATORS

If other accelerators are selected for the first or second centre, then one may add the following cost-estimates to the estimates given in the previous sections. These are only approximate figures.

1. 14 UD Pelletron + 100 lacs + 0 (for infra structure)
2. 16 UD Pelletron + 200 lacs + 50 lacs (")
3. 20 UD Pelletron + 650 lacs + 100 lacs (")
4. 680 Model (GR - MeV)
energy 5-40 MeV for
Protons. + 100 lacs + 0 (")
5. 930 model (Gr - meV)
energy 10-80 MeV for
protons + 400 lacs + 50-100 lacs (")
6. ECR - Source + 125 lacs.

Scanditronix, in stockholm Sweden also offers SIC - 12 which has K_α 120. Its cost may be of the same order as 930 model of GR - MeV but with better specification. We are in touch with the firm. The information is expected to be available soon.

(*) The posts requested for the in-house academic staff are meant to pursue research programmes over and above the ones, envisaged by the Universities forming the consortium. It will be necessary to allot to the centre a certain number of floating academic positions, to be allotted to the Universities. These positions, say 10 - 15, will be allotted to different Universities, depending on any request, so that the University personnel can spend time with the centre for a few years and then go back to their teaching duties.

CHAPTER VI

ORGANISATIONAL STRUCTURE

It is envisaged that 3-4 nuclear science centres distributed equitably in the country would be progressively set-up in the country keeping in view the present national facilities and the existing nuclear physics groups in the universities. The envisaged nuclear science centres should be complimentary to the national effort in location as well as research activities. The University Grants Commission is requested to identify such centres.

Each centre would be national in character though it is recognised that the universities in the region, may use them some what more.

As discussed earlier, it is envisaged that the research activities of each nuclear science centre should be developed around a modern viable nuclear accelerator of medium energy range.

Each centre should be located near or at the campus of some university identified for the purpose. It should have its own self-contained campus. The centre should be in a position to share with the university its infra-structure facilities like library, computer and other common facilities.

The centre will, however, be semi-autonomous connected only loosely to the university near whose campus it is physically located. It would not be connected formally to any department of the university though there would be full academic collaboration between academic staff of the university and the centre.

It is envisaged that, essentially, the centre will be run by a consortium of the universities of the region, in which the centre is situated, under the auspices of U.G.C.; and in consultation with the nuclear physics community in the country.

The administrative and the technical set-up of typical centre is given subsequently. In brief, it may be said that a centre will be headed by a Director who will be responsible for the day-to-day business of running the centre under a constitution given later on.

It is envisaged that, each centre will develop an urgent research programme in some fields of nuclear science e.g. nuclear physics, nucleo-solid state physics, radio-chemistry, application of nuclear techniques to biological, medical and agriculture problems and industrial application of nuclear techniques and accelerator physics and beam handling techniques.

These programmes will be based on the use of modern nuclear techniques using an accelerator and would be expected to achieve the international standards in their respective fields.

While developing the activities in the above fields; the centres will aim towards building up the trained man-power, which is very much needed in the country; towards development and utilisation of other national research facilities in nuclear sciences in the country.

Each centre will develop a thrust-area of research, in which it will specialise, in a complimentary manner to the other national centres.

Each centre will be open to the research scholars; and teachers of the universities in the whole country; and specially in the region; and also to the research workers of other institutions in the country. They may use the available facilities in the centre; to work on the problems of their choice in the broad - frame work of the centre. Each centre will develop a programme of training of Ph.D. and post Ph.D. students which will remain a very important component of its activities.

The academic staff appointed in the centres would be available for delivering course of lectures in their respective fields to the students of the universities in the region.

These centres will not only develop research programmes in various subjects of nuclear sciences; but also create a very strong R and D culture.

These R and D projects, may be undertaken as a part of a national effort to create self-sufficiency in modern nuclear technology in different fields of nuclear sciences.

The R and D activities may involve, electronics, materials, plasma Physics, or many electrical devices. Each centre may develop an infra-structure for such a purpose, as a part of a nationally coherent effort.

Some of these R and D activities may be carried out at the sites of the universities, constituting the consortium.

The centres may run specialised courses involving both theory and experiments for certain degrees or diplomas, like a post M.Sc. diploma in certain nuclear techniques as required say

by DAE or ICAR or other agencies, where the detailed use of the nuclear techniques is required.

The centres may, if required, develop certain programmes of applied nature specifically useful for the region, in which they are situated especially in the fields of agriculture, medicine or other fields.

Proposed Organisational Structure of Nuclear Science Centres

1. The centre will be headed by a Director.
2. The staff of the centre may consist of the following depending upon the needs of the centre. The number given below are tentative for a medium sized centre :

i)	Director	1
ii)	Joint Director (Scientific/Technical)	1
iii)	Senior Staff (Professor or Readers)	6
iv)	Research Associate and Research Scientists	6
v)	Technical Staff (Senior)	8
vi)	Technical Staff (Junior)	
	1. Operators and maintenance	30
	2. Mech. Workshop	10
	3. Electronics	10
vii)	Office Staff	15
viii)	Service Staff	25
		<hr/>
	Total	114
		<hr/>
3. There should be an apex body called a governing board -
Chaired by the Vice-Chancellor of the University of the town, in which the centre is physically located.

The governing board may have the following members.

- (i) Vice-Chancellor (Chairman)
- (ii) Director (Vice-Chairman)
- (iii) One Professor of Nuclear Physics from each university of the consortium.
- (iv) A nominee of U.G.C. (A Physicist)
- (v) A nominee of D.A.E. (A.N. Physicist)
- (vi) A nominee of D.S.T. (A Physicist)
- (vii) One or two eminent nuclear physicists from the country.
- (viii) A U.G.C. representative.

The governing board may meet two or three times a year. The function of the governing board will be :

- (i) To pass budget
- (ii) To create New Posts
- (iii) To lay down policies, about
 - (i) Administrative functioning
 - (ii) Scientific-cum-technical goals.
- (iv) To approve, the overall constitution of the centre, and approve any changes.
- (v) To obtain funds, from the various Government agencies.
- (vi) To appoint the selection committees; for various posts, above a certain level.
- (vii) To appoint the technical committee
- (viii) To appoint the administrative committee
- (ix) To approve the appointments above a certain level
- (x) To review the various programme; and the activities of the centre; and the action of the director and the administrative and technical committees. The decisions of the governing board will be finally approved by U.G.C.

This will be the apex body of the centre and overall incharge of the centre, subject only to the approval of U.G.C.

4. There will be an administrative council, which will meet, once a month, with the following members :

- (i) Director (Chairman)
- (ii) Joint Director (Scientific/Technical)
- (iii) One Professor in Nuclear Physics from each University in the consortium.
- (iv) One or two nominees in Nuclear Physicist by U.G.C.
- (v) A U.G.C. representative.

The function of the administrative council will be :-

- ... (i) To approve the action of the director about the . . . various matters of
 - (i) Budget spending,
 - (ii) Appointments, below a certain level,
 - (iii) Any administrative problem.
- (ii) To approve the action taken by the director, in anticipation of the approval of the governing board
- (iii) To approve the draft of the proposed budget , as prepared by the director.
- (iv) To appoint the selection committee for the posts of the centre, upto a certain level

This will be the executive committee of the centre, and will be responsible for the overall administration of the centre.

5. There will be a technical committee called the 'Users' Committee' , with the following membership :-

- (i) Director (Chairman)
- (ii) Joint Director (Technical) (Vice-Chairman)
- (iii) One Professor of Nuclear Physics from each university in the consortium
- (iv) Four active senior research workers in Nuclear Physics from other areas of the country.

The User's committee will be formed by the governing board. The functions of the User's Committee will be :-

- (i) To make decisions, about the technical problems of the machine ; and other technical set up.
- (ii) To plan, and approve, the general plans of innovation, expansion, and up-keep of the machine.
- (iii) To allot the machine-time to different experiments and research workers.
- (iv) To make recommendations about the collaborative programmes with other centres inside and outside the country.

This committee will really be the scientific and technical work horse of the centre, and hence the soul of the centre. The scientific achievements of the centre will be the major responsibility of this body.

6. Director will have the following functions and duties :-

- (i) To look after the day-to-day functioning of the institute. He will be the executive head of the institute.
- (ii) To suggest the names of the members of the selection committees to be approved by governing council or the administrative committee.
- (iii) To prepare the budget, for the centre; in consultations with the various committee for final approval by governing board.
- (iv) To recommend new policies and actions to the technical and administrative committee and governing board.
- (v) To be the authority on-site for the expenditure in the nuclear science centre, according to the rules laid down for this purpose.

7. The joint Director (Technical/Scientific) will assist the Director, in Technical/ Scientific organisation of the centre; being more closely connected with the details of design, fabrication, installation, and operation of the accelerator and other facilities.

TABLE I

Particulars of the Accelerators in Different Institutions in India.

			Max. Energy	Approximate cost in Rs.		
1.	TIFR, Bombay [†]	Cockcroft-Walton Accelerator	1 MeV 1956	Imported	5 lacs	+(Now at Calicut)
2.	SINP, Calcutta	-do-	400 KeV 1958	Constructed	2 lacs	
3.	Bose Institute, Calcutta	-do-	250 KeV 1958	-do-	2 lacs	
4.	Aligarh Muslim Univ. Aligarh	-do-	150 KeV 1958	-do-	1.5 lacs	
5.	BARC, Bombay	Vande-Graff Accelerator	5 KeV 1960	Imported HVC	50 lacs	
6.	Deptt. of Nuclear Phys. Andhra Univ. Waltair.	Cockcroft-Walton Accelerator	800 KeV 1962	Constructed	5 lacs	
7.	BHU, Varanasi	Vande-Graff Acc.	400 KeV 1968	Imported HVC	5 lacs	
8.	Punjabi Univ. Patiala	-do-	400 KeV 1968	-do-	5 lacs	
9.	IIT, Kanpur	-do-	2 MeV 1970	-do-	2 lacs	
10.	SINP, Calcutta	Cyclotron	4 MeV 1970	Reassembled and constructed	20 lacs	
11.	Calcutta Univ. Calcutta	Vande-Graff Acc.	1 MeV 1970	Under construction	Not complete	
12.	Panjab University, Chandigarh.	Variable Energy Cyclotron	2-11 MeV 1977	Reassembled and constructed	50 lacs	
13.	VEC, Calcutta	-do-	He ⁴ 10 - 130 MeV 1978	Constructed	15 crores	
14.	Deptt. of Physics Calicut Univ. Calicut	Cockcroft-Walton Acc.	1 MeV 1980	Transferred from TIFR	5 lacs	
15.	Poona University	Electron Acc. (Microtron)	8-10 MeV 1975	constructed	15 lacs	
		Two High Voltage Generators.	300 KeV 1978	-do-	2 lacs	
16.	BARC, Bombay	Tandem Vandegraaff	4 MeV 1978	-do-	15 lacs	

TABLE II

Approximate Distribution of Research workers in Nuclear Physics in various Institutions in India.

S.No.	Place	Senior	Junior	Main Subjects
1.	Aligarh	18	19	NS,NSS,NT
2.	Bangalore (IIS)	4	10	NSS
3.	Bangalore	5	6	NS, NSS
4.	Bhuvaneshwar	5	6	NT
5.	TIFR, Bombay	10	20	NS,NSS,NT,NI
6.	BARC, Bombay	25	25	NT,NR,NS,NSS,ANP,NI
7.	IIT, Bombay	14	8	NT,NS,ANP
8.	Bombay	9	15	NSS,NI
9.	SINP, Calcutta	14	20	NT, NR,NSS,NS,ANP,NI
10.	VEG,Calcutta	15	15	NR,NS,NI
11.	BI, Calcutta	4	8	NR,NS,NI
12.	Calicut3	6	10	NSS,NT,NI
13.	Chandigarh	16	20	NT,NR,NS,NSS,NI,ANP
14.	NPL,Delhi	4	6	NSS
15.	Delhi	5	4	NSS,NS
16.	Jaipur	6	10	NSS
17.	Kurukshetra	11	15	NSS,NI,ANP,NS,NT
18.	Kanpur (IIT)	13	14	NR,NSS,NS,NT,ANP,NI
19.	Patiala	8	12	NR,NS,NI
20.	Roorkee	6	6	NT,NS,NSS
21.	Madras	5	10	NSS
22.	Poona	5	10	NSS,NI
23.	Udiapur	6	6	NSS,NI
24.	Varanasi	10	18	NS,NSS,NI,NT
25.	Waltair	15	25	NS,NR,NT,NSS,NI
26.	Burdwan	1	?	
27.	NHU-Shilling	1 (?)	?	
28.	Calcutta Univ.	1 (?)	2 (?)	

29. Rajkot	?	?
30. Lucknow	?	?
31. Allahabad	?	?
32. Indore	?	?

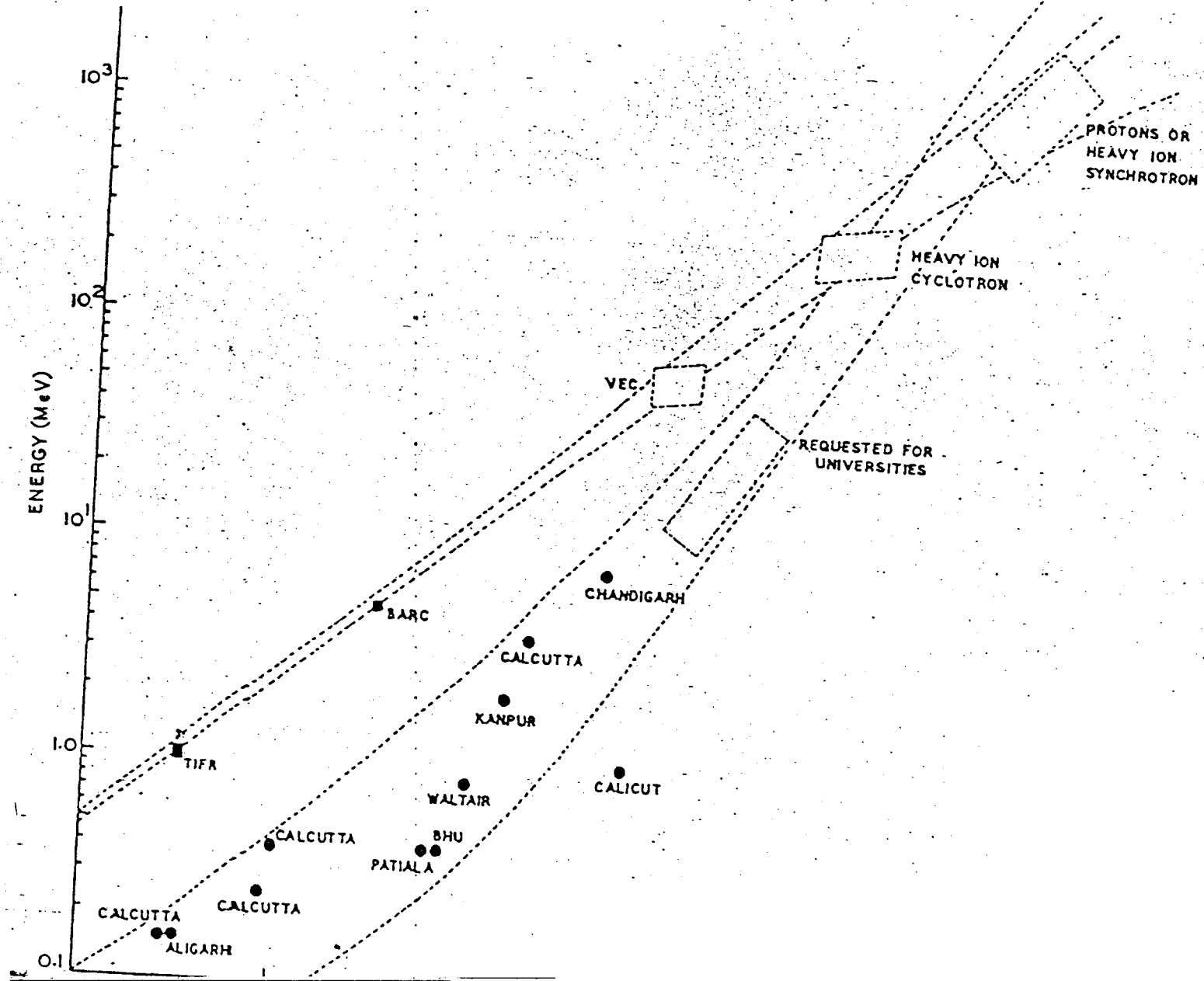
Total	224	324
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This list does not include the people using NMR or Mössbauer Technique for Chemical studies, or agriculture or geology etc. It only includes people engaged in Nuclear Physics and Nucleo-Solid State problems.

Legend :

NT	Nuclear Theory
NR	Nuclear Reactions (Experimental)
NS	Nuclear Structure
NSS	Nuclear Solid State
ANP	Applied Nuclear Physics
NI	Nuclear Instrumentation.

sps



(SEAL)
PROF. M. G. K. MENON
SECRETARY

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GOVERNMENT OF INDIA
DEPARTMENT OF SCIENCE AND TECHNOLOGY
Technology Bhavan,
New Mehrauli Road,
New Delhi - 110029.

December 31, 1980.

..... My dear Dr. Hans,

Thank you very much for your letter
No. 6402 dated 17th December, 1980 concerning the
proposal that has been sent to UGC on behalf of the
nuclear physicists in the universities for setting
up four Nuclear Science Centres in the Universities.
I agree with you on the need to strengthen the R and
D culture in the Universities. I shall have the
proposal examined and will do the needful as appropriate.

With kind regards, and very best wishes
for the New Year.

Yours sincerely,

Sd/-

(M. G. K. MENON)

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GOVERNMENT OF INDIA

S Murali,
Deputy Secretary

DEPARTMENT OF ATOMIC ENERGY

No. 10/4/81-G

June 19, 1981

Dear Dr Hans,

Kindly refer to your letter No. PHS/6620 dated 30.12.1980 addressed to Dr. H. N. Sethna, Chairman, Atomic Energy Commission forwarding a copy of a write-up and a letter sent to University Grants Commission requesting them to consider the case of setting up some Nuclear Science Centres in the Universities.

2. The Department understands that the proposal has been placed before the Physics Panel of the University Grants Commission and that it is for UGC to take appropriate action.

3. As far as this Department is concerned, it does not have any objection if UGC agrees to have such Nuclear Science Centres as long as they are adequately staffed.

With regards,

Yours sincerely,

sd/-

(S Murali)

Dr. H. S. Hans,
Professor of Physics and
UGC National Fellow,
Department of Physics,
Punjab University,
CHANDIGARH - 160014.

ANNEXURE... 1(c) ... TO ITEM NO. 4.09

Relevant excerpt from the proceedings of the meeting of the National Committee of Advanced High Energy Accelerator Facility held on 31st July, 1981 in Bombay.

'Prof. Hans emphasised that it is necessary to generate technical and scientific manpower in the Universities in order to fully and effectively utilise the accelerators that are being proposed. He, therefore, pleaded that a reference must be made in the report for helping the Universities build up this capability. According to him, this requires a few facilities, though of smaller magnitude, to be set up at the Universities at 3 or 4 centres distributed regionally. The Committee was in general agreement with this philosophy and noted with satisfaction that the UGC is already taking some steps to provide such facilities.'

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

...

Meeting:

Date : 23rd June, 1982

Item No. 4.10: To consider certain recommendations of the Panel on Mass Communication.

The Panel on Mass Communication at its meeting held on October 13, 1981 inter-alia made the following recommendations:

- (a) The Panel resolved that Dr. B.C. Aggarwal Space Application Centre, Ahmedabad be entrusted with the responsibility of bringing out a half yearly journal on Communication at National level with the help of an editorial board consisting of scholars drawn from different universities in the country.
- (b) While considering the suggestions of Professor K.E. Eapen regarding the resolution of the Association of Indian Universities for merging communication discipline in the faculty of humanities, the Panel resolved that U.S.C. may recommend to all the universities the desirability of having a separate faculty of Journalism/Communication or a School of Journalism/Communication.
- (c) The Panel emphasised the desirability of including Journalism/Communication in the list of national subjects for the I.A.S. Examinations. Since Communication is extremely important in administration and development activities, the Panel recommended that Journalism/Communication may be included as an optional subject for the I.A.S. as well as other All India Services Examinations.
- (d) The Panel further recommended that qualifications for Journalism/Communication be insisted upon by the Central and State Governments for all jobs requiring communication expertise. The Ministry of Information and Broadcasting may consider implementing this and recommend it to the Departments of Information at the State level.

The matter is placed before the Commission for consideration.

E.O.(HR.II/JS(HR))

....

CONFIDENTIAL

University Grants Commission

Meeting :

Dated : 23rd June, 1982

Item No.4.11: To consider the report of the committee on the Centre of Advanced Study in Linguistics, Annamalai University, for support towards specific research projects.

....

The University Grants Commission appointed a committee consisting of the following members, to assess the needs and requirements of the Centre of Advanced Study in Linguistics, Annamalai University, towards specific research projects formulated by the Centre.

1. Prof. RN Srivastava
Prof. of Linguistics
Delhi University
Delhi.
2. Prof. CJ Deswani
Prof. of English
Poona University
Poona.
3. Prof. S. Chatterjee
Prof. of Linguistics
Visva Bharati
Santiniketan.
4. Dr. SC Goel
Joint Secretary
University Grants Commission
New Delhi.

The committee visited the Annamalai University on March 27, 1982 and held discussion with Dr. S Agesthialingom, Head of the Linguistics Department and his colleagues in the department. The committee also met a group of research scholars, who submitted a memorandum. The committee also called on Shri SV Chittibabu, the Vice-Chancellor of the University. The report of the committee is attached (Annexure). The main observations and recommendations of the committee are summarized below :

(a) The department of linguistics came into existence with a grant of Rs. three lakhs given by the UGC in 1954 to commemorate the silver jubilee of the university. The university utilized this amount to start a department of Dravidian Philology. The department was recognized as a Centre of Advanced Study in 1963. Special assistance was also provided to the centre under the Commonwealth Educational Cooperation Programme and the Colombo Plan in 1967.

(b) The work of the Centre of Advanced Study in Linguistics was first reviewed by an assessment committee and then again in July, 1975 in the context of the fifth plan development proposals of the Centre.

(c) Presently, the Centre has staff comprising three professors, seven readers and seven lecturers. There are 15 students each in M.A. previous and final and 24 research scholars enrolled in the department. The B.A. course is being gradually shifted to the colleges and in fact, the B.A. first year classes have been discontinued during the current academic session. At present the centre offers the following courses - (i) M.A. (Linguistics), (ii) Post M.A. Research Diploma in Linguistics (iii) M.Phil. (iv) Ph.D. (v) Certificate course in Linguistics (vi) Certificate course in Malayalam (vii) Certificate course in Kannada (viii) Certificate course in Tamil (ix) Certificate course in Telugu (x) Diploma course in Tamil (xi) Higher Diploma Course in Tamil (xii) Diploma course in Linguistics (xiii) Diploma course in Malayalam (xiv) Diploma course in Kannada (xv) Diploma course in Telugu and (xvi) Intensive Course in Spoken Tamil.

(d) During the last 18 years of its existence as a Centre of Advanced Study, the Centre has brought out 118 books through the university and other agencies, including 14 volumes on tribal languages, 12 volumes on Tamil dialects and four volumes on Dravidian Comparative Linguistics. The members of the staff and research scholars have published about 1500 papers in various research journals. This would appear to be an impressive record by any yardstick.

(e) Five students have completed M.Phil. in the department. 28 students have so far submitted their Ph.D. theses. 28 Ph.D. theses are at various stages of completion. Four students are also engaged in post-doctoral research.

(f) For several years, the centre has been **conducting** at least two seminars a year. The centre has so far conducted 26 seminars in which 565 research papers were presented and discussed. More than 72 seminar lectures were delivered at the Centre by scholars of eminence from India and abroad.

(g) Recognizing the imperative need to enrich undergraduate teaching programmes, the centre organised summer institutes for the benefit of college teachers from time to time. The first such institute was organised in May, 1967, the next in May, 1973 and the last in July, 1981.

(h) It is gratifying to note that the centre has been collaborating with a number of institutions in the country and outside.

(i) The committee is satisfied with the achievements of the centre and its catalytic role in many important areas of linguistics, with particular reference to Dravidian linguistics, syntactic studies and comparative linguistics.

(j) The committee considered the research projects formulated by the department for financial support from the Commission and was of the view that in selecting projects, two basic considerations should be kept in view. Firstly, the projects should be in the nature of consolidation of work in the thrust areas already identified by the centre. Secondly, due importance should be given to new emergent areas and other priority areas identified by the Linguistics Panel in order that the centre may break new ground in the field of research activity. The committee would recommend the following projects for support, keeping in view the considerations outlined above.

(I)	<u>Comprehensive Grammar of Tamil (Middle)</u>	
(i)	Post-doctoral fellowship	1 (4 yrs)
(ii)	Junior Research fellowship (this may be met out of the junior research fellowships already available to the centre)	1
(iii)	Contingencies	Rs. 5,000
(iv)	Stationery	Rs. 5,000
(v)	Books	Rs. 5,000
	Estimated expenditure during the VI Plan	<u>Rs. 60,000</u>
(II)	<u>Modern Tamil Grammar</u>	
(i)	Post-doctoral fellowship	1 (4 yrs)
(ii)	Junior Research Fellowship (this may be met out of the junior research fellowships already available to the centre)	1
(iii)	Books	Rs. 5,000
(iv)	Contingencies	Rs. 5,000
(v)	Stationery	<u>Rs. 5,000</u>
	Estimated expenditure during the VI PLAN.	Rs. 60,000
(III)	<u>The Study of the Dravidian Tribal Languages of India</u>	
(i)	Post-doctoral fellowship	1 (4 yrs)
(ii)	Junior Research Fellowships (three may be met out of the junior research fellowships already available to the centre).	5 (4 yrs)
(iii)	Field work	Rs. 50,000
(iv)	Informants	Rs. 30,000

(v)	Stationery	Rs. 10,000
(vi)	Tapes	Rs. 8,000
(vii)	Typing	Rs. 2,000
(viii)	Miscellaneous	Rs. 4,000
		Rs. 2,15,000
Estimated expenditure during the VI Plan		

(IV) A Handbook of Dravidian Languages

(i)	Post-doctoral fellowships	2 (4 years)
(ii)	Junior Research Fellowship (this may be met out of the junior research fellowships already available to the centre).	1 (4 yrs)
(iii)	Field work	Rs. 10,000
(iv)	Books	Rs. 5,000
(v)	Contingencies	Rs. 10,000
		Rs. 1,45,000
Estimated expenditure during the VI Plan.		

(V) Socio-Linguistics Survey of Tamil Nadu

(i)	Post-doctoral fellowships	2 (2 yrs)
(ii)	Junior Research fellowships	2 (2 yrs)
(iii)	Field work	Rs. 40,000
(iv)	Informants	Rs. 6,000
(v)	Printing of Questionnaire	Rs. 15,000
(vi)	Stationery, typing etc.	Rs. 7,000
(vii)	Miscellaneous	Rs. 3,000
		Rs. 1,75,000
Estimated expenditure during the VI Plan		

(k) It is suggested that the following financial assistance may also be provided as in the case of other centres of advanced study which have completed 15 years of their existence.

(i) Books	Rs. 50,000
(ii) Tape-recorders, tapes and other equipment	Rs. 50,000
Total :	<u>Rs.1,00,000</u>

(l) The committee agrees 'in principle' that support should be provided for the publication of different volumes under Old Tamil, Middle Tamil and Modern Tamil Grammars after the volumes are properly evaluated. It is understood that the centre has some funds from the sales of publications already brought out by it. These may be supplemented by the Commission.

(m) The total financial implications would be of the order of Rs.7,55,000/-.

The matter is placed before the Commission for consideration.

J.S.(HR)

Report of the committee on Centre of Advanced Study in Linguistics, Annamalai University.

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The University Grants Commission appointed a committee consisting of the following members, to assess the needs and requirements of the Centre of Advanced Study in Linguistics, Annamalai University, towards specific research projects formulated by the Centre.

1. Prof. RN Srivastava
Prof. of Linguistics
Delhi University
Delhi.
2. Prof. CJ Deswani
Prof. of English
Poona University
Poona.
3. Prof. S. Chatterjee
Prof. of Linguistics
Visva Bharati
Santiniketan.
4. Dr. S.C. Goel
Joint Secretary
University Grants Commission
New Delhi.

The committee visited the Annamalai University on March 27, 1982 and held discussion with Dr. S. Agesthalingom, Head of the Linguistics Department and his colleagues in the department. The committee also met a group of research scholars, who submitted a memorandum regarding the inclusion of linguistics as a core subject in the UPSC examinations, age relaxation in respect of Ph.Ds in linguistics, introduction of B.A. (linguistics) course by the universities as also a few papers in linguistics in language subjects at the B.A. and M.A. levels. The committee also called on Shri S.V. Chittibabu, the Vice-Chancellor of the university. The report of the committee follows :

- (a) The department of linguistics came into existence with a grant of Rs. three lakhs given by the UGC in 1954 to commemorate the silver jubilee

of the university. The university utilized this amount to start a department of Dravidian Philology. The department was recognized as a Centre of Advanced Study in 1963. Special assistance was also provided to the centre under the Commonwealth Educational Cooperation Programme and the Colombo Plan in 1967.

(b) The work of the Centre of Advanced Study in Linguistics was first reviewed by an assessment committee and then again in July, 1975 in the context of the fifth plan development proposals of the centre. The fifth plan assessment committee supported the research proposals of the department regarding (i) comparative dravidian (ii) History of literary Dravidian Languages (iii) Description of Dravidian Languages (iv) Syntactic Studies and (v) Instrumental Studies. Most of these projects were in the thrust areas identified by the Centre and have been successfully concluded.

(c) Presently, the centre has staff comprising three professors, seven readers and seven lecturers. There are 15 students each in M.A. previous and final and 24 research scholars enrolled in the department. The B.A. course is being gradually shifted to the colleges and in fact, the B.A. firstyear classes have been discontinued during the current academic session. At present the centre offers the following courses (i) M.A. (Linguistics), (ii) Post M.A. Research Diploma in Linguistics (iii) M.Phil (iv) Ph.D. (v) Certificate course in Linguistics (vi) Certificate course in Malayalam (vii) Certificate course in Kannada (viii) Certificate course in Tamil (ix) Certificate course in Telugu (x) Diploma course in Tamil (xi) Higher Diploma course in Tamil (xii) Diploma course in Linguistics (xiii) Diploma course in Malayalam (xiv) Diploma course in Kannada (xv) Diploma course in Telugu and (xvi) Intensive course in Spoken Tamil.

(d) Broadly speaking, the research and publication programmes of the centre can be grouped under the following heads - (i) Comparative Study of Dravidian Languages (ii) Description of Dravidian languages (iii) Contrastive Study of languages (iv) Generative Syntax (v) Historical Study of Tamil and other Dravidian languages (vi) Lexicography and Dictionary making,

(vii) Phonetic Studies (viii) Study of Inscriptions
(ix) Sociolinguistic Studies (x) Study of Lexico-
Statistics (xi) Study of Traditional grammars
(xii) Preparation of the Dictionary of Sangam Tamil
(xiii) Folk-lore studies (xiv) Study of Tribal
Languages and (Study of Dialects).

(e) During the last 18 years of its existence as a Centre of Advanced Study, the centre has brought out 118 books through the university and other agencies, including 14 volumes on tribal languages, 12 volumes on Tamil dialects and four volumes on Dravidian Comparative Linguistics. The members of the staff and research scholars have published about 1500 papers in various research journals. This would appear to be an impressive record by any yardstick.

(f) Five students have completed M.Phil. in the department. 28 students have so far submitted their Ph.D. theses. 28 Ph.D. theses are at various stages of completion. Four students are also engaged in post-doctoral research on topics listed below - (i) Diglossia in Tamil : empirical study (ii) An Ethnolinguistic Study of Paniyas (iii) Middle Tamil Syntax and (iv) The folk customs in Tamil Nadu.

(g) For several years, the centre has been conducting at least two seminars a year. The centre has so far conducted 26 seminars in which 565 research papers were presented and discussed. More than 72 seminar lectures were delivered at the Centre by scholars of eminence from India and abroad.

(h) Recognizing the imperative need to enrich undergraduate teaching programmes, the centre organized seminar institutes for the benefit of college teachers from time to time. The first such institute was organized in May, 1967, the next in May, 1973 and the last in July, 1981.

(i) It was gratifying to note that the Centre has been collaborating with a number of institutions in the country and outside. Some of the institutions with which it has had collaborative research programmes are the Central Institute of Languages, NCERT, International Institute of Tamil Studies, ICSSR, Govt. of Tamil Nadu, Michigan University, California University, Edinburgh University, Malaysia University and Dakar University.

(j) The committee is satisfied with the achievements of the centre and its catalytic role in many important areas of linguistics, with particular reference to Dravidian linguistics, syntactic studies and comparative linguistics. The centre has not only contributed to the thrust areas identified by it but has also been able to create a greater awareness of the importance of linguistics in general. Research has been successfully undertaken in many priority areas viz. linguistic surveys and tribal language studies. Efforts are now under way to have inter-disciplinary programmes through collaborative projects with departments of sociology, philosophy etc.

(k) In so far as a Centre of advanced study is concerned, there could justifiably be a fair sprinkling of its graduates in appointments to the faculty. These graduates would obviously find a place in the centre as well as other institutions of higher learning. However, the point being made by the committee is that selection procedures should be such that persons from outside have as much chance of selection as those from the university itself. It is important for an advanced centre to keep its doors and windows open without which it can hardly play the leadership role in relation to linguistics departments in other universities and institutes.

(l) It was heartening for the committee to learn that the graduates and postgraduates of the centre have found suitable avenues of employment in various centres of learning in the country. The centre has also fairly comprehensive information regarding its alumni.

(m) It was noted that the general guideline laid down by the UGC that at least 50 per cent of the scholarships should be awarded to students from other universities has been generally adhered to.

(n) There was some discussion regarding the adverse comments that have appeared on the bibliography brought out by the centre. It was explained that although the contribution of the informant had been acknowledged in the paper, the data supplied by her was from secondary sources. The committee would like to suggest that in future the centre should do everything possible to ensure that its image does not get tarnished by charges of plagiarism as in this case.

(o) The committee considered the research projects formulated by the department for financial support from the Commission and was of the view that in selecting projects, two basic considerations should be kept in view. Firstly, the projects should be in the nature of consolidation of work in the thrust areas already identified by the centre. Secondly, due importance should be given to new emergent areas and other priority areas identified by the Linguistics Panel in order that the centre may break new ground in the field of research activity. The committee would recommend the following projects for support, keeping in view the considerations outlined above.

(i) Comprehensive Grammar of Tamil (Middle and Modern) :

It is true that a classical language like Tamil does not yet possess a comprehensive grammar which will trace the growth and development of the language. Through much research work has gone into studying its various phonological problems, syntactic processes, semantic properties etc. an exhaustive statement of the historical development of the language requires systematic descriptive studies of the three stages of the language - Old, Middle and Modern. It is in this light that the committee recommends for the Centre to undertake the Project Proposal : Comprehensive Grammar of Tamil with the following observations.

As the Centre has almost completed the grammar of Old Tamil, this phase needs no financial assistance. However, assistance may be given to complete the Grammars of Middle and Modern Tamil.

Grammars of Middle and Modern Tamil should bring out 4 volumes covering the following area of investigations :

- i. Phonetics and Phonology : 1 volume
- ii. Morphology : 2 volumes
- iii. Syntax and Semantics : 1 volume

Because of the fact that writing of grammars of all the three stages - Old, Middle and Modern, Tamil requires a unified conceptual

framework, the committee is of the opinion that the work studied should be under one theoretical framework and the presentation of linguistic facts and processes should be in one format.

Operation :

A Grammar of Middle Tamil

Investigator : Professor SAgesthialingom

A Grammar of Modern Tamil

Investigator : Prof. S. V. Sharmugam

Co-investigators : Dr. K Murugiyam
Mr. K Balasubramanian

Financial Implications - Middle Tamil Grammar

(i)	Post-doctoral fellowship	1 (4 yrs)
(ii)	Junior Research Fellowship (this may be met out of the junior research fellowships already available to the centre)	1
(iii)	Contingencies	Rs. 5,000
(iv)	Stationery	Rs. 5,000
(v)	Books	Rs. 5,000
	Estimated expenditure during the VI Plan	<u>Rs. 60,000</u>

Financial Implications - Modern Tamil Grammar

(i)	Post-doctoral fellowship	1 (4 yrs)
(ii)	Junior Research Fellowship (this may be met out of the junior research fellowships already available to the centre)	1
(iii)	Books	Rs. 5,000
(iv)	Contingencies	Rs. 5,000
(v)	Stationery	Rs. 5,000
	Estimated expenditure during the VI Plan	<u>Rs. 60,000</u>

(ii) The study of the Dravidian Tribal Languages of India :

Tribal communities are now drawing the attention of education planners from the point of view of their economic development, cultural fulfilment and educational orientation. The study of the tribal languages is very important from the vantage point of their culture, social attitude, interaction with environing society etc. Findings of some of the recent researches have shown that language plays a major role in the low achievements of the tribal child. It is, therefore, suggested that while studying descriptively different tribal languages, a close study of verbal behaviour of community as such also be studied. This should be done keeping in mind the problems of language shift, literacy, and communication gaps. In this connection, it may be pointed out that literacy among tribal women in several stages is as low as 3 per cent and the literacy among tribals is below 10 per cent as against an overall literacy of 29.35 per cent for the country as a whole.

It is encouraging to note that the Centre has already studied 11 tribal languages spoken in Tamil Nadu and three more are being analyzed by the research scholars. While individual and isolated studies can be stimulating in their own right, the committee is of the view that based on such studies, a topological dimension be added under the project. Any discussion on tribal education can be meaningful only if it is based on the clear understanding of tribal communication potential and ecological setting in a classified format.

Operation :

- (i) Chief Investigator : Dr. N Kumaraswami Raja
(ii) Co-Investigator : Prof. P.S. Subramanyam
(iii) Coordinators : Dr. S. Sakthival
Dr. R. Balakrishnan

Financial Implications - The Study of the
Dravidian Tribal Languages of India

(i) Post-doctoral fellowship	1 (4 yrs)
(ii) Junior Research fellowships (three may be met out of the junior research fellowships already available to the centre)	5 (4 yrs)
(iii) Field work	Rs. 50,000
(iv) Informants	Rs. 30,000
(v) Stationery	Rs. 10,000
(vi) Tapes	Rs. 8,000
(vii) Typing	Rs. 2,000
(viii) Miscellaneous	Rs. 4,000
Estimated expenditure during the VI Plan	Rs. 2,15,000

(iii) A Hand-book of Dravidian Languages

There is a need for surveying the work so far done on languages of 'great' as well as of 'little' tradition. A lot of work on both the literary and non-literary types of Dravidian Languages has been done by various scholars. It will be of a great importance if the findings of these works are presented in a well-thought out format and the gaps be filled in order to give a composite picture of the family from the linguistic, sociological and cultural points of view. The handbook thus prepared should consist of the following three parts :

- (i) A general survey of the basic traits of Dravidian languages as a language family in the form of a survey.
- (ii) Study concerning the Dravidian languages of 'great tradition' (i.e. literary languages).
- (iii) Study concerning the Dravidian languages of 'Little tradition' (i.e. non-literary languages).

The details of languages covered should also include all the relevant informations regarding the nature of their speech-community. It should aim at covering all the pertinent topics which are related to the social organization of language behaviour.

Operation :

- (i) Investigator : Prof. P.S. Subramanyam
(ii) Coordinators : Mr. N Rajshekhar Nair
Dr. A. Mureippa

Financial Implications - A Handbook of Dravidian Languages

(i) Post-doctoral fellowship	2 (4 yrs)
(ii) Junior Research fellowship (this may be met out of the junior research fellowships already available to the centre)	1 (4 yrs)
(iii) Field work	Rs. 10,000
(iv) Books	Rs. 5,000
(v) Contingencies	Rs. 10,000
Estimated expenditure during the VI Plan	<u>Rs.1,45,000</u>

(iv) New Area

Recent years have seen a striking increase in the study area which concerns itself with the empirical work in languages as they are used in their social context. However, no systematic work has been done in this direction in India. India is a multilingual and pluricultural country where languages offer a rich instance of societal type of bilingualism. The committee is of the opinion that the Centre should be encouraged to break new grounds in its orientation towards its research activity by identifying its priority area in this respect. Thus, it recommends the following research proposal on Sociolinguistic survey of Tamil Nadu.

In the post-independent phase of India, some linguistic/dialect surveys have been undertaken in some of the linguistic regions like Andhra

UNIVERSITY GRANTS COMMISSION

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Meeting:

Dated : 23rd June, 1982.

Item No.4.12: To consider the recommendations of the Standing Committee for the programmes of Centres of Advanced Study and Special Assistance to Selected Departments made at its meeting held on 31.3.1982.

.....

The reconstituted Standing Committee on Centres of Advanced Study /Departments of Special Assistance in Sciences, Humanities and Social Sciences and Engineering & Technology met in the office of the University Grants Commission on 31.3.1982. It reviewed the programmes of the Centres of Advanced Study and Special Assistance to Selected Departments in Indian universities and has made recommendations with regard to the specific items considered by it.

A copy of the minutes of the Standing Committee meeting is enclosed as Appendix-I.

The main recommendations of the Standing Committee are given below, for consideration of the Commission:

1. Generally no department may be initially recognised as a Centre of Advanced Study, but be provided special assistance for 5 years and its work is evaluated; however, especially in the areas of Engineering & Technology where there are fewer centres at present, the Expert Committee may recommend, exceptionally good departments, to be reorganised as Centres of Advanced Study (Item No.2).
2. It may not be desirable to have the same ceilings of financial assistance for various subjects under these programmes. Generally, a Centre of Advanced Study or Department of Special Assistance in Humanities and Social Sciences may receive upto Rs. 25 lakhs over a period of 5 years. In the case of departments in Experimental Sciences and Engineering & Technology, this limit may be upto Rs. 50 lakhs over a period of 5 years. (Item No. 3).
3. A sub-committee may be constituted by the Chairman, University Grants Commission, to go into the details of various problems relating to the implementation of these programmes, such as, framing of general terms of reference for Assessment Committees, suggesting necessary guidelines for utilization of grants for various purposes under the programmes, composition and functions of the Advisory Committee for the Centres of Advanced Study/Departments of Special Assistance, administration and functioning of the departments and other related issues. (Item No. 2,3,7 & 8)

4. The department of Molecular Biophysics, Indian Institute of Science, Bangalore, whose work under Departments of Special Assistance has been evaluated, may be upgraded as a Centre of Advanced Study, as recommended by the Assessment Committee, and be provided over the next 5 years a non-recurring grant of 25 lakhs and recurring grant of about 1.5 lakhs per annum to function as a centre of Advanced Study. (Item No. 4)
5. In view of the report of the Assessment Committee, the work of the Centre of Advanced Study in Sociology, University of Delhi, may be re-evaluated at the end of the next two years. However, pending re-evaluation, a non-recurring grant of Rs. 2 lakhs may be provided to the centre to meet its urgent requirements for books and Journals and Rs. One lakh for field work and Seminars/Workshops/Symposia (Item No. 5).
6. The departments, as in Appendix II to the note, as recommended by the various subject panels and considered by the Standing Committee; may be invited to participate in the programme of Special Assistance to selected departments, over the next 5 years. The other departments, identified may be considered for departmental research support. The requirements of these departments would be examined by Committees of experts to be appointed for the purpose (Item No. 6).
7. National Scholars working in the scheme of Centres of Advanced Study may be provided each year a sum of Rs. 200 for purchase of books (Item No. 9).

Necessary financial provision is available in the 6th plan allocation for these programmes to be implemented. The present position is indicated in Appendix III to the note.

The recommendation are placed before the Commission.

UNIVERSITY GRANTS COMMISSION

Proceedings of the meeting of the Standing Committee for programmes of Centres of Advanced Study and Special Assistance to Selected Departments held on 31-3-1982

.....

The first meeting of the Standing Committee constituted by the University Grants Commission to advise on the programmes of Centres of advanced study and special assistance to selected departments in Indian Universities was held in the office of the UGC on 31st March, 1982. All members of the Committee excepting Prof. G.V. Subramanian, presently abroad, attended the meeting. A list of persons who attended the meeting is given as Annexure-I.

The Chairman, UGC, welcomed the members of the Committee. She pointed out that the Commission had now reconstituted the Committee as a common committee for sciences, engineering and technology as well as social sciences and humanities instead of the earlier practice of separate advisory committees for these programmes. This would help in a uniform approach for consideration of all matters relating to these programmes, since these programmes really represent the major efforts of the Commission in identifying and enabling further development of university departments for advanced teaching and research and maintenance of highest possible standards, and also for multiplying effect in the growth of the subject disciplines within the country. In view of the very nature and importance of the programme, it is essential to not only have well defined criteria and objective approaches for identification of the departments to be invited to participate in these programmes but also to provide essential guidelines and advice to enable these departments to effectively function as national centres and contribute to the developmental efforts of the country. In selecting departments in different subject areas and disciplines within the subject, it would be appropriate to keep in mind a fairly wide distribution of such departments in different universities and regions of the country rather than clumping of several departments in any one particular university. Since these programmes are structured in such a way that special assistance for strengthening of advanced study and research programmes can be related to the present stage of development of the concerned departments and also to provide for continuous monitoring as well as evaluation by experts once in every five years, of the achievements and contributions of the departments

concerned towards the objectives of the programme and higher education system in general, it should be possible to identify departments in several universities to participate in this programme.

Before taking up consideration of the items included in the agenda, a general discussion was initiated on several aspects of implementation of this programme over the last 15 years. The observations and suggestions made during these discussions related to the following: (a) the present serious short-fall in the availability of adequately trained personnel in major thrust areas of emerging importance to national development; (b) the quality of output from universities in general; (c) inadequacy of the level of financial support available to the university system in general and the departments identified as growth points in important disciplines, in particular; (d) the general ethos prevailing in the universities and its impact on the overall functioning, management and educational standards; (e) need for greater collaboration and linkages between the university system and the sector outside the university system, particularly, laboratories of the CSIR, etc., with a view to enhancing the optimisation and better utilisation mutually of facilities of sophisticated instrumentation, etc., available; (f) measures to be taken to continuously sustain the teaching and research efforts at the highest possible level in the departments participating in these programmes; (g) measure of autonomy needed in both administration as well as academic matters by the departments concerned; (h) problems arising out of the pattern of rotation of headship and also identification of the coordinator for the CAS/DSA programme in the thrust areas concerned and (i) the need for promotion of research efforts by individuals, groups as well as departments in areas of importance to national development. It was noted that several of these issues had been considered earlier not only by the Commission but also by the review committee which evaluated the various programmes of the UGC, and in the guidelines for these programmes presently available to the universities. Some of these have been specifically included for consideration as items in the agenda before the committee. In view of the complex nature of

these problems and the need to consider them in depth and to make recommendations with regard to specific measures to be taken in implementing these programmes in future years, the committee requested the Chairman to constitute a sub-committee and its report can be then considered by the Standing Committee when it meets next.

It was also pointed out that while several measures in the nature of recommendations and suggestions had been made by the Commission to the universities concerned, in the manner of implementation of these programmes, particularly, the role and functions of the Advisory Committee, functioning of these departments on a national basis, selection of fellows as well as staff to various positions approved under the programme, the role of the coordinator vis-a-vis the department concerned, the present Act of the UGC does not provide sufficient mandatory powers by which the Commission could expect the universities to implement the various suggestions and recommendations in the best interest of improvement and maintenance of standards of higher education and research. However, since education has now been brought on the concurrent list, the Govt. of India should utilise the opportunity through subordinate legislation on the concurrency and by amendments to the UGC Act to strengthen the role of the UGC in its functions within the university system.

The problem of continued support to these departments from non-plan sources for which there is already an enabling provision in the existing UGC Act should also be vigorously pursued with the Govt. of India so that these departments which would have been evaluated, can be given an adequate level of non-plan maintenance support and the plan support should be related to qualitative enhancement of their teaching and research programmes and initiation of new programmes in frontier areas.

It is also to be noted that if these departments are expected to make distinct contributions to manpower training and research contributions of the highest order and of national value to development, they must be provided much higher level of funds than has been the case so far, particularly, in view of the escalating costs of building up infrastructure and the levels of sophistication. Accordingly within the allocations available in the VI Plan period for these programmes, resources will have to be found not only for the existing departments to bring them to the required level of facilities and criticality, but also to identify new departments keeping in view the excellence of the work already done by them, potential for future development as well as developing viable groups in newly emerging thrust areas.

It was pointed out that besides the UGC, which has developed

these programmes since 1963-64, in accordance with the well-defined criteria and pattern of assistance, some other agencies like the DST, ICAR, etc., have also been providing to certain individuals grants for building up their research programmes by moleculating separate units in the universities without any coordinated effort and consultations with the UGC. Since any such development has to be sustained and integrated with the total activities in departments concerned in the university, it is of utmost importance that these various agencies and the UGC should establish necessary coordinating mechanisms for support of such major research programmes.

The Committee then took up consideration of the items on the agenda:

Item No.1: To receive a status note on the programme of Centres of Advanced Study/Departments of Special Assistance (a) in Science and Engineering (b) the Humanities and Social Sciences:

This was noted for information.

Item No.2: To consider the present procedure for identification of departments under Special Assistance Programme:

The Committee generally endorsed the procedure followed presently for purposes of identification of departments under the Special Assistance Programme/Centres of Advanced Study. It was, however, felt that while generally no department is recognised straight-away to function as a centre of advanced study, it should be open in very exceptional cases, for the expert committees concerned to recommend that a particular department may be also identified as CAS rather than function under the DSA programme initially and then be upgraded at the end of 5 years after evaluation. This flexibility of approach may be necessary in Engineering and Technology subjects where very few departments have so far participated in the programme. The procedure indicated in the note would be followed henceforth in the case of all subject areas and as such the existing practice in humanities and social sciences, to refer the recommendations of the panels to a committee of conveners of panels may be discontinued. The composition of the advisory committee and its functions as well as the general terms of reference for the assessment committees could be reviewed by

the sub-committee suggested earlier.

Item No. 3: To consider the recommendations of Review Committee on UOJ programmes regarding the functioning of CAS/DSA.

....

It was noted that the Review Committee had made several important suggestions and recommendations with a view to enhancing the value and impact of these programmes. These recommendations may be kept in view, by the sub-committee referred to above, in suggesting necessary guidelines for implementation of this programme. It was noted that action on several of the recommendations of the review committee had already been taken by the Commission. With regard to the recommendation concerning the financial limits and pattern of assistance for the departments identified as CAS/DSA, it was felt that it may not be appropriate to suggest common ceilings applicable to all departments and the critical needs of each department would need to be identified in relation to the advanced study and research programmes over a specified period. Generally Centres of Advanced Study or Departments of Special Assistance in humanities and social sciences may receive over a 5 year period assistance upto Rs.25 lakhs; in the case of departments of science, engineering and technology this limit may be upto Rs.50 lakhs over a 5 year period. In the case of departments which have already functioned for varying periods under this programme and particularly those which have been supported for a period of 15 years, assistance should be for the specific programmes and for a specified period rather than for purposes of general enhancement of the facilities or creation of permanent positions.

Item No. 4: To consider recommendations made by the assessment committee on the work done by the Molecular Biophysics Unit, Indian Institute of Science, Bangalore under the programme of Special Assistance during 1976-81.

....

The Committee accepted the recommendations made by the Assessment Committee and agreed that the department of Molecular Biophysics, I.I.Sc., Bangalore may now be upgraded as a Centre of Advanced Study and be provided, over the next 5 years, assistance as recommended by the Assessment Committee, namely a non-recurring grant of Rs.25 lakhs and a recurring grant estimated at Rs.1.5 lakhs per annum.

Item No.5: To consider recommendations of the UCC Assessment Committee constituted to evaluate the progress of the Centre of Advanced Study in Sociology, University of Delhi, during the period 1968-69 to 1978-79 and to examine its proposals for assistance during the VI Plan period.

.....

The Committee noted that the Assessment Committee had made several observations with regard to inadequacies in the academic programmes and other aspects of the functioning of the Centre of Advanced Study in Sociology, Delhi University. The Committee therefore felt that those observations and recommendations, excluding financial ones, may be referred to the department and the university for necessary action. In the meanwhile, assistance may be provided for only such items which are urgently required so that suggestions made by the Assessment Committee can be given effective implementation. The work of this department could be again evaluated, say at the end of next two years, when the department has reorganised its various academic teaching and research programmes.

Item No.6: To consider recommendations of the Panels for new D.S.As. during the VI Plan period: (a) Sciences and Engineering (b) Humanities and Social Sciences (c) Engineering and Technology!

.....

The Committee noted the recommendations made by the various Panels in Sciences, Humanities & Social Sciences and Engineering and Technology with regard to departments which may be invited to participate in the programme of Special Assistance to Selected Departments or may be given departmental research support. It was felt that the total number of departments identified were far in excess of the number that could be provided adequate financial support within the resources available in the VI Plan period for these programmes. It was therefore agreed that sub-groups in these three major areas may examine the recommendations made by the Panels and indicate the departments which may be invited to participate in the Special Assistance Programme at this stage in the VI Plan period. Other departments could be considered for departmental research support. The number of departments suggested

for this purpose was:

- (a) Sciences - 10 to 12
- (b) Engineering & Technology - 6
- (c) Humanities & Social Sciences - 15

The recommendations made by the sub-groups are given in Annexure II. After the Commission has accepted these recommendations in principle, Expert Committees could be appointed to examine the proposals of these departments and make necessary recommendations for assistance to be given over the next 5 years.

Item No.7: To consider the recommendations of the Joint meeting of the Conveners of Panels in Humanities and Social Sciences, Sciences and Engineering and Technology regarding CAS/DSA.

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Committee
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to be
made by
the

The suggestions made by the joint meeting of the conveners of Panels were noted and it was felt that the decisions taken by the sub-committee earlier suggested to formulate guidelines would take into account these suggestions. In fact, a common standing committee has already been appointed and the suggestions with regard to limits of assistance has also been indicated.

Item No.8: To consider the guidelines for Centres of Advanced Study/Departments of Special Assistance.

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The existing guidelines for utilisation of grants for different purposes and other aspects of functioning of the departments participating in these programmes may be considered by the sub-committee suggested earlier. Necessary modifications can be made on the basis of their recommendations.

Item No.9: To consider the request of Prof. Andre Beteille, Head of the Deptt. of Sociology, Delhi University, to increase the sum allotted for the purchase of books by National Scholars under the Scheme of Centre of Advanced Study.

.....

This was accepted and a sum of Rs.200/- may be made available each year to the national scholars in these departments for purchase of books required to support the academic programme pursued by them. In this connection it was felt that any equipment or books

obtained by research fellows and scholars should normally belong to the department and accessioned in the departmental stock and made available to the students for the duration of their study programme. This would facilitate the books to be used subsequently by other students as well.

The meeting of the Standing Committee concluded with a vote of thanks to the Chair.

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Standing Committee for the Programme of Centres of Advanced Study and Special Assistance to Selected Departments (CAS/DSA) - Meeting on 31.3.1982.

LIST OF MEMBERS PRESENT

1. Dr. A.R. Verma,
Director,
National Physical Laboratory,
New Delhi.
2. Dr. B.V. Sreekantan,
Department of Physics,
Tata Institute of Fundamental
Research, Bombay.
3. Dr. Y. Nagudamma,
Vice-Chancellor,
Jawaharlal Nehru University,
New Mohrauli Road,
New Delhi.
4. Prof. (Mrs.) Ashima Chatterjee,
Department of Chemistry,
University College of Science,
92, Acharya Prafulla Chandra
Road, Calcutta-9.
5. Prof. R.C. Mehrotra,
Department of Chemistry,
Rajasthan University,
Jaipur.
6. Prof. B.K. Bachhawat,
Director,
Institute of Experimental
Medicine, Calcutta.
7. Prof. A.N. Radhakrishnan,
Department of Zoology,
University of Hyderabad,
Hyderabad.
8. Prof. R.P. Bambah,
Department of Mathematics,
Panjab University,
Chandigarh.
9. Dr. Hari Narain,
Director,
N.G.R.I.,
Hyderabad.
10. Prof. Jai Krishna,
~~S/o Roorkee University~~
Roorkee. 61, Civil Lines
11. Prof. S. Murul Hasan,
Vice-President,
C.S.I.R., New Delhi.
12. Prof. P.R. Brahamananda,
Department of Economics,
Bombay University,
Bombay.
13. Prof. R. Balasubramanian,
Centre of Advanced Study
in Philosophy,
Madras University, Madras.
14. Prof. Iqbal Narain,
Vice-Chancellor,
Banaras Hindu University,
Varanasi.
15. Prof. E.I. George,
Department of Mass Communi-
cation, Korala University,
Trivandrum.
16. Prof. M.S. Gore,
Director,
Tata Institute of Social
Sciences, Bombay.
17. Prof. H.M. Nayak,
Director,
Institute of Kanada Studies
Mysore University,
Mysore.
18. Prof. G.B. Shah,
Professor of Education,
South Gujarat University,
Surat.
19. Shri R.K. Chhabra,
Secretary,
University Grants Commission,
20. Dr. D. Shankar Narayan,
Additional Secretary,
University Grants Commission.
(Member Secretary)

Sri I.C. Manon, Dr. S.C. Gool, Joint Secretaries; and
Dr. Gurbux Singh, Dr. (Mrs) N. Bhatia, Shri K.N. Bhatnagar, Dr. L.S.
Nehra, Education Officers in the UGC, attending the meeting.

List of Departments recommended for participation in the
Programme of Special Assistance to Selected Departments (DSA)

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(Standing Committee: 31.3.1982)

A. SCIENCES

I. <u>Mathematics</u> (2)	1. (Pure)	:	Aligarh Muslim University
	2. (Applied)	:	Jadavpur University
II. <u>Chemistry</u> (3)	1 2 (Organic)	:	Indian Institute of Science, Bangalore.
	2 1 (Inorganic) (Catalysis)	:	Bangalore University
	3 5 (Physical) (Thermodynamics)	:	Gorakhpur University
III. <u>Biological Sciences</u> (3)	1 6 Botany (Plant Anatomy)	:	Sardar Patel University, Anand.
	2 7 Botany (Physiology)	:	Kalyani University, Kalyani (W.B.)
	3 8 Bio Sciences (Environmental Sciences)	:	Saurashtra University, Rajkot.

(a) All other departments identified by the Panels may be considered for Departmental Research Support.

(b) Recommendations from other Science Panels could be considered, at a later date, when received.

B. ENGINEERING AND TECHNOLOGY

(i) for D.S.A. (or C.A.S. in exceptional cases)

I. Civil Engineering	1. Roorkee University
II. Chemical Engineering	2. A.C. College at PAU, Madras.
III. Electrical Engineering	3. Indian Institute of Science, Bangalore.
IV. Earthquake Engineering	4. Roorkee University.
V. Pharmacy	5. Nagour (Indore)
VI. Mechanical Engineering (Production Engg.)	6. Jadavpur University

Total : 6

(ii) for Departmental Research Support (Engineering & Technology)

- | | |
|--|---|
| 1. Civil Engineering
(Cavitation Studies) | 1. Indian Institute of Science,
Bangalore. |
| 2. Chemical Engineering | 2. Deptt. of Chemical Technology,
Bombay University. |
| | 3. Andhra University |
| 3. Electrical Engineering | 4. Roorkee University |
| | 5. Jadavpur University |
| 4. Electronic Engineering | 6. Roorkee University |
| | 7. Banaras Hindu University |
| 5. Ceramic Engineering/
Technology | 8. Banaras Hindu University |
| 6. Metallurgy | 9. Indian Institute of Science,
Bangalore. |
| | 10. Roorkee University |
| 7. Mining | 11. Banaras Hindu University |
| 8. Pharmacy | 12. Panjab University |
| 9. Mechanical Engineering | 13. Roorkee University |
| | 14. Andhra University |

Total : 14

(C) Humanities and Social Sciences

Name of the University	Department	Area Identified	DSA/DRS
1. M.S. University of Baroda.	Political Science	International relations with special reference to India's foreign policy.	DSA
2. Rajasthan University	Political Science	Indian Govt. and Politics including Indian Political Traditions.	DSA
3. Sri Venkateswara University	Economics	Labour Economics and Employment	DSA
4. Madras University	Economics	Economic Analysis	DSA
5. Ravi Shankar Univ.	Sociology	Folklore Studies	DSA
6.* Sardar Patel Univ.	Hindi	—	DSA
7. Lucknow University	Urdu*	—	DSA
8. SNDT Women's Univ.	Gujarati *	—	DSA
9. Burdwan Univ.	Bengali *	—	DSA
10. Mysore Univ.	Kannada *	—	DSA
11. Banaras Hindu Univ.	Museology *	—	DRS
12. Gauhati University	Assamese *	—	DRS
13. Marathwada Univ.	Marathi *	—	DRS
14. Punjabi Univ.	Prakrit *	—	DRS
15. Sambalpur Univ.	Oriya *	—	DRS

The Committee further recommended that the Panel on Education may be requested to identify departments in the following areas for participation under the programme of Special Assistance to Selected Departments.

- i) Economics of Education
- ii) Educational Technology
- iii) Management of Education
- iv) Policy Research in Education

*The emphasis should generally be on language learning and scientific terminology and folklore.

4. Economics analysis	Economics	Madras University
5. Folklore Studies	Sociology	Ravi Shankar University.
6. ----	Hindi *	Sardar Patel University
7. ----	Urdu *	Lucknow University
8. ----	Gujarati*	SNDT Women's University
9. ----	Bengali *	Burdwan University
10. ----	Kannada *	Mysore University

Note: * The emphasis should generally be on language learning and scientific terminology and folklore.

Budget for the CAS/DSA

In lakhs(Rs)

CAS

(Sciences, Humanities & Social Sciences)

VI Plan allocation: 1,000

a)	Actual payment made during 1980-82	167
b)	Commitment for 1982-85 for on-going programmes	186
c)	Proposed provision for CAS in Molecular Biophysics, IISC, Bangalore (upgraded DSA)	30
d)	Provision for CAS after assessment of the existing DSAs which have completed 5 years	Not known at this stage.
e)	Number of CAS to be directly identified out of the present recommendations of the Standing Committee.	Not known

(A) 383

DSA

(Sciences, Engineering & Technology Humanities & Social Sciences)

VI Plan Allocation: 700

a)	Actual payment made during 1980-82	246
b)	Commitment for 1982-85 for on-going programmes.	489

		735
c)	Estimated provision for new DSAs as recommended by the Standing Committee, upto March, 1985	500

(B) 1235

Total requirements (including the present recommendations of the Standing Committee)

(A+B) 1618 *

Total VI Plan Allocation :

1700

* This takes care of all the 24 departments recommended presently by the Standing Committee, Other Panels (Physics, Geo-Sciences, Geography and Statistics) have yet to identify departments under special Assistance Programme.

(ii) For Departmental Research support: (Seminars)

I. Mathematics (2)

Poona University
Madurai University.

II. Chemistry (6)

- | | |
|---|----------------------------|
| 1. Organic Chemistry | Hyderabad University |
| 2. Organic Chemistry | Madras University |
| 3. (Department as a whole) | Guru Nanak Dev University |
| 4. Organic Chemistry
(Department of Chemical
Technology Pharmacy
Division) | Bombay University |
| 5. Physical Chemistry | M.S. University of Baroda. |
| 6. Electrolysis | Jodhpur University |

III. Biological Sciences: (17)

Botany (7)

- | | |
|-----------------------------|-------------------------------|
| 1. Seed Pathology | Mysore University |
| 2. Plant Physiology | Sri Venkateswara University |
| 3. Developmental Physiology | M.S. University, Baroda |
| 4. Ecology | Saugar University |
| 5. Forest Ecology | North Eastern Hill University |
| 6. Plant Genetics | Osmania University |
| 7. Developmental Biology | Rajasthan University |

Zoology (5)

- | | |
|---|--------------------------|
| 1. Cytology/Entomology of Fishes | Allahabad University |
| 2. Industrial Fisheries/
Marine Sciences | Cochin University |
| 3. Thrust area to be identified | Panjab University |
| 4. Reproductive Physiology | M.S. University, Baroda. |
| 5. Genetics | Bangalore University |

Inter-Disciplinary Areas (5)

- | | |
|---|--|
| 1. Molecular Genetics/
Bio-chemistry | Ahmednagar College,
Ahmednagar |
| 2. Microbiology | M.S. University, Baroda |
| 3. Bio-Sciences | Indore University |
| 4. Molecular Biology
(Prof. D.P. Burma's Deptt.) | Banaras Hindu University
(Institute of Medical
Sciences) |
| 5. Microbiology & Cell Biology | Indian Institute of
Sciences, Bangalore. |

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

Meeting:

Dated: 23rd June, 1982

Item No.4.13: To consider the report of the Expert Committee on the proposal of Perarignar Anna University of Technology, Quindy, Madras for starting B.Tech. programme in Computer Science and Technology from 1982-83.

The University Grants Commission accepted in principle the recommendations made by the Manpower Development Panel and the Standing Committee on Development of Computer Facilities that the Perarignar Anna University of Technology, Madras, be assisted to start a 4-year Bachelor's degree programme in computer science and technology with an intake of 20 students from 1982-83. The University was accordingly requested to formulate its proposal. On receipt of a proposal, a committee consisting of the following persons was appointed to visit the University to discuss this proposal and make necessary recommendations:-

1. Professor P. G.Reddy,
Visiting Professor,
Computer Centre,
Osmania University,
Hyderabad.
2. Professor P.C.P.Bhatt,
Director,
Department of Electronics,
Government of India,
New Delhi.
3. Dr.D.Shankar Narayan,
Additional Secretary,
University Grants Commission,
New Delhi.

The Committee visited the P.A.U.T.Madras on 30th January, 1982. The report of the committee is attached as annexure-I.

The main recommendations of the Expert Committee with financial implications are as under:-

(a) The Committee discussed the curriculum proposed and made suggestions so as to bring the courses to be structured along modern lines.

p.t.o.

(b) The intake of 20 students be gradually increased to 30 students by providing for additional intake of 5 students each year over next 3 years and to provide for admission for students from other states usually upto 50%.

(c) The financial implications recommended by the Committee for starting the course, are as under:-

I. Non-Recurring

- (i) Building: (to be considered as part of VI Plan proposal of the university).
 - (ii) Equipment for computer and other laboratories. Rs. 8,00,000/-
 - (iii) Library books and journals and software application packages. Rs. 1,00,000/-
- Total Rs. 9,00,000/-

II. Recurring per annum (for 5 years).

- (a) Academic staff.
 - 1 Professor, 2 Readers
 - 3 Lecturers in two phases. } (As per actual expenditure estimated expenditure per annum: Rs 1.40 lakhs).
 - (b) Technical staff.
 - 2 Technical assistants. }
 - (c) Books and journals and Software applications and manual. Rs. 30,000/- per annum.
 - (d) Working expenses: Rs. 30,000/- per annum in first 2 years and Rs. 60,000/- per annum thereafter.
- Estimated recurring expenditure in Sixth Plan period. (1982-85) Rs. 5.30 l

According to the cost sharing arrangement between University Grants Commission and Department of Electronics, Government of India, the non-recurring expenditure of Rs. 9.00 lakh is to be met by the Department of Electronics.

The report is placed before the Commission for consideration.

UNIVERSITY GRANTS COMMISSION

Report of the Committee appointed to examine the proposal of the Perarignar Anna University of Technology, Madras for starting a B. Tech. Programme in Computer Science and Technology.

The University Grants Commission accepted in principle the recommendations made by the Manpower Development Panel and the Standing Committee on Development of Computer facilities that the Perarignar Anna University of Technology, Madras, be assisted to start a 4-year Bachelor's degree programme in computer science and technology with an intake of 20 students from 1982-83. The University was accordingly requested to formulate its proposal. On receipt of a proposal, a committee consisting of the following persons was appointed to visit the university to discuss this proposal and make necessary recommendations :-

- (1) Prof. P.G. Reddy
Visiting Professor
Computer Centre
Osmania University, Hyderabad.
- (2) Prof. P.C.P. Bhatt
Director
Department of Electronics
Government of India,
New Delhi.
- (3) Dr. D. Shankar Narayan
Additional Secretary
University Grants Commission,
New Delhi.

The Committee visited the PAUT, Madras, on 30th January, 1982. Prof. Bhatt was unable to join owing to some other urgent engagements in Delhi.

The Committee during its visit had discussions with the Vice-Chancellor, heads of the departments concerned with development of computer science programmes in the university and inspected the facilities available, for supporting computer science and technology programme, including the computer centre with the IBM 1620-1 computer and also the Government Data Centre located at the University campus.

The Committee is in agreement with the recommendations made by the Computer Manpower Committee suggesting that the PAUT, Madras, may be assisted to organise computer science education programmes in view of manpower needs of the industrial and research organisations in the region and also that the college of Engineering, Guindy, one of the premier institutions which now forms part of the PAUT, has distinguished itself as an appropriate place in engineering manpower development programmes and also has been organising an M.T. Programme in computer science since 1974. The university had drawn up its proposal keeping in view the guidelines made in the Manpower report and also the suggestions made in regard to the curriculum and courses for a 4-years degree programme in computer science and technology.

The Committee discussed the curriculum proposed and made suggestions so as to bring the courses to be structured along modern lines. It was pointed out that the contemporary programmes in computer science and technology should be not only merely engineering oriented, but also be inter-disciplinary in nature, to provide for basic courses in the areas of Physics, Mathematics, Electrical Technology and Engineering Workshop and a set of core courses in computer science and technology and also a few elective courses depending upon the emerging manpower needs at any given time. Basically, the 4-year bachelor's degree programme in computer science and technology should provide for a necessary breadth of courses in these three areas, adequately integrating concepts of computer hardware and software, theory and practice and be supplemented by a well-thought out sequence of laboratory exercises. The curriculum should therefore be flexible to meet the demands of emerging computer manpower at this level and should provide a necessary level of understanding and training in the following areas:-

- (a) Digital Processor Logic: to give the students an understanding of digital logic devices and their interaction and should include design techniques, design tools and computer aided design.
- (b) Computer Organisation: it would help to build an adequate level of understanding of the interaction between computer hardware and software and the inter-communication of system components.
- (c) Software Engineering: for a firm understanding of operating system and software engineering, including data structures, languages, operating system, control programmes and systems programming.

- (d) Theory of Computing: for an understanding of the formal aspects of computer concepts. This should include discrete structures, automata and formal languages, and analysis of algorithms.
- (e) The laboratory exercises: ~~Should~~ be so designed to provide to the students a "hands on" understanding of the operation and behaviour of digital components and systems, to motivate students to question and verify the application of theoretical principles to design; to give an integrated design experience based on a balanced understanding of both hardware and software factors; to develop sound engineering judgment as a means of arriving at decisions when faced with conflicting criteria, to acquaint the students with the principle of documentation, testing and verification and promote cooperation, between hardware and software oriented faculty members.

The computer core and elective courses could be distributed in a logical manner in the prime areas of (a) digital logic, (b) computer organisation and architecture, (c) software engineering, (d) theory of computing and (e) computer applications. The broad components of these areas are indicated in Appendix. Keeping these basic principles in view the university could provide for a sequence of courses over a 4-year period so that the students can be introduced from the very beginning to some basic understanding of computer programming in the first year and be introduced to elective courses from the 3rd year onwards. The curricula developed on this pattern by the Jadavpur University and the I.I.Ts. in Kanpur, Delhi and Madras could be kept in view by the university. The university board of studies could give detailed consideration to these suggestions before finalising the programme of study and the sequence of courses over the 4-year period. It may become necessary for this programme to have its own structure rather than merely conform to any prevailing pattern with regard to other B.E. degree courses in Engineering in the university.

As mentioned earlier, the College of Engineering, Guindy in the PAUT has organised an M.E. programme in computer science since 1974, although this programme has not been accepted for assistance purposes by the All-India Council for Technical Education. It has also been running a number of continuing education programmes over the last 10 years particularly in the area of programming languages. As such it has some infrastructure facilities, which include an IBM-1620-1 computer, which seems to be serving the institutional needs for the present but which may have to be replaced soon and 4 mini computers

purchased by different departments of engineering. These include a Chromemco system in the electronic engineering department, A CAF each in industrial engineering department and in power system department as also a Spectrum-III system. It has also acquired Micro Processor Kits and has an integrated circuit laboratory as well. All these facilities presently being used for M.E. degree and continuing education programmes could be utilised to support in part the proposed B.E. degree programme also.

Although the university has been organising the postgraduate programmes and has recruited qualified staff in the area of computer science and computer technology in the departments of Electronic and Communication Engineering, the university has not so far set up a separate department of computer science and technology. The Committee pointed out that in the present context of development of the subject and the need for integrating the activities of the computer centre to provide for not only the services but also participate in the instruction programmes in computer science and technology, it is desirable that the computer science programmes are organised by setting up a separate department rather than organise such courses as part of the existing departments of electronics or electrical engineering. The computer centre staff would then become part of the proposed department and take part to the extent needed in teaching and research activities also. The university welcomed this suggestion and agreed to make available the existing specialised staff in the area of computer science and technology to such a new department. It would, however, be necessary to provide for additional teaching and technical positions to support the proposed bachelor's degree programme in computer science and technology.

The Committee noted that the Manpower Panel had recommended an initial intake of 20 students to the proposed bachelor's degree programme in computer science and technology. However, subsequently, the University Grants Commission had desired that the intake for such courses should gradually be increased to 30 students so as to provide for admissions for students from other states, usually upto fifty per cent. The Committee discussed this proposal of gradually increasing the intake from 20 to 30 by providing for additional intake of 5 students each year over next 3 years and to provide for admissions for students from other states. University authorities accepted this suggestion but indicated that the additional 10 intake now suggested could be made available to students from other states who would qualify for admissions in accordance with the procedure prescribed by the university. While the university would endeavour to make admissions on an All-India basis, it may not be possible to ensure that 50% of the admissions from the very beginning would be given to students from other states.

. . .

The Committee then discussed the additional requirements needed to be created with the funds from the UGC for the purpose of organising the bachelor's degree in computer science and technology programme from 1982-83. The recommendations of the committee in this regard are given below.

A. Building: The university has requested for a grant of Rs. 11.30 lakhs to provide for space for the new department as well as for some staff quarters for the additional staff to be recruited. The Committee pointed out that the requirements with regard to buildings for starting computer science programmes should be met as part of the general VI Plan development proposals of the university within the allocations suggested by the Commission. The University agreed to give high priority for this proposal in its VI plan proposals. The Committee recognises the need for this building and therefore recommends favourable consideration of this proposal by the VI Plan Visiting Committee.

B. Equipment: The proposal indicated the details of additional equipment required for developing various laboratories for training of students. The Committee is in general agreement with the equipment proposed except that it may not be necessary to obtain a hybrid computer trainer. The Committee therefore recommends a sum of Rs. 8 lakhs to be made available for purchase of equipment required for developing various training laboratories and testing equipment, etc.

C. Library Books and Journals: A non-recurring grant of Rs. 1 lakh is recommended initially for purchase of library Books, Journals and software application packages and teaching aids as may be required. This could be supplemented with the help of the recurring grants for this purpose recommended separately.

Recurring Expenses: After taking into account the qualified staff presently available who would form the core of the proposed computer science and technology department, the committee would like to recommend additional posts of one professor, two readers and three lecturers and two technical assistants. This staff could be recruited in two phases prior to 1982-83 and 1983-84 academic sessions. Initially the staff of one professor, one reader and two lecturers and two technical assistants may be recruited and in the second year, additional staff of one reader and one lecturer may be added. The technical assistants positions could be in the nature of Systems Assistant and instruments Assistant in the scales prevailing in the university. Any other supporting administrative and laboratory staff should become available as part of the general maintenance support

available to the university from the State Government sources.

The other items of recurring expenditure recommended include provision of Rs. 30,000/- per annum for addition of library books, journals and soft applications and manuals and working expenses of Rs. 30,000/- p.a. in the first two years and Rs. 600,000 p.a. thereafter. The assistance from the Commission for this purpose available during the VI Plan for a specified period and the entire recurring expenditure will have to be taken over as committed expenditure by the State Government when the UGC assistance for this purpose ceases at the end of that period.

The Committee is thankful to the Vice-Chancellor and to the faculty members for facilitating the work of this Committee.

APPENDIX

Basic Areas: In Computer Science & Engineering (To be taught at B.Tech. level)

I. Digital Logic:

1. Switching Theory and Digital Logic I
2. -do- II
3. Microprocessor systems
4. Digital Logic Devices
5. Digital Design Automation

II. Computer organisation and Architecture:

1. Introduction to computer organisation
2. I/O and Memory Systems
3. Computer Architecture
4. Microprogramming
5. Distributed Processes and networks.

III. Software Engineering:

1. Introduction to computing
2. Data Structure I
3. -do- II
4. Data Base systems
5. Programming Languages
- 6 & 7. Operating systems and computer architecture I & II
8. Translators and translator writing systems.

IV. Theory of Computing:

1. Discrete structures
2. Design and Analysis of Algorithms
3. Automata and Formal Languages
4. Theory of Computation.

V. Laboratories:

1. Programming Laboratory
2. Digital Laboratory
3. Minicomputer Laboratory
4. Microprocessor Laboratory
5. Device Laboratory
6. Systems design laboratory.

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

Meeting:

Dated: 23rd June, 1982.

Item No. 4.14 To consider the report of the Expert Committee on the proposal of the Andhra University for organising a Master's degree programme in Computer Science & Technology.

The U.G.C. accepted the recommendations made by the Joint U.G.C.-D.O.E. panel for Computer manpower development programme, which also included the increasing the intake and restructuring of the present Master's degree programme in Computer Engineering at Andhra University. Accordingly, on receipt of a proposal in this regard from Andhra University, a Committee consisting of the following members was appointed to examine the proposal and make necessary recommendations:-

1. Prof. H.N. Mahabala,
Head,
Deptt. of Computer Science,
I.I.T., Madras-600036.
2. Prof. S.M. Vaidya,
Director,
R.C.C.,
Poona University,
Pune-411007.
3. Dr. D. Shankar Narayan,
Addl. Secretary,
University Grants Commission,
New Delhi.

The Committee visited Andhra University on 17th-18th April, 1982. The report of the Expert Committee is at Annexure.

The main recommendations of the Expert Committee with financial implications are as under:-

- (a) The Committee discussed in detail the present course structure for M.E. degree course. In order to ensure that students are given adequate level of understanding in the Core area of Computer Science & Technology, the faculty presented a revised scheme for the above to provide for 8 courses and a lot of 12 electives of which a student can offer to related courses.

Contd.....2.

- (b) The Committee agreed that the facilities approved in the Vth Plan including the Staff presently in the Electrical Engineering Department would constitute the beginning care for the new department and additional facilities could be created to support the new 2 year M.Tech. programme with an intake of 20 students.
- (c) The Committee expected that adequate class room and laboratory facilities would be available for an intake of 20 students. However if additional space requirements are needed, the university could include such building requirements as part of the general proposals for development of engineering education in Vith Plan for which the university has been given an allocation by the U.G.C.
- (d) 50% of the admissions should be made from among students outside the state on an All India basis.
- (e) The financial implications as recommended by the Committee are as under:-

N.R.

- 1) Laboratory equipment including kits test equipment and ancillary equipment - Rs.4.00 lakh
- 2) Library books & journals and software & Manuals etc. - Rs.1.00 lakh

Recurring

- 1) Addl. Staff of 1 Professor, 1 Reader & 2 Lecturers in the area required as per revised course structure. (As per actual expenditure)
- 2) Technical Supporting Staff
2 Technical assistants at the level of Programmer/ Electronic Engineer (As per actual expenditure)
- 3) Books & Journals Rs.30,000 p.a.
- 4) Working Expenses @ Rs.1500/- per student per annum. (As per actual expenditure)
- 5) Scholarships for additional 10 students at the M.Tech. level -do-

According to the cost sharing arrangement between U.G.C. & D.O.E., Govt. of India, the N.R. expenditure of Rs.5.00 lakh is to be met by the Department of Electronics.

The report is placed before the commission for consideration.

University Grants Commission

Report of the Expert Committee to examine the proposal of the Andhra University for organising a master's degree programme in Computer Science and Technology

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The University Grants Commission accepted the recommendations made by the Joint UGC-DCC Panel for Computer Manpower Development programmes, which also included the increasing the intake and restructuring of the present Master's degree programme in Computer engineering at Andhra University. Accordingly, on receipt of a proposal in this regard from Andhra University, a Committee consisting of the following members was appointed to examine the proposal and make necessary recommendations:

1. Professor H.N. Mahabala,
Head,
Department of Computer Science,
Indian Institute of Technology,
Madras-600036
2. Professor S.M. Vaidya,
Director,
Regional Computer Centre,
Poona University,
PUNE-411007
3. Dr. D. Shankar Narayan,
Additional Secretary,
University Grants Commission,
New Delhi-110002.

982. The Committee visited Andhra University on 17th-18th April, 1982. Professor S.M. Vaidya, could not join the committee.

The Andhra University obtained in the year 1970, an IBM 1130 computer system to meet the data processing needs of students and faculty and to provide for some training programmes in order to build up the computer awareness and also computer capability in the University. Subsequently, in the year 1979, the Department of Electrical Engineering started with the approval of the UGC an M.E. course in computer engineering with an intake of 10 students. The two batches of students who have so far passed out of the courses were trained with the facilities available in the University as well as by utilising facilities available in other organisations in the vicinity. The present proposal made at the suggestions of the UGC is for purposes of increasing the intake from 10 to 20 students and to up-date the courses keeping in view the contemporary developments in the area of computer science and Technology and the needs of trained Manpower during the 1980's.

The proposal made by the University to the Committee, however, included not only the requirements for organising the master's degree programme but also for replacement of the existing computer system by a larger and modern computer as well as for purposes of introducing a Bachelor's degree programme in Computer Engineering.

The proposal made by the University for replacement of the existing IBM 1130 Computer by a larger computer system could be considered separately in accordance with the policy of the UGC in this regard in the Sixth Plan period, keeping in view the level of utilisation of the computer facilities and the nature of computer work undertaken and also the extent of utilisation of other computers in the area by the university students and faculty members. The university was requested to make available for this purpose necessary information in the prescribed proforma & this could be discussed by the UGC Committee on Development of Computer facilities.

The question of starting a Bachelor's degree programme could be considered at an appropriate time when the position is reviewed by the joint panel or by UGC Committee for Development of Computer facilities and Computer Education, when the present master's degree programme has been well established in the Andhra University.

The Committee therefore mainly concerned itself with its term of reference related to the Master's degree programme & discussed details of the course structure, nature of contents of different courses, organisational structure considered most suitable for developing computer education programmes by utilising the computer centre and other facilities available in the University as well as the additional needs required to support the revised master's degree programme with increased intake.

Presently the University Courses of Study require all undergraduate students in the College of Engineering to take a course in Computer programme as part of their training. Several faculty members in the different departments in the university have been using the computer facilities for their research needs. The Computer Centre has also organised a few courses in Computer Languages, particularly FORTRAN programming to various users with the help of the facilities available. The staff attached to the Computer Centre consists of 1 Programmer, 2 Console Operators & a few Punch Operators. This staffing, however, is below the norms prescribed by the UGC. On the academic side, a staff of 1 Professor and 2 Readers were sanctioned during the Fifth Plan period in addition to the expertise available in the Electrical

Engineering Department. Besides the Computer facility which is a central services facility for the university, the Department of Electrical Engineering has developed laboratories in digital Electronics and Micro-processor kits and other ancillary requirements needed to train the M.E. students and also the first degree students in Engineering as part of their curriculum.

The Committee discussed in detail the present course structure for the M.E. degree course and felt that it could be suitably revised to make it upto-date to meet the requirements of computer manpower personnel in different sectors. The courses presently offered are all the nature of compulsory courses including some project assignment to be done by students in the last semester. It also lacks a balanced approach towards training in hardware and software aspects to be in conformity with contemporary developments taking place in computer science and technology at present. The Computer pervasiveness every where presently demands greater professional talents, proper computer education, sufficient interaction with industry and larger computer professional groups and preparedness to meet the emerging challenges in a very fast developing computer technology area. In view of this, it would be proper for the university to examine the master's degree programme developed in recent years in some universities in India as well elsewhere to provide for a certain number of core courses in computer science and engineering as well as to provide for a package of elective courses. Such an arrangement would enable the students to acquire an adequate level of training in software-hardware interfaces and in application of the theory to practical problems. The course structure generally adopted provides for 8 to 10 core courses and a package of 4 related elective courses besides providing for necessary laboratory work, a term assignment and a project work which can be introduced at the beginning of the second year. The number of electives to be offered by any department would naturally be based upon the facilities available and more importantly on the faculty available for giving adequate guidance in preparing the project work.

The teaching programmes should provide for adequate number of lectures as well as tutorials and seminars discussions based on students own study. In the case of Andhra University, where presently only a Master's degree programme is to be

organised by drawing upon students with B.E./M.Sc. in other areas, it is necessary in designing the course structure, to ensure that the students are given an adequate level of understanding in the core area of computer science and technology including the following

- (a) Digital Professor Logic: to give the students an understanding of digital logic devices and their interaction and should include design techniques, design tools and computer aided design.
- (b) Computer Organisation: it would help to build an adequate level of understanding of the interaction between computer hardware and software and the inter-communication of system components.
- (c) Software engineering: for a firm understanding of operating system and software engineering, including data structures, languages, operating system, control programmes and systems programming.
- (d) Theory of computing: for an understanding of the formal aspects of computer concepts. This should include discrete structures, automata and formal languages, and analysis of algorithms.
- (e) The laboratory exercises: should be so designed to provide to the students "hands on" understanding of the operation and behaviour of digital components and systems; to motivate students to question and verify the application of theoretical principles to design; to give an integrated design experience based on a balanced understanding of both hardware and software factors; to develop sound engineering judgment as a means of arriving at decisions when faced with conflicting criteria; acquaint the students with the principles of documentation, testing and verification and promote cooperation between hardware and software oriented faculty members.

The computer core and elective courses could be suitably distributed in a logical manner in the prime areas of computer theory, computer applications, computer organisation and architecture and software engineering. As a result of these discussions, the faculty was able to present to the committee a revised scheme for M.Tech. in computer science and technology to provide for 8 core courses and a list of 12 electives, of which a student can offer 4 related courses. The revised M.Tech. scheme is given in Appendix.

The committee then discussed the organisational structure and facilities required to support such a revised M.Tech. programme with an intake of 20 students. It is the general opinion that in the present context of development of computer science and technology it would be appropriate to establish a separate department & develop the necessary infrastructure facilities required to support the academic programme at any given time. The University Computer Centre which is basically a central facility should be fully utilised to support the academic programmes. At the same time th

service function of the Computer Centre should continue to be the responsibility of the Head of the Computer Centre and a proper coordinated arrangement should be ensured so that the Department of Computer Science & Technology and the Computer Centre function together to support the various academic programmes as well as data processing services to the user community. Such an organisation would also facilitate introduction at a future date, other programmes in computer education both formal as well as short term courses. This suggestion was also acceptable to the university. It was agreed that the facilities approved in the Fifth Plan including the staff presently in the Electrical Engineering department would constitute the beginning core for the new department and additional facilities could be created to support the new 2-year M.Tech. programme with an intake of 20 students.

The Committee inspected the present facilities available and which could be utilised for the M.E. degree programme. Besides the IBM 1130 computer system in the Computer Centre the digital electronics laboratory provides for training of IC's system design and digital logic. The Micro-computer laboratory consists of several micro-processor kits, Interfacing equipment, Teleprinter etc. With the shifting of the Electrical communication department into the new building, it is expected that adequate class room and laboratory facilities would be available for an intake of 20 students. However, if additional space requirements are indeed needed, the University could include such building requirements as part of the general proposals for development of engineering education in Sixth Plan and for which the university has been given an allocation by the University Grants Commission.

As regards other facilities required, the Committee would like to recommend the following assistance during the Xith Plan period:

- | | |
|---|-------------|
| (a) Laboratory equipment including kits, test equipment and ancillary equipment. | Rs. 4 lakhs |
| (b) Library books and journals and software and manuals etc. | Rs. 1 lakh. |
| (c) <u>RECURRING</u> | |
| 1. Additional staff of 1 Professor, 1 Reader and 2 Lecturers in the areas required as per revised course structure. | |

ii) Technical Supporting Staff:

2 Technical Assistants at the level of programmer/Electronic Engineer.

iii. Books and Journals.

Rs. 30,000/- per annum

iv. Working expenses at the rate of Rs. 1500/- per student per annum.

v. Scholarships for additional 10 students at the M.Tech. level.

Any other non-teaching staff or administrative support needed for the department should be provided by the university out of its general budget.

The Committee also pointed out that in view of the present stage of development of manpower training programmes in the area of computer science and technology, the Commission has generally desired that 50% of the admissions should be made from among students out-side the State on an All India basis. The assistance from the UGC for this programme would be available on a 100% basis for a period of 5 years from 1982-83 and thereafter should be taken over as committed expenditure by the University with the help of the State Government as non-plan expenditure.

The Committee also urges upon the Andhra University to bring up the staff strength in the Computer Centre in accordance with the norms prescribed by the U.G.C. for that particular level of the Computer Centre. It is also necessary to establish a Users Committee so as to extend the utilisation of the computer facility fully and to develop a suitable proposal for a larger computer facility in the near future.

The Committee is thankful to the university authorities for the facilities extended for the work of this Committee.

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APPENDIX - I

REVISED M. TECH SCHEME IN COMPUTER SCIENCE AND TECHNOLOGY
COLLEGE OF ENGINEERING, ANDHRA UNIVERSITY, VISAKHAPATNAM.

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CORE COURSES

1. Discrete Mathematics
2. Computational Methods.
3. Computer programming II
Data Structures.
4. Systems Programming
5. Computer Architecture
and Organisation
6. Operating system and
Software Engineering
7. Switching Circuits
8. Computer oriented Operational
Research

ELECTIVES (Any four related
units).

1. Formal languages, Automata
and Machine translation.
2. Information system and
design.
3. Simulation, Modelling and
Evaluation.
4. Microprocessors and their
applications.
5. Advanced topics in Data
Base Management.
6. Compiler Construction.
7. Fault tolerant computing
8. Computer Graphics
9. Image processing.
10. Microprogramming.
11. Combinatorics and Graph
Theory
12. Special topics in Software
Engineering.

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

Meeting
Date : 23rd June, 1982

Item No. 4.15: To consider the report of the Committee appointed by the Commission to evaluate the proposal of the Marathwada University, Aurangabad for assistance towards University Leadership Project in Economics.

The University Grants Commission appointed a Committee, consisting of the following members, to examine the proposal of the Marathwada University, Aurangabad for assistance towards University Leadership Project in Economics and to make recommendations regarding financial support for the first phase of the programme:

1. Professor A.L. Nagar,
Professor of Economics,
Delhi University,
Delhi.
2. Professor S.K. Bhattacharya,
Professor of Economics,
Calcutta University,
Calcutta.
3. Professor V.N. Kothari,
Professor of Economics,
M.S. University of Baroda,
Baroda.
4. Dr. S.C. Goel,
Joint Secretary,
University Grants Commission,
New Delhi.

The Committee visited the Marathwada University, Aurangabad and had discussions with Prof. V.V. Borkar, Head of the Department

(c) The number of students enrolled for the M.A. is 60 in pt.I and 45 in pt.II. There are six students in the M.Phil. course and five full-time and 24 part-time research scholars.

(d) The university has, at present, 75 colleges offering courses in economics. Six colleges also offer postgraduate courses in economics. In all, there are approximately 150 teachers concerned with the teaching of economics at the undergraduate and postgraduate levels in the affiliated colleges.

(e) Considering the recommendations of the Economics Panel and the decision of the Commission regarding support towards ULP in Economics at the Marathwada University, as also the research and publication programme of the department and the initial steps already taken by it for faculty improvement in the colleges, the committee feels that the department is in a position to provide academic leadership and guidance to the affiliated colleges under the jurisdiction of the university. Accordingly, it is recommended that the department of economics may be assisted towards the following programmes during the first phase of three years.

- (i) Production of necessary materials
- (ii) Seminars, workshops and summer institutes
- (iii) Visits to colleges by University faculty
- (iv) Token financial assistance to college teachers for time-bound research projects.
- (v) Preparation of lists for college libraries

(f) In the nature of things, the university teaching department and postgraduate colleges should have a greater representation in the board of studies than teachers in the undergraduate colleges. This seems to be necessary in order to ensure that the syllabi, suggested readings and other innovative measures are regularly brought upto all-India standards.

(g) The suggested readings in relation to course units at the undergraduate and postgraduate levels in economics should be reviewed with a view to examining whether some of the standard works in economics in English as also those in Marathi prepared by the Maharashtra Granth Akademy could not be incorporated with advantage. It is suggested that only those books be included in the syllabus which are unanimously adopted by the members of the Board of Studies.

(h) It would also be necessary for the university

department to organize faculty research seminars from time to time, which should be inter-disciplinary, involving students and teachers from related disciplines.

(i) It is recommended that assistance may be provided to the department of economics of the Marathwada University for a period of three years from the date of implementation towards the following facilities:

Staff

(i) Lecturer (with specialization in mathematical economics or econometrics)	- 1	In the usual scale of the University.
(ii) Documentation Assistant (with degree in economics)	- 1	
(iii) Part-time clerical/typing/assistance.		Rs. 20,000
(iv) Books for university departments		Rs. 25,000
(v) Books for the college libraries @ Rs. 2,000 per college.		Rs. 1,50,000
(vi) Visiting Professors/appointments		Rs. 15,000
(vii) TA/DA to faculty members for visiting colleges.		Rs. 15,000
(viii) Research collaboration with college teachers		Rs. 10,000
(ix) Six summer institutes		Rs. 90,000
(x) Seminars/Workshops		Rs. 30,000
(xi) Postage, stationery and contingencies.		Rs. 50,000
	Total:	<u>Rs. 405,000</u>

The total expenditure for a period of three years including the estimated expenditure on staff would be approximately Rs. 4,80,000.

The matter is placed before the Commission for consideration.

JS(HR)/E.O.(HR-I)

Report of the Visiting Committee to evaluate the proposal of the Marathwada University, Aurangabad, for assistance towards University Leadership Project in Economics.

The University Grants Commission appointed a Committee, consisting of the following members, to examine the proposal of the Marathwada University, Aurangabad for assistance towards University Leadership Project in Economics and to make recommendations regarding financial support for the first phase of the programme:

1. Professor A.L. Nagar,
Professor of Economics,
Delhi University,
Delhi.
2. Professor S.K. Bhattacharya,
Professor of Economics,
Calcutta University,
Calcutta.
3. Professor V.N. Kothari,
Professor of Economics,
M.S. University of Baroda,
Baroda.
4. Dr.S.C. Goel,
Joint Secretary,
University Grants Commission,
New Delhi.

2. The committee visited the Marathwada University on March 6, 1982 and had discussion with Professor V.V. Borkar, Professor of Economics and his colleagues in the department. The committee also called on Dr. B.R. Bhonsle, the Vice-Chancellor of the University and also had the benefit of discussion with Principal B.R. Arbad, Chairman of the Board of Studies in Economics.

3. The main observations and recommendations of the committee are as under:

(a) It was noted that the Commission had, at its meeting held on November 24, 1981, on the recommendations of the panels in the humanities and social sciences, agreed that the proposal of the Economics Department, Marathwada University may be considered for support under the ULP. The present committee had been constituted in accordance with the normal procedure of having the requirements evaluated with the help of a visiting committee.

(b) The Economics Department of Marathwada University has staff comprising one professor, four readers and five lecturers. The major areas of specialization in the department are public finance, agricultural economics, monetary economics and economics of planning. There are also one or two lecturers with background of statistics, econometrics

or mathematical economics. The members of the staff have brought out books, monographs, papers, etc. besides undertaking a few socio-economic surveys of regional or local interest.

(c) The number of students enrolled for the M.A. is 60 in pt.I and 45 in pt.II. There are six students in the M.Phil. course and five full-time and 24 part-time research scholars.

(d) The university has, at present, 75 colleges offering courses in economics. Six colleges also offer postgraduate courses in economics. In all, there are approximately 150 teachers concerned with the teaching of economics at the undergraduate and postgraduate levels in the affiliated colleges.

(e) The Board of Studies in Economics comprises 16 members including 10 members elected by university and college teachers, five coopted members and the university head of department as ex-officio member.

(f) The university has adopted the following revised syllabi for first to sixth semesters of the undergraduate courses in economics with effect from May, 1981.

B.A. Economics
Semester First

Course - I Micro Economics-1
 II Macro Economics-1

Semester Second

III Micro Economics-2
IV Macro-Economics-2

Semester Third

V Economic Development
VI Statistical Methods-1
 OR
 Theory of Cooperation
 OR
 Labour Economics-1

Semester Fourth

VII Economics of Planning
VIII Statistical Methods-2
 OR
 Cooperation in India
 OR
 Labour Economics-2

Semester Fifth

- IX Indian Economy-1951 onwards
X Development of Economic Ideas and Analysis-I
OR
Mathematics for Economics
OR
Managerial Economics
OR
Industrial Economics-1
OR
Business Accounts-1.

Semester Sixth

- XII Indian Economy-1951 onwards-2
XIII Development of Economics Ideas and Analysis-2
XIV Mathematical Economics.
OR
Managerial Economics-2
OR
Industrial Economics-2
OR
Business Accounts-2

(g) The university Teaching department has already taken interest and initiative in organizing courses for the benefit of college lecturers. A list of such courses is given below:

S.No.	Item	When held	Financed by
1.	Orientation Course for college Lecturers in Economics.	October/November, 1977.	Institute of Financial Management and Research, Madras.
2.	Research Methodology Course in Economics.	18th to 30th November, 1977.	ICSSR Western Regional Centre.
3.	Seminar on "Economic Development of Marathwada (at Nanded).	7th & 8th February, 1977	UGC
4.	Symposium on Employment situation and Potentialities (under University Planning Forum).	1977	Marathwada University.
5.	Papers discussed by lecturers in colleges at Marathwada Economic Association meeting held at Aurangabad.	1978	-

6. Among other subjects, papers on balanced regional development in Maharashtra discussed at the Marathi Arthashastra Parishad Conference. Oct./Nov. 1979 UGC, ICSSR, Govt. of Maharashtra, Marathwada University.
7. Workshop on Capital Theory. Nov., 1980 ICSSR (Western Regional Centre)

(h) Considering the recommendations of the Economics Panel and the decision of the Commission regarding support towards ULP in Economics at the Marathwada University, as also the research and publication programme of the department and the initial steps already taken by it for faculty improvement in the colleges, the committee feels that the department is in a position to provide academic leadership and guidance to the affiliated colleges under the jurisdiction of the university. Accordingly, it is recommended that the department of economics may be assisted towards the following programmes during the first phase of three years.

(i) Production of necessary materials including text books for undergraduate students, brochures and monographs on specified topics, quarterly newsletter which should highlight ongoing research programmes, abstracts of approved doctoral dissertations, recent trends in different areas of economics, research designs specially in neglected and priority areas of research, programmes of support by various agencies, letters from readers etc.

(ii) Seminars, workshops and summer institutes with focus on micro-economics, macro-economics, and growth and planning. The summer institutes should also give the participating college teachers practical exercises in areas relevant to the above themes as also some background of statistical and mathematical techniques in economic analysis.

(iii) Visits to colleges by university faculty should be arranged from time to time in order that the college teachers are exposed to modern trends in various areas relevant to the undergraduate syllabus. Teachers of economics in the colleges could be asked to indicate important topics on which they would like lectures to be arranged by the members of the department. The programme should be chalked out in consultation with the colleges.

(iv) Token financial assistance may also be provided to college teachers to formulate time-bound research proposals. These may be assigned to the members of the department for necessary supervision.

(v) College teachers should also be advised by the department to prepare a list of books they would like to add to their libraries, taking into account, the needs of students as well as the books required for project assignments. These lists may be referred to three experts from any of the centres of advanced study/departments of special assistance in economics for their advice. Assistance may be provided to the colleges to acquire these titles.

(vi) The following measures are suggested as part of a package plan so that the actual implementation of the ULP is used as an opportunity for upgrading the standards of teaching and research by the university teaching department and the affiliated colleges.

(a) The first step in the maintenance of standards would be regarding the reconstitution of Board of Studies in Economics in the university. It is not the intention of the committee to go into an area where other disciplines are also involved and in which other considerations have to be kept in view. Nevertheless, it is felt that the existing dispensation for drawing up the postgraduate and undergraduate syllabi needs to be strengthened. In the nature of things, the university teaching department and postgraduate colleges should have a greater representation in the Board of studies than teachers in the undergraduate colleges. This seems to be necessary in order to ensure that the syllabi, suggested readings and other innovative measures are regularly brought upto all-India standards.

(b) The suggested readings in relation to course units at the undergraduate and postgraduate levels in economics should be reviewed with a view to examining whether some of the standard works in economics in English as also those in Marathi prepared by the Maharashtra Granth Akademy could not be incorporated with advantage. It is suggested that only those books be included in the syllabus which are unanimously adopted by the members of the Board of Studies.

(c) It would also be necessary for the university department to organize faculty research seminars from time to time, which should be inter-disciplinary, involving students and teachers from related disciplines like political science, sociology, commerce, public administration etc. The schedule for the faculty research seminars should be announced well in time for each semester so that college teachers visiting Aurangabad on official or non-official business may participate in the seminars.

(d) College teachers enrolled for M.Phil. or Ph.D or those participating in academic conferences, seminars etc. should be granted study leave for the purpose. This matter may be taken up with college managements and the state government, if necessary.

(e) The department should invite visiting professors, preferably from centres of advanced study or departments of special assistance in economics, for lectures on specified topics and also enable the college teachers to participate in lectures and seminars organized by the visiting professors.

(f) It is recommended that assistance may be provided to the department of economics of the Marathwada University for a period of three years from the date of implementation towards the following facilities:

Staff

(i)	Lecturer (with specialization in mathematical economics or econometrics)	- 1	In the usual scale of the university.
(ii)	Documentation Assistant (with degree in economics)	- 1	
(iii)	Part-time clerical/typing/assistance.	-	Rs. 20,000
(iv)	Books for university departments.	-	Rs. 25,000
(v)	Books for the college libraries @ Rs.2,000 per college.	-	Rs.1,50,000
(vi)	Visiting Professors/appointments.	-	Rs. 15,000
(vii)	TA/DA to faculty members for visiting colleges.	-	Rs. 15,000
(viii)	Research collaboration with college teachers.	-	Rs. 10,000
(ix)	Six summer institutes.	-	Rs. 90,000
(x)	Seminars/workshops.	-	Rs. 30,000
(xi)	Postage, stationery and contingencies.	-	Rs. 50,000
Total :			<u>Rs.4,05,000</u>

The total expenditure for a period of three years including the estimated expenditure on staff would be approximately Rs.4,80,000.

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

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Meeting:

Dated: 23rd June, 1982

Item No. 4.16: To consider the recommendation of the Panel on Modern Indian Languages regarding the organization of regional workshops and a national workshop for various languages.

A workshop on postgraduate studies in Hindi language and literature was held at the University of Delhi on October 17-19, 1978. The recommendations of this workshop were circulated to the universities for implementation.

2. The Commission while considering the report and recommendations of the above workshop at its meeting held on April 27, 1978 agreed that suitable efforts may be made for review of syllabi etc. in respect of other languages also.

3. The suggestion of the Commission was placed before the Panel on Modern Indian Languages at its meeting held on March 26-27, 1981. The panel recommended that similar workshops may be organized in regional languages on a zonal basis. The panel at its meeting held on October 30, 1980 again considered the matter and expressed the view that regional workshops should discuss the status of the discipline and syllabi at both the undergraduate and postgraduate levels.

4. The Panel on Modern Indian Languages again considered the matter at its meeting held on September 24-25, 1981 and suggested that the regional workshops may be organized as under:-

<u>Name of the Language</u>	<u>Name of the Professor who may be requested to organize the workshop</u>
(i) Assamese	Professor Mahendra Bora, Department of Assamese, Dibrugarh University, Dibrugarh.

- (ii) Bengali Professor J.B. Sinha Ray,
Department of Bengali,
Burdwan University,
Burdwan.
- (iii) Oriya Professor G.C. Mishra,
Department of Oriya,
Sambalour University,
Sambalpur.
- (iv) Gujarati Professor Suresh Dalai,
Department of Gujarati
SNDT Women's University
Bombay.
- (v) Marathi Professor G.M. Pawar,
Department of Marathi,
Shivaji University,
Kolhapur.
- (vi) Panjabi Professor Prem Prakash Singh,
Department of Panjabi,
Panjabi University,
Patiala.
- (vii) Urdu Professor Syed Shabiul Hasan,
Department of Urdu,
Lucknow University,
Lucknow.
- (viii) Tamil Department of Tamil,
Madurai Kamraj University,
Madurai.
- (The Head of the
Department may also seek the
guidance of Professor
M. Shanmugam Pillai).
- (ix) Telugu Professor T. Danappa,
Department of Telugu,
Nagarjuna University,
Nagarjunanagar, Guntur.

- (x) Malayalam Professor K. Ramachandran Nair,
Department of Malayalam,
Kerala University,
Trivandrum.
- (xi) Kannada Professor M. Chidananda Murty,
Department of Kannada,
Bangalore University,
Bangalore .

The panel also suggested the organization of a national workshop for the various languages.

5. The Commission may consider the above suggestion of the panel for organizing eleven regional workshops and a national workshop. The estimated expenditure at Rs. 50,000 per workshop would be approximately Rs. 6 lakhs. Alternatively, the panel may be requested to prepare a working paper highlighting the main issues to be discussed in these workshops such as objectives of courses, the language component of courses, inter-disciplinary approaches, the alignment of compulsory optional papers, admission qualifications, intake capacity, methods of teaching and evaluation, priority areas of research, need for research methodology etc.

6. The matter is placed before the Commission for consideration.

EQ(HR-I)/JS(HR)

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

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Meeting:

Dated : 23rd-24th June, 1982

Item No.4.17: To consider the views of the Panels on the recommendations of the Committee on linkage between Education and Culture.

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While considering the recommendations of the Conference of Ministers of States/Union Territories, Incharge of Art and Culture held on 2nd/3rd July, 1979 the Commission at its meeting held on 23rd November, 1979 (Item No.6.05) desired that a Committee may look into the question regarding linkage between Education and Culture in the light of the recommendations of the Conference of the State Ministers of Cultural affairs. Accordingly a Committee was constituted. The main recommendations are given in Annexure.

The Commission at its meeting held on 23rd November, 1980 considered the recommendations of the Committee and desired that the suggestions to invite scholar from non-university institutions recognition of museums as centres of research and the adoption of courses run by the centre for Educational Resources and Training (Department of Culture) may be referred to the Panels for advice in the first instance (Resolution No.2.01 dated 23rd November, 1980). The matter was placed before the Panel on Classical Languages, Modern Indian Languages, History, Art History, Sociology and Social Anthropology. Their recommendations are reproduced below.

Panel on Classical Languages.

The Panel endorsed the recommendation that a considerable component of Indian Culture may be introduced in curricula at the undergraduate level as part of art, archaeology, history, social study and architecture courses and desired that this may be taken up by the concerned Panels for implementation.

Panel on Modern Indian Languages:

The Panel endorsed the recommendations of the Committee on linkage between education and culture and desired that traditional scholars may be invited as Honorary Professors and Visiting Professors by the universities and the Commission may provide the necessary funds to the Universities for this purpose.

Panel on History.

The Panel considered the recommendations of the Committee on linkage between education and culture and recommended that the universities may be requested to:

- i) invite scholars of high calibre working in non-University Institutions, as Visiting Professors; research guide etc. in their respective fields;
- ii) to recognise such museums, archives, libraries and other such institutions which in their view are fit for higher research and to include a substantial component of Indian Culture in the curriculum at the undergraduate level.

Panel on Art History & Museology

It was suggested that the Sub-Committee constituted by the Panel may consider the recommendations of the Committee on linkage between education and Culture and submit its report to the Panel.

Panel on Sociology & Social Anthropology.

- i) The Panel endorsed the recommendations of the Committee of inviting scholars working in non-university Institutions as Visiting Professors and recommended to the UGC that this may be brought to the notice of the Universities. The guidelines of the UGC for the Visiting Professorship may be suitably amended.
- ii) The Panel also endorsed the recommendations of the Committee that museums and such research institutions which have the necessary expertise and material for research should be organised by the Universities for research purposes.
- iii) The Panel also recommended that the departments of Sociology in the universities should explore the possibilities of setting up museums as aids to teaching and research.
- iv) The Panel noted that several departments of Sociology as part of their curriculum are already having courses of Indian Culture and several research studies of society and culture have been in progress.

p.t.o.

- v) The Panel considered the question of adoption of courses of culture run by the Centre for Educational Resources and Training of the Govt. of India, Deptt. of Culture and felt that it would not be proper to recommend adoption of this course by the universities. However, the UGC may refer it to different universities for their consideration.

Panel on Anthropology.

The Panel considered the recommendation of the Committee on linkage between education and culture and resolved as under:-

- i) The Panel strongly endorsed the recommendations of the Committee for associating highly skilled artisans and creative artists working outside the university system for one semester or two with the concerned departments for practical instruction in the universities. These scholars could also be invited as visiting professors and as research guides. The University Grants Commission may also make suitable amendments in the guidelines formulated by it for the appointment of visiting professors and the universities may be informed accordingly.
- ii) The Panel was not in favour of giving the status of a research centre to each and every museum but recommended that those museums which have the necessary collection, expertise and facilities for research may be recognised by universities as a centre for research. The idea of granting national status to some important university museums was not clear and the Panel regretted its inability to comment on it.
- iii) The Panel was in favour of the introduction of a substantial component of Indian culture in the curricula of undergraduate as well as postgraduate courses in different subjects. The Panel was not in favour of the adoption of courses on culture run by the Centre for Educational Resources and Training of the Government of India, Department of Culture.

It would be seen from the above that by and large, the panels are in favour of specific measures being undertaken for establishing linkages between education and culture through the development of museums archives, and libraries, incentives to creative artists, traditional scholars etc. but not in favour of the adoption of courses offered by the Centre for Educational Resources and Training of the Department of Culture, Government of India.

The matter is placed before the Commission for consideration.

Main Recommendation of the committee on linkage
between Education and Culture

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1. The University Grants Commission should impress upon the university the necessity of inviting scholars of high calibre working in non-university institutions as visiting professors for the concerned subjects in the various departments of the universities such as the Department of History, Sanskrit, Arabic, Hindi, Arts, Geography, Anthropology, Sociology, Chemistry (conservation of manuscripts and other objects of arts) etc., particularly because some of the scholars have been recognised for national awards but they are not considered competent to teach in the universities simply because they do not possess the prescribed educational qualifications for university posts. The University Grants Commission should therefore take immediate steps to rehabilitate these scholars and create the artists and bring them within the fold of the university system without insisting on their possessing the university prescribed qualifications so that we may save them as well as their scholarships and knowledge from extinction. A beginning could be made by allocating 25% of the new positions that may be created during the 6th Plan to scholars from non-university research institutions.

2. The Committee endorsed the recommendations of the Working Group on Art and Culture set up by the Department of Culture, Government of India to review the development in the field regarding the organisation of courses in extinct languages and the script for which the human resources are becoming very scarce. The Committee urged upon the commission to review the existing recommendations in regard to M. Phil courses. It recommends that the study of two languages should be a compulsory pre-requisite for every research student working towards a Ph.D. degree, as is the practice in all the foreign universities. The Committee, therefore, recommends the study of the appropriate classical languages, extinct scripts, as the case may be.

3. With a view to promoting research on proper lines, museums and such other institutions outside the university system must be recognised by the universities either as full-fledged faculty or as institutions for research purpose.

4. A considerable component of Indian Culture may be introduced in the curricula at the undergraduate level as part of the Arts, Archaeology, History, Social Studies and Architecture courses. The universities could also associate creative artists from the non-university system for one or two semesters in a few selected universities.

5. The Committee considered a reference from the Ministry of Education and Social Welfare regarding to conduct of Kalidas's festival by the universities as an annual feature and recommended that proposals which aim to promote inter-disciplinary studies through Kalidas's literature may be supported by the University Grants Commission. The Committee also desired that the courses on culture run by the Centre for Educational Resources and Training of the Government of India, Department of Culture may be adopted by the University Grants Commission and tried at the undergraduate level both for students and teachers.

6. The Committee considered the recommendations of the working group on student Welfare Programmes set up by the University Grants Commission and agreed that the students may be encouraged to form drama/theatre groups in the universities and colleges so as to acquire awareness of India's national heritage and culture through this means of creative and communicative art. The Committee recommended that assistance may be provided to the universities for the following purposes:-

1. Sound Equipment Rs. 10,000(NR)
2. Production costs including raising of temporary pandals by using indigenous styles and local materials stage costs including Orchestra. Rs. 10,000 p.a.
3. Salary/Honorarium etc. to professional experts Rs. 25,000 p.a.

6. The Committee considered the suggestions of Professor Ratan Parimo and resolved as under:-

The University Grants Commission may impress upon the NCERT the urgency to introduce (i) teaching of art at the High School level and (ii) courses in different fields of arts and crafts, music and dance and that those courses may form an important component of the Work Experience syllabi of the Central Board of Secondary Education, Delhi.

SECTION 5

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

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Meeting:

Dated: 23rd June, 1982

Item No. 5.01: To consider the proposal of Delhi University for the grant of study leave to the Principal, of the Colleges affiliated to Delhi University.

The University of Delhi approved the grant of study leave to two Principals of Delhi Colleges on full pay and allowances, if otherwise admissible.

The Commission considered the question of accepting the proposal of Delhi University for grant of study leave to the Principals of the Colleges on the basis of the revised study rules of University of Delhi, a copy of which is appended as Annexure-I. As can be seen from the study leave rules at para 1 (I) the condition for granting study leave reads as under :-

"Study leave may be granted to a permanent, full time teacher (other than a Professor of a University) with not less than two years continuous service to pursue a special line of study or research directly related to his work in University or to make a special study of the various aspects of University organisation and methods of education giving full plan of work".

Thus it seems apparent from the aforesaid rules that study leave can only be granted to a permanent whole time teacher. The views of the University that the Principals should also be treated as permanent full time teachers, for purpose of grant of study leave could not be accepted. In this connection the correspondence exchanged between the Commission and University of Delhi is appended as Annexure-II.

It is evident from the aforesaid rules that study leave is granted to pursue a special line of study or research directly to the work of the faculty member (Reader, Lecturer) and in case of Professors only ~~substantial~~ leave is given for furthering the educational background.

It is also envisaged that while granting study leave to the Lecturers only 10% of the teacher of a particular college could avail study leave at a time and the Principal is not counted as a teacher for this provision.

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However, the University of Delhi is of the view that the Principals are not different from that of teaching members of a college and should be treated on the same lines as that of other teachers as regards study leave is concerned. In this connection the definition given in Section 2 of the Act of the Delhi University, the definition for the Principal teachers etc. is given below:-

1. 'Principal' means the Head of a College; and includes when there is no Principal, the person for the time being duly appointed to act as 'Principal' and the absence of the Principal or the acting Principal, a Vice-Principal duly appointed as such:
 1. 'Teachers' includes Professors, Readers, Lecturers and other persons imparting instructions in the University or in any College or Hall:
 2. 'Teachers of the University' means persons appointed or recognised by the University for the purpose of imparting instructions in the University or in any college.
2. As per Ordinance XVIII 7(I) the Principal should, in addition to his duties as Principal be also required to undertake some teaching work in the College, or the University.

It may be stated in this context that if the Principals are to be given study leave the purpose for which the leave is to be sanctioned is not clear. In case of teachers such leave is granted to a teacher with the hope that it will help the teachers to improve his professional skill which would directly help in his teaching ability and for guiding research. whereas in case of Principals even if he is benefited by availing study leave for furthering his educational background it is doubtful if his training could be of much use in teaching/research as the Principal's job is mostly administrative in nature and he puts a limited input for teaching assignment.

The matter if the Principals of Delhi Colleges should also be governed by the study leave rules framed for college teachers is placed before the Commission for consideration.

US(NP/DS(NP))

Revised Study leave rules (Amendments)

1. (i) Study Leave may be granted to a permanent whole-time teacher (other than a Professor of the University) with not less than two years' continuous service, to pursue a special line of study or research directly related to his work in the University or to make a special study of the various aspects of University organisation and methods of education giving full plan of work.

Provided that the Executive Council may, in special circumstances of a case, waive the condition of two years' service being continuous.

Explanation: In computing the length of service, the time during which a person was on probation or engaged as a Research Assistant may be reckoned provided that :-

- (a) the person is a teacher on the date of the application, and
- (b) there is no break in service.

(ii) Study Leave shall be granted on the recommendation of the Advisory Committee, but leave shall not be granted for more than two years, save in very exceptional cases in which the Executive Council is satisfied that such extension is unavoidable on academic grounds and necessary in the interest of the University.

The period of Study Leave shall, in no case, exceed three years.*

(iii) Study Leave shall not be granted to a teacher who is due to retire within three years of the date on which he is expected to return to duty after the expiry of Study Leave.

(iv) Study Leave may be granted more than once provided that not less than five years have elapsed after the teacher returned to duty on completion of earlier spell of study leave. For subsequent spell of Study Leave, the teacher shall indicate the work done during the period of earlier leave as also give details of work to be done during the proposed spell of Study Leave.

(v) No teacher who has been granted Study Leave shall be permitted to alter substantially the course of Study or the programme of research without the permission of the Executive Council. When the Course of Study falls short of Study Leave sanctioned, the teacher shall resume duty on the conclusion of the course of Study unless the previous approval of the Executive Council to treat the period of shortfall as Extra-Ordinary leave has been obtained.

(vi) The teachers granted study leave would be entitled to continue to draw their total emoluments for the duration of the Study Leave as are applicable to teachers granted fellowships under the Faculty Improvement Programme except the living expenses allowance of Rs. 250/- p.m. The necessary increment will also be sanctioned as and when due. However, the amount of emoluments payable to the teacher on Study Leave shall be reduced subject to the provisions of Sub-Clauses (vii) and (viii) below.

(vii) The amount of Scholarship/Fellowship or other financial assistance that a teacher granted Study Leave has been awarded, will not preclude his being granted Study Leave with pay and allowances but the scholarship etc. so received shall be taken into account in determining the pay and allowance on which the Study Leave may be granted.

The following guidelines shall apply while determining the admissibility of pay and allowance where financial assistance is received by a teacher is :-

- (a) \$10,000 or above per annum- leave shall be granted without pay;
- (b) \$ 5,000 and above but less than \$ 10,000 per annum leave on half-pay and
- (c) Below \$ 5,000 per annum leave with full-pay.

(viii) If a teacher is granted Study Leave, is permitted to receive and retain any remuneration in respect of Part-time employment during the period of Study Leave, he shall ordinarily not be granted any Study Leave salary, but in cases, where the amount of remuneration received in respect of Part-time employment is not considered adequate, the Executive Council may determine the Study Leave Salary payable in each case.

Note: It shall be the duty of the teacher granted Study Leave to communicate immediately to the University the amount of financial assistance in any form received by him during the course of Study Leave from any person or Institution whatsoever.

(ix) Subject to the maximum period of absence from duty on leave not exceeding three years, study leave may be combined with earned leave, half-pay leave, extra-ordinary leave or vacation provided that the earned leave at the credit of the teacher shall be availed of at the commencement of the study leave. When study leave is taken in continuation of vacation, the period of study leave shall be deemed to begin to run on the expiry of the vacation."

(x) The period of Study Leave shall count as service for purposes of retirement benefits, provided that the teacher rejoins the University on the expiry of his Study Leave and serve for the period for which the Bond has been executed.

(xi) Study leave granted to a teacher shall be deemed to be cancelled in case it is not availed of within six months of its sanction.

Provided that where study leave granted has been so cancelled, the teacher may apply again for such leave.

(xii) A teacher availing of Study Leave, shall undertake that he shall serve the University continuously for double the period of Study Leave subject to a maximum of three years from the date of his resuming duty after expiry of the Study Leave.

(xiii) A teacher-

- (a) who fails to rejoin the service of the University on the expiry of his study leave, or
- (b) who rejoins the service of the University but leaves the service without completing the prescribed period of service after rejoining the service, or
- (c) who within the said period is dismissed or removed from the service by the University.

shall be liable to refund to the University, the amount of leave salary and allowances and other expenses, incurred on the teacher or paid to him or on his behalf in connection with the course of study:

Provided that if a teacher had served in the University for a period of not less than half the period of service under the Bond on return from Study Leave, he shall refund to the University half of the amount calculated as above. In case the teacher has been granted Study Leave without pay and allowances, he shall be liable to pay to the University an amount equivalent to his four months pay and allowances last drawn as well as other expenses incurred by the University in connection with the course of study.

Explanation: If a teacher asks for extension of Study Leave and is not granted the extension but does not rejoin duty on the expiry of the leave originally sanctioned, he will be deemed to have failed to rejoin the service on the expiry of his leave for the purpose of recovery of dues under these rules.

(e) Notwithstanding the above, the Executive Council may order that nothing in these rules shall apply to a teacher who within three years of return to duty from Study Leave is permitted to retire from service on medical grounds. Provided further that the Executive Council may, in any other ~~exceptional~~ case, waive or reduce, for reasons to be recorded, the amount refundable by a teacher under these rules.

(xiv) After the leave has been sanctioned, the teacher shall, before availing of the leave, ~~execute~~ a bond in favour of the University in the prescribed form undertaking to serve the University for not less than double the period of Study Leave sanctioned to him on full, half or no pay subject to a maximum period of three years.

(b) In addition to executing a bond as aforesaid the teacher shall have to provide two sureties when Study Leave is granted to him on full pay and one surety when Study Leave is granted to him on half pay or no pay and give security of immovable property to the satisfaction of the University or a Fidelity Bond of an Insurance Company, or a Guarantee by a Scheduled Bank. The sureties furnished should be acceptable to the University. Where the two sureties or the one surety, as the case may be, provided by the teacher are those who are permanent teachers of the Institution to which the teacher belongs, the University may in its discretion, waive the additional requirement of getting security of immovable property or a Fidelity bond of an Insurance Company or a Guarantee by a Scheduled Bank. The Surety clause shall form part of the Study Leave Bond and the persons giving surety shall be liable to pay to the University the amount recoverable from the teacher concerned on his failure to fulfil the obligations of the Bond.

(xv) The teacher shall submit to the Registrar Six monthly reports of Progress in his studies from his supervisor or Head of the Institution. This report shall reach the Registrar within one month of the expiry of every six months of the Study Leave. If the report does not reach the Registrar within the time specified, the payment of salary may be deferred till the receipt of such report.

Observations of the Commission

The study leave rules approved by the Delhi University for its teachers are applicable to the college teachers but these are to be adopted by the colleges. For purposes of grant it has been prescribed that at any given time upto 10% of the teachers excluding Principals and DPEs could be granted study leave and thus it would be clear that the Principal who is in the scale of pay of Rs. 1500-2500 would not be entitled for the study leave.

According to the study leave rules, study leave can be granted to a permanent teacher, other than a Professor of the University. It seems that Principals of the colleges are not eligible for grant of study leave as per these rules.

The Commission had sometime back advised the University that no substitute should be appointed in place of teachers proceeding on any kind of long leave. It may, therefore, not be justified to make officiating arrangement in the manner suggested in the letter granting study leave to Dr. Jain.

Comments of the Delhi University

- Principals of colleges for purposes of leave, retirement benefits etc. come under the category of teachers. Though they are in the scale of Rs. 1500-2500 as that of Professor of University they are not entitled to sabbatical leave as is admissible to the Professors of the University. The University further clarified that the Principals are not counted for purpose of teacher - pupil ratio but for purpose of study leave they will be counted within 10% quota.

In accordance with the provisions of Ordinance XII and Ordinance XVIII Principals of the colleges are considered to be teachers. It is provided under Ordinance XVIII(7) that Principals of the colleges are also required to undertake teaching work in addition to their duties as Principal. Besides, we have some Principals who are recognised Readers of the University. Many Principals guide research and take post-graduate classes in the University. It is essential for the Principals for very many academic reasons, to keep themselves well acquainted with the latest development in their fields of specialisation and therefore they should be entitled to the study leave as other teachers.

They are also entitled to Summer, autumn and winter vacations as in the case of teachers. No substitute arrangement is made in the leave vacancy of the Principal. The teachers so appointed to officiate as Principal in the leave vacancy, is paid officiating allowance as per rules laid down by the University Grants Commission/University.

- It is observed from the letter of the University that the Principals are basically treated as teachers. The University may indicate if the Principals of the various colleges are also permitted to have any off day in a week as in the case of teachers of the colleges
- It would be necessary to provide for separate study leave rules for the Principals.

- There is no provision in Statutes and Ordinance of the University for off day to the teachers. There may be teachers who may be having 2-3 days teaching work in a week in view of their teaching arrangements and there may be teachers who may be having classes on all the six days of the week.

Since the Principals of the colleges for all purposes are considered to be teachers, the University is of the view that there is no need for framing fresh study leave rules for them. As and when the revision of study leave rules for all categories of teachers will be taken up, their cases will automatically be covered.

- ii) to explore new directions in both formal and non-formal education to relate their content and pedagogy to social change.,
- iii) to develop problem solving skills, a spirit of enquiry and scientific temper.
- iv) to evolve an educational methodology for building up a Scientific historical understanding of the Structure of society and its development,
- v) to identify and create mechanisms and structures for translating micro-level innovations into macro-level action programmes.

In this connection, it may also be mentioned that a meeting was also held on 24.3.1982 in the Planning Commission under the Chairmanship of Dr. M.S. Swaminathan, Member, Planning Commission to consider the proposal for the establishment of the Institute. This meeting was attended by the representatives of various departments/Organisations including the U.G.C. A copy of the minutes of this meeting is attached (Annexure-II).

The Commissioner of Ujjain Division of the Government of Madhya Pradesh (who is the Director-Designate of the Institute) has sent a letter to the Commission requesting to provide the following support:-

- i) Permitting deputation of the University personnel to the Institute.
- ii) Providing Teachers Fellowships and other fellowships to college/university teachers desirous of participating in the Institute's activities under the Faculty Improvement Programme.
- iii) Permitting University and College teachers to come for short period for assistance and involvement in the Institute under University Extension Scheme and continuing Education Scheme.

- (iv) Under the programme of educational linkage of institutions of higher learning with schools as well as for the projects taken up by the Institute, financing the T.A. and D.A. and other contingent expenditure of college and university teachers working in schools for innovations and their diffusion.
- v) Providing grant to the Universities and Colleges taking up an extension programme to enable them to increase the staff to reduce the work load and to provide adequate time for working in the schools.
- vi) Providing funds for seminars, extension, meetings etc. on appropriate subjects to the universities and colleges of Education actively involved in the Institute's Programmes.
- vii) Providing grant to teacher training colleges for remodelling their courses, re-orientation courses on methodology and evaluation system, and for strengthening practical teaching etc. in order to make them effective institutions for training of teachers imbued with the culture of innovations.

A copy of his letter is attached
(Annexure-III).

The persons whose applications have been forwarded by the Coordinator, Kishore Bharati are:-

1. Dr. A.P. Gupta,
Asstt. Professor of Zoology,
Govt. Narmada Mahavidyalaya,
Hoshangabad (MP).
2. Dr. Vinod Raina,
Jr. Programmer,
Computer Centre,
University of Delhi,
Delhi.
3. Dr. Goutam Bhattacharya,
Lecturer,
Deptt. of Geography,
Kumaon University,
Nainital.

The Commissioner has also sent a letter requesting that the Commission may provide teacher fellowships to Dr. A.P. Gupta, Dr. Vinod Raina and Dr. G. Bhattacharya. He has also requested the Commission to provide teacher fellowship to Shri Shyam Bohre, Lecturer in the Collegiate Branch of the State Government of M.P. A copy of the letter is attached (Annexure-IV).

In this connection, the following points are mentioned:-

- i) Of the three persons whose applications have been forwarded by the Kishore Bharati, Dr. A.P. Gupta has already availed of teacher fellowship for a period of 3 years (1977-80) under the UGC programme of teacher fellowships. The Commission on receipt of a similar request from Kishore Bharati, in June, 1977 had agreed to his deputation on the same terms and conditions as applicable to the teacher fellows under the Faculty Improvement Programme (Item No. 62 of Commission's meeting held on 20th June, 1977). Since, the Kishore Bharati was not recognised by the Commission under section 2(f) of the UGC Act, assistance was provided on the same basis as to a teacher fellow working in a National Laboratory. The objective of this fellowship was to assist the science Teaching Programme of Kishore Bharati.
- ii) Now, the present proposal of Kishore Bharati is for assisting the three persons for deputation to the Institute for Educational Research and Innovative Action which has been conceived as a State-level Non-Governmental Body. Neither the Kishore Bharati nor this Institute has been recognised by the Commission under Section 2(f) of the UGC Act, and are, therefore, not eligible to receive any assistance from the UGC.
- iii) The three persons mentioned above already possess a doctorate degree, while under the UGC Programme, teacher fellowships are awarded for obtaining a doctoral degree or M.Phil degree.
- iv) Under the UGC programme the duration of fellowship is 3 years extendable by one more year, while the Kishore Bharati has asked these fellowships for a period of 5 years.

- v) The fourth person viz. Shri Shyam Bohre can avail of the assistance of the UGC for a Teacher Fellowship through the College where he is employed under the programme of Assistance to Arts, Science, Commerce and Multi faculty Colleges for Development during the Sixth Plan provided he proposes to do M.Phil/Ph.D. from a University/ Research Institutions recognised by the UGC.

It is obvious that the proposal of the Kishore Bharati does not conform to the UGC Faculty Improvement Programme. As is evident from the letter of the Commissioner of Ujjain Division (Annexure IV); the persons recommended for the award of teacher fellowship would be expected to devote their energies to planning and preliminary action in connection with the programmes to be taken up in the academic session commencing from July, 1982 and would thus help in implementing the programmes envisaged by the Institute, particularly relating to the curriculum development. It would be advisable if the Institute approaches the NCERT or the State Government of M.P. and obtain a grant for a project from them and then utilise services of these persons for the project on deputation from their respective Institutions.

Regarding UGC's support for other purposes listed in the letter of the Commissioner (Annexure-III). These can be taken care of under the programmes of development of undergraduate education in the colleges, extension programmes etc., as and when the proposals will be received from the colleges concerned.

The matter is placed before the Commission for consideration.

E.O.(B-II)/IS(B)

Letter from Kishore Bharati

Dr. Madhuriben Shah
Chairman,
University Grants Commission
Bahadur Shah Zafar Marg,
New Delhi.

Dear Dr. Shah,

You may recall our discussion last month regarding the proposed Institute for Educational Research and Innovative Action. This Institute has been conceived as a State-level non-governmental body. As I mentioned during our discussion, three persons based in different Universities have expressed a desire to work in the proposed Institute on deputation for five years each. These people have worked with the Kishore Bharati Group in the past in our rural education programmes for short periods on a voluntary basis. One of them, Dr. A.P. Gupte, received a 3-year UGC Teacher's Fellowship (1977-80) to work in the district-level Science Teaching Programmes in Hoshangabad District.

I enclose herewith three separate applications of Dr. A.P. Gupte (Government Post-Graduate College, Hoshangabad), Dr. Vinod Raina (Delhi University) and Dr. Gautam Bhattacharya (Kumaon University) seeking UGC Teacher's Fellowships for five years each. I would be grateful to you for kindly expediting the processing of the enclosed applications.

Yours sincerely,

Sd/-
Coordinator
Kishore Bharati

Enclosure*: Applications for UGC Teacher's Fellowship of
Dr. A.P. Gupte, Dr. Vinod Raina and
Dr. Gautam Bhattacharya.

*Not enclosed.

Planning Commission
(Education Division)

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Summary record of the meeting held on 24.3.1982 under the Chairmanship of Dr. M.S. Swaminathan, Member, planning Commission to consider the proposal for establishment of institute for Educational Research and Innovative Action in Madhya Pradesh.

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The list of persons who attended the meeting may be seen at Annexure.

Welcoming the members present, the Chairman pointed out that the Sixth Five Year Plan has assigned an important role to education in National development and has stressed the need for the spread of scientific temper in the society. He also emphasised the need for innovative experiments and research in the field of education so that they could contribute to the improvement of the process of education and to the enrichment of the quality of education.

2. Initiating the discussion, Dr. Sadgopal explained in detail the work done by Kishore Bharati Group in Hoshangabad district particularly its science Teaching Project discussing inter-alia the preparation of environment-based curriculum, enquiry-method of teaching and the introduction of these innovations in all the middle schools within the district. Shri Behar gave an account of the efforts he had made as Education Secretary in Madhya Pradesh to cover more districts under the environment-based curriculum and the varying types of responses he had received in this regard. With this background he outlined the objectives and other aspects of the proposed Institute for educational research etc. He explained that the proposed Institute would develop environment-based learning materials for the different regions of the State and help the schools adopt enquiry approach to teaching all subjects and disseminate extensively the results of research which would be undertaken by the Institute as/by other similar institutions. The proposed Institute will also study the several aspects of scaling up the experimental work from micro level to macro level of the State as a whole. The representatives

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of the NCERT, U.G.C., the Indian Council of Social Sciences Research, Department of Environment and Department of Science and Technology welcomed the idea and ensured their support in principle to the proposal, Dr. Mitra added that the relationship between the proposed Institute and the State Institutes of Education, Science Education and of Languages (already established by the State Government) could be specific clearly and a mechanism evolved to ensure effective cooperation among them. Shri Behar explained that the proposed institute will provide for flexibility and team work which are generally not adequate in the existing institutes.

3. It was stated that the UGC would welcome the development of linkages between the school education system and universities and could help in implementing this within the UGC constraints. According to Dr. Narula, it was important explicitly to define the needs and difficulties expected in the implementation and expansion of the Institute's programmes, particularly in the macro-level diffusion of educational innovations. Shri Jayal said that the concept of environment-based education would help children in understanding nature and also strengthen the whole process of environmental planning. Dr. Trivedi informed that the Department of Science and Technology had examined the institute proposal in details. It was felt that since Madhya Pradesh presently lacked the basic infrastructure of Science and Technology it was necessary to apply similar policies in its case as to the North-Eastern regions. Since the State Council of Science and Technology in Madhya Pradesh is already committed to the idea of this Institute it might not be difficult to extend assistance to the proposed Institute directly under the proposal.

4. It was pointed out that under Section 35 of the Income Tax Act, educational research is not presently given the same priority or rebate concessions to donors as for research in agriculture, medicine, science and industry. The need was felt for suitably amending Section 35(i) (iii) of the Income Tax Act to make it comparable to Section 35 (i) (ii). It was agreed that ICSSR would take up this matter with the Ministry of Finance.

The U GC
has expressed
support for
the creation

5. Summing up, the Chairman stated that it was clear from the discussion that there was agreement on the need to promote and diffuse educational research and experiments at micro-level as well as at the micro-level. An institutional frame work as proposed would help such a sealing up of innovations. /
between universities and the school education system. The ICSSR could consider support for innovative experiments in regard to development of the social science curriculum. While the Department of Environment has extended support for environment based curriculum development, the Department of Science and Technology is interested in the proposal and supports its activities to help spread science and technology in the State of Madhya Pradesh. The DST can help by providing support to the core activities of the Institute. Thus, there is all round support for the proposal. Based on the experience gained during the remaining 3 years of the Sixth Plan, the establishment of a few more Institutes of this type in other parts of the country could be considered at the time of developing the Seventh Plan. Dr. Anil Sadgopal and his associates deserve full support and it is to be hoped that the establishment of this Institute would mark a significant mile stone in the spread of relevance in the educational system.

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Annexure

List of Participants

Dr. M.S. Swaminathan, Member, Planning Commission, Chairman

Dr. S.K. Mitra
Director, NCERT.

Dr. Ishwar Das
Commissioner for Madhya Pradesh,
Government of Madhya Pradesh,
New Delhi

Dr. D.D. Narula,
Member Secretary, ICSSR

Shri S.C. Behar,
Commissioner, Ujjain Division
Government of Madhya Pradesh.

Shri N.D. Jayal,
Joint Secretary,
Department of Environment,
Government of India

Dr. Anil Sadgoal
Co-ordinator, Kishore Bharti
Group, Distt. Hoshangabad,
Madhya Pradesh.

Shri S. Ramamoorthy,
Joint Secretary,
Ministry of Education
Government of India

Dr. P.K. Srivastava,
Department of Physics
Deihi University

Dr. U. Trivedi,
Principal Scientific Officer
Department of Science &
Technology,
Government of India

Dr. A.P. Gupta
Govt. Post Graduate College
Hoshangabad,
Madhya Pradesh

Dr. S.C. Goel,
Joint Secretary,
University Grants Commission

Shri Shyam Bohre
Co-ordinator
Nehru Yuvak Kendra
Hoshangabad
Madhya Pradesh

Shri K.R. Sivaramakrishan
Joint Educational Adviser,
Planning Commission

Dr. Anwar Jafri
National Centre for Software
Development and Computing
Techniques,
Tata Institute of Fundamental
Research, Bombay.

Shri R.S. Uppal
Senior Research Officer
Planning Commission.

Annexure III to Item No.5.02

Copy of D.O. No. Q/Edn/RS/Misc./82/19 dated 5th May, 1982 received from S.C. Behar, Commissioner & Director-Designate, Ujjain Division addressed to Dr. S.C. Goel, Joint Secretary, University Grants Commission, New Delhi.

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Subject:- Support sought from the University Grants Commission for setting up the proposed Institute for Educational Research and Innovative Action.

Dear Dr. Goel,

We wish to thank you for your participation in the meeting convened by the Planning Commission at Yojna Bhavan in Delhi on 24th March, 1982 and for the continued interest and support extended by the University Grants Commission to the above-mentioned Institute.

2. While the Department of Science and Technology and the Government of Madhya Pradesh are actively considering to support the initial Three-year(1982-83 to 1984-85) core budget of the Institute, we look forward to the University Grants Commission extending financial and other support for specific programmes undertaken by the Institute. This is so because the core budget is not programme-based but only reflects the minimum necessary for setting up an infrastructure of academic and administrative personnel for undertaking experimental probes in curriculum development and identification of personnel for planning and implementing the Institute's future programmes. The kind of support we seek from you is outlined on pages 6-7 of the enclosed memorandum and is reproduced below :-

- i) Permitting deputation of the University personnel to the Institute.
- ii) Providing Teacher Fellowships and other Fellowships to College/University teachers desirous of participating in the Institute's activities under the Faculty Improvement Programme.
- iii) Permitting University and College teachers to come for short period for assistance and involvement in the Institute under University Extension Scheme and continuing Education Scheme.
- iv) Under the Programme of educational linkage of institutions of higher learning with schools as well as for the projects taken up by the Institute, financing the T.A. and D.A. and other contingent expenditure of College and University teachers working in schools for innovations and their diffusion.

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- v) Providing grant to the Universities and Colleges taking up an extension programme to enable them to increase the staff to reduce the work load and to provide adequate time for working in the schools.
- vi) Providing funds for seminars, extension, meetings etc. on appropriate subjects to the Universities and Colleges of Education actively involved in the Institute's programmes.
- vii) Providing grant to teacher training colleges for remodelling their courses, re-orientation courses on methodology and evaluation system, and for strengthening practical teaching etc. in order to make them effective institutions for training of teachers imbued with the culture of innovation.

3. Regarding items (i) to (iii), the rationale for seeking such support is that it would permit the Institute to expand its manpower base without setting up a vast monolithic institutional structure and without raising the enormous funds necessary for recruiting such personnel. In fact, it is one of the basic premises of the project proposal that structures for diffusing innovation on a macro scale can only be built up within the existing educational network through a joint venture with voluntary agencies, not through duplication or the creation of parallel networks. Such fellowships and deputation facilities would also help in reorienting academic personnel within the existing structures in the culture of educational innovation, as in the case of the Hoshangabad Science Teaching Programme (HSTP), thereby widening the manpower base for innovative efforts in education. Items (iv) to (vi) essentially aim at concretising the concepts of the University-school linkage enunciated in the Kothari Commission and forming an interacting triable of Universities, schools and teacher training institutions.

4. Item (vii) is part of the programme for creating the structures so necessary for spreading the culture of innovation and for setting up a mechanism for diffusing micro level innovative efforts on a macro scale through the creation of centres of innovation around teacher training institutions and colleges of education.

5. We would also request you to kindly hasten the process of granting the necessary deputations to members of the following group of the Institute for which request has been separately sent so that we can get down to field level activity at the earliest, hereby speeding up the setting up of the proposed Institute.

6. We look forward to continuing and long term support from the University Grants Commission, particularly when the Institute undertakes its expanded programmes across the entire State of Madhya Pradesh.

APPENDIX

Explanatory note regarding support from different agencies to the proposed Institute of Educational Research and Innovative Action (revised version)

Reference : Meeting convened by the Planning Commission on March, 24, 1982 at 12.00 P.M.

With reference to the project proposal entitled 'Evolving systems for introduction and diffusion of Educational Innovations' (Feb. 1982) we feel the need to make certain explanatory remarks and specify the nature of support expected from different agencies. The following points need to be emphasised :-

- (a) The budget given in Appendix III of the project proposal covers the expenses for creating the minimum infrastructure necessary for initiating, catalysing and exploring action under the core programme of the proposed Institute.
- (b) Funds are not being sought at this stage for capital investment in buildings, campus development etc.
- (c) Funds under the proposal are being sought for the initial activities to be taken up by the core group of the Institute. The activities include, among others, consolidation of Hoshangabad Science Teaching Programme (HSTP), state level search for resource persons, research into the socio-economic environment, and cultivation of scientific temper etc.
- (d) This core budget would ensure a nucleus of full time field-based academic personnel and a minimum operational base.
- (e) Apart from the core group support, we would identify, as and when specific projects are conceived, the concerned agency for funds depending upon the basic purpose of the project.
- (f) What we want at this stage is an assurance of grant for core group and its activities to establish the minimum infrastructure of the Institute as per the budget given in Appendix III, with a clear understanding that additional budget proposals tied to specific projects would follow during the course of the next three years.
- (g) We propose that the grant requested for the core group and its activities become operative from April 1, 1982.

- (h) We wish to emphasise that the role of the proposed core programme is primarily catalytic and of positive intervention in the existing structure as was the role of Kishore Bharti in the HSTP.

It follows that no effort would be made to set up parallel administrative or financial structures alongside what already exists within the government. Wherever necessary, the Government of Madhya Pradesh would be requested to either reallocate its existing expenditure or make fresh allocations for the diffusion of educational innovations. The necessary linkages would be established with the Govt. of Madhya Pradesh for this purpose. For instance, the Directorate of Public Instructions, Bhopal provided funds for the entire series of training courses of more than 500 teachers for the HSTP, the Madhya Pradesh Text Book Corporation printed the prepared work books in place of the traditional text books, NCERT allocated funds for the purchase and distribution of science kits and UGC provided teacher fellowships to some of the resource persons. In contrast, the financial responsibility of Kishore Bharti was limited to providing honoraria and travel support to a small nucleus of full time and part time volunteers and for expenses involved in research as well as development of innovative educational materials. We will maintain a similar pattern of relationships for our future work.

- (i) The Govt. of Madhya Pradesh has agreed to the creation of this Institute and its proposed programme. The Dept. of Education, Govt. of Madhya Pradesh has also agreed to fund a part of the budget presented in the proposal. The MP Council of Science and Technology has recognized the significance of this Institute for the growth of Science and technology in the State. The Council has forwarded the proposal to DST, Govt. of India for suitable support.

We request the assembled agencies also to come forward with assistance to support the core group and its programme.

- (j) We are detailing below the nature of specific support which we wish to seek from different agencies in addition to the core group grant.

Government of Madhya Pradesh.

- (i) Providing on nominal rent a building to house the Co-ordination and Planning Centre at Bhopal.
- (ii) Providing 5 to 10 residential quarters for the personnel of the Institute on nominal rent.

- (iii) permitting deputation of state Govt. teachers (both from colleges and schools) and other personnel desirous of joining the Institute.
- (iv) permitting the Institute to work in the Govt. Schools, BTI's and Colleges of Education on specified projects.
- (v) undertaking to bear expenses of the expansion programme.

N C E R T

- i) permitting use of the library at the Regional College of Education, Bhopal and at the Head Quarters in New Delhi.
- ii) permitting use of their hostels/guest houses in New Delhi and other places to the personnel of the Institute at the same rate and on similar conditions as applicable to their own personnel.
- iii) permitting deputation of the willing personnel of NCERT to the Institute.
- iv) financial assistance to develop, promote and diffuse innovations under ERIC and other schemes. This will include for example, assistance for the development of kits, production of educational materials and teaching aids, organisation of workshops, seminars, feedback collection, school follow-up and other programmes on project basis.

Department of Science and Technology,
Govt. of India.

- 1) Providing support for specific proposals related to
 - a) science popularization;
 - b) cultivation of scientific temper through formal and non-formal means, including education;
 - c) location-oriented research and technology development of both software and hardware nature.
 - d) innovation of technology as well as methods of cultivating scientific temper especially amongst the weaker sections of society such as Scheduled Castes, scheduled tribes, women, landless labour, rural artisans, small and marginal farmers etc.

- ii) recognising research in science education, science popularisation and communication and cultivation of scientific temper through formal and non-formal channels as an important component of scientific research under section 35 (1) (ii) of Income Tax Act.

Department of Environment, Govt. of India

- i) providing grant to conduct social, economic and ecological studies with a view to introduce 'environment-based' curricula.
- ii) providing grant for organising training, workshops and seminars for developing environment based curricula.
- iii) providing grant to develop programme to create environmental awareness amongst people.
- iv) providing grant for development and production of teaching aids.
- v) taking initiative with the Ministry of Finance and the Central Board of Direct Taxes to recognise research in the environmental and ecological issues including educational aspects, as a valid basis for approval under section 35 (1) (ii) of the Income Tax Act.

University Grants Commission.

- i) permitting deputation of the University personnel to the Institute.
- ii) providing Teacher Fellowships and other Fellowships to College/University teachers desirous of participating in the Institute's activities under the Faculty Improvement Programme.
- iii) permitting University and College teachers to come for short period for assistance and involvement in the Institute under University Extension Scheme and continuing Education Scheme.
- iv) Under the programme of educational linkage of institutions of higher learning with Schools, as well as for the projects taken up by the Institute, financing the T.A. & D.A. and other contingent expenditure of College and University teachers working in Schools for innovations and their diffusion.

- v) providing grant to the Universities and Colleges taking up an extension programme to enable them to increase the staff to reduce the work load and to provide adequate time for working in the Schools.
- i) providing funds for seminars, extension, meetings etc. on appropriate subjects to the Universities and Colleges of Education actively involved in the Institute's programmes
- ii) providing grant to teacher training colleges for remodelling their courses, re-orientation courses on methodology and evaluation system, and for strengthening practical teaching etc. in order to make them effective Institutions for training of teachers imbued with the culture of innovation.

Council for Scientific and Industrial Research

- i) granting Fellowships to persons working in the Institute.
- ii) granting deputation facilities to CSIR personnel for working in the Institute.

Indian Council of Social Science Research.

- i) providing funds for research in social sciences with a view to develop social science curriculum.
- ii) instituting Fellowships to carry out social science research for use in the Institute.
- iii) taking initiative with the Ministry of Finance and the Central Board of Direct Taxes to amend Section 35(1) (iii) of Income Tax Act to make it comparable to section 35 (1) (ii) so that research in social sciences and education receives same order of priority as research in agriculture, medicine and science and industry. This amendment is critical in the context of the crucial role defined for education in national development in the Sixth Five Year Plan.

Ministry of Education, Govt. of India

recognising the need to develop environment-based curriculum and to apply the method of science to the learning of all subjects at all levels of school and higher education in order to fill up a critical national lacuna.

Annexure IV to Item No. 5.02

Copy of D.O. No. Q/Edn/82/Misc./10 dated 4th May, 1982 received from Shri S.C. Behar, Commissioner, Ujjain Division addressed to Dr. (Smt) Madhuriben Shah, Chairman, University Grants Commission, New Delhi.

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Dear Dr. Shah,

Kindly refer to the Planning Commission U.O. No. Q 16036/17/82.Edn. dated 3rd April, 1982 with which the minutes of the meeting convened by the Commission on 24th March, 1982 under the chairmanship of Dr. M.S. Swaminathan has been sent and the letter from Dr. Anil Sadgopal dated 6/10th April, 1982, in this connection.

2. I am confident that the applications for grant of U.G.C. teacher fellowship under the U.G.C. Faculty improvement of Dr. A.P. Gupte (Government Narmada Post Graduate College, Hoshangabad) Dr. Vinod Raina (Computer Centre, Delhi University), Dr. Goutam Bhattacharya (Department of Geography, D.S.B. Campus, Kumaun University, Nainital) and Shri Shyam Bohre, (Lecturer in the Collegiate branch of State Government of M.P. at present on deputation to Nehru Yuwak Kendra, Hoshangabad) must have been processed in your office. We shall be very grateful for an early decision in the matter, as it would enable the persons concerned to join the institute early and devote their energies to planning and preliminary action in connection with the programmes to be taken up in the academic session commencing from July, 1982.

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CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

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Meeting:

Dated: 23rd June, 1982

Item No. 5.03: To consider the question of continuing UGC financial assistance to B.H.U. for award of B.Ed./M.Ed. Scholarship under Plan & stipends/Scholarship to the students of Faculty of Oriental Learning & Theology at B.H.U. under Non-Plan.

Scholarship for B.Ed./M.Ed.

The Commission has been providing grants to B.H.U. for award of scholarship to the students of B.Ed./M.Ed. @ Rs. 100/- each for 20% students of total enrolment, since Fourth Plan and continued in Fifth Plan period under 'Plan' as these scholarships were not merged in Maintenance grant. It was desired that the provision of scholarship for B.Ed./M.Ed. may be considered on the basis of the recommendations of the report of the Working Group on Rationalisation of Scholarship and Fellowship in Central University and keeping in view the provision for such scholarship made by other Central University for similar courses. The working group was of the view that scholarships should be provided by U.G.C. for such courses only if they have any distinctive character by which they are different from the B.Ed. and M.Ed. courses being offered in other Universities and departments or if the institute/department is functioning as a pace setting institution in the field of Teacher Education and the selection of students is on All India Basis. Even so the Scholarship should not exceed 25% of the approved annual intake and its value may be the same as in the Regional colleges of education. There is, however, no justification for awarding for B.Ed. students two types of scholarships- one for those who are first degree holders and the other who are postgraduate degree holders. It needs also to be ensured that scholarships are awarded only to first class students and the selection is made on a competitive basis. It was noted that as for other courses, scholarships are also available for these students under the National Scholarships, as also similar schemes of the respective State Governments where these universities are located.

The Commission generally accepted the recommendation (vide item No. 5 dated the 11th December, 1978) and it was desired that the awards with low amounts may be

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discontinued. The position of award of scholarship to B.Ed. M.Ed. Courses in respect of the Central Universities detailed below:-

Uni. Deptt.	Total Student enrolment	No of awards	Value of Scholarship	Sources of meeting expenditure
1. <u>A.M.U.</u> Education	B.Ed. 412 (80-81) M.Ed. 12	20 3	Rs. 20 p.m. for 10 months Rs. 30 p.m. for 11 months	University Fund.
2. <u>B.H.U.</u> Education.	B.Ed. 262 (79-80) M.Ed. 34	52* 6	Rs. 100 p.m. Rs. 100 p.m.	UGC Plan UGC Plan
3. <u>Delhi</u> Education	B.Ed. 50 Pt. Time Regular 218 M.Ed. 25 (1980-81)	75 (B.Ed.) 25 (M.Ed.)	Rs. 150 p.m. for 10 months Rs. 200 p.m. for 10 months	University Fund University Fund.
4. <u>Vsua Bharati</u> Education.	B.Ed. 90 M.Ed. 20 80-81	3 @ Rs. 75 p.m. & 2 @ Rs. 45 p.m.) 4 @ Rs. 75 p.m.	Rs. 2,700 Rs. 1,080 Rs. 3,600	Univ./UGC. " " Univ./UGC.
5. J.N.U.				
6. Hyderabad		Nil information.		
7. N.E.H.U.				

The question of providing grant to B.H.U. for award of scholarship in B.Ed. M.Ed. is for consideration of the Commission.

Scholarship in Faculty of Oriental Learning & Theology:

The Commission has been providing grants to B.H.U. for awarding 20 stipends @ Rs. 50/- p.m. and 2 Research Scholarship @ Rs. 200/- p.m. to the students of Faculty of Oriental learning & Theology since Fourth Plan. In fifth Plan these stipends/Scholarship were continued and the expenditure now merged in maintenance grant. The Fifth Plan visiting Committee made the following recommendations in this regard :-

The number of students in the areas of theology and oriental learning is not large. As their employment opportunities are very few, therefore, even if they are attracted by the grant of scholarship, the problem of their gainful employment still remains. Productivity in r/o employable students will never be a

* Total number of 20% of student enrolled.

strong point of this deptt. in the present circumstances. In fact, if the number of students decreases it should not be considered as disparaging for the faculty'.

The Commission considered the report (at its meeting held on 19th July, 1976 item No.6) and decided that the general policy regarding the institution of scholarship in various disciplines/areas in the Central University may be reviewed so as to enable them to function as all Indian Institution. Though the 5th Plan Visiting Committee was not in favour of awarding stipends/scholarship to the students of Faculty of Oriental Learning & Theology, it was decided to continue the awards (for 76-77 & 77-78) till the full review of the general question of awards of Scholarship in Central University is taken as there were very few scholarships in the field of Oriental Learning in the Country. The Commission has since accepted the report of Committee regarding rationalisation of scholarship and fellowship in Central University the report of the working group which reviewed the general policy of scholarship/fellowship in Central University has also been accepted by the Commission. The Commission desired that the awards with low amounts may be discontinued. It has been desired that no Central University should award scholarship to more than 25% of the students and there is no need for the Central University to provide for awarding scholarships at the undergraduate level.

The position of scholarship awarded by the Central University to the students of Faculty of Oriental Learning & Theology is detailed below:-

S.No.	Univ. Deptt.	Total students enrolment	No. of awards	Value of Scholarship	Sources of meeting expdt.
1.	<u>A.M.U.</u> Theology	B.Th. Iyr. 34	6	Rs. 30 p.m. for 11 months	Univ. Fund.
		M.Th. (1980-81) 5	2	Rs. 100/- p.m. for 11 months	-do-
2.	<u>B.H.U.</u> Theology	(including 208 10 Research Scholars) (1979-80)	20	Stipends @ Rs. 50/- p.m. each.	UGC Plan fund
			2	Res. Scholarship @ Rs. 200/- p.m. each.	-do-
3.	Delhi.	} Nil information.			
4.	Visva Bharati				
5.	J.L. Nehru				
6.	N.E.H.U.				

The question of providing grant to B.H.U. for award of scholarship to the students of Faculty of Oriental Learning & Theology and B.Ed. & M.Ed. is for consideration of the Commission. If it is decided to continue the Scholarships, it may also be decided if the scholarships are to be paid under plan or non-Plan.

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CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

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Meeting:

Dated: 23rd June, 1982

Item No. 5.04: To consider the proposal of Jamia Millia Islamia for additional grant of Rs. 9,76,000/- for construction of a fourth storey of Boys' Hostel.

The Commission at its meeting held on 20th June, 1980 (Item No. 5.08) accepted the proposal of the Jamia Millia Islamia for the construction of a hostel for 150 students at an estimated cost of Rs. 26.08 lakhs, as a charge on the 6th Plan allocation to the Jamia. The Jamia thereafter submitted the plans and preliminary estimates as prepared by the CPWD amounting to Rs. 29.14,000/- which were also accepted by the Commission. The construction work has been entrusted to the CPWD as "deposit work" and a grant of Rs. 26 lakhs has already been paid to the Jamia for making payment to the CPWD.

The Jamia has now informed the Commission that in the lay out plan, which is to show the requirements of the buildings in that particular area, it had shown four buildings for the hostels to meet the present and future needs. However, the construction of only one building was proposed. The plans were submitted to the Urban Arts Commission for consideration and they have decided that in the interest of space planning the Jamia should have only two hostel buildings instead of four and each of these two hostels should be four storeyed. In the plans for one hostel building which is under construction now a three storeyed structure was proposed and the estimates were prepared accordingly. But as a result of the insistence of the Urban Arts Commission that the Jamia should have only 4 storeyed building, the foundation of the proposed hostel had to be strengthened to bear the extra load. The CPWD has therefore, intimated to the Jamia an additional expenditure of Rs. 78,000/- for strengthening of the foundation. The CPWD has also suggested that in case the 4th storey was to be constructed, the additional expenditure on this account would be Rs. 8,98,000/-.

The Jamia has conveyed its approval for strengthening of the foundation of the said building as otherwise this would have brought the whole construction work to a standstill. It has however, not conveyed its approval to the construction of additional floor pending the clearance of the same from the U.G.C. The CPWD has also suggested that if the work of the 4th storey was executed at this stage

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it would save the Jamia from infructuous expenditure of dismantling some work at a later stage. Moreover, if the construction of the 4th storey is not agreed to the Urban Arts Commission would not give their permission to build another hostel in future. The additional storey would provide accommodation for 50 more students (Total 200).

Taking into account the suggestion of the CPWD the total estimates expenditure of the student's hostel would come to Rs. 38.90 lakhs (Rs. 29.14 lakhs already approved plus Rs. 9.76 lakhs now indicated by the Jamia.

However, a clarification was sought from the Jamia whether the increased hostel accommodation for 50 students would also need expanding the dining room area.

The Vice-Chancellor, Jamia has stated that no expansion of the dining room area is required for the additional 50 students. If necessary the hall earmarked for indoor games would also be partially used for dining purposes.

It may be mentioned in this connection that the Commission has already accepted the proposals of the Jamia Millia Islamia amounting to Rs. 42.10 lakhs as first charge on the 6th Plan allocation of Rs. 100 lakhs. If the above proposal is accepted the schemes involving total amount of Rs. 51.86 lakhs would be accepted as a charge on VI Plan allocation. (This does not include the allocation of about Rs. one crore for the Centre for Mass Communication, approved in 1980.)

The present proposal for an additional grant of Rs. 9.76 lakhs. (Rs. 8,98,000/- for 4th storey of the hostel and Rs. 78,000/- for strengthening of Foundation for this additional floor) is placed before the Commission for consideration.

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CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

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Meeting:

Dated: 23rd June, 1982

Item No. 5.05 : To consider the proposal of the Banaras Hindu University and Aligarh Muslim University for assistance for special repairs to the old buildings and roads etc.

The Commission at its meeting held on 18th September, 1981 (Item No. 5.03) considered the proposals of the Banaras Hindu University and the Aligarh Muslim University for assistance for special repairs to the old buildings and roads etc., and desired that the CPWD may be requested to inspect and draw a phased plan for the essential special repairs of the buildings and roads of Aligarh Muslim University and Banaras Hindu University. It was noted that the amount that may be required for the purpose would have to be found out of the plan funds of the UGC.

In view of the above resolution of the Commission, the CPWD was approached to make necessary arrangements to inspect essential repairs of the old buildings and draw a phased plan for these repairs and make available to the Commission reports on this alongwith the financial implications. The CPWD has now informed that it would not be possible for it to undertake the work in question.

In view of the above, it is for consideration if the engineering staff of these universities may be requested to prepare the estimates in a phased manner so that these could be sent to the CPWD for scrutiny as is done in the case of fresh construction works.

The matter is placed before the Commission for consideration.

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CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

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Meeting:

Dated: 23rd June, 1982

Item No.5.06: To consider the proposal of the Madurai Kamraj University for the introduction of correspondence course in Gandhian Studies for the M.A. degree.

The University Grants Commission has a standing Committee on the Promotion of Gandhian Studies in Universities and Colleges. The Committee at its meeting held on September 2, 1981 interalia recommended the institution of correspondence courses in Gandhian Studies at appropriate levels by Universities. A copy of the minutes of the meeting is at Annexure I. It was felt by the Committee that a beginning in this direction may be made by introducing one such course in the northern zone and another in the Southern Zone, and that eminent persons in the field from all over the country may be associated in evolving course contents and preparation of reading materials for correspondence course students. The Commission at its meeting held on 24.11.81 accepted the recommendations of the Standing Committee on the Promotion of Gandhian Studies and agreed that steps may be taken to explore the possibility of instituting correspondence courses in Gandhian Studies at appropriate levels as suggested by the Standing Committee. (Resolution No.6.03)

Accordingly, the Madurai Kamraj University in the Southern Zone (and Panjab University in the Northern Zone) were requested to explore the possibility of introducing correspondence courses in Gandhian Studies, possibly as a post-graduate diploma.

A proposal has now been received from the Madurai Kamraj University for the introduction of correspondence course in Gandhian Studies for the M.A. degree. The details of the course, worked out by a special Committee appointed by the University, are at Annexure II. The University has sought assistance amounting to Rs. 1,65,400 per annum as

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given below:-	Rs.
1. Reader - One	18,000
2. Lecturer- One	13,200
3. Clerks- Two	13,440
4. Attender/ Technician	5,760
5. Preparation of lessons, including printing, honoraria, for Writers, contact classes.	75,000
6. Publicity	10,000
7. Regional Libraries	25,000
8. Miscellaneous	5,000
	<hr/> 1,65,400 <hr/>

However, excluding items at Sl. No. 3, 4, 6 & 8 above which are not admissible, the estimate would amount to Rs. 1,31,200 per annum approximately. It may be mentioned in this connection that under its scheme of correspondence courses, the Commission provides assistance to universities to the tune of Rs. 1.5 lakhs per year for a period of five year, for correspondence courses in each subject at the postgraduate level.

The matter is placed before the Commission for consideration.

JS(HR)

Annexure .I to Item No.5.06

Minutes of the Standing Committee meeting
on Gandhian Studies.

A meeting of the reconstituted Standing Committee on the promotion of Gandhian studies was held on September 2, 1981 at 10.30 A.M. at the UGC Office, New Delhi. The following participated in the meeting:-

1. Dr.(Mrs) Madhuri R. Shah,
Chairman,
University Grants Commission,
New Delhi.
2. Professor D.S. Kothari - Special Invites
3. Professor Ram Lal Parikh - Special Invites
4. Professor Usha H. Mehta - Convenor.
5. Professor K. Arunachalam,
Emeritus Professor,
Madurai Kamraj University,
Madurai.
6. Professor K.J. Shah,
Retd. Professor of Philosophy,
Karnatak University,
Dharwar.
7. Dr. K.K. Singh,
Director,
Institute of Gandhian Studies,
Varanasi.
8. Shri M.R. Tokhi,
Director,
Gandhi Bhawan,
Nagpur.
9. Dr. S.C. Goel,
Joint Secretary,
University Grants Commission,
New Delhi.
10. Shri P.K. Gorawara,
Assistant Statistical Officer,
University Grants Commission,
New Delhi.

2. The following points emerged during the course of general discussion regarding measures towards the promotion of Gandhian Studies in universities and colleges:-

(i) It was suggested that courses in Gandhian Studies be offered by universities at one or more of the following levels:-

- (a) As part of 'Foundation Courses' which would also include thoughts of Nehru and other national leaders.
- (b) As an optional paper at the undergraduate level.
- (c) As a diploma course at the postgraduate level.
- (d) As an additional paper in different subjects at postgraduate level e.g. Sociology, history, economics, political Science, Philosophy etc.

(ii) Gandhian Studies should be interpreted in a broad sense which should include moral education, ethical values and linking education with work experience. In this connection the following words of Professor Einstein were quoted with approbations: The most important human endeavour is the striving for morality in our actions. Our inner balance and even our very existence depend on it. Only morality in our actions can give beauty and dignity to life'.

(iii) It was emphasised that study of Gandhian thought was more relevant in the present atomic age than ever before. As such, the designation of a course in Gandhian thought should carry meaningful titles like 'Gandhian Studies and National Integration', 'Gandhi and our times', 'Gandhi and the atomic age' etc. Such course titles would succinctly bring out the relevance of Gandhi to contemporary social issues.

(iv) Universities may consider instituting correspondence courses in Gandhian Studies at appropriate levels. A beginning in this direction could be made by instituting one such course in the southern zone and another in the northern Zone. It goes without saying that eminent persons in the field from all over the country should be associated in evolving course contents and preparation of reading materials for correspondence course students.

(v) Central Universities, which have so far, by and large shied away from developing courses in Gandhian Studies, should be actively involved in this exercise so that they can fulfil their role as pace-setting institutions. For example, the Banaras Hindu University, in collaboration with the Institute of Gandhian Studies, Varansi, could initiate useful work in this direction.

(vi) It was agreed that four visiting professorships in Gandhian Studies may be instituted. The visiting professors in Gandhian studies may be appointed with the following terms and conditions:-

- (a) The minimum tenure of the visiting professor should not be less than two weeks and more than 8 weeks.
- (b) Payment of daily allowance should not exceed Rs. 100/-
- (c) Travel expenses should be paid in accordance with the rules of the university.

..... It was left to the Chairman, UGC to select visiting Professors for the year 1981-82.

3. It was noted that the report of the Gujarat Vidyapith Seminar for framing courses in Gandhian Studies at the post-graduate and undergraduate levels will become available shortly and would be circulated to members of the committee.

4. It was emphasised that in Gandhian Studies, theory and action should go together and, therefore, programmes should be so evolved that Gandhian values become a way of life. It was also agreed that there would be many advantages in bringing the comparative approach to bear upon Gandhian studies.

5. The committee commended the report of the workshop organised by the Gandhian Institute of Studies, Varansi (on April 14-15, 1979) for identifying priority areas of research and studies on Gandhi. The committee desired that the report may be circulated to universities which may be asked to send proposals for research in Gandhian Studies under the Commission's programme of minor/major research projects in accordance with the existing procedures.

6. The committee considered proposals received from universities towards promotion of Gandhian studies and recommended as follows :-

(i) Karnatak University: The committee agreed in principle to the proposal of the Karnatak University for assistance towards the institution/strengthening of diploma course. This as well as other requirements of the University in this connection may be discussed by the Karnatak University Vice-Chancellor during plan discussions with the Chairman.

(ii) Nagpur University: The committee agreed in principle to the proposal of the Nagpur University for assistance towards the introduction/strengthening of the diploma course being conducted by the University. Details could be discussed by the Nagpur University Vice-Chancellor with the Chairman during the course of plan discussions.

(iii) Bhagalpur University: It was agreed in principle that the university may upgrade the diploma course in Gandhian studies to a degree course. In this connection it was also agreed that the requirements of the proposed course as submitted by the university may be discussed by the Chairman with the Vice-Chancellor of the university during plan discussions. These may be considered in phases.

(iv) Madurai Kamraj University: The committee agreed to extend the period of assistance towards one reader and one lecturer (provided by the Commission for three years viz. 1978-79, 1979-80 and 1980-81 on cent per cent basis) for another two years viz. 1981-82 and 1982-83.

(v) Allahabad University: It was noted that Professor Ram Lal Parikh would visit the Allahabad University on September 16, 1981 to review the functioning of Gandhi Bhavan as member of the committee comprising himself and Shri Radhakrishna. Professor Parikh was also requested to discuss with the University its proposal for assistance towards books and publications.

7. The committee suggested that the candidates selected for the award of research associateships in Gandhian studies last year and this year may be brought together to exchange ideas and also to assess their progress as well as problems and difficulties, if any.

Annexure II to Item No.5.06

Madurai Kamraj University

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Post-graduate course in Gandhian Thought by correspondence

.....

A Special Committee was constituted with the following members:-

1. The Vice-Chancellor - - Chairman
2. Dr. M. Aram, Vice-Chancellor,
Gandhigram Rural University.
3. Prof. K. Arunachalam, President,
Gandhi Smarak Nidhi.
4. Dr. T.B. Siddalingiah,
Director, Institute of
Correspondence and Continuing
Education.
5. Thiru V. Subbiah, Deputy Director,
Open University System.
6. Prof. S. Krishnaswamy,
Special Officer
(Planning & Development).

The Committee met on 13th April, 1982, and welcomed the idea. Since the University has already earned a reputation for organising courses through correspondence it was felt that a course in Gandhian Thought will be useful. Instead of starting a post-graduate diploma course, as suggested by the University Grants Commission, the Committee felt that an M.A. degree course in Gandhian Thought, would not only be attractive but also essential and relevant:-

The Committee further suggested that:

1. the course be offered only to the residents of the four southern states and Pondicherry;
2. the language used will be English but the candidates will be allowed to answer in English or in any one of the regional languages viz., Tamil, Telugu, Malayalam, Kannada;

3. it shall be a two year non-semester programme in conformity with all the other Master's degree programme. There shall be four papers in the first year and six papers in the second year;
4. Any graduate will be eligible to take the course;
5. the usual tuition fees will be collected;

A brief outline of the proposed course is given below:

I Year:

1. Basic works of Gandhiji
2. Sarvodaya
3. Truth and non-voilence
4. Gandhian approach to rural development.

II Year:

5. Constructive work
6. Sathyagraha
7. Gandhian way of management
8. Gandhian life style
9. Gandhiji and the modern world
10. A special essay on some aspect of Gandhian approach to modern problems.

.....

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

Meeting:

Dated: 23rd June, 1982

Item No.5.07: : To consider the proposal of Banaras Hindu University for appointment of security staff in Sir Sunderlal Hospital.

The hospital attached to the Medical College of the Banaras Hindu University is under construction for a pretty long time and is to be opened in phases as and when they are completed. The Banaras Hindu University has stated that in order to make adequate security arrangements it has made some ad-hoc appointments of 60 personnel w.e.f. 14th May, 1981 as detailed below to be adjusted from the posts to be released by the Commission as per Bisht Committee recommendations for S.S. Hospital in anticipation of the approval of the Commission.

- | | | | | |
|----------------------------|---|---------|------------|------|
| 1) Asstt. Security Officer | - | 1 No. | @ Rs.525/- | p.m. |
| 2) Supervisors | - | 3 Nos. | @ Rs.425/- | p.m. |
| 3) Unarmed Guards | - | 56 Nos. | @ Rs.300/- | p.m. |

- 60 Nos.

The annual expenditure on the above would come to Rs.2,23,200/-. A copy of the letter received from the University is attached (Annexure).

Some time back the Commission had appointed a committee under the Chairmanship of Dr. D.B. Bisht the then DDG(M) and currently Addl. D.G. in the Directorate General of Health Services for rationalisation of the scales of pay, designations etc. of the hospital staff of the Banaras Hindu University. The Committee has since submitted its report. The Committee has recommended 380 Class IV staff for the 550 bedded hospitals at the Banaras Hindu University. This number is only for the hospital and does not include the requirements for the hostel and the special security procedure that the hospital must have because of its specific requirements.

The phasewise position of the hospital works executed under Development Programmes is indicated below:-

Phase I: Construction of O.P.D. Building:

This building is complete in all respects including sanitary, electrical, roads, furniture etc. The building is under the use since 1973-74.

Phase II: Construction of 550 Bedded Ward:

This building is complete in all respects including sanitary, electrical, fire fighting etc. and is in use since 1978.

Phase III: Xray Block and Operation theatre:

The building is complete in all respects and has been handed over to the hospital authorities since 1980.

Phase IV: Construction of Casualty and research block, Convelsance murtuary, kitchen, laundry, Development of Land inoinator etc.

All these works were entrusted to C.P.W.D. to execute as desoposite work as development of lands inoinator (constructed by UW.D. BHU). The building is complete in all respect and has been handed over by C.P.W.D. to the hospital authorities during 1981-82.

The following works have not yet been taken up by the University:-

1. Sewage and drainage.
2. Inter com and telephone system. (The Commission's approval has been conveyed to get this work done through the P & T Department).
3. Cholorination in water supply.
4. Road, fencing and security.

It will thus be seen that most of the buildings have since been completed and handed over to the university authorities. In view of the position stated above and the special situation which had arisen due to students unrest, the university had made arrangements for security of the hospital on a contract basis with some private firm.

The matter is placed before the Commission for consideration.

Copy of the letter No.R/Dev/VI-P/SSH/14245 dated 16th December, 1981 received from Banaras Hindu University, Varanasi.

.....

Subject: Additional Staff for Sir Sunder Lal Hospital, B.H.U.

Sir,

Kindly refer to your letter No.13-1/80(NP-I) dated 23.9.81 on the subject cited above.

In this connection, I am to inform you that the University Hospital was to be opened in phases for which adequate security arrangement was required, so that the work could be carried out with confidence. The Medical Superintendent, Sir Sunder Lal Hospital, Major Gen. N. Narsimham also met you in this connection and discussed the matter with you at length and he was given to understand that the Bisht Committee report will be released shortly and the University may appoint security staff subject to adjustment against its recommendation.

The University accordingly has made ad-hoc appointments of sixty personnel w.e.f. 14.5.81 to be adjusted from the posts to be released by the commission as per Bisht Committee recommendations for S.S. Hospital, in anticipation of the approval of the Commission, as detailed in our letter No.R/Dev/VI-P/SSH/3508 dated 4.6.81 to the Commission-as follows:

- | | | | | |
|----|-------------------------|---|----------------|----------------|
| 1) | Asstt. Security Officer | - | 1 No. | @ Rs.525/-p.m. |
| 2) | Supervisors | - | 3 Nos. | @ Rs.425/-p.m. |
| 3) | Unarmed Guards | - | 56 Nos. | @ Rs.300/-p.m. |
| | | | <u>60 Nos.</u> | |

The expenditure towards the salaries of the above staff is at present met out of the Development Account of the University.

The yearly expenditure on the above scheme will be Rs.2,23,200/-p.a. as detailed below:-

1)	Asstt. Security Officer	-	1x12x525/-p.m.	-	Rs. 6,300/-
2)	Supervisors	-	3x12x425/-p.m.	-	Rs. 15,300/-
3)	Unarmed Guards	-	56x12x300/-p.m.	-	Rs.2,01,600/-
				Total :	Rs.2,23,200/-
					=====

The University will require Rs.1,95,300/- for the above scheme for the year 1981-82(upto 31.3.82).

It is, therefore, requested that sanction of the above amount of Rs.1,95,300/- may kindly be communicated to the University at an early date.

Yours faithfully,

Sd/-
.....

Confidential

UNIVERSITY GRANTS COMMISSION

Meeting:
Dated: 23rd June, 1982

Item No. 5.08: To consider further the proposal from Saldiha College, Saldiha for an additional grant to complete the construction of teaching accommodation.

.....

The Commission at its meeting held on 18-19th January, 1982 (Vide Item No. 5.02, Annexure I) considered a proposal from Saldiha College, Saldiha (Burdwan University) for an additional grant to complete the construction of teaching accommodation and desired that before the proposal of the college could be considered it may be advised to submit the necessary documents for the construction of the building already undertaken, with the grants earlier approved.

The Commission further desired that the proposal, if any, for additional assistance will be considered, if the college would send the requisite documentary evidence of the State Government having agreed to provide a grant of Rs. 3 lakhs for this construction to be completed.

The Saldiha College has sent the required information. A copy of the letter received from the College with enclosures is enclosed as an Annexure II. Out of the total area of 17271 sq.ft. of the building, the College at present has constructed 6000 sq.ft. and is being used which consists of 4 rooms and one varandah. It will, therefore, be observed that the college has completed approximately one third of the total area. The Commission, has so far paid Rs.2,60,000/- against the Commission's approved share of Rs.2,68,603/-. The College now requires an additional grant of Rs.1,78,103/- to complete the building. The college has also sent a copy of the State Government's letter sanctioning the matching share of Rs.3.00 lakhs to complete the building. A copy of the above letter is enclosed as Annexure III.

The matter is placed before the Commission for consideration.

Annexure to Item No. 5.01

Copy of Item No. 5.02 placed before the Meeting on 18-19th January, 1982.

.....

To consider a proposal from Saldiha College Saldiha for an additional grant to complete the construction of teaching accommodation.

During IVth plan period, the Commission in August, 1972, approved for Saldiha College, Saldiha (Burdwan University) the construction of additional teaching accommodation at an estimated cost of Rs. 5,92,835/- under Rs. 3.00 lakhs scheme with Commission's share being limited to Rs. 2,68,603/-. A total grant of Rs. 2,60,000/- was paid during IV Plan against Commission's share of Rs. 2,68,603/-.

Due to usual reasons like non-availability of cement, steel etc., the College delayed the completion of the teaching accommodation project which was approved as far back as 30.8.1972. The college was several times requested to complete the buildings expeditiously. In September, 1977 the College requested the Commission for additional funds to the tune of Rs. 1,66,000/- and same was regretted. Again in December, 1978 a similar request received was also not agreed to and the college was informed that it would not be possible for the Commission to provide any fresh building grant before receiving the completion documents and finalization of the accounts of grants paid during IV Plan.

No further communication was received from the college till March, 1980 when the Burdwan University forwarded a proposal involving an amount of Rs. 10.00 lakhs from the college for additional building grants under the scheme of special assistance to colleges located in predominantly tribal areas. The University was informed that keeping in view the assistance already provided to the College, the Commission could consider proposal for the balance of Rs. 1,69,500/-.

The college has been requesting for additional funds to complete the building project approved in IV Plan against the ceiling laid down by the Commission for Vth Plan Projects.

The University was requested to depute a representative to visit the college and send a comprehensive report on the following points :-

1. the extent to which the building has been completed.
2. the approximate amount required to complete the building.

3. the expected time for completion
4. whether college is in a position to meet their share, if so to what extent.

The observations of the University on these points are reproduced below seriatim:-

1. The Executive Engineer, Educational Unit, Construction Board, PWD reports that the work of the value of Rs. 4,02,000/- has already been executed.
2. The amount is estimated at Rs. 6,05,000/-
3. The college reports that it will be possible to complete the work within 6 months from the date of receipt of assistance from U.G.C. and State Govt. subject to the availability of building materials.
4. The College reports that the State Government have already sanctioned a sum of Rs. 3 lakhs as matching share towards the construction for the unfinished portion of the work.

It is for consideration whether for completing a building project approved during IV Plan, further assistance to the extent of Rs. 1,69,500/- may be provided to the college against the assistance to which the college is eligible during sixth five year plan.

US(E.I)/DS(E)

.....

Annexure II to Item 5.08

Copy of letter No. SC/1/UGC/82/72 dated 11.3.82 received from the Principal, Saldaha College addressed to the Secretary, University Grants Commission.

.....

Sub: Additional grant to complete the construction of teaching accommodation.

Sir,

In reference to your letter No. F.40-2/75 (E-1) dated 1.2.82 and in continuation of the College letter No. SC/UGC(G)/81/172 dated 16.7.81, I beg to furnish herein the details about the college building (Extension of teaching accommodation) constructed so far with the grants earlier approved by the Commission for your kind and sympathetic consideration.

1. That College building is distorted U shape facing in the South direction having the right and left wings directing towards the East and the West with each other taking the existing portion into account as per plan approved earlier by Commission.
2. The College authority started the construction of extension of teaching accommodation with the U.G.C.'s assistance approved earlier to that effect as per vetted plan and estimate in the year 1972-73. The construction works of the College building has been completed the ground floor including almost all the finishing works and the bricks works linter works of the first floor with proper placing of the doors and windows therein and the first floor roof casting of the right wings including its varranda. The concrete pillare of the varranda for both the ground and the first floor have already been constructed. The details of the construction works of the building executed so far are annexed in the annexure-A.
3. The details of the completed area of the college building which can be put to use are furnished in the annexure B with the grants approved by the Commission.
4. You are aware that state Government has sanctioned Rs.3,00,000-00 (Three Lakhs) only to complete the construction of the rest portion of the college building. But the Chief Engineer, construction Board Directorate (Education Unit) P.W.D. Govt. of West Bengal reported that the estimated amount of Rs.6,05,000-00 would be required for the portion yet to be done. The details of the fund position available with the College are as follows intimated already to the Commission.

(a) State Govt. matching share sanctioned vide No.1178-Edn (CS) dt. 20.6.81.	Rs.3,00,000-00
(b) Fund yet to be released from U.G.C. as balance grant from IV Plan Rs.8,603.00 and from V Plan Rs.1,69,500-00	Rs.1,78,103-00
(c) College contribution	Rs.1,26,897-00
<hr/>	
Total:	Rs.6,05,000-00
<hr/>	

The College authority hopes that State Govt. will sanction suitable quanta of grant to meet the above noted college share.

5. The Construction of the College building is going on utilising the State Govt's assistance. The building materials like cement, rod, stone chips, sand etc. . . . have been procurd. Bricks works and the roof casting of the first floor measuring 4500 sq.ft. of the remaining portion have been done. The urge of the College to complete the College building construction maintaining the continuity of the process prevailing for the present. Hence it requires fund and the U.G.C's special assistance is sought for.
6. Considering above you are requested to look into the matter and sanction Rs.1,78,103.00 to complete the construction at an early date to avoid inflationary spiral of prices of the building materials and depreciation in future and then the huge investments can be put to use for the students coming from the under-developed Societies.

With regards.

Yours faithfully,

Sd/-

Principal,
Saldiha College, Bankura.

Encl : As above.

SALDIHA COLLEGE, BANKURA W.B.

Annexure - A.

Details of the College building (Extension of teaching accommodation) constructed so far with the grants approved by the Commission

Ground floor

<u>Specification</u>	<u>Details</u>
(a) Foundation, Plinth Brick works, concrete Pillar of the building and its varranda.	Executed as per approved plan.
(b) Roof casting including the Varranda and the stair case.	-do-
(c) Plastering and finishing works including varranda	-do-
(d) Doors and windows fittings completed with painting.	-do-
(e) Floor casting and finishing.	-do-

First Floor.

(a) Brick works upto linten level and R.C.C. linten works and complete brick works, of the right wings.	Executed as per approved plan.
(b) Roof casting including Varranda of the right wings, and one room of size 10' x 20'.	-do-
(c) Plastering and finishing of the right wings.	-do-
(d) Floor casting and finishing of the right wings.	-do-
(e) Doors and windows fittings but completed with painting only the right wings.	-do-

N.B. The construction works is going on at present utilising State Govt. assistance and the works executed as stated in Para 5 of this letter.

Sd/-
Prinoipal,
Saldiha College.

SALDIHA COLLEGE BANKURA,

Annexure 'B'

Details of the completed area of the College Building which can be put to use.

Ground Floor

<u>Specification</u>	<u>Size and area in sq.ft.</u>	
A. Chemistry Laboratory (Two)	60'x20'	= 1200
(i) Practical class room	72'x20'	= 1440
(ii) Its verandah	134'x9	= 1206
	Total:	<u>3846</u>
B. <u>Class Room & others</u>		
No.1	30'x20'	= 600
No.2	50'x20'	= 1000
No.3	50'x20'	= 1000
No.4	30'x20'	= 600
No.5	30'x20'	= 600
No.6	30'x30'	= 900
No.7	25'x20'	= 500
No.8	30'x20'	= 600
No.9	40'x20'	= 800
Its verandah :	200'x9'	= 1800
-do-	100'x9'	= 900
	Total:	<u>9300</u>

First Floor

C. Physics Laboratory

(i) Practical class rooms (two)	60'-5"x20'-5"	= 1234
	75'-5"x20'-5"	= 1485
(ii) Its verandah	134'x9	= 1206

Total: 3925
10'x20' = 200

D. Other room

Grand total of A, B, C & D. = 17271 sq.ft.

N.B. The four rooms of the existing building including its verandah measuring an area of 6000 sq.ft. being used as class rooms excluding in the above area calculation.

Sd/- 11.3.82
Principal,
Saldiha College.

Govt. of West Bengal
Education Department
C.S. Branch.

No. 1178-Edn(CS)
IC-21/78

Dated, Calcutta the 30th June, 1981.

From: Shri S. Ghosh,
Deputy Secretary to the Govt. of West Bengal.

To : The Director of Public Instruction,
West Bengal.

Sub: Saldiha College, Bankura - Additional teaching
accommodation under the University Grants Commission
Scheme - Releasing of matching share.

.....

The undersigned is directed to say that the University Grants Commission approved in August, 1972 of the scheme for construction of additional accommodation for the Saldiha College, Bankura at an estimated cost of Rs. 5,92,835/- and also agreed to share an expenditure met exceeding Rs. 2,68,603/- towards execution of the scheme.

2. The college authorities undertook construction of the building but could not finish it due to paucity of funds. As per report of the Ex-Engineer, construction Board Directorate, P.W.D., the value of work already done is Rs. 4,02,000/- and the estimated cost for execution of the remaining works is Rs. 6,05,000/-. The total estimated cost for completion of the building comes to Rs. 10,07,000/- out of this the University Grants Commission will share Rs. 2,68,603/- and the balance of Rs. 7,38,397/- will have to be provided by the college/Government as matching share. The college authorities have prayed for a grant of Rs. 3,00,000/- only for completion of the unfinished items of construction work.

3. The Governor is pleased to approve of the payment of a grant not exceeding Rs. 3,00,000/- (Rupees three lakhs) only to the college towards completion of construction works subject to the condition that the balance of the cost is met by the college authorities and that the works are executed to the satisfaction of the Ex-Engineer, concerned of the construction Board Directorate, P.W.D., a completion certificate being furnished through him to Government in due course.

4. The Governor is now pleased to sanction payment during the current financial year of a non-recurring grant of Rs. 2,00,000/- (rupees two lakhs) only to the authorities of Saldiha college, Saldiha, Bankura for the purpose mentioned above.

5. The Deputy Director of Public Instruction (N.G.C.) West Bengal is authorised to release the grant to the college authorities immediately. The balance of the State Government's grant approved will be sanctioned on receipt of progress report on work.

6. The charge will be met from the provision under the head "University and Other Higher Education - Assistance to Non-Govt. colleges-State Plan(Annual Plan and sixth plan) - Development of Non-Govt. colleges -Grants-in-aid/contribution" in the current year's 277-Edn(excluding Sports & Youth Welfare) Budget.

7. This order issues with the concurrence of the Finance Department vide their U.O.No.Group B/1651 dt.16.6.81.

8. The Accountant General, West Bengal and the Treasury Officer, Bankura are being informed.

Sd/- illegible
Deputy Secretary

No.1178/1(3)-Edn(CS)

Copy forwarded for information:-

1. Finance Department of this Government.
2. Accountant General, West Bengal.
3. Treasury Officer, Bankura.

Sd/- S.Ghosh
Deputy Secretary

No.1178/2(5)-Edn(CS)

Copy forwarded for information and necessary action to:-

1. Deputy Director of Public Instruction (N.G.C.) West Bengal.
2. Chief Engineer, Construction Bd.Dt.New Secretariat Bldgs, Calcutta-1.
3. Ex-Engineer, Education Unit, Construction Bd.Dtee., with reference to his Memo No.167/1/Dis/792 dt.22.6.81.
4. Principal, Saldiha College, P.O.Saldiha, Dist.Bankura.
5. Budget Branch of this Department.

Sd/- Illegible
Officer On Special Duty

Calcutta,
the 30th June, 1981.

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

Meeting :

Date : 23rd June, 1982

Item No.5.10: To consider the report of the committee appointed by the Commission for purchase of equipments for the University College of Medical Sciences (Delhi University), Delhi.

.....

The Commission appointed a committee consisting of the following to examine the requirements of various kinds of equipments by the University College of Medical Sciences, New Delhi, which would be required for the non-clinical departments in connection with teaching of M.B.B.S. course, particularly when the college has acquired additional accommodation :

1. Dr. PN Wahi
Formerly Director General
I.C.M.R., New Delhi.
2. Dr. B.K. Anand
Formerly Professor of Physiology
A.I.I.M.S., New Delhi.
3. Professor Samsheer Singh
Department of Anatomy
Banaras Hindu University
Varanasi.
4. Dr. P.B. Tripathy
Under Secretary
U.G.C., New Delhi.

The committee has since submitted its report and is attached as Annexure. The main observations and recommendations of the committee are as under :

1. The committee has recommended the equipment in two priorities. The cost of the equipment in the first priority comes to about Rs.48.57 lakhs. Besides, the committee

has also recommended equipment for animal house, library and workshop amounting to Rs.6.27 lakhs and Rs.2.85 lakhs for the purchase of a van for cadavars and two matadors for preventive and social medicine work. Thus the total provision in the first priority comes to Rs.57.85 lakhs.

(ii) The college was started in 1971 and it shifted to the Emergency Block of Safdarjang Hospital in 1974. Till the end of the last financial year, very little investment has been made for the purchase of equipment as there was hardly any space to instal these equipments. The total cost of equipment acquired till 1980 was found to the tune of Rs.38 lakhs only.

2. The Departments of Anatomy, Physiology, Pharmacology, Biochemistry, Haemetology & Human Physiology, Biophysics, Forensic Medicine, Micro-biology, Pathology and Preventive & Social Medicine are functioning in the laboratories of the non-clinical subjects.
3. It has been observed that some of the staff members are not only well qualified but have a strong zeal for pursuing higher research, but they are deprived to get minimum research facilities due to lack of equipment. This has caused disenchantment among the staff members in the profession as they find it difficult to further their academic background and so much so that some members expressed their feelings to quit the Institution on getting better research avenues elsewhere.
4. It is emphasised that even in an institution where undergraduate courses in medical sciences is offered certain incentive has to be provided to the teachers for carrying out research in Pre-Clinical subjects. This is necessary so that the teachers can keep in touch with a newer development in their field of teaching and this will be conducive in upgrading their professional skill which will directly also help for better teaching.

In this connection it may be mentioned that a sum of Rs.300 lakhs have been provided during the VI Plan period for medical education in the Aligarh Muslim University, Banaras Hindu University and the University of Delhi. Against this a sum of Rs.282.29 lakhs has already been committed, which include the new proposals accepted/under consideration. Besides, Rs.38.37 lakhs is likely to be required on account of the development of Ayurvedic Centre at Banaras Hindu University.

Sometime back the Commission appointed a committee to consider the staff requirements of the hospitals attached to the medical colleges of Aligarh Muslim University and Banaras Hindu University. The committee has since submitted its report and additional staff has been recommended for these hospitals. The exact amount that would be required for the staff would depend upon the positions that the universities are in a position to fill up.

It may also not be out of place to mention here that the Government of India have decided that the University College of Medical Sciences will be shifted to its new buildings which is under construction at Shahdara and and as per present discussion the college will be administered by the Delhi Administration like its other medical colleges.

The matter is placed before the Commission for consideration.

U.S.(NP-I)/D.S.(NP/AE)

It may be stated in this context that though the committee was appointed as early as September, 1981 the members could not meet a long time as a common date could not be suitable to all the members earlier. Finally Professor Samsher Singh expressed his inability to act as a Member of the committee due to unavoidable circumstances and it was decided that the rest of the members would constitute the committee.

TERMS OF REFERENCE

The basic objective of the committee was to visit the College and keeping in view the recommendations of the Medical Council of India in regard to possession of equipment by different non-clinical departments in the college for undergraduate teaching would list out the requirements of equipment after noting the equipment which are already available at the Institute.

OBSERVATIONS OF THE COMMITTEE

The members of the committee met on 19th December, 1981 at the University College of Medical Sciences and visited the existing laboratories/stores and met the faculty members of each department to ascertain the present position and the findings of the committee are as follows:

1. It was noted by the committee that the college has started since 1971 and has shifted to the Emergency Block of Safdarjang Hospital in 1974. Till the end of the last financial year very little investment has been made for the purchase of equipment, as there was hardly any space to instal these equipment. The total cost of equipment acquired till 1980 was found to the tune of Rs.38 lakhs only. It was noted by the committee that grant for purchase of adequate amount of equipment for the undergraduate classes could not be released earlier as the college had no space to store and display these equipment.
2. It was noted by the committee that by the multiple use of the existing laboratories the following departments are functioning in the non-clinical subjects :

Anatomy

Physiology

Pharmacology

Biochemistry

Haemetology & Human Physiology

Biophysics

Forensic Medicine

Micro-biology

Pathology

Preventive & Social Medicine

3. It was also revealed that there are now 100 seats in each of the classes and in addition to that ten candidates have registered for postgraduate course.
4. The members were surprised to note that even in the laboratories like Pathology, Pharmacology, Biochemistry where one could expect to see microscopes, Kymographs and various estimation equipment respectively over the working tables of the laboratory and shelves, it was observed that the laboratories were virtually empty and there were no equipment over the tables. On enquiry it was revealed that due to shortage of space each laboratory is put to multiple use and as a consequence of this before the commencement of the practical work the required instruments are brought to the laboratory from the store room to be placed back again in the stores after the end of the class work. It was felt that such an arrangement is not only time consuming process but also has an adverse effect on the life of the costly equipment.
5. During the discussion with the staff members of various faculties it transpired that some of the staff members are not only well qualified but have a strong zeal for pursuing higher research. However, they are deprived to get minimum research facilities due to lack of equipment. This has caused disenchantment among the staff members in the profession as they find it difficult to further their academic background and so much so that some members expressed their feelings to quit the Institution on getting better research avenues elsewhere.

6. The members analysed the list of equipment required for the hospital which was furnished by various Heads of the departments and consolidated by the Principal. It was observed while examining the said list that many common equipment like slide-projector, epidiascope of various Audio-visual-aids have been shown under different departments and each department also included certain sophisticated equipment which are not strictly necessary for undergraduate teaching. Further the list does not indicate the quantity of different types of equipment which are already available with the Institute. The committee also noted that in addition to the list submitted to the Members the college has been requesting for providing equipment/facilities for central workshop as well as for Central Animal House. It was felt that to avoid duplication a consolidated list of equipment should be prepared which should also indicate the list of equipment which are already available with the Institute. The new list should also indicate the common equipment which are needed in different departments and this should be kept in a central pool. Accordingly, the meeting adjourned to 4th January, 1982.

RECOMMENDATIONS OF THE COMMITTEE

The committee again met in the office of the Principal on 4th January, 1982 and scrutinised the fresh list of equipment which was submitted as per the above suggestions. In this list the following items were considered as items of 2nd priority which could be purchased only after the essential items are procured by the Institute. The list of essential items to be purchased on priority basis is appended as Appendix. This list also shows the existing items :

ITEMS OF SECOND PRIORITY

DEPARTMENT OF ANATOMY

1. Binocular Research Microscope
2. Microprojector
3. Inversion Microscope

SPECIAL EQUIPMENT (CENTRALIZED FACILITIES)

4. Microscope (Flourescent)
5. Ultramicrotome
6. Ultra Centrifuge

DEPARTMENT OF BIOCHEMISTRY

7. Blood Sugar estimation apparatus
8. Blood Urea estimation apparatus

SPECIAL EQUIPMENT (CENTRALIZED FACILITIES)

ANALYTICAL

9. Gradient makers for Ultracentrifuge
10. Spectro fluorimeter
11. Spectrophotometer with recorder

RADIOISOPE FACILITIES

12. Mannual gamma counter
13. Radioactive counter with paper strips and TLC plates
14. Sonic Oscillator

MAMMALIAN PHYSIOLOGY

15. Tektronix Oscilloscope

H_AEMATOLOGY & HUMAN PHYSIOLOGY

SPECIAL EQUIPMENT (CENTRALIZED FACILITIES)

16. Morgan Exercise test monitor with analyser and Processor

DEPARTMENT OF FORENSIC MEDICINE

17. Comparison Microscope

DEPARTMENT OF PATHOLOGY

18. Rotary Microtome
19. Laminar flow table
20. Micro projector
21. Fluophot with phase contrast camera and fluorescence screen
22. Spectrofluorimeter

DEPARTMENT OF PHARMACOLOGY

23. Physiograph
24. TV Monitor with camera

DEPARTMENT OF PREVENTIVE & SOCIAL MEDICINE

25. Van for ROME scheme implementation

DEPARTMENT OF AUDIO-VISUAL AND PHOTOGRAPHY

26. Closed Circuit TV with camera

LIBRARY

27. Duplicating machine

ELECTRONIC EQUIPMENT

28. Oscilloscope
29. Amplifiers
30. Pulse Generator
31. Logic Probe
32. R.F. & Audio Signal Tracer with Attenuator
33. Multifunctional Oscillator

It was also felt that the purchase of electronic equipment (28-33 above) could wait till a trained person to handle these equipment is available at the Institute.

Regarding the vehicles it was felt necessary that for Social & Preventive work there is need for at least two vehicles and initially two Matadors could be purchased as first priority.

The committee felt the necessity of having a centralized workshop for repair and maintenance of the equipment and it was agreed in principle that most of the equipment as listed for central workshop should be procured on the priority basis excepting the electronic equipment.

The committee emphasised that even in an Institution where undergraduate courses in medical sciences is offered certain incentive has to be provided to the teachers for carrying out research in Pre-Clinical subjects. This is necessary so that the teachers can keep in touch with a newer development in their field of teaching and this will be conducive in upgrading their professional skill which will directly also help for better teaching. In view of this while assessing the requirement of equipment for undergraduate teaching the committee also considered the need of having some minimum research equipment which are included in the list. The list of equipment to be purchased on priority basis is enclosed as Annexure-I.

FINANCIAL REQUIREMENTS

The committee also took into consideration the cost of these equipment and the list of equipment shown in Appendix-I, which are to be purchased on priority basis is estimated to cost nearly Rs.48.57 lakhs and for animal house, library equipment and workshop a further amount of Rs.6.27 lakhs would be required. It is recommended that a sum of Rs.55 lakhs may be released to University College of Medical Sciences on priority basis for purchase of the equipment as listed in Appendix-I.

In addition to this, a sum of Rs.2.85 lakhs may also be paid for purchase of a Van for cadavers and two matadors for social and preventive medicine field work.

Thus a total provision of Rs.57.85 lakhs may be made urgently for purchase of various equipment.

The committee expresses its gratitude to Dr. Sharma, Principal, University College of Medical Sciences and other members of the faculty of Medical Sciences for their active cooperation during the visit.

Appendix

University College of Medical Sciences
Ring Road : New Delhi-110029

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LIST OF EQUIPMENT

1. DEPARTMENT OF ANATOMY :

S.No.	Name of the Item	Qty (existing)	Qty (required)	Approx. cost (in rupees)
2		3	4	5
<u>1. Dissection Table</u>				
i.	Standard size	10	10)	44,000.00
ii.	Half standard size	7	5)	
iii.	Double standard size	-	5)	
iv.	Ordinary 6' x 2'	5	-	
.	Bone and Meat cutting Machine	-	1	16,000.00
.	Body Enamelling Machine	2	-	
.	Stretcher on Trolley	4	-	
.	Skeleton stand	6	-	
.	Instrument cabinet	2	2	3,000.00
.	Dental Lathe	1	-	
.	i. X'ray Illuminator small	2	1	500.00
.	ii. X'ray Illuminator with Trolley	1	-	
.	Autopsy Saw with Accessories	1	-	
.	Museum Display rack	3	7	14,000.00
.	Baby weighing machine	1	-	
.	Diagnostic set	1	-	
.	Electrophoresis Apparatus	1	-	
.	Slide boxes	250	150	5,000.00
.	Revolving stools	110	50	6,500.00
.	Slide cabinet	4	3	6,000.00
.	Microtome-rotary, freezing	2	-	
.	Microtome-rotary precision	1	2	8,000.00
.	Paraffin Section mounting bath (floatation bath)	2	2	1,500.00

...2/-

1	2	3	4	5
19.	Balance-Analytical Beranger	2	1	4,000.00
20.	Knife 140 mm for Microtome	6	12	3,600.00
21.	Automatic microtome knife sharpner	1	-	
22.	Water distillation apparatus	1	-	
23.	Multimeter	1	-	
24.	Centrifuge (low speed)	1	-	
25.	Refrigerator	2	-	
26.	Oven (Mammert type)	2	1	3,500.00
27.	Vaccum embedding apparatus	1	-	
28.	P.H. Meter	1	-	
29.	Binocular research microscope (Nikon)	1	1	15,000.00
30.	Microscope (students) with lamps	40	20	40,000.00
31.	Dissecting microscope			
	i. Ordinary student	5	-	
	ii. Stereo microscope SMZ-6 (Nikon)	-	1	12,000.00
32.	Demonstration and Double demonstration Eye piece	6	8	3,000.00
33.	Camera Lucida Prism type & Mirror type	2	-	
34.	B.O.D. Incubator	1	-	
35.	Anthropological instruments	1 set	1 set	4,000.00
36.	Surgical instruments			7,700.00
37.	Models (Embryological)			10,000.00
38.	Skeleton	24	20	5,000.00
39.	Hamilton Syringe	-	3	3,000.00
40.	Autoclave Verticle type 'YORCO'	-	1	5,500.00
41.	Revolving microprojector 'ZEISS'	-	1	80,000.00
42.	Sledge Microtome	-	1	11,000.00
43.	Desert cooler for Diss. Hall	-	2	5,000.00
44.	Auto slide projector CEL	-	1	6,000.00
45.	Bone Decalcifier	-	2	4,000.00
46.	Incubator Mammert type	-	1	3,500.00
47.	Paraffin Embedding bath	-	1	2,000.00
48.	Van for cadevers	-	1	85,000.00
				...3/-

1	2	3	4	5
49.	Deep freezer	-	1	8,000.00
50.	Operation table and lamp shadowless	-	1	4,500.00
51.	Suction pump	-	1	3,500.00
52.	Single pan analytical balance	-	1	7,000.00
53.	Misc. items and accessories			35,000.00
Special Equipment (Centralized facilities) :				
54.	Inversion Microscope 'Olympus'	-	1	10,000.00
55.	Fluorescent microscope zeiss base unit, optics, filters, fluorescent attachment and camera	-	1	86,000.00
56.	Phase contrast (optics, condensor-II Z, Optowa filters)	-	1	40,800.00
57.	Cryostat	-	1	32,000.00
58.	Laminar flow table	-	1	30,000.00
59.	Airconditioner (for the special equipment lab.)	-	2	36,000.00
6. <u>BIOCHEMISTRY DEPARTMENT :</u>				
	Colorimeter Photoelectric spectronic - 20	5	-	12,000.00
	Chromatography chambers	6	-	
	Fraction collector	1	-	
	Thin layer chromatography apparatus	2	-	
	Electrophoresis apparatus	3	-	
	" with power supply	2	-	
	Ultrasonic disintegrator	1	-	
	Incubator	3	1	3,500.00
	" metablock shaker	1	-	
	Balance (single pan, Tulaman, double pan)	4	-	
	Laboratory centrifuge (low speed)	7	-	
	" " (OX 15 ml)	-	2	6,000.00
	Warburg monometer	1	-	
	Deep freezer	1	-	
	Refrigerator	2	2	14,000.00

1	2	3	4	5
14.	Pipette dryer	-	1	1,200.00
15.	Bottle washing machine	-	1	
16.	Distillation apparatus (glass & Metallic)	3	-	
17.	Deionizer	1	-	
18.	Autoclave	2	-	
19.	Ph. meter	-	-	
20.	* (combined lectrode type)	-	1	10,000.00
20.	Hand spectrosopes	5	-	
21.	Flame photometer	1	-	
22.	Vaccum Evaporator	1	-	
23.	Inoculation chamber	1	-	
24.	High vaccum pump	1	-	
25.	Junior spectrophotometer (ECIL)	1	-	
26.	Automatic pipette washer	5	-	
27.	Metler Balance (semi micro)	-	1	16,000.00
28.	Automatic pipettes with disposable tips	-	2 sets	12,000.00
29.	constant temperature waterbath	-	2	4,000.00
30.	Voltage stabilizer	5	3	9,000.00
31.	Hot air oven	-	1	3,500.00
32.	Magnetic stirrer	2	2	2,000.00
33.	Spares, accessories and miscellaneous items			50,000.00
<u>Special Equipment (Centralized facilities)</u>				
34.	Fume cupboard (Laminar flow type)	-	1	30,000.00
35.	Electrophoresis for immune- electrophoresis, slab gel 3 KVA supply complete with focussing and coolant pump	-	1	1,20,000.00
36.	Ultra centrifuge	1	-	
	Rotar for ultracentrifuge	-	1	60,000.00
37.	Spectrophotometer with recorder and fluoremeter attachment	-	1	1,60,000.00
38.	Densitometer for scanning gel tubes and TLC plates	-	1	50,000.00
39.	Radioactive counter with paper strips and TLC plates	-	1	1,20,000.00
40.	Air conditioner for the above lab	-	2	36,000.00

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. PHYSIOLOGY DEPARTMENT

Experimental Physiology

Recording drum with cyliner	40	-	
Electrical drum recording set including stimulator and amplifier	-	36	2,16,000.00
Spares (cylinders, electrodes keys, X-blocks etc.)	-	10 set	15,000.00
students' stimulator	14	-	
Frog perfusion sets	35	-	
Central timing and low voltage unit	1 set	1 set	6,000.00

Mammalian Physiology

Large extension kymograph	2	2 set	24,000.00
Animal operation table	3	3	4,500.00
Respiratory pump '500 ml'	6	-	
- do - '50 ml'	-	2	5,000.00
1. Assembly for heart perfusion	2	-	
2. Animal experimental table	1	2	4,000.00
3. Animal weighing machine with built-in cage (big animals)	-	1	4,000.00
4. Weighing machine (small animal)	1	-	
5. Hydraulic tilting operation table	-	1	4,500.00
6. student jar bath	21	9	4,500.00
7. Microgas analyser	1	-	
8. Hot air oven	2	1	3,500.00
9. Vanslyke apparatus	1	-	
10. Rat stereotaxic with electric burr	1	-	
11. INCO Research stimulator	1	1	6,500.00
12. Anaesthesia box for cats	-	3	6,000.00
13. Smoking and varnishing with motor drive	-	1 set	2,500.00
14. ECIL Oscilloscope with amplifier & multimeter (for equipment test)	1	-	
15. Tektronic Oscilloscope attachments (dual trace, audiomonitor pre & power amplifier)	1	-	
	-	1 set	40,000.00
16. Balance (ordinary)	1	-	
17. Balance (single pan)	1	-	
18. Balance (semi micro)	-	1	16,000.00

.../-

1	2	3	4	5
26.	Compressor & vaccum pump	1	-	
27.	Colorimeter (ordinary)	1	-	6,000.00
28.	Refrigerator	2	2	14,000.00
29.	Binocular microscope	-	1	15,000.00
30.	Stereodissecting microscope	-	1	12,000.00
31.	Gas analyser (blood & resp.)	-	1	20,000.00
32.	Water distillation still	1	1	4,000.00
33.	Physiograph	-	3	1,35,000.00
34.	Polygraph	-	1	1,20,000.00
35.	Oscilloscope recording camera	-	1	15,000.00
<u>HAEMATOLOGY & HUMAN PHYSIOLOGY</u>				
36.	Student microscope	40	15	30,000.00
37.	Gas flow & Wright peakflow meter	1	-	
38.	Douglas bag	2	-	
39.	Bicycle ergograph	1	1	800.00
40.	Haemocytometer & Haemoglobinometer	48 sets	10 sets	5,000.00
41.	B.P. apparatus with stethoscope	18	-	
42.	Mosso's ergograph	7	3	2,700.00
43.	Perimeter	7	3	2,700.00
44.	B.M.R. Apparatus	2	2	10,000.00
45.	E.C.G. Machine	1	1	10,000.00
46.	Patient table	4	2	2,000.00
47.	Spirometer with motor	8	2	3,000.00
48.	Centrifuge (ord.)	1	1	2,500.00
49.	Expirograph	1	1	6,500.00
50.	Ophthalmoscope set	1	1	2,000.00
51.	Pulmotransfer test	1	-	
52.	Highspeed centrifuge	-	1	12,000.00
53.	Rectal probes for temperature	-	1 set	12,000.00
54.	Autoclave	1	1	5,500.00
55.	Voltage stabilizer	1	2	6,000.00
56.	Refraction set	-	1	15,000.00
<u>SPECIAL EQUIPMENT (CENTRALIZED FACILITIES)</u>				
57.	E.E.G. Machine with spectrum analyser	-	1	1,30,000.00

.../-

1	2	3	4	5
58.	Micropipette puller with electroetching & testing set up	-	1	25,000.00
59.	Operant conditioning/activity chamber	-	1	45,000.00
59a.	Tektronix dual beam oscilloscope complete with spike counter, print out pre and power amplifier	-	1 set	90,000.00
60.	Electromyograph	-	1	25,000.00
61.	Airconditioner for the above special equipment lab.	-	3	54,000.00
62.	Universal stereotaxic equipment with microdrive	-	1	18,000.00
63.	Spares, accessories and miscellaneous items			50,000.00
<u>BIOPHYSICS</u>				
64.	Pre and power amplifier with high frequency and D.C. oscillator coil	-	1 set	80,000.00
65.	Lesion maker	-	1	15,000.00
66.	Constant current stimulator	-	1	5,000.00
67.	Refrigerator	-	2	14,000.00
68.	Multimeter	-	1	2,000.00
69.	Viscometer	-	1	100.00
70.	Algometer	-	3	1,500.00
71.	Electronic stimulator	-	2	13,000.00
72.	PH Meter (combined electrode type)	-	1 t	10,000.00
73.	Tools for small workshop	-	1 set	8,000.00
74.	Valve tester	-	1	4,500.00
75.	Flame photometer (metrex)	-	1	12,000.00
76.	Vibrometer	-	1	6,000.00
77.	Oscillator	-	1	8,000.00
78.	Pulse & Waveform generator	-	1	12,000.00
<u>IV. FORENSIC MEDICINE DEPARTMENT</u>				
1.	Weapons	100	-	-
2.	Models, charts	14	-	25,000.00
3.	Binocular microscope KICIB	1	1	15,000.00
4.	Microscope student	2	10	20,000.00
5.	Slide warming table	1	-	

.../-

1	2	3	4	5
6.	Autopsy Saw	1	-	
7.	L - Moulds (different sizes)	72	-	
8.	Automatic tissue processor	1	-	
9.	Rotary microtome	1	-	
10.	Refrigerator	1	1	7,000.00
11.	Microscope & Projector slide cabinets	2 each	-	
12.	Chemical balance	1	1	
13.	T.L.C. Kit	1	-	
14.	Centrifuge machine (two speed)	1	-	
15.	Instrument cabinet	14	-	
16.	Post Mortem Set	2	-	
17.	X-ray view boxes	3	-	
18.	Trolley patient	-	2	2,000.00
19.	Autopsy table S.S.	-	2	1,500.00
19.	Autopsy table S.S.	-	1	15,000.00
20.	Cadavaric weighing machine	-	1	15,000.00
21.	Weighing machine for various organs	-	2	2,000.00
22.	Electric autopsy saw	-	1	4,000.00
23.	Anthropological instruments i.e., osteometric board, pelvimeter etc.)	-		2,000.00
24.	Viserotome with arrangement of illumination	-	1	2,000.00
25.	Direct Vision spectroscope	-	1	1,000.00
26.	Vernier calipers	-	2	2,500.00
27.	Deep freezer (300 litres)	-	1	12,000.00
28.	Slide projector (ordinary)	-	1	3,500.00
29.	Slide cabinet	-	2	4,000.00
30.	Slide boxes	-	50	1,500.00
31.	Male Female skeltons	-	2	2,500.00
32.	Water bath (thermostatic)	-	2	4,000.00
33.	Oven hot air	-	1	3,500.00
34.	Distillation apparatus (small glass)	-	1	1,500.00
35.	P.H. Meter (ordinary)	-	1	5,000.00

1	2	3	4	5
36.	Museum Jars	-	200	15,000.00
37.	Sterilizer (small)	-	1	1,000.00
38.	Colorimeter (single cell)	-	1	6,000.00
39.	Shadowless lamp	-	1	3,000.00
40.	Comparison Microscope	-	1	50,000.00
41.	Wall hanging coupboards for museum (Summica and sliding glass)			20,000.00
42.	Fibre glass specimens			25,000.00
43.	Autopsy set/dissection set	-	1	4,000.00
44.	Drunkometer/Breathlyser	-	1	10,000.00
45.	Photographic camera	-	1	3,500.00
46.	Incubator	-	1	3,500.00
47.	Spares, accessories & miscellaneous items			25,000.00

V. MICROBIOLOGY DEPARTMENT

1.	Student microscope	45	-	
2.	Centrifuge (low speed)	2		
	" Remi	-	1	3,000.00
	" High	-	1	12,000.00
3.	Incubator	1	2	7,000.00
	" B.O.D.	-	1	6,000.00
	" Egg	-	1	10,000.00
4.	Binocular microscopes	8	-	
5.	Pipette washer	1	1	1,500.00
6.	Waterbath (Thermostatic)	3	1	2,000.00
7.	Oven drying	1	1	6,000.00
	Hot air (mammert type)	1	1	3,500.00
	Hot air with vaccum	-	1	6,000.00
8.	Seitz filters, millipore	2 each	8	18,000.00
9.	Deep freeze	2	-	
10.	Autoclave	1	1	5,500.00
11.	Minicentrifuge lypholizer	1	-	
12.	Darkground microscope	1	-	
13.	Refrigerator	2	2	14,000.00
14.	Balance analytical Metler (Micro)	-	1	25,000.00

.../-

1	2	3	4	5
15.	Inspissator with glass lid	1	-	
	with 25 tubes	1	-	
	with 100 tubes	-	1	3,000.00
16.	Colony counter	1	-	
17.	Dissecting microscope	4	-	
18.	Microtitration set	1	-	
19.	Sterilizer	-	1	2,500.00
20.	Levi Bond comparator	-	1	3,000.00
21.	Distillation plant	-	1	4,000.00
22.	Vaccum pump	-	1	7,500.00
23.	Ultrasonicator	-	1	5,000.00
24.	Inverted microscope	-	1	10,000.00
25.	Counter current electrophoresis	-	1	7,000.00
26.	Laminar flow table	-	1	30,000.00
27.	Dental drill	-	1	2,500.00
28.	Automatic syringe 5 & 2 ml	-	1	2,500.00
29.	Tissue homogeniser	-	1	1,000.00
30.	Densitometer	-	1	15,000.00
31.	Tissue culturehood with U.V.	-	1	25,000.00
32.	PH Meter (combined electrode type)	-	1	10,000.00
33.	Phage applicator	-	1	10,000.00
34.	Spectro colorimeter	-	1	15,000.00
35.	Slide projector (ordinary)	-	1	3,500.00
36.	Roller drum for tissue culture	-	1	2,000.00
37.	Spares, accessories and miscellaneous items			50,000.00
<u>SPECIAL EQUIPMENT</u>				
38.	Incubator H ₂ /N ₂ /CO ₂ for tissue culture	-	1	1,00,000.00
39.	Laser Nephelometer	1	1	30,000.00
40.	Revco (- 70° C)	-	1	90,000.00
41.	Airconditioner for special lab.	-	3	54,000.00
<u>VI. PATHOLOGY DEPARTMENT</u>				
1.	Student Microscope	25	10	20,000.00
2.	Rotary Microtome (Precision)	1	1	4,000.00

.../-

1	2	3	4	5
3.	Slidewarming plate and floatation bath	1 each	1	600.00
4.	Bone decalcifier	1	-	
5.	Centrifuge (low speed)	2	-	
6.	Lab. Counter	2	-	
7.	Cabinet microslide	6	8	10,000.00
	" projection slide	-	2	4,000.00
8.	Balance analytical	1	-	
9.	Spectrocolorimeter	1	-	
10.	Incubator - bacteriological	1	-	
	- double walled	2	-	
11.	Haemoglobinometer	18	18	5,000.00
12.	Microhaematocrit centrifuge	1	-	
13.	P.H. Meter	1	-	
14.	Binocular microscope	3	1	15,000.00
15.	Cryostat	1	-	
16.	Histokinette with tissue processor & vaccum head	1	-	
		-	1	10,000.00
17.	Refrigerator	1	2	14,000.00
18.	Overhead projector	1	-	
19.	Voltage stabilizer	1	2	6,000.00
20.	Electrophoresis apparatus	1	-	
21.	Laminar flow table	-	1	30,000.00
22.	Oven	-	1	3,500.00
23.	Water bath	1	2	4,000.00
24.	Pipette washer	-	1	1,500.00
25.	Slide projector auto-CEL	-	1	6,000.00
26.	Automatic slide staining machine vari-stain	-	1	50,000.00
27.	Automatic knife sharper	-	1	5,000.00
28.	Double vision microscope with pointer	-	1	30,000.00
29.	Millipore filter holders	-	2	4,000.00
30.	Deep freeze	-	1	8,000.00
31.	Distillation apparatus (all glass)	-	1	4,000.00

1	2	3	4	5
34. Automatic pipettes		-	6	6,000.00
35. Grossing table		-	1	2,000.00
36. Diessicator cabinet		-	1	1,500.00
37. Blood cell calculator		-	1	3,000.00
38. Surgical instruments		-	-	5,000.00
39. Spares, accessories and miscellaneous items				35,000.00

SPECIAL EQUIPMENT (CENTRALIZED FACILITIES)

1. Inverted microscope		-	1	10,000.00
2. Aggreogometer chronolog		-	1	35,000.00
3. Refrigerated centrifuge		-	1	90,000.00
4. Airconditioner for the special lab.		-	2	36,000.00

VII. DEPARTMENT OF PHARMACOLOGY

1. Heart perfusion assembly		-	3	4,000.00
2. Organ bath isolated		16	10	5,000.00
Four unit		-	3	11,700.00
3. Frog heart chambers		25	-	
4. Balance physical		4	-	
analytical		2	-	
counter		1	-	
single pan		-	1	4,000.00
animal		2	-	
5. Blow continuous injector		1	-	
6. Leech muscle apparatus		-	1	15,000.00
7. Recording drums		15	-	
8. Stimulator		2	1	6,500.00
9. Smoking and varnishing assembly		2	-	
10. Stereotaxic instrument with table		1	-	
11. Centrifuge (low speed)		1	1	2,500.00
(high speed)		-	1	12,000.00
12. Hot plates and heating mantle		7	-	
13. Electric burr assembly		1	-	
14. Sterilizer and cautory		1	-	
15. Aggressometer, electroconvulsimeter and elgesimeter		2	each	-
16. Histometer		1	-	

1	2	3	4	5
17.	Tables experimental " operation brodie	2	-	
		-	3	3,600.00
18.	Apparatus for behavioural studies	3	-	
19.	Oven	1	-	
20.	Waterbath and shaker	1	-	
21.	Refrigerators and deep freeze	4	1	7,000.00
22.	8-Channel polygraph Transducers for above	1	-	
		-	4	12,600.00
23.	PH Meter	1	-	
24.	Operation light	1	-	
25.	Spectrophotometer	1	-	
26.	Flamephotometer	-	1	12,000.00
27.	Automatic Ice flaker	1	-	
28.	Thin layer chromatography	1	-	
29.	Electrophoresis apparatus verticle/horizontal	-	1	15,000.00
30.	E.C.G. Machine	-	1	10,000.00
31.	Voltage stablizer	-	2	6,000.00
32.	L.E. Dynograph	-	2	31,000.00
33.	Incubator	-	1	3,500.00
34.	Microscope students	-	5	10,000.00
35.	Microscope Dissection	-	1	1,050.00
35.	Autoclave	-	1	5,500.00
36.	Instrument cabinet	-	2	4,000.00
37.	Automatic fraction collector	-	1	10,000.00
38.	Electric motors 1/8 H.P.	-	4	8,000.00
39.	Ledhnger type perfusion pump	-	1	18,000.00
40.	Spirometer	-	3	2,400.00
41.	Warburg apparatus	-	1	25,000.00
42.	Vaccum & Pressure pump	-	1	8,000.00
43.	Skin thermometer barum	-	1	5,000.00
44.	Physiograph	-1	25	45,000.00
45.	Auto slide projector CEL	-	1	6,000.00
46.	Electric vibrator	-	1	1,000.00
47.	Airconditioner for special lab.	-	2	36,000.00
48.	Spares, accessories and miscellaneous items	-	-	50,000.00

.../-

1	2	3	4	5
VIII. PREVENTIVE & SOCIAL MEDICINE DEPARTMENT				
1.	B.P. Instrument	25	6	1,500.00
2.	Weighing machine	7	4	1,600.00
	Weighing machine baby	10	-	
3.	Centrifuge (4 tubes)	4	-	
4.	Sterilizer	8	3	
5.	Dressing drum	11	-	
6.	" jar	14	-	
6.	Microscope	10	10	20,000.00
7.	Haemocytometer	9	6	2,050.00
8.	Haemoglobinometer	11	6	1,200.00
	E.S.R. Set	8	-	
8.	Examination table	6	2	2,000.00
9.	Diagnostic set	9	4	800.00
10.	Dissecting microscope (ordinary)	10	15	7,500.00
11.	Balance chemical	1	4	1,600.00
	" weighing	-	1	800.00
12.	Refrigerator	2	3	21,000.00
13.	Slide projector	1	-	
14.	Autoclave - vertical	1	-	
	small	-	2	4,000.00
15.	Distillation plant	1	1	4,000.00
16.	Micro computer 2200	1	-	
17.	Assorted surgical instruments and miscellaneous items	-	-	10,000.00
18.	E.C.G. Machine	-	1	10,000.00
19.	Binocular microscope	-	1	15,000.00
20.	Suction apparatus	-	1	1,500.00
21.	Models and charts			10,000.00
22.	Barometer	-	1	1,000.00
23.	Extraction apparatus	-	1	2,000.00
24.	Incubator	-	1	7,000.00
25.	Colorimeter klett	-	1	10,000.00
26.	Minicomputer attachments	-		1,50,000.00
27.	Big vehicle or two small matadors (for rural health centres)	-	1	2,00,000.00

.../-

2	3	4	5
8. Minibuses (3) for ROME Scheme implementation	-	3	7,00,000.00

Item No.1,2,3,4,5,6,7,8,9,10 for health centres)

UDIOVISUAL AND PHOTOGRAPHY DEPARTMENT

. Overhead projector	2	1	4,000.00
. Epidiascope	1	1	5,000.00
.. Amplifier set with microphones speakers	2	-	
. Movie projector	1	-	
. Automatic slide projector system	-	1	25,000.00
. Cassette/tape recorder	-	1	2,500.00
. Miscellaneous items (Educational films, spares)			25,000.00
. Stencil set with drawing board pens etc.	-	1 set	5,000.00
. Dark room items (lamp, clips mark)	1 set	-	
0. Glazing machine	1	-	
Glazing plate	1	-	
1. Dry mounting press	1	-	
2. Reproduction apparatus	1	-	
3. Trimmer	1	-	
4. Enlarger with easel and focus finder	1	-	
5. Trinocular microscope with Olympus photomicrographic equipment	1	-	
6. Cannon camera	1	-	
7. Film printer and timer	1	-	
8. Telemetric microphone with amplifier	-	1	8,000.00
9. Exposure meter	-	1	15,000.00
10. Optical filters	-	1	1,100.00
11. Air conditioners	-	2	36,000.00
12. Miscellaneous items			15,000.00

LIBRARY

1. Microfilm Reader	-	2	10,000.00
2. Xerox machine	-	1	1,00,000.00
3. Airconditioner	-	2	36,000.00

.../-

1	2	3	4
<u>CENTRAL ANIMAL HOUSE :</u>			
<u>Housing of Animals</u>			
Cages & Racks :			
1.	Cat cages	-	6 4,500.00
2.	Rabbit & Guineapig cages (rack with 6 cages)	-	6 18,000.00
3.	Rat cages small (rack with 24 cages)	1	10 30,000.00
4.	Rat cages large(rack with 12 cages)		10 25,000.00
5.	Polypropyline cages for Rabbits, Guineapigs (rack with 12 cages)		6 18,000.00
6.	Polypropyline cages for rats and mice (rack with 18 cages)		6 18,000.00
7.	Cleaning tanks		2 4,000.00
8.	Trolleys for transporting cages		2 2,000.00
<u>Handling of animals</u>			
Animal balances :			
9.	Rabbit and guineapig balance		1 3,000.00
10.	Rat balance		2 3,000.00
11.	Operating table, operating lamp and surgical instruments		10,000.00
12.	Autoclave		1 5,500.00
13.	Day night cycle control switch		2 6,000.00
<u>Temperature and air control of animal House</u>			
14.	Airconditioning units		4 72,000.00
15.	Fan heaters		4 6,000.00
16.	Exhaust fans		4 4,000.00
<u>CENTRAL WORKSHOP :</u>			
1.	Electric spraying unit (portable)		750
2.	Oil less spraying machine		2,100.0
3.	Vulcanising machine		700.0
4.	Pneumatic grinder		2,300.0
5.	Pneumatic drill		1,600.0
6.	Pneumatic brusher		1,850.0
7.	Pneumatic sander polisher		1,650.0

.../-

1	2	3	4	5
8.	Conduit pipe bending machine			1,150.00
9.	Universal iron bender			1,250.00
10.	Threading and tapping machine			10,000.00
11.	Electric grinder			4,000.00
12.	Vices compound machine			1,000.00
13.	Vices drilling machine			700.00
14.	Vices bench			1,000.00
15.	Portable spot welding guns			3,000.00
16.	Punching machine			4,000.00
17.	Universal Lathe & Accessories			15,000.00
18.	Coil winding machine			2,000.00
19.	Air compressor			25,000.00
20.	Hydraulic test pump			3,500.00
	Accessories for the above machines			15,000.00
 <u>Wood-working machinery</u>				
21.	Bond saw machine			5,550.00
22.	Planing knife grinders			4,000.00
23.	Wood turning late			2,500.00
24.	Portable sander			1,000.00
25.	Jig saw machine			2,550.00
26.	Chisel Mortising machine			1,000.00
27.	<u>Precision Measuring & Testing Instruments :</u>			
27.	Outside micrometer			1,000.00
28.	Vernier caliper			1,800.00
29.	Combination sets			2,000.00
30.	Dial thickness gauge			700.00
31.	Crank shaft gauge			1,000.00
32.	Hand techometers 'Smith'			2,600.00
<u>Hand tools for smithy & Carpentry (Assorted)</u>				
33.	Glass blowing equipment			10,000.00
34.	Ampere meter			700.00
35.	Battery charger			1,500.00
36.	Quick Mate Jigs for capacitance meter			500.00
37.	Multimeter			2,000.00

1	2	3	4	5
38.	Low voltage regulated supply (both current and volt regulator)			2,000.00
39.	Transformer (variable rating single-phase)			5,000.00
40.	Galvoscope (with bilateral deflection)			1,000.00
41.	Rotameter			500.00
42.	Avometer & AC, DC and low & high resistance range extension)			1,000.00
43.	Soldering Irons			500.00
44.	Dehmidifier			10,000.00
45.	Transistor analyser			1,000.00
46.	Resistance substitution box			500.00
47.	Capacitor substitution box			500.00
48.	L.C.R. Bridge			2,500.00
49.	Oscilloscope 2 nos.			25,000.00
50.	Amplifiers			5,000.00
51.	Logic Probe			2,000.00
52.	Pulse generator			1,000.00
53.	B.F. & Audio signal tracer with attenuator			2,000.00
54.	Multifunctional oscillator			3,000.00

UNIVERSITY GRANTS COMMISSION

Meeting:
Dated: 23.6.1982

Item No. 5.11 To consider the report of the Committee for establishment of a new computer centre at Bhopal University.

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The University Grants Commission Standing Committee on development of Computer facilities in the universities considered a proposal from the Bhopal University for setting up of a Computer Centre which could meet the needs of the University, Maulana Azad College of Technology, Bhopal and other educational institutes in the city of Bhopal and desired that proposal may be examined by an Expert Committee which may make suitable recommendations in this regard.

Accordingly, a Committee consisting of the following members visited Bhopal on 15.2.82 :

- 1) Prof. P.G. Reddy,
Visiting Professor,
Computer Centre,
Osmania University,
Hyderabad.
- 2) Dr. Aslam Qadeer,
Director,
Computer Centre
Aligarh Muslim University,
Aligarh.
- 3) Dr. D. Shankar Narayan,
Additional Secretary,
University Grants Commission,
New Delhi.

The report of the Committee is attached as Annexure On the basis of assessment the Committee recommended a Computer with the following configuration :

Hardware

CPU with 16/32 bit/word;
Hardware, Multiply/Divide/Floating point.
256/512 K bytes Memory - Expandable to 1 M.
Disk Drive - 10 M with controller - 2 Nos.
9 Track, 800 bpi Mag Tape Drive with Controller-2 Nos.
One Card reader - 600 CPM

Contd...2.

One Card Reader - 600 CPM

CRT Terminals - 4

Graphic Terminals - 2 with one Plotter
(even one graphic terminal may be reasonable to start with).

One 600 Imp 64/96 Ch.L.P.

(96 element Ch.set should be more than sufficient).

Software

O/S which will support 4 users simultaneously.
(Multiprogramming allowing Foreground/background jobs;
Macro assembly language
Basic-multi-user
Fortran 66 enhanced
Mini PASCAL, EDIT, COBOL,
Scientific & Statistical packages,
Engineering Application Packages.

OFFLINE.

4 Card punches & Verifier (of this minimum of 2 keypunches
to be on University Campus.)

1 Key to Floppy.

Estimated Cost	: Rs.25.00 lakhs	Cost of the computer may be shared equally by Bhopal University and Maulana Azad College, of Tech., Bhopal.
Cost of Installation including Building and air-conditioning	: Rs. 5.00 lakhs	

Level of staffing : As per norms prescribed for a level
'B' Computer, on the condition that
the recurring assistance would be
taken over entirely by the Bhopal
University with assistance from
State Govt. at the end of 4 years
when U.G.C. assistance ceases.

The matter is placed before the Commission for consideration.

UNIVERSITY GRANTS COMMISSION

Report of the Expert Committee to consider the proposal of the Bhopal University for setting up of a Computer Centre.

The U.G.C. Standing Committee for development of computer facilities in the universities considered a proposal from the Bhopal University for setting up a computer centre which could meet the needs of the university, Maulana Azad College of Technology, Bhopal and other educational institutions in the city of Bhopal. The Standing Committee noted that the State of Madhya Pradesh in particular was low with regard to computer facilities as well as developing computer capability and therefore special measures were needed to be taken in order to build up an adequate level of computer awareness in the educational sector in the universities in Madhya Pradesh and also strengthening the computer capability by providing for appropriate computer manpower training programmes essentially needed in different sectors of economic and industrial development within the State. The Committee therefore desired that the proposal received from the Bhopal University jointly with the Maulana Azad College of Technology, Bhopal may be examined by an Expert Committee which may make suitable recommendations in this regard.

Accordingly, a Committee consisting of the following members visited Bhopal on 15th February, 1982:-

1. Professor P.G. Reddy,
Visiting Professor,
Computer Centre,
Osmania University,
Hyderabad.
2. Dr. Aslam Qadeer,
Director,
Computer Centre,
Aligarh Muslim University,
Aligarh.
3. Dr. D. Shankar Narayan,
Additional Secretary,
University Grants Commission,
New Delhi.

Dr. J.R. Isaacs, Indian Institute of Technology, Bombay and Professor P.C.P. Bhatt of the Department of Electronics could not join the committee. The

Committee during its visit had detailed discussions on the proposal with the Vice-Chancellor and other authorities of the Bhopal University and Principal and professors of the Maulana Azad College of Technology Bhopal.

The proposal for establishment of a computer centre placed before the committee was a joint proposal by the Bhopal University and the Maulana Azad College of Technology, Bhopal indicating the present status of computer use by students and faculty of Bhopal University and indicating the future anticipated requirements of computer usage and also the level of computer considered suitable for meeting the needs of the several educational institutions in the city of Bhopal and possibly also the State Government departments. The proposal as well as discussions with the committee brought-forth the serious limitations presently faced by these institutions in the absence of a computer facility, both for their educational and research purposes but also for manpower training programmes. The present level of computer usage mainly on the basis of utilising computer facilities available in Bombay or Delhi or at the BHEL Bhopal was obviously low but this does not in any way reflect the real situation of computation and data processing needs required by the educational institutions and the R & D organisations in the city.

The Maulana Azad College of Technology, Bhopal has included a compulsory course at the undergraduate level in all the disciplines of engineering but the course is mainly with emphasis on computation and application to numerical analysis. An advanced course in digital computers is prescribed for the students in the electrical and electronic engineering programmes. Similarly all the 6 M.Tech. courses have a compulsory subject in computational mathematics. Several of the Ph.D. scholars have undertaken research on problems which require computer usage. Besides, the college has also organised short courses in computer programming languages over the last ten years. The college, for all these purposes has utilised the computer facilities available in Bombay or Delhi but this has several limitations and therefore the institution has felt increasingly the need for obtaining an in-house computer. The Ministry of Education, Government of India, has also provided an allocation of Rs. 15 lakhs to the Maulana Azad College of Technology, Bhopal for establishment of a computer centre. However, the Maulana Azad College of Technology, Bhopal and the university feel justifiably that instead of each of them obtaining a small computer within the resources available to them and locating them within a short distance of 6 km.,

it would be mutual beneficial and economically viable if the resources available can be pooled together so as to enable them to obtain a medium size computer which can be established and maintained to cater to the academic teaching, training and research activities as well as the educational administration of the various institutions in the city of Bhopal. In fact the university authorities have willingly accepted this suggestion keeping in view the facilities for better management and maintenance available in the Engineering College and that the new Computer centre should be located on the campus of the Maulana Azad College of Technology, Bhopal.

The Committee fully appreciated the above view taken by this two major institutions and recommends the setting of a computer centre jointly by the Bhopal University and the Maulana Azad College of Technology, Bhopal. This conclusion, arrived at by the present committee, is based on the discussions it had with the various users and also an assessment of the computer facilities and the needs of the educational institutions as indicated in the proposal before it. Presently, the Maulana Azad College of Technology has in fact greater computer awareness and computer capability, whereas the university departments, which have only recently been established, have yet to develop an adequate level of competence in computer sciences and computer usage. In view of this situation, the proposal to set up a computer centre jointly by the Bhopal University and the Maulana Azad College of Technology, Bhopal would be most advantageous particularly since the engineering departments of the Maulana Azad College of Technology would also provide necessary infrastructure essential for a computer centre.

The Committee was informed that within the city of Bhopal, the B.H.F.L. has recently acquired a ICIM-2904 system and a mini computer, HP-1000 is located at the Technical Teachers Training Institution, Bhopal. The State Planning Department has placed an order to obtain by April 1982, an ECIL-332 computer for meeting its needs. Accordingly, the addition of a medium sized, general purpose computer system in the educational sector would not only enhance the level of computer facilities in the city of Bhopal but also lead to enhancing the computer capability and also provide the necessary infrastructure required for a variety of manpower training programmes. The Committee was also informed that several vendors of computer systems had offered the university and the Maulana Azad College of Technology, Bhopal, their

computers at educational discount rates and the Computronics India had also come forward to set up a data processing centre at the Maulana Azad College of Technology, campus, Bhopal. The University and the Maulana Azad College of Technology authorities, however, felt that it would be advisable to establish their own computer centre, with a computer configuration and specification which can meet not only their present prescriptive needs but also their projected needs over the next five years. The specifications for the computer suggested in the proposal require a core memory of 512K bytes with associated computer hardware, software and data entry devices.

On the basis of the assessment made by this committee, the committee would like to recommend a computer with the configuration indicated in the Appendix at the present stage and which can have necessary growth possibility in future. Such a computer would cost about Rs. 25 lakhs and would require another Rs. 5 lakhs for its installations including building and air-conditioning. The Committee would like to further suggest that the cost of computer may be shared equally by the Bhopal University and the Maulana Azad College of Technology, Bhopal. However, since the Computer Centre would be located on the campus of the Maulana Azad College of Technology, Bhopal, the cost of the building and air-conditioning will have to be borne by the by the Maulana Azad College of Technology, Bhopal out of the grant available to it from the Government of India. As regards the computer staff and maintenance costs, the UGC may provide necessary assistance in accordance with the norms prescribed for a level B Computer, on the condition that the recurring assistance would be taken over entirely by the Bhopal University with the assistance of the State Government when the assistance from the UGC would cease at the end of the first four years.

The Bhopal University and the Maulana Azad College of Technology, Bhopal may work out a mutually acceptable management structure for governance of the computer centre with the help of an advisory council and also with the help of a Users Committee consisting of the representatives of the major users in the education sector in the city of Bhopal. The two major institutions, agreeing to share the cost and the management of the computer centre, can utilise the available computer-time in the prime shift of 8 hours equally to meet their teaching, training,

research as well as educational administrative needs. Efforts should be made to utilise the computer for atleast two shifts of 8 hours each and the additional shift available could be utilized by other users who may pay at the prescribed educational rates. The Computer Centre may also undertake other jobs from R & D institutions and industries so as to build up a reserve fund to meet the needs for system up-grading as well as to gradually take over the maintenance and operational cost and other recurring expenditure since the UGC assistance for this purpose is on a graded basis over the four year period.

The Committee hopes that a computer system with the configuration suggested would sufficiently meet the computer needs of the educational institutions at the present stage, atleast for the next three years and any additional requirements for again augmenting the system could be reviewed on the basis of computer usage and needs after a three year period. The Computer suggested would have sufficient scope for further growth in future years.

The Committee would like to thank the Bhopal University and the Maulana Azad College of Technology authorities for the facilities given for the work of the committee.

Appendix

Computer system suggested for Bhopal University
and Maulana Azad College of Technology, Bhopal
Computer Centre.

Hardware:

C.P.U. with 16/32 bit/word;

Hardware, Multiply/Divide/Floating Point

256/512 K bytes Memory - Expandable to 1 M

Disk Drive - 10 M with controller - 2 Nos.

9 Track, 800 bpi Mag Tape Drive with Controller-2 Nos.

CRT Terminals - 4

Graphic Terminals - 2 with 1 Plotter
(even one graphic Terminal will be reasonable
to start with)

One 600 Imp 64/96 Ch.L.P.

(96 element Ch.set should be more than sufficient).

Software:

O/S which will support 4 users simultaneously

(Multiprograming allowing Foreground/background
jobs;

Macro assembly language

Basic - Multi-user

Fortran 66 enhanced

Mini PASCAL, EDIT, COBOL,

Scientific and Statistical Packages.

Engineering Application Packages..

OFFLINE:

4 card punches and verifier (of this minimum of
2 keypunches to be on
University Campus.)

1 Key to Floppy.

SECTION 6

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

...

Meeting:

Dated: 23rd June, 1962

Item No. 6.31: To consider the recommendations of the Estimates Committee of the Fifth Lok Sabha about imbalances in regional representation in higher civil services.

The Estimates Committee of the Fifth Lok Sabha in their 89th Report on Department of Personnel and Administrative Reforms have expressed their concern regarding imbalances in regional representation in higher civil services, and have made the following recommendation:-

"The Committee are concerned to note that there are imbalances in the regional representation in the higher civil services. They feel that one of the best ways of bringing a sense of participation in the nation building process to young people from all parts of the country, is to give equitable chances to them to compete and come out successful in the competitive examination for All India Services. This primarily a problem relating to the educational standards followed in each State. But the responsibility of the Centre is also attracted as the grants for higher education are given by the University Grants Commission. Moreover, a clear responsibility develops on the people of backward areas to enable them to come up to the All India level. The Committee suggest that the people of backward areas to enable them to come up to the All India level. The Committee suggest that the Department of Personnel should take a lead in this behalf and have a detailed analysis made in depth, with the assistance of the U.P.S.C. and the University Grants Commission to identify the factors which make for relative success or otherwise of candidates coming from different States/regions of the country and take suitable measures in this regard. The Committee attach great importance in this matter. They desire that a comprehensive scheme, outlining concrete measures which are being taken by Government to achieve this national objective, are furnished to the Committee within six months".

The Department of Personnel and Administrative Reforms (Cabinet Secretariat) had in April, 1976

p.t.o.

Appendix

Computer system suggested for Bhopal University
and Maulana Azad College of Technology, Bhopal
Computer Centre.

Hardware:

C.P.U. with 16/32 bit/word;

Hardware, Multiply/Divide/Floating Point

256/512 K bytes Memory - Expandable to 1 M

Disk Drive - 10 M with controller - 2 Nos.

9 Track, 800 bpi Mag Tape Drive with Controller-2 Nos.

CRT Terminals - 4

Graphic Terminals - 2 with 1 Plotter
(even one graphic Terminal will be reasonable
to start with)

One 600 Imp 64/96 Ch.L.P.

(96 element Ch.set should be more than sufficient).

Software:

O/S which will support 4 users simultaneously

(Multiprogramming allowing Foreground/background
jobs;

Macro assembly language

Basic - Multi-user

Fortran 66 enhanced

Mini PASCAL, EDIT, COBOL,

Scientific and Statistical Packages.

Engineering Application Packages..

OFFLINE:

4 card punches and verifier (of this minimum of
2 keypunches to be on
University Campus.)

1 Key to Floppy.

SECTION 6

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

...

Meeting:

Dated: 23rd June, 1962

Item No. 6.31: To consider the recommendations of the Estimates Committee of the Fifth Lok Sabha about imbalances in regional representation in higher civil services.

The Estimates Committee of the Fifth Lok Sabha in their 89th Report on Department of Personnel and Administrative Reforms have expressed their concern regarding imbalances in regional representation in higher civil services, and have made the following recommendation:-

"The Committee are concerned to note that there are imbalances in the regional representation in the higher civil services. They feel that one of the best ways of bringing a sense of participation in the nation building process to young people from all parts of the country, is to give equitable chances to them to compete and come out successful in the competitive examination for All India Services. This primarily a problem relating to the educational standards followed in each State. But the responsibility of the Centre is also attracted as the grants for higher education are given by the University Grants Commission. Moreover, a clear responsibility develops on the people of backward areas to enable them to come up to the All India level. The Committee suggest that the people of backward areas to enable them to come up to the All India level. The Committee suggest that the Department of Personnel should take a lead in this behalf and have a detailed analysis made in depth, with the assistance of the U.P.S.C. and the University Grants Commission to identify the factors which make for relative success or otherwise of candidates coming from different States/regions of the country and take suitable measures in this regard. The Committee attach great importance in this matter. They desire that a comprehensive scheme, outlining concrete measures which are being taken by Government to achieve this national objective, are furnished to the Committee within six months".

The Department of Personnel and Administrative Reforms (Cabinet Secretariat) had in April, 1976

P.t.o.

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

...

Meeting:

Dated: 23rd June, 1982

Item No. 6.81: To consider the recommendations of the Estimates Committee of the Fifth Lok Sabha about imbalances in regional representation in higher civil services.

The Estimates Committee of the Fifth Lok Sabha in their 89th Report on Department of Personnel and Administrative Reforms have expressed their concern regarding imbalances in regional representation in higher civil services, and have made the following recommendation:-

"The Committee are concerned to note that there are imbalances in the regional representation in the higher civil services. They feel that one of the best ways of bringing a sense of participation in the nation building process to young people from all parts of the country, is to give equitable chances to them to compete and come out successful in the competitive examination for All India Services. This primarily a problem relating to the educational standards followed in each State. But the responsibility of the Centre is also attracted as the grants for higher education are given by the University Grants Commission. Moreover, a clear responsibility develops on the people of backward areas to enable them to come up to the All India level. The Committee suggest that the people of backward areas to enable them to come up to the All India level. The Committee suggest that the Department of Personnel should take a lead in this behalf and have a detailed analysis made in depth, with the assistance of the U.P.S.C. and the University Grants Commission to identify the factors which make for relative success or otherwise of candidates coming from different States/regions of the country and take suitable measures in this regard. The Committee attach great importance in this matter. They desire that a comprehensive scheme, outlining concrete measures which are being taken by Government to achieve this national objective, are furnished to the Committee within six months".

The Department of Personnel and Administrative Reforms (Cabinet Secretariat) had in April, 1976

p.t.o.

referred the matter to the UGC for comments. The Department of Personnel and Administrative Reforms were informed that the Commission would have no objection to the appointment of a Committee as suggested by the Estimates Committee and if this was agreed to, the Commission would welcome its association with such a Committee.

The Ministry of Education and Culture in their letter at Appendix. have enquired whether the Commission would set up the proposed Committee to examine the question of bringing greater uniformity in educational standards and to identify the factors which make for relative success or otherwise of candidates in Civil Services Examinations from different States or regions.

The matter is placed before the Commission for consideration.

US(CP)/DS(CP)

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.....

Appendix to Item No.6.01

Copy of O.O. No.F.8-74/81-U.1 dated 8th February, 1982 from Shri C.R. Pillai, Deputy Secretary, Ministry of Education & Culture (Deptt. of Education), New Delhi addressed to Shri R.K. Chhabra, Secretary, USC.

I enclose a copy of d.p. letter No. 1/5/81-PP.I dated 26th September, 1981 from Shri T. Ramaswamy, Joint Secretary, Department of Personnel & Administrative Reforms (Ministry of Home Affairs) to Shri D.S. Misra, Joint Secretary, Ministry of Education & Culture regarding the recommendation of the Estimates Committee of the 5th Lok Sabha about imbalances in regional representation in higher civil services.

We shall be grateful if you could kindly examine the proposal made by the Department of personnel & A.R. and let us know your views. Kindly let us also know whether the Commission could set up the proposed Committee to examine the question of bringing greater uniformity in educational standards and to identify the factors which make for relative success or otherwise of candidates in Civil Services Examinations from different States or regions.

The Commission's file No.F. 13-2/76(CP) refers.

With kind regards.

ENCLOSURE

D.O. no. 1-5/81-PP-I

Department of Personnel
and Administrative Reforms
Ministry of Home Affairs,
North Block, New Delhi.

September, 25, 1981

Dear Shri Misra,

The Estimates Committee of the 5th Lok Sabha in their Report on DP&AR have expressed their concern regarding the imbalances in regional representation in higher civil services. The text of the recommendation is reproduced below:-

"The Committee are concerned to note that there are imbalances in the regional representation in the higher civil services. They feel that one of the best ways of bringing a sense of participation in the nation building process to young people from all parts of the country, is to give equitable chances to them to compete and come out successful in the competitive examination for All India Services. This is primarily a problem relating to the educational standards followed in each State. But the responsibility of the Centre is also attracted as the grants for higher education are given by the University Grants Commission. Moreover, a clear responsibility develops on the people of backward areas to enable them to come up to the All India level. The Committee suggest that the Department of Personnel should take a lead in this behalf and have a detailed analysis made in depth, with the assistance of the U.P.S.C. and the University Grants Commission to identify the factors which make for relative success or otherwise of candidates coming from different States/region of the country and take suitable measures in this regard. The Committee attach great importance in this matter. They desire that a comprehensive scheme, outlining concrete measures which are being taken by Government to achieve this national objective, are furnished to the Committee within six months".

Before sending the earlier reply to the Estimates Committee its recommendation was sent to the UGC, Ministry of Education and UPSC for their comments. The UGC had stated that it would have no objection to the appointment of a Committee as suggested by the Estimates Committee.

The Ministry of Education vide their u.o. No.G.25013/1/76-IF,4 dated 1.7.76 had expressed the same view. The UPSC had stated that the recommendations of the Estimates Committee were taken note of by the Kothari Committee on recruitment policy and election methods. Under the circumstances an interim reply was sent to the Estimates Committee stating that a final view in the matter would be taken after considering the recommendations of the Kothari Committee and

p.t.o.

the views of the Commission thereon. The estimates committee has desired to furnish the final reply of the Government expeditiously.

In its report the Kothari Committee has examined the question relating to a comprehensive selection process and equalisation of opportunity for entry into service and have recommended various measures on these aspects. These recommendations were accepted by the Government and were introduced from the 1979 examination as a result of which the number of candidates appearing in examinations from all regions has increased manifold.

According to the Estimates Committee the regional imbalance in the representation in the Higher civil services is due to different educational standards. As stated above the Kothari Committee has examined only the question relating to selection process and equalisation of opportunity for entry into service and has not examined the matter regarding improvement of facilities for raising educational standards. This aspect has to be examined by a working Group/Committee:

The question regarding uniformity in educational standard is primarily the concern of the Ministry of Education as it is linked with national policies and plans for education. The responsibility for determination and coordination of the standards of higher education is also to be discharged through the UGC. Under the circumstances it will be more appropriate if the Ministry of Education considers to constitute a working Group/Committee to go into this aspect. The Department of Personnel has no expertise to go to into this question. However, the Department of personnel may be associated if need be in the proposed Committee.

I shall be grateful if the Ministry of Education could take a decision on this matter at an early date and inform us about the outcome so that a suitable reply could be given to the Estimates Committee.

Yours sincerely,

T. Ramaswamy

Shri DS Misra,
Joint Secretary (Admn)
Ministry of Education & Culture,
New Delhi.

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

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Meeting:

Dated 23rd June, 1982

Item No. 6.02: To consider the Report of the Committee which visited the Bharati Vidyapeeth's Institute of Management and Entrepreneurship Development, Poona to examine its proposal for recognition under Section 2(f) of UGC Act.

The University Grants Commission at its meeting held on the 29th & 31st May, 1981 considered a proposal received from the University of Poona for inclusion of the Institute of Management and Entrepreneurship Development, Poona in the list maintained under Section 2(f) of the UGC Act. The Commission desired that a Committee be appointed to visit the institute and make recommendations regarding the suitability for inclusion of this institute as a recognised institution under Section 2(f) of the UGC Act. Accordingly, a Committee consisting of the following members was constituted for the purpose:

1. Professor M.V. Pylee
Ex-Vice-Chancellor,
Cochin University,
Cochin.
2. Prof. M.M. Shah
Department of Commerce
Sardar Patel University
Vallabh Vidyanagar
3. Prof. Dool Singh
Department of Management
Kurukshetra University
Kurukshetra
4. Shri A.B. Gupta
Deputy Secretary,
UGC

The Committee visited the Institute on the 19th November, 1981. A copy of the report of the Committee is enclosed (Annexure.) The Committee has recommended that the Institute may be encouraged to develop as an Institute of Business Management and Education. It can develop into a good institution provided it does not

p.t.o.

fritter away its resources in too many directions and it concentrates its energies on developing higher education in Business Management and related fields. The Commission may therefore consider including it under Section 2(f) of the UGC Act as a recognised Institution as and when the Institute is given permanent recognition by the Pune University on the condition ~~that~~ the Institute agrees to implement the following recommendations:-

1. The Institute gets itself registered either as a society under the Societies Registration Act, 1860 or as a Trustee being appointed and vested with legal powers.
2. The M.S.W. course which has been introduced from this year should be remodelled if it has to continue in the Institute. Instead of having a Master's Degree course in Social Work, the Institute should organise a full time Masters' Degree course in labour welfare on the lines of the course being offered by the Maharashtra Institute of Labour Studies leading to Master's degree of Bombay University. The intake in such a course should be limited to 40 students. In case the Institute decided to continue the Master's Degree course in Social Work in the present form, it should be ensured that the minimum standard of social work education as specified by the Association of Schools of Social work in India and adopted by the UGC Panel on Social Work are strictly adhered to.
3. The actual intake in various courses is higher than the approved intake. The institute should in no case admit more students than the approved intake. Even the intake in M.B.A. course as approved by the University is on a high side. It should be restricted to 40.
4. The Institute should give attention to developing research and consultancy programme in Business Management since these form an integral part of an Institute of Business Management. The Faculty is to be fully involved in developing these programmes.
5. The Faculty in the Institute consists of one permanent member on its faculty in addition to the Director to look after management of all the courses except M.S.W. This is too inadequate for any institution of this kind. The Institute should have sufficient number of permanent members on its Faculty and it should be ensured that in the beginning at least 50% of the total workload is handled by permanent faculty members. The proportion of permanent

faculty members and visiting faculty members should be progressively raised to reach 75: 25 in say seven years' time. There should be atleast one Professor and one Reader in the faculty complement of each specialisation group.

6. The Institute should have its own building including library. The number of journals in the library is not adequate and the number should be increased. Similarly, the number of text books reference books in the library is also not adequate. The number of books including multiple copies of text books needed by the students should be increased. The library budget should be equitably distributed in terms of the subject.

7. Admission tests for various courses should be conducted by the Poona University in common for all the institutes of management recognised by the University, instead of each institute organising its own admission tests as at present. This will ensure equitable merit allocation of applicants among the different recognised institutes of the University.

8. The teaching in the Institute is generally confined at the moment to lectures. The instruction in any Business Administration Course should be in the form of lectures as well as seminars, discussions, Case studies, business games and assignments based on field visits. The time-table should provide for these teaching methods and devise on a regular basis. This would be possible only if the institute has adequate number of permanent faculty members.

9. The Institute should also build up a Management lab and workshop to facilitate the students to get familiarized with the latest management techniques. Supportive audio-visual aids be also made available.

10. The Institute should not start any other course till the courses already introduced are run efficiently in accordance with the norms laid down by the All India Board of Management.

The matter is placed before the Commission for consideration.

University Grants Commission

Report of the committee which visited Bharati Vidyapeeth's Institute of Management and Entrepreneurship Development, Pune on 19th November, 1981 to consider its proposal for recognition under Section 2(f) of the UGC Act.

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The University Grants Commission constituted a committee consisting of the following members to consider the proposal of Bharati Vidyapith's Institute of Management and Entrepreneurship Development, Pune, for recognition under Section 2(f) of the UGC Act.

1. Professor MV Pylee
Vice-Chancellor
Cochin University, Cochin
2. Professor MM Shah
Department of Commerce
Sardar Patel University
Vallabh Vidyanagar
3. Professor Dool Singh
Department of Management
Kurukshetra University
Kurukshetra.
4. Shri AB Gupta
Deputy Secretary
University Grants Commission
New Delhi.

The committee visited the Institute on 19th November, 1981 and had discussions with the Director, Faculty Members and the students.

A) Main Features of the Institute

i) Establishment and Status

The Bharati Vidyapith's Institute of Management and Entrepreneurship Development, Pune, started functioning from June, 1978 as an Institute recognised by the University of Poona under Section 46 of the Poona University Act 1974 which

provides that the Executive Council of the University after consulting the Academic Council could recognise any institution of research or specialised study other than a college as a recognised institution. The Institute at present has been given recognition for a further period of three years from June, 1980 for teaching M.B.A., M.P.M., M.M.S. and D.B.M. courses under Section 46 of the Poona University Act. According to the Act, permanent recognition under the Act can be given to an institution after it has attained and maintained the academic and administrative standards prescribed from time to time and has a standing of at least 6 years.

ii) Courses

The Institute is conducting the following courses :

1. Two-year full time Master's degree course in Business Administration.
2. Two-year full time Master's degree course in Personnel Management.
3. Two-year part-time evening diploma course in Business Management.
4. One-year Master's degree course (M.M.S.) after D.B.M.
5. Two-year Master's degree course in Social Work (M.S.W.)

The M.B.A. and M.P.M. programmes are organised on Semester basis with two semesters per academic year. Each semester has a work load of 5 unit courses. In addition to the above courses, 7 students registered for Ph.D. with Poona University/under the guidance of the Director, who is a recognised research guide of the university.

(are doing
research

iii) Intake and Admission

The University has permitted the Institute to enrol a maximum of 66 students in each course. The number of students actually admitted in various courses is, however, higher than the approved intake. Admissions are granted to students on the basis of entrance examination conducted by the Institute jointly for all the three courses viz. M.B.A., M.P.M. and D.B.M. About 40% seats are reserved

for various categories of students, viz. 10% for Scheduled Castes and Scheduled Tribes, 15% for students from rural areas, 10% for candidates sponsored by Business Houses and 5% recommended by the Bharati Vidyapith. The total enrolment in all the courses is about 450.

iv) Results

The pass percentage in various papers and courses has been generally ranged from 60 to 90. The pass percentages in various examinations during the year 1980-81 are indicated in the statement at Annexure-I.

v) Library

The library of the Institute is housed on the ground floor of the building. It has 1667 books and 32 periodicals. During the current year, about 250 books were issued to the students. The total cost of books and periodicals in the library is of about Rs.53,000/-.

vi) Fees

The main source of income of the Institute is fees from students. The rate of fees are 2,500/- for M.B.A. and D.B.M. courses and Rs.2,000/- for M.P.M. course. They are inclusive of tuition, library and admission fees and study material charges.

vii) Faculty

The Institute has only one full time faculty member in addition to the Director for teaching the M.B.A., M.P.M. and D.B.M. and M.M.S. courses. Three lecturers and one professor incharge constitute the faculty for teaching M.S.W. course started from the current year. Teaching is mostly done with the help of 181 part-time teachers drawn from local Institutes and individuals who are paid an allowance @ Rs.30/- per lecture and are generally allocated 2 lecturers a day for two days a week.

viii) Working hours of the Institute

The Institute runs the M.P.M. and D.B.M. courses in the evening from 6.30 pm to 8.30 pm, M.B.A. course is run in the afternoon from 3 pm to 6.30 pm and the M.S.W. courses from 12 pm to 5.30 pm in the new building which also houses college of Arts, Science and Commerce.

ix) Management

The Institute is managed by the Bharati Vidyapith which was established in 1964 and is running several educational institutions in and around Pune. The Governing Council of the Institute has 9 members in addition to Chairman, Secretary and Joint Secretary. The Director of the Institute is Secretary of the Governing Council.

B) Observations and recommendations of the Committee.

The committee feels that the Institute may be encouraged to develop as an Institute of Business Management and Education. It can develop into a good institution provided it does not fritter away its resources in too many directions and it concentrates its energies on developing higher education in Business Management and related fields. The Commission may consider including it under Section 2(f) of the UGC Act as a Recognised Institute as and when the Institute is given permanent recognition by the Pune University on the condition that the Institute agrees to implement the following recommendations.

1. The Institute gets itself registered either as a society under the Societies Registration Act 1860 or as a Trust with the Trustees being appointed and vested with legal powers.
2. The M.S.W. course which has been introduced from this year should be remodelled if it has to continue in the Institute. Instead of having a Master's Degree course in Social Work, the Institute should organise a full time Master's Degree course in Labour Welfare on the lines of the course being offered by the Maharashtra Institute of Labour Studies leading to Master's Degree of Bombay University. The intake in such a course should be limited to 40 students. In case the Institute decides to continue the Master's Degree course in Social Work in the present form, it should be ensured that the minimum standard of social work education as specified by the Association of Schools of Social Work in India and adopted by the UGC panel on social work are strictly adhered to.
3. The actual intake in various courses is higher than the approved intake. The Institute should in no case admit more students than the approved intake.

Even the intake in M.B.A. course as approved by the University is on a high side. It should be restricted to 40.

4. The Institute should give attention to developing research and consultancy programmes in Business Management, since these form an integral part of an Institute of Business Management. The Faculty is to be fully involved in developing these programmes.

5. The Faculty in the Institute consists of one permanent member on its faculty in addition to the Director to look after management of all the courses except M.S.W. This is too inadequate for any institution of this kind. The Institute should have sufficient number of permanent members on its Faculty and it should be ensured that at least 50% of the total workload is handled by permanent faculty members. The proportion of permanent faculty members and visiting faculty members should be progressively 75:25, in say raised to reach seven years' time. There should be atleast one professor and one reader in the faculty complement of each specialisation group.

6. The Institute should have its own building including library. The number of journals in the library is not adequate and the number should be increased. Similarly, the number of textbooks and reference books in the library is also not adequate. The number of books including multiple copies of text books needed by the students should be increased. The library budget should be equitably distributed in terms of the subjects.

7. Admission tests for various courses should be conducted by the Poona University in common for all the institutes of management recognised by the university, instead of each institute organising its own admission test as at present. This will ensure equitable merit allocations of applications among the different recognised institutes of the university.

8. The teaching in the Institute is generally confined at the moment to lectures. The instruction in any Business Administration Course should be in the form of lectures as well as seminars, discussions, case studies, business games and assignments based on field visits. The time-table should provide for these teaching methods and devise on a regular basis. This would be possible only if the institute has adequate number of permanent faculty members.

9. The Institute should also build up a Management lab and workshop to facilitate the students to get familiarized with the latest management techniques. Supportive audio-visual aids be also made available.

↳already

10. The Institute should not start any other course till the course↳introduced are run efficiently in accordance with the norms laid down by the All India Board of Management.

The members of the committee are grateful to the Director of the Institute and his colleagues for providing facilities to the members during the time of their visit to the Institute.

I. M.B.A. Sem. II

S.No.	Subject	No. of students appeared	No. of students passed	I Class	% of passing
1	2	3	4	5	6
1.	Principles of Management	68	61	34	89.9
2.	Management Accounting	65	60	18	92.3
3.	Organisation Behaviour	69	19	12	24.4
4.	Production Management	65	49	25	75.2
5.	Marketing Management	66	20	2	30.3

II. M.B.A. Sem. IV

1.	Industrial Relation	78	69	21	83
2.	Business Policy	78	42	4	53.8
3.	Financial Marketing material Management	78	68	31	87.2
4.	Financial Marketing material Management	78	53	9	67.43
5.	Financial Marketing material Management	78	52	8	66.1

III. M.P.M. Sem. II

1.	Personnel Administration	50	46	39	92
2.	Industrial Psychology	49	48	46	96.7
3.	Statistical Methods	50	42	44	84
4.	Research Methodology	50	48	45	96

IV. M.P.M. Sem. IV

1.	Labour Legislation	68	63	59	91.25
2.	Personnel Management	67	64	59	95
3.	Case Studies	67	67	64	100
4.	Case Studies Ind. Relations	67	66	65	96.6

1	2	3	4	5	6
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V. D.B.M. Part-I

1. Economic Analysis	87	84	80	96.6
2. Principles of Management	85	80	75	94.4
3. Personnel Management	84	74	64	88.1
4. Business Accountancy	87	66	43	76.21

VI. D.B.M. Part-II

1. Financial Management	50	23	13	46
2. Production Management	51	41	40	80.36
3. Materials Management	51	43	43	84.18
4. Marketing Management	51	43	42	84.18

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

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Meeting:
Dated: 23rd June, 1982

Item No. 6.03: To consider the revised proposal of the Rajasthan Vidyapith, Udaipur for declaring it as an institution deemed to be University under Section 3 of the UGC Act.

The University Grants Commission at its meeting held on 29th & 31st May, 1981 considered the proposal of the Rajasthan Vidyapith, Udaipur for declaring it as an institution deemed to be a University under Section 3 of the UGC Act. A copy of the note placed before the Commission in this regard is enclosed (Annexure-I). The Commission desired that the Vidyapith may in the first instance be requested to intimate if the suggestions made by the Committee would be acceptable to it and if so, the revised proposal in the light of the same may be sent to the Commission for its consideration.

The Committee felt that the Vidyapith has a case for conferment of deemed university status subject to the following stipulations:-

- (a) Tradition of voluntary and dedicated service is retained, nurtured and kept up by institutional means.
- (b) The democratic and participatory administration be improved upon wherever possible.
- (c) A definite programme for bringing together the educational training and field activities is devised.
- (d) Areas of activity be defined/delimited in terms of a block or a region.
- (e) The academic programmes are adequately raised to an acceptable norm and are integrated with extension and community service.
- (f) A definite plan for coordinating the work of the 5 proposed institutions is drawn upon more so because there is no common campus.
- (g) Postgraduate teaching and research is undertaken simultaneously in history and culture especially of Rajasthan.

The Rajasthan Vidyapeeth, Udaipur have since sent a revised proposal in the light of the Committee's observations. A copy of the revised proposal is enclosed Annexure. II

The Vidyapeeth has stated that democratic and participatory functioning of the Vidyapeeth, for which it has a long history and traditions, shall be further strengthened through active and regular functioning of the different bodies responsible for academic administration and personnel welfare functions. The association of elected representatives of the workers, life members and specialists with the different wings of Vidyapeeth administration ensures to a great measure democratic and particularly management of the organisation.

With a view to further strengthening and perpetuating the tradition of dedicated voluntary service, which is the source of vital strength and living force in Vidyapeeth, a provision through the amendment of the Vidyapeeth constitution has been made, as desired by the UGC Committee to replenish life-members in Vidyapeeth on a continuing basis from amongst socially motivated persons in the area, as may be willing to devote some of their time and resources for voluntary work for vidyapeeth.

It has been stated by the Vidyapeeth that community services with special emphasis on bringing to deprived and rural communities the type of education best suited to their needs in tune with cultural heritage has been the main thrust of the efforts of the Vidyapeeth. The vehicles for this effort are the community centres, the Evening Schools and Colleges, the Adult Education Centres and other institutions of higher learning. With the enlargement of its activities the Vidyapeeth proposes to establish a full-fledged extension cell which will coordinate the work of the workers in the field and the experts in the institutions of higher learning. This cell will provide the medium through which problems from the field will flow towards the experts and their laboratories and a solutions will flow the other way thus bridging the gap between the felt needs of the rural communities and the glass walls of the laboratories.

The Vidyapeeth proposes to establish certain mobile extension and community service units which would render extension and community service in rural and urban areas including those where community centres are established. These mobile extension and community service units shall be manned by personnel drawn from the Lok Shikshan Pratisthan as also from different colleges. The community centres and mobile extension and community service units shall become the effective instruments through which practical training and extension and community service activities in only a few selected field areas of Udaipur District shall

be organised by the staff and students of different institutions of the proposed deemed to be university under the coordination of the Directorate of Extension, to be established in the Lok Shikshan Pratishthan. The teaching in the colleges shall be so planned that students are required to do practical work and engage in extension and community service in the village for two days in a week. It is also planned to place the students for a block period extending from three to six months in the community centres under the provision of the community organisers and faculty of the colleges.

It has been stated that the working arrangements of the community centres and mobile extension and community service units shall provide opportunities for effecting inter-action between the theoretical and practice training programme between extension and academic programme of the different colleges. The different bodies of the proposed deemed to be university would not only provide inter and intra institutional coordination but also establish liaison with outside related agencies. As the Vidyapeeth has so far been concentrating in extension and community service programmes, it has not been able to give adequate attention to the raising of academic standards of its colleges and institutions. However, efforts will be made through faculty development programmes to bring the academic standards of different colleges of the Vidyapeeth to an acceptable norm.

It has been stated by the Vidyapeeth that all the five institutions viz, School of Social work, Lok Shikshan Pratishthan, Shramjeevi College, Sahitya Samshan and Teachers Training College through the collaborative effort under the guidance and coordination of the Council of Heads of all the institutions shall develop literature relevant to the educational needs and linguistic and cultural requirements of the area. Lok Shikshan Pratishthan and Sahitya Sansthan have already done some commendable work for the development of literature in functional literacy and in the history, language and culture of Rajasthan respectively.

The Research activities of all the institutions shall be so organised in future that they give focus on the social, economic and cultural life of the underprivileged in the area in order to help the institution formulate suitable training courses, teaching and evaluation methodologies and extension and community services for these groups.

The matter is placed before the Commission for consideration.

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

Meeting:

Dated: 30th April, 1981.

Item No.6.01: To consider the proposal of the Rajasthan Vidyapeeth Udaipur for declaring it as an Institutions deemed to be a University under Section 3 of the UGC Act.

...
The University Grants Commission at its meeting held on 20th February, 1981 (item No.6.08) considered the recommendations made by the New Universities Committee at its meeting held on 16th December, 1980 and desired that the Committee's recommendations on the proposal of Rajasthan Vidyapeeth, Udaipur for giving it a deemed university status may be placed before the Commission along with the report of the committee which visited the Vidyapeeth to examine its proposal for giving it a deemed university status under section (3) of the UGC Act.

It may be mentioned in this connection that the proposal for giving deemed university status to the Rajasthan Vidyapeeth, Udaipur was first considered by the Committee on New Universities in March, 1979. The Committee felt that the proposal was not in conformity with the objectives indicated by the Commission. While accepting this recommendation at its meeting in March 1979, the Commission felt that it may be possible for this institution to function more effectively in case it is given autonomous status and permitted to develop its own courses of study keeping in view its specialised nature. Subsequently a revised proposal received from the Vidyapeeth was considered by the Standing Committee on New Universities at its meeting in December, 1979. It recommended that a committee may visit the Vidyapeeth and examine the proposal. This recommendation was accepted by the Commission and a committee visited the Vidyapeeth in September, 1980. The report of this committee is attached at Appendix-I.

Main recommendations made by the Committee are indicated below:-

(1) Rajasthan Vidyapeeth signifies the society which is running various educational and other institutions at several places. It has proposed inclusion of 5 institutions located in Udaipur as part of the deemed university, of which only 3 viz. Udaipur School of Social Work, M.V. Shramjivi College and Teacher's Training College, Dabok are colleges imparting instructions at degree and/or post degree levels and are affiliated to Udaipur University. The other 2 institutions namely Sahitya Sansthan and Institute of Social and Adult Education as well as Janta College are not affiliated to any university. The Vidyapeeth has no campus of its own and all the 5 institutions are situated at different places in Udaipur.

(2) The Vidyapeeth hardly fulfils the criteria laid down by the Commission for considering institutions as deemed university under section 3 of the UGC Act. The 3 institutions of the Vidyapeeth taken together do not appear to have attained any excellence in any specific field. In none of these institutions there is any evidence of sustained innovative effort. The institutions are mainly engaged in undergraduate work in teacher's training programmes. Only 1 institution is running M.A. courses in Social Work while another institution has started M.A. course in English literature from this very year. So far as research is concerned, only Udaipur school of social work is doing some work. From academic point of view, therefore, there is hardly a case for considering the proposal of the Vidyapeeth for giving it a deemed status.

(3) Though the Vidyapeeth has not done anything outstanding in the field of teaching and research, it has certainly made a mark in the field of extension and adult education and has, therefore, a case worth consideration. The committee feels that the Commission should also consider bringing such institutions in the country under section 3 of its Act which are doing pioneering work in the field of extension and community service and propose to make them an integral part of higher education with well defined programmes of work.

(4) While considering this question, it will be worthwhile to weigh points of strength and weaknesses in the programmes being undertaken by the Vidyapeeth.

5) The points strength in the programmes being undertaken by the Vidyapeeth are:

- (a) Its tradition of voluntary and dedicated service to the cause of education of the masses specially in the rural and tribal areas
- (b) It's wide and intimate contacts with the rural community including tribals and urban proletariat through its adult education and extension programmes.
- (c) It's highly democratic management with worker's participation in decision making at various levels.
- (d) It's work of community education.
- (e) It's programme of adopting the villages for overall improvement.

(6) Some of the weaknesses in the programme of the Vidyapeeth are:

- (a) It has only functioned as a service providing agency and has not discovered or devised new methodologies and programmes.
- (b) Experimental approach and scientific attitude appears to be lacking.
- (c) Extension work has been thinly spread out.
- (d) Coordination amongst different constituent units is lacking.
- (e) Extension activities and programmes have not been correlated with the activities of the 3 colleges.
- (f) Some programmes like destitute's homes are not contributing to its lofty ideals.

(7) The Committee feels that the Vidyapeeth has a case for conformant of deemed status subject to the following stipulations:-

- (a) Tradition of voluntary and dedicated service is retained, nurtured and kept up by institutional means.
- (b) The democratic and participatory administration be improved upon wherever possible.
- (c) A definite programme for bringing together the educational training and field activities is devised.
- (d) Areas of activity be defined/delimited in terms of a block or a region.
- (e) The academic programmes are adequately raised to an acceptable norm and are integrated with extension and community service.
- (f) A definite plan for coordinating the work of the 5 proposed institutions is drawn up more so because there is no common campus.
- (g) Postgraduate teaching and research is undertaken simultaneously in history and culture especially of Rajasthan.

(8) The committee feels that if the Commission is assured that the Vidyapeeth would function on the above lines, it could be given a deemed university status. It would be a novel experiment worth the risk to link higher education with social and community service programmes. The Vidyapeeth does have financial viability and stability and whatever it lacks in the sphere of Teaching and research, it more than makes good in the sphere of extension.

A copy of the guidelines for considering institutions under section 3 of the UGC Act is at Appendix-II.

The Standing Committee on New Universities which considered the report of the committee at its meeting on 16th December, 1980 made the following recommendation:

"The Committee could not recommend that the Rajasthan Vidyapeeth may be declared as an Institution Deemed to be a university. The Committee, however, felt that the institutions of higher learning of the Vidyapeeth could function more effectively if permitted to develop their own courses of study keeping in view the specialised nature of the institute. The university of Udaipur could be approached to consider giving autonomous status to these institutions in accordance with its statutes and regulations.

The matter is placed before the Commission for

Report of the committee which visited Rajasthan Vidyapeeth Udaipur to consider its proposal for giving it a deemed University status under section 3 of the UGC Act.

The University Grants Commission constituted a committee consisting of the following members to consider the proposal from Rajasthan Vidyapeeth Udaipur for giving it a deemed university status under section 3 of the UGC Act:-

1. Dr. Vrajeshwar Vama
Formerly Director,
Central Hindi Institute, Agra,
40, Moti Lal Nehru Road,
Allahabad.
2. Professor S.N. Ranade,
Department of Social Work,
Delhi University,
Delhi.
3. Shri J.D. Sharma,
Director,
Indian Adult Education Association,
New Delhi.
4. Professor R.C. Mehrotra,
Department of Chemistry,
Rajasthan University,
Jaipur.
5. Shri A.B. Gupta,
Deputy Secretary,
University Grants Commission,
New Delhi.

2. The Committee visited Rajasthan Vidyapeeth, Udaipur on 18th and 19th September, 1980. Professor R.C. Mehrotra, could not join the committee. The committee visited (1) M.V. Bhaamjivi College, Udaipur (2) Udaipur School of Social Work (3) Teacher's Training College, Dabok (4) Sanitya Sansthan (5) Janta College, Dabok (6) Adult Education Centre, Balwadi and destitute home at TIDI (7) Adult Education Centre, Kharpuria (8) Viridholia Village, which is proposed to be adopted for intensive development by the Vidyapeeth and (9) Janapada Vibhag, Udaipur. The committee had discussions with the faculty members of the concerned institutions on the proposal for giving deemed university status to the Vidyapeeth. The Committee also had discussions with Shri J.R. Nagar,

Upkulpati of the Vidyapeeth, Dr. K.L. Shrimali, Chairman Development Committee of the Vidyapeeth, Prof. D.S. Kothari, one of the founder members and Dr. R.N. Singh, Vice-Chancellor Udaipur University.

(A) Brief History and Organisation

3. Rajasthan Vidyapeeth was established in 1937 at Udaipur. It started with a night study centre for preparing students for the examinations being conducted by Hind Sahitya Samelan. It has gradually grown into a very large complex. It is now running 51 institutions which are spread over several districts of Rajasthan State including Udaipur, Kota, Ajmer and Nagaur with the help of about 800 full time workers. These are located at 300 places and are benefiting about 15,000 people daily in Urban and Rural areas. These institutions and centres include colleges, schools, community centres, destitute homes etc. The number of educational institutions being run by the Vidyapeeth is about 23 of which 9 are primary schools, 6 middle and higher secondary schools, one art centre 2 research centres and 5 colleges as per details given below:-

<u>S.No.</u>	<u>Institution</u>	<u>Number</u>	<u>Remarks</u>
1.	Postgraduate	1	In social work; affiliated to Udaipur University
2.	Degree	2	In Arts, Commerce affiliate to Udaipur and Rajasthan Universities M.A. in English started in one college from this year.
3.	Teachers Training	2	One has M.Ed. course also. The other one is a Women's college. Affiliated to Udaipur and Rajasthan University.
4.	Research Centre	2	Doing Research & Publication in Rajasthan History and Culture. Not affiliated to any university.
5.	Arts Centre	1	Not affiliated to any University.
6.	Middle and Higher Secondary schools	6	Recognised by the State Board of Secondary Education.
7.	Primary Schools	9	Recognised by Education Department.

4. In addition to the schools and colleges mentioned above, the Vidyapeeth is also running 13 Adult Education and Community Centres, Janta College, Polytechnic, destitute homes, Janta for about 800 students and is undertaking various welfare projects approved by state and central government. It is also bringing out a Hindi weekly from Udaipur.

(B) Financial position of the Vidyapeeth

5. The Budget and actual expenditure incurred by the Vidyapeeth on recurring and non-recurring items during the past 3 years is indicated below:-

	Rs. in lakhs					
	1976-77		1977-78		1978-79	
	Budget	Actual Expenditure	Budget	Actual Expenditure	Budget	Actual Expenditure
Recurring	45.87	37.87	49.93	43.11	56.83	36.45
Non-Recurring	13	5.34	19.22	6.12	14.87	9.24
Total	58.78	43.21	69.15	49.23	71.10	45.69

6. Items of income and expenditure during 1978-79 are indicated below:-

<u>Income</u>		<u>Expenditure</u>	
Grants from Govt.	25,54,127	Salary	31,26,641
Donation shows and Advertisement	3,82,010	Provident Fund	1,74,512
Tuition fee	6,04,273	Printing and Stationery	38,384
Other fees	3,20,732	Water and Electricity	46,038
Misc. Sources	5,89,920	Rent	71,327
Total :	44,51,062	Sports and Functions	60,709
Deficit	1,18,203	Maintenance of Hostel, Mess etc.	4,76,907
		Library and Reading room	36,652
		Reading material	1,41,542
		Repairing	28,590
		Telegram Telephones	
		Postage	22,937
		Misc.	3,43,014
Total	45,69,265	Total	45,69,265

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(C) Constitution

7. Rajasthan Vidyapeeth is a registered body and its revised constitution was approved by Registrar, Societies, Rajasthan on 26th April, 1973. Its constitution has 7 chapters and includes aims and objectives of the Vidyapeeth its symbol, motto, song and composition and functions of various bodies which manage the Vidyapeeth. The salient feature of the constitution is that the administration of the Vidyapeeth is carried on in a democratic manner by its workers. The 3 wings in which the administration has been divided namely Vidy Vinay, Praband Prashan and Samajik Prashan are responsible for academic, administrative and workers welfare activities respectively. The general body of the workers at Central, unit and institutional level are known by the name of Kulsansad, Kutumbh and Sangam. These bodies play active part in the formulation of organisational goals, policies and programmes of the Vidyapeeth and also in the executive and periodical evaluation of various programmes.

(D) Proposal of the Vidyapeeth for deemed status

8. In its proposal for giving Rajasthan Vidyapeeth a deemed status, the Vidyapeeth proposes to take the form of a peoples' university and promote and implement the Gandhian philosophy of Education. It proposes to work for the education of masses and through its programmes will try to develop national and secular outlook social justice, democratic way of life and dignity of labour towards this and the following programmes are proposed to be undertaken by the Vidyapeeth:-

- (i) Promote education for the masses upto higher stage through its adult and continuing education programme.
- (ii) Provide educational facilities specially to the under-privileged 'working people' to enable them to improve their functional efficiency as also their social and economic upliftment.
- (iii) Promote the study of Rajasthan culture language and History.
- (iv) make special provision for the study of the culture and educational, social and economic developmental needs of the tribals of this region.
- (v) prepare teachers and through them the students, who may be conversant with the problems, needs and aspirations of the rural masses and involve whole-heartedly in the rural development task in an effective manner.

(vi) Conducting research in the fields of: (a) education (b) Indian and Rajasthani Culture (c) Indian and Rajasthani History (d) problems of the working class, tribals, harijans, low-income groups and other under privileged sections of the society.

B. Organising extension programmes in the above fields.

(vii) develop literature for adult and continuing educational programme, in-consonance with the linguistic, culture and development needs of the region.

9. In brief, the Vidyapeeth aims to make education accessible to under privileged sections of society who have been deprived of education for centuries and accelerate research and publication programmes in Rajasthani history and culture. With a view to undertaking these programmes effectively, the Vidyapeeth has to evolve its own educational policy and frame syllabi etc. which is possible only after it gets a deemed university status. The authorities of the Vidyapeeth in their discussion with the members of the committee also made it clear that the Commission could withdraw the status of deemed university if conferred on the Vidyapeeth at any stage if it feels that the Vidyapeeth has not been able to keep up to its declared aims, objectives and obligations.

10. The proposed deemed university would only include the following five institutions located in Udaipur. The institutions located outside Udaipur will not be a part of the proposed deemed university:

- (1) Udaipur School of Social Work.
- (2) Lok Manya Teacher's Training College, Dabok.
- (3) M.V. Shramajivi (Evening) College, Udaipur
- (4) Loka Shikshan Pratisthan
(Institute of Social and Adult Education).
- (5) Sahitya Sansthan
(Research Institute).

11. The first 3 institutions mentioned above are colleges affiliated to Udaipur University and are approved under section 2(f) of the UGC Act while the remaining 2 are not affiliated to any university.

B.

E. Observations of the committee with regard to the institutions proposed to be part of the deemed university

12. Udaipur School of Social Work: This institution which was established in 1959 is providing instructions at M.A. level in social work. It is the only institution in the State of Rajasthan which is providing such a course. The postgraduate course is of 2 years duration with a research assignment during summer vacation and 2 months training assignment at the end of the 2 year course. 35 students are admitted every year to M.A. In addition to the postgraduate course, the School has also been organising short term training programmes for the personnel engaged in social welfare programmes and various courses in collaboration with the State and Central Governments like orientation course for executive of voluntary organisations, short term courses in criminology and correctional administration, diploma in rural service and community development, orientation course for N.S.S. officers etc. As regards research programmes, the School has completed 3 major research projects with assistance from Central and State Governments. 3 students have so far completed Ph.D. studies. The School proposes to institute degree and diploma courses in social work, strengthen rural welfare content in the existing postgraduate course and organise short-term in service training programmes. The faculty has 10 members of whom 3 hold Ph.D. degree. 6 faculty members have some publications to their credit which include articles, books and papers.

13. The authorities of the Vidyapeeth, were of the view that there was need to evolve an indigenous programmes of professional education in social work which, at present was unsuitable for Indian conditions since it had been developed in the context of Western needs and resources. The recognition of Vidyapeeth as an institution deemed to be a university would help the School to develop a programme of social work education which would be more responsive to social welfare and developmental needs of Indian society.

14. The programme of instruction and the content of courses offered by the School have not changed very much since its establishment in 1959. The students of the School whom the committee met, specially mentioned this point. It is not quite clear as to what precisely are the constraints imposed by the affiliation of the School to the Udaipur University which prevent it from innovative efforts towards developing a more meaningful and viable programme of social work education. As there is no other institution affiliated to that university

which offers courses in social work, the committee of courses for social work consists mainly of teachers from the School and it should not be at all difficult for them to propose and implement changes in the curricula which they consider necessary. But this has not been done. In fact the faculty of the School was not quite clear as to the nature of basic changes they would introduce, if the Vidyapeeth was granted the status of a university by the U.G.C.

15. The main thrust of the Vidyapeeth has been in the area of adult and non-formal education. One would expect this to be reflected in the curriculum of the School. However, this is not so. In the final year of the two year programme, the School offers specialisation courses in certain areas. Adult and non-formal education is not one of them. In fact the only area in which the large majority of students seem to concentrate is the area of Personnel Management, Labour Welfare and Industrial Relations. Amongst a group of about 25 students who met the committee, there were only two who were placed for their field work in non-industrial setting. The involvement of students and staff in the field activities of the Vidyapeeth in rural and tribal areas is marginal. One gets the impression that the School is more an appendage than an integral part of the Vidyapeeth.

16. The School is doing admirable work in meeting the trained manpower needs in the field of social work in the region. It has not, however, reached anywhere near excellence in respect of the range and quality of its programmes. There is no much that the School can claim to have done by way of assessing welfare needs and programmes in the region of promoting service by making available their expert advice and guidance. (For instance, in the light of the special concern of the Vidyapeeth for the underprivileged and the deprived groups, one would have expected the School to have undertaken a study of the Antyodaya scheme launched by the State Government). Part of the difficulty has been lack of adequate resources. It is only two years ago that the School acquired premises of its own. In less than twenty years since its establishment, it changed its location three times. Though, recognised by the Udaipur University as a research institution its library is inadequately equipped in terms of books and journals.

17. M.V. Shramjivi (Evening) College:- This college was established in 1956 and was affiliated to Rajasthan University. It imparts courses in B.A. and B.Com. for persons who are already employed. In 1979-80, the distribution of students from various professions was

182 medical, 177 teaching, 360 clinical, 300 self-employed including Rickshaw puller and police personnel and 120 industrial workers, 40 students belong to Scheduled castes and Scheduled tribes. The total enrolment was 1213 in 1979-80 of which 557 were in B.A. and the rest 656 in M.Com. Pass percentage in B.A. was 60 and in B.Com, 67 in 1979-80. The college has introduced M.A. course in English from the current year and the number of students in M.A.(Prev.) is 25. The faculty strength is 25 of which only 1 has a Ph.D. degree. 8 faculty members have publications to their credit which include books and articles. Only one faculty member has research papers and project reports to his credit. The college proposes to undertake postgraduate studies in additional subject and also provide short term diploma courses in Business Management, Banking etc. and organise coaching for students appearing in All India Service Competition.

18. LOK Manya Teachers Training Collage, Debok:- The college was established in 1966 to impart teachers training courses to students mainly from rural areas. It has at present B.Ed. and M.Ed courses. The college has taken up a number of rural middle and secondary schools for regular practice teaching. It has also organised two week block teaching by the entire college in 6 or 7 rural centres. The college has introduced a training programme for all students in B.Ed. in educational social work for which a separate diploma is awarded by the Vidyapeeth. The course includes both theory and practical work. The later includes actual work with rural communities based on their felt needs like giving courses to village women in keeping their houses clean, knitting and sewing etc. The college proposes to introduce integrated teacher education programme for primary and secondary schools teachers in rural areas and organise refresher courses for inservice teachers. The number of students in 1979-80 was 250 in B.Ed. and 11 in M.Ed. The results have been 100% in both B.Ed. and M.Ed. The faculty has 18 members of which 2 are Ph.D. 11 teachers have some publication including books, articles and papers to their credit.

19. Lok Shikshan Pratishthan (Institute of Social and Adult Education).

The institute of Social and Adult Education was set up in 1949 for preparing teaching aids and literature for the neo-literates, training of literacy workers, conducting research and evaluation in the field and organising functional literacy programmes etc. The institute is conducting functional literacy projects at 70 centres, non-formal education project for women

at 30 centres and non-formal education project in urban areas at 20 centres with the assistance which it has been receiving from Central and State Government.

20. Vidyapeeth is also running Janta College at Dabok which is not in fact a college providing instructions at degree or post degree level and affiliated to university but a training institution engaged in providing leadership training to village level workers including functional training, training to Panchayatiraj officials, short-term, community service courses to school teachers etc. This institution appears to be the pivot of all the programmes of community service in which the Vidyapeeth is engaged. Other institutions which are running degree courses are not however associated with these programmes or the Janta college. The institution is however doing commendable work in spreading literacy in the rural areas and inculcating greater awareness among the rural folk to create self-confidence in them specially in Viroholia village which is proposed to be adopted for intensive development in the next 2-3 years. Janpad Vibhag in Udaipur city has maintained useful record of newspapers and is doing good work as an information centre.

21. Sahitya Sansthan:- The Sahitya Sansthan is a purely research institution and is not affiliated to any university. It has been bringing out publications dealing with the history and culture of Rajasthan including folk literature and has also been organising extension lectures by eminent persons like Dr. Suniti Kumar Chatterjee, Dr. Bhagwat Sharan Upadhyay etc. The institute has brought out 62 research publications and is engaged at present in 13 research projects. Scholars from abroad have also been coming to work in the institute on various aspects of Rajasthani history and culture. 22 such scholars have so far visited the Sansthan.

22. The present staff hardly reflects the well established character of the Sahitya Sansthan which has done commendable research work and has a long history behind it. This may be due to the fact that the Sansthan does not have any base of postgraduate teaching and is merely confined to undertaking specific research projects. There is a need to provide for postgraduate teaching in subjects like history, culture, sociology, anthropology language and literature with special reference to Rajasthan in the Sansthan. The Sansthan has the potential to develop into a more worthwhile research centre of interdisciplinary studies and there are ample opportunities of survey and research in all the disciplines which can be very well linked up with the projects of social service and community development.

Observations Recommendations of the Committee:

23. Rajasthan Vidyapeeth signifies the society which is running various educational and other institutions at several places and is not itself an institution of higher learning. It now aims to become a people's university so that it may serve the under privileged sections of society in rural and tribal areas in a better way through various programmes of extension including adult education and continuing education. It has proposed inclusion of 5 institutions located in Udaipur as part of the deemed university, of which only 3 are colleges imparting instructions at degree and post-degree level and are affiliated to Udaipur University. These 3 institutions are however functioning independently and have no appreciable coordination in their activities. So is the case with the other 2 institutions not affiliated to any university namely Sahitya Sansthan and Institute of Social and Adult Education as well as Janta College. The Vidyapeeth has no campus of its own and all the 5 institutions are situated at different places in Udaipur.

24. The guidelines laid down by the Commission for considering institutions as deemed university under section 3 of the UGC Act provide that institutions which for historical and other reasons are not universities and yet are doing work of a high standard in academic field and at university level or an institution engaged in teaching and research in chosen fields of specialisation and has maintained the highest academic standards or is making a distinct contribution to the university educational system in the field of its specialisation in which it has a very high standard could be considered for recognition as a deemed university.

25. The Vidyapeeth hardly fulfils the criteria mentioned in para 2 above. The 3 institutions of the Vidyapeeth taken together do not appear to have attained any excellence in any specific field. In none of these institutions there is any evidence of sustained innovative effort. The committee was not told of any substantive proposal from any of these institutions which was rejected by the Udaipur University. The institutions are mainly engaged in undergraduate work and in teachers training programmes. Only 1 institution is running M.A. course in Social Work while another institution has started M.A. course in English Literature from this very year. So far as research is concerned, only Udaipur School of Social Work is doing some work. The faculty strength in the 3 institutions is 53 of which only 6 hold doctorate degree and 25 have some publication which include books and articles. From the academic point of view, therefore, there is hardly a case for considering the proposal of the Vidyapeeth for giving it a deemed status.

26. The committee, however, would like in this connection to draw attention of the Commission to the Policy Frame of Development of Higher Education in India adopted by it in which for the first time the Commission has laid stress on extension as one of the important functions of a university. It would be appropriate to quote the following from this document: "If the university system has to discharge adequately its responsibilities to the entire educational system and to the society as a whole, it must assume extension as the third important responsibility and give it the same status as research and teaching. This is a new and extremely significant area which should be developed on the basis of high priority". Guidelines of the Commission relating to Adult Education and Extension Programmes further emphasise the need for making Extension activity as an integral part of the university system. The very first page of these guidelines says as under:-

"In order to discharge its responsibility to the education system and to the society as a whole, the university must assume adult education and extension as an important responsibility and give it the same status, as teaching and research. These should be made an integral part of the objectives and functions of the university/college".

27. The committee in view of the emphasis being given to extension and to the integration of extension programmes with university system feels that the Commission should also consider bringing such institutions in the country under section 3 of its Act which are doing pioneering work in the field of extension and community service and propose to make them an integral part of higher education with well defined programmes of work.

28. Though as indicated above, the Vidyapeeth has not done anything outstanding in the field of teaching and research, it has certainly made a mark in the field of extension and adult education. Although quite a few universities have taken up extension and adult education programmes during the last few years, they are still trying to have their roots so far as this new activity is concerned. Extension and adult education programmes have, however, found firm roots in the Vidyapeeth. Rajasthan Vidyapeeth has, therefore, a case worth considering for the status of deemed university in view of its contribution to extension programmes and community service. While considering this question it will be worthwhile to weigh points of strength and weaknesses in these programmes being undertaken by the

Vidyapeeth and to judge whether it could develop into a School of Higher learning of university standard and also preserve and further strengthen its main plan of overall educational, social and cultural advancement of the community.

29. The points of strength in the programmes being undertaken by the Vidyapeeth are summarised below:-

- (i) The Vidyapeeth has built up over the years, a tradition of voluntary and dedicated service to the cause of education of the masses specially in the rural and tribal areas.
- (ii) The Vidyapeeth has in particular been able to establish wide and intimate contacts with the rural community including tribals and urban proletariat through its adult education and extension programmes. About 300 villages have been covered under this programme.
- (iii) The Vidyapeeth has a highly democratic management with workers' participation in decision making at various levels. It is primarily because of this that it is free from the troubles and tribulations which beset the working of most of the institutions of higher learning in the country.
- (iv) The work of community education being done by the Vidyapeeth is admirable.
- (v) Its programme of adopting the villages for overall improvement is a step in the right direction.

30. Some of the weaknesses in its programmes need also to be pointed out here and are summarized below:-

- (a) It is essential for an institution to function not only as a service providing agency but also to discover new methodologies and devise programmes of imparting these to others interested in similar work. Vidyapeeth, however, is not currently functioning at this level.
- (b) The experimental approach and the rigorous scientific attitude appears to be lacking. One, therefore, looks in vain for methods and approaches that have been distilled through experience subjected to rigorous scientific analysis.

- (c) The extension work has been rather thinly spread out with the result that its effects are not readily visible.
- (d) Coordination between different constituent units of the Vidyapeeth leaves much to be desired.
- (e) No attempt has been made to correlate the extension activities and programmes of community service with the working of 3 colleges imparting higher education.
- (f) Some of the programmes which the Vidyapeeth has undertaken do not appear to be contributing to its lofty ideals. Running of destitute's home is one such activity. This programme has been undertaken mainly because the grants are available from the Government on the basis of each child admitted to the home. The standard of some of these homes and the living conditions leave much to be desired. One would have expected from an institution like Rajasthan Vidyapeeth that they would undertake this programme with the sole aim of keeping the child who is orphan in a learning commune and undertake this programme as their own and not because Government is providing assistance for establishment of such homes. Social service is prone to degenerate into condescending attitude and even exprobration if proper safeguard are not made and if programmes are undertaken simply because Government is giving grants for that programme.

31. The committee feels that the Vidyapeeth has a case for conferment of the deemed status subject to certain safeguards. The Commission may, therefore, consider giving deemed status to Rajasthan Vidyapeeth subject to the following stipulations:-

- (a) The tradition of voluntary dedicated service to the cause of education built up over the year is retained, nurtured and kept up by institutional means. This is necessary so that even if a few top people are no longer there to lead, the tradition continues uninterrupted. This could be achieved by continuing with the practice of having life members and by enrolling new members on the basis of a minimum of voluntary time donated to the institution and other such measures. This should be incorporated in the constitution.

- (b) The democratic and participatory administration of the Vidyapeeth should not only be maintained but improved upon wherever possible.
- (c) A definite programme is prepared by the Vidyapeeth for bringing together its educational training and field activities so that one reinforces the other.
- (d) The Vidyapeeth should also carefully define and delimit its area of activity in terms of a block or a region so that it may be possible to monitor the activities and measure their impact.
- (e) The academic programmes need to be adequately raised to an acceptable norm.
- (f) The Vidyapeeth should draw up a definite plan of work to integrate programmes of extension and community service with its academic programmes.
- (g) A definite plan for coordinating the work of the 5 proposed institutions to be covered under the deemed university may be drawn up more so because the Vidyapeeth will not be having a single campus where all these institutions will be located.
- (h) Postgraduate teaching and research should be undertaken simultaneously in subjects related to history and culture especially of Rajasthan in which Sahitya Sansthan has been doing good work.

32. The committee feels that if the Commission is assured that the Vidyapeeth would function on the above lines, it could be given a deemed university status. It would be a novel experiment worth the risk to link higher education with social and community service programmes. The Vidyapeeth does have financial viability and stability and whatever it lacks in the sphere of teaching and research it more than makes good in the sphere of extension.

33. The committee is grateful to the Upkulpati of the Vidyapeeth, Principals and faculty members of the institutions which it visited, for providing them facilities at the time of their visit to the Vidyapeeth.

Appendix-II to Item No. 6.01

UNIVERSITY GRANTS COMMISSION
BARADUR SHAIK ZAKAR MAAG
NEW DELHI

The guidelines laid down by the Commission for considering proposals for declaring an Institution as deemed to be a University under Section 3 of the UGC Act.

1. Section 3 of the UGC Act provides for declaring an institution of higher education other than a University to be 'deemed to be a University' and when such an institution is deemed as a University the UGC Act applies to it, as a University within the meaning of Section 2(f) of the Act.
2. This provision has been made in the Act to bring under the purview of the University Grants Commission institutions which for historical and other reasons are not universities and yet are doing work of a high standard in an academic field and at University level, and that granting of the status of deemed to be a University would enable them to develop ideals belonging to the higher Education and Research.
3. Keeping in view the general concept of an institution to be deemed to be a University, the institution should generally aim at strengthening its activities in its field of specialisation rather than make efforts towards growing into multi-faculty university of the general type.
4. The type of institution that may be recognised as 'deemed to be University', should generally be (i) an institution engaged in teaching and research in chosen fields of specialisation and has maintained the highest academic standards, (ii) in the fields of its specialisation, the institution has a very high standard, is making a distinct contribution to university educational system, and by bringing it under the UGC Act, the University system would be enriched (iii) the granting of a deemed university status would further enhance the development of the area of specialisation, teaching and research activities, in that institution, (iv) the institution has the necessary financial resources and viability and a management capable of contributing to university ideals and traditions.

A PLAN FOR PROPOSED DEEMED UNIVERSITY-
OBJECTIVES, PROGRAMMES & ORGANIZATIONAL
STRUCTURE

1. Brief History

Rajasthan Vidyapeeth was established in 1937 at Udaipur. It started with a night study centre for preparing students for the examinations being conducted by Hindi Sahitya Samelan. It has gradually grown into a very large complex. It is now running 51 institutions which are spread over several districts of Rajasthan State, with the help of about 800 full time workers. These are located at 300 places and are benefitting about 15,000 people daily in the urban and rural areas. These institutions and centres include colleges, schools, community centres, adult education centres, Janpads (Urban Community Centres), research institutes, arts centres, vocational training centres for village functionaries, institute for adult education and destitute homes.

PROPOSED PLAN

Keeping in view the objectives and the recommendations of the U.G.C. Committee, a plan of teaching, training, practice, extension and community service programmes and the administrative structures, authorities, institutions and practices through which, the programmes of the proposed deemed university shall be executed, is being submitted as desired by the U.G.C. committee.

Guiding Principle - An all-prevading guiding principle of the prospective functioning of the proposed deemed university would be that all its programmes, be so designed and implemented, that they are made relevant to the needs of social, economic and cultural development of the rural and urban poor in consonance with the programmes of the Government, with special reference to Rajasthan, who have always received the utmost attention of the Rajasthan Vidyapeeth.

The proposed colleges of the deemed university currently are undertaking undergraduate education in arts, commerce and education and post-graduate education in social work, education and arts (only in

English literature). Facilities for advanced research in social work are available. Sahitya Sansthan undertakes research in Rajasthani history, language and culture. Lok-Shikshan Pratisthan, besides undertaking extension programmes in functional education, imparts training to the village functionaries and leaders, rural artisans and functional literacy teachers both for urban and rural areas.

It is proposed to develop facilities for postgraduate teaching and research and for advanced research in anthropology and history, language and culture with special reference to Rajasthan in M.V. Sharmjeevi College with the collaboration of Sahitya Sansthan. In order that the proposed university may become an institution for people's education, catering to the education of the rural and urban poor, facilities for skill and knowledge development in the existing and prospective vocations shall have to be developed. The thrust of degree and non-degree education and training through the proposed institutions shall be to prepare personnel and people for different tasks related to rural development.

II. PROGRAMMES - TEACHING, TRAINING, PRACTICE, EXTENSION & COMMUNITY SERVICE

Teaching

The following degree and non-degree programmes are visualized :

<u>DEGREE PROGRAMMES</u>	<u>SUBJECT</u>	<u>INSTITUTION UNDERTAKING THE PROGRAMME</u>	<u>REMARKS</u>
A. Teaching at the under-graduate level	i. Teacher training	L.M. Teacher's Training College, Dabok	Already being run
	ii. Social work	Udaipur School of Social Work, Udaipur	Proposed
	iii. Arts and Commerce	M.V. Shramjeevi College, Udaipur	Already being run

B. Research & Teaching at the post-graduate level	With special reference to Rajasthan	i. Education (Teacher Training)	L.M. Teacher's Training College, Dabok	Already being run
		ii. Social work	Udaipur School of Social Work, Udaipur	"
		iii. English	M.V. Shramjeevi College	"
		iv. Anthropology	M.V. Shramjeevi College & Sahitya Sansthan	Proposed
		v. History	"	"
		vi. Language	"	"
		vii. Culture	"	"

C. Advanced Research (Ph.D.)

Facilities for advanced research exist in Udaipur School of Social work. Similar facilities shall be developed in other colleges also. This would require programmes of faculty development and recruitment of qualified staff.

SHORT TERM TRAINING

Non-Degree Programmes Institution

Lok Shikshan Pratisthan

Nature of Training

A. Already being run or facilities available.

- i. Village leaders training course.
- ii. Community Teachers Training course.
- iii. Rural farmers and youth camps.
- iv. Rural artisans scheme.
- v. Training of adult-education teachers and adult education supervisors.
- vi. Proficiency course for rural youth.
- vii. Bal-Sevika Training
- viii. Handloom weaving.
- ix. Seri-culture
- x. Match-making
- xi. Sewing, embroidery and knitting.

- B. Proposed Training
- i. Dairy
 - ii. Animal husbandry
 - iii. Forest conservation.
 - iv. Bee keeping
 - v. Fruit gardening and processing.
 - vi. Sheep-husbandry
 - vii. Domestic electric wiring.
 - viii. Electric motor winding.
 - ix. Pumps and pipe fitting.
 - x. Repair of agricultural implements and machinery.
 - xi. Guidance for the establishment of self-employment.
 - xii. Battery repair.
 - xiii. Processing of agricultural and forest produce.
 - xiv. Guidance for the establishment for small scale and cottage industry.

It is understood that development of the above mentioned facilities for vocational training mostly for the illiterate rural and urban poor shall take some time and also require help of agencies which are already undertaking such programmes. These facilities shall be developed mostly in different community centres of Vidyapeeth, depending upon the local requirements of the villages where those centres are located.

Udaipur School of Social Work, Udaipur

- A. Already being run or facilities available.
- i. Training programme in Rural Development for the students of Social Work.
 - ii. Inservice short-term training programme for probation, prison and social welfare officers.
 - iii. Training for executives of voluntary agencies.
 - iv. Training programme for college teacher's responsible for N.S.S. Programmes.

- B. Proposed programmes
- i. Training in labour legislation to the proprietors of small-scale industries.
 - ii. Inservice training of instructors engaged in worker's education.
 - iii. Inservice training in community organization and rural development with social work content for personnel engaged in community development and Panchayati Raj.

L.M. Teacher's Training College, Dabok

- A. Already being run or facilities available.
- i. Training in rural social work to the students of the college.
- B. Proposed programmes
- i. Training for rural teachers to make local models for science teaching.
 - ii. Training of the rural teachers for implementation of integrated courses for nursery, middle, secondary and higher education secondary education.
 - iii. Inservice training to the rural teachers in school administration.
 - iv. Development of integrated courses for nursery, middle, secondary and higher secondary education with an emphasis on rural development content in all the courses.
 - v. Inservice training of the teachers in rural areas in extension and community service.

M.V. Shramjeevi College, Udaipur

- A. Already being run - None
- B. Proposed programme
- i. Training in typing and shorthand.
 - ii. Training in journalism.
 - iii. Training in business correspondence.
 - iv. Language coaching - in Hindi or English
 - v. Book-keeping training to the businessmen.
 - vi. Training for citizenship to the people.
 - vii. Developing correspondence courses for rural and urban poor.

Sahitya Sansthan

- Proposed Programmes
- i. Training for research scholars engaged in advanced research in history, language, and culture of Rajasthan in (i) languages such as Sanskrit, Arabic, Marathi, Persian and Rajasthani dialects.
 - ii. Research methodology for undertaking research of ancient documents, writings, inscriptions, architecture, etc.

PRACTICE, TRAINING EXTENSION
AND COMMUNITY SERVICE PROGRAMMES

A. Present Programmes

Presently, extension and community service programmes are being carried out by the Lok Shikshan Pratisthan through its Community Centres and Adult Education Centres functioning in several villages and through Janpads (Social Education Centres) functioning in certain towns of Udaipur district. These centres conduct programmes namely, social education, functional - literacy, nursery education,

reading room and library services for the benefit of the people. They also promote the formation of youth and mahila mandals through whom several social, educational and recreational programmes are undertaken in the villages. The students of the Udaipur School of Social Work and Teachers' Training College are also attached to some of these Centres for practical training and they undertake some extension and community service work in these villages as is incidental to their work training.

B. Proposed Programmes :

(i) The working of these centres is proposed to be made effective, systematic and scientific. It is planned to establish certain Mobile Extension and Community Service Units which would render extension and community service in rural and urban areas including those where community centres are established. These Mobile Extension and Community Service Units shall be manned by personnel drawn from the Lok Shikshan Pratisthan as also from difference colleges. The community centres and Mobile Extension and Community Service Units shall become the effective instruments through which practical training and extension and community service activities in only a few selected field areas of Udaipur district shall be organised by the staff and students of different institutions of the proposed deemed university, under the coordination of the Directorate of Extension, to be established in the Lok Shikshan Pratisthan.

(ii) The teaching in the colleges shall be so planned that students are required to do practical work and engaged in extension and community service in the village for two days in a week. This shall provide them opportunities to engage in practice concurrently with theoretical instruction (4 days' teaching in the college followed by 2 days' field work). It is also planned to place the students for a block period extending from 3 to 6 months in the community centres under the supervision of the community organizers and faculty of the colleges. During this period they shall be expected to formulate certain projects in relation to extension or community service and execute them by using the resources of the local community, community centres and outside development and funding agencies. This is because students must learn both by doing and from doing. The students of all the colleges shall undertake both in the villages and in urban areas programmes namely, adult education, community

organization, citizenship training, village sanitation and health development. Efforts shall be made to promote public participation in the Government programmes in this regard. Staff of the Teachers Training College shall take up programmes namely (a) development of integrated courses for primary, middle, secondary and higher secondary schools, (b) help the schools to develop local models for science teaching (c) help the local schools to formulate courses relevant to the local situations and (d) help the teachers of the local schools to formulate and implement programmes for extension and community service in the villages.

The students of Udaipur School of Social Work, undergoing training in rural development shall try to inform, motivate and organize the people in the villages to establish self-employment projects, cooperative societies and undertake other rural reconstruction programmes with the help of other developmental agencies. Special effort in this regard shall be made for the ex-beneficiaries of the non-degree vocational training programmes of the proposed university, in order to settle them in self-employment. The above mentioned field practice and extension work of the students shall be supervised by their teachers in the field as also in the colleges through the written reports that these students shall be submitting to their teacher supervisors regarding their work in the villages. Discussion of these reports individually as well as in groups with the supervisors shall enable the students to reflect on the real relationship of theory and practice and the relevance of the methods adopted by them to resolve the field problems.

(iii) Thus, the students and faculties of the proposed university through their field practice, research, extension and community service shall become active partners with the people in a process of discovery of needs, problems, contradictions and injustices in their social situation and reality and in effecting social change. The experience of community living being made essential as a central source of learning for the students under the supervision of teaching and field practice staff and consequently, the empirical findings from the field by the staff and students shall be tested against knowledge in the class rooms. The background knowledge from social sciences and other disciplines would not be sought as an end in itself but as a means to deepen understanding of specific problem situations.

(iv) The different methods of working with people that the students shall be taught for doing extension and community service shall enable them to use suitable package of services and combination of skills for the resolution of a specific problem situation. The interaction between theoretical knowledge learnt by the students in the class and field practice shall broaden their vision and improve their skill, otherwise, practical work would usually become inefficient without some theoretical knowledge and theoretical work would remain purely ornamental without some, seminal fertilization from practical experience. It can fairly be presumed that the above mentioned arrangements of teaching and practice shall effect integration between theory, enabling both to reinforce each other. It shall also integrate academic programme of different colleges, with their extension and community service programme, through the institutions of village community centres and Mobile Extension and community service units.

Development of Educational Strategies and Development of Literature and Publication

All the five institutions through the collaborative effort under the guidance and coordination of the Council of Heads of all the institutions shall develop literature relevant to the educational needs and linguistic and cultural requirements of the area. Lok Shikshan Pratisthan and Sahitya Sansthan have already done some commendable work for the development of literature in functional literacy and in the history, language and culture of Rajasthan respectively.

The research activities of all the institutions shall be so organised in future that they give focus on the social, economic and cultural life of the under-privileged in the area in order to help us formulate suitable training courses, teaching and evaluation methodologies and extension and community services for these groups.

III. STRUCTURE - OFFICERS, AUTHORITIES AND INSTITUTIONS

A. Officers

The proposed University shall have following officers :

- i. Chancellor
- ii. Vice-Chancellor (Kulpati)

- iii. Vidya-Mahamatra (Vice-Chairman of Academic Council)
- iv. Registrar
- v. Adhithatas (Heads of the five institutions)
- vi. Director, Extension and Community Service Programmes - He shall be responsible for formulating, planning and implementation of extension and community service programmes for all the institutions. Through consultation with the heads of all the institutions, he shall prepare programmes calendar for extension and community service programme for a year and make suitable arrangements with the help of field Centres and Mobile Extension and Community Service Units for its implementation in an planned manner. His office shall be located in the Lok Shikshan Pratisthan whose head shall be his controlling officer.
- vii. Director, Research - Fundamental research shall be done by the concerned institutions. The Research Director, shall prepare a calendar of research programmes for all the institutions with their consultation. Research Section shall also be located in the Lok Shikshan Pratisthan. All possible efforts shall be made to establish strong departments of Extension and Community Service and Research in the Lok Shikshan Pratisthan so that a coordinated programme in this regard could be developed in future in the proposed deemed university.
- viii. Peeth Sthaveer - (Elected by all the workers of the proposed deemed university). He shall with the help of the Kul-Sambodhani (representative body of workers) look after the welfare of the workers and provide positive guidance to the administration.
- ix. Estate Officer - He shall be responsible for the maintenance of buildings and development of lands and property of the proposed university.

B. Authorities :

The proposed deemed university shall be independent but it shall derive inspiration and guidance from it's parent body Rajasthan Vidyapeeth.

1. Board of Control

This shall be composed of Heads of colleges, Directors of Extension and Community Service and Research, Chairman of Faculties and Board of Studies, Vice-Chairman of Vidya-Vinay (Academic Council), eminent men of the Vidyapeeth service operational area and representatives of life-members of Vidyapeeth (Jeevan Sadasya Mandal), teaching staff, field staff, donors, students, ex-students and present beneficiaries of the extension and community services of the Vidyapeeth. Besides, the following bodies and officials shall also be represented on the Board namely, UGC, all the universities in the Rajasthan, Directorates of colleges, school and Technical Education of Rajasthan, Chairman, Zila-Parishad, Udaipur, Collector, Udaipur district, Chairman, Scheduled Caste and Scheduled Tribes Advisory Committee, Udaipur district and Tribal Area Development Commissioner. This shall be the apex body responsible for the formulation of broad policies and budget and for ensuring effective administration of the university. It shall also ensure coordination between different component units of the proposed university as also with outside agencies.

ii. Executive Committee

It shall be headed by the Vice-Chancellor and shall be composed of Heads of different colleges and representatives of teachers, students, beneficiaries of the extension and community service and local administration. It shall be responsible for day to day functioning on behalf of the Board of Control which, being a big body, shall be able to meet only once or twice a year.

iii. Vidya-Vinay (Academic Council)

Besides the Vice-Chancellor (Kulpati) and Vidya-Mahamatra, who shall act as its Chairman and Vice-Chairman respectively, it shall be composed of, Heads of colleges, Directors of Extension and Community Service and Research, Chairman of Boards of Studies and representatives of teachers, students and community centres organizers. This body shall be responsible for determination and ensuring of academic standards. It shall help formulation of curricula and mode of evaluation and lay-down conditions for the award of degree and diploma. It shall, besides laying down qualifications for teachers, also initiate programmes for faculty development.

iv. Council of Adhithatas (Heads of Colleges)

It shall be composed of Heads of all the colleges, Sahitya Sansthan, Lok Shikshan Pratisthan, Directors of Extension and Community Service and Research. The Adhithata Lok Shikshan Pratisthan shall act as its Chairman. It shall be responsible for coordination of teaching, training, research, extension and community service and publication and literature development programmes of the deemed university. It shall establish priorities for these activities and prepare an annual calendar for these programmes. The overall formulation and implementation of these programmes shall be so effected that they sub-serve the goals of social, economic and cultural development of the under-privileged sections.

v. Board of Studies

Board of Studies for each subject; which shall be composed of related subject experts, shall be responsible, for the curriculum development and improvement for different programmes of the subject.

vi. Staff Council

The staff of each college/institution through their academic sangam (composed of teaching staff) and general sangam (composed of both teaching and non-teaching staff) is responsible for day to day academic and general and personnel welfare administration of the institution, under the overall leadership of its head. The staff council of each institution, functions in a democratic manner, where views of all the members, irrespective of their status and position in the institution are given due importance and significance. Decisions in each staff council are based on consensus arrived through a process of democratic discussion and spirit of mutual understanding and cooperation among its members

Democratic and Participatory Management of Vidyapeeth

Democratic and participatory functioning of the Vidyapeeth, for which it has a long history and traditions, shall be further strengthened through active and regular functioning of the different bodies responsible for academic administration and personnel welfare functions. The association of elected representatives of the workers, life-members

and specialists with the different wings of Vidyapeeth administration ensures to a great measure democratic and participatory management of the organization.

With a view to further strengthening and perpetuating the tradition of dedicated voluntary service, which is the source of vital strength and living force in Vidyapeeth, a provision through the amendment of the Vidyapeeth constitution has been made, as desired by the UGC Committee to replenish life-members in Vidyapeeth on a continuing basis from amongst socially motivated persons in the area, as may be willing to devote some of their time and resources for voluntary work for Vidyapeeth.

C: Institutional Structure

i. Central Office

The Registrar under the supervision and guidance of the Vice-Chancellor shall be responsible for the administration of the Central office. He shall make arrangements for conducting examinations, regular holding of meetings of different bodies of the university, preparing agenda and minutes of these meetings and ensuring implementation of the recommendations emerging from their deliberations. The Central office shall also be liaison work with other universities, Government departments, UGC, and other related bodies.

ii. Component colleges/Institutions of the Deed University

- a. Lok Shikshan Partisthan, Udaipur. It shall include following institutions namely :
1. Lok Shikshan Vibhag, responsible for publication and literature development for adult education and coordination of extension research and practice in rural development of deemed university.
 2. Janata College. It shall organize non-degree vocational training programmes in the villages with the help of community centre.
 3. Centre of Music and Fine Arts. Besides, imparting education in music and fine arts, it shall support the extension and community services of the deemed university through its cultural programmes.

4. Community Centres in the villages and towns, Janpads and their Advisory Committees.
 5. Mobile Extension and Community Service Units (to be established).
 6. Directorates of Extension and Community Service and Research (to be established).
- b. Udaipur School of Social Work.
 - c. M.V. Shramjeevi (Evening) College, Udaipur.
 - d. L.M. Teachers' Training College, Dabok.
 - e. Sahitya Sansthan

It is visualized that the working arrangements of the community centres and Mobile Extension and Community Service Units shall provide opportunities for effecting integration between the theoretical and practice training programmes and between extension and academic programme of the different colleges. The different bodies of the deemed university shall not only provide inter and intra-institutional coordination but also establish liaison with outside related agencies.

As Vidyapeeth has so far been concentrating in extension and community service programmes, it has not been able to give adequate attention to the raising of academic standards of its colleges and institutions. A concerted effort shall be made through faculty development programmes as stated earlier to bring the academic standards of different colleges of Vidyapeeth to an acceptable norm. The proposed functioning of the Vidyapeeth, which shall increasingly involve the staff in postgraduate teaching, research and in the integration exercises between theory and practice, extension and teaching shall also promote and stimulate academic development. Efforts to improve physical facilities in the colleges, specially in the sphere of library, research, practice and training in additional trades, combined with opportunities for exchange of the staff with outside academic and practice world shall also go along way in improving the quality of the programmes and in effecting staff development.

18. On such a novel (as the Committee felt), yet vital issue of effecting integration between theory and practice and between extension and teaching to make our educational system relevant to national realities, it is difficult to claim perfect clarity about programmes and strategies for its implementation. Further clarifications shall come as we move with the implementation of the scheme. The traditional mode of University functioning with which currently we are observed also often creates difficulties in the proper understanding of the future shape and significance of the proposed university or any other innovative attempt of educational reconstruction.

However, limited experimentation that we have done in Rajasthan in the sphere of adult education and extension service certainly gives us confidence and a ray of hope that given the chance and the requisite means, we shall strive hard to develop a model of much-needed educational system for our rural and urban poor who have so far largely failed to benefit from our existing educational system.

It is felt that the proposed programmes, patterns of administration and structures of the proposed deemed university will, to a great measure, help implement the recommendations of the UGC Committee.

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

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Meeting:

Dated: 23rd June, 1982

Item No. 6.04 : To consider the question of providing financial assistance to teachers in connection with their participation in various programmes under Unesco at different places (other than International Centre for Theoretical Physics, Trieste).

The Commission has been providing to the teachers working in Universities/Colleges one-way airfare to enable them to participate in various courses being conducted by the International Centre for Theoretical Physics, Trieste, from time to time, on the condition that the other half of the airfare plus living expenses for the duration of the course are provided by the I.C.T.P. Trieste. Subsequently the Commission has decided by that it may provide one way airfare to such a teacher if the other half of the airfare is met by the State Government/ or the concerned University.

The Commission has recently received a proposal from a college teacher for similar financial assistance for her proposed visit to Nice (France) for participating in the Spring School 'Singular Integral & Potential Theory in non-smooth Domains being organised by ICPAM.

courses

The existing scheme covers/being conducted at Trieste. It is for consideration whether financial assistance on the same pattern may also be made available to teachers for participation in Schools/courses organised by other international agencies

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

Meeting :

Dated : 23rd June, 1982

Item No.6.05: To consider the report of the committee which visited Jnana Prabodhini Institute of Psychology, Pune, to consider its proposal for recognition under Section 2(f) of the UGC Act.

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The UGC at its meeting held on 29th & 31st May, 1981 considered the proposal received from the University of Pune for inclusion of Jnana Prabodhini Institute of Psychology, Pune in the list maintained under Section 2(f) of the UGC Act. The Commission desired that a committee be appointed to visit this Institute and make recommendations regarding their suitability for inclusion as recognised institution under Section 2(f) of the UGC Act. Accordingly, a committee consisting of the following members was constituted to consider the proposal :

1. Prof. MC Joshi
Deptt. of Psychology
Jodhpur University
Jodhpur.
2. Prof. EI George
Deptt. of Psychology
Kerala University
Trivandrum.
3. Prof. R. Rath
National Fellow
Centre of Advanced Study in Psychology
Utkal University
Bhubaneswar.
4. Shri AB Gupta
Deputy Secretary
U.G.C., New Delhi.

The committee visited the Institute on the 20th November, 1981. A copy of the report of the committee is attached (Annexure-I). The main observations and recommendations of the committee are indicated below :

The Institute of Psychology is doing commendable work in the area of Psychological Testing and its applications. It is concentrating on enriching education of pupils from primary to higher secondary classes who are above average in intelligence. The Institute has come up with academic results of high achievement level. It has adequate expertise for the above type of work. The Institute, therefore, may continue to strengthen its programmes in the fields of psychometry, Educational Psychology and Counselling. The institute has provided guidance to about 8 local institutions so far and have undertaken testing programmes for selection and promotion etc. for 9 institutions. In addition, the institute has assisted 2 local institutions and 1 institution in U.K. in their research programmes. About 10,000 students have been covered under these activities of the institute. It can develop into a good institution provided it concentrates on specific areas as indicated above and does not fritter away its resources in too many directions.

The Commission may consider including it under Section 2(f) of the UGC Act as a recognised institution as and when the institute is given permanent recognition by the Poona University on the condition that the institute agrees to implement the following recommendations :

(i) The institute gets itself registered either as a society under the Societies Registration Act, 1860 or as a trust with the trustees being appointed and vested with legal powers.

(ii) The institute does not introduce M.Phil programme since such a programme should be introduced only at such institutions which have a postgraduate base. It will not be, therefore, advisable to start M.Phil courses in the institute which does not have any postgraduate course in Psychology. This could be considered by the institute only if and when it decides to have a fullfledged M.A. course in Psychology in areas other than those being dealt with in the university departments so that duplication is avoided.

(iii) The number of faculty members in the institute is too small. Even the present faculty members are not being given scale of pay prescribed for college teachers in the State. The Director should be in or better than the scale of professor of a university since the institute is

primarily a research institution. In addition, the institute should have at least 1 senior position that of a professor/reader in each of the 3 specialised areas, viz., psychometry, educational psychology and counselling, together with at least one lecturership/research associateship in each of the 3 areas. The salary grades of all the posts should be commensurate with university scales.

(iv) The institute has a potentiality to develop and it can develop on right lines only when it receives continuous guidance from the permanent faculty members. The institute may, therefore, take immediate steps to appoint full time faculty members as indicated above in the scales of pay prescribed in the State.

(v) The institute should develop its own library. The library facilities existing at present are totally inadequate. Research institution should have adequate library facilities of its own in the form of books, test materials and standard journals.

(vi) The institute, may at a later date, also covers pupils who are average or below average in intelligence as a necessary obligation to the community under its programme of counselling and guidance as well as a control against which to evaluate their results based on pupils of above average intelligence.

(vii) The institute should also build up its own psychology laboratory and develop test materials for its various programmes.

(viii) All the above requirements constitute the essential vitals of any research institute and necessarily involve adequate recurring finances. It will, therefore, be necessary for the institute to have regular sources of income to cope with the responsibilities. At present the sources of income are scattered and do not guarantee the finances recurringly from dependable sources. The institute has to seek a solution to this vital problem.

The matter is placed before the Commission for consideration.

D.S. (CP)/U.S. (CP)

Report of the committee which visited Jnana Prabodhini, Institute of Psychology, Pune on 20th November, 1981 to consider its proposal for recognition under Section 2(f) of the UGC Act.

The University Grants Commission constituted a committee consisting of the following members to consider the proposal of Jnana Prabodhini, Institute of Psychology, Pune for recognition under Section 2(f) of the UGC Act :

1. Prof. MC Joshi
Deptt. of Psychology
Jodhpur University
Jodhpur.
2. Prof. EI George
Deptt. of Psychology
Kerala University
Trivandrum.
3. Prof. R. Rath
National Fellow
Centre of Advanced Study
in Psychology
Utkal University
Bhubaneswar
Orissa.
4. Shri AB Gupta
Deputy Secretary
University Grants Commission
Bahadur Shah Zafar Marg
New Delhi.

The committee visited the Institute on 20th November, 1981 and had discussions with the Director, Faculty members, Research Assistants and Research scholars. The committee had also a discussion with Professor VK Kathurkar, formerly Head of the Department of Psychology, Poona University and Professor Palsane, Head of the Department of Psychology Poona University.

(A) Main Features of the Institute

(i) Establishment and status

Jnana Prabodhini, Institute of Psychology, Pune was given the status of a recognised institute by the University of Poona under Section 46 of the

University Act, 1974 on April 5, 1980 for a period of 3 years. This Act provides that the Executive Council of the University, after consulting the Academic Council, could recognise any institution of research or specialised study other than a college as a recognised institution. According to the Act, permanent recognition can be given to an institution after it has attained and maintained the academic and administrative standards prescribed from time to time and has a standing of at least 6 years.

(ii) Courses and enrolment

The Institute at present is recognised only for Ph.D. studies. The Institute at present is offering research facilities in the fields of Psychometry, Educational Psychology and Guidance and Counselling. In addition, it offers training programmes for teachers in certain areas like use of Psychological tests, developing reading skills and training in creativity. The Institute is also undertaking research projects in psychological measurement, enhancement and services. Four students are at present working at the Institute for their Ph.D. degree of Poona University, of whom one scholar is working on full time on creativity in mathematics, the other three scholars are doing part time research work for Ph.D. on (i) developing a tool to identify the ability of decision making in social situations among young adolescents, (ii) pitch acuity in Indian Musicians, and (iii) story telling - a way for developing child's personality.

The Institute has also been receiving assistance from various agencies like S.I.E., Pune, N.C.E.R.T., and I.C.S.S.R. for undertaking specific research projects. Some of the projects undertaken by the Institute with assistance from these agencies are :

1. Improving reading among 5th & 6th grade students.
2. Construction of Tests of Mental abilities.
3. Developing courses for improvement of reading ability.
4. Construction of Psychological tests based on Guilford's SI Model.

(iii) Building

The Institute is housed in a four-storeyed building which is owned by Jnana Prabodhini. Rooms have been allocated for the Institute of Psychology for its administrative work. The Institute proposes to have its own building in the near future.

(iv) Library

The Institute does not have a separate library of its own. There is a common library for all units of Jnana Prabodhini which has 31,000 volumes of which 5,000 belong to social sciences. The Institute is subscribing 6 National and 1 International Journal.

(v) Faculty

The Institute has a Director in the scale of Rs.700-1100, a Secretary in the scale of Rs.700-1100, 2 Research Psychologists and 1 Counsellor in the grade of Rs.500-900 and 3 Research Assistants one of whom is getting Rs.800/- p.m. and two Rs.650/- p.m. as a consolidated salary.

(vi) Income and Expenditure

The main source of income of the Institute during the past 3 years has been grants from NCERT, ICSSR, State Government, testing fees and donations from various sources. The main items of expenditure have been salary of staff, printing of test material and contingencies. The income and expenditure during the past 5 years has been gradually increasing as indicated below :

<u>S.No.</u>	<u>Year</u>	<u>Income</u>	<u>Expenditure</u>
1.	1976-77	Rs. 37,625	Rs. 37,625
2.	1977-78	Rs. 70,147	Rs. 70,147
3.	1978-79	Rs. 71,461	Rs. 71,461
4.	1979-80	Rs.1,56,530	Rs.1,56,530
5.	1980-81	Rs.2,51,934	Rs.2,51,934

Broad heads of income and expenditure during the past 3 years are given below :

<u>1978-79</u>			
<u>Item</u>	<u>Income</u>	<u>Item</u>	<u>Expenditure</u>
1. Donations	43,810	1. Staff	50,440
2. State Grants	10,965	2. Books	351
3. NCERT Grants	3,627	3. Printing	3,873
4. ICSSR Grants	3,624	4. Travelling	1,794
5. Testing Fees	6,251	5. Equipments & Furniture	1,122
6. Jnana Prabodhini contribution	2,758	6. Contingencies	5,919
7. Grants from Poona University	425		
	<u>71,461</u>		<u>71,461</u>

<u>1979-80</u>			
<u>Item</u>	<u>Income</u>	<u>Item</u>	<u>Expenditure</u>
1. Jnana Prabodhini contribution	64,093	1. Staff	1,20,505
2. Donations	30,805	2. Printing	28,347
3. NCERT	41,372	3. Computation	12,452
4. State Grant	15,000	4. Equipments & furniture	2,886
5. Testing fees	5,046	5. Books	2,327
6. Misc.	213	6. Travelling	1,472
		7. Contingencies	85,842
	<u>1,56,530</u>		<u>1,56,530</u>

<u>1980-81</u>			
1. Donations	1,66,217	1. Staff	1,20,505
2. Jnana Prabodhini contribution	43,194	2. Printing	28,347
3. N.C.E.R.T.	20,000	3. Computation	12,452
4. State Grants	15,000	4. Equipments & furniture	2,886
5. Testing fees	6,654	5. Books	2,327
6. Misc.	867	6. Travelling	1,472
		7. Contingencies	85,842
	<u>2,51,934</u>		<u>2,51,934</u>

(vii) Proposed programmes of the Institute

The Institute proposes to introduce M.Phil studies with the approval of Poona University and intensive research programmes in the field of **Psychometry, Social Psychology/Personality and Educational Psychology, Counselling and Yoga Psychology.**

(B) Observations and Recommendations of the Committee

The Institute of Psychology is doing commendable work in the area of Psychological Testing and its applications. It is concentrating on enriching education of pupils from primary to higher secondary classes who are above average in intelligence. The Institute has come up with academic results of high achievement level. It has adequate expertise for the above type of work. The Institute, therefore, may continue to strengthen its programmes in the fields of Psychometry, Educational Psychology and Counselling. The Institute has provided guidance to about 8 local institutions so far and have undertaken testing programmes for selection and promotion etc. for 9 institutions. In addition, the Institute has assisted 2 local institutions and 1 institution in U.K. in their research programmes. About 10,000 students have been covered under these activities. of the Institute. It can develop into a good institution provided it concentrates on specific areas as indicated above and does not fritter away its resources in too many directions.

The Commission may consider including it under Section 2(f) of the UGC Act as a recognised institution as and when the institute is given permanent recognition by the Poona University on the condition that the Institute agrees to implement the following recommendations :

(i) The institute gets itself registered either as a society under the Societies Registration Act, 1860 or as a trust with the trustees being appointed and vested with legal powers.

(ii) The Institute does not introduce M.Phil programme since such a programme should be introduced only at such institutions which have a postgraduate base. It will not be, therefore, advisable to start M.Phil courses in the institute which does not have^many postgraduate course in Psychology. This could be considered by the

Institute only if and when it decides to have a fullfledged M.A. course in Psychology in areas other than those being dealt with in the university departments so that duplication is avoided.

(iii) The number of faculty members in the institute is too small. Even the present faculty members are not being given scale of pay prescribed for college teachers in the State. The Director should be in or better than the scale of professor of a university since the Institute is primarily a research institution. In addition the institute should have at least 1 senior position that of a professor/reader in each of the 3 specialised areas, viz., Psychometry, Educational Psychology and Counselling, together with at least one lecturership/ Research Associateship in each of the 3 areas. The salary grades of all the posts should be commensurate with university scales.

(iv) The institute has a potentiality to develop and it can develop on right lines only when it receives continuous guidance from the permanent faculty members. The Institute may, therefore, take immediate steps to appoint full time faculty members as indicated above in the scale of pay prescribed in the State.

(v) The institute should develop its own library. The library facilities existing at present are totally inadequate. Research institution should have adequate library facilities of its own in the form of books, test materials and standard research journals.

(vi) The institute may at a later date also cover pupil who are average or below average in intelligence as a necessary obligation to the community under its programme of counselling and guidance as well as a control against which to evaluate their results based on pupils of above average intelligence.

(vii) The institute should also build up its own psychology lab. and develop test materials for its various programmes.

(viii) All the above requirements constitute the essential vitals of any research institute and necessarily involve adequate recurring finances. It will, therefore, be necessary for the Institute to have regular sources of income to cope up with

the responsibilities. At present the sources of income are scattered and do not guarantee the finances recurringly from dependable sources. The institute has to seek a solution to this vital problem.

The members of the committee are grateful to the Director of the Institute for providing facilities to them during the time of their visit to the Institute.

UNIVERSITY GRANTS COMMISSION

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Meeting:

Dated: 23rd June, 1982

Item No.6.06 To further consider a reference from the Ministry of Education & Culture regarding representations made by Dr. B.V. Suryanarayana, Professor and Head of the Department of Indian Languages and the students of Banaras Hindu University for special grant for the development of Telugu in the University.

The Commission at its meeting held on 21st November, 1980 (Item No. 3.01) considered a reference from the Ministry of Education & Culture regarding the representations made by Dr. B.V. Suryanarayana, Professor and Head of the Department of Indian Languages and the students of BHU for special grant for the development of Telugu in the University, and desired that the information regarding courses provided for study of South Indian Languages at Aligarh Muslim University, Banaras Hindu University and Delhi University together with the number of students using these facilities and the staff strength may be obtained and placed before the Commission. A statement showing courses provided for study of South Indian Languages, number of students and staff strength in the Universities of Aligarh, Banaras and Delhi, is enclosed as Annexure I.

The Commission also desired that the Panel of Modern Indian Languages may be requested to advise the Commission regarding the manner of development of regional languages outside their respective regions and also the purpose to be served by such languages courses. The panel on Modern Indian Languages at its meeting held on September 24-25, 1981 considered the manner of development of regional languages outside their regions and made the following recommendations:

1. The panel fully endorsed the idea of developing the regional languages outside their regions.
2. The regional languages may be treated on par with other major languages of the region in terms of facilities.
3. A full term course in Indian literature at the postgraduate level (of 8 papers) may be introduced at the various universities. The details of the course may be worked out with the help of a small committee. As far as possible, minimum of three languages may be covered if found practicable.
4. Exchange of teachers in different regions may be encouraged and if possible, guest lecturers could be invited under this scheme .
5. Guest Professors possessing expertise in the teaching of language may be appointed.

The matter is placed before the Commission for consideration.

Under Secretary (D I)

ANNEXURE I
TO ITEM NO. 6.06

Statement showing courses provided for study of South Indian languages, number of students and staff strength in the universities of Aligarh, Banaras and Delhi.

Name of the University	Courses provided for study of South Indian languages	Number of students	Staff Strength	Remarks		
1.	2	3	4	5		
Aligarh Muslim University	Telugu	1. Certificate course	4	1 lecturer	These courses have been provided as a part of the Hindi Department. The student enrolment as indicated - relates to the year 1980-81.	
		2. Diploma course	1			
	Tamil	1. Certificate course	7			1 lecturer
		2. Diploma course	4			
	Malayalam	1. Certificate course	4			1 lecturer
		2. Diploma course	5			
		3. B.A. (Hbn.)	8			
	Bengali	1. Certificate course	6			1 lecturer
		2. Diploma course	4			
		3. B.A. (Hbn.)	NH			
Banaras Hindu University	Telugu	B.A. (Pass) & B.A. (Hbn.)	10	1 Professor 1 lecturer	1. This is the only M.A. course in Telugu in the entire North India at present. 2. 6 scholars have already been declared eligible for the award of the Degree of the Ph.D. in Telugu from this department during the year 1980. 3. Strength at both the M.A. and Ph.D. level in Telugu is highly encouraging. 4. At the undergraduate and Diploma levels more non-Telugu students are showing interest in studying this languages.	
		M.A. (Previous)	12			
		M.A. (Final)	15			
		Ph. D.	8			
		Two year undergraduate diploma and 2 year post-graduate diploma course	16			
		M.A. (Hindi) (Previous) special language paper	6			
		M.A. Bengali (Final)				
		Special language paper				

1	2	3	4	5
	Tamil B.A. (Pass) B.A. (Hon.) Two year undergraduate diploma and two year advance diploma M.A. (Telugu) Special language Paper in Tamil	Nil 10 5 15	 1 lecturer	5. In Hindi and Bengali M.A. courses also student are offering Telugu under paper and studying this language with genuine interest. 6. Number of courses, number of students, interest of the students and definite scope of increase in the student enrolment during the VI Plan period fully justify the urgent and adequate assistance and support by the U.G.C. to this Post-Graduate and Research section of Telugu of B.H.U. 1. We could not allow students to offer Tamil at the U.G. level as we have no teacher to handle this extra teaching load. 2. More-non-Tamil students are showing interest in offering this languages in the Diploma courses. 3. We are to start M.A. courses in Tamil and provide research facility for Ph.D. in Tamil in this Department during the VI Plan period.
	Kannada B.A. (Pass) & B.A. (Hon.) Compulsory, subsidiary and optional courses	5	Nil (Teaching of Kannada manages with one or two part time temporary lectures)	Karnataka Government is to give Rs.5lakhs to create one or two teaching posts in Kannada here. It may take time to get the teachers under this scheme. As we have some students but have no single permanent teacher, it is very much necessary to provide 2 lecturers posts for this section immediately.
	2 year U.G. & 2 year Advance Diploma course	The university could not admit students during 1979-80.	There is no permanent lecturer for Kannada in the Department	

1	2	3	4	5
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Malyalam: This section is proposed to be added to the department of Indian languages during the 6th Plan period. The university could start U.G. and diploma courses in the beginning.

Delhi University	Tamil Ph.D.	7	4	There is no separate department of Tamil or Telugu. All the South Indian languages are included in the Department of Modern Indian Languages.
	Telugu	1	2	
	Kannada	nil	2	
	Malayalam	nil	2	
	M.A. (Tamil)	3		
	Diploma (Telugu, Kannada, Malayalam, Tamil)	nil		
	Certificate course in Tamil	13		
	Telugu	12		
	Kannada	12		
	Malayalam	15		

UNIVERSITY GRANTS COMMISSION
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Meeting:

Dated: 23rd June, 1982

Item No. 6.07 : To consider further the proposal of the I.C.A.R. for conferring "deemed to be university" status under Section 3 of the UGC Act, 1956 to the Indian Veterinary Research Institute, Izatnagar.

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The UGC at its meeting held on January 18, 1980 considered the recommendations made by the Standing Committee on New Universities and University Postgraduate Centres on the report of the committee appointed by the UGC to consider the proposal of the ICAR for considering the Indian Veterinary Research Institute, Izatnagar, as an institution deemed to be university, under Section 3 of the UGC Act 1956. The Commission agreed in principle to recommend that the IVRI, Izatnagar may be conferred the status of deemed to be university under Section of the UGC Act 1956. The Commission, however, was of the view that the IVRI, Izatnagar may run the M.V.Sc. course also alongwith M.Phil, Ph.D. and other research. It was also agreed that the Commission may seek the comments of the ICAR in the first instance on certain points raised in the observations and recommendations of the committee.

In pursuance of the above decision of the Commission, the Indian Council of Agricultural Research was requested to give comments on certain points raised in the report of the committee appointed by the UGC. A comparative statement indicating the observations and recommendations of the committee and the views of the ICAR on certain points raised in the report of the committee is enclosed (Annexure I).

Legal

It will be observed that the question of independent entity for IVRI raised in para 11 of the report of the committee has been examined by the ICAR in consultation with the Ministry of Law and on the advice of Attorney General of India, the Ministry of Law has already declare that the IVRI qualifies for deemed to be university status under the present set up. In veiw of the advice of the Attorney General of India the question of IVRI being a separate legal entity may not be insisted upon. It has also been stated by the ICAR that IVRI is one of the three National Institute under them with sufficient economic and administrative freedom within the framework of the Council. A copy of the draft constitution of the various bodies of the institute as sent by the ICAR is enclosed (Annexure II). The ICAR has also stated that as envisaged under para 13 of the report of the committee necessary alterations/modifications would be introduced in the constitution of IVRI to bring it in line with the IARI constitution.

The scales of pay of teaching and research staff as indicated by the ICAR are those of scientists in the laboratories run by the ICAR and not those of professors, readers and lecurers as in other agricultural universities. It was therefore pointed out to the ICAR that salary scales of teachers a manner of recruitment to senior positions should broadly confer to the university pattern. If the staff is on the strength of the agricultural services the recruitment is to be made by the Service Commission set up and not on the same basis as in the universities. The ICAR were requested to reconcier this mttter. The ICAR has stated that Agricultural Research Service grades are almost equivalent to University grades with

avenues for further promotion on the basis of 5 yearly assessment. This, in fact, is an advantage to the pay scales prescribed by the UGC. In this connection, it has been pointed out by the ICAR that even some of the general universities in the country have not opted for the fifth plan UGC pay scales but are following the State pay scales. Hence this situation should not be considered as a serious deviation and should not be allowed to stand in the way of declaring IVRI as a deemed to be university. With regard to recruitment of teachers, it has been stated that the Agricultural Scientists Recruitment Board is a competent body for selecting all categories of staff under ARS.

It has also been stated by the ICAR that the IVRI will offer MV. Sc. courses only in selected areas to complement overall educational programmes in the country. However, for the time being they do not propose to start MV. Sc. courses in the IVRI since the agricultural universities in the country have facilities for offering MV. Sc. programmes in most of the disciplines. The Ph.D. programmes envisaged at IVRI will be with course work and research and hence there will be no separate M.Phil. course as suggested by the UGC.

The matter is placed before the Commission for consideration.

INDIAN VETERINARY RESEARCH INSTITUTE

To item No.6.37

3(a) BOARD OF MANAGEMENT

Membership

- i) Director, Indian Veterinary Research Institute. Chairman
- ii) Dean, P.G. Education/Studies/Jt. Director (Res.)
Jt. Director (Exten.) Members
- iii) Jt. Director/Heads of Division/Heads of Deptt. of related groups of disciplines and project Coordinators- to be nominated by the president by rotation for a period of 2 years - total number not to exceed - 8. Members
- iv) Two members of the Governing Body- Nominated by the President. Members
- iv(a) Two non-officials representing Agri./Rural interest (to be nominated by the President for a period of 3 years). Members
- v) A Vice-Chancellor of an Agricultural University (to be nominated by the President). Members.
- vi) One representative from the ICAR (to be nominated by the Director General). Member Member.
- vii) Animal Husbandry Commissioner, Deptt. of Agriculture. Member.
- viii) Director, NDRI/Director, IARI (to be nominated by rotation for a period of two years by the Director General). Member.
- ix) One eminent Scientists in the field of research done in the Instt. but not employed by ICAR (to be nominated by the President for a period of two years.) Member.
- x) One eminent educationist concerned with the research work of the Instt. but not employed by ICAR (to be Nominated by the President for a period of two years). Member.
- xi) Director (Finance), ICAR or his nominee. Member.
- xii) Director of Animal Husbandry, U.P. & Director of Animal Husbandry, Karnataka. Members.
- xiii) Joint Director (Administration) Member-Secretary

Note: A) The nomination shall be made on the basis of related groups of disciplines such as (i) Live stock Health, and allied disciplines, ii) Live stock production and Management iii) Live stock Technology and allied disciplines, and iv) Basis and Social Sciences, in order to ensure representation to all areas of Research.

b) The President may in the interest of efficient and smooth functioning of the Institute alter the number of members of the Board.

c) Joint Director (Research) and Joint Director (Extension) if and when appointed, will also be the members of the Board of Management.

2. Powers and functions of the Board of Management.

The powers and functions of the Board of Management shall be:-

- i) To consider the proposals for Five Year Plan and Annual Plan of the Institute, and submit the same to the ICAR.
- ii) Periodical review of progress of development schemes of the Institute.
- iii) To consider proposals for the annual budget of the Instt. and to allocate funds to various Divisions/Projects of the Instt.
- iv) Policy issues relating to the affairs of the Instt. including the rights and obligations of the staff.
- v) To consider the items of expenditure which are beyond the powers of the Director of the Instt.
- vi) To consider the action taken on the recommendations of the Grievance Cell and Instt. Joint Council.
- vii) To administer funds placed at the disposal of the Institute.
- viii) To appoint such Committees as may be deemed necessary for the proper functioning of the Instt.
- ix) To conduct periodical reviews and assessment of the primary activities of the Institute and to give directions in those behalf.
- x) Another item as may be desired by the Director or other members of the Board or as may be required to be considered as per delegation of powers as directions of the Governing Body whether contained in any approved by the G.B.
- xi) Such powers as may be delegated by the Governing Body to enable the Board of Management to administer the funds allocated and the programmes approved.

stitu-3.(a) Deleted vide Council's letter No.29(2)/75-CDN. Dated 4.8.76
members.

stitu-3.(b) Where a person is a member of the Board by virtue of the office or appointment which he holds, his membership of the Board shall terminate when he ceases to hold that office or appointment.

stitu-3.(c) Membership of the Board shall be determined on the happening of any of the following events:

i) On the expiry of the period of membership for which nominated.

stitu-3.(c) ii) Death, resignation, lunacy or conviction for which criminal offence involving moral turpitude.

stitu-3.(c) iii) When a member himself declines to serve on the Board or his employer refuses to grant him permission to serve on the Board.

stitu-3.(c) iv) When a member does not attend three consecutive meetings of the Board without proper leave of the Chairman.

v) The President of the Society may at any time terminate the membership of any one more of the members of at one and the same time terminate the membership of all members.

vi) If a casual vacancy arises during the term of the member, such vacancy shall be filled in like manner as the original vacancy and the person nominated appointed to fill the vacancy shall subject to the provisions of (a) & (b)

b) above, hold office for the unexpired portion of the term.

d) When a member desires to resign his membership of the Board, he shall forward his letter of resignation to the Member Secretary who shall forthwith submit the same for the consideration. The resignation shall take effect from the date of its acceptance by the Chairman.

Quorum.

4. Six members of the Board of Management shall constitute the quorum.

5. The Board of Management shall meet as often as necessary and in any event at least one in each quarter of the year, the year for this purpose being the financial year commencing on the first day of April and ending on the 31st March, on the following calendar year.

Date, time & place of meetings.

6. The Board of Management meetings shall be held on such date, time and place as may be determined by the Chairman.

Notice for meeting and its service.

7. (i) All meetings of the Board of Management shall be called by notice in writing by and under the hand of the Member Secretary.

(ii) Every notice calling the meeting of the Board of Management shall state the date, time and place of the meeting and shall be served upon every member of the Board of management not less than 10 clear days before the day appointed for the meeting.

Validation of proceedings of meeting.

8. Any inadvertant omission to give notice, to or non-receipt or late receipt of notice by any member shall not invalidate the proceedings of the meetings.

Action on the proceedings.

9. (i) The proceedings of the Board of Management shall be forwarded to the Director General immediately.

- (ii) The Director General shall have the power to review/cause to be reviewed any decision of the Board of Management when he considers the same is not in consonance with the rules, general policy practice or the priorities of the Council, provided that any order on the basis of such review shall be passed within a period to be specified by the Governing Body.
- (iii) In case the Director of the Institute has reasons to differ from the views of the Board of Management having regard to his accountability as the Head of the Institute, he should after recording the reasons in writing, forward the same with the proceedings of the meeting of the Board of Management to the Director-General for his decision till such time a final decision on such matters is taken by the Director General and communicated to the Director, the recommendations of the Board of Management shall not be operative or acted upon.

10. The Board of Management will be serviced and supported by four Councils as under:-

Executive Council

11. The composition of the Executive Council shall be as under:-

- | | |
|--|-------------|
| i) Director, Indian Veterinary Res. Institute | - Chairman. |
| ii) Dean and Joint Director | Member. |
| iii) Joint Director (Research) | Member |
| iv) Joint Director (Extension) | Member |
| v) Eight Scientists (Joint Directors/Head of Divisions)- at least one from each of related groups of disciplines such as (i) Livestock Health and allied disciplines, ii) Livestock Production and Management, iii) Livestock Technology and allied disciplines, and iv) Basic & Social Sciences (To be nominated by the Board of Management for a period of two years). | Members. |

- vi) One representative of Project Coordinators (To be nominated by the Board of Management for a period of 2 years.). Member.
- vii) One representative from the Campuses/ Regional Research Station (To be nominated by the Board of Management for a period of 2 years) Member.
- viii) Joint Director (Admn.) Member.

NOTE:- Joint Director (Research) and Joint Director (Extension), if and when appointed, will also be members of the above Council.

FUNCTION OF THE EXECUTIVE COUNCIL

12. The Executive Council shall be the main task implementing body on administrative matters. The powers and function of this Council shall be those as may be delegated by the Board of the Management.

13. The membership of the Executive Council shall be regulated mutatis-mutandis in accordance with the provision of the Rule 3 to 10 above.

ACADEMIC COUNCIL

14. The composition of the Academic Council will be:-

- i) Director, Indian Veterinary Res. Instt. Chairman
- ii) Dean, P.G. Education/studies Vice-Chairman
- iii) Four eminent Scientists from outside the IVRI distinguished in the field of education including animal Husbandry. Members.
- iv) One Professor from each Division or where there is no Professor the Head of the Division Member
- v) Director, Institute of Agriculture Research Statistics Member
- vi) Professor of Agricultural Statistics, IARS Member
- vii) Hostel Warden - Student Welfare Member
- viii) Two representatives from the Post-Graduate Faculty. Members.
- ix) Two Student representatives Members
- x) Joint Director (Admn.) Member
- xi) Registrar (Academic) Member-Secretary.

Note:- (a) Joint Director (Research) and Joint Director(Extension), if and when appointed, will also be the members of the above Council.

(b) The four eminent Scientists mentioned at item(iii) above shall be nominated by the Chairman of the Academic Council on the recommendations of the Dean. The tenure of their membership will be 2 years, the first two of them retiring through drawal of lots at the end of the 1st Year.

c) The two representatives from the P.G. Faculty mentioned at item (viii) shall be elected annually by Secret ballot by the Faculty members.

The following rules and procedures shall be observed for the election:-

i) All Faculty members other than those designated Ex-officio as members of either the Board of Management or the Academic Council will be eligible for election.

ii) The terms of the members shall normally be for 2 years. One of the members will retire at the end of the first years, so that one vacancy is filled every year. A sitting member shall only be re-elected for a second term in direct sequence but not for the third time.

iii) In case a vacancy is caused on account of an elected member's ineligibility or inability to complete his term, election to fill that vacancy shall be held in the prescribed manner for the remaining period of the term provided that the remaining period is not less than one year.

iv) Nomination shall be invited for each vacancy from Faculty Members. Each Faculty Member shall be permitted to nominate one person and forward the nomination, duly recorded directed to the Dean or any other officer of the P.G. Education/Studies duly authorised by name in a closed cover.

v) The election shall be by a secret singly non-transferable vote to be cast at the specified place and date.

vi) In case no candidate is selected on the first ballot, names receiving the highest number of votes shall be subjected to fresh voting by faculty members and candidate receiving the highest number of votes on the second ballot shall be declared elected.

vii) In case of a tie between two candidates the issue shall be settled by a toss or coin after getting the agreement of both the candidates.

(d) The two student representatives mentioned at (ix) above shall be :-

i) The President, Post Graduate Education/Studies students Union, IVRI, shall be an ex-officio student representative in the Council.

ii) The Second student representative shall be elected every year by secret ballot by the general community of students through the same election process adopted for electing the Executive of the Post-Graduate School Union.

iii) The tenures of the student representative shall be one year.

15. The members of the Academic Council shall not be substituted unless alternative arrangements have been duly notified to the P.G. Education/Studies by the competent authority.

16. Function of the Academic Council:-

The powers and functions of the Academic Council shall be:-

i) The Academic Council shall be the main consultative, deliberative and task implementing body in the field of education and training.

ii) The Academic Council shall be responsible for broad policy matter, on academic issues without dealing with individual cases.

iii) The Academic Council shall have the control and general regulatory powers on matters relating to education and training.

iv) The Academic Council shall be responsible for the maintenance of standard of instruction, education and examination within the P.G. Education/Studies and shall exercise such other powers and duties conferred on it.

v) The Academic Council shall be responsible for the determination of equivalents of the degrees of candidates applying for admission from other Universities, and shall be the final authority to make selections out of the applicants for admission.

vi) The Academic Council shall perform in relation to academic matters, all such duties, as may be necessary, for the proper conduct of the programmes of P.G. Education.

17. The membership of the Academic Council shall be regulated mutatis-mutandis in accordance with the provisions of Rules 3 to 10 above.

RESEARCH COUNCIL

18. The composition of the Research Council shall be as under:-

i) Director, Indian Veterinary Research Institute Chairman.

ii) Joint Direct(Research) & Joint Director(Exten.) Members.

- iii) Four Scientists of the Institute (Joint Director/Head of Divisions) - one to represent each of the related groups of disciplines, (a) Livestock Health and allied disciplines, (b) Livestock Production and Management, and (c) Livestock technical and allied disciplines (d) Basic and Social Sciences (to be nominated for a period of two years, by the Board of Management) Members.
- iv) Five Scientists of the Institute, other than the Managerial Scientists (to be nominated by the Board of Management on a 2 years tenure basis) Members
- v) One Project Coordinator (to be nominated for a period of 2 years, by the Board of Management) Members
- vi) One Scientist from the Regional Research Station/Campuses (to be nominated for a 2 year tenure period, by the Board of Management) Members
- vii) Two eminent Scientists from outside the Institute to be nominated by the Board of Management on a two-year tenure basis). Members
- viii) Joint Director (Admn.) Members
- ix) Senior Scientist (Research, Coordination and publication) Member Secretary

19. Powers and Functions of the Research Council.

The powers and functions of the Research Council shall be:-

- i) To review current research programmes and progress.
- ii) To suggest changes in the programmes it may deem desirable and appropriate.
- iii) To review the position with regard to the provisions and use of research facilities.
- iv) To promote inter-disciplinary research with outside agencies and institutions.
- v) To bring about balanced horizontal and vertical coordination of research activities.
- vi) To recommend steps on action desirable for all round progress of research and their application.

20. The membership of the Research Council shall be regulated mutatis mutandis in accordance with the provisions of Rules 3 to 10 above.

Extension Council

21. The composition of the extension Council shall be:
- i) Director, Indian Veterinary Research Institute Chairman
 - ii) Joint Director(Extension) Joint Director (Research) Members
 - iii) Four Scientists of the Institute (Joint Director/ Heads of Divisions) - One each from the related groups of disciplines,
 - (a) Livestock Health and allied disciplines,
 - (b) Livestock Production and Management,
 - (c) Livestock Technology and allied disciplines
 - (d) Basic and Social/Sciences)to be nominated, for the period of 2 years, by the Board of Management. Members.
 - iv) Five Scientists of the Institute (to be nominated by the Board of Management on a 2 year tenure basis) Members.
 - v) One project Coordinator to be nominated, for a period of 2 years by the Board of Management. Members.
 - vi) One Scientist from the Regional Research Station/ Composes - to be nominated by the Board of Management, on a 2 years tenure basis. Members.
 - vii) One representative of the Department of Agriculture, Ministry of Agriculture & Irrigation (to be nominated by the Animal Husbandry Commissioner) Members
 - viii) Two representatives each from the U.P. Govt. and Karnataka Govt. (to be nominated in the field of livestock development and animal health.) Members
 - ix) One Extension Specialist representing agriculture/ Livestock extension(to be nominated by the Director, N.D.R.I./Director, IARI - appointment to be made, one a 2 years basis, by the Board of Management.) Members
 - x) Joint Director (Admn.) Members
 - xi) Head, Division of Extension, IVRI Member-Secretar

Note:- Joint Director (Research) and Joint Director (Extension) if and when appointed, will also be members of the above Council.

22. Powers and Functions of the Extension Council:

The powers and functions of the Extension Council shall be:-

- i) To review current extension programmes and progress
- ii) To suggest changes in the programmes as it may deem desirable and appropriate.
- iii) To review the position with regard to the provisions and use of extension facilities.
- iv) To promote inter-disciplinary extension with outside agencies and institutions.
- v) To bring about balanced horizontal and vertical coordination of extension activities.
- vi) To recommend steps on action desirable for all round progress of extension and their application.

23. The membership of the Extension Council shall be regulated matatis mutandis in accordance with the provisions of Rules from 3 to 10 above.

Statement indicating observations and recommendations of the Committee and the views of the I.C.A.R.

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Recommendations of the Committee

Views of the I.C.A.R.

REF

11. The committee understands that the IVRI, Izatnagar, being one of the National Institutes under the ICAR, New Delhi which is itself an autonomous body registered under Registration of Societies Act, and, therefore, does not enjoy an independent legal entity. It is also understood that this matter as also of the independent status of IARI, New Delhi an institute already deemed to be a university under Section 3 of the UGC Act, is under active discussion between the University Grants Commission the Ministry of Education & Social Welfare and the Ministry of Law, New Delhi. The committee strongly feels that institution to have a deemed-to-be-a-university status should have full freedom in academic matters as also adequate freedom in Financial and administration matters, so that its smooth running may not be hindered in anyway. This can be best ensured by giving the IVRI an independent legal status. If, however, this is not feasible, the UGC, in consultation with the Ministries of Education and Social Welfare, Agriculture & Irrigation (ICAR) and Law, may evolve a suitable arrangement/status

This has since been examined ay length by the Ministry of Law and, on the advice of the Attorney General of India, the Ministry has already declared that the Institute qualifies for deemed University status under the present set-up.

13. The constitution as present drafted for the IVRI, by the ICAR on the pattern of the IARI, New Delhi will need alterations and modifications.

Necessary alterations/modifications would be introduced in the constitution of IVRI to bring it in line with the IARI Constitution.

14. The IVRI, Izatnagar, has scientific staff on the pattern of IARI, New Delhi, as under:

The pay scales of teaching and research staff have to conform to the general pay scales applicable to ICAR scientists. These pay scales, however, are, if any this, better than the UGC scales as indicated below:

Scientist (3)	Rs.550-900
Scientist (31)	Rs.700-1300
Scientist (32)	Rs.1100-50-1600
Scientist (33)	Rs.1500-60-1800-100-2000

Scientists 53 are desired to perform the duties of Professor-Designations such as readers and lecturers are not in existence in the IARI.

<u>ICAR Scales</u>	<u>Equivalent UGC Scales</u>
Scientist S-1 700-1300	Asstt. Professor 700-1600
S-2 1100-1600	Associate
S-3 1500-2000	Professor 1200-1900
S-4 1800-2200	
S-5 2000-2500	Professor 1500-2500
S-6 2500-3000	
S-7 3000	
S-8 3500	

The Agricultural Research Service of the ICAR also provides for the following research management positions:-

Scientist-4 (S-4)	Rs.1200-100-2000-125/2-2250
Scientist-5 (S-5)	Rs.2000-125/2-2500
Scientist-6 (S-6)	R. 2500-125/2-3000
Scientist-7 (S-7)	Rs.3000(fixed)
Scientist-8 (S-8)	Rs.3500 (fixed)

The Secretary, ICAR, has confirmed that the scales will be those admissible under the ARS Rules of the Council only and the ARS Scientists / be eligible for promotion to the next grade on the basis of five yearly assessment as per rules.

The staffing pattern and pay scales prevalent in the university system are as under: /will

Professor	Rs.1500-60-1800-100-2000-125/2-2500
Reader/Associate Prof.	Rs. 1200-50-1300-60-1900
Lecturer/Asstt. Prof.	Rs. 700-40-1100 50-1600

The Committee strongly recommends that the pay scales of the teaching and research faculty in the IVRI Izatnagar should be generally at par with that prevalent in the university system.

15. In the event of the IVRI, Izatnagar, being declared as an institution deemed-to-be-a university, the committee recommends that it should concentrate mainly on post M.Sc. research viz.M.Phil., Ph.D., D.Sc. and post-doctoral specialised research, and a wide variety of training programme for newly recruited officers as well as in-service personnel for their professional development. Extension work in various fields of animal husbandry and veterinary sciences, as at present should continue to be one of the activities of the Instt. The IVRI, the committee recommends should not undertake undergraduate and postgraduate (M.V.Sc.) teaching work. It should be responsible for developing excellence in education, research and extension. It should offer a

Any scientist has the opportunity, based on his performance/assessment, to move from S-1 to S-8.

The Agricultural Research Service grades are almost equivalent to University grades with avenues for further promotion on the basis of 5 yearly assessment. This, in fact, is an advantage to the pay scales prescribed by UGC. Even some of the general universities in the country have not opted for the Fifth Plan UGC pay-scales but are following the State pay-scales. Hence this situation should not be allowed to stand in the way of declaring IVRI as a deemed university. With regard to recruitment of teachers, the Agricultural Scientists Recruitment Board is a competent body for selecting all categories of staff under ARS.

IVRI would concentrate on postgraduate programmes and would not offer under-graduate courses; emphasis would be mainly on Ph.D. and D.Sc. but M.V.Sc. would not be excluded for reasons of equality. M.V.Sc. courses will be offered only in selected areas to complement the overall educational programmes in the country. However, the ICAR do not propose to start M.V.Sc. courses in the I.V.R.I for the time being, since the Agricultural Universities in the country have facilities for offering M.V.Sc. programmes in most of the disciplines. Ph.D. programmes envisaged at IVRI will be with course work and research and there will be no separate M.Phil. The draft

standard course work programme, the successful completion of which may earn an M.Phil. degree in Veterinary Science.

Such degree could be recognised for completion of research requirement for Ph.D. degree. There should be effective coordination between the IVRI and the Veterinary Sciences faculties in the agricultural universities in their teaching, research and extension activities.

The constitution of the proposed deemed to be university will be drawn up by IVRI, Izatnagar in consultation with the UGC, on the basis of the guidelines as suggested in the Report of the UGC Committee on Governance of Universities and Colleges. The constitution as at present drafted for the IVRI, by the ICAR on the pattern of IARI, New Delhi, will need alterations and modifications.

All the assets in the form of land and buildings, equipment, books, cash, deposits, etc. belonging to the Institute Constituting the deemed to be university shall be declared by the IVRI and passed over to the new society thereby ensuring the continuance of the existing level of funding of the deemed to be University.

Constitution of the IVRI would be drawn up by ICAR and IVRI in consultation with UGC and would be subject to approval by the Governing Body of ICAR.

There is no intention to have any new society. ICAR itself is a registered society and IVRI is one of its constituent units.

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

Meeting:
dated: 23rd June, 1982

Item No. 08 To further consider the question of providing assistance to Delhi colleges for developmental purposes in the sixth plan.

.....

The University Grants Commission at its meeting held on the 18th January, 1982 while considering the present position of various building projects in Delhi colleges and the question of providing basic grants and the other facilities during the sixth plan period, desired that proposals from Delhi colleges for developmental purposes in future may be considered on the same basis as for colleges affiliated to other universities, and in accordance with the sixth plan guidelines.

2. According to the sixth plan guidelines approved by the Commission for providing assistance to arts, science, commerce and multi-faculty colleges for development during the sixth plan period, assistance is provided under three major heads: viz. (a) basic assistance, (b) assistance for development of undergraduate education and (c) assistance for development of postgraduate education.

Basic Assistance:

3. The Commission would provide basic assistance for development during the sixth plan period to such arts, science, commerce and multi-faculty colleges which have at least 150 students in degree classes and above (beyond + 2 stages) on 15th October of the preceding year or the same year whichever is later and 5 permanent teachers excluding Principal and Physical Training Instructor/Director of Physical Education Training, on 100% basis for (a) faculty improvement viz. teacher fellowships, participation of teachers in academic conferences in India and orientation courses and short term training programmes, (b) books and journals including book banks and (c) equipment.

4. In pursuance of the above decision of the commission, proposals have since been invited from the colleges affiliated to the Delhi University for basic assistance for books and journals including book banks including equipment during the sixth plan period on the same basis as laid down for such colleges affiliated to other universities. Proposals in respect of other programmes as laid down in the sixth plan guidelines have not been invited from the Delhi colleges in view of the following observations:-

(a) In view of the fact that upto 10% of the permanent

teachers could be granted study leave for pursuing for M.Phil or Ph.d. programme on full salary and allowances but without any contingencies or outstation allowances, it is for consideration, whether the Delhi colleges may be given additional facility under Faculty Improvement Programme. Further, it has been agreed that upto Rs.5000/- in the plan period may be made available for attending academic conferences etc., in India by teachers. A provision upto Rs.1000-1500 per annum is treated as admissible expenditure for determining the maintenance grant which is on the basis of 95% of the net approved deficit. If the assistance is to be provided under 'Plan', it may be decided whether this should be in addition to the funds available under 'Non-plan'.

(b) According to the sixth plan guidelines, assistance under "Development of Undergraduate education" is provided to the colleges of State universities for academic buildings including extension of library and laboratories, workshop shed and animal house, men students hostel, women students hostel, staff quarters/teachers hostel, canteen building etc. on a sharing basis. A copy of the Pattern of assistance to Delhi colleges for development schemes during the Fifth Plan period is enclosed (Annexure). The items for which assistance could be made available for buildings of Delhi colleges in the Sixth Plan may have to be reviewed particularly when funds had been provided for construction of the college buildings.

(c) The concept of postgraduate courses in Delhi colleges is different from those in the colleges of the State universities. In Delhi, while the colleges, register the students for postgraduate courses, the teaching (lecture) is done by the university itself by university appointed teachers and in some cases College teachers are also associated in Postgraduate teaching. However, the tutorials for these students are held in the colleges. It may have to be considered as to the basis on which and the purpose for which assistance may be provided to the Delhi colleges for development of postgraduate education.

5. According to the sixth plan guidelines for development of colleges, the colleges which have postgraduate departments in arts/science/commerce and which fulfil the following norms could be considered for further assistance for development of postgraduate education in the departments concerned:-

(a) An Arts department having at least 4 teachers with M.Phil or equivalent degree/research work of which at least 2 teachers have Ph.D. or equivalent research work (b) a science department having at least 6 teachers with M.Phil. or equivalent degree or research work of which 3 hold Ph.D. degree or equivalent research publications.

(b) The department subscribes to at least 6 standard journals in the subject.

(c) The department has at least one research project undertaken by faculty members.

(d) The minimum strength of full-time students in two years postgraduate course is twenty.

The ceiling financial assistance for various departments for all purposes would be as under:-

- | | | |
|-----|--|-----------------------------|
| (a) | Humanities & Social Sciences Departments | Rs. 1.5 lakh each deptt. |
| (b) | Geography, Maths, Statistics, Microbiology, Psychology departments. | Rs. 1.5 lakh each deptt. |
| (c) | Physics, Chemistry, Botany, Zoology, Geology, Bio-Chemistry, Home Science departments. | Rs. 2 lakh each department. |

Proposals for creation of senior academic posts (professors/readers) in a postgraduate department in a college will be considered on merits within the ceiling indicated above. The qualifications and mode of recruitment to these posts wherever approved by the Commission will be the same as for similar posts in a university department and Commission's assistance for these posts will be available upto 31st March, 1985, provided these posts are created on a permanent basis and the State Government/College agrees to meet the expenditure on these posts as committed expenditure from 1-4-1985.

The matter is placed before the Commission for consideration.

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Annaxure to Item No.3.08

UNIVERSITY GRANTS COMMISSION
BAHADUR SHAH ZAFAR MARG
NEW DELHI.

Pattern of financial assistance to Delhi Colleges for development schemes during the Fifth Plan Period.

.....

Non-recurring grant is paid to the colleges for different development schemes and in accordance with the basis laid down by the Commission as indicated against each of the following:-

A. Misc. Schemes.

- | | | |
|----|--|--|
| 1. | Library Books for courses other than Science. | On 50:50 basis in respect of the expenditure that may be recommended by the University Inspection Committee in its report for the establishment of a college and for starting new courses. |
| 2. | Furniture and Office equipment. | On 50:50 basis on the maximum prescribed limit of expenditure of Rs. 60,000/- for new colleges. |
| 3. | Acquisition of land for college building. | On 50:50 basis. |
| 4. | Construction of College building. | On 50:50 basis |
| 5. | Construction of Men's Hostel. | On 50:50 basis |
| 6. | Construction of Women's Hostel. | On 75:25 basis |
| 7. | Construction of Staff Quarters. | On 50:50 basis |
| 8. | Non-Resident Students Centre. | Rs. 35,000/- upto 1,000 students and Rs. 70,000/- for more than 1,000 students. |
| 9. | For various specific purpose (i.e. water coolers, additions and alterations in the building, additional furniture and equipment etc.). | On 50:50 basis. |

10. Mini Bus/Station Wagon. On 50:50 basis. Only for Women's colleges located outside the Campus of the University.
11. Sound Equipment for Assembly Hall. On 50:50 basis (not exceeding Rs. 6,000/- as UGC share).

B. For B.Sc. (General)

Group 'A'

- i) Equipment Rs. 70,000/- on 75:25 basis
- ii) Books Rs. 30,000/- on 75:25 basis

Group 'B'

- i) Equipment Rs. 1,05,000/- on 75:25 basis.
- ii) Books Rs. 45,000/- on 75:25 basis.

Group 'A' & 'B'

- i) Equipment Rs. 1,55,000/- on 75:25 basis
- ii) Books Rs. 75,000/- on 75:25 basis

Construction of Science Block for B.Sc.(General) Group 'A' for 60 students (including services, fittings and furniture) with a built up area of 18,000 sq. ft.

Rs. 5,40,000/- on 75:25 basis.

Construction of Science Block for B.Sc. (General) Group 'B' for 60 students (including services, fittings and furniture) with a built up area of 22000 sq. ft.

Rs. 6,60,000/- on 75:25 basis.

Science Block, Both for B.Sc. (General groups 'A' & 'B' (including services fittings & furniture).

Rs. 12,00,000/- on 75:25 basis.

C. Extended College (having an effective enrolment of 1500 students.)

- i) Typewriter. On cent percent basis.
- ii) Buildings. Extension to accommodation in :-
- a) Library (for 300 students) on Cent percent basis.
 - b) Canteen (for 200 students) on cent percent basis.
 - c) N.O.C. stores (not exceeding an area of 400 sq.ft.) on cent percent basis.

D

Development of play-fields and purchase of sports accessories. On 75:25 basis (not exceeding Rs. 7,500/- towards Commission's share).

E

Provision of Canteen/cafeteria facilities (applicable in colleges having a minimum enrolment of 1000 students.) On 2/3rd and 1/3rd basis.

F

Travel grant to teachers for attending International Conferences abroad. On 50:50 basis.

NOTE: (i) In the case of University maintained colleges and evening classes of the colleges, non-recurring grant is paid on 100% basis as in the case of maintenance grant. Development grant to Lady Irwin College and Institute of Home Economics are paid on 75:25 basis for Sciences for which sharing basis are 50:50.

(ii) The Commission sanctioned basic grant for purchase of books, Journals and Equipment to Delhi College on the same basis as for the colleges of other universities. This grant was sanctioned to Delhi University in 1977.

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

Meeting:
Dated : 23rd Feb., 1982.

Item No.6.09 : To consider certain recommendations made by the Physics Panel at its meeting held on 16-17th Oct., 1981.

The Physics Panel at its meeting held on 16-17th October, 1981 considered inter alia, 56 research proposals for University Grants Commission assistance. Out of these proposals 36 projects as per list attached (Annexure) were recommended for financial assistance over a period of three years from the date of communication of the decision. The financial implication for these projects are as follows :-

No. of Projects	Recurring Rs. in lakhs	Non-recurring Rs. in lakhs	Total Rs. in lakhs
36	Rs. 20.83	Rs. 21.78	Rs. 42.61
<u>Staff</u>			
J.R.Fs	- 39		
Mechanic	- 1		
S.R.Fs	- 3		
P.D.F.	- 1		
R.A.	- 2		
Tech. Asstt.	- 2		
Elec. Engg-	- 1		
Elec. Tech.	- 1		
		Contingency (Rs. 8.67 lakhs)	

Out of the above 36 projects the following six projects involving financial assistance amounting to Rs. 2.00 lakhs or more each are listed below:-

S.No.	Name of the P.I./ University	Title of the project	Financial implications.
1	2	3	4
1	Prof.C.Santhamma, Andhra Univ.	Photo-Acoustic Spectroscopy - fundamental application.	N.R. Equipment Rs. 2.25 lakhs J.R.F.-1 - Rs.21,600 Mecha- nic -1 - Rs.36,000 Contg. - Rs. 9,000 Total - Rs.2.85 lakhs
2	Prof. M.De & Prof. S.C. Some Calcutta Univ.,	Hybrid (Opto- electric) pic- ture/image processing	N.R. Equipment - Rs.4.00 lakhs R Res.Asstt.-2 S.R.F. -2 Rs.1.80 J.R.F. -2 lakh (3 yrs) Total - 5.80 Lakhs

Announcement No. 11/1964

A - List of Research projects recommended for approval

S.No.	Name of Principal Investigator & University/colleges	Title of the research projects	Grant recommended for a duration of 3 years	Remarks
1.	2.	3.	4.	5.
1.	Prof. C. Senthanna Andhra University (Monitor - Prof. C.N.H. Rao) I.I.Sc., Bangalore)	Photo-Acoustic Spectroscopy - Fundamental application.	<u>N.R.</u> Equipment - Rs. 2.25 lakhs <u>Recurring</u> J.R.F. - 1 Mechanic - 1 Contingency -Rs.3,000/- p.a.	Fabrication of equipment to be done by the P.I. in consultation with Prof. C.N.H. Rao & the group.
2.	Dr. K. Sambasiva Rao Andhra University (Monitor - Dr. K.N. Kuchela Bangalore University)	Studies on thickness dependence of dielectric constant in ferroelectric materials for use in devices.	<u>N.R.</u> Equipment Rs. 40,000 <u>recurring</u> J.R.F. - 1 Contingency Rs. 3,000/-p.a.	
3.	Dr. C.F. Girijavallabham Cochin University (Monitor - Prof. R. Vijayaraghavan, TIFR)	Wide Line NMR - Instrumentation & Investigation	<u>N.R.</u> Equipment Rs. 69,500 <u>Recurring</u> J.R.F. - 1 Contingency Rs. 3,000/-p.a.	
4.	Dr. Siddeshwar Lal Indore University (Monitor - Dr. S.F. Puri Panjab University)	Study of hyperfine fields and radiation damage (ion-implantation) by Mossbauer.	<u>N.R.</u> Equipment Rs. 75,000/- <u>Recurring</u> J.R.F. - 1 Contingency Rs. 5,000/- p.a.	

1

2

3

4

5

5. Dr. T.D. Goswami,
Gauhati University

Mission track ages of
cognetic minerals from
some pegmatitic and
granitic rocks of the
area.

(Monitor - Prof. B.S. Sood,
Punjabi University)

N.R.
Equipment Rs. 50,000/-
Recurring:
J.R.F. - 1
Contingency Rs. 3,000/-p.a.

6. Dr. R.C. Anikhindi
Indore University

X-ray spectral and cry-
stallographic studies of
semi-conducting and
transition metal compounds

(Monitor - Prof. C. Mande)

N.I.
Equipment Rs. 1,40,000/- Convener may
Recurring: write to Vice-
J.R.F. - 1 Chancellor,
Contingency Rs. 10,000/- p.a. Indore Univ.
regarding physical
facilities.

7. Dr. R.N. Singh
Jabalpur University

Investigation of multiple
interaction effects in semi-
conductors and molecular
crystals.

(Monitor - Prof. S.K. Joshi,
Roorkee University)

Recurring:
J.R.F. - 1
Computation charges Rs. 10,000/-p.a.
Contingency - Rs. 5,000/- p.a.

8. Dr.(Mrs.) R.K.L. Padmini
Agarwal,
MS University of
Baroda.

synthesis of liquid crystals
and investigations of the
effect of electrical and
magnetic fields on the
physical properties of
liquid crystals.

(Monitor - Mrs. Usha Davis, BARC)

N.R.
Equipment Rs. 1,00,000/-
Recurring:
J.R.Fs - 2
Contingency Rs. 10,000/-p.a.

1	2	3	4	5
13.	Prof. J. Varma & Dr. D.R.S. Somayaajulu Udaipur University (Monitor - Prof. H.S. Hans, Panjab University)	Perturbed Angular Correlation studies of Hyperfine fields.	<u>N.R.</u> <u>Equipment</u> Rs. 1,50,000/- <u>Recurring:</u> J.R.F. - 1 Tech. Asstt. 1 (Contingency Rs. 10,000/-p.a.)	
14.	Dr. K. Parthasarathi Andhra University (Monitor - Prof. B.S. Sood Punjabi University)	Experimental Investigations on interaction of photons with matter.	<u>N.R.</u> <u>Equipment</u> Rs. 1,50,000/- <u>Recurring</u> J.R.F. - 1 Contingency Rs. 10,000/-p.a.	
15.	Prof. P.K. Misra, Berhampur University (Monitor - Prof. C. Majumdar, Calcutta University)	Magnetic interactions in mixed valent solids, reentrant superconductors and ferro- magnetic metals.	<u>Recurring:</u> J.R.Fs - 2 Computation Rs. 10,000/-p.a. Contingency Rs. 5,000/-p.a.	
16.	Dr. G.L. Kalra, Delhi University (Monitor Dr. P.N. Reddy, N.P.L.)	Waves and instabilities in the ionosphere and outer space	<u>Recurring:</u> J.R.Fs - 2 Contingency - Rs. 6,000/-p.a.	
17.	Dr. P.N. Ram Garhwal University (Monitor - Prof. R.P. Singh IIT, Bombay)	Dynamical properties of dilute alloys	<u>N.R.</u> <u>Equipment</u> Rs. 20,000/- <u>Recurring</u> J.R.F. - 1 Computation and Contingency Rs. 10,000/-p.a.	

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1 2 3 4 5
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18. Prof. Anil K. Bhatnagar
Hyderabad University
Experimental studies of
metallic glasses and
development of methods to
produce amorphous/Glassy/
Disordered materials.

(Monitor Dr. R. Krishnan,
Met. Division, BARC)

N.R.
Equipment Rs. 1,30,000/-
Recurring :
J.R.Fs - 2
Consumables and
contingency Rs. 60,000/- for
3 years
Copper Plates Rs. 12,000/-

19. Dr. S.N. Banerjee,
Jadavpur University
Properties and interactions
of elementary particles

(Monitor - Dr. Kalidas Banerjee, SINP)

Contingency and
Computation - Rs. 5,000/- p.a.

20. Dr. H. Saha,
Kalyani University
Development of Oxide/chal-
cogenide semiconductor -
Insulator-semiconductor - solar
cell.

(Monitor - Dr. S.C. Jain, SPSL, Delhi)

N.R.
Equipment Rs. 75,000/-
Recurring
JRF - 1
Contingency Rs. 15,000/- p.a.

21. Dr. H.C. Gupta,
Lucknow University
(retired Teacher)
Nuclear Magnetic Resonance
investigation of molecular
structure reorientation and
phase changes in molecules in
solid state.

(Monitor C.R.K. Murthy)

Recurring
J.R.F. - 1
Honorarium to P.A. Rs. 750/- p.m.
Contingency - Rs. 3,000/- p.a.

1	2	3	4	5
22.	Dr. R.K. Gupta Manipal University	Study of defects in Gems by Thermoluminescence	<u>N.L.</u> Equipment Rs. 1,20,000/- <u>Recurring :</u> J.R.Fs - 2 Contingency Rs. 6,000/-p.a.	
	(Monitor - Prof. M.V.K. Bappa, Bangalore)			
23.	Dr. N.L. Kekan, M.S. University of Baroda.	Luminescent studies of Pure and doped alkali Halides	<u>N.L.</u> Equipment Rs. 32,000/- <u>Recurring :</u> J.R.F. - 1 Contingency Rs. 5,000/-p.a.	
	(Monitor - Prof. M.N. Pathya Bombay University)			
24.	Dr. S.C. Gupta, Panjab University	Theoretical studies of equilibrium and non-equilibrium properties of mono and diatomic gases.	Computation and contingency Rs. 9,000/-p.a.	
	(Monitor - Prof. Patsek, Panjab University)			
25.	Dr. I.M. Govil, Panjab University	Construction of 400 KeV Ion Implantation machines and application to basic and applied Physics	<u>N.L.</u> Equipment (ACC Tube Rs. 90,000/- <u>Recurring :</u> J.R.F - 1 Contingency Rs. 10,000/-p.a.	
	(Monitor - Prof. M.C. Joshi)			
26.	Dr. Deepak Kumar Roorkee University	Dynamical properties of spin- glass alloys	<u>Recurring</u> J.R.F - 1 Contingency Rs. 5,000/-p.a.	
	(Monitor - Dr. Akhai Man Singh, Delhi University)			

1	2	3	4	5
27.	Dr. S.K. Arora, Sardar Patel Univ. (Monitor - Prof. P.Krishna, BHU)	Studies on growth and electrical properties of single crystals of group II-VI compounds.	<u>N.R.</u> Equipment (Multiplier Rs.20,000/-) <u>Recurring</u> JRF - 1 Contingency Rs. 3,000/-p.a.	PI may be asked to give justification for G.R. Bridge
28.	Dr. A.K. Agarwal, Sardar Patel Univ. (Monitor - Prof. P.Krishna, BHU)	Optical characterization of dichalcogenides crystals	<u>N.R.</u> Equipment Rs. 30,000/- <u>Recurring</u> JRF - 1 Contingency Rs. 3,000/-p.a.	
29.	Dr. U.C. Joshi, DLV College, Dehradun (Monitor - Dr. Bist, IIT Kanpur)	Laser Raman Studies on Organic Solids	Contingency, Chemicals & Computation Rs. 10,000/-p.a.	
30.	Dr. K.P. Maheshwari Govt., PG College, Kota. (Monitor - Dr. J.N. Tandon, Delhi University)	Nonlinear interactions of electromagnetic beams with plasmas.	<u>Recurring :</u> Computation & contingency Rs. 5,000/-p.a.	
31.	Dr. J. Jogulu, Andhra University (Monitor - Prof. P.Krishna, BHU)	Study of sea surface state by α^2 back scatter Radar	<u>N.R.</u> Equipment - Rs. 1,55,000/- <u>Recurring :</u> JRF - 1 Electronic Engineer - 1 Electronic Technician - 1 Contingency Rs. 5,000/- p.a.	

1	2	3	4	5
32.	Dr. C.R. Lakshmana Rao, Andhra University	Limnological study of Kolleru lake	<u>N.R.</u> Equipment Rs. 15,000/- <u>Recurring</u> JRFs - 2 Contingency & working Expenditure - Rs.15,000/-p.a.	
	(Monitor - Dr. J.S. Sastry, N.I.O. Goa)			
33.	Dr. S.P. Khare, Meerut University	Atomic and Molecular collisional cross sections and their applications.	<u>Recurring :</u> P.D.F. - 1 J.R.F. - 1 Contingency Rs. 6,000/-p.a.	
	(Monitor : Dr. Sil, I.A.C.S.)			
34.	Prof. M.N. Kuchela, Bangalore University) (Retired Teacher)	Studies of thin films leading to solar energy devices	<u>Recurring :</u> Honorarium to P.I. Rs. 750/-p.m. JRF - 1 contingency Rs. 5,000/-p.a.	
35.	Dr. R.K. Shivpuri Delhi University	Study of multi-optical articles of production P and P inter- action with Emulsion Nuclei.	<u>Non-Recurring</u> Equipment - Rs.75,000/- <u>Recurring :</u> JRF - 1 Tech.Asstt. 1 Contingency and working expenses Rs. 7,000/-p.a.	
36.	Dr. A.N. Nigam, HBTI, Kanpur	Spectra of Transition Elements.	<u>Recurring</u> JRF - 1 Contingency Rs.10,000/- p.a.	He may use local facilities
	(Monitor Prof. C.Mande)			

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

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Meeting :
Dated : 23.6.1982.

Item No. 6.10 To consider the proposal of Indian School of Mines, Dhanbad for starting part-time evening M.Sc. Courses in Mathematics/Physics/Chemistry.

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A large number of Science graduates are employed in the two Council of Scientific & Industrial Research laboratories in the Dhanbad district, the Central Fuel Research Institute and the Central Mining Research Station. Scientific workers of both these laboratories have been requesting the Indian School of Mines for quite some time to introduce part-time courses in Mathematics/Physics/Chemistry to enable them to upgrade their educational qualifications leading to a Masters' Degree. Their requests have been strongly supported by the two Directors of the aforesaid laboratories.

The matter was taken up by Indian School of Mines with the Council of Scientific & Industrial Research and at the instance of the Council of Scientific & Industrial Research, the Director, Indian School of Mines, Dhanbad had submitted a revised proposal to the Council of Scientific & Industrial Research for its consideration (Annexure I). The proposal was discussed with the Chief (Planning) and DGSIR and was accepted in principle by the DGSIR (Annexure II).

Since the financial support from CSIR is for a period of five years only, the Director of the School has approached the Commission to convey its approval for starting part-time evening M.Sc. Courses in Mathematics/Physics/Chemistry from the current year and also accord its concurrence to take over the recurring expenditure amounting to Rs. 2 lakhs per annum w.e.f. 1987-88 after the assistance from Council of Scientific & Industrial Research.

In this connection attention is invited to the Memorandum of Association and Rules and Regulation of Indian School of Mines, Dhanbad, Section 3.1. of the Memorandum reads as follows:

(i) The School whose functions shall be :

" to provide for instruction and research in such branches of engineering and technology, applied sciences and applied arts as the School may think fit, and for the advancement of learning and dissemination of knowledge in such branches according to the provision thereof in the rules and regulations of the Society".

.....2.

The Indian School of Mines, Dhanbad is a specialised Institute and as such the Memorandum of Association does not seem to permit the School to introduce M.Sc. Courses in Pure Sciences. The matter was discussed with the Director during his visit to the U.G.C. and was requested to send certain clarifications in this regard. The Director has offered the following clarifications:-

1. The syllabi would be oriented towards Applied Mathematics, Applied Physics and Applied Chemistry.
2. As the persons to be admitted would have undergone mostly the 2-year B.Sc. programme (and not the 3 year post - 10+2 version), the duration of the part-time M.Sc. course could be increased to 4 years, from the originally-envisaged 3 year duration.

"My impression also is that most 10+2+3 year duration courses are being name 'Hons' Courses, and that only one-year Post Graduate study thereafter leads to the M.Sc. degree".

3. In both Physics and Chemistry, the School has fairly competent laboratory facilities, for not only the undergraduate-level courses, but also for specialized M.Phil/Ph.D research. Filling the gap in between, for the M.Sc. level, would not require too great an effort. The School however, if the UGC so desire, request CSIR for a larger equipment grant.
4. While for major offerings for special-interest clients, the School do plan to ask the sponsoring organisation(s) for funds to cover not only 5-year recurring expenditure but also non-recurring expenditure needed for providing academic space, teacher-and-staff housing, as well as student hostel accommodation, the School may not insist upon support of same magnitude for part-time offerings.

The matter is placed before the Commission for its consideration.

D.S.(E)

Annexure I
to Item No. 6.12

Indian School of Mines
Dhanbad - 826004

Revised proposal to start a
part-time/evening M.Sc. programme in
Physics, Chemistry and Mathematics

Background

1.1 A large number of science graduates is employed in the two CSIR laboratories in the Dhanbad district, the Central Fuel Research Institute and the Central Mining Research Station. Scientific workers of both these laboratories have been requesting for quite some time that, to enable them to upgrade their qualifications, facilities be created at Indian School of Mines for the grant of the M.Sc. degree in Physics Chemistry and Mathematics, through part-time/evening studies. The requests has been strongly supported by the two directors.

1.2 According to Director/CFRI:

"Of the Central Fuel Research Institute's employees at its HQ, (204)* persons are holding only a degree in science. Another (76)* are having A.I.C. as further qualifications. Most of them are keen to obtain the M.Sc. degree for improving their career prospects. Under the normal circumstances, they have to take leave for two years to study at a college/university for this purpose. This they cannot do because of financial and/or family problems."

"The matter has been discussed with you by some representatives of the Scientific Workers' Association (CFRI Branch) and also myself. It would considerably help the deserving scientific workers of CFRI if part-time study facilities for obtaining the M Sc. degree (in Chemistry, Physics and Mathematics) could be provided by ISM. The classes could be run on weekends and/or during the evening on week-days. This suggestion is being made to ISM because of the good laboratory and library facilities available there and its tradition of class interaction with the industry. I trust that it will be possible for the School to do so."

(* current figures)

.....Contd.

(2)

According to Director CMRS:

"We have in CMRS a good number of Science Graduates working for long time. They have built up expertise on different lines on research work pertaining to mining. Unfortunately there is no scope for them to build up higher qualifications, unless they apply for leave for minimum two years to study in College/University for the purpose. This they cannot do because of financial and/or family problems."

"It would considerably help the desiring scientific worker in CMRS if facilities for part-time studies for obtaining the M Sc degree (in Chemistry, Physics & Mathematics) could be provided by ISM. I should further suggest that the classes could be run on week ends and/or during the evenings of week-days."

"I am aware of the facilities available with you and also the reputation you have built for inter-action with the industry and us."

1.3 The facilities so created would also help the science graduates employed in the R & D Division of the Fertiliser & Chemicals (P&D) Ltd and in the Jharia Regional Institute of CMPDI Ltd.

Proposal

2.1 To meet this felt need, it is proposed to offer at the School, evening/part-time classes for M Sc in (i) Physics, (ii) Chemistry and (iii) Mathematics. Classes (lectures & practicals) would be held thrice a week (three hours per evening) in the evening and for 3-4 hours on Sunday morning. The course will be covered over a 3-4 year period.

16 students would be admitted in a class, and fresh admissions would be made once only in two years - except in Chemistry (in which discipline there is the largest demand) where admissions will be made every year.

2.2 Suitable lecture-room facilities already exist. Our Chemistry and Physics laboratories are fairly well-equipped for undergraduate work as also for researches, in some highly specialised area. This equipment will have to be augmented somewhat.

2.3 Regarding teaching staff, there is some slack available in the staff of Physics and Chemistry discipline, resulting from the change-over of the 5-year engineering programme at the School to four years. The part-time/evening M Sc classes in Chemistry (with admissions made every year) could be started with the addition of one Professor, one Asstt. Professor, two Scientific Assistants and two Lab. Assistants, and that in Physics (with admissions made in alternate years only) with one Assistant Professor, one Scientific Assistant and one

In Mathematics however, there is no slack: teaching load has in fact increased because of the start of several M.Phil and M.Tech. programmes. In this discipline, therefore, one Professor, one Assistant Professor and one Lecturer would be needed, with admissions made in alternate years.

Financial Implications

3. The financial implications of the proposal for a 5-year period work out to Rs. 9.85 lakhs as below:

(A) Recurring Expenditure	<u>Annual Expenditure (in Rupees)</u>
Professor (2) Rs 1500-2000	50,000
Assistant Professor (3) Rs 1200-1900	60,000
Lecturer (1) Rs 700-1600	16,000
Scientific Assistant (3) Rs 550-900	36,000
Laboratory Assistant (3) Rs 380-640	24,000
Contingencies (including Chemicals & other consumables and honoraria for some 'c'/'d' staff)	14,000
Total:	<u>Rs. 200,000</u>
Expected expenditure during 5 years (= 4 year provision due to staggering)	Rs. 8.00 lakhs
(B) Non-recurring (for additional equipment)	Rs. 2.50 lakhs

(Nov 1981)

(2)

According to Director CMRS:

"We have in CMRS a good number of Science Graduates working for long time. They have built up expertise on different lines on research work pertaining to mining. Unfortunately there is no scope for them to build up higher qualifications, unless they apply for leave for minimum two years to study in College/University for the purpose. This they cannot do because of financial and/or family problems."

"It would considerably help the desiring scientific worker in CMRS if facilities for part-time studies for obtaining the M Sc degree (in Chemistry, Physics & Mathematics) could be provided by ISM. I should further suggest that the classes could be run on week ends and/or during the evenings of week-days."

"I am aware of the facilities available with you and also the reputation you have built for inter-
..... action with the industry and us."

1.3 The facilities so created would also help the science graduates employed in the R & D Division of the Fertiliser & Chemicals (P&D) Ltd and in the Jharia Regional Institute of CMPDI Ltd.

Proposal

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Contingencies (including Chemicals & other consumables and honoraria for some 'c'/'d' staff)	14,000
Total:	Rs. 200,000
Expected expenditure during 5 years (= 4 year provision due to staggering)	Rs. 8.00 lakhs
(B) Non-recurring (for additional equipment)	Rs. 2.50 lakhs

(Nov 1981)

Annexure II
to Item No. 6.10

D.O.No.11(18)/80-CCT-PLG.

COUNCIL OF SCIENTIFIC &
INDUSTRIAL RESEARCH

NEW DELHI-110001

27th March, 1982

S. D. Garg
Quarter Coordinator
Physical Sciences Group

Dear Prof. Marwaha,

Kindly refer to the proposal to start the part-time/
evening M.Sc. programme in Physics, Chemistry and Mathematics
by ISM sent to DGSIR vide your D.O.No.DT/433-34 dated
July 14, 1981 and your subsequent suggestions and modifications
to the proposal vide your letter of even number dated
December 4, 1981. The proposal has been in consideration
by CSIR and has been discussed with the Chief (Planning) and
DGSIR. This is to convey that the above proposal has been
agreed to in principle by the DGSIR. Since the financing
from CSIR has been requested over a period of 5 years, it is
understood that ISM/UGC will be able to meet the total
expenditure and other commitments towards these courses
after this period. The mode of selection of staff to these
courses from the CSIR labs and the mode of financing is being
finalised and will be communicated to you shortly. You may
perhaps like to initiate preparatory action for obtaining
necessary approvals from UGC etc. in order to start the
courses during this year.

With kind regards,

Yours sincerely,

Sd/-
(S.D. Garg)

Prof. G.S. Marwaha,
Director,
Indian School of Mines,
Dhanbad - 826 004.

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

Meeting :

Dated : 23rd June, 1982

Item No.6.11 : To receive a statement indicating the outlays of Rs.4700/- lakhs and Rs.660/- lakhs approved by the Govt. of India, Planning Commission for the annual plan of the UGC for the year 1982-83 for university and higher education (general development) and for technical education respectively.

....

GENERAL DEVELOPMENT SCHEMES :

The Government of India, Ministry of Education & Culture had intimated an allocation of Rs.280 crores during the sixth plan for the UGC for university and higher education (general development). The UGC at its meeting held on the 29th & 31st May, 1981 (Item No.6.15) agreed that while working out the outlay for implementation of various schemes and programmes, the allocation of Rs.280 crores indicated in the sixth plan (excluding engineering and technology) may be distributed as follows :

- | | |
|---|--------------------|
| 1. Special programmes including support for research. | Rs. 84 crores(30%) |
| 2. University Development | Rs.112 crores(40%) |
| 3. College Development | Rs. 70 crores(25%) |
| 4. Specific schemes of the Central universities, institutions deemed to be universities and Delhi Colleges. | Rs. 14 crores(5%) |

Of the amount of Rs.280 crores (Rs.28,000 lakhs), an amount of Rs.2849 lakhs was allocated to the UGC for 1980-81 and an amount of Rs.3400 lakhs for the year 1981-82. The Commission incurred an expenditure of Rs.2912.93 lakhs during the year 1980-81 and Rs.3195.68 lakhs (provisional) during

the year 1981-82. This is excluding sanction issued for Rs.116.10 lakhs which could not be paid during 1981-82 for want of bills. The expenditure in the first two years of the Sixth plan period has been mainly incurred on meeting the commitments for the schemes approved in the fifth plan period. The amount payable as on 1.4.1980 for schemes approved upto March 31, 1980 was estimated to be about Rs.80 crores. Schemes amounting of Rs. about 3.80 crores were approved as first charged on the sixth plan.

As regards achievements under the various schemes during the first two years of the sixth plan, it may be mentioned that as already indicated above, the Commission could not undertake in a major way any new programme during the first two years of the VIth Plan viz., 1980-81 and 1981-82. This could not be found possible because the Commission was not aware of the total allocation which would be made available to it during the sixth plan period. The allocation was made known early in the year 1981-82 and the Commission decided the distribution of the allocated amount among various Sectors and Schemes in May, 1981. A few schemes like research projects, fellowships and similar other programmes and urgent requirements of the university were approved during these two years. The Commission's effort during these two years was mainly on completion of programmes and projects approved during the fifth plan period.

While framing proposals for the annual plan of the UGC for the year 1982-83 the Government of India, Ministry of Education & Culture were informed that an amount of Rs.6500 lakhs would be required by the UGC for general development programmes. As per discussions held in the Ministry of Education, the requirements of the UGC for the year 1982-83 were revised subsequently from Rs.6500 lakhs to Rs. 5500 lakhs.

The Government of India, Ministry of Education & Culture have since intimated that the Planning Commission have indicated an approved outlay of Rs.138 crores for the annual plan of the Ministry of Education & Culture for the year 1982-83 out of which an outlay of Rs.4700 lakhs has been allocated to the UGC for university and higher education. A statement indicating the schemewise outlay of these allocation for 1982-83 for the five Sectors namely (1) special programmes, (2) research support, (3) university

development, (4) college development, and (5) specific schemes in central universities and institutions deemed to be universities including Delhi colleges is enclosed (Annexure-I). Another statement indicating the actual expenditure in 1980-81, provisional expenditure during 1981-82 and proposed budget estimates for the year 1982-83 against the various major heads of accounts maintained in the UGC is also enclosed (Annexure-II).

TECHNICAL EDUCATION :

Out of the provision of Rs.9925 lakhs approved for the development of engineering and technical education during the sixth plan period in the central sector, an amount of Rs.2775 lakhs has been sub-allocated to the UGC for development of engineering and technical education at university institutions. This would include an amount of Rs.597 lakhs payable to the university as on 1.4.1980 against schemes approved during the fifth plan period. The distribution of sixth plan allocation for engineering and technology under different schemes as accepted by the Commission at its May 1981 meeting are indicated below :

1. General development and continuing programmes of the departments of engineering and technology	Rs. 3000 lakhs
2. Development of departments of Management studies including M.B.A. course through correspondence	Rs. 200 lakhs
3. Support for research in engineering & technology	Rs. 125 lakhs
4. Hamdard College of Pharmacy	Rs. 50 lakhs
Total :	<hr/> Rs. 3375 lakhs <hr/>

There is a slight increase in the amount likely to be available to the Commission and the distribution of sixth plan funds as indicated above which is due to the fact that the universities may not be able to complete all the schemes approved during the sixth plan and there will be some spill-over at the end of the sixth plan. The Commission

has incurred an expenditure of Rs.348.90 lakhs during 1980-81 and Rs.745.02 lakhs (provisional in 1981-82). A provision of Rs.660 lakhs has been made for payment of grants to UGC for technical education for the year 1982-83. Accordingly, a statement indicating the budget estimates for 1982-83 in respect of Engineering & Technology schemes against the provision of Rs.660 lakhs has been prepared and is enclosed (Annexure-III). The Budget Estimate amount to Rs.690 lakhs.

The matter is placed before the Commission for consideration.'

Annexure I to Item No.6.11

Statement showing the Sixth Plan allocation,
Actual 1980-81, Provisional Exp. 1981-82,
Proposed B.E. 1982-83 & Total 1980-83

Rupees in lakhs

Purpose	Sixth Plan allocation	Actual Exp. 1980-81	Provisional Expenditure 1981-82	Proposed B.E. 1982-83	Total 1980-83
Sector-I Special Programmes	6000	604.04	645.93	1145	2394.97
Sector-II-Research	2400	253.23	344.33	425	1022.56
Sector-III-University Development	11200	1442.82	1699.68	1395	4537.50
Sector-IV-College Development	7000	407.17	303.10	1285	1995.27
Sector-V-Specific Schemes in Central Universities and Institutes deemed to be Universities including Delhi Colleges.	1400	189.94	182.50	415	787.44
Sector-6-Misc.	-	15.73	20.14	35	70.87
TOTAL	28000	2912.93	3195.68	4700	10808.61

Sector-1 - Special Programmes

(Figures are in Lakhs of Rupees)

S.No.	Scheme	Sixth Plan allocation	Actual Exp. 1980-81	Estimated Exp. 1981-82	Proposed B.E. 1982-83	Total 1980-83
1	2	3	4	5	6	7
<u>A. Continuing Schemes</u>						
1.	Centres of Advanced Study	1000	112.54	54.35	100	266.89
2.	Deptt. of Special Assistance	700	92.81	153.53	150	396.34
3.	Departmental Support	300	25.77	50.07	75	150.84
4.	COSIP	450	41.69	29.83	80	151.52
5.	COHSSIP	250	43.50	52.82	80	176.32
6.	Area Studies	100	12.45	16.99	20	49.44
7.	Science Education Centres	30	-	2.00	5	7.00
8.	Cultural & Educational Bilateral Exchange Programmes.	100	25.90	40.44	20	86.34
9.	Examination Reforms	50	5.50	6.36	15	26.86
10.	National Adult Education Programme and Continuing Education Programmes including performing art and cultural activities and introduction of training courses.	250	53.27	69.09	60	182.36
11.	Correspondence Courses	100	16.00	14.65	25	55.65

p.t.o.

1	2	3	4	5	6	7
12.	USIC/RIC including Central sophisticated instrument facilities	600	65.82	44.81	120	230.63
13.	Computer Facilities	600	66.96	51.73	150	268.69
14.	Orientation programme for college teachers, symposia, Seminars and Workshops.	300	26.28	47.30	30	103.58
15.	University Level Books	20	2.75	3.63	5	11.38
16.	Restructuring of courses with a view to making them more relevant at undergraduate level and short term diploma courses to enlarge the area of employability of graduates.	500	12.80	6.83	100	119.63
17.	Centres in Education Technology and mass communication.	200	-	1.00	60	61.00
Total :-		5550	604.04	645.43	1095	2344.45
	o/o					

1	2	3	4	5	6	7
B. New Programmes						
1.	Merit Promotion and Professor of Eminence	100				
2.	Trg. of administration and Technical Personnel in Universities/Collèges.	20				
3.	Development of curriculum units including teaching materials.	50				
4.	Introduction of new courses in emerging areas.	50	-	0.50	50	50.50
5.	Innovative programmes which may be taken up by any university/college which may blaze new trail	50				
6.	Strengthening of Planning Cells in the universities and establishment of Research Planning and evaluation including monitoring units in the U.G.C.	150				
7.	Courses in Museology and development of Museums.	30				
Total:		6000	604.04	645.93	1145	2394.97

Sector-2 - Research Support.

(Figures are in lakhs of Rupees)

1	2	3	4	5	6	7
<u>A. Continuing Schemes</u>						
1.	Research Project(Minor/ Major)	1000	246.32	267.87	200	714.19
2.	Career Awards	200	3.56	11.10	20	34.66
3.	Research Associates	750	-	60.80	*175	235.80
4.	Research Fellowships					
5.	National Lecturers					
6.	National Fellows					
7.	National Associates					
8.	Travel grants to college Teachers/post-doctoral fellows for international travel	50	3.35	4.56	10	17.91
Expenditure on these schemes will be met on existing number of awards out of Non-Plan funds.						
<u>B. New Schemes</u>						
1.	(a) Research projects on National and regional relevance/science Policy etc.	400	-	-	20	20.00
	(b) National Research Facilities.					
Total :		2400	253.23	344.33	425	1022.56

* To meet additional expenditure on increase in the value of Fellowships Associateships and Fresh awards instituted in the VI Plan.

Sector-3 : University Development

(Figures are in lakhs of Rupees)

1	2	3	4	5	6	7
<u>A. Continuing Schemes</u>						
1. Institutional Development		10300	1328.74	1606.10	1300	4234.84
2. P.G. Centres		100	53.93	21.59	20	95.52
3. Specific Schemes Outside Plan allocation in the Universities		550	60.15	71.99	50	182.14
<u>New Schemes</u>						
1. New Universities		100	-	-	5*	5.00
2. Development of Under- Graduate Education and introduction of plus 3 stage in the universities.		150	-	-	20	20.00
Total:		11200	1442.82	1699.68	1395	4537.50

* Token provision for the Universities likely to be set up at Pondicherry.

Sector-4 : College Development.

(Figures are in lakhs of Rupees)

1	2	3	4	5	6	7
1.	Basic assistance to all eligible colleges for					
a)	FIP including short-term teacher fellowships	700	96.56	94.27	500	690.83
b)	Books and journals	1000				
c)	Equipment	1000				
2.	Development assistance to selected colleges					
1.	Intensive development of selected colleges (A.I.D. colleges)	1000	-	-	30	30.00
2.	Colleges catering to SC/ST students	300	-	-	50	50.00
3.	Development of Under-graduate and Post-graduate Education.	2450	281.20	178.09	600	1059.29
4.	Development of Single Faculty Colleges.	300	-	-	50	50.00
5.	Autonomous college	100	19.70	21.25	30	70.95
6.	College Development Council	50	9.71	8.99	20	38.70
7.	Strengthening of Undergraduate instructions in colleges through university/college interaction and other schemes.	100	-	0.50	5	5.50
Total :		7000	407.17	303.10	1285	1995.27

Sector-5 : Specific Schemes in Central Universities and Institutions deemed to be universities including Delhi Colleges

P (Figures are in Lakhs of Rupees)						
1	2	3	4	5	6	7
1.	Development of Medical/ Agricultural Colleges and Schools and Hospitals	400	70.53	66.33	200	336.86
2.	Construction of college buildings in Delhi colleges	250	22.09	27.77	60	109.86
3.	Campus Development	750	97.32	88.40	155	340.72
Total		1400	189.94	182.50	415	787.44

Sector-6 - Miscellaneous

1.	Additional Staff in the U.G.C.		2.25	2.48	5	9.73
2.	Construction and Extension of Buildings		-	-	15	15.00
3.	TA/DA to Non-official members and other miscellaneous items.		13.48	17.66	15	46.14
Total :			15.73	20.14	35	70.87

Annexure-II to
Item No.6,11

Statement showing the actual expenditure 1980-81,
Provisional expenditure 1981-82 and proposed
Budget Estimate 1982-83.

.....

Purpose	Actuals 1980-81	Provisional Expenditure 1981-82	Proposed Estimate 1982-83	Budget
A. Grants to Universities and colleges for Humanities.	417.74	570.26	430.00	
101 leges B. Grants to universities/for Science.	906.05	1185.31	985.00	
D. Grants to constituent/affiliated colleges.	512.47	410.79	1485.00	
E. Grants to universities and colleges for Misc. schemes.	1031.02	961.95	1738.00	
F. Misc. Expenditure	45.65	67.37	62.00	
TOTAL	2912.93	3195.68	4700.00	
C. Grants to universities and colleges for Engineering & Technology	348.90	745.02	660.00	
GRAND TOTAL :	3261.83	3940.70	5360.00	

Annexure III to Item No.6.11

Engineering & Technology	Budget provision approved for 1981-82	Budget Estimates for 1982-83
	(Figures in lakhs)	(Figures in lakh)
1. Staff	130	135
2. Building	80	75
3. Equipment	150	150
4. Books and Journals	70	80
5. Indian Institute of Science Bangalore	40	60
6. Indian School of Mines, Dhanbad.	25	25
7. Research Fellowship	55	50
8. Management Studies	25	20
9. Hamdard College of Pharmacy Delhi.	10	10
10. Misc. Schemes	5	10
11. Enhancement of P.G. Scholarship from Rs. 400/- p.m. to Rs. 600/-p.m.	-	75
Total :	590	690

Annexure III to Item No.6.11

Statement showing the actual expenditure
1980-81, Provisional expenditure 1981-82
and proposed Budget Estimates 1982-83
under Engineering and Technology.

S.No.	Purpose	Actuals 1980-81	Provisional Expenditure 1981-82	Proposed Budget Estimates 1982-83
1.	Staff	169.88	129.53	135.00
2.	Buildings	62.05	44.51	75.00
3.	Equipment	30.95	248.13	150.00
4.	Books & journals	18.60	83.07	80.00
5.	Indian Institute of Science, Bangalore	15.29	137.64	60.00
6.	Indian School of Mines, Dhanbad	25.06	13.00	25.00
7.	Research Fellowships	6.56	19.76	50.00
8.	Management Studies	17.58	9.11	20.00
9.	Hamdard College of Pharmacy, Delhi.	-	10.54	10.00
10.	Miscellaneous schemes	2.93	2.54	10.00
11.	Enhancement of P.G. Scholarships from Rs.400/- p.m. to Rs.600 p.m.	-	47.19	75.00
TOTAL		348.90	745.02	690.00

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

Meeting:

Dated: June 23, 1982.

Item No. 6.12 To consider the proposal of Gujarat Vidyapeeth for assistance towards the institution of M.Ed. courses through correspondence.

.....

1. The Gujarat Vidyapeeth, Ahmedabad has sent a proposal for the introduction of correspondence courses for M.Ed. The course will be for inservice teachers working in rural areas in Gujarat State. There are about 400 trainers in 75 primary teachers' training colleges who do not possess the M.Ed. degree. Similarly, there are over 300 project officers in national adult education programme, 1500 inspectors and 1500 teachers and principals of post-basic high schools and higher secondary schools whose qualifications need to be upgraded. The detailed proposal including financial implications is at Annexure.

2. According to the UGC guidelines, correspondence courses at the postgraduate level should be started only in those subjects in which the university has well-established postgraduate departments noted for their high standards. The Education Department at Gujarat Vidyapeeth consists of three readers and two lecturers. There are no full-fledged professors.

3. It may be mentioned in this connection that the Commission at its meeting held on September 19, 1980 considered the status of B.Ed. and M.Ed. correspondence courses and the general policy regarding the institution of such courses and resolved as under:-

"The Commission was of the view that universities may offer correspondence-cum-contact courses leading to the B.Ed. degree only after a survey has been carried out at the state level regarding the demand for such courses keeping in view the backlog of untrained teachers. This course should be largely for teachers working in secondary schools in the state concerned and should be discontinued as soon as the backlog of untrained teachers has been cleared.

There should, however, be no distinction in the degree awarded to the students at the B.Ed. examination as regular students or through correspondence courses". This decision has been communicated to the universities for their information and guidance.

.....2.

4. According to information available with the Commission, Himachal Pradesh University is the only University which is offering M.Ed. Courses through correspondence with approximately 3,500 students. The University started the said course on its own without the prior concurrence of the Commission.

5. The matter is placed before the Commission for consideration.

JS(HR)/E.O.(ER)

GUJARAT VIDYAPITH : AHMEDABAD-14

A PROPOSAL FOR CORRESPONDENCE COURSE FOR TRAINERS
OF PRIMARY TEACHERS TRAINING COLLEGES AND TEACHERS
OF POST-BASIC HIGH SCHOOLS AND HIGHER SECONDARY
SCHOOLS AS WELL AS EDUCATIONAL INSPECTORS OF JILLA
PANCHAYAT EDUCATION COMMITTEES

There are about 400 trainers in 75 Primary Teachers Training Colleges mostly located in rural areas of Gujarat who do not possess M.Ed. degree. In view of the upgrading of syllabi in elementary, secondary and higher secondary schools after introduction of '10 + 2' pattern in Gujarat; it is of immediate requirement to provide facilities for these teachers to upgrade their qualifications and particularly through such courses which will enhance their understanding of problems of elementary education in rural and tribal areas. The Gujarat Vidyapith is the only institution in Gujarat which conducts M.Ed. course with special emphasis on understanding of problems of elementary education of Std. 1 to 7 as envisaged by the Constitution of Indian Republic as a part of free compulsory universal education. Similarly there are 1500 teachers and principals of Post-Basic High Schools and higher secondary schools in Gujarat who do not have M.Ed. degree which they need for broadening their understanding of problems of Post Basic Education. The MED in Gujarat Vidyapith offers such subjects which will enhance their understanding, knowledge as well as skill of correlated teaching. In addition to this there are 1500 Educational Inspectors under Panchayats who need enhancement of their knowledge through M.Ed. programme of the Gujarat Vidyapith. Still further now there are over 300 Project Officers in National Adult Education Programme who also need similar facilities to enhance their understanding of development-oriented functional literacy and post-literacy programmes. Thus there are about 3800 persons who need Correspondence education facilities of direct relevance of their work. The Master of Education programme of the Vidyapith can take care of these people. The present staff of the Department consists of 3 Readers and 2 Lecturers. The Department is willing to undertake this programme if it is strengthened by adequate administrative and technical staff which may be as follows :-

1. 1 Associate Director (1100-1600)
2. 4 Assistant Directors, one each for Primary Education, Post-Basic Education, Adult Education, and Educational Administration (700-1300)

This will be core staff to enrol a total of 150 students every year in all the 4 areas of M.Ed programme.

In addition to the above teaching staff it would be necessary to have 2 Stenographers (425-800), 2 Clerk-cum-Typists. Most of the other staff will be visiting and part-time. The other expenses required will be as follows :-

(1) Recurring :

Honoraria for Resource persons for preparations of lessons @ Rs.100/- per lesson - about 15 lessons will be prepared for each paper and there would be six papers (4 complimentary and 2 optional) About 200 lessons will have to be issued in one year. Rs. 20,000/-

For printing 500 copies of the lessons of 10 page each. Rs. 25,000/-

Multiple copies of basic books Rs. 15,000/-

Contingencies Rs. 10,000/-

(2) Non-Recurring :

Electronic Xerox machine Rs. 15,000/-

Two Type-writers Rs. 25,000/-

Confidential

University Grants Commission

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Meeting:

Dated: June 23, 1982

Item No. 6.13: To consider the minute of the meeting of the Committee appointed by the University Grants Commission regarding enrolment of Foreign Nationals in correspondence courses offered by the Indian Universities.

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..... Sometime back the Ministry of Education had received a proposal suggesting that Indian Universities should permit foreign nationals to appear in examination through Correspondence Courses. The matter was considered by the U.G.C. Standing Committee on part-time and own-time education at its meeting held on April 8, 1981.

The Committee considered the question of the enrolment of foreign nationals as students of correspondence courses being offered by various Indian Universities in the light of a number of relevant factors viz.

- (a) the existing provisions in the Delhi University and the Panjabi University, Patiala;
- (b) the need for maintaining adequately high academic standards and the imperative consideration of projecting the image of the Indian Universities abroad and
- (c) the feasibility of arranging contact programmes and the selection of appropriate centres for the conduct of examinations. The Committee agreed 'in principle' to the widening of the scope of correspondence courses so as to include foreign nationals but suggested that in the case of foreign nationals the package of correspondence courses would have to be somewhat different than the one provided for local students since in the case of the former, one has necessarily to rely on instructional materials and response-sheets alone. It was agreed that in the event of the proposal receiving the concurrence of Government of India, the mechanics and operational details may be worked out with the help of a small committee, with particular reference to
 - (i) identification of universities
 - (ii) level of courses and medium of instruction
 - (iii) selection of country areas keeping in view the concentration of students and

- (iv) formulation of guidelines regarding the preparation of instructional materials, student response-sheets, conduct of examinations etc., keeping in view the over-all objective of maintaining adequate standards.
1. The recommendations of the committee were put up to the Commission at its meeting held on July 24-25, 1981. The Commission agreed that in the event of the proposal receiving the concurrence of the Government of India, the mechanics and operational details may be worked out as suggested.
 2. The Ministry of Education was apprised of the above decision but it requested the Commission to first work out the relevant details in order to enable the Government to consider whether the proposal could be accepted in principle. Accordingly, the Commission constituted a Committee consisting of Prof. Rais Ahmed, Prof. Bakshish Singh and Prof. K.V. Sivyaya to advise it in the matter.
 3. The Committee met on February 25, 1982 and agreed 'in principle' to the widening of the scope of correspondence courses so as to include foreign nationals but suggested that keeping in view the need for maintaining adequately high academic standards, as well as economy in regard to mailing of instructional materials, conduct of examinations etc., the experiment may be tried out in only two universities viz. the University of Delhi and the Panjabi University, Patiala. The Committee, however, suggested various measures to make the courses in these universities more broad-based. It also made recommendations regarding the medium of instruction, study centres, fees, student response-sheets etc. The minutes of the meeting of the committee are attached (Annexure).

The matter is placed before the Commission for consideration

EO(ER)/JS(HR).

Minutes of the meeting of the Committee appointed by the U.G.C. regarding enrolment of Foreign Nationals in Correspondence Courses.

.....

A meeting of the committee appointed by the U.G.C. to consider the question of enrolment of foreign nationals as students of correspondence courses offered by various Indian Universities was held on February 25, 1982 at 11 AM at the U.G.C. Office, New Delhi. The following were present :

1. Dr. Madhuri R. Shah,
Chairman,
University Grants Commission,
New Delhi.
2. Professor Rais Ahmed,
Professor of Physics,
Aligarh Muslim University,
Aligarh.
3. Professor Bakhahish Singh,
Director,
Correspondence Courses,
Panjabi University,
Patiala.
4. Shri R.K. Chhabra,
Secretary,
University Grants Commission,
New Delhi.
5. Dr. S.C. Goel,
Joint Secretary,
University Grants Commission,
New Delhi.
6. Dr. G.G. Dandapat,
Education Officer,
University Grants Commission,
New Delhi.

(Professor K.V. Sivayya could not attend the meeting as he has gone abroad on a short-term assignment).

2. The main observations and recommendations of the committee are summarised below :

- (a) It was noted that the Delhi University admits Indian nationals working in Indian missions abroad and their dependents to the BA(Pass), B.Com.(Pass) and B.Com.(Hons.) courses through correspondence, subject to their taking

the university examination in specified centres. The university also permits foreign nationals residing in India to seek admission to BA(Pass), B.Com.(Pass) and B.Com(Hons.) courses through correspondence provided they satisfy the conditions regarding marks and age requirements.

(b) It was noted that the Panjabi University, Patiala also permits foreign nationals to be enrolled for the following courses through correspondence: pre-university course, B.A. degree course, M.A. in English, History, Political Science, Economics and Panjabi and the Elementary Panjabi course (certificate level) as also Gyani (Hons. in Panjabi) course.

(c) The committee agreed 'in principle' to the widening of the scope of correspondence courses so as to include foreign nationals but suggested that keeping in view the need for maintaining adequately high academic standards, as well as economy in regard to mailing of instructional materials, conduct of examinations etc., the experiment may be tried out in only two universities viz. the University of Delhi and the Panjabi University, Patiala.

(d) The Panjabi University may offer correspondence courses for foreign nationals for the pre-University courses and B.A. degree. It was noted that students joining B.A. course are at present required to offer compulsory English, compulsory Panjabi or History and Culture of Panjab in lieu of compulsory Panjabi; any two of the following electives: Political Science, History, Economics, Mathematics, Defence Studies, English Literature, Panjabi Literature, Hindi, and Public Administration; and one additional optional out of Hindi, Sanskrit and Urdu. Foreign nationals are allowed to offer general education in lieu of the additional optional. While this may continue, it is suggested that in lieu of compulsory Panjabi or the History and Culture of Panjab, the university may allow a course on the History and Culture of India and Modern India.

(e) The Delhi University offers the following subjects for its B.A.(Pass) course: English, Political Science, Modern Indian Languages (Hindi/Urdu/Tamil/Panjabi), Economics, Mathematics, History and Sanskrit. It is suggested that the university may permit foreign nationals to offer a course on history and culture of India and modern India in lieu of one of the languages under modern Indian Languages. The Delhi University and Panjabi University should collaborate with each other in evolving this course.

- (f) The medium of instruction may be English and the examinations may be conducted with the help of Indian Embassies and Missions abroad. In so far as possible, the Delhi University and Panjabi University should try to have a common examination schedule for foreign nationals.
- (g) If there is a concentration of students in some country, say, Mauritius, the examination may be conducted with the help of some local education centres. The centre may also be entrusted with the responsibility for part-time tutorial instruction.
- (h) A part of the fees collected by the two universities in India offering correspondence courses for foreign nationals may be allowed to be retained by the local education centre wherever such a centre exists to enable it to offer personal contact programmes and conduct examinations.
- (i) The fees may be so fixed that the programme for foreign nationals becomes self-supporting and adequate services are provided to them.
- (j) In so far as possible, the instructional material, written assignments, student response-sheets should be sent at least in four instalments to the foreign nationals preferably by air-mail.
- (k) Foreign nationals should be exempted from personal contact programmes. However, there should be much greater emphasis on written assignments. It should be compulsory for every student to return a certain number of student response-sheets.
- (l) The two universities offering correspondence courses for foreign nationals should bring out a brochure in order to provide the necessary orientation to the foreign nationals regarding the Indian education system with particular reference to the course for which the student is enrolled and the university where he is enrolled.
- (m) A faculty-member should also be designated as Counsellor for foreign students enrolled in correspondence courses so that he may ensure that instructional material, assignments etc. are sent in time and there is a personal rapport between foreign students and the Indian faculty.
- (n) The courses offered by the Indian universities for foreign nationals through correspondence should be publicized through Indian Missions and Embassies abroad.

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

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Meeting:

Date: 23-24th June, 1982

Item No. 6.16 : To consider the sub-plan for scheduled tribes and a special component plan for scheduled castes as part of the UGC's 6th five-year plan.

In view of the unsatisfactory position of admissions of scheduled caste and scheduled tribe students to various courses of studies in universities and colleges, as also the unsatisfactory position in respect of appointment of teaching staff and non-teaching staff from among these communities, the UGC appointed a working group of its Standing Committee for scheduled castes and scheduled tribes to draw up a sub plan for scheduled tribes and a special component plan for scheduled castes as part of its 6th five-year plan programmes, with a view to intensifying its efforts to improve the position of actual admissions and appointments from among these communities during the current plan period.

A working group consisting of Prof. S.C. Dube, New Delhi, Shri P.S. Krishnan, Incharge of Scheduled Caste Development, Ministry of Home Affairs, Dr. Bhupinder Singh, Incharge of Scheduled Tribe Development, Ministry of Home Affairs, Shri M.R. Kolhatkar, Incharge of Higher Education, Ministry of Education and Shri R.K. Chhabra, UGC was constituted and its report was finalized at its meeting held on 31st December 1981. The report of the working group was further discussed by the UGC Standing Committee at its meeting held on 16th/17th February, 1982 (composition given in Annexure-I. The standing Committee adopted the report of the working group with certain changes and a copy of the adopted report containing the recommendations in respect of the sub-plan for scheduled tribes and a special component plan for scheduled castes is given in Annexure-II. The main recommendations of the working group are as below:-

1. Negative growth rate of enrolment:

There has been a fall in the enrolment of students belonging to scheduled caste communities in states like Bihar, Himachal Pradesh, Kerala, and Rajasthan as also in Chandigarh and in the enrolment of scheduled tribe students in Assam, Mizoram, Bihar, Manipur and Nagaland. Factors responsible for this are to be ascertained and special measures identified to rectify the position.

2. Universities having no provision for reservation:

The Universities and Institutions deemed to be Universities who have still not specifically made any provision for making reservation for scheduled castes and scheduled tribes, may be moved for taking necessary steps to ensure that all such institutions fall in line with the National Policy by providing reservations for admission for scheduled caste and scheduled tribe students.

3. Applicants and Admissions

The total number of applications received from scheduled caste/scheduled tribe students is required to be indicated alongwith the number admitted course-wise so that it would be possible to know if any eligible scheduled caste/scheduled tribe candidate has been denied admission.

4. Reconsideration of present guidelines regarding reservation quota:

Although reservation percentage for scheduled castes has been changed from 12.5% to 15%, the corresponding change from 5% to 7.5% for scheduled tribes has not been made so far. It is also necessary to fix the reservation percentages according to the population of scheduled caste and scheduled tribes each state.

5. State-wise Specific Programmes:

A need based specific programme is to be worked out for colleges in each state for tribal Higher Education. This may be done with the help of consultancy Team for each college identified.

6. Target for admission: Scheduled Tribes

More intensified efforts are to be made to ensure that 7.5% of the total intake for various courses of studies is from scheduled tribes by 1985. For this the UGC should set up a suitable machinery for periodical monitoring.

7. A Plan for augmenting supply of teaching staff and others:

A scheme of selecting and co-ordinating teachers who would work in institutions catering to scheduled caste/scheduled tribe needs, will have to be drawn up and suitable universities selected for taking up orientation programmes for them in their best training

institutions. This would include measures for inducting teaching personnel from scheduled caste and scheduled tribe communities and for giving orientation courses to non-scheduled caste and scheduled tribe teachers identified.

8. Post-Matric Scholarships:

The value of the post-matric Bursary scheme available up to postgraduate courses is inadequate and its value should be enhanced. The scheme needs to be extended up to research level.

9. Courses in terms of needs of SC/& ST:

It is necessary that courses are designed on the basis of identified needs of scheduled caste/scheduled tribe.

10. Strategy and Programmes:

The need for remedial education, replacement of out-moded pedagogy, organic linkages between different stages of education, improvement in the quality of teacher training institutions, programmes to tackle the problems of first and second generation learners and programmes to achieve quality of performance are important schemes for adoption by each of the institutions to be covered.

11. Teacher training and orientation Programme:

In service teachers training and Orientation Programmes should be taken up to equip existing teacher to take up remedial teaching of scheduled caste/scheduled tribe candidates.

12. Suitable reading material:

A scheme to provide for preparation of suitable teaching material for the teachers for motivating Scheduled Caste/Scheduled Tribe students be taken up.

13. Admission in Prestigious Institutions:

It is necessary that a good number of universities and prestigious colleges admit more and more scheduled caste/scheduled tribe students, in order to ensure proper integration with the rest of the community.

14. Target for Admission during 1980-85 Scheduled Castes:

More and more intensified efforts would be made so that it would be possible during the current plan to move towards the reservation percentage fixed by Government of India for scheduled castes for admission to the various courses of Higher Learning.

15. Teaching & Non Teaching Staff:

The Universities and colleges authorities would be moved to invariably ensure that the prescribed percentage of scheduled caste and scheduled tribe candidates is achieved on teaching and non teaching positions.

16. Preparatory Training & Remedial Teaching:

Programmes of preparatory training and remedial teaching, special coaching and entrance coaching would be organised to make up deficiencies of such scheduled caste and scheduled tribe students admitted to help them to move towards equality of performance.

17. Restructuring of Courses of Studies:

Colleges catering to scheduled caste/tribe students would be advised to re-structure the content of courses taking into account the individual and social needs of these communities.

18. Extension Programmes:

The Universities and Colleges would be advised to design extension programmes for the scheduled caste/scheduled tribe adults engaged in various occupations to improve their educational, organisational and managerial levels and skills.

19. Incentive Programmes:

All the incentive programmes (fellowships or reservation of seats in hostels) would continue to be offered to students belonging to scheduled caste and scheduled tribe communities to cover at least up to the reservation percentage fixed.

20. Coaching Centres:

It is necessary to open a large number of coaching centres so that scheduled caste and scheduled tribe students can be enabled to appear for all competitive examinations not only for various selections for placements but also for admission to professional, technical and para-professional courses.

21. Implementation Machinery:

Intensive efforts would be made to ensure that all the universities and institutions deemed to be universities set up special cells not only to implement the reservation orders in force, but also to look after the entire educational development of scheduled caste/scheduled tribes in quantitative as well as qualitative terms.

22. Special component Plan for Scheduled Caste and Sub-Plan for Scheduled Tribes:

The existing schemes of UGC with the needed modifications as also new schemes have been included in the Sub-Plan for Scheduled Tribes and Special Component Plan for Scheduled Caste as part of UGC VIII Plan programme and are indicated on pages 59A. of the Report Annexure II

23. Allocation of 1980-85:

For Scheduled Tribes the Plan Outlay comes to Rs. 2467.75 lakhs and for Scheduled Caste it comes to Rs. 4625.50 lakhs.

For 1982-83 the outlays suggested in Sub-Plan for Scheduled Tribe and Special Component Plan for Scheduled Caste are Rs. 814.25 lakhs and 1524.50 lakhs respectively.

24. The Standing Committee has also drawn up for consideration of the UGC, details of the Sub-Plan for scheduled Tribes and Special component plan for Scheduled Caste by modifying the existing schemes and also suggested new schemes which are given in paragraphs 62 & 63 of the report, and as indicated in para 22 above.

In summary, the schemes included with the outlay for 1980-1985 and 1982-1983 is

given below :

Sub Plan for Scheduled Tribe:

	Allocation for special component plan for 1980-85 (Rs. in lakh)	Allocation for 1982-83 (Rs. in lakhs)
1. Preparatory training, remedial teaching and special coaching of scheduled tribe students.	1500	500
2. Award of Fellowships/ Associateships	56.25	19
3. National Adult and Continuing Education	60	20
4. Research Projects	175	50
5. Colleges in Tribal Areas	300	100
6. Centres of Advanced Study	35	11
7. Departments of Special Assistance	61.5	20
8. College Science Improvement Programme.	33.75	11
9. College Humanities and Social Sciences	18.75	6.25
10. Correspondence Courses	7.5	2.5
11. Strengthening of Planning Cells and research/ evaluation/monitoring units in universities.	90	30
12. General Pool Schemes.	130	44.5
Total :	2467.75	814.25

Allocation for
special component
plan for 1980-85Allocation for
1982-83-----
(Rs. in lakhs)-----
(Rs. in lakhs)Special Component plan for Scheduled Castes

	(Rs. in lakhs)	(Rs. in lakhs)
1. Preparatory training, remedial teaching and special coaching of scheduled caste students.	3000	1000
2. Award of fellowships/ associateships	112.5	35
3. National Adult and continuing Education	120	40
4. Research Projects	350	100
5. Aid Colleges	400	130
6. Centres of Advanced Study	68	23
7. Departments of Special Assistance	120	43
8. College Science Improvement Programme	67.5	22
9. College Humanities and Social Science Improvement Programme.	37.5	12.5
10. Correspondence Courses	15	5
11. Strengthening of Planning Cells and research/evaluation/ monitoring units in universities.	150	50
12. General Pool Schemes	185	64
Total	4625.50	1524.50

The matter is placed before the Commission for its consideration.

Annexure I to Item No.6.16

List of Members of the Standing Committee
on Educational facilities for SC/ST.

.....

1. Professor Ram Lal Parekh
6/1, Lotus Society,
Ashram Road,
Ahmedabad.
2. Professor M. Santappa,
Vice-Chancellor,
Madras University,
Madras.
3. Dr. K. Suresh Singh,
Commissioner Rural Development (Bihar)
Patna.
4. Sh. P.S. Krishnan,
Joint Secretary (Scheduled Castes)
Shastri Bhavan, A Wing,
Ministry of Home Affairs,
New Delhi.
5. Dr. Bhupinder Singh
Joint Secretary (Scheduled Tribes)
Ministry of Home Affairs, North Block,
New Delhi.
6. Professor Moonis Raza,
Director,
National Institute of Educational,
Planners and Administration,
Sri Aurobindo Marg,
New Delhi-17.
7. Shri S.K. Kaul,
Deputy Commissioner for Scheduled Castes
& Scheduled Tribes,
West Block No. 1
Wing No. 7, 1st Floor,
R.K. Puram,
New Delhi.
8. Shri M.R. Kolhatkar,
Joint Secretary,
Ministry of Education & Culture,
Shastri Bhavan, C Wing,
New Delhi.
9. Professor S.C. Dube,
N-7, Green Park,
New Delhi-110016.

Annexure II

UNIVERSITY GRANTS COMMISSION

A meeting of the Standing Committee on educational facilities for scheduled castes and scheduled tribes was held on 17th February, 1982 interalia to consider the report of the Working Group appointed by the U.G.C. to formulate a sub-plan for scheduled tribes and special component plan for scheduled castes as part of the 6th five-year plan of the UGC. The following were present:

1. Dr. (Mrs.) Madhuri R. Shah
Chairman
University Grants Commission
2. Prof. B. Ramachandra Rao
Vice-Chairman
University Grants Commission
3. Prof. Ram Lal Pareekh
6/1, Lotus Society
Ashram Road
Ahmedabad.
4. Shri P.S. Krishnan
Joint Secretary
Ministry of Home Affairs
New Delhi
5. Dr. Bhupinder Singh
Joint Secretary
Ministry of Home Affairs
New Delhi.
6. Prof. Moonis Raza
Director
National Institute of
Educational Planning and Administration
New Delhi.
7. Shri M.R. Kohatkar
Joint Secretary
Ministry of Education
New Delhi.
8. Shri R.K. Chhabra
Secretary
University Grants Commission
9. Shri M.P. Balakrishnan
Deputy Secretary
University Grants Commission
10. Shri B.N. Srivastava
Director
Ministry of Home Affairs
New Delhi.
11. Dr. T.R. Kem
Under Secretary, UGC

Dr. K.Suresh Singh, Shri S.K. Kaul and Prof. M. Santappa could not attend the meeting. Prof. Santappa, however, had sent a telegram to the Secretary, UGC expressing approval to the report of the Working Group and also suggesting involvement of the Ministry of Education, Ministry of Home Affairs and State Governments in the implementation of the recommendations along with the UGC.

Item No. 1: To consider the report of the Working Group appointed by the UGC to formulate a sub-plan for scheduled tribes and special component plan for scheduled castes as part of the UGC 6th five-year plan.

After detailed discussion of the report of the Working Group, the Standing Committee endorsed the recommendations with the following modifications and additions:

(1) It would be better if some of the schemes included in the sub-plan for scheduled tribes and special component plan for scheduled castes are made part of general pool schemes. It was agreed that only a consolidated allocation would be indicated for all the general pool schemes and individual outlay would not be suggested in these cases and in case the total outlay for the UGC's sixth-five-year plan is reduced from Rs.280 Crores, a reduction in the outlay of these schemes would also become necessary. The general pool schemes include (a) science education centre, (b) cultural/educational exchange programmes, (c) orientation programmes for college teachers, (d) preparation of University level books, (e) re-structuring of courses, (f) training of administrative staff and technical personnel in Universities and Colleges, (g) development of curriculum units including preparation of teaching aids and material, (h) introduction of new courses in emerging areas and (i) any other similar scheme. A consolidated outlay of Rs.185 lakhs was suggested for general pool schemes. The remaining schemes have been included as part of the sub-plan for scheduled tribes or special component plan for scheduled castes as the case may be.

(2) It would be useful if the report of the Working Group contained a summary of the main recommendations included in the sub-plan for scheduled tribes and special component plan for scheduled castes.

(3) It was agreed that there is need for a general merit scheme for selecting the best scheduled caste and scheduled tribe students and give them the best possible education and training in various branches of learning so that their attainments would be improved and standards comparable to the best students achieved. It was suggested that 1000 such students would be selected every year to

create a pool of talented and trained scholars, scientists, technologists, researchers etc. in various branches of learning and the Bursary schemes should be so initiated that all the approved items of expenditure of the scholars selected would be met from the Bursary that would be available for each selected student. The expenditure for this should be met by the Government of India.

(4) In the case of post-matric scheme under implementation by the Ministry of Home Affairs as a centrally sponsored scheme, it was suggested that the value of the scholarship amount should be enhanced so that it would be adequate to meet all the approved items of expenditure of each student. The Standing Committee recommended that it may be impressed upon the Government of India that the value of the post-matric scholarship amount be made adequate to make the scheme worthwhile.

(5) It was agreed that the Ministry of Education would be moved to make necessary changes in the reservation percentage so as to be in conformity with the population percentages by suggesting that for scheduled castes the reservation percentage should be 15 and for scheduled tribes it should 7.5 making the overall reservation percentage of 22.5. A copy of the report with the changes made, as suggested by the Standing Committee is enclosed.

Item No. 2: To consider a reference received from the Ministry of Education regarding financial assistance for the establishment of colleges/institutions of higher education by organisations of Scheduled Castes and Scheduled Tribes.

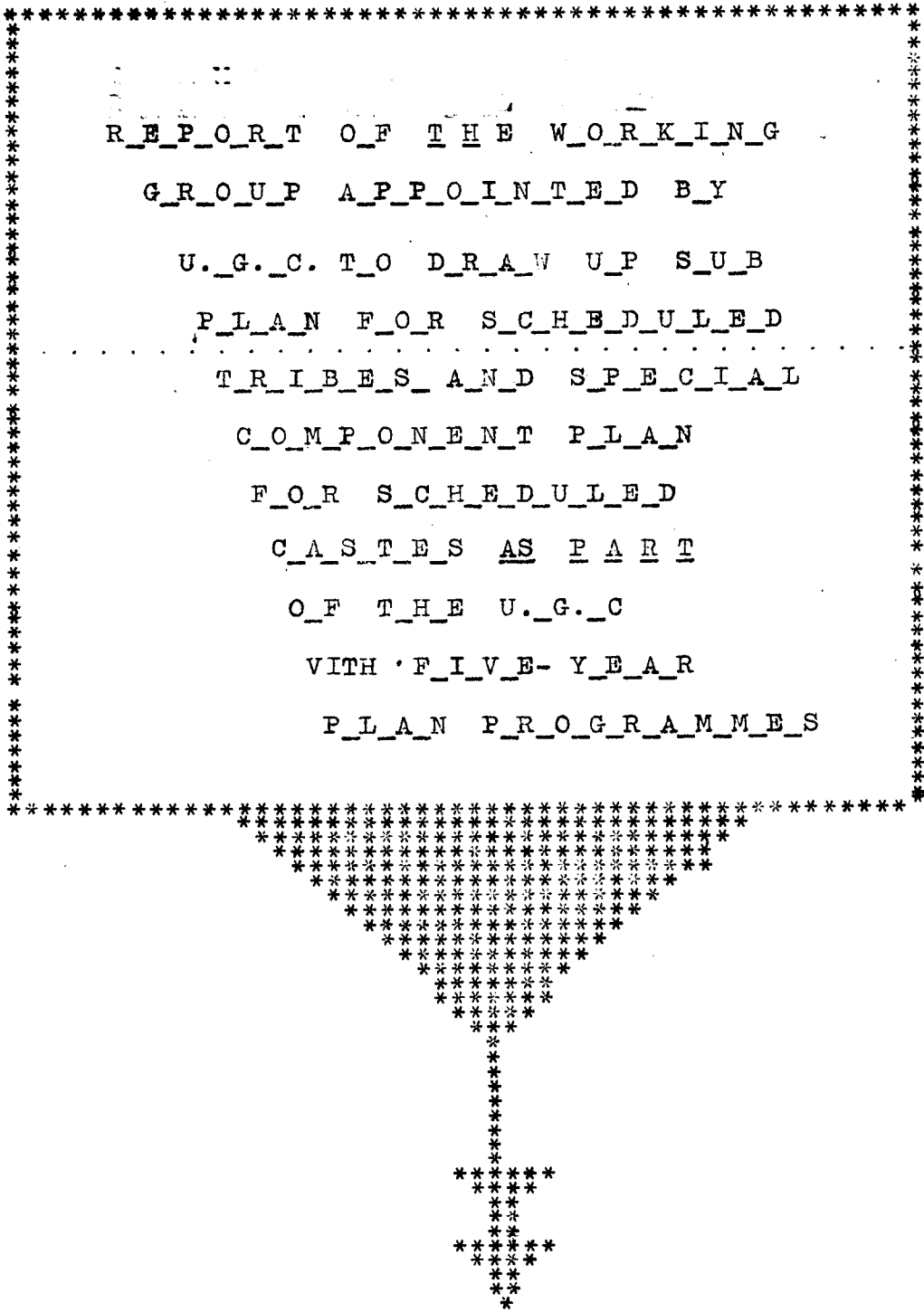
Item No. 3: To consider a reference received from the Commissioner for Scheduled Castes and Scheduled Tribes regarding reservation for scheduled caste and scheduled tribe candidates for admission to research degree courses in Universities and Colleges.

Item No. 4: To consider recommendation No. 146 contained in the 25th report of the Commissioner for Scheduled Castes and Scheduled Tribes regarding upgrading the skills of the tribals by admitting them in training institutions and selection of suitable tribals for job training and intensive educational programmes in the hinterland of the industrial complexes.

Item No. 5: To consider the recommendation contained in the 24th report of the Commissioner for Scheduled Castes and Scheduled Tribes regarding introduction of specific schemes for training of women belonging to scheduled castes and scheduled tribes in nursing and teaching professions.

Consideration of the above items was deferred to the next meeting.

REPORT OF THE WORKING
GROUP APPOINTED BY
U.G.C. TO DRAW UP SUB
PLAN FOR SCHEDULED
TRIBES AND SPECIAL
COMPONENT PLAN
FOR SCHEDULED
CASTES AS PART
OF THE U.G.C
WITH FIVE-YEAR
PLAN PROGRAMMES



Report of the Working Group appointed by U.G.C. to draw up sub-plan for Scheduled Tribes and Special Component Plan for Scheduled Castes as part of the U.G.C. With Five-Year Plan Programmes

Background:

In spite of the emphasis laid on educational development of scheduled castes and scheduled tribes in all the successive Five Year Plans and considerable financial provisions made to achieve the same, the progress actually attained in this field so far, has not been even or satisfactory in different parts of the country. A number of studies and assessments made in this connection have only confirmed the fact that the real educational gains of these communities have only been marginal and those who are the poorest and the neediest among them have not been able to benefit from these programmes, as yet (Appendix 1-13 and paras 6, 17, 41).

Realising the slow progress, the National Policy of Education adopted by the Parliament in July 1968 underscored the need to take effective measures to equalise educational opportunities and called for more intensive efforts to develop education among these communities. The policy, further, indicated that education to girls which lags far behind that of boys should receive special emphasis, not only on grounds of social justice but also for the reason that it would accelerate social transformation.

2. Approach of U.G.C. in the past:

The University Grants Commission is aware that in spite of the phenomenal expansion of educational facilities in the country, in the post-independent period, unevenness and inequalities continue to exist. It has noted certain demographic features which has, in some way, contributed to this, as in such areas where the density of population is large, it is easier to ensure access to higher education to these under-privileged sections of people living there. But in such areas where the density of population is low and such people live in small and scattered villages, it is not that easy to ensure access to education there. Rural areas, especially tribal areas have as a rule, been suffering from this handicap. Other factors like extent to which a State or district has urbanised, capacity and willingness of States to support specific programmes of educational development for scheduled caste and scheduled tribe communities have all contributed to this backwardness in one way or the other.

3. The U.G.C. in its guidelines to universities and colleges in successive plans have been giving priority for special facilities, and allowing relaxed eligibility conditions for creating opportunities for higher education for scheduled castes and scheduled tribes.

4. Reservation of seats for various courses for scheduled castes and scheduled tribes as per Government of India guidelines, issued from time to time has been pursued by U.G.C. Similarly the coverage of scheduled caste and scheduled tribe personnel in teaching and non-teaching posts in these institutions and their coverage in incentive programmes like scholarships, stipends, fellowships, hostel accommodation, are also consolidated and analysed by the U.G.C. and now included in its annual report presented to Parliament every year.

5. Review of Admissions and Appointments:

Recently the U.G.C. completed a review of the actual position in 1978 regarding admission of scheduled caste and scheduled tribe candidates to various courses of studies and their appointment to teaching and non-teaching positions. It was noted that the actual position continues to be far from satisfactory. A summary of the extent of actual coverage of scheduled castes and scheduled tribes - State-wise, university-wise, category-wise, level-wise, course-wise is given in Appendix 1-13. Position of similar coverage of scheduled castes and scheduled tribes in 1979, 1980 and 1981 is at present under consolidation.

6. The overall percentages regarding reservation - provisions made for admissions to various courses of studies, do not reveal the actual position and as such, admissions actually made from among students belonging to these communities have been ascertained, course-wise from all institutions concerned. On the basis of the proforma designed by the U.G.C. in consultation with the Ministry of Education and Commissioner for Scheduled Castes and Scheduled Tribes, information regarding the actual admissions made in 1978 course-wise, level-wise, state-wise and university-wise has been consolidated. It is seen that the actual admissions made for various courses under 10 groups namely, Arts, Science, Commerce, Education, Engineering and Technology, Medicine, Agriculture, Veterinary Science, Law and others are far below the reservation percentages as could be gauged from the following table:

GROUP	Scheduled Caste		Scheduled Tribe	
	U.G.	P.G.	U.G.	P.G.
	Course	Course	Course	Course
1. Arts	10.4%	10.5%	2%	1.7%
2. Science	4.4%	3.6%	0.8%	0.7%
3. Commerce	4.7%	5.2%	1.3%	1.0%
4. Education	6.1%	3.6%	2.0%	1.0%
5. Engg. & Tech.	6.1%	2.9%	0.9%	0.5%
6. Medicine	8.5%	4.3%	1.9%	0.7%
7. Agriculture	6.0%	2.8%	0.4%	0.4%
8. Vet. Science	5.6%	1.5%	1.4%	-
9. Law	6.8%	1.8%	1.9%	0.2%
10. Others	13.5%	1.7%	0.5%	0.4%
11. Professional	6.8%	3.2%	1.6%	0.5%
12. Non-Professional	7.7%	8.1%	1.6%	1.4%

Source: Information supplied by Universities/
Colleges.

7. It has further been revealed that in respect of professional courses in the case of scheduled caste students, the coverage is 6.8% at the undergraduate level and 3.2% at the postgraduate level. In the case of scheduled tribe students, the actual admissions were to the extent of 1.6% at the undergraduate level and 0.5% at the postgraduate level.

In the case of non-professional courses, the coverage percentage for scheduled caste students were 7.7% at the undergraduate level and 8.1% at the postgraduate level. In the case of scheduled tribe students, the coverage at the undergraduate level was to the extent of 1.6% and 1.4% at the postgraduate level. These figures are as against the overall reservation percentage of 20% (15% for scheduled castes and 5% for scheduled tribes with inter-changeability and concession in marks) commended to universities and colleges by the Ministry of Education and U.G.C. It was noted in this connection that the percentage of reservation according to population should be 22.5% (15% for scheduled castes and 7.5% for scheduled tribes). It was also indicated that it is special responsibility of the U.G.C./ Government of India to ensure that all Central Universities follow these percentages. In the case of State Universities and Colleges, these percentages may be according to the population of scheduled castes and scheduled tribes in the States concerned (Appendix 24).

8. Negative growth rate of Enrolment:

Further it was also seen that there had been a negative growth of enrolment among scheduled caste and scheduled tribe candidates in the last plan period. During this period there had been a fall in the enrolment of students belonging to scheduled caste communities in States like Bihar, Himachal Pradesh, Kerala, Rajasthan and Chandigarh. Similarly there had also been a decline in the enrolment of scheduled tribe students in Assam, Mizoram, Bihar, Manipur and Nagaland.

Any negative growth rate in enrolment of these communities in areas and regions where their population is sizeable is a development which requires to be viewed with concern and factors responsible ascertained and special measures identified to rectify the position so that at least there is no negative growth rate in the enrolment position in future.

9. Universities having no provision for reservation:

It is seen that some universities and institutions deemed to be universities have still not specifically made any provision for making reservations for admissions to students belonging to scheduled castes and scheduled tribes. The authorities concerned have, therefore, to be apprised of this position for taking necessary steps to ensure that all such institutions fall in line with the National Policy of making reservations for admission for scheduled castes and scheduled tribes.

10. Applicants and Admissions:

Since the actual admissions made to various courses of studies by universities and colleges are far below the ceiling percentages of reservation fixed, it has to be ascertained whether this is due to the fact that there are not adequate eligible scheduled caste and scheduled tribe students having the prescribed minimum qualifications or this is due to the fact that there is no demand from these communities for admission to these courses or where in some cases, it is in spite of the fact that there is demand and there are eligible scheduled caste and scheduled tribe students having the prescribed minimum qualifications.

11. It was noted that in future when the universities and colleges forward statistics to the UGC, apart from the number of scheduled caste and scheduled tribe students actually admitted to various courses, the number of applications received from them is also required to be indicated so that it will be possible to ascertain if any

eligible candidate has been denied admission. Such ascertainment may be carried out every year by UGC on the basis of information consolidated and suitable steps taken for increasing their enrolment.

12. Reconsideration of present guidelines regarding reservation quota:

The position regarding actual admissions made by universities and colleges, indicates the need to reconsider the present guidelines - 15% reservation for scheduled castes and 5% for scheduled tribes in all States. It was noted that before 1957 the reservation percentages were 12.5 for scheduled castes and 5 for scheduled tribes according to population. These have since then been changed to 15% for scheduled castes, as per percentage of scheduled caste population. But the corresponding change of scheduled tribe reservations to 7.5 has not yet been made. This may now be taken up with the Government.

Further it would be made realistic if the reservation percentages are fixed according to the population of scheduled castes and scheduled tribes in each State/Union Territory (Appendix 24). The question of fixing the reservation percentages according to the population of scheduled castes and scheduled tribes in each State may also therefore be taken up with the Government so that as against the overall percentage of 15% for scheduled castes and 7% for scheduled tribes, the reservation percentages would be according to the population of these communities in each State. Similar changes in the reservation percentages for employment be also made.

It is also seen from the statement furnished at para 4 that the proportion of scheduled castes and scheduled tribes admitted to faculties other than Arts is considerably less than in the Arts Faculty. Therefore, in the case of multi-faculty universities and colleges it is not only necessary to have overall percentages for scheduled castes and scheduled tribes but to have separate percentages for each faculty. Another aspect of discrimination that has come to notice is that in universities with affiliated colleges, the percentage of scheduled castes and scheduled tribes admitted is less in the case of prestigious colleges and, therefore, it is necessary to fix and enforce the percentage of reservation in respect of affiliated colleges and no college or faculty should be allowed to shirk its responsibility for contributing to the fulfilment of the national task in respect of scheduled castes and scheduled tribes. However, where applicants are insufficient for fulfilling the percentages separately for any faculties or for prestigious affiliated colleges, the university/college should make up for such short-fall through larger

admissions in other faculties and colleges where there are more applications. Statistics for monitoring and remedial action by the universities and colleges in this regard shall be called for in addition to the statistics prescribed recently vide para 11 above. Instructions with regard to the points mentioned in this sub-para will be issued by the U.G.C. straight away as it is not necessary to seek Government orders on them.

It was noted that the UGC, in view of the unsatisfactory position of admissions has already decided that more intensified efforts will be made during Sixth Plan period (1980-85) to ensure that actual admissions made by universities and colleges from among scheduled caste and scheduled tribe candidates reach the reserved percentages fixed by the Government. The UGC has further decided to have a sub-plan for scheduled tribes and a special component plan for scheduled castes as part of its VIth Plan programmes and as part of its Annual Plans for improving the facilities for scheduled castes and scheduled tribes separately.

13. For this, a Working Group of the UGC Standing Committee for scheduled castes and scheduled tribes consisting of:

1. Prof.S.C. Dube
New Delhi
2. Shri P.S. Krishnan
Joint Secretary (Scheduled Castes)
Ministry of Home Affairs
3. Dr. Bhupender Singh
Joint Secretary (Scheduled Tribes)
Ministry of Home Affairs
4. Shri M.R. Kolhatkar
Joint Secretary (Higher Education)
Ministry of Education & Culture
5. Shri R.K. Chhabra
Secretary
University Grants Commission

was constituted on the recommendation of the UGC Standing Committee at its meeting held on 19.2.1981. Shri M.P. Balakrishnan, Deputy Secretary, UGC and Dr. T.R.Kem, Under Secretary, UGC assisted the Group in its work. The Working Group had detailed discussions at its meetings held on 9.6.1981, 9.7.1981, 28.12.1981 and 31.12.1981.

P.T.O.

14. Prime Minister's letter:

In this connection it was noted that the Prime Minister in her letter No.280-F MO/80 dated 12.3.1980 to concerned Central Ministers has specifically stated as follows:

"The scheduled castes suffer from the dual disabilities of severe economic exploitation and social discrimination. While they constitute 15 per cent of the total population of the country, their proportion is much larger in the poverty groups of the country; most of the scheduled castes are below the poverty-line. Accordingly, our thrust has to be on the economic development of the scheduled castes. The scheduled tribes are not only exploited, but live in remote inaccessible areas which have poor infrastructure. . . . so that the fruits of development cannot readily reach them. Our approach has, therefore, been area development with focus on tribals.

In respect of the scheduled castes the strategy is to take up programmes for the scheduled castes in different occupational categories, especially poverty groups. The scheduled castes are mostly landless labourers, marginal and small farmers, leather workers, fishermen, artisans like weavers and those who follow strenuous occupations like rickshaw pullers, cart pullers etc. The details of these occupations are also appended (Appendix-22) The approach is to reach the flow of benefits to the scheduled castes through individual; family and group-oriented programmes. For this, new need-based programmes require to be taken up and existing programmes re-oriented to suit the specific developmental requirements and handicaps of the scheduled castes in different occupational groups.

This can be achieved only if all Departments and Ministries take initiatives within their respective sectors for the development of these communities. In my inaugural address to the Conference of State Ministers incharge of Backward Classes Welfare in April 1975 I had pointed out the responsibility of each Department in executing programmes relevant to the Scheduled Castes. That Conference had recommended that each Department should identify schemes relevant to the scheduled castes and quantify the benefits that should be made available to them.

For this purpose, the Central Ministries and States have been asked to prepare a Special Component Plan for the scheduled castes. While the State Governments have made a beginning in this regard

most of the Central Ministries are yet to do so. It is necessary now to ensure that an optimal Special Component Plan for the scheduled castes is expeditiously prepared by your Ministry, as part of your Annual Plan as well as the Five Year Plan.

In respect of the scheduled tribes, the concept of Tribal Sub-plan launched in the fifth plan is to ensure integrated development of the various scheduled tribes communities in the country with the aid of all pooled financial resources of the Centre and the States, keeping in view their different economic socio-cultural background. The various sectors for the Tribal Sub-plan areas in their fifth and sixth plan as well as Annual Plans. The Planning Commission have suggested to the Central Ministries to contribute to the effort from out of their resources also. Exercises for quantifying resources for tribal areas were commenced accordingly by the Central Ministries sometime back and need to be carried out completely. Special emphasis has to be laid on formulation of appropriate programmes and adaptation of the existing programmes:

.....
15. Priority by Planning Commission:

It was also noted that the Planning Commission in its VIth Plan document has advised that:

"The emphasis in our planning efforts would shift from provision of inputs and expansion of facilities in general terms to results to be achieved and tasks to be performed with specific reference to target groups of population, particularly the socially disadvantaged". The VIth Plan document has also indicated "that the failure to achieve a large measure of equalisation of educational opportunities both in regard to access and achievement is an aspect which requires closer attention. Concerted efforts are called for to reach the socially handicapped and economically weaker sections of the society such as women, scheduled castes, scheduled tribes, landless labourers".

The Planning Commission has further emphasised that the main programme thrust in the development of education - particularly of higher education, is to provide for human resource development of those belonging to socially disadvantaged sections and poverty groups most of whom would be first generation learners. The socio-economic and cultural restraints, handicaps and strengths of the first generation learners would be analysed and understood so as to formulate measures aimed at over-coming the deficiencies. The formulation of such measures in accordance with the Prime Minister's letter indicated earlier is essential and urgent.

The Working Group was of the view that for better and quicker results and to ensure implementation on intended lines a separate sub-plan for scheduled tribes and special component plan for scheduled castes as part of its Vith Plan programmes and as part of its annual plans would prove to be very useful.

16. 20-Point Programme:

It was specifically noted by the Working Group that one of the Programmes announced under this by the Prime Minister in January 1982 is to accelerate development of scheduled castes and scheduled tribes.

17. Sub-Plan for Scheduled Tribes:

A review of State-wise position of actual admissions of students belonging to scheduled tribes for 1978 showed the following in absolute figures:

Courses	Total enrolment	Enrolment of ST	%age to total	Co-efficient of equality
All undergraduate courses	22.55 lakhs	35,495	1.6	0.21
All postgraduate courses	2.34 lakhs	2,990	1.3	0.16
Undergraduate courses professional	4.37 lakhs	6,904	1.6	0.21
Postgraduate courses professional	27,877	162	0.6	0.08
Undergraduate non-professional	18.18 lakhs	28,591	1.6	0.21
Postgraduate non-professional	2.06 lakhs	2,828	1.4	0.12

Source: Data supplied by Universities/Colleges.

The above table indicates how the enrolment of scheduled tribe students at undergraduate and postgraduate levels lags far behind those of advanced communities and the reservation percentage has not yet been reached anywhere even though enrolments at lower classes show that more students could have been admitted from scheduled tribes. It is also seen that the coverage of scheduled tribes in professional courses is unsatisfactory.

18. State-wise Specific Programmes:

This problem is, therefore, to be tackled on a special footing; The general neglect of tribal education, meagre resources, cultural barriers, inequalities all continue to operate as constraints. Further the problems of scheduled tribes in Meghalaya, Manipur, Tripura, Nagaland, Arunachal Pradesh and Mizoram being qualitatively different on account of socio cultural variations have to be met differently as compared to those of Andhra Pradesh, Assam, Bihar, Gujarat, Maharashtra, Madhya Pradesh, Orissa, Rajasthan and West Bengal.

Specific programmes will have to be drawn up State-wise by identifying the main difficulties with the help of separate committees for each of these States for increasing access to higher education facilities among the tribals. It was noted in this connection that 78.7% of the tribal population is concentrated mostly in Central India in the States of Orissa, Bihar, Madhya Pradesh, Andhra Pradesh, Maharashtra, Gujarat and Rajasthan. It was also noted that in smaller States like Meghalaya, Mizoram, Nagaland, Arunachal Pradesh, the percentage of tribal population is very high but their total number in all these small States does not go beyond 20 lakhs or so. Further the tribals speak as many as 105 languages and there are about 250 tribal communities in the country. These have to be borne in mind while formulating a strategy for their educational development. A need-based programme has, therefore, to be worked out in colleges to be identified by the concerned university authorities and the State Governments.

It is seen that a sum of Rs.3 crores has been provided for by U.G.C. for the development of colleges in tribal areas. The colleges in the concerned States may be identified in consultation with the State Governments concerned and necessary steps taken to work out plans for general development of these institutions for increasing the enrolment of scheduled tribes.

19. Target for Admissions:

In view of the unsatisfactory coverage of scheduled tribe students in admissions, it is necessary to make more intensified efforts and take special steps suited to different regions in order to ensure that 7.5% of the total intake for various courses is from scheduled tribes by 1985. For this, the U.G.C. should set up a suitable machinery for periodical monitoring and regular consultation and discussions with college authorities alongwith State authorities.

20. Integrated Plan:

The State Governments in response to the letter of the Prime Minister, have no doubt, drawn up sub-plans for scheduled tribes and annual plans for 1981-82 and 1982-83. They do not, however, give a comprehensive picture and the schemes proposed have to be discussed with the authorities concerned to have an integrated plan with clear targets for implementation from 1981-82 onwards. Appendix-21 gives facilities proposed for 1980-85 and 1981-82 in the sub-plan of the State Governments in so far as Higher Education is concerned. This should be subject to review from time to time with a view to fulfilment of the objectives.

21. In view of the special problems and handicaps, the approach in the case of scheduled tribes has to be an integrated one linking primary, secondary, technical and continuing education for them. For this, the aim has to be area development by co-ordinating all programmes taken up to have the necessary impact.

22. Consultancy Team for each College:

The deficiencies in the existing programmes have to be identified and courses of studies restructured on the basis of relevance for scheduled tribes. The content has, therefore, to be related to the identified needs and potential of the scheduled tribes which vary from region to region. It will, therefore, be necessary to work detailed plans for each college catering for their needs with the help of consultancy teams to be jointly set up by University and State Government so that at least preparatory steps could be completed in 1981-82. This may be devetailed with the State-wise Committee suggested in para 18.

23. The creation of an environment where the scheduled tribes feel confident towards these programmes is very important. A number of studies like study of scheduled castes and scheduled tribes in States by I.C.S.S.R. has pointed out how the scheduled tribes in many cases feel ill-treatment because of the general attitude of advanced communities in private as well as public places. They also face difficulties in securing admissions, appointments, scholarships due to indifference and unhelpful attitudes generally shown towards them. The tribals also want that they be given chances to implement the programmes meant for them. They also want steps to ensure proper management of their programme.

24. Generation gap and difficulties to be met:

There is a felt need among them for having more and more teachers belonging to their communities who have knowledge of their dialects and who are familiar with their culture and way of living. There is also the problem of a generation gap between the students, who are first generation learners and their parents. Further a majority of students do not get effective guidance from either parents or teachers

There is, no doubt, that traditional institutions and groups like family, caste, tribe and normative pattern are gradually losing their grip on the minds of the tribal students. But modern institutions like schools, colleges, hostels, peer-groups, student unions etc. are not in a position to direct these students effectively and on right lines. Thus a hiatus has been created which may be termed as 'socialisation gap'.

It has further been pointed out that a sense of deprivation is found among many scheduled tribe students in the form of a pessimistic attitude towards policies and programmes for them. Efforts to remove them have to be made imaginatively while programmes suited to each institution for restructuring courses and extension programmes are taken up.

Care has to be taken to ensure that courses are designed on the basis of their identified needs and these courses are such that they prepare them to be more easily absorbed in suitable gainful occupations. The idea should be to ensure that development of tribals is along the genius of the tribal communities and things have to be so organised that it is not felt that something is imposed on them. The harmony of their life should not be disturbed and at the same time benefit-oriented programmes availed off by them. Only competent institutions having the right approach be, therefore, selected in the first instance.

25. Strategy and Programmes:

The strategy for tribal development has to take into account the four distinct situations indicated earlier namely States where tribal population is concentrated, areas in other States where there is concentration of tribal population, States where tribals are dispersed and the needs of primitive tribal communities. The programmes have to be prepared taking into account the special problems of these groups in their respective areas. In any programme for tribal development building up of inner strength of this community has to receive the highest priority and this

can be achieved only through suitable education programmes which have to be taken up in an integrated manner. The need for remedial education, replacement of out-moded pedagogy, organic linkages between different stages of education, improvement in the quality of teacher training institutions, programmes to tackle the problems of first and second generation learners and programmes to achieve equality of performance are important schemes for adoption by each of the institutions to be covered. It is for the expert committees for each institution to spell out details according to felt needs.

26. Specific programmes will thus have to be drawn up State-wise by committees through appreciation of the local situations, needs and problems.

27. A Plan for augmenting supply of teaching staff and others:

A scheme for selecting and co-ordinating teachers who would be prepared to work in these institutions will have to be drawn up and suitable universities in the States concerned selected for taking up the training programme in their best training institutions.

One of the main difficulties for the unsatisfactory position of scheduled tribe students in universities and colleges is the absence of teachers belonging to their communities on the staff of the institutions. It is seen that more than 3,500 students belonging to scheduled tribe are at present enrolled as postgraduate students and a scheme to pre-select suitable students (to work as teachers) from among them to continue further studies by offering them Junior Research Fellowships and arranging their research degree course in suitable universities alongwith an orientation course for teaching would go a long way in providing the right type of teachers for working in colleges located in areas where the tribals are concentrated. Eligible teachers working in schools also may be considered for this purpose in the same way by offering to protect their salaries and other service benefits.

The scheme should also provide for selecting promising young persons from among tribals who could be selected and specially trained to work in such institutions, even by relaxing the educational qualifications prescribed. It was noted in this connection that U.G.C. is not in favour of relaxing the minimum qualifications of teachers. But tribal education needs to be treated on a special footing and the U.G.C. may be moved to reconsider its decision in the light of recommendations for relaxing qualifications made by a number of expert groups including Education Commission (1964-66). Such a scheme to prepare

cadres of persons who would devote themselves to the service of tribal people are required to be developed through the help of suitable compensatory education, anticipatory education and training programmes.

In view of the very low percentage in the coverage of teaching (0.49) and non-teaching personnel (2.04) in universities/colleges, special steps to increase their coverage during 1980-85 are required and for this UGC may take ~~the~~ necessary steps in consultation with State Governments/Universities concerned.

28. The special needs of the first and second generation learners will be met only when such a cadre is developed where devoted persons both from among tribals and non-tribals have been selected to take up this programme in these areas.

29. Teacher Training and Orientation Programmes:

The deficiencies in the teachers training programmes particularly in relation to the needs of the teachers who have to teach the first generation learners of the tribal communities have to be kept in view while implementing orientation courses. The foremost step in this direction would be to evolve suitable training course content for the training and introduce it compulsorily at least in those teachers' training colleges which are located in tribal areas or in the vicinity thereof. If such training colleges are not available in some regions, it may be made up by establishing new ones with the right orientation from the beginning. In-service teachers' orientation programmes should be taken up to equip existing teachers to take up remedial teaching of scheduled tribe candidates either on the basis of arrangements made institutionally or in selected areas on pooling basis so that groups of teachers could take advantage of such programmes. The institutions should be carefully selected for the purpose.

30. The scheme should also provide for an orientation course for the teachers working in the neighbouring schools which are providing students to the colleges through extension programmes specially designed, taking into account the needs of the existing teachers to become better teachers and also to motivate the students. It will also be useful if coaching programmes are organised for scheduled tribe students to improve their performance in subjects like Science and Mathematics as most of them are not in a position to secure admissions in the vocational and technical institutions due to this deficiency.

31. Suitable reading material:

Simultaneously the scheme has also to provide for preparation of suitable teaching material for the teachers. In the beginning, this material will have to be prepared for the use of new teachers in the form of guide books. Since these guide books will also require to be modified according to the needs of regions, in the beginning they will all be only duplicated as the material for teaching will also have to be tested for their suitability and effectiveness particularly in motivating scheduled tribe students.

32. Post-Matric Scholarships:

The disbursement of post-matric scholarships to students belonging to scheduled tribe communities towards meeting the cost of maintenance is stated to be not satisfactory because of their late availability, particularly of the first instalment. This does not enable many students to join the institutions as funds are required to make advance payment of admission fee, caution money, hostel fees and other similar approved items of expenditure. The scholarships have to be allocated to the institutions concerned and an 'on account' grant placed at the disposal of each college at the beginning of the session so that payments can be made immediately after the students are admitted. It has also been indicated that the value of the post-matric scholarship scheme available upto post-graduate courses is inadequate and in order to facilitate the students to continue their studies, its value should be enhanced by the Government of India.

33. This programme is very important and its utilisation is linked with the socio economic levels of the scheduled tribe communities. The disbursement of available scholarships be so made that it covers all the groups.

The guidelines to identify them would need to be formulated in the light of the groupings already attempted and indicated in the report of the Dhebar Commission and the report of the Home Ministry's working group on tribal development during Sixth Plan (1980-85). It was noted in this connection that the UGC on the advice of Ministry of Home Affairs has taken up with all universities the question of timely disbursement of post-matric scholarships because of its link up with enrolment. Implementation of this scheme should be reviewed for better and quicker results.

34. Admission in Prestigious Institutions:

In order to ensure proper integration with the rest of the community, it is necessary that a good number of universities and prestigious colleges admit more and

more scheduled tribe students. For this, the UGC may work out a mechanics for selecting these students to be admitted to prestigious colleges atleast @ 2 per district and all universities on the basis of an all-India selection and the selected students who join these institutions may be granted scholarships, the value of which will be adequate to meet all expenses of such students. It will be necessary that not only these students are admitted to these courses but also to the hostels where other students live. The UGC will need to work out this scheme with the co-operation of the authorities of Universities and State Governments and necessary preparation for implementing the scheme from 1982-83 may be initiated. A similar approach for scheduled caste students is also necessary. A beginning should be made in the Departments of Universities which are functioning as Centres of Advanced Studies, Departments of Special Assistance, Departments being supported for departmental research, Cosip and Co-skip colleges.

35. Career Guidance and counselling programmes need to be organized systematically. For the purpose, guidelines may be issued by UGC at the national level to universities and colleges. This is very important in the case of both scheduled tribe and scheduled caste candidates and their special requirements have to be taken into account while framing or revising existing guidelines, if any.

36. Thrust Programmes:

The Universities and Colleges catering to scheduled caste and scheduled tribe students should take advantage of the programmes for employment generation included as thrust programmes in the Sixth Five Year Plan so that these institutions can widen the scope of extension programmes that will be taken up under their auspices.

37. It has been clarified in a number of studies like the report of the working group of Government of India on Administrative arrangement and personnel policies in tribal areas that the main difficulty is the non-availability of suitable personnel committed to work in different tribal areas. In the first instance, steps to identify the right type of officials have to be taken up. This has to be followed up with requisite incentives to be attached to the posts in tribal areas. It is necessary to integrate the programmes of education in schools with education in institutions of higher learning. Studies for integration of the programmes should be taken at the national level and in the States they be entrusted to institutions and bodies possessing the required competence and sensitivity.

38. A Standing Committee should be set up by the UGC having on it the representatives of the Ministry of Education, Ministry of Home Affairs, University Grants Commission and some educationists to act as an overseeing body for all aspects of Higher Education of Scheduled Tribes and Castes.

39. Specific Allocation for Vith Plan Programmes for Scheduled Tribes:

It is necessary to ensure that specific allocation be made atleast upto 7.5% of the allocation available for UGC during 1980-85. Such a programme has already been suggested in pages 44-58 with an orientation thrust in favour of tribals wherever feasible as part of UGC's Sixth Five Year Plan already finalized.

40. Special Component Plan for Scheduled Castes:

The major handicaps in the educational development of the scheduled castes are socio-economic backwardness on account of untouchability and poverty. They are characterized by, below-the-poverty-line economic status, poor asset ownership, general dependence on agricultural labour, subsistence farming, share cropping, leather work and other types of low income occupations; preponderance among bonded labourers and subjection to social and civil disabilities as succinctly explained by the Prime Minister in her D.O. letter No.281-FMO/80 dated March 12, 1980 to the State Chief Ministers/Governors. As a result, a major proportion of scheduled caste children are stay outs from the educational system. Thus who reach the post-matric level, are only a small proportion of those in the appropriate age group and are largely first or at the most second generation learners. Many of those who complete matric level education, either drop out straight away or drop out without completing higher education on account of the economic pressures of their subsistant level families. Most of them do not have the benefit of guidance of educated parents comparable to their non-scheduled caste and non-scheduled tribe class-mates. In addition, they are subjected to strains arising from the wrong social and socio-psychological attitudes of many teachers and fellow students, apart from inadequate economic support during the course of their studies. That inspite of these handicaps, there has been notable advance in their educational levels, is both a testimony to the correctness of the direction of the Government's policies during the last three or four decades and also a tribute to the tremendous efforts put in by the scheduled castes individually as well as collectively. However, the great gap still existing between the levels they have reached and the levels reached by the non-scheduled caste and non-scheduled tribe communities shows that far greater efforts are required in an integrated and

comprehensive manner from the Ministries/Departments/
Institutions/autonomous bodies responsible for education,
at the Central as well as States. The Special Component
Plan in this sector is being approached against this
background.

41. In the case of scheduled castes for whom the
Government guidelines have fixed 15% reservation for
various courses of studies, the figures of actual admission
in 1978 are as below:

Courses	Total enrolment	Enrolment of SC	%age total	Co-effici- ent of equality
All undergraduate courses	22.55 lakhs	1.70 lakhs	7.5	0.50
All postgraduate courses	2.34 lakhs	17,592	7.5	0.50
Undergraduate courses professional	4.37 lakhs	29,748	6.8	0.45
Postgraduate professional courses	27,877	980	3.5	0.23
Undergraduate non- professional	18.18 lakhs	1.40 lakhs	7.7	0.51
Postgraduate non- professional	2.1 lakhs	16,612	8.1	0.54

42. Target for Admissions during 1980-85:

From the above, it will be seen that the overall
position regarding actual enrolment of scheduled caste
students is not satisfactory and in the case of all courses
excepting professional courses at postgraduate level, the
co-efficient of equality is around 0.5 indicating thereby
that the efforts have to be doubled during the current plan
period so that parity with the more advanced communities
would be reached in the matter of admission upto the
reservation percentages. In the case of postgraduate
professional courses, the present level of achievement is
only 1/5th of the reservation percentage fixed by the
Government, which is unsatisfactory. In view of this, more
intensified efforts are required to be taken so that it
will be possible during the current plan to move towards
one as the co-efficient of equality at all levels.

In this connection, the Commission has already advised all Universities and Colleges to ensure that they admit students belonging to scheduled castes community upto 15% and in accordance with the guidelines fixed by the Government which also provides for concession of marks (Appendix-25). (Similar emphasis has been made in respect of scheduled tribe students too). For this purpose the UGC is required to set up a suitable machinery for annual monitoring and to hold regular consultation and discussion with university/college and State Authorities. A representative of Ministry of Home Affairs dealing with Scheduled Castes' development will also be associated.

43. Teaching and non-teaching staff:

In the case of appointments of teaching and non-teaching staff, the position continues to be unsatisfactory as has been seen from the actual numbers in 1978. The analysis regarding the appointments of teaching staff in Universities and Colleges as also the position regarding appointment of non-teaching staff is indicated in Appendix 14, 18, 18-A.

As will be seen from the Appendices, the proportion of scheduled castes and scheduled tribes in the teaching staff in the various universities and colleges is as low as 1.43% and is 0.49% respectively in 1977-78. This proportion is extremely low and has to be stepped up rapidly and should be brought up to the level of at least 15% for scheduled castes and 7½% for scheduled tribes expeditiously. This has become even more urgent in view of the 20-Point Programme in which Point-7 is to "accelerate programme for the scheduled castes and scheduled tribes". There cannot be two opinions about the fact that bringing the proportion of scheduled castes and scheduled tribes in the teaching staff is an important measure for the educational development of scheduled castes and scheduled tribes. For this purpose, multi-pronged measures will have to be undertaken. The various measures envisaged for preparatory training, remedial teaching, special coaching and to bring up scheduled castes and scheduled tribes in due numbers in advanced institutions like Centres of Advanced Study, etc. will help in building up a larger reservoir of competent candidates to man the posts of teachers in universities and other institutions of higher education. However, some other measures are also necessary for accelerating the development in this area, taking full advantage of the educated manpower already created or in the final stage of creation.

In 1976, the U.G.C. suggested the procedure of separate interview and selection of scheduled castes and scheduled tribe candidates by Selection Committees for Lecturers and also the very valuable and imaginative

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procedure of appointing as Research Associates those of the scheduled castes and scheduled tribes interviewees who are not yet up to the mark to be appointed lecturers straightaway, but appointing them as teachers after completing 3 years of research associateship, counting this three year period also as teaching experience. From 1979 the universities and colleges are not implementing this system consistently. They will be addressed to follow this system invariably.

The universities and colleges will be addressed to invariably ensure that the prescribed proportion of scheduled castes and scheduled tribes are fully selected from among the best of the scheduled caste and scheduled tribe candidates available, through separate Selection Committees, the only discretion vesting with them being either to recruit them as lecturers or as Research Associates both together amounting to 22.5% (15% + 7.5% with inter-changeability). The U.G.C. will also review instances where too few are being recruited as lecturers to see whether any further remedial measures are necessary to rectify the situation.

In addition, the following special steps also will be taken to increase the representation of scheduled castes and scheduled tribes in the teaching staff:-

- (i) M.Phil. Degree will not be insisted upon in the case of scheduled caste and scheduled tribe candidates for lecturers posts. Already, there are large numbers of lecturers and other teaching staff of non-scheduled castes and non-scheduled tribes communities who do not have M.Phil. degrees. These existing teachers have been given a few years' time to acquire the research degree. When such a large number of non-scheduled castes and non-scheduled tribes candidates exist without research degree, it stands to reason that scheduled caste and scheduled tribe candidates may be appointed as lecturers and then given time as well as facilities and encouragement for acquiring the desired research degree.
- (ii) Existing conditions like First Class or high Second Class in various stages of education will be suitably relaxed in the case of scheduled castes and scheduled tribes. Lacunae in formal academic performance will be made up by giving them time, facilities and encouragement for acquiring a suitable research degree and/or by orientation course in teaching.

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- (iii) A scheme to pre-select suitable students of these communities to work as teachers and channelising them to continue further studies by offering them Junior Research Fellowships and arrange for their research degree course in suitable universities, alongwith an orientation course for teaching will also be taken up.
- (iv) Eligible teachers of these communities working in schools will also be considered for this purpose in the same way, protecting their salaries and other service benefits.
- (v) The scheme will also provide for selecting promising young persons from among scheduled castes and scheduled tribes who had discontinued their studies and similarly channelise them to resumption of further studies in the same way as at (iii) above.

Thus on the one hand the scheduled castes and scheduled tribes will be helped to improve their representation in a practical manner and at the same time no genuine room will be left for the complaint that teaching quality is affected.

In the case of non-teaching staff, relaxation of qualifications and experience may be provided similar to those provided by the Central Government in the public service in the Centre and by State Governments for public services under the States, respectively in the case of Central Universities and Universities in the States.

In view of the very low percentage of scheduled castes among the teaching personnel and among the non-teaching personnel excluding class IV (it is unfair to the scheduled castes to take into account class IV for the computation), the UGC should take special steps in consultation with State Governments and Central as well as State Universities concerned to bring up the percentage to the level of 15%/relevant State percentages in the Vth Plan period. There is a large proportion of first and second generation learners among the scheduled castes. Their number will increase through the proper implementation, of the Constitutional directives and national policies enabling families in neglected occupational categories of scheduled castes to come into the educational stream. The special educational as well as socio-psychological needs of these learners will be met only when the percentage of scheduled castes both among the teaching as well as non-teaching staff at all levels is brought up to the prescribed percentages.

44. During the Sixth Five Year Plan, intensified efforts will be made to reach the reservation percentage of scheduled caste communities both in the matter of admissions to various courses and in the case of appointments to teaching and non-teaching posts. All Universities and Colleges would be advised to ensure admission of scheduled caste students according to the population of scheduled castes in the respective States to achieve the overall national average of 15%.

45. Preparatory Training & Remedial Teaching:

Universities in different States may be requested to identify colleges which have admitted 35 or more students belonging to scheduled caste and scheduled tribe and such colleges be advised to take up a special programme comprising preparatory training, remedial teaching and special coaching to make up deficiencies of those of them admitted and help them to move towards equality of performance. Ensuring admission up to the reservation percentages will lead to access to Higher Education of scheduled castes and scheduled tribes as required. Programmes of preparatory training, remedial teaching and special coaching will lead to attainments as necessary.

46. Restructuring of Courses of Studies:

Colleges catering to scheduled caste students would be advised to re-structure the content of courses taking into account the individual and social needs of scheduled caste community based on the principles of relevance, diversification, modernisation and flexibility.

47. Orientation of Teachers Training Courses:

The teachers training courses in Central and State Universities and Government and private colleges should be oriented so as to include the following aspects:-

- (a) Correction of wrong social and socio-psychological attitudes of teachers as well as students towards the scheduled castes.
- (b) Understanding the special problems of scheduled caste students, especially first and second generation learners and those who are from occupational categories such as landless labourers, marginal farmers, leather workers and fishermen.
- (c) Orientation to take up preparatory training, remedial teaching and special coaching of scheduled caste students.

The above orientation is required both in respect of external teacher-students as well as inservice teacher-students. Apart from such orientation in teaching institutions, appropriate arrangements should be made by the universities and colleges to undertake special orientation programmes for inservice teachers, in order to enable them to take up preparatory training, remedial teaching and special coaching of scheduled caste candidates institutionally or on pooling basis so that adequate number of teachers may be available for this purpose without loss of time. The institutions where this special orientation will be given should be carefully selected. These programmes may also be in the form of summer institutes and workshops.

48. Extension Programmes:

The Universities and Colleges would be advised to design extension programmes to the scheduled caste adults engaged in various occupations at convenient timings to improve their educational organisational and managerial levels and skills. The colleges would be assisted for drawing up such programmes by expert teams. While implementing the U.G.C. scheme for Intensive Development of Colleges situated in educationally backward areas, it will be ensured that the needs of scheduled caste students are kept in view.

49. The implementation of the post-matric scholarship scheme of the Ministry of Home Affairs be modified to ensure that the value of the scholarship is increased and the funding goes to the institutions at the beginning of the academic session.

50. Incentive Programmes:

It will be necessary for the U.G.C. to ensure that all the incentive programmes, whether it be fellowships or reservation of seats in hostels are offered to students belonging to scheduled caste and scheduled tribe communities to cover at least upto the reservation percentages fixed. In the case of such programmes operated at the State or University level, these percentages may be the same as the percentages of scheduled caste population at the State level. If in any university sufficient number of scheduled caste and scheduled tribe scholars are not available, the fellowships will not be transferred to other scholars, but will be operated by the UGC so as to give them to the scheduled caste and scheduled tribe scholars in other universities. Instructions in this regard have already been issued by the UGC to all universities. This is necessary as the utilisation of fellowships is reportedly only upto 3.2% by scheduled caste and scheduled tribe scholars.

One of the important needs of scheduled castes and scheduled tribes in order to facilitate their educational development is accommodation in hostels. While hostels are useful for all students, in the case of scheduled castes and scheduled tribes the need is far more urgent. For example, on account of the unfortunate traditional superstitions and anti-social attitudes, which are yet to be adequately removed from society, it is very difficult for students from communities which have been considered as "untouchables" to get private accommodation. This is in addition to the problem of poverty which is far more acute among scheduled castes and scheduled tribes than in the rest of the society. The problem is worse in the case of children from communities associated with "sweeping and scavenging".

The U.G.C. has already fixed a percentage of 20% - 15% for scheduled castes plus 5% for scheduled tribes (with interchangeability for scheduled castes and scheduled tribes). This will now be increased to 22.5% (15% for scheduled castes plus 7.5% for scheduled tribes with interchangeability). As in all other cases, the actual percentage will vary from State to State, as in Annexure-24 cumulating to a national average of 15% and 7.5%. In addition to the above 22.5%, it will lay down that all students from communities associated with "sweeping and scavenging" will be admitted. Universities, colleges and other institutions having hostels, will be addressed to ensure that this is invariably followed.

51. Guidelines with complete details for organising remedial preparatory training, coaching, special coaching and entrance coaching programmes, guidance and other related programmes may be circulated to all eligible colleges universities and colleges who be advised to take up these programmes under the UGC scheme of general development assistance to colleges. It needs to be ensured that these programmes are taken by the selected colleges on a priority basis with a view to cater to the needs of the neglected groups among scheduled castes who are functioning below the poverty line particularly those from among the agricultural labourers, marginal farmers, leatherworkers, other artisans, group fisherman, urban, unorganised labour like Rikshaw pullers, cart pullers etc. and other rural unorganized labourers and civic real sanitation workers i.e. "sweepers and scavengers" categories. It will be necessary to locate such students so that they are available for continuing their higher studies on a full-time basis as in most cases they would be unable to continue their higher studies on a full-time basis as in most cases they would be unable to continue their studies on account of socio-economic factors and would be taking up their traditional

occupations which do not fetch them enough wages to make both ends meet. Special care has to be taken to help such candidates belonging to these occupational groups and to enable them to take advantage of higher education facilities with maintenance scholarships. A programme of enrolment drive be initiated with UGC assistance for this purpose by universities and colleges.

52. Coaching Centres:

It is also necessary to open a large number of coaching centres so that scheduled caste and scheduled tribe students can be enabled to appear for all competitive examinations not only for various selections by Union Public Service Commission, State Public Service Commission; Railway Public Service Commission, Nationalized Banks and other Public Sector Bodies but it is also necessary to provide coaching facilities for these students to appear for public examinations and other selection examinations for admission to professional and technical para-professional courses. In the absence of such coaching facilities, a large number of students belonging to both scheduled caste and scheduled tribe communities are suffering.

The Ministry of Home Affairs scheme of assistance to universities should be taken advantage of and any modification found necessary should also be suggested so that the programme would be utilized for motivating students. The extension programmes that would be taken up by universities and colleges should also include these programmes as a high priority task and see that they have the benefit of the best teachers of the universities concerned and the personal attention and supervision of the Vice-Chancellor".

*universities should take up these coaching programmes

53. Adult education:

The proportion of scheduled castes among the adult educatees both at the input point as well as the output point should be increased substantially. Efforts should be made to ensure that a good majority of them are women. It should be ensured that the new adult education centres are set up in the residential localities of the scheduled castes. Adult students from all communities would be welcome to such centres. Teachers in these centres should be drawn from among the scheduled castes.

54. Implementation Machinery:

Monitoring of actual admissions and appointments in the colleges and universities and other taks depends on the implementation machinery at the Universities level. The UGC should take all steps to ensure that the

implementation and monitoring machinery for the higher educational development of scheduled castes and scheduled tribes is set up in all universities. The universities and colleges should be advised to undertake monitoring not only with reference to the beginning of each academic year but also the year-end, keeping in view the problem of drop-outs among the scheduled castes and scheduled tribes.

The scope of the Special Cell in each university should cover not only reservations but also the entire educational development of the scheduled castes and scheduled tribes in quantitative as well as qualitative terms, in colleges and in other higher educational institutions both at the students and lecturers level. The College Development Council will no doubt, be available for assistance but specific attention to scheduled castes and scheduled tribes problems will be possible only if a special cell operates in each university under the charge of a full-time officer having suitable status with the required supporting staff. 51 universities have set up Special Cells but in a vast majority of these cases no full time officer or adequate supporting staff is available. This is mainly due to the reason that no financial assistance is extended by UGC for this purpose. Required financial assistance on 100% basis be, therefore provided for this purpose as a plan programme for the current plan period. The pattern of assistance for the seventh Five Year Plan be considered at the appropriate time.

55. Vith Plan Allocations in UGC
Plan for Scheduled Castes:

Wherever feasible, physical and financial targets for scheduled caste candidates be fixed in the Vith Plan schemes of UGC already accepted for implementation. This is given in pages The suggestions for orientation of these programmes for the benefit of scheduled caste candidates have been given in Appendix itself.

The amounts earmarked have been worked out on the basis of the direct benefits that will be actually made available to the scheduled caste scholars and students, expenditure to be incurred on programmes of direct and exclusive benefit to scheduled castes. The amount earmarked will be spent directly on the scheduled castes. Their satisfactory implementation in physical and financial terms will be coordinated and monitored by the UGC and timely remedial action taken wherever necessary. It will be necessary for UGC to continuously try to improve the Special Component Plan by increasing

the quantum of programmes directly relevant to the scheduled castes and by taking up new need-based programmes as well as reorienting the existing programmes to suit the special requirements and handicaps of the scheduled castes, as envisaged by the Prime Minister.

56. A study of the special component plan of State Governments for 1980-85 and 1981-82 shows that the provision for Higher Education of scheduled castes has not been made specifically in the various State Plans. Only a few States seem to have made some provisions - An integrated special component plan in the Higher Education sector be prepared for 1980-85/ and 1981-82 (Appendix-20) as available indicate the need for holding consultations with State Governments and Universities on a priority basis so that the targets suggested are actually achieved by 1985 and in each year. In this connection that special cells set up by the universities would need to be activated and consciousness created in them, as also in other planning and implementing agencies regarding the priority to be accorded to scheduled castes in the current plan period.

and for subsequent annual plans. The allocation made for 1980-81

57. Additional criteria for sanctioning programmes:

As the appendices 1-13 show, the proportion of scheduled castes and scheduled tribes admitted to various courses in universities and colleges is disproportionately small. It is necessary to bring up this proportion quickly to 15% and 7.5% respectively for the country as a whole. It is felt that every means available for this purpose should be utilised. This becomes particularly important with the adoption of the new 20-Point Programme, of which point 7 is to "accelerate programmes for the development of scheduled castes and tribes".

In this context the powers available with the UGC under Section 12 of the Act and in particular Sub-section (k) were examined. One view was that this provision does not enable the UGC to enforce enrolment of scheduled caste and scheduled tribe students upto the reservation percentage, fixed and an amendment of the Act may be necessary for the purpose. The other view was that, the Act, as it is, confers sufficient powers on the UGC in this regard, without the need of any amendment.

In this context attention is invited to Article 46 of the Constitution, which reads as follows:-

"The State shall promote with special care the educational and economic interests of the weaker sections of the people, and in particular, of the scheduled castes and the scheduled tribes, and shall protect them from social injustice and all forms of exploitation" as well as Article 15(4) of the Constitution.

It is in view of these provisions that seats have been reserved for the scheduled castes and scheduled tribes, inter alia, in educational institutions. UGC is competent, and it is incumbent on the UGC, to utilise its powers under the Act in the light of the Constitutional safeguards and orders of reservation of seats.

Section 12 of the Act and in particular sub-section (k) vests ample powers in the UGC to ensure full enrolment of scheduled castes and scheduled tribes. In view of the powers vesting in the UGC under sub-section (k) to section 12 which says that "perform such other functions as may be prescribed or as may be deemed necessary by the Commission for advancing the cause of higher education in India or as may be incidental or conducive to the discharge of the above functions", UGC has already prescribed certain criteria for sanction and release of funds for development plans submitted to them by colleges, such as the minimum number of teachers, the minimum strength of students and so on. Unless these criteria are fulfilled, the UGC does not sanction and release of funds for development plans submitted to them by colleges, such as the minimum number of teachers, the minimum strength of students and so on. Unless these criteria are fulfilled, the UGC does not sanction and release funds for their developmental plans. None of such eligibility conditions are laid down in the Act.

In the same way one more criterion regarding the enrolment of scheduled castes and scheduled tribes can easily be added along with the other criteria as mentioned above. Adding a criterion regarding the enrolment of scheduled castes and scheduled tribes is entirely within the powers and competence of the UGC. This is not a question of withholding sanction and funds, but only requiring eligibility criteria to be fulfilled - a procedure already being followed by the UGC in certain other matters. Section 12(k) contains a clause "as may be deemed necessary by the Commission for advancing the cause of higher education in India". Obviously ensuring enrolment of scheduled castes and scheduled tribes students upto the reservation percentages fixed in universities and other institutions of higher education and helping to bring about qualitative improvement in their educational standards through appropriate compensatory education and affirmative action is certainly a very important aspect of "advancing the cause of higher education in India". We may not, therefore, take a narrower view of the Act and the powers of the UGC thereunder, than this.

In view of the above, the UGC be moved to add the following additional criterion both for colleges as well as for universities Central as well as States:-

"The college/university has an enrolment of scheduled castes and scheduled tribe students as per the reservation percentage fixed by the Government and the UGC from time to time. In case college/university does not have this percentage on account of lack of applicants, a certificate be furnished that all scheduled caste students and scheduled tribe students, who have passed the qualifying examination, have been admitted."

By enforcing and ensuring the fulfilment of this criterion before the funds are sanctioned and released, the UGC will be able to give a practical and concrete shape to its anxiety to contribute to the fulfilment of the Constitutional directives and National Policies in respect of the enrolment of scheduled caste and scheduled tribe students. Another view was expressed that the matter regarding UGC withholding grants on account of non-fulfilment of percentage of reservation was earlier examined by the Ministry of Education in consultation with the Ministry of Law on the basis of the recommendation made by Commissioner for Scheduled Castes and Scheduled Tribes. The provision for withholding of grants is contained in Section 14 of the Act. Section 14 of the Act refers to failure to comply in the following matters:

- (a) Recommendation made by Commission under Section 12 relating to functions of the Commission;
- (b) Recommendations made by the Commission under Section 13 relating to inspection;
- (c) Contravention of provisions of any rule made under Section 25(2) (f) & (g). These relate to returns and information in respect of financial position or standards of teaching and examination and in respect of inspection of universities;
- (d) Regulations made under Section 26(e)(f)(g). These relate to qualifications, minimum standards of instruction and regulation of maintenance of standards and coordination of work and facilities of the Commission.

The Law Ministry had taken the view that guidelines of UGC relating to reservation percentage do not fall within the purview of Section 14 of the Act and therefore, it would not be legal for the UGC to

Contd...

withhold grants for the institutions for contravention of the guidelines. If UGC lays down any criteria relating to release of grants and if these criteria could not be shown to be directly related to Section 14, it would be difficult for the UGC to enforce the criteria as the Act stands at present.

It was further stated that the short falls in universities in the matter of reservation of Scheduled Castes and Scheduled Tribes was discussed during the meeting of the Consultative Committee of Members of Parliament attached to the Education Ministry and at that time, the Education Minister had expressed a hope that all universities would voluntarily fall in line with the guidelines of the UGC and if there is no improvement, Government would not hesitate to amend the UGC Act.

Therefore, the other view was that it would be necessary to amend the UGC Act to enforce the UGC guidelines.

After considering both the views, the Group felt that the legal position may be re-examined as to whether the introduction of the proposed criteria was permissible under the UGC Act and in the light of the advice, further action should be taken.

Similarly, as seen in Appendix-19, the proportion of scheduled castes and scheduled tribes teachers is woefully low being only 2621 and 889 out of a total of 1,83,128, accounting for a mere 1.43% and 0.49% as in 1977-78 and have to be stepped up rapidly and brought up to the level of 15% and 7.5% respectively. Their proportion among non-teaching personnel is also very low as seen from Appendices 18 and 18-A. Taking into account Articles 15(4) and 46 of the Constitution and the related orders of reservation, Section 12(k) confers on the UGC sufficient powers with regard to ensuring appointment of teaching and non-teaching personnel from scheduled castes in the requisite numbers. A suitable criterion is required to be laid down for this purpose too.

Special Component Plan for Scheduled Castes and Sub-plan for Scheduled Tribes as part of UGC 6th Plan Programme.

58. The Ministry of Education has prepared the Special Component Plan for Scheduled Castes and Tribal Sub-Plan in various sub-sectors of education. In that Rs.42 crores has been shown as the Special Component Plan allocation for scheduled castes for the Sixth Plan period under the sub-sector, University and Higher Education out of a total outlay of Rs.280 crores. For 1981-82 the outlay shown in this sub-sector is Rs.5 crores.

These figures have also been furnished to the Members of Parliament of the Scheduled Castes at their meeting conveyed by the Home Minister on 20th July, 1981. Subsequently, during the Annual Plan discussion for 1982-83, the Ministry of Education has shown Rs. 8.09 crores as Special Component Plan for scheduled castes under the Annual Plan 1982-83. The corresponding figures shown under tribal sub-plan are Rs. 21 crores for the Vith Plan period. Rs. 2.55 crores for the Annual Plan 1981-82 and Rs. 4.12 crores for the Annual Plan 1982-83.

59. Though these figures had at that stage been estimated roughly, the needs of the scheduled castes and scheduled tribes in university and higher education are so high that the outlays shown are not too much and programmes directly relevant to the scheduled castes and scheduled tribes need to be and can be taken upto the extent of this amount, or even more, following the Prime Minister's directions in her D.O. letter of 12th March, 1980 to the Central Ministers, in which she has emphasised the three-fold approach of channelising to the scheduled castes and scheduled tribes a fair share of benefits and outlays from the existing programmes, re-orienting the existing programmes and taking up new need-based programmes, to suit their specific developmental requirements and handicaps.

60. The major requirements of scheduled castes and scheduled tribes in formal University and Higher Education are the following :-

1. (a) Ensuring adequate enrolment so that they form at least 15% in the case of scheduled castes and 7.5% in the case of scheduled tribes of the total enrolled students both at the undergraduate level as well as postgraduate level.
- (b) Enabling them to achieve standards of performance comparable to that of non-scheduled caste/non-scheduled tribe students.

To achieve the above twin objectives, organisation of comprehensive preparatory training, remedial teaching and special coaching is very important.

61. 2. Ensuring that they are able to achieve the above twin quantitative and qualitative objectives not only in ordinary institutions but also in prestigious institutions like Centres of Advanced Study, Departments of Special Assistance, COSIP Colleges, COHSSIP Colleges and University Departments selected for Departmental Support.

3. Creating circumstances in which drop-outs do not take place.

4. Scholarships, fellowships and associateships,

5. Hostels.

6. Measures for building up their representation in the teaching community and non-teaching staff to the level of 15% for scheduled castes and 7.5% for scheduled tribes.

The various schemes of the UGC have been viewed from the point of the above major needs.

62. Special Component Plan for Scheduled Castes as part of UGC 6th Five Year Plan.

Programmes:	Allocation for special component plan for 1980-85	Allocation for 1982-83
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(Rupees in lakhs)

1. Preparatory training, remedial teaching and special coaching of scheduled castes students:

With a view to removing deficiencies at the earlier stages of education, deficiencies to follow the existing courses of studies, and also to better the performances, it is proposed that 8000 units of remedial teaching programmes would be started and functioning during 1982-85. These courses would be organised subjectwise in Languages, Mathematics, Science subjects and any other Identified areas. These programmes will further be organised both at the undergraduate level and postgraduate level. Some other courses by institutions or departments will be at the undergraduate level only or at the postgraduate level and some of them may be both at the undergraduate and postgraduate level depending upon the levels and categories of courses, the institutions and departments would be conducting. It would be necessary to start these courses with a viable number of students but in no case the total number will exceed 25 to ensure that the students concerned get personal attention from the teachers. While the expenditure may vary from course to course depending upon the subject areas to cover

and the level of the courses. It has been calculated that on an average a sum of Rs.12,500/- may be provided for a single unit. It has also been envisaged that these courses will be organized by all university departments receiving assistance from the UGC. It will also be specifically organized at the postgraduate level by the university departments functioning as Centres of Advanced Study as also such departments functioning as Departments of Special Assistance alongwith other university departments. Each university department is expected to start atleast one unit. These courses will also be organized by eligible colleges and each college depending upon the courses of study may start 2, 3 or more units. Such courses will also be specifically organized by the COSIP & COHSSIP Colleges. These courses will also be organized for entrances examinations where students will be examined in proficiency in various subjects in the non-professional courses. It is envisaged that special coaching for such students will also be started by colleges and university departments wherever feasible. It is also noted that the UGC is extending assistance to a number of institutions undertaking professional courses both at the State level and in the Central Universities. Since the enrolment at the first and second degree courses at present is around 2 lakhs of scheduled caste students, 8000 units have been proposed so that the remedial programme will cover almost all the scheduled caste students needing such help which will help to improve their standards and attainments.

Total amount required: 3000 1000

2. Award of Fellowships/Associateships: (Rupees in lakhs)

" 112.5 35 "

At present 10% of the Junior Research Fellowships in each University are earmarked for the scheduled castes and in addition 50(fellowships per year are awarded by the UGC directly, exclusively for scheduled castes and scheduled tribes. In order to make sure that scheduled castes do get 15% of the Junior Research Fellowships (and similarly scheduled tribes get 7.5%) the entire

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(Caste and tribes belonging

number of fellowships so as to amount to 15% for scheduled castes (and 7½ %) for scheduled tribes of the total will be provided directly and exclusively by the UGC. Statistics show that there are sufficient number of postgraduates, who are the potential reservoir for M.Phil./ Ph.D. from among the scheduled castes (and scheduled tribes). These fellowships are provided both from non-plan and plan. The outlay is to meet the plan portion of the cost of the fellowships so as to ensure that 15% of them do go to the scheduled castes.

Substitute teachers in the place of teacher fellowships of the scheduled castes will as far as possible be selected from the scheduled castes. *belonging to*

3. National Adult & Continuing Education: 120 40

A sum of Rs.120 lakhs has been proposed to meet the cost of the following types of schemes:

- (a) Schemes for scheduled castes of different occupational categories to improve their vocational and other skills so as to increase their earning capacity. To the extent these Centres are located in villages or urban mohallas, such Centres relating to occupations in which scheduled castes are in large numbers will be located in the scheduled caste basties/mohallas.
- (b) To provide condensed bridge courses for members of scheduled castes families in occupational categories like agricultural labourers, other rural labourers, cultivators, traditional artisans, essential health service workers (example "sweepers and scavengers", dais), fishermen, various categories of urban organised labourers, to enable them to acquire Matriculation, or above qualifications and become eligible for formal courses in higher education. The occupations of scheduled castes which have been identified occupationwise, state-wise are indicated in Annexure-22.

4. Research Projects:

(Rupees in lakhs)

350 100

This is an important area for improving the position of scheduled castes and scheduled tribes for bringing in compensatory education and affirmative action in higher education sector. An expert group will finalise programmes of research which will have 4 main thrust areas:-

(a) On the basis of documents published by the Government as also taking note of various secondary studies on the authorities of Central and State Governments and Local Governments, guidelines for compensatory education and affirmative action for this group will be formulated.

(b) Studies of selected programmes from all the States would be provided.

(c) Educational, administrative and social factors which contribute to successful programmes for admission, evaluation of course and placement would be invited.

(d) The variables related to encouraging scheduled castes educated people with the general social structures of the country would be identified. Research studies on various problems of this group both long-term and short-term will also be taken up on topics and areas which would be identified by an expert group. A monograph dealing with what has been achieved for scheduled castes and scheduled tribes in the field of education during the last 30 years highlighting the extent of disparity and pointing out the areas where educational facilities have to be extended would be taken up on the basis of authentic material. Studies on the nature of backwardness, defining backwardness, suggesting a formula for deciding the weightage to be given for social, economic and educational deprivations would be taken up. The characteristics of the distribution of scheduled castes and scheduled tribes in various States would be taken up and ways and means will be indicated for providing facilities so that the national average will be achieved for this community for the country as a whole. Guidelines for giving weightage in a graded way so that the highest weightage is available for the lowest level among

taking
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(P) scheduled castes and scheduled tribes will be formulated with the help of expert groups. The weightage to be given will be higher for the first degree than for the second or research degree than for the second or research degrees. A study on the relation of scheduled caste to the cross section of the total population bringing out clearly the present unevenness will be completed so that a strategy for removing the imbalances would be evolved to help integration of various programmes in this direction. A monograph on remedial courses and how they will be organised would be prepared for the use of teachers and administrators in the country. It will take note of the successful programmes taken up already in different parts of the country. The above will be in addition to the number of research studies and projects that would be suggested by teachers and departments under the UGC's programmes of assistance for research projects.

These research projects will be quick action-oriented studies, capable of leading to practical and expeditious resolution:

The outlay will meet the cost of the above types of research projects on status, problems and development of education of scheduled castes; and also cost of research fellowships etc. which will be given to scheduled caste scholars who will be engaged in other types of projects in other areas. Assistance may also be provided for the following studies:

RESEARCH & EVALUATION STUDIES: (Rupees in lakhs)

Post-Matric Scholarships Scheme:

- (i) Working of post-matric scholarship scheme specifically dealing with the implementation aspect. Issues relating to time scheduling, amount of scholarship, question of renewal etc. will be considered.
- (ii) Background of scheduled castes and scheduled tribes post-Matric Scholars in terms of sex, age, castes, place of residence, education, occupation and income of father etc. The study will help in identifying groups needing special attention. If possible, change in socio-economic background over a period of time will be studied.

Parents

(Rupees in lakhs)

(iii) Follow-up study of Post-Matric Scholars during the period of scholarship. This will focus on average duration of scholarships, academic progress of scholars, additional inputs available to scholars for qualitative improvement of education, reasons for drop-out and non-completion of course.

(iv) Examine the scope for employment, in the short-term as well as long term of different courses and categories of courses and in that light give its findings whether any modification is necessary in the post-Matric Scholars scheme.

2. Education and Employment:

A comparative study of scheduled castes and non-scheduled castes in jobs. Similarly of scheduled tribes and non-scheduled castes and non-scheduled tribes in jobs.

3. Extent of Utilisation of Reserved facilities in higher education. A trend analysis.

4. A Study of Academic, Emotional and Social Problems of scheduled castes and scheduled tribes admitted on the basis of Marks Relaxation in Professional Colleges.

5. A study of mixed versus separate hostels from view-point of social and emotional adjustment.

6. A study of working of Book Banks schemes in Professional Colleges.

7. A study of pre-admission Coaching Centres:

focus will be on the number of scheduled castes and scheduled tribes taking advantage, type of courses, performances of such students in admission tests.

8. A comparative study of Problems of Scheduled Castes and Scheduled Tribes students studying in institution where percentage of scheduled castes/scheduled tribes is low.

9. Courses of studies offered by scheduled castes and scheduled tribes students and their linkage with the job opportunities in employment market.

(Rupees in lakhs)

5. AID COLLEGES: 400 130

The guidelines to provide assistance to Arts, Science and Commerce and multi-faculty colleges for development during the 6th Five-Year Plan provide for assistance for intensive development of colleges situated in educationally backward areas only @ 1 to 2 colleges in a district. This may also cover colleges which have an enrolment of at least 100 students with at least 35-scheduled caste and scheduled tribe students in non-tribal areas. It is expected to cover 100 colleges under this.

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6. Centres of Advanced Study:

This is a continuing programme of UGC for improving postgraduate teaching and research in selected university departments and in identified special areas providing facilities to scholars for advanced study and research. It is essential to bring up the proportion of scheduled caste students in these Centres to 15% in order that they may be helped to be among the more promising scientists and scholars and interact with out-standing teachers and experts. It will give them an opportunity to be in prestigious institutions in the country participating in different programmes and projects alongwith the more advanced sections of the society and building up the leadership role. It will also help them to improve their attainments and standards. This will also enable these Centres to play their due role of bringing up members of the scheduled castes in the required proportion in the general higher manpower in various fields including teaching. While provision for preparatory training, remedial teaching and special coaching made under scheme No.1 will be done of the important steps to fulfil this objective, that alone will not be enough.

The Departments of Universities which have been recognised as Centres of Advanced Study may therefore be requested:

(i) To ensure that scheduled caste scholars are accommodated in hostels, since every eligible scheduled caste scholar is entitled to a postgraduate scholarship of the Government of India (Ministry of Home Affairs) except those who are at research level, the value of the scholarship can be utilised towards the hostel and other approved items of expenditure of each such scholar. The Ministry of Home Affairs may be requested to move the Government of India to enhance the present value to make it sufficient to meet all approved items of expenditure.

(ii) Since the Government of India has not introduced ~~yet~~ a programme of fellowship for scheduled caste research scholars, 2 Junior Research Fellowships may be allocated for this purpose to each of the University Departments functioning as Centres of Advanced Study. Since the existing allocation of such fellowships is inadequate, two Junior Research Fellowships may be additionally instituted in each Centre of Advanced Study (Rs.21 lakhs).

(iii) It is important that the existing scheduled caste teachers in colleges are assisted to improve their professional competence. For this, at least 2 of the teacher fellowships allocated to each Centre of Advanced Study may be made available to scheduled caste teachers (Rs.42 lakhs).

(Rupees in lakhs)

7. Departments of Special Assistance:

Similar programmes as above would be implemented in all these Departments.	120.0	43.0
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8. <u>College Science Improvement Programme:</u>	67.5	22.0
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Since this programme is intended to improve undergraduate science instruction and it operates at two levels - in selected colleges and selected university departments and in the case of selected university departments, the programme will cover such departments in all the colleges affiliated to the concerned universities. The potential for these institutions to improve the attainments of scheduled caste students is immense. Apart from the remedial teaching programmes which will be organised by these colleges as indicated in Scheme No.1, these

(Rupees in lakhs)

institutions are most suited for taking up preparation of special reading material and other teaching aids as also for fabricating equipment for introducing methods and techniques for use in remedial teaching. It has been indicated in the number of studies that the need for guide books and other literature to provide for ~~studies~~ skills, reading skills, writing skills, speaking skills, technical, managerial and organisation of skills and other practical measures for compensatory education and affirmatory education (is badly needed. Such needs will be met through appropriate programmes that would be taken up by these institutions.

study
action.

Preparation of special reading material and other teaching aids and equipment for introducing new methods and techniques for use in the preparatory training, remedial teaching and special coaching classes for scheduled castes and orientation of teachers to take such classes.

9. College Humanities & Social Science Improvement Programme:

37.5 12.5

This is a continuing programme of the UGC for improving undergraduate teaching of Humanities and Social Science subjects in Colleges. This programme takes up inter alia schemes for strengthening teaching, seminars and tutorials to prepare students for self-study and preparation of reading material, implementation of this programme will require appointment of additional staff. It will also involve postgraduate and research students and guest lecturers from other colleges and universities to take up these programmes. Preparation of special reading material and other teaching aids and equipment for introducing new methods and techniques for use in the preparatory training, remedial teaching and special coaching classes for scheduled castes and orientation of teachers to take such classes.

W also provide

(Rupees in lakhs)

10. Correspondence Courses: 15 5

The Committee felt that the Scheduled Caste students of the Correspondence courses should be treated ^{at} on par with those of regular students for award of scholarships. However, a sum of Rs.15 lakhs has been proposed and this outlay is to meet the following costs:-

- (a) travel and boarding and lodging cost in a contact programme to be attended by Scheduled Caste students.
- (b) Extra inputs in correspondence courses material in the nature of remedial teaching and special coaching.

11. Strengthening of Planning Cells and Research/Evaluation/Monitoring Units in Universities: 150 50

The outlay is to meet the cost of cent per cent assistance from the University Grants Commission to the universities in order to set up comprehensive planning cells and research/evaluation/monitoring units exclusively in respect of the education of scheduled castes, covering all the major areas of the needs of the scheduled castes in formal university and higher education referred to in para 3 and covering also other aspects in the Special Component Plan. The condition for this assistance will be that the cell and units should be headed by a university officer of sufficiently high status not less than Deputy Registrar and he will not be entrusted with any other work. He should have adequate supporting staff. The staff in these cells will also attend exclusively to work pertaining to scheduled castes. This is extremely important in view of the increased responsibility of each university in fulfilling the task of education in respect of scheduled castes and particularly in the context of the new 20-point programme which will require a lot of monitoring. The inescapable need for this system is established by the experience of the slow and unsatisfactory

progress of the setting up of such cells in the universities in the past few years, pursuant to a recommendation of the Commissioner for Scheduled Castes and Scheduled Tribes covering the deemed universities and other institutions receiving assistance from the UGC. 107 institutions of higher education will be covered under this programme. The Special Cell dealing exclusively with programmes of scheduled castes and scheduled tribes will have a Deputy Registrar, a Superintendent, one Statistical Assistant, one Secretariat Assistant, one Clerk, one Steno-typist and a peon costing nearly Rs.74,000/- per annum and the expenditure for 3 years would come to Rs.2.4 crores of which Rs.1.5 crores has been shown under the special component plan for scheduled castes. The remaining Rs.90 lakhs have been shown under the sub-plan for scheduled tribes.

12(i) General Pool Schemes:

Science Education Centres:

185

64

The main weakness in respect of scheduled caste and scheduled tribe communities operating as an handicap is their difficulty to come upto the required level in learning subjects like Mathematics and other Science subjects. The Science Education Centres established envisage programmes of innovation among other activities for improving Science teaching as also for taking Science to the community level. The outlay proposed is to meet the cost of taking science to the community level in respect of scheduled castes keeping in view their occupational categories and corresponding interest. This will also meet the cost of taking scientific information and experiments to the entire community - both scheduled castes and non-scheduled castes - to dispel prejudices from which untouchability-based discriminatory practices arise.

12.2 Cultural / Educational Exchange Programmes:

All attempts will be made to accommodate suitable personnel belonging to scheduled castes under various programmes of cultural/educational exchange programmes.

12.3. Orientation programmes for College Teachers.

Symposia, Seminar, Workshops:

The proposed provision is to meet the cost of the following programmes under this head:-

Orientation courses, symposia etc. on themes directly pertaining to scheduled castes such as special problems of scheduled caste students caused by socio-economic factors, remedial teaching and special coaching courses, elimination of prejudices from which social distortions like untouchability - based discriminations arise. Such themes will be identified and universities addressed to send proposals for such programmes, workshops etc.

12.4. University level books

(i) This provision will be used to meet the cost of preparing books on aspects of Sociology: social stratification, social tension, social change, bringing out the plight and the problems of scheduled castes, practical sound and healthy remedies therefor and the national and human urgency of finding and implementing such remedies

(ii) on aspects of economics directly relevant to the scheduled castes such as economics of agricultural labour and bonded labour, economics of leather industry.

(iii) on low cost sanitation technology (eliminating need for scavenging) etc. Approximately 100 titles will be set apart for areas and subjects of the types illustrated above. A suitable panel will be set up for identifying the titles.

12.5 Restructuring of Courses:

In respect of scheduled castes this scheme will be taken up in those of the 100 colleges, selected on the basis of larger intake of scheduled castes and scheduled tribes, which are located in non-tribal areas. The outlay is to meet, initially in these colleges, the expense of restructuring of courses in a manner directly relevant to the scheduled castes such as marketing of leather goods, economics of leather industry, economics of fishing.

industry and marketing of fish (in colleges in areas like West Bengal where fishermen are generally of the scheduled castes), economics of handloom industry and marketing of handloom goods (in colleges in Western and north-western States where weavers are generally of the scheduled castes), and other related matters of their occupation, keeping in view area-specific occupational concentration of scheduled castes.

The outlay will also meet the cost of introduction of leather craft and other crafts in which scheduled castes are specialised in different areas, as part of work experience, which will require crafts-men specialised in these occupations to be brought into the teaching stream. It is estimated that during 1982-85, 25 colleges will be able to take up restructured programmes on the above lines.

12.6. Training of Administrative staff
Technical Personnel in Universities
and Colleges:

The outlay is to meet the cost of special programmes to cover the following areas:-

- (a) to undertake special courses to improve the qualifications and competence of staff so as to improve their career prospects. For example, scheduled castes Class IV employees and sweepers and scavengers in universities and colleges will be trained to become laboratory assistants, librarians etc.
- (b) to improve the skills of these and other staff in order to step up their job efficiency; and
- (c) to enable personnel like sweepers and scavengers to do their work in a manner which is free from squalor and uncleanness.

12.7. Development of Curriculum Units including
preparation of teaching aids and materials:

The outlay is to meet the cost of developing curricular units, teaching aids and materials to support (a) preparatory training, remedial teaching and coaching courses; (b) adult and continuing education for various occupational categories; and (c) other purposes directly pertaining to the scheduled castes.

(Rupees in lakhs)

12.8. Introduction of new courses
in emerging areas:

20 7

The emerging special areas that would be useful to scheduled caste students would be identified. This is an important area to improve the coverage of scheduled castes through suitable programmes and education and new methods and techniques have to be introduced and attempts even to involve non-educational institutions will have to be made so that the programmes will cover all types of individuals belonging to this group. The innovative programmes will be not only for those who have had some education but it will also cover the deprived groups by linking the programme with the occupations. It will also involve modernization of traditional programmes, providing full-time, part-time and self-study programmes to all persons in the community who desire to learn. The innovative programmes have to find how to get into the extension programmes of the universities and colleges and will also be connected with workers in factories, workshops, seed farms, dairies, hostels, transport organisation and other institutions. Extension programmes have also to reach museums, art galleries, youth clubs and mahila mandals. These programmes on the one hand would be a blessing for the educationally deprived groups and will at the same time help them to group themselves with opportunities to learn and earn at the same time. An attempt will be made to introduce peer learning by identifying a group leader to take up such programmes.

12.9. Any other similar scheme.

(Grand total

4626.50 15'

63. Sub Plan for Scheduled Tribes as part of UGC Sixth Five Year Plan.

Programmes:

Allocation for Sub- Plan for <u>1980-85</u>	Alloca- tion for <u>1982-83</u>
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(Rupees in lakhs)

1. Preparatory training, remedial teaching and special coaching of scheduled tribe students.

With a view to removing deficiencies at the earlier stages of education, deficiencies to follow the existing courses of studies, and also to better the performances, it is proposed that 4000 Units of remedial teaching programmes would be started and functioning during 1982-85. These courses could be organised subject-wise in Languages, Mathematics, Science subjects and any other identified areas. These programmes will further be organised both at the Undergraduate level and Postgraduate level. Some other courses by institutions or departments will be at the Undergraduate level only or at the Postgraduate level and some of them may be both at the Undergraduate and postgraduate level depending upon the levels and categories of courses, the institutions and departments would be conducting. It would be necessary to start these courses with a viable number of students but in no case the total number will exceed 15 to ensure that the students concerned get personal attention from the teachers. While the expenditure may vary from courses to course depending upon the subject areas to cover and the level of the courses. It has been calculated that on an average a sum of Rs. 12,500/- may be provided for a single Unit. It has also been envisaged that these courses will be organized by all university departments receiving assistance from the UGC. It will also be specifically organised at the Postgraduate level by the university departments functioning as Centres of Advanced Study as also such departments functioning as Departments of Special Assistance along with other university departments. Each university department is expected to start atleast one unit. These courses will also be organised by eligible colleges and each college depending upon the courses of study may start 2,3 or more Units. Such courses will also be specifically organised by the Cosip and Cohsip Colleges. These courses will also be organised for entrance examinations where students will be examined in proficiency in various subjects in the non-professional sector even for admission to professional and para professional courses. It is envisaged that special coaching

for such students will also be started by colleges and university departments wherever feasible. It is also noted that the University Grants Commission is extending assistance to the number of institutions undertaking professional courses both at the State level and in the Central Universities. Since the enrolment at the first and second degree courses at present is around .6 lakh of scheduled caste students, 4000 Units have been proposed so that the remedial programme will cover almost all the scheduled caste students needing such help which will help to improve their standards and attainments.

Total amount required: 1,500 500

2. Award of Fellowships/Associateships: 56.25 19

At present 10% of the Junior Research Fellowships in each university are earmarked for the scheduled castes and scheduled tribes and in addition 50 fellowships per year are awarded by the UGC directly, exclusively for scheduled castes and scheduled tribes. In order to make sure that scheduled tribes do get 7.5% of the Junior Research Fellowships without fail (and similarly scheduled caste gets 15%) the entire number of fellowships so as to amount to 7.5% for scheduled tribes and 15% for scheduled castes of the total will be provided directly and exclusively by the UGC. Statistics show that there are sufficient number of postgraduates, among scheduled castes and scheduled tribes, who are the potential reservoir for M.Phil/Ph.D. These fellowships are provided both from non-plan and plan. The outlay is to meet the plan portion of the cost of the fellowships so as to ensure that 7.5% of them do go to the scheduled tribes.

Substitute teachers in the place of teacher-fellowships of the scheduled tribes will be selected from the scheduled tribes as far as possible.

3. National Adult and Continuing Education: 60.

A sum of Rs. 60 lakhs has been proposed to meet the cost of the following types of schemes:

- (a) Schemes for scheduled tribes of different occupational categories to improve their vocational and other skills as to increase their earning capacity. For this47

integrated programmes based on agriculture, forestry, handicrafts and village industry suited to the needs of the four main categories of scheduled tribes have to be designed and implemented. Recommendations of the Renuka Ray Committee, Dhebar Commission and Ministry of Home Affairs Working Group for drawing up Vith Plan programmes for scheduled tribes would be useful in this regard.

courses

(b) To provide condensed bridge/for members of scheduled tribe families in different occupational categories to enable them to acquire Matriculation or above qualifications and become eligible for formal courses in higher education. The various occupations suited to different tribals have been identified alongwith the regions where they are concentrated in the report of Ministry of Home Affairs Working Group for tribal programmes during 1980-85.

(c) Steps to have these programmes through mother tongues of tribals have been specifically recommended by the Working Group indicated above.

4. Research Project:

175 175 5050

This is an important area for improving the position of scheduled tribes for bringing in compensatory education and affirmative action in higher education sector. An expert group will take up programmes of research which will have 4 main thrust areas:-

/secondary studies on the authorities of Central Governments

(a) On the basis of documents published by the Government as also taking note of various and State Governments and Local Governments and Local Governments, guidelines for compensatory education and affirmative action for this group will be formulated.

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(b) Studies of selected programmes from all the States will be provided.

(c) Educational, administrative and social factors which contribute to successful programmes for admission

(b) Studies of selected programmes from all the States would be provided.

(c) Educational, administrative and social factors which contribute to successful programmes for admission, evaluation of course and placement would be identified.

(d) The variables related to encouraging scheduled castes educated people with the general social structure of the country would be identified. Research Studies on various problems of this group both long-term and short-term will also be taken up on topics and areas which would be identified by an expert group. A monograph dealing with what has been achieved for scheduled caste and scheduled tribe sections in the field of education during the last 30 years highlighting the extent of disparity and pointing out the areas where educational facilities have to be extended would be taken up on the basis of authentic material. Studies on the nature of backwardness, defining backwardness, suggesting a formula for deciding the weightage to be given for social, economic and educational deprivations would be taken up. The characteristics of the distribution of scheduled castes and scheduled tribes in various States would be taken up and ways and means will be indicated for providing facilities so that the national average will be achieved for them in the country as a whole. Guidelines for giving weightage in a graded way so that the highest weightage is available for the lowest level among the scheduled castes and scheduled tribes will be formulated with the help of expert groups. The weightage to be given will be higher for the first degree than for the second or research degrees. A study on the relation of scheduled caste community to the cross section of the total population bringing out clearly the present unevenness will be completed so that a strategy for removing the imbalances would be

tribes

integrating

tribes

evolved to help integration of various programmes in this direction. A monograph on remedial courses and how they will be organised would be prepared for the use of teachers and administrators in the country. It will take note of the successful programmes taken up already in the different parts of the country. The above will be in addition to the number of research studies and projects that would be suggested by teachers and departments under the UGC's programme of assistance for research projects.

These research projects will be quick action-oriented studies, capable of leading to practical and expeditious resolution:

The outlay will meet the cost of the above types of research projects on status, problems and development of education of scheduled tribes; and also cost of research fellowships, etc. which will be given to scheduled tribes scholars who will be engaged in various types of projects in other areas. Assistance may also be provided for the following studies:

(Rupees in lakhs)

RESEARCH AND EVALUATION STUDIES:

1. Post-Matric Scholarships Scheme:

(i) Working of Post-matric scholarship scheme specifically dealing with the implementation aspect. Issues relating to time scheduling, amount of scholarship, question of renewal etc. will be considered.

(ii) Background of scheduled castes and scheduled tribes Post-Matric Scholars in terms of sex, age, castes, place of residence, education, occupation and income of father etc. The study will help in identifying groups needing special attention. If possible, change in socio-economic background over a period of time will be studied.

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for the benefit of
Scheduled Tribes
Candidates

(iii) Follow-up study of Post-Matric Scholars during the period of scholarship. This will focus on average durations of scholarships, academic progress of scholars, additional inputs available to scholars for qualitative improvement of education, reasons for drop-out and non completion of course.

(iv) Examine the scope for employment, in the short-term as well as long-term of different courses and categories of courses and in that light give its findings whether any modification is necessary in the Post-Matric Scholarship scheme.

2. Education and Employment:

A comparative study of scheduled castes and non-scheduled castes in jobs. Similarly of scheduled tribes and non-scheduled castes and non-scheduled tribes in jobs.

3. Extent of utilization of reserved facilities in higher education. A trend analysis.

4. A study of Academic, Emotional and Social problems of scheduled castes and scheduled tribes admitted on the basis of Marks Relaxation in Professional Colleges.

5. A study of mixed versus separate hostels from view-point of Social and Emotional adjustment.

6. A Study working of Book Banks schemes in professional Colleges.

7. A Study of pre-admission coaching centres: focus will be on the number of scheduled castes and scheduled tribes taking advantage, type of courses, performance of such students in admission tests.

8. A comparative study of Problems of Scheduled Castes and Scheduled Tribes Students studying in institution where percentage of scheduled castes/scheduled tribes is low.

9. Courses of studies offered by scheduled castes and scheduled tribes students and their linkage with the job opportunities in employment market.

5. College in Tribal Areas: 300 100

These colleges will be selected from States like Madhya Pradesh, Orissa, Bihar, Andhra Pradesh, Maharashtra, Gujarat, Rajasthan, West Bengal and would also cover Meghalaya, Manipur, Tripura, Nagaland, Arunachal Pradesh and Mizoram. The programmes will be related to the felt needs of scheduled tribes. It is expected that 50 colleges will be covered under this. The steps indicated in the report will be taken, to finalize programmes in each of the selected colleges during 1982-85.

6. Centres of Advanced Study: 35.00 11.00

This is a continuing programmes of UGC for improving postgraduate teaching and research in selected university departments and in identified special areas providing facilities to scholars for advanced study and research. It is essential to bring up the proportion of scheduled tribe students in these Centres to 7.5% of the total enrolment in order that they may be helped to be among the more promising scientists and scholars and interact with outstanding teachers and experts. It will give them an opportunity to be in prestigious institutions in the country participating in different programmes and projects along with the promotion of connections of the society and building up the leadership role. It will also help them to improve their attainments and standards. This will enable these Centres to play their due role in equalising educational opportunities by bringing up members of the scheduled tribe in the required proportion in the general higher manpower in various fields including teaching. While provision for preparatory training, remedial teaching and special coaching made under scheme No.1 will be one of the important steps to fulfil this objective, that alone will not be enough.

The Departments of Universities which have been recognised as Centres of Advanced Study should, therefore, be requested:

(i) To ensure that scheduled tribe scholars are accommodated in hostels; Since every university scholar is entitled to a postgraduate scholarship of the Government of India (Ministry of Home Affairs) except those who are at research level, the value of the scholarship can be utilized towards the hostel and other approved items of expenditure of each such scholar. The Ministry of Home Affairs may be requested to move the Government of India to enhance the present value so that it will be adequate to meet all approved items of expenditure.

(ii) Since the Government of India has not introduced yet a programme of fellowships for scheduled tribe research scholars, one Junior Research Fellowship at least may be allocated to each of the University Departments functioning as Centres of Advanced Study. Since the existing allocation of such fellowships is inadequate, one Junior Research Fellowship each may be additionally instituted in each Centre of Advanced Study (Rs. 10.5 lakhs).

(iii) It is important that the existing scheduled tribe teachers in colleges are assisted to improve their professional competence. For this, at least one of the teacher fellowships allocated to each Centre of Advanced Study may be made available to scheduled tribe teachers (Rs. 21 lakhs).

(iv) Each Centre of Advanced Study may also be requested to design such programmes for scheduled tribes scholars and teachers to make up their deficiencies to move as equal partners along with others working in the Centres (Rs. 1 lakh).

7. Department of Special Assistance: 61.5 20

Similar programmes as above would be implemented in all these Departments.

8. College Science Improvement Programme: 33.75 11

This is a continuing programme for improving undergraduate science instruction. This operates at two levels

in selected colleges and selected university departments. The selected colleges would cover the entire science departments and the universities would cover selected subjects in all colleges affiliated to them with a view to improving undergraduate instruction.

Preparation of special reading material and other teaching aids, film strips, films and equipment for introducing new methods and techniques for use in the preparatory training, remedial teaching and special coaching classes for scheduled tribes and orientation of teachers to take such classes.

9. College Humanities & Social Science: 18875 66255

This is a continuing programme of the UGC for improving undergraduate teaching of Humanities and Social Science subjects in colleges. This programme takes up interalia schemes of strengthening coaching, seminars and tutorials to prepare students for self-implementation of this programme will require appointment of additional staff. It will also involve postgraduate and research students and guest lecturers from other colleges and universities to take up these programmes. Preparation of special reading material, film strips, films and other teaching aids and equipment for introducing new methods and techniques for use in the preparatory training, remedial teaching and special coaching classes for scheduled tribes and orientation of teachers to take such classes.

this will cover

10. Correspondence Courses: 7.5 2.5

The Committee felt the scheduled tribe students of the correspondence course be treated at par with those of regular students for award of scholarships. However, a sum of Rs. 7.5 lakhs has been proposed and this outlay is to meet the following costs:

- (-) travel and boarding and lodging cost in a contact programme to be attended by scheduled tribe students.

- (b) Extra inputs in correspondence courses material in the nature of remedial teaching and special coaching.

11. Strengthening of Planning Cells and Research/Evaluation/Monitoring Units in Universities: 90 30

The outlay is to meet the cost of cent per cent assistance from the University Grants Commission to the universities in order to set up comprehensive planning cells and research/evaluation/monitoring units exclusively in respect of the education of scheduled tribes, covering all the major areas of the needs of the scheduled tribes in formal university and higher education referred to in the report. The condition for this assistance will be that the cell and units should be headed by a university officer of sufficiently high status not less than Deputy Registrar and he will not be entrusted with any other work. He should have adequate supporting staff. The staff in these cells will also attend exclusively to work pertaining to scheduled castes and scheduled tribes. This is extremely important in view of the increased responsibility of each university in fulfilling the task of education in respect of scheduled castes and scheduled tribes particularly in the context of the new 20-point programme which will require a lot of monitoring. The inescapable need for this system is established by the experience of the slow and unsatisfactory progress of the setting up of such cells in the universities in the past few years, pursuant to a recommendation of the Commissioner for scheduled castes and scheduled tribes, covering the deemed universities and other institutions receiving assistance from the UGC. 108 institutions of higher learning will be covered under this programme. The Special Cell dealing exclusively with programmes of scheduled castes and scheduled tribes will have a Deputy Registrar, a Superintendent, one Statistical Assistant, one Secretariat Assistant, one Clerk, one Steno-typist and a peon costing nearly Rs.74,000/- per annum and the expenditure for

3 years would come to Rs.2.4 crores of which Rs. 1.5 crores has been shown under the special component plan for scheduled castes. The remaining Rs. 90 lakhs have been shown under the sub-plan for scheduled tribes.

General Pool Schemes

12(a) Science Education Centres 130 44.5

The main weakness in respect of these communities operating as an handicap is their difficulty to come upto the required level in learning subjects like Mathematics and other Science subjects. The Science Education Centres established envisage programmes of innovation among other activities for improving Science teaching as also for taking Science to the community level. The outlay proposed is to meet the cost of taking science to the community level in respect of scheduled tribes keeping in view their occupational needs and corresponding interests. This will also meet the cost of taking scientific information and experiments to the entire community, both scheduled tribes and non-scheduled tribes to dispel prejudices from which discriminatory practices arise.

12(b) Cultural/Educational Exchange Programmes:

All attempts will be made to accommodate suitable personnel belonging to scheduled castes under various programmes of cultural/educational exchange programmes.

12(c) Orientation programmes for College Teachers. Symposia, Seminar, Workshops:

The proposed provision is to meet the cost of the following programmes under this head:-

Orientation courses, symposia etc. on themes directly pertaining to scheduled tribes such as special problems of scheduled tribes students caused by socio-economic factors, remedial to raising and special coaching courses, elimination of handicaps from which social discrimination arise.56.

caused by socio-economic factors, remedial teaching and special coaching courses, elimination of prejudices from which social distortions like untouchability-based discriminations arise. Such themes will be identified and universities addressed to send proposals for such programmes, workshops etc.

11.(d)(i) University level books.

This provision will be used to meet the cost of preparing books on aspects of Sociology, social satisfaction, social tension, social change, bringing out the plight and the problems of scheduled tribes, practical sound and healthy remedies therefore and the national and human urgency of finding and implementing such remedies.

(ii) On aspects of economics directly relevant to the scheduled tribes such as economics of agricultural labour and bonded labour, economics ~~leather~~ industry.

(iii) on low cost sanitation technology (eliminating need for scavenging) etc. Approximately 100 titles will be set apart for areas and subjects of the types illustrated above. A suitable panel will be set up for identifying the titles.

12.(e) Training of Administrative staff
Technical Personnel in Universities
and Colleges:

The outlay is to meet the cost of special programmes to cover the following areas:-

(a) to undertake special courses to improve the qualifications and competence of staff so as to improve their career prospects. For example, scheduled tribes Class-IV employees in universities and colleges will be trained to become laboratory assistants, technician etc.

....57.

(b) To improve the skills of these and other staff in order to ~~stay~~ their job efficiency.

- (b) to improve the skills of these and other staff in order to step up their job efficiency.

123(f) Development of Curriculum Units including preparation of teaching aids and materials:

The outlay is to meet the cost of developing curricular units, teaching aids and materials to support (a) preparatory training, remedial teaching and coaching courses; (b) adult and continuing education for various occupational categories; and (c) other purposes directly pertaining to the scheduled tribes.

12g) Introduction of new courses in emerging areas:

The emerging special areas that would be useful to scheduled tribe students would be identified. This is an important area to improve the coverage of scheduled tribes through suitable programmes and education and new methods and techniques have to be introduced and attempts even to involve non-educational institutions will have to be made so that the programmes will cover all types of individuals belonging to this group. The innovative programmes will be not only for those who have had some education but it will also cover the deprived groups by linking the programme with the occupations. It will also involve modernization of traditional programmes, providing full-time, part-time and self-study programme to all persons in the community who desire to learn. The innovative programmes have to find how to get into the extension programmes of the universities and colleges and will also be connected with workers in factories, workshops, seed farms, dairies, hostels, transport organizations and other institutions. Extension programmes have also to reach museums, art galleries, youth clubs and mahila mandals. These programmes on the one hand would be a blessing for the educationally deprived groups and will at the same time help them to group themselves with opportunities to learn and earn at the same time. An attempt will be made to introduce peer learning by identifying a group leader

to take up such programmes.

12(h)15. Restructuring of Courses:

In respect of scheduled tribes, this scheme will be taken up in those of the 100 colleges, selected on the basis of larger intake of scheduled tribes, which are located in tribal areas. The outlay is to meet, initially in these colleges, the expenses of restructuring of courses in a manner directly relevant to the scheduled tribes such as marketing and economics of forest based industries, entrepreneurial development for self-employment in skill trading establishments, traditional industries, arts and crafts, courses needed in the industrial complexes in Central Indian belt, fisheries, horticulture, animal husbandry.

The outlay will meet the costs of introduction of courses indicated above in which scheduled tribes are specialised in different areas, as part of work experience, which will require craftsmen specialised in these occupations to be brought into the teaching stream. It is estimated that during 1982-85, 25 colleges will be able to take up restructured programmes on the above lines.

Grand Total: 2467.75 844.2

...59.

SUMMARY OF THE RECOMMENDATIONS IN THE REPORT OF THE UGC WORKING GROUP ON SUB-PLAN FOR SCHEDULED TRIBES AND SPECIAL COMPONENT PLAN FOR SCHEDULED CASTE AS PART OF THE UGC VITH FIVE YEAR PLAN PROGRAMME.

1. Negative growth rate of enrolment:

There has been a fall in the enrolment of students belonging to scheduled caste communities in states like Bihar, Himachal Pradesh, Kerala, and Rajasthan as also in Chandigarh and in the enrolment of scheduled tribe students in ASSAM, Mizoram, Bihar, Manipur and Nagaland. Factors responsible for this are to be ascertained and special measures identified to rectify the position.

2. Universities having no provision for reservation:

check The Universities and Institutions deemed to be universities ~~who~~ have still not specifically made any provision for making reservation for scheduled castes and scheduled tribes, may be moved for taking necessary steps to ensure that all such institutions fall in line with the National Policy by providing reservations for admission for scheduled caste and scheduled tribe students.

3. Applicants and Admission:

The total number of applications received from scheduled caste/scheduled tribe students is required to be indicated alongwith the number admitted course-wise so that it would be possible to know if any eligible scheduled caste/scheduled tribe candidate has been denied admission.

4. Reconsideration of present guidelines regarding reservation quota:

Although reservation percentage for scheduled castes has been changed from 12.5% to 15%, the corresponding change from 5% to 7.5% for scheduled tribes has not been made so far. It is also necessary to fix the reservation percentages according to the population of scheduled caste and scheduled tribes in each state.

5. State-wise Specific Programmes:

A need based specific programme is to be worked out for colleges in each state for tribal Higher Education. This may be done with the help of consultancy Team for each college identified.

6. Target for Admission:

More intensified efforts are to be made to ensure that 7.5% of the total intake for various courses of studies is from scheduled tribes by 1985. For this, the UGC should set up a suitable machinery for periodical monitoring.

7. A plan for augmenting supply of teaching staff and others:

A scheme of selecting and coordinating teachers who would work in institutions catering to scheduled caste/scheduled tribe needs will have to be drawn up and suitable universities selected for taking up orientation programmes for them in their best training institutions. There would include measures for inducting teaching personnel from scheduled caste and scheduled tribe communities and for giving orientation courses to non scheduled caste and scheduled tribe teachers identified.

8. Post-Matric Scholarships:

The value of the post-matric Bursary scheme available up to postgraduate courses in inadequate and its value should be enhanced. The scheme needs to be extended up to research level.

9. Courses in terms of needs of SC & ST:

It is necessary that courses are designed on the basis of identified needs of scheduled caste/scheduled tribe.

10. Strategy and Programmes:

The need for remedial education, replacement of out-moded pedagogy, organic linkages between different states of education, improvement in the quality of teacher training institutions, programmes to tackle the problems of first and second generation learners and programmes to achieve quality of performance are important schemes for adoption by each of the institutions to be covered.

11. Teacher training and Orientation Programmes:

In-service teachers training and Orientation programmes should be taken up to equip existing teacher to take up remedial teaching of scheduled caste/scheduled tribe candidates.

12. Suitable reading material:

A scheme to provide for preparation of suitable teaching material for the teachers for motivating Scheduled Caste/Scheduled Tribe students be taken up.

13. Admission in Prestigious Institutions:

It is necessary that a good number of universities and prestigious colleges admit more and more scheduled caste/scheduled tribe students, in order to ensure proper integration with the rest of the community.

14. Target for Admission during 1980-85:

More and more intensified efforts would be made so that it would be possible during the current plan to move towards the reservation percentage fixed by Government of India for scheduled caste/~~scheduled~~ tribe for admission to the various courses of higher learning.

15. Teaching & Non Teaching Staff:

The Universities and colleges authorities would be moved to invariably ensure that the prescribed percentage of scheduled caste and scheduled tribe candidates is achieved in teaching and non teaching positions.

16. Preparatory Training & Remedial Teaching:

Programmes of preparatory training and remedial teaching, special coaching and entrance coaching would be organised to make up deficiencies of such scheduled caste and scheduled tribe students admitted to help them to move towards equality of performance.

17. Restructuring of Courses of Studies:

Colleges catering to scheduled caste students would be advised to re-structure the content of courses taking into account the individual and social needs of these communities.

18. Extention Programmes:

The Universities and Colleges would be advised to design extention programmes for the scheduled caste/scheduled tribe adults engaged in various occupation to improve their educational, organisational and managerial levels and skills.

9. Incentive Programmes:

All the incentive programmes (fellowships or reservation of seats in hostels) would continue to be offered to students belonging to scheduled caste and scheduled tribe communities to cover at least up to the reservation percentage fixed.

0. Coaching Centres:

It is necessary to open a large number of coaching centres so that scheduled caste and scheduled tribe students can be enabled to appear for all competitive examinations not only for various selections for placements but also for admission to professional technical and para-professional courses.

1. Implementation Machinery:

21. Implementation Machinery:

Intensive efforts would be made to ensure that all the universities and institutions deemed to be universities set up special cells not only to implement the reservation orders in force, but also to look after the entire educational development of scheduled caste/scheduled tribes in quantitative as well as qualitative terms.

22. Special Component Plan for Scheduled Caste and Sub-Plan for Scheduled Tribes:

The existing schemes of UGC with the needed modifications as also new scheme have been included in the Sub-Plan for Scheduled Tribes and Special Component Plan for Scheduled Caste as part of UGC With Plan programme and are indicated on pages ...31-54.... of the report of the Working Group.

23. Allocation of 1980-85:

..... For Scheduled Tribes the plan outlay comes to Rs.2467.75 Lakhs and for Scheduled Caste it comes to Rs.4626.50 Lakhs.

For 1982-83 the outlays suggested in Sub-Plan for Scheduled Tribe and Special Component Plan for Scheduled Caste are Rs.814.25 Lakhs and Rs.1534.50 lakhs respectively.

APPENDIX-1

STATEWISE UNDERGRADUATE
ENROLMENT OF S.C. & S.T STUDENTS
IN UNIVERSITIES AND COLLEGES DURING
1977-78

S.No.	Name of the State/Univ. Territory	Total	S.C.	%age to total	C.E.	S.T.	%age to total	C.E.
1.	Andhra	123407	8733	7.1	0.53	876	0.7	0.14
2.	Pradesh							
2.	Assam	45102	2085	4.6	0.80	3473	7.7	0.54
3.	Bihar	103167	3729	3.6	0.24	3226	3.1	0.35
4.	Gujarat	166041	9949	6.0	0.86	6438	3.9	0.28
5.	Haryana	52959	2454	4.6	0.24	50	0.1	@
6.	Himachal Pradesh	9683	393	4.1	0.18	280	2.9	0.71
7.	Jammu and Kashmir	16287	318	2.0	0.24	5	0.0	@
8.	Karnataka	148835	8717	5.9	0.40	930	0.6	0.67
9.	Kerala	83438	3202	3.8	0.41	396	0.5	0.48
10.	Madhya Pradesh	162359	9659	6.0	0.43	1779	1.1	0.05
11.	Maharashtra	296417	27910	9.4	1.50	5811	2.0	0.26
12.	Meghalaya	5489	142	2.6	10.40	3089	56.3	0.68
13.	Orissa	37647	1298	3.5	0.23	1180	3.1	0.13
14.	Punjab	90392	7857	8.7	0.36	125	0.1	0.77
15.	Rajasthan	104968	5002	4.8	0.29	2924	2.8	0.23
16.	Tamilnadu	146583	10810	7.4	0.42	774	0.5	0.46
17.	Uttar Pradesh	325345	35125	10.8	0.50	595	0.2	0.91
18.	West Bengal	257708	28294	11.0	0.56	3127	1.2	0.18
19.	Delhi	79479	3985	5.0	0.32	417	0.5	@
	ALL INDIA	2255306	169662	7.5	0.50	35495	1.6	0.21

Note: @ has no S.C./S.T. population or negligible population.

C.E. Denotes coefficient of equality.

Source: Data supplied by Colleges and Universities for the year 1977-78.

Figures for non-responding institutions/ colleges estimated.

APPENDIX-2

Statewise Postgraduate Enrolment of SC & ST
students in Universities and colleges during
1977-78.

S.No.	Name of the State/Union Territory	Total	SC	%age to total	CE	ST	%age to total	CE
1.	Andhra Pradesh	11583	819	7.1	0.53	49	0.4	0.08
2.	Assam	2391	108	4.5	0.78	133	5.6	0.39
3.	Bihar	9177	134	1.5	0.10	N.A.	N.A.	-
4.	Gujarat	8341	199	2.4	0.34	125	1.5	0.11
5.	Haryana	4251	197	4.6	0.24	67	1.6	@
6.	Himachal Pradesh	722	N.A.	N.A.	-	N.A.	N.A.	-
7.	Jammu & Kashmir	1609	17	1.1	0.13	-	-	@
8.	Karnataka	8361	355	4.3	0.29	42	0.5	0.56
9.	Kerala	6359	409	6.4	0.68	31	0.5	0.48
10.	Madhya Pradesh	22769	1243	5.5	0.40	498	2.2	0.09
11.	Maharashtra	32052	3666	11.4	1.82	772	2.4	0.32
12.	Meghalaya	593	3	0.5	2.00	212	35.8	0.43
13.	Orissa	3928	136	3.5	0.23	83	2.1	0.09
14.	Punjab	10013	583	5.8	0.24	-	-	@
15.	Rajasthan	12556	652	5.2	0.32	619	4.9	0.40
16.	Tamilnadu	12986	842	6.5	0.37	104	0.8	0.74
17.	Uttar Pradesh	66041	7217	10.9	0.50	157	0.2	0.91
18.	West Bengal	12332	764	6.2	0.31	12	0.1	0.01
19.	Delhi	7580	248	3.3	0.21	86	1.1	@
	ALL INDIA	233644	17592	7.5	0.50	2990	1.3	0.16

Note: @ has no S.C./S.T. population or negligible population.
C.E. denotes coefficient of equality.

Source: Data supplied by colleges and universities for the year 1977-78.

Figures for non-responding institutions/colleges estimated.

.....

APPENDIX-3

Statewise Enrolment of the SC/ST students Enrolment in
Higher Education (Graduate and Postgraduate only) during
1977-78

S.No.	Name of the State	Total	S.C.	%age to total	C.E.	S.T.	%age to total	C.E.
1.	Andhra Pradesh	134990	9552	7.1	0.53	925	0.7	0.14
2.	Assam	47493	2193	4.6	0.80	3606	7.6	0.53
3.	Bihar	112344	3863	3.4	0.23	3226	2.9	0.33
4.	Gujarat	174382	10148	5.8	0.83	6563	3.8	0.27
5.	Haryana	57210	2651	4.6	0.24	117	0.2	@
6.	Himachal Pradesh	10405	393	3.8	0.16	280	2.7	0.66
7.	Jammu & Kashmir	17896	335	1.9	0.23	5	0.0	@
8.	Karnataka	157196	9072	5.8	0.40	972	0.6	0.04
9.	Kerala	89797	3611	4.0	0.43	427	0.5	0.48
10.	Madhya Pradesh	185128	10902	5.9	0.43	2277	1.2	0.05
11.	Maharashtra	328469	31576	9.6	1.53	6583	2.0	0.26
12.	Meghalaya	6082	145	2.4	9.60	3301	54.3	0.65
13.	Orissa	41575	1434	3.5	0.23	1263	3.0	0.13
14.	Punjab	100405	8440	8.4	0.35	125	0.1	0.77
5.	Rajasthan	117524	5654	4.8	0.29	3543	3.0	0.25
6.	Tamilnadu	159569	11652	7.3	0.41	878	0.6	0.56
7.	Uttar Pradesh	391386	42342	10.8	0.50	752	0.2	0.90
8.	West Bengal	270040	29058	10.8	0.54	3139	1.2	0.18
9.	Delhi	87059	4233	4.9	0.31	503	0.6	@
	ALL INDIA	2488950	187254	7.5	0.50	38485	1.6	0.21

Note : C.E. Denotes Coefficient of equality
@ has no SC/ST

Source: Data supplied by colleges and universities for the year 1977-78.

Figures for non-responding colleges/Institutions estimated.

APPENDIX-4

STATEWISE S.C. & S.T. STUDENTS ENROLMENT TO TOTAL
ENROLMENT ACCORDING TO FACULTY FOR THE YEAR 1977-78.

A R T S

S.No.	Name of State/Union Territory	<u>Graduate level</u>				<u>Postgraduate level</u>					
		Total	S.C. %	C.E.	S.T. %	C.E.	Total	SC %	CE	ST %	CE
1.	Andhra Pradesh	23353	3165 (12.5)	0.93	224 (0.9)	0.18	4166	559 (13.4)	1.00	32 (0.8)	0.
2.	Assam	224456	1451 (5.9)	1.03	2031 (8.3)	0.58	1202	42 (3.5)	0.61	102 (8.5)	0.5
3.	Bihar	44125	2340 (5.3)	0.36	2226 (5.0)	0.57	6273	133 (2.1)	0.14	-	-
4.	Gujarat	59308	5653 (9.5)	1.36	3818 (6.4)	0.46	2874	141 (4.9)	0.70	105 (3.7)	0.26
5.	Haryana	33542	2009 (6.0)	0.32	6 (0.02)	-	2510	107 (4.3)	0.23	57 (2.3)	-
6.	Himachal Pradesh	6321	287 (4.5)	0.10	214 (3.4)	0.83	351	-	0	-	0
7.	Jammu & Kashmir	6916	249 (0.7)	0.08	-	-	872	5 (0.1)	0.01	-	-
8.	Karnataka	56360	4263 (7.6)	0.52	413 (0.7)	0.79	3175	193 (6.1)	0.42	28 (0.9)	1.01
9.	Kerala	30114	1373 (4.6)	0.49	159 (0.5)	0.48	2720	268 (9.09)	1.06	21 (0.8)	0.77
10.	Madhya Pradesh	63068	5907 (9.4)	0.68	266 (0.4)	0.02	11142	871 (7.8)	0.57	384 (3.5)	0.15
11.	Maharashtra	119854	15941 (13.3)	2.12	2619 (2.2)	0.29	15133	2238 (14.8)	2.36	455 (3.0)	0.40
12.	Meghalaya	3696	139 (3.8)	15.20	2660 (72.0)	0.86	466	3 (0.6)	2.40	160 (34.3)	0.41
13.	Orissa	19116	846 (4.4)	0.29	877 (4.6)	0.20	2242	110 (4.9)	0.33	79 (3.5)	0.15

APPENDIX-3

Statewise Enrolment of the SC/ST students Enrolment in
Higher Education (Graduate and Postgraduate only) during
1977-78

S.No.	Name of the State	Total	S.C.	%age to total	C.E.	S.T.	%age to total	C.E.
1.	Andhra Pradesh	134990	9552	7.1	0.53	925	0.7	0.14
2.	Assam	47493	2193	4.6	0.80	3606	7.6	0.53
3.	Bihar	112344	3863	3.4	0.23	3226	2.9	0.33
4.	Gujarat	174382	10148	5.8	0.83	6563	3.8	0.27
5.	Haryana	57210	2651	4.6	0.24	117	0.2	0
6.	Himachal Pradesh	10405	393	3.8	0.16	280	2.7	0.66
7.	Jammu & Kashmir	17896	335	1.9	0.23	5	0.0	0
8.	Karnataka	157196	9072	5.8	0.40	972	0.6	0.04
9.	Kerala	89797	3611	4.0	0.43	427	0.5	0.48
10.	Madhya Pradesh	185128	10902	5.9	0.43	2277	1.2	0.05
11.	Maharashtra	328469	31576	9.6	1.53	6583	2.0	0.26
12.	Meghalaya	6082	145	2.4	9.60	3301	54.3	0.65
13.	Orissa	41575	1434	3.5	0.23	1263	3.0	0.13
14.	Punjab	100405	8440	8.4	0.35	125	0.1	0.77
15.	Rajasthan	117524	5654	4.8	0.29	3543	3.0	0.25
16.	Tamilnadu	159569	11652	7.3	0.41	878	0.6	0.56
17.	Uttar Pradesh	391386	42342	10.8	0.50	752	0.2	0.90
18.	West Bengal	270040	29058	10.8	0.54	3139	1.2	0.18
19.	Delhi	87059	4233	4.9	0.31	503	0.6	0
	ALL INDIA	2438950	187254	7.5	0.50	38485	1.6	0.21

Note : C.E. Denotes Coefficient of equality
0 has no SC/ST

Source: Data supplied by colleges and universities for the year 1977-78.

Figures for non-responding colleges/Institutions estimated.

APPENDIX-4

STATEWISE S.C. & S.T. STUDENTS ENROLMENT TO TOTAL
ENROLMENT ACCORDING TO FACULTY FOR THE YEAR 1977-78.

A R T S

S.No.	Name of State/Union Territory	<u>Graduate level</u>				<u>Postgraduate level</u>					
		Total	S.C. %	C.E.	S.T. %	C.E.	Total	SC %	CE	ST %	CE
1.	Andhra Pradesh	23353	3165 (12.5)	0.93	224 (0.9)	0.18	4166	559 (13.4)	1.00	32 (0.8)	0.
2.	Assam	224456	1451 (5.9)	1.03	2031 (8.3)	0.58	1202	42 (3.5)	0.61	102 (8.5)	0.5
3.	Bihar	44125	2340 (5.3)	0.36	2226 (5.0)	0.57	6273	133 (2.1)	0.14	-	-
4.	Gujarat	59308	5653 (9.5)	1.36	3818 (6.4)	0.46	2874	141 (4.9)	0.70	105 (3.7)	0.26
5.	Haryana	33542	2009 (6.0)	0.32	6 (0.02)	-	2510	107 (4.3)	0.23	57 (2.3)	-
6.	Himachal Pradesh	6321	287 (4.5)	0.10	214 (3.4)	0.83	351	-	0	-	0
7.	Jammu & Kashmir	6916	249 (0.7)	0.08	-	-	872	5 (0.1)	0.01	-	-
8.	Karnataka	56360	4263 (7.6)	0.52	413 (0.7)	0.79	3175	193 (6.1)	0.42	28 (0.9)	1.01
9.	Kerala	30114	1373 (4.6)	0.49	159 (0.5)	0.48	2720	268 (9.09)	1.06	21 (0.8)	0.77
10.	Madhya Pradesh	63068	5907 (9.4)	0.68	266 (0.4)	0.02	11142	871 (7.8)	0.57	384 (3.5)	0.15
11.	Maharashtra	119854	15941 (13.3)	2.12	2619 (2.2)	0.29	15133	2238 (14.8)	2.36	455 (3.0)	0.40
12.	Meghalaya	3696	139 (3.8)	15.20	2660 (72.0)	0.86	466	3 (0.6)	2.40	160 (34.3)	0.41
13.	Orissa	19116	846 (4.4)	0.29	877 (4.6)	0.20	2242	110 (4.9)	0.33	79 (3.5)	0.15

14. Punjab	62960	6154 (9.8)	0.40	67 (0.1)	0.77	7229	525 30 (7.3)	-	-
15. Rajasthan	35056	2562 (7.3)	0.45	1866 (5.3)	0.44	6590	462 43 (7.0)	522	0.61 (7.9)
16. Tamilnadu	45156	3165 (7.0)	0.39	154 (0.3)	0.28	5054	401 44 (7.9)	69	1.30 (1.4)
17. Uttar Pradesh	180315	26080 (14.5)	0.67	363 (0.2)	0.91	45399	6565 67 (14.5)	105	0.91 (0.2)
18. West Bengal	106420	16064 (15.1)	0.76	1509 (1.4)	0.21	6014	658 55 (10.9)	-	0
19. Delhi	41776	2737 (6.6)	0.42	204 (0.5)	-	4614	143 20 (3.1)	71	- (1.5)
ALL INDIA GRAND TOTAL	963212	100385 (10.4)	0.69	19676 (2.0)	0.27	128026	13424 70 (10.5)	21900	0.21 (1.7)

(1) Data supplied by universities and colleges.

(2) Figures in parenthesis indicate percentages.

APPENDIX-5

STATEWISE SC & ST STUDENTS ENROLMENT TO TOTAL
ENROLMENT ACCORDING TO FACULTY FOR THE YEAR-1977-78.

S C I E N C E

S. No.	Name of State/ Union Territory	<u>Graduate level</u>				<u>Postgraduate level</u>					
		Total	SC	CB	ST	CB	Total	SC	CB	ST	CB
1.	Andhra Pradesh	31172	1581 (5.1%)	0.38	108 (0.4%)	.08	3566	80 (2.2%)	.16	6 (0.2%)	.04
2.	Assam	8778	278 (3.2%)	0.56	231 (2.6%)	.18	674	53 (7.9%)	1.38	18 (2.7%)	.19
3.	Bihar	24500	579 (2.4%)	0.16	280 (1.1%)	.13	1941	NA	NA	NA	NA
4.	Gujarat	18570	368 (2.0%)	0.29	320 (1.7%)	.12	1934	16 (0.8%)	.11	4 (0.2%)	.01
5.	Haryana	4033	65 (1.6%)	0.08	-	-	653	47 (.72%)	.38	7 (1.1%)	-
6.	Himachal Pradesh	1899	56 (3.0%)	.13	56 (3.0%)	.73	32	NA	NA	NA	NA
7.	Jammu & Kashmir	4950	NA	NA	NA	NA	417	NA	NA	NA	NA
8.	Karnataka	25018	601 (2.4%)	.16	127 (0.5%)	.58	1904	18 (1.0%)	.07	7 (0.4%)	.45
9.	Kerala	33057	926 (2.8%)	.30	151 (0.5%)	.48	2053	56 (2.7%)	0.29	6 (0.3%)	0.29
10.	Madhya Pradesh	38524	1384 (3.6%)	.26	389 (1.0%)	.04	5825	229 (3.9%)	0.28	65 (1.1%)	0.05
11.	Maharashtra	36724	1809 (4.9%)	.78	590 (1.6%)	.21	4097	347 (8.5%)	1.36	50 (1.2%)	0.16
13.	Meghalaya	652	32 (0.5%)	0.00	128 (19.6%)	0.24	108	-	-	42 (38.9%)	0.47
14.	Orissa	6004	178 (3.0%)	.20	155 (2.6%)	0.11	984	14 (1.4%)	.09	4 (0.4%)	0.02

P.T.O.

1	2	3	4	5	6	7	8	9	10	11	12
14.	Punjab	8793	330 (3.7%)	.15	5 (0.1%)	.77	1105	33 (3.1%)	.13	-	-
15.	Rajasthan	16870	604 (3.6%)	.22	227 (1.4%)	.12	1651	42 (2.5%)	.15	31 (1.9%)	0.1
16.	Tamilnadu	50568	3339 (6.6%)	.37	169 (0.3%)	.28	3803	189 (5.0%)	.28	25 (0.7%)	.6
17.	Uttar Pradesh	43123	2219 (5.1%)	.24	113 (0.3%)	.13	10337	382 (3.7%)	.17	41 (0.4%)	0.8
18.	West Bengal	53453	3531 (6.7%)	.34	384 (0.7%)	.10	2627	59 (2.3%)	.12	-	0
19.	Delhi	10864	300 (2.8%)	.18	3 (0.3%)	-	1148	41 (3.6%)	.23	12 (1.1%)	-
	ALL INDIA GRAND TOTAL	417552	18190 (4.4%)	.29	3436 (0.08%)	.11	44959	1606 (3.6%)	.24	318 (0.7%)	0.0

Source: Data supplied by Universities and Colleges.

APPENDIX-6

STATEWISE S.C & S.T. STUDENTS ENROLMENT TO TOTAL
ENROLMENT ACCORDING TO FACULTY FOR THE YEAR 1977-78.

COMMERCE

S. No.	Name of the State/ Union Territory	<u>Graduate level</u>					<u>Postgraduate level</u>				
		Total	SC %	CE	ST %	CE	Total	SC %	ST %	CE	
1	2	3	4	5	6	7	8	9	10	11	12
1.	Andhra Pradesh	43409	1966 (4.5)	.34	167 (0.4)	.08	1922	110 (5.7)	.43	11 (0.6)	0.12
2.	Assam	3258	111 (3.4)	.59	212 (6.5)	.45	162	7 (4.3)	.59	2 (1.2)	0.08
3.	Bihar	8988	160 (1.8)	.12	249 (2.8)	.32	6361	NA	NA	NA	NA
4.	Gujarat	55743	2360 (4.2)	.60	1658 (3.0)	.22	1346	19 (1.4)	0.2	10 (0.7)	0.05
5.	Haryana	7034	117 (1.7)	.09	3 (0.03)	-	400	41 (10.3)	.54	3 (0.8)	-
6.	Himachal Pradesh	384	8 (2.1)	.09	-	-	66	-	-	-	-
7.	Jammu and Kashmir	988	23 (2.3)	.28	-	-	133	12 (9.0)	1.09	-	-
8.	Karnataka	28331	704 (2.5)	.17	77 (0.3)	.34	803	42 (5.2)	0.36	3 (0.4)	0.45
9.	Kerala	7938	236 (3.0)	.32	3 (0.04)	.04	704	12 (1.7)	.18	4 (0.6)	0.58
10.	Madhya Pradesh	28143	1206 (4.3)	.31	450 (1.6)	.07	3970	141 (3.6)	0.26	49 (1.2)	0.05
11.	Maharashtra	76622	4563 (6.0)	.96	1214 (1.6)	0.21	6527	647 (9.9)	1.58	154 (2.4)	0.32
12.	Meghalaya	324	NA	NA	NA	NA	-	-	-	-	-

P.T.O.

1	2	3	4	5	6	7	8	9	10	11	12
13. Orissa	3528	110 (3.1)	.21	93 (2.6)	.11	239	12 (5.0)	.33	-	-	-
14. Punjab	5179	96 (1.9)	.08	5 (0.1)	.77	202	8 (4.0)	0.16	-	-	-
15. Rajasthan	30403	841 (2.8)	.17	361 (1.2)	0.01	3093	105 (3.4)	0.21	56 (1.8)	0.15	-
16. Tamilnadu	20716	906 (4.4)	.25	166 (0.8)	.74	1394	150 (10.8)	.61	10 (0.7)	0.65	-
17. Uttar Pradesh	24303	945 (3.9)	.19	4 (0.02)	.09	5349	178 (3.3)	.15	5 (0.1)	0.45	-
18. West Bengal	64668	5238 (8.1)	.41	574 (0.9)	.13	1888	NA	NA	NA	NA	-
19. Delhi	19242	771 (4.0)	.26	204 (1.01)	-	-	40 (4.2)	.27	-	-	-
· · · · · ALL INDIA · · · · ·	· · · · ·	· · · · ·	· · · · ·	· · · · ·	· · · · ·	· · · · ·	· · · · ·	· · · · ·	· · · · ·	· · · · ·	· · · · ·
GRAND TOTAL	429201	20361 (4.7)	0.31	5440 (1.8)	0.17	29503	15240 (5.2)	0.35	307 (1.0)	0.13	-

Source: Data supplied by universities and colleges.

APPENDIX-7

STATEWISE S.C. & S.T. STUDENTS ENROLMENT TO TOTAL
ENROLMENT ACCORDING TO FACULTY FOR THE YEAR 1977-78.

E D U C A T I O N

S. No.	Name of the State/ Union Territory	<u>Graduate level</u>					<u>Postgraduate level</u>				
		Total	SC	CE	ST	CE	Total	SC	CE	ST	CE
1	2	3	4	5	6	7	8	9	10	11	12
1.	Andhra Pradesh	3119	264 (8.5)	.64	7 (0.2)	0.04	126	NA	NA	NA	NA
2.	Assam	1083	117 (10.8)	.88	208 (10.2)	1.34	83	3 (3.6)	.63	3 (3.6)	0.25
3.	Bihar	2205	NA	NA	NA	NA	106	NA	NA	NA	NA
4.	Gujarat	4379	135 (3.1)	.47	149 (3.4)	.25	376	6 (1.6)	.23	2 (0.5)	0.04
5.	Haryana	3432	112 (3.3)	.17	18 (0.5)	-	52	-	-	-	-
6.	Himachal Pradesh	116	NA	NA	NA	NA	59	-	-	-	-
7.	Jammu & Kashmir	663	12 (1.9)	.23	2 (0.3)	-	121	NA	NA	NA	NA
8.	Kerala	2280	46 (2.0)	.21	4 (0.2)	.19	64	10 (15.6)	1.67	-	-
9.	Madhya Pradesh	3634	118 (3.3)	.24	184 (5.1)	.22	98	-	-	-	-
10.	Maharashtra	7293	357 (4.9)	.78	143 (2.0)	.26	1058	56 (5.3)	.87	16 (1.5)	0.20
11.	Meghalaya	341	-	-	301 (88.3)	1.06	19	-	-	10 (52.6)	0.63
12.	Orissa	1220	57 (4.7)	.31	11 (0.9)	.04	103	NA	NA	NA	NA
13.	Karnataka	3379	105 (3.1)	.21	7 (0.2)	.22	252	2 (0.8)	0.05	2 (0.8)	0.9

P.T.O.

14. Punjab	3910	537 (13.7)	.56	43 (1.01)	8.46	120	16 (13.3)	.55	-	-
15. Rajasthan	4002	247 (6.2)	.38	93 (2.3)	0.19	62	-	-	-	-
16. Tamil Nadu	2645	152 (7.3)	.41	3 (0.1)	.09	277	5 (1.8)	0.10	-	-
17. Uttar Pradesh	14201	1440 (10.1)	.47	41 (0.3)	1.36	531	28 (5.3)	0.26	6	5.00
18. West Bengal	7163	236 (3.3)	.17	76 (1.1)	.16	205	12 (5.9)	0.30	-	-
19. Delhi	444	NA	NA	NA	NA	81	-	NA	-	NA
ALL INDIA GRAND TOTAL	65479	3975 (6.1)	0.41	1290 (2.0)	.27	3793	138 (3.6)	0.24	39	0.13 (1.0)

Source: Data supplied by universities and colleges.

APPENDIX-8

STATEWISE S.C. & S.T. STUDENTS ENROLMENT TO TOTAL
ENROLMENT ACCORDING TO FACULTY FOR THE YEAR 1977-78.

ENGINEERING & TECHNOLOGY

S. No.	Name of The State/ Union Territory	<u>Graduate level</u>					<u>Postgraduate level</u>				
		Total	SC	CE	ST	CE	Total	SC	CE	ST	CE
1	2	3	4	5	6	7	8	9	10	11	12
1.	Andhra Pradesh	7622	554 (7.3)	.55	.92 (1.2)	5223	528	21 (4.0)	0.30	-	-
2.	Assam	1220	-	-	-	-	20	-	-	-	-
3.	Bihar	5455	360 (6.6)	.44	.195 (3.6)	.41	144	-	NA	-	NA
4.	Gujarat	7429	95 (1.3)	.19	.49 (0.7)	0.05	244	3 (1.2)	0.17	-	-
5.	Haryana	1504	29 (1.9)	0.1	.4 (0.3)	-	66	-	-	-	-
6.	Himachal Pradesh	-	-	-	-	-	-	-	-	-	-
7.	Jammu & Kashmir	842	22 (2.6)	.32	.3 (0.4)	-	-	-	-	-	-
8.	Karnataka	14776	1020 (6.9)	.47	.29 (0.2)	0.21	491	5 (1.0)	.07	2 (0.4)	0.45
9.	Kerala	3605	84 (2.3)	.25	.10 (0.3)	0.20	95	-	-	-	-
10.	Madhya Pradesh	6991	387 (5.3)	.40	.86 (1.2)	0.06	327	2 (0.6)	0.45	-	-
11.	Maharashtra	9835	579 (5.9)	.94	.174 (1.8)	.24	491	16 (3.3)	0.53	16 (3.3)	0.44
12.	Meghalaya	-	-	-	-	-	-	-	-	-	-
13.	Orissa	2102	104 (4.9)	.33	.36 (1.7)	.07	60	-	-	-	-

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14. Punjab	2939	134 (4.6)	.19	5 (0.2)	1.54	261	-	-	-	-
15. Rajasthan	2570	174 (6.8)	.42	120 (4.7)	.39	136	23 (16.9)	1.03	10 (7.4)	0.61
16. Tamilnadu	12008	1141 (9.5)	.53	14 (0.4)	0.09	792	23 (2.9)	.16	-	-
17. Uttar Pradesh	6246	446 (7.1)	.33	18 (0.3)	1.36	1033	28 (3.7)	.17	-	-
18. West Bengal	6224	495 (8.0)	.41	-	-	449	23 (5.1)	.29	-	-
19. Delhi	1211	NA	NA	NA	NA	133	NA	NA	NA	NA
ALL INDIA GRAND TOTAL	92579	5624 (6.1)	0.41	835 (0.9)	0.12	5270	154 (2.9)	0.19	28 (0.5)	0.07

Source: Data supplied by universities and colleges.

APPENDIX-9

STATEWISE S.C. & S.T. STUDENT ENROLMENT TO TOTAL
ENROLMENT ACCORDING TO FACULTY FOR THE YEAR 1977-78.

M E D I C I N E

S. No.	Name of the State/ Union Territory	<u>Graduate level</u>					<u>Postgraduate level</u>				
		Total	SC	CE	ST	CE	Total	SC	CE	ST	CE
1	2	3	4	5	6	7	8	9	10	11	12
1.	Andhra Pradesh	7564	1059 (14.0)	1.05	265 (3.5)	.38	926	49 (5.3)	.40	-	-
2.	Assam	2062	NA	NA	NA	NA	NA	NA	NA	NA	NA
3.	Bihar	9188	NA	NA	NA	NA	NA	NA	NA	NA	NA
4.	Gujarat	5915	130 (2.2)	.31	140 (2.4)	.17	848	4 (0.5)	.07	4 (0.5)	.04
5.	Haryana	1072	73 (6.8)	.36	-	-	98	NA	NA	NA	NA
6.	Himachal Pradesh	313	42 (13.4)	.57	10 (3.2)	.78	-	-	-	-	-
7.	Jammu & Kashmir	985	10 (1.0)	.12	-	-	66	-	-	-	-
8.	Karnataka	9195	526 (6.4)	.44	131 (1.6)	1.80	664	49 (7.4)	.50	-	-
9.	Kerala	3579	318 (8.9)	.95	40 (1.1)	0.96	493	51 (10.3)	1.10	-	-
10.	Madhya Pradesh	5081	117 (2.3)	.17	175 (3.4)	0.14	462	NA	NA	NA	NA
11.	Maharashtra	15170	1716 (11.3)	1.81	488 (3.2)	0.42	2560	290 (11.3)	1.81	66 (2.6)	0.34
12.	Meghalaya	-	-	-	-	-	-	-	-	-	-
13.	Orissa	2069	NA	NA	NA	NA	155	NA	NA	NA	NA

14. Punjab	2069	414 (13.7)	.56	-	-	522	-	-	-	-
15. Rajasthan	3092	224 (7.2)	.44	108 (3.5)	0.29	578	4 (0.7)	0.04	-	-
16. Tamilnadu	9065	1745 (19.3)	1.09	268 (3.0)	2.78	800	23 (2.9)	.16	-	-
17. Uttar Pradesh	8670	300 (3.5)	0.16	37 (0.4)	1.82	665	NA	NA	NA	NA
18. West Bengal	5178	932 (18.0)	0.91	69 (1.3)	0.19	376	+	-	-	-
19. Delhi	2554	156 (6.11)	0.39	-	-	313	-	-	-	-
ALL INDIA GRAND TOTAL	92775	7763 (8.4)	0.56	1731 (1.9)	0.25	9779	470 (4.3)	0.29	70 (0.7)	0.09

APPENDIX-10

STATEWISE S.C. & S.T. STUDENTS ENROLMENT TO TOTAL
ENROLMENT ACCORDING TO FACULTY FOR THE YEAR-1977-78.

A G R I C U L T U R E

Graduate level

Postgraduate level

S. No.	Name of the State/Union Territory	Graduate level					Postgraduate level				
		Total	SC	CE	ST	CE	Total	SC	CE	ST	CE
1	2	3	4	5	6	7	8	9	10	11	12
1.	Andhra Pradesh	1500	NA	NA	NA	-	201	NA	-	NA	-
2.	Assam	312	NA	NA	NA	NA	76	3 (4.0)	.70	8 (10.5)	0.73
3.	Bihar	576	33 (5.7)	.38	16 (2.8)	.32	149	1 (0.7)	.05	-	-
4.	Gujarat	1535	48 (3.1)	.44	19 (1.2)	.09	210	-	NA	NA	NA
5.	Haryana	826	23 (2.8)	.15	19 (2.3)	-	337	NA	NA	-	-
6.	Himachal Pradesh	314	NA	NA	NA	NA	87	NA	NA	NA	NA
7.	Jammu & Kashmir	254	NA	NA	-	-	-	-	-	-	-
8.	Karnataka	1818	167 (9.2)	.63	20 (1.1)	1.24	626	39 (6.2)	.42	-	-
9.	Kerala	503	32 (6.4)	.68	7 (1.4)	1.35	95	8 (8.4)	.90	-	-
10.	Madhya Pradesh	1506	NA	NA	NA	NA	359	NA	NA	NA	NA
11.	Maharashtra	4204	164 (3.9)	.62	32 (0.8)	.11	683	51 (7.5)	1.20	10 (1.5)	0.20
12.	Meghalaya	-	-	-	-	-	-	-	-	-	-
13.	Orissa	507	NA	NA	NA	NA	110	NA	NA	NA	NA

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14. Punjab	1162	122 (10.5)	.43	-	-	258	1 (0.4)	0.02	-	-
15. Rajasthan	1048	36 (3.4)	.21	3 (0.3)	.02	214	NA	NA	NA	NA
16. Tamilnadu	1476	149 (10.1)	.57	-	-	298	22 (7.4)	0.42	-	-
17. Uttar Pradesh	9083	757 (8.3)	.38	5 (0.1)	.45	1655	12 (0.07)	0.03	-	-
18. West Bengal	559	112 (20.0)	1.01	-	-	284	NA	NA	NA	NA
19. Delhi	-	-	-	-	-	134	24 (17.9)	1.15	3 (2.2)	-
ALL INDIA										
GRAND TOTAL	27183	1643 (6.0)	0.40	121 (0.4)	0.05	5776	161 (2.8)	0.19	21 (0.4)	0.05

APPENDIX-11

STATEWISE S.C. & S.T. STUDENTS ENROLMENT TOTAL
ENROLMENT ACCORDING TO FACULTY FOR THE YEAR 1977-78.

.....

VETERINARY SCIENCE

Graduate level

Postgraduate level

S. No.	Name of the State/ Union Territory	Graduate level					Postgraduate level				
		Total	SC	CE	ST	CE	Total	SC	CE	ST	CE
1	2	3	4	5	6	7	8	9	10	11	12
1.	Andhra Pradesh	488	NA	NA	NA	NA	66	NA	NA	-	-
2.	Assam	255	NA	-	NA	-	42	-	NA	-	NA
3.	Bihar	261	18 (6.9)	.46	5 (1.9)	.22	43	-	NA	-	NA
4.	Gujarat	161	25 (15.5)	2.22	9 (5.6)	.40	10	-	-	-	-
5.	Haryana	198	19 (10.1)	.53	-	-	61	-	-	-	-
6.	Himachal Pradesh	-	-	-	-	-	-	-	-	-	-
7.	Jammu & Kashmir	-	-	-	-	-	-	-	-	-	-
8.	Karnataka	614	25 (4.1)	.28	10 (1.6)	1.30	204	7 (3.4)	.23	-	-
9.	Kerala	191	7 (3.7)	0.40	4 (2.1)	2.02	38	-	-	-	-
10.	Madhya Pradesh	390	NA	NA	NA	NA	70	-	-	-	-
11.	Maharashtra	660	77 (11.7)	1.87	47 (7.1)	0.94	84	4	.77	-	-
12.	Meghalaya	-	-	-	-	-	-	-	-	-	-
13.	Orissa	185	NA	NA	NA	NA	19	NA	NA	NA	NA
14.	Punjab	239	NA	NA	↓	-	41	-	-	-	-

15. Rajasthan	302	NA	NA	NA	NA	22	-	-	-	-
16. Tamilnadu	752	140 (18.6)	1.05	-	-	78	3 (3.9)	.22	-	-
17. Uttar Pradesh	463	13 (2.8)	0.13	-	-	133	NA	NA	NA	NA
18. West Bengal	376	NA	NA	NA	NA	15	-	NA	-	NA
19. Delhi	-	-	-	-	-	-	-	-	-	-
ALL INDIA GRAND TOTAL	5526	324 (5.6)	0.37	75 (1.4)	0.19	926	14 (1.5)	0.10	-	-

Source: Data supplied by universities and colleges.

APPENDIX-12

STEWISE S.C. & S.T. STUDENTS ENROLMENT TO TOTAL
ENROLMENT ACCORDING TO FACULTY FOR THE YEAR 1977-78

L A W

S.No.	Name of the State/Union Territory	<u>Graduate level</u>					<u>Postgraduate level</u>				
		Total	SC	CE	ST	CE	Total	SC	CE	ST	CE
		3	4	5	6	7	8	9	10	11	12
1.	Andhra Pradesh	2894	139 (4.8)	.36	12 (0.4)	0.08	25	-	-	-	-
2.	Assam	3643	125 (3.4)	.59	790 (21.7)	1.52	21	-	-	-	-
3.	Bihar	7792	239 (3.1)	.21	255 (3.3)	.38	18	-	-	-	-
4.	Gujarat	12848	1135 (8.8)	1.26	276 (2.2)	.16	285	8 (2.8)	0.40	-	-
5.	Haryana	990	NA	NA	NA	-	18	NA	-	-	-
6.	Hinachal Pradesh	336	NA	NA	NA	NA	9	-	-	-	-
7.	Jammu & Kashmir	694	2 (0.3)	0.04	-	-	-	-	-	-	-
8.	Karnataka	9964	1295 (13.0)	0.89	111 (1.1)	1.24	66	-	-	-	-
9.	Kerala	2123	179 (8.4)	0.90	18 (0.9)	.87	26	3 (11.5)	1.23	-	-
10.	Madhya Pradesh	13837	498 (3.6)	0.26	229 (1.7)	.07	107	-	-	-	-
11.	Maharashtra	24076	2015 (8.4)	1.34	480 (2.0)	.26	701	16 (2.3)	0.37	4 (0.6)	0.08
12.	Meghalaya	476	NA	NA	NA	-	NA	-	-	-	-
13.	Orissa	2904	3 (0.1)	0.01	6 (0.2)	.01	16	-	-	-	-

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14. Punjab	1628	45 (2.8)	0.12	-	-	19	-	-	-	NA
15. Rajasthan	11584	314 (2.7)	0.17	146 (1.3)	0.11	210	16 (7.6)	0.46	-	-
16. Tamilnadu	3639	NA	NA	NA	NA	102	NA	NA	NA	NA
17. Uttar Pradesh	383	2886 (7.5)	.35	14 (0.04)	.18	710	NA	NA	NA	NA
18. West Bengal	12982	1544 (11.)	.60	515 (4.0)	.59	-	NA	NA	NA	NA
19. Delhi	3137	NA	NA	NA	-	-	-	NA	-	-
ALL INDIA										
GRAND TOTAL	153870	10419 (6.8)	0.45	2852 (1.9)	0.25	2333	43 (1.8)	0.12	4 (0.2)	0.03

Source: Data supplied by universities and colleges.

APPENDIX-13

STATE-WISE S.C. & S.T. STUDENTS ENROLMENT TO TOTAL
ENROLMENT ACCORDING TO FACULTY FOR THE YEAR 1977-78

Q T H E R S

S. No.	Name of State/ Union Territory	<u>Graduate level</u>					<u>Post Graduate level</u>				
		Total	SC	CB	ST	CE	Total	SC	CB	ST	CE
1	2	3	4	5	6	7	8	9	10	11	12
1.	Andhra Pradesh	286	5 (1.7)	.13	1 (0.4)	.08	57	-	-	-	-
2.	Assam	35	3 (8.6)	1.49	1 (2.9)	20	-	-	-	-	-
3.	Bihar	77	-	-	-	-	-	-	-	-	-
4.	Gujarat	153	NA	NA	-	NA	214	2 (0.8)	.13	-	-
5.	Haryana	337	7 (2.1)	0.11	-	-	56	2 (3.6)	.09	-	-
6.	Himachal Pradesh	-	-	-	-	-	18	-	-	-	-
7.	Jammu & Kashmir	25	-	-	-	-	-	-	-	-	-
8.	Karnataka	380	11 (2.9)	0.20	5 (1.3)	1.46	176	-	-	-	-
9.	Kerala	48	2 (4.2)	0.45	-	-	71	1 (1.4)	-	-	-
0.	Madhya Pradesh	1185	42 (3.5)	0.25	-	-	409	-	NA	-	NA
1.	Maharashtra	1979	689 (34.8)	5.56	24 (1.2)	0.16	718	1 (0.1)	0.02	1 (0.1)	17
2.	Meghalaya	-	-	-	-	-	-	-	-	-	-
3.	Orissa	19	-	-	2 (10.5)	45	-	-	-	-	-
4.	Punjab	559	25 (4.5)	-	19	-	256	-	-	-	-

Contd.....

15. Rajasthan	41	-	-	-	-	-	-	-	-	-
16. Tamilnadu	558	32 (5.7)	.32	-	-	388	26 (6.7)	38	-	-
17. Uttar Pradesh	618	39 (6.3)	.29	-	-	229	14 (6.1)	.28	-	-
18. West Bengal	685	102 (14.9)	.75	-	-	474	12 (2.5)	.13	12 (2.5)	0.37
19. Delhi	251	21 (8.4)	.54	6	-	213	-	-	-	-
ALL INDIA GRAND TOTAL	7229	978 (13.5)	0.90	39 (0.5)	0.07	3279	58 (1.7)	0.11	13 (0.4)	0.05

Source: Data supplied by the Universities/colleges for the Year 1977-78.

Figures for non-responding institutions estimated.

Figures in parenthesis denote percentage.

APPENDIX-1A

Statement showing the position of S.C. & S.T.
Teachers according to the State-1977 - 78.

S. N.	Name of the State/U.T.	Total Staff	S.C.	% S.C. to Total	C.E.	S.T.	% S.T. to Total	C.E.
1	2	3	4	5	6	7	8	9
1.	Andhra Pradesh	14185	285	2.01	0.15	5	0.04	0.07
2.	Assam	5798	96	1.66	0.29	84	1.45	0.01
3.	Bihar	13788	52	0.38	0.03	130	0.94	0.11
4.	Gujarat	8454	133	1.58	0.22	22	0.26	0.02
5.	Haryana	4362	21	0.48	0.03	55	0.11	-
6.	Himachal Pradesh	891	24	2.69	0.12	3	0.34	0.08
7.	J & K	1861	10	0.57	0.07	-	-	-
8.	Karnataka	13092	318	0.43	0.17	71	0.54	0.61
9.	Kerala	10451	140	1.34	0.14	20	0.19	0.18
10.	Madhya Pradesh	9794	72	0.74	0.05	16	0.16	0.01
11.	Maharashtra	19374	492	0.54	0.41	98	0.51	0.07
12.	Meghalaya	863	2	0.23	0.92	275	31.87	0.38
13.	Orissa	5118	67	1.31	0.09	37	0.72	0.03
14.	Punjab	8422	132	1.57	0.06	2	0.02	0.15
15.	Rajasthan	6776	191	2.82	0.17	72	1.06	0.09
16.	Tamil Nadu	19304	338	1.85	0.10	14	0.08	0.07
17.	Uttar Pradesh	18856	43	0.23	0.01	2	0.01	0.05
18.	West Bengal	16617	191	1.15	0.06	33	0.20	0.03
19.	Delhi	6121	13	0.21	0.01	-	-	-
	All India/ Grand Total	183128	2621	1.43	0.10	889	0.49	0.07

NOTE: U.T.

Union Territory

C.E.

Co-efficient of Equality

Source:

Data supplied by colleges and Universities for the year 1977-78. Figures for non-responding institutions/colleges estimated.

STATE-WISE STATEMENT SHOWING PERCENTAGE OF S.C. & S.T. TEACHERS ACCORDING TO DESIGNATION DURING -1977-78.

15

S.No.	Name of the State/Union Territory	Total	Principals				C.E.
			%age to total		SC	ST	
1	2	3	4	5	6	7	
1.	Andhra Pradesh	1313	-	-	-	-	
2.	Assam	173	-	3.47	-	0.24	
3.	Bihar	363	-	-	-	-	
4.	Gujarat	275	0.36	-	0.05	-	
5.	Haryana	117	-	-	-	-	
6.	Himachal Pradesh	25	8.00	-	0.34	-	
7.	Jammu & Kashmir	35	-	-	-	-	
8.	Karnataka	349	-	0.57	-	0.64	
9.	Kerala	376	1.70	-	0.18	-	
10.	Madhya Pradesh	337	-	-	-	-	
11.	Meghalaya	27	-	22.22	-	0.27	
12.	Maharashtra	590	1.02	-	0.16	-	
13.	Orissa	106	-	-	-	-	
14.	Punjab	209	2.39	-	0.10	-	
15.	Rajasthan	177	1.69	-	0.10	-	
16.	Tamilnadu	269	-	-	-	-	
17.	Uttar Pradesh	439	-	-	-	-	
18.	West Bengal	305	0.98	-	0.05	-	
19.	Delhi	63	-	-	-	-	
All India Grand Total		4348	0.53	0.32	0.04	0.04	

Note: Principals' column covers Vice-Principals, Directors also.

APPENDIX-15 A

STATE-WISE STATEMENT SHOWING PERCENTAGE OF S.C. & S.T. TEACHERS ACCORDING TO DESIGNATION DURING - 1977-78.

15 A

S.No.	Name of the State/Union Territory	Professors/Readers Total	Percentage to Total		C.E.	
			SC	ST	SC	ST
1	2	3	4	5	6	7
1.	Andhra Pradesh	1380	-	-	-	-
2.	Assam	323	-	1.24	22	-
3.	Bihar	1180	-	0.08	-	0.01
4.	Gujarat	1336	0.37	0.22	0.05	0.02
5.	Haryana	358	-	0.28	-	-
6.	Himachal Pradesh	86	-	-	-	-
7.	Jammu & Kashmir	390	-	-	-	-
8.	Karnataka	2103	0.71	0.52	0.05	0.58
9.	Kerala	1618	0.37	0.12	0.04	0.12
10.	Madhya Pradesh	1251	-	-	-	-
11.	Meghalaya	57	-	10.53	-	0.13
12.	Maharashtra	2925	1.44	0.07	0.23	0.01
13.	Orissa	726	0.55	-	0.04	-
14.	Punjab	763	-	-	-	-
15.	Rajasthan	797	0.75	-	0.05	-
16.	Tamilnadu	2676	0.56	-	-	-
17.	Uttar Pradesh	2294	0.04	-	-	-
18.	West Bengal	1170	0.77	-	-	-
19.	Delhi	1766	0.14	-	-	-
All India Grand Total		22149	0.49	0.12	0.03	0.02

Note : Professors/Readers column covers Associate Professors also.

**STATE-WISE STATEMENT SHOWING PERCENTAGE OF S.C. & S.T.
TEACHERS ACCORDING TO DESIGNATION DURING - 1977-78.**

16

S.No.	Name of the State/Union Territory	Total	Asstt. Professors/Lecturers			
			Percentage to Total		C.E.	
1	2	3	SC	ST	SC	ST
			4	5	6	7
1.	Andhra Pradesh	4470	1.45	0.04	0.11	0.01
2.	Assam	4821	1.78	1.49	0.31	0.10
3.	Bihar	9844	0.45	1.05	0.03	0.12
4.	Gujarat	5198	2.17	0.19	0.31	0.01
5.	Haryana	3423	0.35	0.06	0.02	-
6.	Himachal Pradesh	724	2.76	0.41	0.12	0.10
7.	Jammu & Kashmir	1304	0.46	-	0.06	-
8.	Karnataka	9471	3.13	0.56	0.21	0.63
9.	Kerala	7703	1.36	0.16	0.15	0.13
10.	Madhya Pradesh	7180	0.96	0.22	0.07	0.01
11.	Maharashtra	13415	3.16	0.68	0.50	0.09
12.	Meghalaya	723	0.28	34.02	1.12	0.41
13.	Orissa	4010	1.57	0.92	0.10	0.04
14.	Punjab	6415	1.70	0.03	0.07	0.23
15.	Rajasthan	5203	3.44	1.38	0.21	0.11
16.	Tamilnadu	9950	1.96	-	0.11	-
17.	Uttar Pradesh	15092	0.27	0.01	0.01	0.05
18.	West Bengal	13921	1.24	0.24	0.06	0.04
19.	Delhi	4858	0.25	-	0.02	-
	All India Grand Total	127725	1.58	0.59	0.10	0.08

Note : Assistant Professors/Lecturers column covers Senior Lecturers also.

STATE-WISE STATEMENT SHOWING PERCENTAGE OF S.C. & S.T. TEACHERS ACCORDING TO DESIGNATION DURING - 1977-'78.

S.No.	Name of the State/Union Territory	Total	ASSTT. Lecturer/Jr.Lecturers		C.E.	
			%age to Total SC	%age to Total ST	SC	ST
1	2	3	4	5	6	7 7
1.	Andhra Pradesh	5927	2.77	0.05	0.21	0.01
2.	Assam	39	-	-	-	-
3.	Bihar	46	-	-	-	-
4.	Gujarat	229	1.31	-	0.19	-
5.	Haryana	12	-	-	-	-
6.	Himachal Pradesh	2	-	-	-	-
7.	Jammu & Kashmir	3	-	-	-	-
8.	Karnataka	20	-	-	-	-
9.	Kerala	213	1.88	0.94	0.20	0.90
10.	Madhya Pradesh	36	2.78	-	0.20	-
11.	Maharashtra	403	2.23	0.25	0.36	0.13
12.	Meghalaya	-	-	-	-	-
13.	Orissa	-	-	-	-	-
14.	Punjab	77	14.29	-	0.59	-
15.	Rajasthan	37	-	-	-	-
16.	Tamilnadu	317	1.58	-	0.09	-
17.	Uttar Pradesh	235	-	-	-	-
18.	West Bengal	209	0.48	-	0.02	-
19.	Delhi	6	-	-	-	-
All India		7811	2.53	0.08	0.17	0.01
Grand Total						

APPENDIX-17

STATE-WISE STATEMENT SHOWING PERCENTAGE OF S.C. & S.T. TEACHERS ACCORDING TO DESIGNATION DURING - 1977-78.

S.No.	Name of the State/ Union Territory	Total	Others		CE	
			%age to Total		SC	ST
			SC	ST	SC	ST
1.	Andhra Pradesh	2095	2.67	-	0.20	-
2.	Assam	442	1.36	1.36	0.24	0.10
3.	Bihar	2355	0.34	1.10	0.02	0.13
4.	Gujarat	1416	0.78	0.64	0.11	0.05
5.	Haryana	452	1.99	0.44	0.11	-
6.	Hizachal Pradesh	54	3.70	-	0.16	-
7.	Jammu & Kashmir	129	3.10	-	0.38	-
8.	Karnataka	1150	0.70	0.43	0.05	0.48
9.	Kerala	741	2.97	0.54	0.32	0.52
10.	Madhya Pradesh	990	0.20	-	0.01	-
11.	Maharashtra	2041	0.54	0.20	0.09	0.03
12.	Neghalaya	56	-	30.36	-	0.36
13.	Orissa	276	-	-	-	-
14.	Punjab	958	0.73	-	0.03	-
15.	Rajasthan	562	0.53	-	0.03	-
16.	Tamilnadu	5092	2.42	0.27	0.14	0.04
17.	Uttar Pradesh	796	0.25	-	0.01	-
18.	West Bengal	1012	0.59	-	0.03	-
19.	Delhi	478	-	-	-	-
All India Grand Total		21095	1.33	0.41	0.09	0.05
ALL INDIA		<u>Total Staff</u>	<u>% to Total</u>		<u>CE</u>	<u>SC & ST</u>
		<u>SC</u>	<u>ST</u>	<u>SC</u>	<u>ST</u>	
		183128	1.43	0.49	0.10	0.07 1.92

NOTE: Others: Column covers Tutors/Demonstrators/Instructors etc.

Source: Data received from the Colleges & Universities for the year 1977-78.

Figures for no-responding institutions/Colleges estimated.

APPENDIX-18

STATE-WISE PERCENTAGE POSITION OF SCHEDULED CASTE
STAFF MEMBERS ON NON-TEACHING LINE-CATEGORY-WISE
1977-78

NON-TEACHING STAFF

S.No.	Name of the State	Admini- strative	Library	Workshop	Medical Services	Class IV	Total Staff
1.	2	3	4	5	6	7	8
1.	A.P.	7.14	11.41	6.33	-	18.35	14.12
2.	Assam	0.83	4.44	3.57	-	4.56	3.34
3.	Bihar	1.78	1.76	5.01	6.45	9.38	6.29
4.	Gujarat	6.27	2.71	8.53	2.29	16.01	11.59
5.	Haryana	2.92	8.27	11.88	5.56	28.62	16.79
6.	H.P.	12.28	-	17.31	42.86	37.11	26.68
7.	J & K	-	-	-	5.0	2.89	1.52
8.	Karnataka	3.43	1.87	5.12	7.89	15.77	8.96
9.	Kerala	2.75	2.43	5.17	-	9.82	5.23
10.	M.P	5.31	4.81	6.67	7.41	16.95	11.39
11.	Maharashtra	7.49	6.64	9.43	26.53	18.03	13.27
12.	Meghalaya	-	-	7.69	-	1.73	1.42
13.	Orissa	7.82	1.68	4.59	12.01	18.58	13.00
14.	Punjab	3.50	2.99	11.47	5.88	28.46	16.25
15.	Rajasthan	5.58	6.02	9.37	2.50	20.31	14.52
16.	Tamilnadu	7.03	3.60	15.40	6.25	30.54	16.00
17.	U.P.	1.55	2.58	3.80	6.20	18.75	11.16
18.	W.Bengal	5.49	3.43	3.07	11.11	13.61	10.13
19.	Delhi	7.39	1.70	6.93	-	16.10	10.06
	ALL INDIA	4.66	4.28	7.82	6.86	17.89	11.71

Source: Data supplied by Colleges/Universities
for the year 1977-78.

STATE-WISE PERCENTAGE POSITION OF SCHEDULED TRIBE
STAFF MEMBERS ON NON-TEACHING LINE-CATEGORY-WISE
1977-78.

NON-TEACHING STAFF

S.No.	Name of the State	Adminis- trative	Library	Workshop	Medical Services	Class IV	Total Staff
1	2	3	4	5	6	7	8
1.	Andhra Pradesh	-	-	1.90	-	2.00	1.35
2.	Assam	0.17	6.67	5.95	-	33.36	2.62
3.	Bihar	2.68	5.29	5.01	6.45	6.45	5.05
4.	Gujarat	1.37	1.16	1.90	2.29	7.63	4.89
5.	Haryana	0.20	0.36	0.20	-	0.56	0.38
6.	H.P.	-	1.02	-	-	-	0.27
7.	J & K	-	-	-	-	0.45	0.08
8.	Karnataka	0.70	0.80	0.82	1.53	2.03	1.32
9.	Kerala	0.50	-	-	-	0.15	0.07
10.	M.P.	0.90	0.74	1.45	-	2.22	1.64
11.	Maharashtra	1.64	3.10	2.34	-	3.81	2.99
12.	Meghalaya	65.31	56.10	23.08	66.67	64.00	61.21
13.	Orissa	0.57	4.20	1.25	-	9.01	5.31
14.	Punjab	0.58	-	-	-	-	0.21
15.	Rajasthan	1.39	2.01	3.06	-	4.87	3.63
16.	Tamilnadu	0.05	-	0.26	-	1.33	0.49
17.	U.P.	-	-	0.90	-	0.18	0.11
18.	West Bengal	0.54	0.62	1.23	-	1.47	1.12
19.	Delhi	0.68	-	0.15	-	1.42	0.85
	ALL INDIA	0.88	1.86	1.07	1.06	3.03	2.04

Source : Data supplied by Colleges/Universities for the year 1977-78.

APPENDIX-19

STATEMENT SHOWING THE POSITION OF S.C.&
S.T. TEACHERS DURING 1977-78.

State	University/Deemed to be University	Total Staff	SC	ST	% to Total	
					SC	ST
1	2	3	4	5	6	7
Andhra Pradesh	1. Andhra	4655	96	-	2.06	-
	2. Andhra Pradesh Agricultural	472	NA	NA	NA	NA
	3. Hyderabad	24	-	-	-	-
	4. Jawaharlal Nehru Technological	322	7	-	2.17	-
	5. Kakatiya	712	1	3	0.14	0.42
	6. Nagarjuna	1471	73	-	4.96	-
	7. Osmania	9985	45	-	1.13	-
	8. Sri Venkateswara	2488	63	2	2.53	0.08
	*9. Central Institute of English & Foreign Languages.	53	NA	NA	NA	NA
	Total	4185	285	5	2.09	0.04
Assam	10. Assam Agricultural	153	NA	NA	NA	NA
	11. Dibrugarh	1654	33	26	2.00	1.57
	12. Gauhati	3991	63	58	1.58	1.45
		Total:	5798	96	84	1.70
Bihar	13. Bhagalpur	1665	4	-	0.24	-
	13. Bihar	2661	NA	NA	NA	NA
	15. K.S. Darbhanga Sanskrit	309	NA		NA	NA
	16. Magadh	2153	31	3	1.44	0.14
	17. Mithila	2674	4	-	0.15	-

Contd.....

1	2	3	4	5	6	7
Bihar	18. Patna	1033	NA	NA	NA	NA
	19. Rajendra Agricultural	251	-	1	-	0.40
	20. Ranchi	2941	13	126	0.44	4.28
	21. Indian School of Mines *	101	-	-	-	-
	Total	13788	52	130	0.52	1.29
Gujarat	22. Bhavnagar	It came in to existance in 1978-79				
	23. Gujarat	3754	99	5	2.64	0.13
	24. Gujarat Agricultural	303	2	4	0.66	1.32
	25. Gujarat Ayurveda	213	NA	NA	NA	NA
	26. M.S.Univ.of Baroda	981	4	3	0.41	0.31
	27. Sardar Patel	499	2	1	0.40	0.20
	28. Saurashtra	1611	22	-	1.37	-
	29. South Gujarat	1032	4	9	0.39	0.87
	30. Gujarat Vidyapith*	61	NA	NA	NA	NA
	Total: Total:	8454	133	22	1.63	0.27
Haryana	31. Haryana Agricultural	360	-	3	-	0.83
	32. Kurukshetra	3333	15	-	0.45	-
	33. Maharishi Dayanand	669	6	2	0.90	0.30
	Total:	4362	21	5	0.48	0.11
Himachal Pradesh	34. Himachal Pradesh	891	24	3	2.69	0.34
	35. Himachal Pradesh	NA	-	-	-	-
	Total:	891	24	3	2.69	0.34

Contd.....

1	2	3	4	5	6	7
Jammu & Kashmir	36. Jammu	714	8	-	1.12	-
	37. Kashmir	1147	2	-	0.17	-
	Total:	1861	10	-	0.54	-
Karnataka	38. Bangalore	3650	116	23	3.18	0.63
	39. Karnatak	3882	56	11	1.44	0.28
	40. Mysore	4794	143	36	2.98	0.75
	41. Univ. of Agricultural Sciences	379	3	1	0.79	0.26
	42. Indian Institute of Science*	388	NA	NA	NA	NA
	Total:	13092	318	71	2.50	0.56
Kerala	43. Calicut	3413	77	8	2.26	0.23
	44. Cochin	198	-	-	-	-
	45. Kerala	6653	60	12	0.90	0.18
	46. Kerala Agricultural	187	3	-	1.60	-
	Total:	10451	140	20	1.34	0.19
Madhya Pradesh	47. Awadesh Pratap Singh	1041	4	2	0.38	0.19
	48. Bhopal	1063	NA	NA	NA	NA
	49. Indira Kala Sangeet	181	1	-	0.55	-
	50. Indore	868	7	-	0.81	-
	51. Jablpur	935	3	-	0.32	-
	52. Jawaharlal Nehru Krishi	903	NA	NA	NA	NA
	53. Jiwaji	1108	17	-	1.53	-
	54. Ravi Shankar	1345	16	5	1.19	0.37

1	2	3	4	5	6	7
Madhya Pradesh	55.Saugar	1174	13	5	1.11	0.43
	56.Vikram	1176	11	4	0.94	0.34
	Total:	9794	72	16	0.92	0.20
Maharashtra						
	57.Bombay	5457	57	-	1.04	-
	58.Konkan Krishi	154	NA	NA	NA	NA
	59.Mahatma Phule Krishi	294	7	-	3.38	-
	60.Marathwada	2579	146	16	6.14	0.67
	61.Marathwada Krishi	213	6	2	2.83	0.94
	62.Nagpur	3824	135	31	3.53	0.81
	63.Poona	3579	76	23	2.12	0.64
	64.Punjabrao Krishi	350	20	4	5.71	1.14
	65.S.N.D.T. Women's	580	-	-	-	-
	66.Shivaji	2499	45	22	1.80	0.88
	67.Tata Institute of Social Sciences*	45	-	-	-	-
	Total:	19374	492	98	2.56	0.51
Meghalaya						
	68.North Eastern Hill	863	2	275	0.23	31.97
	Total:	863	2	275	0.23	31.97
Orissa						
	69.Berhampur	856	27	7	3.15	0.82
	70.Orissa Univ. of Agril.& Technology	219	NA	NA	NA	NA
	71.Sambalpur	1357	18	12	1.33	0.88
	72.Utkal	2686	22	18	0.82	0.67
	Total:	5118	67	37	1.37	0.76

1	2	3	4	5	6	7
Punjab	73. Guru Nanak Dev	2346	29	2	1.24	0.09
	74. Punjab	3605	58	-	1.61	-
	75. Punjab Agricultural	635	NA	NA	NA	NA
	76. Punjabi	1836	45	-	2.45	-
Total:		8422	132	2	1.70	0.03
Rajasthan	77. Jodhpur	676	-	-	-	-
	78. Rajasthan	5183	191	72	3.69	1.39
	79. Udaipur	726	-	-	-	-
	80. Birla Institute of Technology & Science*	191	NA	NA	NA	NA
Total:		6776	191	72	2.90	1.09
Tamilnadu	81. Annamalai	374	3	-	0.80	-
	82. Madras	11705	218	14	1.86	0.12
	83. Madurai Kamraj	5003	104	-	2.08	-
	84. Perambignar Anna Univ of Technology	1145	13	-	1.14	-
	85. Tamilnadu Agricultural	77	NA	NA	NA	NA
	86. Gandhigram Rural Institute*					
Total:		18304	338	14	1.85	0.08
Uttar Pradesh	87. Agra	1788	2	-	0.11	-
	88. Aligarh Muslim	850	NA	NA	NA	NA
	89. Allahabad	1019	-	-	-	-
	90. Avadh	616	-	-	-	-

Contd.....

1	2	3	4	5	6	7
Uttar Pradesh	91. Banaras Hindu	1253	7	-	0.56	-
	92. Bundelkhand	428	2	-	0.47	-
	93. Chandra Sekhar Azad Univ. of Agril. & Tech.	197	NA	NA	NA	NA
	94. Garhwal	594	19	-	3.20	-
	95. G.B.Pant Univ. of Agril. & Tech.	313	-	-	-	-
	96. Gorakhpur	2691	4	-	0.15	-
	97. Kanpur	2593	-	-	-	-
	98. Kashi Vidyapith	101	NA	NA	NA	NA
	99. Kumaon	381	5	2	1.31	0.52
	100. Lucknow	1906	-	-	-	-
	101. Meerut	2110	4	-	0.19	-
	102. Narendra Deo Univ. of Agril. & Tech.	NA	NA	NA	NA	NA
	103. Rohilkhand	1076	-	-	-	-
	104. Roorkee	382	NA	NA	NA	NA
	105. Sampurnanand Sanskrit	522	NA	NA	NA	NA
106. Gurukul Kangri*	36	NA	NA	NA	NA	
Total:		18856	43	2	0.26	0.01
West Bengal	107. Bidhan Chandra Krishi	145	NA	NA	NA	NA
	108. Burdwan	2937	36	4	1.23	0.14
	109. Calcutta	11089	116	12	1.50	0.11
	110. Jadavpur	626	14	-	2.24	-
	111. Kalyani	195	NA	NA	NA	NA

Contd.....

1	2	3	4	5	6	7
West Bengal	112. North Bengal	1143	23	17	2.01	1.49
	113. Rabindra Bharati	244	NA	NA	NA	NA
	114. Visva-Bharati	238	2	-	0.84	-
	Total:	16617	191	33	1.19	0.21
Delhi	115. Delhi	4067	13	-	0.32	-
	116. Jawaharlal Nehru	334	-	-	-	-
	117. Indian Agricultural Research Instt.*	269	-	-	-	-
	118. Jamia Millia Islamia*	158	NA	NA	NA	NA
	119. School of Planning & Architecture*	1293	NA	NA	NA	NA
	Total:	6121	13	-	0.28	-
ALL INDIA GRAND TOTAL		183128	2621	889	1.54	0.52

* INSTITUTION DEEMED TO BE UNIVERSITY.

APPENDIX-20

SPECIAL COMPONENT PLAN OF STATE GOVERNMENTS FOR EDUCATIONAL DEVELOPMENT
OF SCHEDULED CASTES

(Rupees in Lakhs)

State	1980-85			1981-82		
	School Education Non-formal Educa- tion (Adult Educa- tion)	Higher Educa- tion	Technical Education	School Education Non-formal (Adult Educa- tion)	Higher Education	Technical Education
1	2	3	4	5	6	7
1. Andhra Pradesh	1227.80	180.00	-	153.387	50.40	-
2. Karnataka	1183.97	115.03	-	-	-	-
3. Kerala	900.00	-	190.00	10.50	-	0.80
4. Himachal Pradesh	420.00	-	-	80.00	1.00	-
5. Gujarat	556.00	-	60.00	63.00	-	10.00
6. Tripura	-	-	-	40.00	-	1.00
7. Uttar Pradesh	3000.00	-	200.00	600.00	-	34.00
8. Bihar	2860.00	-	-	600.00	-	-
9. Madhya Pradesh	1810.85	55.00	18.00	301.07	11.00	3.00
10. Rajasthan	1113.35	19.72	36.80	150.23	3.65	4.80
11. Maharashtra	871.50	-	9.00	144.87	-	3.00
12. Punjab	44.14	2.00	1.50	5.85	0.40	0.25
13. Haryana	-	-	-	193.94	-	-

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Construction of Youth Club Building:

Constructions of Youth Club Buildings may be undertaken in places where there are more than 50% of Scheduled Caste members in the Youth and Yuvathi Clubs, without insisting for public contributions. The actual building cost or not more than Rs.10,000 may be paid for each youth club building for the benefit of Scheduled Castes for the year 1980-85, a sum of Rs.6.25 lakhs has been proposed to provide in the budget.

Sports and Games Coaching Camps: Sports and Games coaching camps will be undertaken for Scheduled Caste Member at District Level to training in different games and sports. The period of training may be for 15 days. For the year 1980-85, a sum of Rs.3.13 lakhs has been proposed to provide in the State budget.

Scheme for sanction of sports scholarships: It is proposed to give scholarships to Scheduled Caste boys and girls covering all schools and colleges including recognised private schools, colleges polytechnics and junior colleges and college under the University of Agricultural Sciences in Karnataka except Engineering and Medical Colleges, for proficiency in sports and games. The maximum amount that could be given for each beneficiary would be Rs.750 per annum. If more persons are coming forward seeking, scholarships, the names will be sent to National Institute of Sports, Bangalore/Patiala. During 1980-85, a sum of Rs.1.88 lakhs has been proposed to provide in the budget.

Supply of sports Kits and Equipments: The kits and equipments will be given to those who are outstanding sportsmen and women amongst Scheduled Caste and who get distinction at District level in any of the sports events. The actual cost of the kit should not exceed Rs.200 per month. The supply of materials may include uniform, shoes and other sports equipments required for sportsmen. For the year 1980-85, a sum of Rs.1.25 lakhs has been proposed to provide in the state budget.

Scheme of Karnataka Darshan: It is essential that youth leaders and yuvathi leaders belonging to Scheduled Caste located in rural areas are to be apprised and enlightened with regard to the progress achieved in the State in the field of agriculture industries, sports and games, cultural activities, etc. Hence, it is proposed to organise Karnataka Darshan for youth and yuvathi leaders belonging to Scheduled Caste community and arrange independent, state-wise tours at State level. The period of tour for Karnataka Darshan may not exceed 15 days for each group for year 1980-85, a sum of Rs.3.13 lakhs has been proposed to provide in the state budget.

Supply of Sewing Machines for Yuvathi Club Members:

Sewing machines will be supplied to scheduled Caste Yuvathi leaders free of cost. The decision for supply of sewing machines could be taken up by Youth clubs. Either individual machines may be supplied for improving their economic conditions or sewing machines may be supplied to Yuvathi Mandalis for imparting training to the Scheduled Caste Yuvathi Mandali Members. During the year 1980 - 85, a sum of Rs.1.50 lakhs has been proposed to be provided in the budget.

Development of play fields in Scheduled Caste colony: It is proposed to develop play fields in Scheduled Caste colonies in rural areas wherever lands are easily available. The funds will be provided for development of play fields and also for purchase of play equipments. The decision regarding location of play fields in harijan colonies will be taken up by District Youth Services Boards. For the year 1980-85, a sum of Rs.6.25 lakhs has been proposed in the budget.

Open Air Theatres and Gymnasia: It is proposed to construct open air theatres and gymnasia at the cost of Government wherever lands are easily available in the districts in harijan colonies. The scheme is proposed to be taken up at the rate of one in each district in the initial stages. The open air theatres will also serve as gymnasium. It is also proposed to supply both auditorium equipments and gymnasium equipments for the benefit of Scheduled Castes. During the year 1980-85, Rs.3.13 lakhs has been proposed in the budget.

Improvements to Harijan Colonies through Shramdan: There is need to impart training and to take up cleaning work etc. in harijan colonies with the help of the members of Youth clubs and Yuvathi Mandals. For the year 1980-85 a sum of Rs.31.25 lakhs has been proposed in the state budget.

Construction of community hall at Youth Hostel Kumbalgod:

It is proposed to construct a community Hall at Youth Hostel Kumbalgod at an estimated cost of Rs.5.00 lakh for the benefit of Scheduled Caste Youths and Yuvathies. The Hall will have auditorium dormitories, attached rooms etc. and this will accommodate the Scheduled Caste members for youth clubs and Yuvathi Mandals for training programmes in various cultural activities, sports, games, recreation and leadership trainings etc., Once this community Hall is constructed, it will serve not only for imparting training to Scheduled Caste members but also serve as a guest House for the Youth Leaders of Scheduled Caste. For the year 1980-85 a sum of Rs.31.25 lakhs has been proposed in the state budget.

Research Guidance and Counselling Bureau: It is proposed to start a Research guidance and Counselling Bureau for the Scheduled Caste Youths and Yuvathies to be established in State Head quarters, in the State Youth Centre building. It is proposed to conduct Research work on various socio-economic activities and development of Scheduled Caste Youth and Yuvathies in the rural areas. It is proposed for appointment of Research Assistants for undertaking research case-studies and programme analysis for working out economic progress for the benefit of Scheduled Caste, Youth and Yuvathi of the State. For the year 1980-85 a sum of Rs.6.25 lakhs has been proposed in the state budget.

Establishment of Medical Units: It is proposed to establish a medical unit at State Youth centre with qualified Medical Officer with a Compounder to assist at an estimated cost of Rs.40,000. This unit should keep a record of the health of the Scheduled Caste Youth Community, throughout the State and suggest ways and means of improving it. The medical staff will also visit the Scheduled Caste youth clubs and guide them with regard to their health problems, cleanliness etc., for the year 1980-85 a sum of Rs.2.50 lakhs has been proposed in the state sector.

Supply of Vehicles for organising sports and Games Activities: There is every need to revitalise the sports and games and recreational activities particularly in the harijan colonies. Unless vehicles are provided to the District Youth Services Officers, It is not possible to organise tournaments, games and sports in the rural areas for the benefit of Scheduled Caste community. Hence, it is proposed to purchase jeeps for each District to facilitate the District Youth Services Officers to reach the interior villages which are not being done at present. The jeeps may be purchased in a phased manner during different years under the special component plan for SC/ST. For the state budget, the year 1980-85 a sum of Rs.37.50 lakhs has been proposed in KERALA : (a) College Education in Kerala for Scheduled Caste:

Special incentive to talented students.

Special incentive grants are paid to Scheduled Caste students who fare well in sports, arts and public examinations like S.S.L.C., P.D.C. and Degree in first Class. The rate of this incentive varies from Rs.100/- to 150/- from S.S.L.C. to Degree Course. This encourages Scheduled Caste students to study well and score better marks in their examinations.

Cosmopolitan Hostels

A new Cosmopolitan Hostel for College students belonging to Scheduled Castes will be started during the year. The provision also includes the construction of a Cosmopolitan hostel building under 'capital works.' The expenditure for running the two Cosmopolitan hostels during the previous two years will also be met out of the outlay provided under the Scheme.

Welfare Hostels.

Three new Welfare Hostels for pre-matriculation students belonging to Scheduled Castes will be started under the scheme during this year. The provision includes the construction of two hostels buildings under 'Capital work'. Expenditure for running the Welfare Hostels started during last two year will also be met out of this provision.

Book Banks

Book banks are opened for the benefit of Scheduled Caste and Scheduled Tribe students in Medical and Engineering Colleges they find it difficult to purchase all the costly books required by them for their studies. The outlay in the share of the state and the matching central share will also be utilised the purpose.. Book Banks will be opened in the Cosmopolitan Hostels also. This scheme will cover the other professional colleges also in course of time.

Coaching and allied Schemes.

This is a Centrally Sponsored scheme. The outlay represents the State share of the Scheme. A new I.A.S. coaching centre will be started during the year. The expenditure in respect of the pre-examination Training Centre sanctioned at Trivandrum and other coaching/training programmes will also be met out of the provision. The matching Central share will also be utilised for running the above institutions.

(b) Technical Education

Starting of a Technological Institute

The Scheme aims at establishing a Technological Institute to give technological education to Scheduled Caste educated youths to find employment opportunities and get themselves self employed. A detailed project report is being prepared, based on which the institute will be started during the year.

GUJARAT: Education for Scheduled Caste:

Vigorous welfare measures have been taken over the years to improve the condition of these groups. Emphasis has been laid to raise their educational levels. Post matric scholarships are awarded to the students of the Scheduled Castes and Scheduled Tribes. At the end of the year, 45420 beneficiaries were given scholarships. However, finding that there was a high rate of stagnation and drop-outs in the primary sections of education steps were already initiated to award pre-matric scholarships benefitting 2063.00 pupils of Scheduled Castes and Scheduled Tribes. However, more backward among the Scheduled Castes like Bhangi, Senva, Nadia and Hadi etc. and Kotwalias Kolghas etc. among the Scheduled Tribes could not avail of the benefits of education. Therefore, cash incentives of Rs.140 for boys and Rs.190 for girls per annum and the foodgrains ranging from 5 kgs. to 20 kgs. are being granted to them in primary school classes.

To encourage the weaker section students to take education. Government is implementing a scheme for providing hostel accommodation. There are 13 hostels run by Social Welfare Department. In addition there are 651 hostels run by voluntary agencies on grant in aid basis. About 26575 inmates are taking benefits of the grant-in-aid hostels. The voluntary agency is paid Rs.1500/- as grant in aid for the first year. In addition, Rs.75/- p.m. for ten months per students is granted towards maintenance charges.

With a view to providing educational facilities to the weaker sections who are either residing in the interior areas, or where it is not possible for them to avail of the normal facilities.

Government provides grant-in-aid to the voluntary agencies to run Ashram Shalas. In respect of Ashram Shalas, Government provides 100% grant for the recurrent expenditure and 90% of the non-recurrent expenditure. The expenditure per Ashram Shala per year comes to approximately Rs.96,000/-. There are at present 220 Ashram Shalas wherein 21114 students are taking benefit. General and Technical Education Rs.556 lakhs and Rs.50 lakhs respectively are earmarked for the 1980-85 (Five Year Plan).

Besides these two programmes, the scheme of setting up of 70 community centres will provide follow up services to literates as these centres will be equipped with a reading room, library and audio visual aids. It will help in checking lapses into illiteracy.

Higher Education in Madhya Pradesh

Under the Collegiate Education, the following schemes are proposed for the harijan students. It may be mentioned that other facilities under this sector already help the scheduled caste students in their studies.

	(Rs. in lakh)		Total
	1980-85		
	From State Plan	Share from University grants.	
1. Additional rooms in the Hostels for the Scheduled Castes.	5.00	15.00	20.00
2. Free supply of books to scheduled castes	4.00	4.00	8.00
3. Special coaching facilities	2.00	2.00	4.00
Total	11.00	21.00	32.00

Technical Education

As per rules, 16 per cent seats in the technical education institutions of the State are reserved for the admission of scheduled caste students. Besides these facilities, 2 more facilities are proposed to be provided to the scheduled caste students.

	(Rs. in lakh)	
	1980-85	1981-82
1. Provision of Drawing material and stationery to students	9.80	1.96
2. Teacher-parent scheme	5.20	1.04
3. Book Bank	3.00	

Employment Promotion Training Programmes

Rural Industrial Training Institutes shall also be opened which will provide training for self employment schemes within a short duration of time. After training suitable assistance will be given for establishing the trained persons in gainful employment independently.

Under craftsmen training programme labour and employment, ~~rather oriented~~ trades in the existing ITIs will be introduced, the benefit of which would exclusively go to the scheduled castes.

RAJASTHAN: Non-formal Education in Rajasthan:

1200 non-formal education centres were ongoing during the year 1980-81 and 1200 new centres were opened during the year. Aid to Voluntary agencies was also given to the tune of Rs.2.98 lakhs to enable them to run 200 centres, all in Scheduled Castes are running in Scheduled Castes localities. During the year, 1981-82 it is proposed to open 200 centres, all in Scheduled Castes localities. The target for the Sixth Plan period is 15200 centres out of which 68% will be in Scheduled Castes localities. In financial terms, Rs.278.88 lakhs out of a provision of Rs.408.71 lakhs has been earmarked for the component plan.

Incentives

Under the incentives programme, free books and uniforms are provided to Scheduled Castes/Tribes students. For the Sixth Five Year Plan and the Annual Plan, 1981-82 the provision under SCP is Rs.293.00 lakhs and Rs.43.32 lakhs respectively. The beneficiaries during the same period will be 9.97 lakhs and 180 lakhs respectively.

Adult Education

The adult education centres are also opened in the Scheduled Castes localities. This programme has been designed to benefit at least 60% scheduled castes' population but they are not availing of it. An attempt is, therefore, being made to attract more scheduled caste population towards adult literacy programmes.

It has been observed that the enrolment of scheduled castes students is very much below the State average and the drop out rate is very high. The State Education Department would undertake measures and programmes to bridge the existing lag.

Higher Education

The medical and Health Programmes/schemes are largely indivisible as the benefits of these schemes/programmes are also available to the members of the Scheduled Castes along with all others. Only training and education programmes under medical and Health Sector have been identified where Scheduled Castes can be specifically benefitted.

During the Sixth Five Year Plan, a provision of Rs.1740 lakhs has been made for the programme of training of compounders, Radio-graphers and Laboratory Assistants, out of which 16% i.e. Rs.2.78 is earmarked for the Scheduled Castes trainees and forms part of the SCP. For Medical Education (Collegiate Branch), Rs.246.75 lakhs have been provided for the Sixth Plan period out of which Rs.19.72 lakhs is proposed under the SCP. This is based on 8% of the seats in the colleges being reserved for Scheduled Castes students. This percentage is low because eligible candidates are not available even upto this limit.

The total beneficiaries from Scheduled Castes under training programme of paramedical staff would be 23 while 44 seats have been reserved for Scheduled Caste Candidates out of 550 seats in all the medical colleges of the State. Thus, the total beneficiaries during the Sixth Plan period would be 92 under Para-medical Training and 220 under Medical Education.

95% of these centres are running in Scheduled Castes localities. During the year, 1981-82 it is proposed to open 200 centres.

MAHARASHTRA: Setting up of Adult Education Centres: There are ~~absent~~ present about 4,100 Centres started by Government during 1979-80. The same will be continued during plan period. An expenditure of each Centre is estimated to Rs. 120. This expenditure includes supervisors salary and their T.A. and Contingency. One supervisor is appointed for 30 centres.

The details of the scheme in question are as under:-
(54 per cent of Special Component Plan) (Rs. in lakhs)

Year	Financial Implication	
	outlay for the scheme	Outlay for Special Component Plan.
1980-81	30.05	16.23
1981-82	38.76	20.93
1982-85	194.30	104.92

Follow up Programme (Libraries for New Literates): Since the launching of the Adult Education Programme all over the country, it is imperative to make efforts to retain Literacy, of the Neo-Literates and ensure that they do not relapse into Illiteracy. Adult Education implies a process of confirming Education.

Thus it is necessary to open Libraries for Neo-literates.

At present there are 2125 Libraries. An estimated cost is Rs.300 per Library per year.

The details of the Scheme in question are as under:-
(54 per cent of Special Component Plan)
(Rs. in lakhs)

Year	Financial Implication	
	Outlay for the scheme	Outlay for Special Component Plan
1980-81	4.08	2.20
1981-82	4.72	2.53
1982-85	22.80	12.27

Non-Formal Education Programme for the age-group 15-25:-

To cover the maximum number of illiterates Adult and as per Government of India's guidelines, the programme of Non-Formal Education was expanded from 100 to 300 centres in 1979-80 in Wardha and Beed District, which are 100 per cent Centrally sponsored. Accordingly to share the equal responsibility and on the same analogy, Government of Maharashtra Have started 600 Centres in Pune and Rathagiri Districts from the State Fund.

The details of the Scheduled in question as under:-
(54 per cent of Special Component Plan)
(Rs. in lakhs)

Year	Financial Implication	
	Outlay for the Scheme	Outlay for Special Component Plan
1980-81	8.24	4.44
1981-82	9.06	4.89
1982-85	47.69	25.76

Training of Functionaries:- Adult Education programme is being implemented all over the State since 1978-79. For effective implementation of this well planned programme, it is essential that the machinery involved in the programme is well qualified, well trained, and well conversant with the programme to be under taken. Thus, the training, is essential to the staff.

Facilities for College education for Scheduled Tribe Students.

SSAM

The allocation in respect of Assistance to Non-Government Art College is Rs.78.00 lakhs for 1980-85 and Rs.15.00 lakhs for 1981-82.

IHAR

The outlay proposed for University education is Rs.508. Rs.308.21 lakhs for 1980-85 and Rs.52.19 lakhs for 1981-82. A sum of ; Rs.120 lakhs is proposed for spill-over campus development programmes, development of colleges and post-graduate teaching, creation of 50 posts of teachers and other staff in the university departments, constituent and affiliated colleges. Other programmes include student welfare programmes, strengthening of University Administration, continuation of merit and merit-cum-poverty scholarships in 1980-85 etc.

JARAT

A sum of Rs.30 lakhs is proposed for development of oriental and local languages, coaching institute, career counselling management development and tribal languages academy. In 1981-82, Rs.5.23 lakhs are proposed to be spent.

JARAT

It is envisaged to extend special coaching classes for weak students to almost all the colleges in tribal areas with an allocation of Rs.1.00 lakh during the plan period.

The allocation in respect of State share towards colleges development schemes is to the extent of Rs.1.00 lakh during the year 1981-82.

The allocation in respect of development sector for University Sector is Rs.27.50 lakhs for 1980-85 and Rs.2.50 lakhs for 1981-82.

RALA

Free supply of Text books, uniforms, calculators, instruments etc. are supplied to Scheduled Tribe students in the Engineering Colleges, Polytechnics and Junior Technical Schools.

P.

It is proposed to set up, with the help of University Grants Commission, 3 autonomous colleges in 3 regions, one of which will be for women. Special faculty development will be planned in collaboration with Universities like Shantiniketan, J.N.U. and Delhi University. There is proposal for augmenting and improving hostel facilities at the college level, rather than creating + for sub-plan Area is Rs.240.00 lakhs for 1980-85 and Rs.71.14 lakhs for 1981-82.

+ non-divisible institutions. The flow of fund in respect of Collegiate Education2/-

MANIPUR

In order to provide facilities to meet the advanced educational needs of the State, as a step in this direction, a University is being established in the Sixth Plan Period. An amount of Rs.250.00 lakhs has been earmarked for the establishment of the Manipur University during 1980-85 out of which Rs.52.00 lakhs would be spent during 1981-82.

ORISSA

1

The allocation in respect of opening of new non-Govt. Colleges, expansion of the existing 6 Government and 14 non-Govt. Colleges and completion of 15 small and large Education Building is Rs.376.78 for 1980-85 and Rs.59.69 lakhs for 1981-82.

The outlay proposed for promoting physical education in 400 High Schools and 21 Colleges is Rs.67.40 lakhs for 1980-85 and Rs.9.10 lakhs for 1981-82.

RAJASTHAN

A sum of Rs.27.10 lakhs has been provided for college education during 1980-85 which include 8 new subjects to be introduced, strengthening of staff, improvement of libraries, students welfare activities etc. During 1981-82, a provision of Rs.3.23 lakhs has been made for the introduction of one new subject, strengthening of staff and NSS programmes.

TRIPURA

A provision of about Rs.1.00 lakhs is made for 1981-82 to send selected Graduate/Under Graduate tribal students to coaching centres, where they could be imparted necessary skill to appear in the All-India Competitive tests for Central Services, N.D.A. etc.

GOA DAMAN
& DIU

The outlay proposed in respect of granting free text books and stationery to collegiate tribal students is Rs.2,45,000 for 1981-82.

The allocation for providing free uniforms to high school and collegiate students will be of the order of Rs.6,75,000 for the year 1981-82.

IDENTIFIED OCCUPATIONS OF SCHEDULED CASTES

Sl. No.	Class	Population	Name of communities	State/Union Territory and where they are found
1	2	3	4	5
1.	Leather workers	2,04,69,000	Bais, Bambhi, Bela, Chakkilayam, Chammar, Chandal, Dhor, Dehar, Holdar, Valhar, Mang, Pagodal, Samgar, Ramagar, Sarki.	Rajasthan, Gujarat, Karnataka, Maharashtra, U.P., Delhi, West Bengal, Tamil Nadu, Pondicherry, Andhra Pradesh, Bihar, Orissa, Punjab, Haryana, Himachal Pradesh, Tripura, Jammu Kashmir.
2.	Weavers . . .	47,08,027	Baiti, Balhhi, Balhi, Bnuviar, Bind, Chaupal, Chidar, Ganda, Gands, Julaha, Kabirpanthi, Koli, Kori, Kuli, Koliyan, Mahara, Mahyavanshi, Malasale, Megh, Meghwal, Pan, Pne, Pankha Pantanti, Pantratanti, Salvi, Vankar.	West Bengal, Madya Pradesh, Maharashtra, Rajasthan, Uttar Pradesh, Delhi, Tamil Nadu, Bihar, Orissa, Himachal Pradesh, Punjab, Andhra Pradesh, Gujarat, Karnataka, Dadra & Nagar Haveli, Kerala, Jammu & Kashmir.
3.	Fisheries . . .	30,25,916	Bangapa, Begheti, Baghuti, Bewar, Kanda, Kandara, Kairhratha, Kest, Kayet, Mallah, Parvan, Raini, Pod, Poundra, Tiyyar, Kaukani, Tier, Dalkeet.	West Bengal, Madhya Pradesh, Manipur, Tripura, Manipur, Orissa, Assam, Delhi, Tamil Nadu, Karnataka, Kerala, Assam,
4.	Teddy Tapping making and rearing etc.	25,79,426	Dhankia, Chusurai, Handi, Jogi, Pasi, Siyal.	Rajasthan, Orissa, Karnataka, Bihar, Gujarat, Maharashtra, Madhya Pradesh, Punjab, UP, West Bengal, Himachal Pradesh, Delhi.

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5. Basket, Mat and rope making.	19,79,858	Bansaphod, Banopher, Bantar, Barahar, Barar, Barwaha, Basod, Basor, Bind, Dome, Dom, Karenga, Loochband, Malayan, Mang, Garaneha, Godagali, Mavilan, Mavakayena, Patiar, Behar, Semman, Shenava, Sirkhiband, Godru, Kaikadi.	Assam, Rajasthan, Madhya Pradesh, UP, West Bengal, Bihar, Punjab, Himachal Pradesh, Jammu & Kashmir, Andhra Pradesh, Tamil Nadu, Maharashtra, Karnataka, Orissa, Delhi, Kerala, Gujarat.
6. Washing of cloth as dyer and Printers.	17,54,476	Chimba, Dhobi, Dheba, Mannam, Duthirai, Vannan.	Himachal Pradesh, Assam, Bihar, Gujarat, J&K, Madhya Pradesh, Nagaland, Orissa, Rajasthan, U.P., West Bengal, Delhi, Manipur, Kerala, Tamil Nadu.
7. Scavengers and sweepers	14,18,000.	Bhanghi, Mehtar, Chandal, Chambher, Chehm, Chura, Doon, Looma, Damne, Halalkhar, Hela, Majhabi.	Andhra Pradesh, Assam, Bihar, Gujarat, J&K, Madhya Pradesh, Kerala, Tamil Nadu, Maharashtra, Orissa, Punjab, U.P., Rajasthan, West Bengal, Himachal Pradesh, Karnataka.
8. Fine Metal works, Artisans & Ornaments & lac bangles.	4,08,580	Ghantar, Ghada, Ghantra, Laheri, Shilpkars, Sidhria, Siklioar.	Orissa, U.P., Punjab Delhi, Himachal Pradesh.
9. Fruit and vegetable sellers & dealers of milk products	5,17,132	Gour, Khatik.	Tripura, Madhya Pradesh, Maharashtra, Punjab, Rajasthan, U.P., West Bengal, Himachal Pradesh, Delhi.
10. Bone collection and shoe making.	3,64,155	Gavaria, Hapi, Nadia, Mochi, Munchi.	Rajasthan, Bihar, Gujarat, Orissa, Maharashtra, West Bengal, Uttar Pradesh, Karnataka.

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|---|----------|--|---|
| 11. Others (manu-
facturers of
liquors gold
washers floating
of timbers
spinners catachu
makers and mas-
onary works etc.) | 1,69,803 | Pahole, Daul., Katia,
Kharwas, Surasi
Silawat | Himachal Pradesh,
Madhya Pradesh,
Maharashtra, U.P.,
West Bengal,
Orissa. |
| 12. Drummers
Pottery pre-
paring of quilt
and vessal making. | 1,09,993 | Babgar, Dholi, Hira,
Khumbhar, Laban. | Bihar, Rajasthan,
U.P., West Bengal,
Madhya Pradesh,
Assam, Orissa. |
| 13. Lime and
seashell | 64,255 | Asgar, Mukri, Maniya,
Velan. | Maharashtra,
Gujarat, Karnataka,
West Bengal,
Kerala. |
| 14. Carpenters and
Ironsumiths etc. | 56,827 | Sutrudhar, Agariya,
Badhi, Nagalu, Dhogni,
Sipi. | Assam, West Bengal,
U.P., Madhya
Pradesh, Tripura,
Punjab. |

UNIVERSITY GRANTS COMMISSION

As on 1-3-1981.

Steps taken by the U.G.C. for providing facilities to the candidates belonging to Scheduled Castes, Scheduled Tribes etc.

The U.G.C. have taken the following measures for providing various facilities towards the award of scholarships/fellowships reservation of seats in the Universities and colleges and hostels, reservation for the posts of lecturers in the Universities and colleges etc.

1. (A) Junior Research Fellowships

*a) 2870 Junior Research Fellowships have been allocated to Universities/Institutions at any given time basis and 10% thereof are reserved for the scholars belonging to Scheduled Caste/Scheduled Tribes. These awards are made by the Universities/Institutions themselves.

(b) 50 Junior Research Fellowships are exclusively reserved for Scheduled Castes/Scheduled Tribes candidates in Science, Humanities including Social Sciences and these are directly awarded by the University Grants Commission.

2. Senior Research Fellowships.

Out of 100 Senior Research Fellowships awarded by the Commission on All India basis, 10% are reserved for Scheduled Castes/Scheduled Tribes candidates in Science, Humanities including Social Sciences. In addition to this, 20 Senior Research Fellowships are exclusively reserved for Scheduled Castes/Scheduled Tribes candidates.

3. Research Associateships for persons belonging to Scheduled Castes/Scheduled Tribes.

(a) Out of 50 positions available under this general Scheme, 10 per cent are reserved for Scheduled Caste/Scheduled Tribes Candidates.

(b) The U.G.C. has also instituted 20 Research Associateships exclusively for Scheduled Castes and Scheduled Tribes w.e.f. 1979-80. These will be awarded annually.

4. Post Graduate Scholarships in Science, Humanities including Social Sciences to the candidates belonging to Scheduled Caste/Scheduled Tribe/Backward Classes of the Border Hill Areas.

The Commission has instituted 25 scholarships to be awarded every year to students belonging to Scheduled Caste/Scheduled Tribe/Backward Classes of Border Hill Areas for undertaking postgraduate studies in Science, Humanities including Social Sciences.

5. Research Fellowships in Engineering and Technology.

Out of 60 research Fellowships in Engineering and Technology awarded annually on the All India basis by the Commission, 10 per cent are reserved for Scheduled Caste/Scheduled Tribes candidates.

6. The Scholarships for Post Graduate studies in Sanskrit/Pali/Prakrit/Aradhmagadi and Arabic/Persian

Out of 40 scholarships awarded annually for postgraduate studies in the above subject, 10 per cent are reserved for Scheduled Caste/Scheduled Tribe candidates. The Scheme is, however, now under review.

7. Post-graduate Scholarships for full-time LLM course.

Out of the 50 scholarships awarded every year for pursuing full time LLM courses, 10% have been reserved for Scheduled Caste/Scheduled Tribe candidates.

8. Reservation of Seats in the Universities/Colleges hostels for Scheduled Caste/Scheduled Tribe student

As per decision of the Commission, Universities/Colleges have been advised to provide reservation of 20% of seats in hostels for Scheduled Castes/Scheduled Tribes students, no matter for whether the hostels were constructed with assistance from the Commission or from other sources.

9. Reservation for admissions in Universities/Colleges

The University Grants Commission in January, 1973 invite the attention of the Universities to the guidelines issued by the Ministry of Education & Social Welfare requesting them to follow these. According to the arrangement, 20% of the seats are reserved for Scheduled Caste/Scheduled Tribe candidates and they are to be given a concession of 5% marks in the minimum percentage of marks required for admission to any course. A further relaxation in the marks in order of merit has been suggested to be made in order to fill 20% of reserved seats for Scheduled Castes and Scheduled Tribes.

10. Reservation in recruitment to the posts of Lecturers in Universities/Colleges.

The recommendations for providing reservations for Scheduled Castes/Scheduled Tribes for recruitment to the posts of Lecturers in Universities/Colleges have been communicated to the Universities and the State Governments. It is, however, primarily for the State Governments to see that these are followed.

11. Assistance to Arts, Sc. and Comm. and M.F. Colleges catering to the needs of SC/ST under the 6th Five Year Plan guidelines the UGC has decided to assist colleges having a minimum of 100 students U G degree and PG degree courses of whom at least 35 belonging to SC/ST and the assistance would be for schemes upto a ceiling of Rs. 4 lakhs. Further colleges with larger enrolment would be considered for Rs. 5 lakhs if the no of SC/ST students is not less than 20% of enrolment.

12 . Special cells in the Universities

On the basis of recommendations of the committee on Welfare of Scheduled Caste/ Scheduled Tribes the University Grants Commission has issued guidelines for the setting up of special cells in the Universities to ensure implementation of the orders regarding reservation for Scheduled Caste and Scheduled Tribe candidates in admission and recruitment as per guidelines issued by Government of India from time to time.

(APPENDIX-24)

**TOTAL POPULATION AND POPULATION OF SCHEDULED CASTES AND
SCHEDULED TRIBES AND THEIR PERCENTAGES TO TOTAL POPULATION (1971-Census)**

Name of the State/U.T. (1)	Total Population (2)	SCHEDULED CASTES Population (3)	% age (4)	SCHEDULED TRIBES Population (5)	% age (6)
All India	54,81,59,652	824,80,251	15.05	411,47,922	7.51
1. Andhra Pradesh	4,35,02,708	58,16,019	13.37	22,26,086	5.12
2. Assam	1,46,25,152	9,12,551	6.24	16,06,648	10.99
3. Bihar	5,63,53,369	83,85,572	14.88	49,32,771	8.75
4. Gujarat	2,66,97,475	18,90,011	7.08	37,56,700	14.07
5. Himachal Pradesh	34,60,434	8,07,608	23.34	1,41,647	4.09
6. Haryana	1,00,36,808	18,95,933	18.89	-	-
7. Jammu & Kashmir	46,16,632	3,81,277	8.26	-	-
8. Karnataka	2,92,99,014	42,77,161	14.60	2,62,070	0.89
9. Kerala	2,13,47,375	20,01,549	9.38	1,93,132	0.90
10. Madhya Pradesh	4,16,54,119	57,51,467	13.81	98,14,606	23.56
11. Maharashtra	5,04,12,235	31,77,181	6.30	38,40,658	7.62
12. Manipur	10,72,753	16,376	1.53	3,34,466	31.18
13. Meghalaya	10,11,699	3,887	0.38	8,14,230	80.48
14. Nagaland	5,16,449	-	-	4,57,602	88.61
15. Orissa	2,19,44,615	33,07,300	15.07	50,75,491	23.13
16. Punjab	1,35,51,060	33,48,217	24.71	-	-
17. Rajasthan	2,57,65,806	42,16,266	16.36	31,35,392	12.17
18. Sikkim	2,09,843	9,502	4.53	51,643	24.61
19. Tamil Nadu	4,11,99,168	73,37,876	17.81	4,50,473	1.09
20. Tripura	15,56,342	1,92,860	12.39	4,50,544	28.95
21. Uttar Pradesh	8,83,41,144	1,90,95,413	21.62	1,98,565	0.22
22. West Bengal	4,43,12,011	89,00,260	20.09	26,02,673	5.87
TOTAL (states)	54,14,86,211	8,17,24,292	15.09	403,45,397	7.45
UNION TERRITORIES					
1. Andaman & Nicobar Islands	1,15,133	-	-	18,179	15.79
2. Arunachal Pradesh	4,67,511	339	0.07	3,69,408	79.02
3. Chandigarh	2,57,251	29,073	11.30	-	-

	(1)	(2)	(3)	(4)	(5)	(6)
4. Dadra, Nagar Haveli	74,170	1,332	1.80	64,445	86.89	
5. Delhi	40,65,698	6,35,698	15.64	-	-	
6. Goa, Daman & Diu	8,57,771	16,514	1.93	7,654	0.89	
7. Lakshadweep	31,810	-	-	29,540	92.86	
8. Mizoram	3,32,390	82	0.02	3,13,299	94.26	
9. Pondicherry	<u>4,71,707</u>	<u>72,921</u>	<u>15.46</u>	-	-	
TOTAL (U.Ts.)	<u>66,73,441</u>	<u>7,55,959</u>	<u>11.33</u>	<u>8, 02,525</u>	<u>12.03</u>	

UNIVERSITY GRANTS COMMISSION

.....

SECRETARY

Bahadur Shah Zafar Marg
New Delhi-110002.

D.O.No.F.6-15/80(SCT).

4 July, 1981

Dear Vice-Chancellor:

The University Grants Commission has recently reviewed the State-wise position of actual admissions of students belonging to Scheduled Castes and Scheduled Tribes for various courses of studies in Universities and colleges. It is seen that at the undergraduate level, the actual enrolment of Scheduled Caste students has reached only 7.5% of the total students enrolled as against 15% fixed for them and in the case of Scheduled tribes students this coverage is only 1.6% as against the 5% reservation fixed for them by the Government. At the postgraduate level also, the position continues to be unsatisfactory, as the coverage of scheduled caste students is only 7.5% and scheduled tribe students 1.3%.

The Commission has in this context desired that the Universities and colleges should continue to make more intensified efforts to ensure that the reservation percentages prescribed by the Government of India for the admission of scheduled castes and scheduled tribes to various courses of studies are reached as quickly as possible.

The Commission would be grateful if you could personally look into this and make arrangements to see that all possible efforts are made to ensure the admission of all scheduled castes and scheduled tribes students who apply for various courses of studies by allowing 15% marks by way of concession to them. In case the reserved seats remain unfilled, a further relaxation in the marks may be given to them in order of merit inter se so that all the reserved seats are filled by SC/ST candidates. A reference is invited to Government of India guidelines vide F.1-159/72(CD) dated January 1, 1973 (Copy enclosed for ready reference).

Advice to this effect may also be given to the affiliated colleges as this is the admission period in most of the colleges/Universities.

With regards,

Yours Sincerely,

Sd/-
(R.K.Chhabra)

To

VCS of Universities and
Institutions deemed to be
Universities.

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

...

Meeting:

Date: 23rd June, 1982

Item No. 6.17: To consider a proposal received from Professor B. Bhat, Mahavir Chair of Jain Studies, Punjabi University, Patiala regarding the standards of traditional institutions of learning in India.

The Panel on Classical Languages at its meeting held on 21st & 22nd December, 1981 considered the suggestion of Prof. B. Bhatt regarding the standards of traditional institutions of learning and suggested that some modern components should be inducted into the syllabi followed by traditional Institutions. It further suggested that at least one or two teachers on their staff should be conversant with modern techniques of study and investigation. The University departments of Sanskrit should also have one or two traditional pandits in the teaching staff. In fact, there should be a close liaison between traditional institutions and university departments of Sanskrit on a continuing basis.

In this connection, it may be mentioned that the Panel on Philosophy has also been in favour of associating traditional pandits and in fact, at its meeting held on October 1, 1981, the Panel resolved that traditional scholars be brought to the main stream of university education.

The Commission may consider ways and means through which close liaison may be established between traditional institutions and University department of Sanskrit, Philosophy etc. and if the above suggestions may be brought to the attention of the Universities for implementation.

E.O. (HR.I/JS(HR))

SLK

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

Meeting:

Dated : 23rd-24th June 1982

Item No. 6.18: To consider further the proposal regarding the creation of a Technical Cell in the University Grants Commission in the light of the latest communication received from the Ministry of Education.

In pursuance to a recommendation of the Public Accounts Committee, the Commission appointed a Committee to review the existing procedure followed to approve and release funds for building projects in Universities and Colleges. The Report of this Committee was considered by the Commission and the Commission at its meeting held on 29th and 31st May, 1981 inter-alia agreed to the creation of a Technical Cell in the University Grants Commission as recommended by the Committee Annexure I. The Commission however felt that due to shortage of office accommodation, the Cell may, for the present, be located as a separate Unit in C.P.W.D. itself. As regards the functions of the Cell, the Commission resolved that apart from the norms etc. that may be suggested by it, the Cell may follow up the building plans of the Central Universities, Institutions deemed to be Universities and Delhi Colleges, as recommended by the Committee and later, it be considered whether its functions may be extended to the State Universities and Colleges.

2. A communication was addressed to the Ministry of Education and Culture on 1st July, 1981 (copy enclosed at Annexure-II). The Ministry of Education and Culture have replied (Annexure-III) that the matter was considered by them in consultation with the Directorate General of Works. The DG(Works) has stated that they are themselves short of accommodation and it was suggested that the proposed Cell should be located in the Commission's building, and in case the Commission needs additional accommodation, the Directorate of Estates will have to be approached. The D.G. (Works) has, however, agreed to make available certain staff from C.P.W.D., if so desired by the Commission. The D.G.(Works) has further suggested that the proposed Cell be manned by the following staff for the present:

1. Chief Engineer (Level-II)	Rs. 2250-2500	1
2. Senior Architect	Rs. 1500-2000	1
3. Steno Grade B (for Chief Engineer)	Rs. 425-700	2
4. Group D Staff	Rs. 196-232	2

The other staff like Executive Engineer, Assistant Engineer Architect, etc. may be made available later on, for full performance of the functions of the proposed Technical Cell (A copy of the communication received from Ministry of Education & Culture on 17-3-1982 is enclosed - Annexure-III).

The matter is placed before the Commission.

Annexure I to Item no.6.18

Extracts from the minutes of the 239th meeting of the University Grants Commission held on 29th May, 1981 and 31st May, 1981.

....

Item No.6.02 : To consider further the report of the committee constituted to review the existing procedure followed to approve and release funds for building projects for universities and colleges.

....

"The Commission considered the report of the committee constituted to review the existing procedure followed to approve and release funds for building projects for universities and colleges. While accepting the report 'in principle' the Commission desired that one of the following alternatives may be adopted for entrusting the construction work of the building projects of universities and colleges including planning, architectural design, structural design, estimates and construction work :

- (i) The work of planning, architectural design, structural design, estimates and construction work may be assigned to CPWD or a State PWD in toto as deposit work.
- (ii) The University may engage the services of a firm of architects for planning, architectural design, structural design, estimates and supervision of the construction work.
- (iii) The work of planning, architectural design, structural design and estimates may be attended to by a firm of architects and the execution of work may be entrusted to CPWD/State PWD/University.
- (iv) The architects may prepare the architectural design and the rest of the job viz. structural design preparation of detailed estimates and execution of work could be entrusted to the CPWD/State PWD/University.

The Commission also agreed to the creation of a Technical Cell in the UGC as recommended by the committee but felt that due to shortage of office

accommodation the Cell may for the present be located as a separate Unit in the CPWD itself. As regards the functions of the Cell, it was agreed that apart from the norms etc. that may be suggested by it, the Cell may follow up the building plans of the Central Universities, Institutions deemed to be Universities and Delhi colleges, as recommended by this committee and later it be considered whether its functions may be extended to the State Universities and colleges. Till then, the existing procedures prescribed for providing assistance for building to State Universities and Colleges affiliated to them may continue.

The Commission further desired that each university should constitute a building committee which amongst others should have a representative of the CPWD or the State PWD as the case may be. The affiliated colleges should also constitute a building committee to finalize their plans for building projects as recommended in the V Plan guidelines.

In this connection, the Commission also noted that communication received from the Ministry of Education wherein it had been decided that the Vigilance Commission would be examining proposals in respect of buildings estimated to cost more than Rs.15 lakhs each. It was pointed out that the relevant information relating to the Central Universities and Delhi Colleges is being conveyed to the Ministry of Education and it has been ascertained whether similar information relating to the State Universities may also be collected and supplied."

II
Annexure/to Item No. 6.18

Copy

D.O.No. 11/81(UC)

1st July, 1981

Dear Shri Sinha:

As you are aware the Public Accounts Committee in its 73rd Report of the University Grants Commission inter-alia recommended that it would like UGC to devise regular system of keeping a watch over the progress of building financed out of UGC grants. It had also made certain other recommendations about building projects. In pursuance of these recommendations, the Commission appointed a Committee consisting of representatives from CPWD, Council of Architecture, Vice-Chancellors of Universities, etc. The Report of this Committee was placed before the Commission. A copy of the item placed before the Commission along with the copy of the Report and the Resolution of the Commission are enclosed, which are self-explanatory.

2. You will find from the Resolution that the Commission has agreed to the creation of a Technical Cell in the UGC as recommended by the Committee and desired that due to shortage of office accommodation, the Cell may for the present be located as a separate unit in the C.P.W.D. itself. Before further action for the establishment of this Cell is taken, it is necessary that the Ministry of Education may take up the matter with the Ministry of Works, Housing and Supply/may also be requested to indicate the scales of pay of various grades of officers which would be required to man this Cell so that further details about the manpower requirement may be worked out and steps taken to obtain their services on deputation.

With regards,

Yours sincerely,

Sd/-

(R.K. Chhabra)

Shri MN Sinha
Deputy Secretary
Ministry of Education & Culture
Shastri Bhawan
New Delhi

✓for agreeing to locate the Cell in the CPWD. The
Ministry of Works, Housing and Supply

C O P Y

from

A copy of D.O. letter/ 10-45/81 Desk U. Dated 17.3.82/Sh.C.R.
Pillai, Deputy Secretary, M/Education &
Culture addressed to Shri R.K. Chhabra,
Secretary, UGC.

Kindly refer to your D.O. letter No.F.4-3/81(UC) dated
1st July, 1981 regarding creation of a Technical Cell in the UGC.

We have since considered the matter in consultation with
the Directorate General of Works. The DG (Works) has observed that
he had clarified to the then Chairman, UGC that the proposed Cell
should be under UGC itself and located in the Commission's
building. The Directorate General are themselves short of
accommodation. In case the Commission needs additional accommodation
the Directorate of Estates will have to be approached. It may,
however, be possible for the DG (Works) to make available certain
staff on deputation from CPWD, if so desired by the UGC.

As regards manning of the Cell, the DG(Works) on
reconsideration, has suggested that a beginning can be made only
with a Chief Engineer and a Senior Architect and their personal
staff, as follows:

i) Chief Engineer (Level-II)	Rs.2250-2500	1 No.
ii) Sr. Architect	Rs.1500-2000	1 No.
iii) Steno Gd. 'B' (for Chief Engineer)	Rs.425-700	2 Nos.
iv) Group 'D' Staff	Rs.196-232/-	2 Nos.

The other staff like Executive Engineer, Assistant Engineer,
Architect etc. may be made available later on for full performance
of the functions of the proposed Technical Cell according to para
5.3 of the report of the Committee.

I shall be grateful if you kindly let me have your
comments on the above proposals before Government's approval to
creation of the post of Chief Engineer (Level-II) is accorded.

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

Meeting:
Dated :23rd 24th June, 1962

Item No.: 6.19: To consider the question of entrusting the construction works by the universities of Kerala state to the Kerala State Construction Corporation with 25% extra cost to cover overheads and margin.

.....

The Commission on the basis of the recommendations made by the fifth plan Visiting Committee accepted the proposals of a number of construction projects for the universities of Kerala, Calicut and Cochin in Kerala State. In February, 1978 the University of Kerala requested the Commission to permit it to entrust the construction work to the Kerala State Construction Corporation. The Commission did not agree to the aforesaid proposal of the University, but however advised the Kerala University to invite tenders as per UGC's conditions of grant and entrust the construction work to Kerala State Construction Corporation if its tender is lowest.

nsgruaction

Construction

The Universities in Kerala state viz. Kerala, Calicut and Cochin had started entrusting the work of various construction projects to the M/s. Kerala State Construction Corporation without inviting tenders and without getting prior Commission's approval to the plans and estimates on the actual expenditure as per their books and accounts + 25% to cover overhead and margin which is a departure from the normal practice. In 1979, the Vice-Chancellor of the University of Cochin was informed that the Commission would have no objection in entrusting the works of the various building projects of the Universities to the Kerala State Construction Corporation without inviting tenders. But the 25% overhead charges was not agreed to and the Vice-Chancellor was requested to clarify as to why overhead cost was 25% which is far in excess.

The question of the universities of Kerala State entrusting the work of various construction projects to the M/s. Kerala State Construction Corporation and views of the Calicut University in regard to the 25% overhead cost was placed before the Commission at its meeting held on 18th January, 1980. (Item 6.04 copy enclosed as Annexure I) The Commission noted entrusting of the construction works by the universities in Kerala state to the Kerala State Construction Corporation without inviting tenders. The Commission further desired that the advice of the CPWD may be obtained as regards the reasonableness of the cost of construction as claimed by the Kerala State Construction Corporation. Accordingly the matter was referred to CPWD for advice. In response to this the CPWD informed the Commission that it was not the practice in the department to award works to any contractor including Public Undertakings on cost plus basis. However, it was stated that in the face of it, it appeared that 25% overheads cost was rather high and asked for the full break-up of items which constitute cost vis-a-vis overheads for further comments. The required information was obtained from the university of Calicut and supplied to the CPWD.

C O P Y

from

A copy of D.O. letter 10-45/81 Desk U. Dated 17.3.82/Sh.G.R.
Pillai, Deputy Secretary, M/Education &
Culture addressed to Shri R.K. Chhabra,
Secretary, UGC.

Kindly refer to your D.O. letter No.F.4-3/81(UC) dated
1st July, 1981 regarding creation of a Technical Cell in the UGC.

We have since considered the matter in consultation with
the Directorate General of Works. The DG (Works) has observed that
he had clarified to the then Chairman, UGC that the proposed Cell
should be under UGC itself and located in the Commission's
building. The Directorate General are themselves short of
accommodation. In case the Commission needs additional accommodation
the Directorate of Estates will have to be approached. It may,
however, be possible for the DG (Works) to make available certain
staff on deputation from CPWD, if so desired by the UGC.

As regards manning of the Cell, the DG(Works) on
reconsideration, has suggested that a beginning can be made only
with a Chief Engineer and a Senior Architect and their personal
staff, as follows:

i) Chief Engineer (Level-II)	Rs.2250-2500	1 No.
ii) Sr. Architect	Rs.1500-2000	1 No.
iii) Steno Gd. 'B' (for Chief Engineer)	Rs.425-700	2 Nos.
iv) Group 'D' Staff	Rs.196-232/-	2 Nos.

The other staff like Executive Engineer, Assistant Engineer,
Architect etc. may be made available later on for full performance
of the functions of the proposed Technical Cell according to para
5.3 of the report of the Committee.

I shall be grateful if you kindly let me have your
comments on the above proposals before Government's approval to
creation of the post of Chief Engineer (Level-II) is accorded.

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION
.....

Meeting:

Dated :23rd 24th June, 1982

Item No.: 6.19: To consider the question of entrusting the construction works by the universities of Kerala state to the Kerala State Construction Corporation with 25% extra cost to cover overheads and margin.
.....

ns@ruction The Commission on the basis of the recommendations made by the fifth plan Visiting Committee accepted the proposals of a number of construction projects for the universities of Kerala, Calicut and Cochin in Kerala state. In February, 1978 the University of Kerala requested the Commission to permit it to entrust the construction work to the Kerala State Construction Corporation. The Commission did not agree to the aforesaid proposal of the University, but however advised the Kerala University to invite tenders as per UGC's conditions of grant and entrust the construction work to Kerala State Construction Corporation if its tender is lowest.

Construction

The Universities in Kerala state viz. Kerala, Calicut and Cochin had started entrusting the work of various construction projects to the M/s. Kerala State Construction Corporation without inviting tenders and without getting prior Commission's approval to the plans and estimates on the actual expenditure as per their books and accounts + 25% to cover overhead and margin which is a departure from the normal practice. In 1979, the Vice-Chancellor of the University of Cochin was informed that the Commission would have no objection in entrusting the works of the various building projects of the Universities to the Kerala State Construction Corporation without inviting tenders. But the 25% overhead charges was not agreed to and the Vice-Chancellor was requested to clarify as to why overhead cost was 25% which is far in excess.

The question of the universities of Kerala State entrusting the work of various construction projects to the M/s. Kerala State Construction Corporation and views of the Calicut University in regard to the 25% overhead cost was placed before the Commission at its meeting held on 18th January, 1980. (Item 6.04 copy enclosed as Annexure I) The Commission noted entrusting of the construction works by the universities in Kerala state to the Kerala State Construction Corporation without inviting tenders. The Commission further desired that the advice of the CPWD may be obtained as regards the reasonableness of the cost of construction as claimed by the Kerala State Construction Corporation. Accordingly the matter was referred to CPWD for advice. In response to this the CPWD informed the Commission that it was not the practice in the department to award works to any contractor including Public Undertakings on cost plus basis. However, it was stated that in the face of it, it appeared that 25% overheads cost was rather high and asked for the full break-up of items which constitute cost vis-a-vis overheads for further comments. The required information was obtained from the university of Calicut and supplied to the CPWD.

p.t.o.

The CPWD in their letter of May, 1982(Copy enclosed as Annexure-II) has informed that the works executed by the CPWD, the percentage rate for establishment are intended to correspond as far as possible to the average percentage borne by the CPWD normal establishment to the normal works programme which fully occupy such establishment.

The establishment of CPWD is not booked against the work except "work charged establishment" which is employed on the works. The cost of establishment prescribed covers direct cost as well as overheads. The departmental charges on original works exceeding Rs. 1 crore at one place are levied at the ad-hoc rate of 10% exclusive of all charges. The levy of 25% of the actual booked expenditure towards overheads and margin as per special condition of the agreement of the university of Calicut with the Kerala State Construction Corporation mentions that these charges are towards the overheads and margin. The proportion of margin included in this 25% is also not available and no opinion about reasonableness of these overhead charges can be framed and communicated.

The general opinion of the CPWD is that the charges levied by the Kerala State Construction Corporation are far in excess of those charged by the CPWD and feels that the difference is apparently due to the inclusion of element of margin and higher cost of overheads.

The matter is placed before the Commission for consideration.

US(A.I)/DS(A)

Annexure I to Item No. 6.19

University Grants Commission
.....

Meeting :

Dated : 18th January, 1980

Item No. 6.04 : To consider the question regarding entrusting the construction works by the universities in Kerala State to the Kerala State Construction Corporation.

.....

The Commission, on the basis of the recommendations made by the Vth Plan Visiting Committee has approved a number of construction projects for universities in the Kerala State Viz. Kerala, Calicut and Cochin.

While considering building projects under various programmes accepted by the Commission, the following procedure is kept in view for calculating the total estimated cost at the time of acceptance of plans and estimates and finalizing the accounts on the completion of the concerned projects :

1. Civil works cost as per FWD schedule of rates.
2. Sanitary installations and water supply as the agreed percentage of civil work cost (Both internal and external services)
3. Electric installation with or without fans as the agreed percentage of civil work cost;
4. Contingency grant at the rate of 3% of the total expenditure on items (1) + (2) + (3) above.
5. Architect's fee at the rate not exceeding 4% of the total expenditure of items (1) + (2) + (3) + (4) above.

In case, the Architect supplies only the drawing and estimates and supervision is done by the Engineering Staff of the University, the Architect's fee is allowed not exceeding 2.6% of the total cost of (1) + (2) + (3) and + (4) above. Further the expenditure on the clerk of works if appointed is not to be exceeded 1 % of the total cost of items (1) + (2) + (3) + (4) as indicated above and this may be in addition to 4% that is allowed as Architect fee under supervision charges.

The expenditure on work charge establishment, if any, but not exceeding 1% of the advertisement charges for inviting tenders could be treated as an approved expenditure towards the provisions for contingencies as indicated above while finalizing the accounts based on the actual expenditure in addition to civil work and services etc.

The Universities/Institutions are to send a rate confirmity certificate from the State FWD alongwith necessary tender information.

The above procedure has already been brought to the notice of the universities for guidance from time to time through regular circulars.

p.t.o.

In February, 1978 the University of Kerala requested the Commission to permit it to entrust the construction work of the new Aquarium to Kerala State Construction Corporation. The Commission did not agree to the aforesaid proposal of the university but, however, advised the Kerala University in March, 1978 to invite the tenders for the proposed construction work as per UGC's conditions of grants and entrust the construction work accordingly. If Kerala State Construction Corporation's tender is the lowest then the university might entrust the work to that organization.

The Universities in Kerala State viz. Kerala, Calicut and Cochin had started entrusting the work of various construction projects to the M/s Kerala State Construction Corporation (a Government of Kerala Undertaking) without inviting tenders and without getting prior UGC's acceptance to the plans and estimates on the actual expenditure as per their books and accounts + 25% to cover overhead and margin which is a departure from the normal practice/procedure of the Commission. In April, 1979 the Vice-Chancellor of the University of Cochin was informed that the Commission would have no objection in entrusting the works of various building projects of the University to Kerala State Construction Corporation without inviting tenders, but the 25% overhead charges would not be admissible as per Commission's norms and the Vice-Chancellor was requested to clarify as to why the overhead cost is 25% which is far in excess.

Now the Calicut University has informed that the overhead charges is actually part of the completion cost of the building though it is categorised and booked under a separate head and that the condition laid down by the Kerala State Construction Corporation and agreed to by the University was that the overhead charges and margin of 25% would be paid to them in addition to the actual expenditure based on their books of accounts. The University has also informed that this condition was agreed to in the best interest of the university in the light of the past experience. The University has further stated that even if the work is put to tender the completion cost will be higher than the present estimates based on which the Kerala State Construction Corporation is now executing the work and requested the Commission that the overhead charges of 25% may be admitted for the purposes of UGC grants. A copy of the letter dated the 14th November, 1979 from the University of Calicut is enclosed as Appendix.

The matter is placed before the Commission for consideration.

Appendix

Copy of letter No. Pl.D(C1)/16955/73 dated 14.11.1979
from the Registrar, University of Calicut addressed to the
Secretary, UGC, New Delhi.

.....

Sub:- Construction of second phase of School of Language and
social sciences building during V Plan period - work
entrusted to Kerala State Construction Corporation - meeting
the overhead charges - reg.

Ref: UGC letter No.F.2-5/73(D1(a) DA-1) dated 24.8.1979.

.....

With reference to the letter cited, I am to inform you that
the overhead charges is actually part of the completion cost of the
building though it is categorised and booked under a separate head.
The conditions laid down by the Kerala State Construction Corporation
(a Government of Kerala Undertaking) agreed to by the University was
that the overhead charges and margin of 25% will be paid to them in
addition to the actual expenditure based on their books of accounts.
This condition was agreed to in the best interest of the University in
the light of the past experience. It may be pointed out that even if
the work is put to tender the completion cost will be higher than the
present estimate based on which Kerala State Construction Corporation
is now executing the work.

I hope that the position will be fully understood by the
Commission now and also expect that the technicalities won't
stand in the way of admitting the 25% overhead charges and margin
as expenditure for grant-in-aid purpose.

I am therefore to request the Commission to admit the 25%
overhead charges and margin also for grant-in-aid purpose and
sanction and release the grant at the earliest in the context that the
work is in progress and the University has already advanced more
than Rs. 6 lakhs.

.....

(Annexure II)

Directorate General of Works
Central Public Works Department

.....

No.Dy.108-CWBD.

Dated : New Delhi, 24.5.82.

Sub: Entrusting the construction work by the Universities in Kerala State of Kerala State Construction Corporation.

Ref: University Grants Commission, Bahadur Shah Zafar Marg, New Delhi letter No.F.2-5/73(A-I) dated 27.1.82 on the above subject.

.....

..... The Commission may please refer to their letter No.F.2-5/73(A-I) dated 27.1.82 on the above subject.

In this department for works executed by the CPWD, the percentage rates for establishment are intended to correspond as far as possible to the average percentage borne by the CPWD normal establishment, to the normal works programme which fully occupy such establishment. Based on this principle, the rates of departmental charges for establishment tools and plant are worked out and got fixed with the approval of Ministry of W&H. Such rates are further subject to periodical review. In calculating the departmental charges in respect of works executed on behalf of Central Commercial concerns (including the defence department), other Govt. and non-Govt. Bodies or individuals 1% is added on account of pensionary contribution. An additional charge of 1% is recovered in respect of works done for Railways, Defence Services, Posts and Telegraph Department and Non-Govt. Bodies or individuals, to cover the cost of audit and Account Establishment. The rates fixed for the year 1981-82 are traceable in Min. of W&H letter No. 220011/3/76 W4 dated 25.9.80 and 17-4-82 (copy enclosed).

The Establishment of the CPWD is not booked against the work except "Work Charged Establishment" which is employed on the works. The cost of establishment prescribed covers direct cost as well as overheads. The rate indicated for T&P charges are exclusive of the cost of special tools and plant, the cost of which will be charged to the estimate of the work. The departmental charges on original works exceeding Rs. 1 crore at one place are levied at the ad-hoc rate of 10% exclusive of all charges.

The levy of 25% of the actual booked expenditure towards overheads and margin as per special condition of the agreement of the university of Calicut with the Kerala States Construction Corporation mentions that these charges are towards the overheads and margin. There is no question of any margin being prescribed by the CPWD being a Govt. Department. The proportion of margin included in this 25% is also not available and no opinion about reasonableness of these overhead charges can be framed and communicated.

<u>Department</u>	<u>Prof.</u>	<u>Reader</u>	<u>Lecturer</u>
Deptt. of Village Industries	1	1	2
Deptt. of Economics	1	1	2
Sociology	1	1	2
Maths	-	1	3
Physics	-	1	3
Chemistry	-	1	3
Home Science	-	1	3
Biology	-	1	3
Agriculture	-	1	-
Animal Husbandry	-	1	6
Rural Health	-	1	-
Sanitation & Public Health Eng.	-	1	6

In addition to these the Committee also recommended a post of Director, Dy. Director and Asstt. Director for each of the Centre for Research, Extension and Integrated Rural Development and Director of Physical Education along with Librarian and Asstt. Librarian.

Further, the committee also indicated the names of certain Lecturers in each department who could either be promoted to higher posts or could continue as Lecturers.*

The Ministry of Education invited the comments of the Commission on the aforesaid report and the comments of the Commission were as follows:

*The Commission is not in favour of upgrading the existing posts which are already filled in. It is suggested that the Gandhigram Institute may be advised to send a proposal to the Commission for the staffing pattern of the different departments of the Institute, keeping in view the teaching-cum-extension programmes being conducted and the Commission norms for the postgraduate departments. Such a proposal when received would be examined with the help of a committee and a decision taken as to such additional post which may be necessary to create for such an organisation."

However, in this connection the letter of the Institute at Annexure-II may be seen, which clearly indicates that the Institute desired to place the existing persons in the position of Professors and Readers rather than an objective assessment of the staff requirements in various departments.

In pursuance of the above, the Institute submitted a revised proposal, a copy of which is at Annexure-III where the Institute wanted to have 8 posts of Professors, 12 posts of Readers and 44 posts of Lecturers and 10 non-teaching posts.

It may be stated in this context that a perusal of the revised proposal (Annexure-III) would clearly reveal that the intention of the Institute was again to upgrade the existing staff as Professors, Readers and Lecturers on the basis of the qualification of the staff. Even in the revised proposal it was suggested that these posts are to be created w.e.f. 3.8.1976 and as stated by the Vice-Chancellor "this would not involve much additional expenditure" further reinforce ~~the~~ ~~fact that the~~ main purpose of the proposal was to place the existing Lecturers in the positions of Professors and Readers.

As per the decision taken earlier in this regard a committee under the Chairmanship of Professor C.V. Subramanian was appointed to examine the revised proposal of Gandhigram Rural Institute. The terms of reference of this committee were as under :

"to take note of the teaching posts of Gandhigram Rural Institute at the time it was accorded 'deemed to be university status' and to assess in terms of the objectives of the Institute, the staff pattern departmentwise."

The report of this committee is as Annexure-IV and some of the salient points of the report are as follows :

The committee recommended the break-up of the existing staff into Professorship, Readership and Lecturership. The position faculty-wise, Departmentwise is as under :

S.No.	Faculty/Department	Subject	Prof.	Reader
1.	Faculty of Tamil Indian Languages and Rural Arts.	Tamil	1	-
		Malayalam	-	1
		Hindi	-	1
		Folklore	-	1
2.	Faculty of English & Foreign Languages	English	-	2
3.	Faculty of Rural & Social Sciences	Dean - 1	-	1
		Pol.Sc. & Public Admn.	-	1
		Deptt. of Cooperation	-	1
		Deptt. of Village Industries	-	1
		Economics	-	1
		Sociology	-	1
4.	Faculty of Rural Oriented Sciences	Dean - 1	-	1
		Mathematics	-	1
		Physics	-	1
		Chemistry	-	1
		Biology	-	2
		Home Science	-	1
5.	Faculty of Agriculture and Animal Husbandry	Agriculture	1	1
		Animal Husbandry	-	1
6.	Centre of Extension & Integrated Rural Development.	Extension (Social Research & Statistics)	1	1
		Integrated Rural Development	1	1
7.	Faculty of Health and Sanitation	subjects are open	1	1

Further it was also suggested by the same committee that the aforesaid staffing pattern may be given effect from 3.8.1976 where the incumbent had the necessary qualifications to be designated as Lecturers, Readers and Professors as the case may be.

It will be seen from the report of the committee that whereas the basic terms of reference of the committee was to assess the staffing pattern of the different departments, the committee

on the other hand appeared to be under the presumption that the existing staff would be appointed against the proposed posts of Professors and Readers. The report also has some contradictory statements. At one place in the report it has been stated that "in filling of the new posts being sanctioned particularly those of Professors and Readers, UGC norms may be followed and the qualifications prescribed on the basis of the UGC norms so that the best Lecturers are recruited or promoted as the case may be" whereas elsewhere in the report it has been stated that "the position of the existing teaching staff was discussed with the Vice-Chancellor of the Institute in the light of the proposal submitted by him. He pleaded that the existing staff pattern may be approved w.e.f. 3.8.1976 i.e. the date on which the Institute was declared deemed to be an University and the committee agreed with this view".

Thus these two statements appear to be somewhat conflicting and it is not clearly understood what is the final recommendation of the committee.

Apart from the above the reasons given by the committee in support of its recommendation for the staffing pattern it is difficult to appreciate how the present staffing pattern is commensurate with the reason given in the report which reads as follows :

"Since Gandhigram Rural Institute is functioning as a deemed University it is required for the Institute to interact and collaborate with other universities in the country and in doing so the teachers of this Institute have to serve in academic bodies of other universities. In this regard the difficulties felt by the Institute was the designation of the teachers."

It may be stated that teachers of the university serve on the bodies of other universities by virtue of their academic attainment and not by virtue of their status.

In view of the above, it may be difficult for the Commission to accept the recommendations of the committee for creation of the posts of Professors and Readers on the basis on which the committee have recommended for the same.

If at all at any time it would be agreed to the creation of these posts there is hardly any justification for creating such posts from retrospective date. As per the normal procedure these posts would have to be advertised and have to be processed through selection committees and the appointments may be made w.e.f. the date of the resolution of the Executive Council approving the same or the date from which the new incumbent joins.

It may also be pointed out in this context that in addition to 5 posts of Professors, the committee had recommended the creation of 2 posts of Deans. There are no posts like Dean but it is an office which according to the rules of the Institute is filled from among the Professors or Readers of the Departments in the Faculty by rotation for a period of three years.

It is apprehended that if the proposal of the Institute as recommended by the committee is accepted it will set a precedent which will arouse the other Institutions deemed to be University to formulate similar proposal and press for approving the same. Further as per the information available with the Commission such senior posts which were recommended by the visiting committee which assessed the 5th Plan requirements of the Institute have not been filled up so far.

It is also not clear as to why the Institute is preparing students in Hindi for appearing at various examinations conducted by the Dakshna Bharat Hindi Prachar Sabha whereas it being an Institution deemed to be a university could itself conduct such examinations.

In view of the facts stated above and taking into account the pressing demand of the Institute the following are placed before the Commission for consideration :

- (a) Prior to the revision of scales of pay w.e.f. 1.1.1973 the Institute had provision of Lecturers in the scale of Rs.425-800 and Heads of the Departments/ Sr. Lecturers in the scale of Rs.600-1000. The revised scale of Rs.700-1600 was adopted for both these categories of teachers. As a special case Lecturers who were in the scale of Rs.600-1000 may be designated as Readers and be placed in the scale of Rs.1200-1900/- if they have the prescribed qualifications.

- (b) Since the committee had recommended that a post of Librarian and Physical Education teacher may be created in the Lecturer scale, these posts may be created in the scale of Rs. 700-1300 as per the decision of the Government of India and which is prevalent in the Central Universities. However, only if the Institute has a provision for teaching physical education as one of the subjects at the undergraduate level then the creation of a Lecturer in Physical Education could be agreed to.

The matter is placed before the Commission for consideration.

U.S. (NP-II) / DS (NP)

The Committee felt that it is desirable to start B.Sc. Course in Biology and some more P.G. Courses relevant to Rural Development. It took into consideration the possibilities of starting B.Sc. Course in Biology and the following P.G. Courses from the ensuing academic year.

1. M.A. Rural Industries & Management
2. M.A. in Agricultural Economics
3. M.A. in Cooperative Management
4. M.A. in Rural Development

The Committee also recommend that the question of starting P.G. Courses in Science Departments with particular emphasis on applied science with rural bias may be taken up by the authorities concerned.

Keeping in view the present strength and the possibilities of further development the Committee recommended the following staff pattern for each Department under various faculties and the Centre for Research and Extension:

Faculty of Tamil, Indian Languages and Rural Arts

Scale of Pay

Department of Tamil	Reader - 1	Rs.1200-50-1300-60-1900
	Lecturers- 2	Rs.700-40-1100-50-1300- EB-50-1600
Department of Malayalam	Lecturer - 1	Rs.700-40-1100-50-1300-EB- 50-1600
Department of Hindi	Lecturer - 1	Rs.700-40-1100-50-1300-EB- 50-1600
Department of Fine Arts	Lecturer - 1	Rs.700-40-1100-50-1300-EB- 50-1600

Faculty of English and Foreign Languages

Scale of Pay

Department of English	Reader - 1	Rs.1200-50-1300-60-1900
	Lecturers- 2	Rs.700-40-1100-50-1300-EB- 50-1600

Faculty of Rural Social Sciences

Scale of Pay

Department of Political Science & Public Administration	Professor- 1	Rs.1500-60-1800-100-2200 125/2-2500
	Reader - 1	Rs.1200-50-1300-60-1900
	Lecturers-2	Rs.700-40-1100-50-1300- EB-50-1600

Department of Co-operation	Professor	- 1	Rs.1500-50-1800-100-2200- 125/2-2500
	Reader	- 1	Rs.1200-50-1300-60-1900
	Lecturers	- 2	Rs.700-40-1100-50-1300-EB- 50-1600
Department of Village Industries & Management	Professor	- 1	Rs.1500-60-1800-100-2200- 125/2-2500
	Reader	- 1	Rs.1200-50-1300-60-1900
	Lecturers	- 2	Rs.700-40-1100-50-1300-EB- 50-1600
Department of Economics	Professor	- 1	Rs.1500-60-1800-100-2200- 125/2-2500
	Reader	- 1	Rs.1200-50-1300-60-1900
	Lecturers	- 2	Rs.700-40-1100-50-1300-EB- 50-1600
Department of Sociology	Professor	- 1	Rs.1500-60-1800-100-2200- 125/2-2500
	Reader	- 1	Rs.1200-50-1300-60-1900
	Lecturers	- 2	Rs.700-40-1100-50-1300-EB- 50-1600

Notes- The Committee decided that the two posts of Instructors in Village Industries and Management be retained as Technical posts and the scale of pay of the posts may be revised in due course with reference to the 3rd Pay Commission's recommendation of the Government of Tamil Nadu.

Faculty of Rural Oriented
Science

Scale of Pay

Department of Mathematics	Reader	- 1	Rs.1200-50-1300-60-1900
	Lecturers	- 3	Rs.700-40-1100-50-1300-EB- 50-1600
Department of Physics	Reader	- 1	Rs.1200-50-1300-60-1900
	Lecturers	- 3	Rs.700-40-1100-50-1300-EB- 50-1600
Department of Chemistry	Reader	- 1	Rs.1200-50-1300-60-1900
	Lecturers	- 3	Rs.700-40-1100-50-1300- EB-50-1600

Department of Home Science	Reader	- 1	Rs.1200-50-1300-60-1900
	Lecturers	- 3	Rs.700-40-1100-50-1300-EB-50-1600
Department of Biology	Reader	- 1	Rs.1200-50-1300-60-1900
	Lecturers	- 3	Rs.700-40-1100-50-1300-EB-50-1600

Note:- The Committee recommended the starting of Biology B.Sc. The Committee also recommended that the posts of Tutors/Demonstrators now existing may be converted to that of Lecturers within the staff pattern suggested above.

Faculty of Agriculture and Animal Husbandry

Scale of Pay

Department of Agriculture	Reader	- 1	Rs.1200-50-1300-60-1900
Department of Animal Husbandry	Reader	- 1	Rs.1200-50-1300-60-1900
	Lecturers	- 6	Rs.700-40-1100-50-1300-EB-50-1600
(for both the Depts)			

Note:- The Committee recommended that the two posts of Field Man may be retained and the scale of pay of the posts may be revised in due course with reference to the 3rd Pay Commission's recommendation of the Government of Tamil Nadu.

Faculty of Rural Health and Sanitation

Scale of Pay

Department of Rural Health	Reader	- 1	Rs.1200-50-1300-60-1900
Department of Sanitation and Public Health Engg.	Reader	- 1	Rs.1200-50-1300-60-1900
	Lecturers	- 6	Rs.700-40-1100-50-1300-EB-50-1600
(for both the Depts)			

Note:- The Committee recommended that the existing posts of Social Scientist cum Health Educator (one post), Microbiologist (one post) and Senior

Laboratory Technician (One post) may be converted to that of Lecturers and that one of the posts of Health Officers be converted to that of Reader in Rural Health and the other post of Health Officer be converted as Lecturer in Rural Health. The existing posts of Overseer cum Draftsman (one post) and Health Inspectors (Five posts - 2 Senior Grade + 1 Selection Grade + 2 Ordinary Grade) be retained and the scale of pay of the posts may be revised with reference to the 3rd Pay Commission's recommendation of the Government of Tamil Nadu.

Centre for Research, Extension and Integrated Rural Development

Scale of Pay

Department of Research	Director - 1	Rs.1500-60-1800-100-2200-125/2-2500
	Dy. Director - 1	Rs.1200-50-1300-60-1900
	Asst. Director - 1	Rs.700-40-1100-50-1300-EB-50-1600

Department of Extension	Director - 1	Rs.1500-60-1800-100-2200-125/2-2500
	Dy. Director - 1	Rs.1200-50-1300-60-1900
	Asst. Director - 1	Rs.700-40-1100-50-1300-EB-50-1600

Department of Integrated Rural Development	Director - 1	Rs.1500-60-1800-100-2200-125/2-2500
	Dy. Director - 1	Rs.1200-50-1300-60-1900
	Asst. Director - 1	Rs.700-40-1100-50-1300-EB-50-1600

Department of Physical Education	Director of Physical Education - 1	Rs.700-40-1100-50-1300-EB-50-1600
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Library

Librarian	- 1	Rs.700-40-1100-50-1300-EB-50-1600
Asst. Librarians	- 2	Demonstrator Scale

Regarding the appropriate fixation of the existing personnel the Committee made the following recommendations:-

Faculty of Tamil, Indian Languages & Rural Arts:-

Department of Tamil:

Shri V.Rengarajan, Head of the Department of Tamil may be appointed as Reader in Tamil.

Shri M.Veluchamy and Kum.N.Kuruvammal Lecturers in Tamil may be retained as Lecturers in the same Department and allowed the scale of pay of Rs.700-40-1100-50-1300 - EB - 50-1600.

Department of Malayalam.

Shri P.V.Rudrawariar, Lecturer in Malayalam may be retained as Lecturer in Malayalam and allowed the scale of pay of Rs.700-40-1100-50-1300-EB-50-1600.

Department of Hindi:

Shri S.N.Misra, Lecturer in Hindi may be retained as Lecturer in Hindi and allowed the scale of pay of Rs.700-40-1100-50-1300-EB-50-1600.

Department of Rural Arts:

Shri S.Ramanujam, Lecturer in Fine Arts may be retained as Lecturer in the Department and allowed the scale of pay of Rs.700-40-1100-50-1300-EB-50-1600.

The question of continuing the Part Time Lecturer in Tamil may be reviewed early next year with reference to work load.

Faculty of English & Foreign Languages

Department of English:

Shri M.G.Gopalakrishnan, Head of the Department of English may be appointed as Reader in English.

Shri N.Radhakrishna Pillai and Shri M.S.Prabakaran, Lecturers in English may be retained as Lecturers in the Department and allowed the scale of pay of Rs.700-40-1100-50-1300-EB-50-1600.

The question of continuing Shri R. Jothiprakash and Smt. Mira Thomas as Lecturers in the Department may be reviewed early next year with reference to work load.

Faculty of Rural Social Sciences:

Department of Political Science and Public Administration

Dr. S. Sivasubramaniam, Head of the Department of Political Science and Public Administration may be appointed as Reader in Political Science and Public Administration.

Shri P. L. Krishnan, Lecturer in Political Science may be retained as Lecturer in the Department and allowed the scale of pay of Rs. 700-40-1100-50-1300-BB-50-1600.

Department of Co-operation

Shri M. Joseph, Head of the Department of Co-operation may be appointed as Reader in Co-operation.

Shri N. Narayanasamy, Lecturer in Co-operation may be retained as Lecturer in the Department and allowed the scale of pay of Rs. 700-40-1100-50-1300-BB-50-1600.

Department of Village Industries & Management

Shri P. Arumugam, Head of the Department of Village Industries may be appointed as Reader in Village Industries and Management.

Shri M. Moonakshisundaram, Lecturer in Village Industries may be retained as Lecturer in the Department and allowed the scale of pay of Rs. 700-40-1100-50-1300-BB-50-1600.

Department of Economics

Shri A. Arokiasamy, Lecturer in Charge of the Department may be appointed as Reader in Economics.

Selvi P. S. Lalitha and Shri S. Ramachandran, Lecturers in Economics may be retained in the Department as Lecturers and allowed the scale of pay of Rs. 700-40-1100-50-1300-BB-50-1600.

The question of continuing Smt. P. Sumangala as Lecturer may be reviewed early next academic year

Department of Sociology

Shri S. Janakiraman, Lecturer in charge of Sociology may be appointed as Reader in Sociology.

Shri B.R. Dwaraki, Lecturer in Sociology may be retained as Lecturer in the Department and allowed the scale of pay of Rs.700-40-1100-50-1300-EB-50-1600.

The question of continuing the Part Time Lecturer in the Department of Sociology may be reviewed early next academic year with reference to work load.

Note:- The Committee decided that the two posts of Instructors in Village Industries and Management be retained as Technical Posts and the scale of pay of the posts may be reviewed in due course with reference to the 3rd Pay Commission's recommendation of the Government of Tamil Nadu.

Faculty of Rural Oriented Sciences:-

Department of Mathematics:

Shri S. Sivaraman, Lecturer in charge of the Department may be appointed as Reader in Mathematics.

Shri G. Harikumar and Shri I. Kannappan, Lecturers in the Department may be retained as Lecturers in the Department and allowed the scale of pay of Rs.700-40-1100-50-1300-EB-50-1600.

Shri S. Parthasarathy, Tutor in Mathematics may be considered for appointment as Lecturer in Mathematics in the Department.

Department of Physics

Shri S. Ramamurthy, Lecturer in charge of the Department on other duty may be appointed as Reader in Physics.

Shri R. Balasubramanian, Lecturer in Physics, Shri V. Kalyanaraman, Lecturer in Physics (on other duty) and Shri S. Venkataraman, Lecturer in Physics may be retained as Lecturers in the Department and allowed the scale of pay of Rs.700-40-1100-50-1300-EB-50-1600.

Shri Maria Jegaraj, Lecturer in Physics in the leave vacancy of Shri V. Kalyanaraman may be retained as Lecturer in Physics and allowed the scale of pay of Rs.700-40-1100-50-1300-EB-50-1600.

The question of continuing Shri K. Somasundaram,

Department of Chemistry

The committee recommended that Dr. P.V. Subramaniam, Lecturer in Chemistry may be considered for appointment as Reader in Chemistry as he possess Ph.D. degree.

Shri G. Karthikoyan, Lecturer in charge of Chemistry and Shri N.S. Nagarajan, Lecturer in Chemistry may be retained as Lecturers in the Department and allowed the scale of pay of Rs. 700-40-1100-50-1300-EB-50-1600.

Shri Nagasundaram, Demonstrator in the Department of Chemistry may be considered for appointment as Lecturer in the Department.

The question of continuing Shri Gopalakrishnan as Demonstrator in Chemistry may be reviewed early next academic year with reference to work load.

Department of Home Science

Smt N. Kamalamma, Head of the Department of Home Science may be appointed as Reader in Home Science.

Smt. A. Surikanthi, Lecturer in Home Science may be retained as Lecturer in the Department and allowed the scale of pay of Rs. 700-40-1100-50-1300-EB-50-1600.

Selvi K.P. Vasanthadevi, Demonstrator in Home Science may be considered for appointment as Lecturer in the Department.

Department of Biology

Shri D.N. Tagore Jayasingam, Lecturer in Charge of the Department of Biology may be appointed as Reader in Biology.

Selvi Kumuthakalavelli, Demonstrator in the Department may be considered for appointment as Lecturer in the Department.

Faculty of Agriculture & Animal Husbandry

Faculty of Agriculture:

Shri T.S. Govindarajan, Head of the Department of Agriculture may be appointed as Reader in Agriculture.

Shri A. Krishnamurthy, Lecturer in Agriculture, Shri S.K. Ganesh, Lecturer in Community Development and

cultural Engineering may be retained as Lecturer in the Subjects concerned and allowed the scale of pay of Rs.700-40-1100-50-1300-EB-50-1600.

Department of Animal Husbandry

Dr. K.V.K. Veereswaran, Lecturer in Animal Husbandry may be retained as Lecturer in Animal Husbandry and allowed the scale of pay of Rs.700-40-1100-50-1300-EB-50-1600.

Note : The Committee recommended that the two posts of Field man may be retained and the scale of pay of the posts may be revised in due course with reference to the 3rd Pay Commission's recommendations of the Government of Tamil Nadu.

Faculty of Rural Health & Sanitation

Department of Sanitation :

Shri R. Desigavinayagam Pillai, Head of the Department of Sanitation may be appointed as Reader in Sanitary Engineering.

Dr. R Kanthiah, Health Officer may be appointed as Lecturer in Rural Health keeping the post of Reader in the Rural Health in abeyance.

Dr. R Devaraj, Health Officer may be appointed as Lecturer in Preventive Medicine.

Shri MK Selvaraj, Social Scientist cum Health Educator may be appointed as Lecturer in Social Science and allowed the scale of pay of Rs.700-40-1100-50-1300-EB-50-1600.

Shri G. Daniel Herbert, Microbiologist may be appointed as Lecturer in Microbiology and allowed the scale of pay of Rs.700-40-1100-50-1300-EB-50-1600.

Smt. Thilagavathy, Senior Laboratory Technician may be appointed as Lecturer in Entomology and allowed the scale of pay of Rs.700-40-1100-50-1300-EB-50-1600.

The post of Overseer cum Drafts Man and the 5 Health Inspectors (2 senior Grade, 1 Selection Grade and 2 Ordinary Grade) may be retained as such and the revision of scale of pay of the posts may be taken with reference to the recommendations of the 3rd Pay Commission of the Government of Tamil Nadu.

Centre for Research, Extension and Integrated Rural Development

Department of Research

Shri R. Subramaniam, Head of the Department of Research may be appointed as Deputy Director for Research and allowed the scale of pay of Rs.1200-50-1300-60-1900.

Shri S.Kesavan, Lecturer in Research may be appointed as Assistant Director of Research and allowed the scale of pay of Rs.700-40-1100-50-1300-EB-50-1600.

Department of Extension:

Dr. B.S.Nagarajan, Head of the Department of Extension may be appointed as Deputy Director of Extension and allowed the scale of pay of Rs.1200-50-1300-60-1900.

Shri K.Murugesan, Lecturer in Extension may be appointed as Assistant Director of Extension and allowed the scale of pay of Rs.700-40-1100-50-1300-EB-50-1600.

Department of Integrated Rural Development

Shri S.Subramania Iyer, Reader in Community Development may be appointed as Deputy Director of Integrated Rural Development and allowed the scale of pay of Rs.1200-50-1300-60-1900.

Shri K.Chellappan, Lecturer in Social Education may be appointed as Assistant Director of Integrated Rural Development and allowed the scale of pay of Rs.700-40-1100-50-1300-EB-50-1600.

Department of Physical Education:-

Shri R.Abraham, Director of Physical Education may be retained as Director of Physical Education and allowed the scale of pay of Rs.700-40-1100-50-1300-EB-50-1600.

Library

Shri N.Arumanan, Librarian may be retained as Librarian and allowed the scale of pay of Rs.700-40-1100-50-1300-EB-50-1600.

Shri A.Narayana and B.Abraham may be retained as Asst. Librarians and allowed the scale of pay applicable to Demonstrators in the affiliated Colleges in Tamil Nadu.

The Committee was of the opinion that existing persons recommended to be fixed against various posts in the new set up should require the qualifications prescribed by the U.C.C. for the posts concerned within the prescribed period.

The committee was of the view that there is little scope for offering English major, and Tamil major in the

The Committee recommended that professorships may also be created in the Departments of Tamil, English, Biology, Mathematics, Physics, Chemistry and Home Science in due course.

The Committee recommended that the Senior persons (viz.) Shri V.Rengarajan, Shri M.G. Gopalakrishnan, Shri R.Subramaniam and Dr. S.Sivasubramaniam may be considered for professorships in their respective departments taking into account their long years of service in the Institute.

The meeting came to a close at 4.45 p.m.

Annexure - II to Item 6.20

Copy of letter dated 28.2.1980 from The Gandhigram Rural Institute addressed to the Vice-Chairman, U.G.C., New Delhi.

....

Sub : Gandhigram Rural Institute (Deemed University) - Staff pattern.

Ref. This Office Lr. No.4689/SYN/XII/79/3340 dated 11.10.1979.

The Institute attained the status of a "Deemed University" with effect from 3.8.1976. After that, proposals for "staff pattern" for the Members of Teaching Faculties were sent to the Ministry of Education and till date final orders have not yet been passed. It is now understood that the subject has now been transferred to UGC.

There are seven faculties in this Institution and till this date all the Faculty members are only in the Cadre of "Lecturers" and "Heads of Departments" for the fact that the positions of "Professors" and "Readers" sanctioned by the Syndicate have not yet been approved by the UGC.

The Syndicate of this Institution at its meeting held on 19.9.1979 taking into consideration the latest requirements of the University resolved to create the posts of four Professors and twelve Readers for fitting in the existing staff members taking into consideration their experience, qualifications and present pay. The Syndicate also noted that the overall expenditure in this connection even after implementing the UGC pay scales will be only marginal. The Syndicate resolved that this was in accordance with UGC's letter No.F.95-1/77(D1/c) dated 19.4.1979.

The Syndicate created the following teaching posts for this Institution with effect from 3.8.1976, the date on which this Institution attained the status of a Deemed University viz. 4 Professors, 12 Readers and 48 Lecturers including the upgradation of 6 posts of Demonstrators/Tutors.

There were totally 74 posts of Teachers and the number of posts the Syndicate has now suggested is within this limit including Professors and Readers.

By creating the posts of 4 professors and 12 Readers the additional expenditure involved will be only nominal viz, Rs.10,120/- p.a. and Rs.100/- given to the Ph.D. holders will also get merged with their salaries when they are posted as Professors or Readers.

The Senate of the Institute as early as 1977 itself appointed a committee for evolving the staff pattern of the Institute. Sh. C.G. Rangabashyam, the then Education Secretary of Tamil Nadu Govt. headed the committee. The committee after several deliberations taking note of the existing faculties and the staff strength of the various departments, recommended the staff pattern for each department under various faculties and for the Centre for Research and Extension. A copy of the report of the Rangabashyam Committee is enclosed for ready reference. The request of the Institute is modest, in conformity of the above committee's report and with the requirements of the several faculties.

This question is pending for a very long time and the members of the teaching faculties are restive. At this juncture it may not also be out of context, to point out that the staff pattern for the Administrative staff was fixed as early as 1977, while that of the Academic staff drags on. This is also an added irritant to the teaching staff who have a feeling that their staff pattern has not been properly taken up with the concerned authorities and necessary follow-up action taken. Further delay in approving the staff pattern submitted by the Institute may lead the members of the Teaching staff to become more restive.

While all other universities in Tamil Nadu is having their due share in this respect, it is but natural that the teaching staff of this Institute is concerned about their staff pattern.

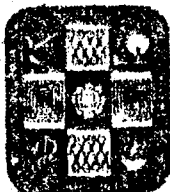
It is, therefore, earnestly requested that the question may kindly be examined and early orders issued agreeing to the request of the Institute.

THE GANDHIGRAM RURAL INSTITUTE

(DEEMED UNIVERSITY)

58

ANAM
CHANCELLOR



GANDHIGRAM-624 002
MADURAI DISTRICT
TAMIL NADU

Date 23.11.1980.

Dear Prof. Ramachandra Rao,

When I met you at New Delhi on 4th November 1980, you were kind enough to indicate that the revised proposals for the Staff Pattern could be sent in keeping with the special objectives and changed priorities of the Institute. You also told me that you would take immediate action on the fresh proposals sent. Even in your letter to the Chancellor, Dr. T.S. Soundram, dated 3rd September 1980, you had assured that you would take immediate action as soon as the revised proposals were received by you.

I have given careful thought to the whole question. I enclose a statement showing the revised staff pattern for this Institute which you will find more in conformity with the courses and programmes undertaken by this Institute. According to the revised proposals, the Institute requires 8 Professors, 12 Readers, and 44 Lecturers. This includes also the eight posts of Demonstrators/Tutors upgraded to those of Lecturers as there can be no Tutors in the University set up. In addition, there are ten teaching staff including Health Inspectors, Overseers-cum-draughtsman, Lab Technicians and Assistant Librarians.

The revised proposals include eight Professors: (1) The Dean of the Faculty of Tamil, Indian Languages and Rural Arts who is also Director of IDARA (Information Development and Resource Agency) and in charge of the Rural Youth Training Programmes of the Institute; who is overall head of the Departments of Tamil, Malayalam, Hindi and Fine Arts. (2) The Dean of the Faculty of English and Foreign Languages which include Departments of Arabic and Russian and who is also the Chairman of the Institute's Cultural Academy which plays a vital role in the life of the Institute. (3) The Dean of the Faculty of Rural Social Sciences who is also the Head of the Department of Political Science and Public Administration and in charge of the Post-graduate courses in Rural Services, etc. (4) The Director of the Centre for Research, Extension and Integrated Rural Development who holds a key position in the programmes of the Institute since all the three departments under him, namely, Research, Extension and Integrated Rural Development are of great relevance to the objectives of the Institute. (5) Professor of Cooperation which is a high priority subject both at the graduate and post-graduate levels, the U.G.C. having already approved the starting of the M.A. Course in Cooperation (6) Professor of Economics who will be the Head of the Department of Economics and will direct the teaching programmes both at the undergraduate and post-graduate levels, particularly the M.A. course in Rural Economics and Extension Education already approved by the U.G.C. and functioning from this academic year 1980-81. (7) The Dean of Faculty of Agriculture and Animal Husbandry which from this year runs a Diploma Course with the approval of the U.G.C. and the Dean also directs special programmes such as Lab-to-Land, Agricultural Extension, and teaches at the post-graduate level.

(8) Professor of Rural Development who will be the Head of the Department of Integrated Rural Development and will teach courses both at the post-graduate and under-graduate levels; since the overall objective of the Rural Institute is Integrated Rural Development and in view of the great thrust that the Central Government and the State Governments are developing for integrated rural development, a Professor is necessary.

As regards the Readers and Lecturers proposed, their numbers are in accordance with the usual requirements of the various departments.

The total number of posts now suggested is 74, the same as the total number of posts of teachers that were in position on 3.8.1976.

I request that the above Staff Pattern may be approved with effect from 3.8.1976, the date the Institute attained the status of Deemed University. The additional expenditure due to the revised Staff Pattern may be marginal except for the payment of arrears with effect from 3.8.1976 with monetary benefit from 1.1.1977, which may be provided under 'non-plan'. Regarding the new courses and the staff required for them, the proposals will be included in the Development Budget, of this Institute to be met under 'Plan', and will be sent separately in due course.

The delay in finalising the Staff Pattern of this Institute has created restiveness among the teaching staff of which you are not unaware.

I, therefore, request you to kindly sanction the revised Staff Pattern early.

Thanking you,

with kindest regards,

Yours sincerely,

M. Aram
(M. Aram)

To
Prof. B. Ramachandra Rao,
Vice-Chairman,
University Grants Commission,
Bahadur Shah Zafar Marg,
New Delhi 110 002.

Enclosure

STAFF PATTERN

Faculty	Department	Professor	Reader	Lecturer
Faculty of Tamil, Indian Languages and Rural Arts	Tamil	1	-	2
	Malayalam	-	-	1
	Hindi	-	-	1
	Fine Arts	-	1	-
Faculty of English and Foreign Languages	English	1	-	4
Faculty of Rural Social Sciences	Political Science and Public Administration	1	-	1
	Cooperation	1	-	1
	Village Industries	-	1	1
	Economics	1	1	2
Faculty of Rural Oriented Sciences	Sociology	-	1	1
	Mathematics	-	1	3
	Physics	-	1	5
	Chemistry	-	1	4
	Home Science	-	1	2
Faculty of Agriculture and Animal Husbandry	Biology	-	-	2
	Agriculture	1	1	4
Faculty of Rural Health and Sanitation	Animal Husbandry	-	-	1
		-	1	5
Centre for Research, Extention and Integrated Rural Development	Research	1	-	1
	Extension	-	1	1
	Integrated Rural Development	1	-	1
Physical Education		-	-	1
Librarian		-	1	-
	Total	8	12	44
Health Inspectors	6	= 64		
Overseer-cum-Draughtsman	1			
Senior Lab Technician	1			
Assistant Librarian	2			

Total 10 = 10

Grand Total: 74

sd/- 23/11/19d

VICE-CHANCELLOR
GANDHIGRAM RURAL INSTITUTE

Annexure IV to Item No. 6.20

University Grants Commission

Report of the Committee appointed by the
U.G.C. to assess the staffing pattern of
Gandhigram Rural Institute.

The University Grants Commission appointed a committee to take note of the teaching posts of Gandhigram Rural Institute at the time it was accorded "deemed to be university status" and to assess in terms of the objectives of the Institute the staffing pattern required for the growth of each department. The authorities of Gandhigram have not so far been able to provide opportunities of higher position of Professors or Readers to its teaching staff, in the absence of such a scrutiny by the U.G.C. as at the time the Institute was declared a deemed to be university, its teachers were all designated as Lecturers only.

In order to assist the University Grants Commission in arriving at a suitable decision regarding the staffing pattern of the existing teachers, the following committee was appointed by it to look into this matter and tender its advice to the Commission :

1. Prof. C.V. Subramanian
Professor of Botany
Madras University
Madras.
2. Prof. B. Sanjeeviah
Professor of Physics
Mysore University
Mysore.
3. Prof. S.V. Patwardhan
Indian Institute of Technology
New Delhi.
4. Dr. D.P. Pattanayak
Director
Central Institute of Indian Languages
Mysore.
5. Shri M.P. Balakrishnan
Deputy Secretary
University Grants Commission
New Delhi.

The above committee accordingly visited Gandhigram Rural Institute on the 6th and 7th of March, 1981. Prof. S.V. Patwardhan who was away abroad could not joint the committee.

Gandhigram Rural Institute which was started in the year 1956 had the following objectives :

1. To provide for such instruction and training in all branches of learning as it may promote a casteless and classless society and integrated rural development.
2. To provide for research for the advancement of and dissemination of knowledge.
3. To institute degrees, titles, diplomas and other academic distinctions; and
4. To hold examinations and to offer degrees, titles, diplomas and other academic distinctions.

Research in Gandhigram is mainly participatory in character and its programmes and activities are aimed towards implementing the ideals of Mahatma Gandhi of imparting education having relevance to contemporary needs. Gandhigram is the only surviving one of the 14 Rural Institutes of higher education set up with assistance from the Government of India on the lines of the recommendations made by the Radhakrishnan Commission and Dr. Shrimali Committee with a view to promote integrated rural development.

Since Gandhigram Rural Institute was the only surviving Institute and it had been in a position to serve as a community resource centre, the Government of India on the recommendation of the University Grants Commission which assessed the potentialities of this Institute for enriching the university system declared it as a deemed to be university under Section 3 of the UGC Act w.e.f. 3.8.1976. Though the Institute is small in size, it is unique in its own way and is the only Rural Institute in the country which has attained the status of a university, as indicated above.

At the time the Gandhigram Institute was declared a deemed to be University, it had 80 teaching posts and the teachers were designated as Heads of Departments (in Lecturer's grade), Lecturers or Demonstrators or Assistant Instructors. There were 10 Heads of Departments of various faculties, 39 Lecturers, 3 part-time Lecturers, 12 Staff members in the Faculty of Rural Health and Sanitation and 16 other posts including Demonstrators. The Government of India in the Ministry of Education on the basis of replacement scales of pay, allowed the scale of Rs.700-1600 for the Heads of Departments and Lecturers. It was also noted that out of the 80 posts, 74 were in position and they were all teaching posts.

In view of the fact that Gandhigram was functioning as a deemed university, it is required to interact and collaborate with other universities in the country. It has also to induct senior teachers into its Board of Studies and similar other bodies. Similarly the senior teachers of the Institute have also to serve on various bodies of other universities. One of the difficulties felt by Gandhigram Rural Institute in this connection was the designation of the teachers. Having been admitted to the University system and when the sister universities are having their teachers classified as Professors, Readers and Lecturers to continue with the designation that all teachers of Gandhigram are Lecturers had its own disadvantages and disabilities. It was noted that many of the teachers appointed in Gandhigram have comparable academic qualifications similar to those of their counterparts in other universities working as Professors or Readers or Lecturers and a good number of teachers have also acquired a unique type of expertise by working in Gandhigram on their projects of integrated rural development and combining teaching, research and extension in appropriate proportions depending upon their projects and assignments. In the absence of any postgraduate or research degree courses in integrated rural development in the past (though postgraduate degree courses and even research degree courses in integrated rural development have now been started by a few universities), the experiences of the teachers in Gandhigram have to be given the required weightage to be put on a par with their counterparts who are working as Professors and Readers in other universities.

The committee felt that for organizing the various teaching, research and extension programmes by the faculties of the Rural Institute, it is necessary that Heads of Departments are either Professors and if Professors are not available, at least Readers. It is difficult to visualize various Departments and Faculties of Gandhigram which have been functioning for the last 25 years in the field of rural service to continue with the teaching, research and extension activities with the teaching designation of lecturers only for its teachers. It would mean that they would have to function in isolation and the needed cooperation, collaboration with university departments at the appropriate level would also become difficult in the absence of comparable designations for the teachers of the Institute. With this basic approach, the committee examined the pattern needed for the Faculties of the various Departments :

1. Faculty of Tamil, Indian Language and Rural Arts :

This Faculty has at present under it the Department of Tamil with 3 lecturers, Department of Malayalam with one lecturer, Department of Hindi with 2 lecturers (one part-time) and Department of Fine Arts with one lecturer. The Faculty is under the charge of a Dean and the Head of the Department who has been organizing the activity of the Faculty since July, 1956. He has two Master's degrees - one in Tamil and the other in Communication from Michigan State University (U.S.A.). The lecturers have either postgraduate degrees or possess qualifications equivalent to that to be able to organize various courses under the auspices of the Faculty which has been trying its best to implement the three languages formula by giving equal importance to Tamil, Hindi and English and also allowing other Indian languages to flourish. The Faculty has started a Hindi Bhavan and, in collaboration with the Dakshina Bharat Hindi Prachar Sabha, it prepares students for the various examinations held by the Prachar Sabha, in addition to its own degree courses in Languages. The Institute is also engaged in projects in Folklore under the Western Ghats Development Programmes and hopes to establish a Folklore Museum. It is engaged in the preparation of teaching-learning materials and books for the use of students and teachers. It is also planning to run a Tamil

Journal in Rural Development. It has also finalized programmes for running Certificate Courses in Indian languages, viz., Tamil, Hindi, Malayalam, Telugu, Kannada, Sanskrit and Bengali.

Looking to the work-load of the teachers, it was noted that the Dean is working for 43 hours a week, 16 hours for contact classes, 14 hours for extension work, 4 hours for research and other activities and 9 hours on administrative work. The other lecturers put in more than 25 hours of work. The Lecturer in the Hindi Department puts in 35 hours of work. The Department is very active both in research and extension work and its programme of contact hours is very regular. Taking into account the existing activities of the Department of Tamil, Malayalam, Hindi and Fine Arts, the committee recommends that the Faculty may have a Professor in Tamil, a Reader each for the Departments of Malayalam, Hindi and Folklore and two lecturers for the Department of Tamil to carry on the existing activities.

The present Dean and Head of the Faculty of Tamil, Indian Languages and Rural Arts has published 6 books and teaches the M.A. course in Rural Development and M.A. course in Rural Services. He is also involved in the production of literature for neo-literates. All teachers in the Departments are engaged in both research and extension work, besides teaching.

2. Faculty of English & Foreign Languages :

There are at present 5 teachers in the Faculty of English and Foreign Languages which teaches English as a core subject at the B.A./B.Sc. level. The Faculty conducts classes in Arabic on a part-time basis. The Department runs short-term courses for nursery and school teachers in the neighbouring schools. The extension activities of the Faculty include a course in English for housewives and for administrative staff in communication skills. The Faculty states that its programmes have the following salient features :

1. It lays emphasis on training students to effectively use English for Communication.
2. It is designed to enable them, after their postgraduation, to use English effectively for administrative purposes; they receive training in secretarial practice, reporting, drafting official letters for various purposes, etc.

3. It seeks to offer students opportunities to enter professions like those of reporters and journalists.
4. It generates and encourages the spirit of enquiry in students to analyse socio-linguistic problems through group research and presentation of terms papers.
5. It takes into account the vital role of English literature as a cultural force in contemporary life.

The committee noted that the work of this Faculty was assessed by the Rangabashyam Committee which recommended a Reader's post, besides the present strength of lectures. The present committee examined the work-load for teaching, research, extension and administrative and other work and notes that work load is considerable. One post of the lecturer was vacant; a part-time lecturer in Arabic is also in position. Taking into account the existing activities of the Department, the committee is of the view that the Department may have a strength of 2 Readers and 3 Lecturers. Among the teachers of the Department, one holds a research degree and other have postgraduate degrees and have been teaching English. The Dean of the Faculty has been teaching English from 1958 and is an experienced teacher, though he does not possess a research degree.

3. Faculty of Rural Social Sciences :

There are at present 12 teachers in this Faculty which has 5 Departments, namely (a) Department of Political Science and Public Administration (b) Department of Cooperation, (c) Department of Village Industries, (d) Department of Economics, and (e) Department of Sociology. At present there are 15 teachers in position, including one part-time lecturer in Sociology. Of these, two are Assistant Instructors and one a part-time Instructor. Taking into account the existing work-load of the 5 Departments which are offering undergraduate and postgraduate courses leading to B.A. and M.A. in Rural Services, this committee feels that, for the present, 12 teachers would be adequate, two for the Department of Cooperation, two for the Department of Village Industries, four for the Department of Economics

and two for the Department of Sociology. In view of the size of the Faculty, it is recommended that the Dean of the Faculty of Rural Social Sciences be a Professor in addition, each Department may have one Reader and the 6 Lecturers may be distributed one each in the four Departments, excepting Economics which may have two lecturers. Any addition to this staffing may be considered by the authorities of the Institute under the 6th Plan programme. For the present, this committee recommends one Professor, 5 Readers and 6 Lecturers for the Faculty of Rural Social Sciences.

The committee was impressed by the manner in which Gandhigram has organised its courses in Rural Development on the semester pattern. 156 students have been enrolled in the Institute's undergraduate programme and 64 in its postgraduate programme in Rural Services. The Faculty places special emphasis on placement of students in a village during each semester for identifying rural problems and relating them to theoretical concepts, thereby linking theory and practice. Each student is required to submit a thesis.

The Institute has also taken up the question of restructuring the existing courses so that all of them are related to rural development. The committee on Rural Industries and Management is reorganizing the degree course in such a way that the students are trained in specific skills so that after the completion of the course they would be in a position to be self-employed.

4. Faculty of Rural-Oriented Courses :

This Faculty has at present 17 teachers in position - 12 lecturers, 5 Demonstrators/Tutors in 5 departments - Departments of Mathematics, Physics, Chemistry, Biology and Home Science. The committee had detailed study and discussions regarding the extension activities of the Faculty. Despite the inadequacies in the teaching programme of the first degree course in Chemistry, Physics, Mathematics, Home Science and Biology being taught at the Institute at present, it was noted that the Institute has drawn up plans for starting M.Sc. in Applied Chemistry for Rural Development, M.Sc. in Applied Physics, a Postgraduate Diploma course in Operational Research, an M.Sc. degree course in Applied Mathematics and a Postgraduate Diploma

course in Food Technology. The Department of Biology was also proposing to design special training for students in poultry farming and fisheries, cultivation of crops and pest control and allied areas. Regarding the qualifications of the existing teachers, three of them in the Department of Chemistry including the Dean have research degrees; others are likely to acquire research degrees in the near future. All of them have first class or high second class M.Sc. degrees. Considering the work-load of the teachers and the extension activities being undertaken, this committee suggests that the Faculty of Rural Oriented Sciences may have 20 teachers and the Dean of the Faculty of Rural Oriented Sciences may have the position of a Professor. Six Readerships are also recommended one each for Mathematics, Physics, Chemistry and Home Science and two for Biology, one in Botany and one in Zoology. In addition, there should be one lecturer for Mathematics, five lecturers for Physics, three for Chemistry and two for Home Sciences. Any augmentation of the existing staff, however, may be considered only on the basis of 6th Plan proposals.

5. Faculty of Agriculture and Animal Husbandry :

At present 6 lecturers, one Farm Superintendent and two Fieldmen constitute the staff of the Faculty. The Faculty of Agriculture Sciences is a vital part of Gandhigram as it offers a two-year certificate course in Agricultural Sciences which has now been restructured to a Diploma Course in Agriculture of 2-years duration (4 semesters). The students are trained in the Basic and Applied aspects of the agriculture with emphasis on Agricultural Engineering, Horticulture and Dairy Science to equip themselves for self-employment for employment in Fertilizer and Pesticide concerns, dairy farms, sugar factories, etc. The diploma in Agricultural Sciences has been approved by the UGC under its programme of restructured courses. The Institute is also implementing the Lab-to-Land Programme of the I.C.A.R. in selected blocks, and training programmes for soil analysis. It is planning to introduce a Degree Course in Agriculture and Management and a Diploma course in Animal Husbandry, besides training programmes in Dairying Seed Treatment Sericulture, Chemical weed control, manuring for grapes and flowers etc.

Considering the teaching and extension programmes of the Department, this committee feels that the Department of Agriculture should have a Professor, a Reader and 4 Lecturers and the Department of Animal Husbandry should have one Reader for carrying on the existing activities. The other supplementary staff (Fieldman, Farm Superintendent) may continue on the existing terms.

6. Faculty of Rural Health and Sanitation :

The Faculty conducts two courses, a Sanitary Inspector's course (from 1959 onwards) and a Diploma course in Sanitary Science. The intake for the Sanitary Inspector's course at present is 47 and for the Sanitary Science Diploma course 11. The Institute has trained 829 Sanitary Inspectors so far and have also awarded the Diploma in Sanitary Science to 226 students. The first Sanitary Science course started in 1964 is the first of its kind in India : qualified Sanitary and Health Inspectors are deputed for undergoing this course by various State Governments and voluntary institutions. There are at present 12 staff members, not designated as lecturers, but involved in teaching. The staff members are designated social-scientist-cum-health educator, health officer, microbiologist, health inspector and are ranked 'senior grade' 'selection grade' and 'ordinary grade'. The Head of the Department holds a postgraduate degree in Engineering, the Social Scientist holds a postgraduate degree with specialised training in methodology and extension from the University of Kentucky and with a diploma in health education of the University of Carolina. The Health Officer is a medical graduate and the Microbiologist holds a postgraduate degree in Microbiology. Apart from the fact that these two courses are very popular and useful, there is demand for increased intake for both courses. There is also demand for starting new courses for providing multipurpose workers for efficient delivery of health services to the rural community on the basis of 1½ years' course and also a multi-purpose health management course to assist the Medical Officers in-charge of Primary Health Centre. There is also demand for a multi-purpose course in Nutrition. The Department is engaged in research on water supply, sanitation and Family Welfare in Tamil Nadu.

The extension activities of the Department contain special programmes for propagating environmental sanitation. The Department carries out regular visits to villages every week for field training. There are at present 12 staff members including the Health Inspectors. In the light of the usefulness of the existing activities the committee recommends one Professor, one Reader and four lecturers for this Faculty; a faculty position at the Professor's level is very necessary for developing this programme further. The other 6 would continue as supporting technical staff. This is one of the best programmes of the Institute which is very well run and the community gets immeasurable benefit from the programme. The non-teaching staff already in ~~post~~ position may be continued.

7. . . . Centre for Extension and Integrated Rural Development :

This is one of the significant programmes of Gandhigram. The Department runs a B.A./B.Sc. course in Community Development and Extension including elements of social research and statistics. At the postgraduate level, this Centre runs a postgraduate degree course in Rural Development. These two courses also cover social Science Research Methods, Agricultural Economics and Rural Development. The Centre who has at present 6 teachers. The Director of the Centre who has been in the Institute since 1957 has a number of monographs and publications to his credit; He has an M.Litt. degree and has also undergone courses of research and extension at the University of Kentucky, U.S.A. Two other teachers have research degrees and three are likely to complete their Ph.D. courses shortly.

In the context of existing activities, the Centre for Integrated Rural Development and Extension should have one Professor, one Reader and one Lecturer for the Department of Extension and similarly one Professor, one Reader and one Lecturer for the Department of Integrated Rural Development.

For Physical Education and library, the committee recommends one post each in the scale of lecturer. Other existing posts may continue.

To sum up the Gandhigram Institute has 6 Faculties, viz., Faculty of Tamil, Indian Languages and Rural Arts, Faculty of English and Foreign Languages, Faculty of Rural Social Sciences, Faculty of Rural Oriented Sciences, Faculty of Rural Health and Sanitation. In addition, it has also a Centre for Extension and Integrated Rural Development. We are impressed by the work of the Institute particularly of the Faculties of Rural Social Sciences, Faculty of Rural Health and Sanitation and the Centre for Extension and Integrated Rural Development. In our view general support may be given for all faculties according to the needs, but particularly for the two Faculties just mentioned and the Centre for Extension and Integrated Rural Development. The staff positions recommended are as per statement enclosed.

It is suggested that the scales of pay of teachers of different categories namely Professors, Readers and Lecturers should be as per UGC scales. In filling up the new posts being sanctioned, particularly those of Professors and Readers, UGC norms may be followed and qualifications prescribed on the basis of UGC norms so that the best teachers are recruited or promoted as the case may be.

The position of the existing teaching staff was discussed with the Vice-Chancellor of the Institute in the light of the proposal submitted by him. He pleaded that the existing staff pattern as may be approved with effect from 3.8.1976 the date on which the Institute was deemed to be a university by the UGC. The committee agrees with this view. In the case of Demonstrators, Assistant Lecturers, Assistant Instructors and Tutors which are relatively a few in number, these positions may be upgraded to that of Lecturer in such cases where they possess the qualifications prescribed, as has been done in the past in the case of other deemed to be universities.

The committee has noted that some of the teaching staff for example, Microbiologist in the Faculty of Rural Health and Sanitation, do not have the scale of a Lecturer, but something lower, although they are qualified and not only teach but do research and extension work. There are also similar other posts in the same faculty. These need special review and it is necessary to give these very active and competent staff posts they deserve in the set-up of a university. It may be

necessary to designate them as Lecturer or Readers as the case may be depending upon their qualifications and merit.

The question of arrears of pay payable to the staff members on the basis of recommendations made by the committee has also been discussed. The additional expenditure involved would be marginal, but payment of arrears from 3.8.1976 will not be marginal, but may have to be provided in the revised non-plan budget of the Institute, for 1981-82.

The committee wishes to place on record the excellent cooperation it received from the Vice-Chancellor of the Gandhigram Rural Institute Dr. Aram and his colleagues in the task which was assigned to the committee. The committee is impressed by the leadership of Dr. Aram and believes that with the inputs the Government may give, the Institute will grow in strength and will serve the needs of not merely of Tamil Nadu but the entire country.

Professor CV Subramanian

Professor B. Sanjeeviah

Dr. D.P. Pattanayak

Mr. M.P. Balakrishnan

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

Meeting:

Dated: 23rd-24th June, 1982

Item No. 6.21 : To reconsider the position of providing funds to Colleges of Delhi university for construction of buildings and other purposes.

.....

The Commission at its meeting held on 18th January, 1982 considered the question of providing grants to Colleges of Delhi University during the Sixth Plan Period and decided that within the provisions of Rs. 2.5 crores available in 6th Plan allocation for this purpose, the grants may be provided for following :-

- a) To complete the on-going buildings and other projects already accepted and;
- b) Construction of the buildings for :
 - (i) Bhagat Singh College
 - (ii) Maitreyi College for Women
 - (iii) Satyawati Co-Educational College and
 - (iv) Zakir Hussain College.

The Commission further decided that the proposals from Colleges of Delhi University for developmental purposes, in future, may be considered on the same basis as for colleges affiliated to other Universities and in accordance with the Sixth Plan guidelines. The Commission's Resolution No. 4.03 dated 29th & 31st May, 1981 is also relevant in this connection wherein it had been agreed that all projects which were approved for colleges for the Fifth Plan period but the implementation of which had been deferred, may be considered afresh by the colleges for inclusion in the 6th Plan development proposals to be prepared in the light of 6th Plan guidelines.

The above decision of Commission was to provide grants for construction of buildings only in respect of four colleges as above, out of seven colleges. The proposals from other three Colleges, namely, Mata Sundari College for Women, the Institute of Home Economics and Swami Shradha Nand College had also been accepted in principle alongwith these proposals of the four colleges mentioned above.

In the case of Mata Sundari College for Women, the proposal was earlier referred to C.P.W.D. who had asked for revised proposal which has also been received from the college. The College proposes to construct a four-storeyed building, in 3 phases. The construction of phase-I which is estimated to cost about Rs. 66.30 lakhs has already been started by the College,

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without acceptance of Plans etc. by the University Grants Commission. The construction of other two phases is expected to be undertaken after 4 to 5 years from now when it will get possession of more land. A copy of the college letter No. D/MSC/81-82/4537 dated 22.4.1982 giving justification for starting I Phase of construction of the college building, prior to acceptance of Plans & estimates by the University Grants Commission is enclosed (Annexure 1).

In respect of the Institute of Home Economics also the college had submitted plans and estimates earlier but in view of the Commission Resolution No. 16 of 12.1.1979 read with the Resolution No. 1 of 16.3.79, these were not referred to C.P.W.D. In case of Swami Shradha Nand College, the plans and estimates have not so far been received.

The present position of schemes already approved for the four college buildings is indicated below against the available allocation of Rs.2.5 crores for the VI Plan period :-

1.	Zakir Hussain College	Rs.1.36 crores
2.	Maitrayi College	Rs.0.84 crore
3.	Satyavati College	Rs.1.34 crores
4.	Bhagat Singh College	Rs.0.35 crore
		<u>(Pre-revised)</u>
	Total:	Rs.3.89 crores

Other ongoing projects and schemes already approved will require about one crore .

In view of the position explained above, it may be necessary to review the position of providing assistance to colleges of Delhi University for construction of their buildings and other purposes such as purchase of books and equipments or introduction of new courses and completion of ongoing construction projects approved during earlier plans out of over-all allocation of Rs.2.5 crores for the purpose.

The matter is placed before the Commission for a decision.

Annexure-
to Item No. 6.21

Copy of letter No. P/MS/81-82/4533 dated 22nd April, 1982 received from Mata Sundri College for Women, New Delhi.

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Subject: Construction of the college building:Regarding

Please refer to your letter No. F-1-1(13)/81 (C-2) dated 22nd March, 1982 on the subject.

I wish to state the following reasons which compelled us to start the construction of the college building:

1. The present building of the college is housed in a temporary building and most of the rooms have cemented sheets and thus the college cannot provide the required facilities to the students for lack of accommodation.
2. The roofs are also temporary and during the heavy rains, they start leaking, resulting in the damages of furniture as well as ceiling fans apart from disturbing the classes.
3. You can verify from your records that whenever proposals from the college duly recommended by the University of Delhi for sanction of special grants, payable under the rules and enjoyed by other colleges, were denied to us on the plea that neither the building nor the land belong to the college. Hence, the college suffered.
4. The Inspection Committees when visited the college always recommended for providing more facilities to the staff and the students but could not help because of accommodation.
5. There is a great need for starting of science courses at the college. The proposals were also recommended by the Inspection Committees of the University of Delhi but could not materialise because of accommodation for laboratories and other facilities.
6. The University of Delhi also provided Rs.54.65 lacs for the college building, 0.50 lacs for academic requirement under the 10-years development programme for Delhi College in the first five years, 1981-1985. The University of Delhi was very keen for us to start the construction.
7. The college considering all its difficulties, started its construction on the duly sanctioned portion of land in our possession as first phase of its construction. The construction will be in 3 phases. The approved plans and estimates have already been submitted to the UGC duly recommended by the University of Delhi.

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Under the circumstances, you will agree with me that the college must have a permanent building of its own so that the educational and co-curricular activities do not suffer. Therefore, the Delhi Sikh Gurdwara Management Committee (the Parent Body of the college) after realising the gravity of the situation, sanctioned building grants to the college for immediately taking up the construction of the college building.

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