

UNIVERSITY GRANTS COMMISSION

AGENDA AND PROCEEDINGS

NO-254

23TH APRIL 1983

UNIVERSITY GRANTS COMMISSION

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Minutes of the 254th meeting of the University Grants Commission held on 23rd April, 1983

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The following were present:-

Dr. (Mrs.) Madhuri R. Shah	Chairman
Professor Rais Ahmed	Vice-Chairman
Shri C. G. Somiah	Member
Professor C. N. R. Rao	Member
Professor Anita Banerjee	Member
Professor R. C. Mehrotra	Member
Professor Ramesh Mohan	Member
Justice P. N. Shinghal	Member
Shri Kireet Joshi	Member
Dr. D. Shankar Narayan	Secretary, (Actg.)

Mrs. Serla Grewal, who was abroad, could not attend the meeting.

SECRETARIAT

Joint Secretaries

Shri S. Vishwanath
Shri I. C. Menon
Dr. S. C. Goel

Deputy Secretaries

Dr. S. P. Gupta
Dr. D. Swaminadhan
Dr. M. L. Mehta
Dr. T. N. Hajela
Shri R. P. Gangurde
Shri L. R. Mal
Shri A. G. Deshmukh
Shri B. R. Kwatra
Shri R. P. Duggal- P. I. O.

Chairman reported that Shri R. K. Chhabra retired from the services of the UGC w.e.f. 31.3.1983 and that she had asked Shri Chhabra to continue to be the Secretary of the Central Universities Committee and for carrying on this work, he would continue to be provided necessary facilities including the residential telephone. This was approved.

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The Commission placed on record its appreciation of the valuable services rendered by Shri R.K.Chhabra who retired on 31st March, 1983 (afternoon) after serving the Commission for 27 years.

The Chairman further informed the Commission that pending regular recruitment to the post of Secretary, she has asked the Additional Secretary to hold the current charge of the duties of the Secretary, UGC, in addition to his own with effect from 1st April, 1983 (forenoon) and until further orders.

Section-1

- Item No. 1.01(a) : To receive the minutes of the meeting of the Commission held on March 21, 1983.
- (b) : To receive the action taken on the minutes of the meeting held on March 21, 1983.

...

The minutes of the 253rd meeting of the Commission including the note circulated under item No. 6.05 (which was part of the minutes) were confirmed

- (b) This was noted.

- Item No. 1.02(a) : To approve the action taken on certain matters.
- (b) : To receive the items of information.

...

(a) The Commission approved the action taken on items listed in Appendix-I*. However in respect of item 1.02(a)(4) it was indicated that the proposal of the Delhi University to construct the Boys' hostel for 200 students, in one phase instead of two phases has been agreed to, the plans and estimates earlier accepted on the basis of the CPWD scrutiny, at a cost of Rs. 30,35,285/- would provide the common facilities of dining hall etc. and accordingly the cost involved in the addition of another 100 rooms would be correspondingly lower.

With regarding to item No. 1.02(a)(18), the Chairman explained the circumstances under which the Commission

* Note enclosed

had accepted the report of the Committee which was set up to examine disparities which had crept in the pay scales of certain categories of employees in the Central Universities and recommend suitable action. As a consequence of this, upgradation of pay scales of certain categories of non-teaching staff in Central Universities had been accepted and the universities were informed of the same. It was however pointed out that where revision of pay scales was not in consonance with the decision of the Commission or Committees report a reference may be made to the Government of India.

(b) This was noted.

Item No. 1.03 : To approve the statement of grants released from 1st March, 1983 to 31st March, 1983

...

The Commission approved the grants released from 1st March, 1983 to 31st March, 1983 (Appendix-II)*

Item No. 1.04(a) : To receive a statement showing the payments made by the UGC during the year 1982-83 upto 31st March, 1983.

(b) : To receive a statement showing the sanctions and bills pending as on 31st March, 1983.

...

(a) This was noted.

(b) This was noted.

Section-2

(Matters relating to standards)

Item No. 2.01 : To receive the report of the Committee appointed by the Commission to assess (i) the working of the Centre for West Asian Studies, Aligarh Muslim University and (ii) its requirements for the 5 year period beginning 1983-84.

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The Commission considered the Report of the Committee and desired that the observations and recommendations made

* Not enclosed

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may be brought to the notice of the University. The Commission further agreed to provide facilities to the Centre of West Asian Studies, Aligarh Muslim University for the Five-year period beginning 1983-84 as indicated in the Appendix-III.

Item No. 2.02 : To consider the recommendations made by the Committee appointed by the Commission to review of the conditions of M.Phil/Ph.D. programmes.

...

The Commission accepted the recommendations made by the Committee appointed to review the conditions for M.Phil/Ph.D. programmes and the revised guidelines, consequently, are given as Appendix-IV.

Item No.2.03 : To consider the minutes of the meeting of the Committee appointed by the Commission which considered the revised proposal of the Aligarh Muslim University for the establishment of S.Z. Institute of Petroleum Technology

...

The Commission considered the revised proposal received from the Aligarh Muslim University for the establishment of Institute of Petroleum Studies and Chemical Engineering and agreed that the Aligarh Muslim University be enabled to implement this programme in a phased manner within the estimates of Rs.111.45 lakhs (NR) and Rs.3.52 lakhs p.a. (Recurring), indicated in the proposal. It was noted that the Government of UAE have agreed to donate an amount of 1 million dollars to the Aligarh Muslim University towards establishment of this Institute.

Section-4

(Special Programmes)

Item No. 4.01 : To consider the recommendations of the Committee for developing expertise in the field of Archaeology.

...

On the recommendation of the Committee for the development of expertise in Archaeology, the Commission agreed that assistance (as detailed in Appendix-V) may

provided to the following universities for a period of five years for strengthening their activities in the field of Archaeology.

1. Aligarh Muslim University
2. Banaras Hindu University
3. Kurukshetra University
4. Calcutta University
5. Patna University
6. M.S. University of Baroda
7. Poona University
8. Madras University.

It was further agreed that assistance be provided on 100% basis, outside the plan allocation of the universities on the usual terms and conditions. The posts in the case of State Universities under the scheme are to be taken over by the State Government concerned as committed expenditure when the assistance from the Commission ceases at the end of 1987-88. The Commission further desired that the scales of pay for the technical staff viz. Director, Dy. Director/Excavation-in-charge and Assistant Director, be Rs. 1500-2000; 1100-1600 and 700-1300 respectively.

Item No. 4.02 : To consider the recommendations made by the Panel on Teacher Education at its meeting held on 16th February, 1983 to select (a) Universities, which may offer a course in special education to teachers for teaching handicapped children and (b) universities to be assisted in consultation with the NCERT in undertaking inter-disciplinary research projects on the various projects concerning the physically handicapped and mentally retarded children.

...

The Commission generally agreed to the recommendations of the Panel on Teacher Education with regard to assistance to universities for offering courses in special education of teachers for teaching handicapped children and desired that the proposals received from the universities in this regard may be considered early.

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- Item No. 4.03 : To consider the reports of the Visiting Committees which visited:
- i. the Deptt. of Gujarati, SNT Women's University, Bombay.
 - ii. the Deptt. of Kannada, Mysore University, and;
 - iii. the Deptt. of Sociology, Ravishankar University, Raipur.

...

The Commission considered the reports of the visiting committees which examined the proposals of the Department of Gujarati, SNT Women's University, Bombay; Department of Kannada, University of Mysore; and Department of Sociology, Ravishankar University, Raipur for their participation under the programme of Special Assistance to selected Departments and agreed to provide assistance for a period of five years as indicated in the Appendix-VI.

- Item No. 4.04 : To consider the recommendations of the Expert Committee for Special Assistance Programme of the Department of Electronics & Communication Engineering, Roorkee University, Roorkee.

...

The Commission on the basis of the report of the committee which examined the proposal of the Department of Electronics & Communication Engineering, Roorkee University, Roorkee agreed that the assistance as indicated in the Appendix-VII may be provided to this department as Departmental Research Support for a period of three years on the usual terms and conditions.

- Item No. 4.05 : To consider the recommendations of the Expert Committee to the Department of Mathematics, Jadavpur University for participation in Special Assistance Programme.

...

The Commission on the basis of the report of the Expert Committee which examined the proposal of the Department of Mathematics, Jadavpur University agreed to the participation of the Department under the programme of Special Assistance to selected departments for a period of five years and agreed to provide assistance as indicated in the Appendix-VIII.

- Item No.4.06 : To consider the report of the Assessment Committee on the Centre of Advanced Study in History, Aligarh Muslim University, Aligarh.

...

The Commission considered the report of the Assessment Committee on the Centre of Advanced Study in History, Aligarh Muslim University, Aligarh and on the basis of the recommendations made by it agreed to provide assistance as indicated in Appendix-IX for a further period of five years to enable it to function as a Centre of Advanced Study.

- Item No.4.07 : To consider the report of the Expert Committee for Special Assistance Programme for the Department of Organic Chemistry, Indian Institute of Science, Bangalore.

...

The Commission considered the report of the Expert Committee on the Department of Organic Chemistry, Indian Institute of Science, Bangalore and on the basis of recommendations made by it agreed to the participation of this department to the programme of Special Assistance to selected departments for a period of five years and also agreed to the assistance to be provided for this purpose as in Appendix-X.

- Item No.4.08 : To consider the report of the Expert Committee for Special Assistance Programme for the Department of Organic Chemistry, University of Madras, Madras.

...

The Commission, on the basis of the report of the Expert Committee for Special Assistance Programme for the Department of Organic Chemistry, University of Madras, Madras agreed to the participation of this department under the Programme of Special Assistance to selected departments for a period of five years and agreed to provide assistance as indicated in Appendix-XI.

- Item No. 4.09 : To consider the report of the Expert Committee for Special Assistance Programmes for the Organic Chemistry Unit of Pharmaceutical Division under University Department of Chemical Technology, Bombay University.

...

The Commission, on the basis of the report of Expert Committee for Organic Chemistry Unit of Pharmaceutical Division of Deptt. of Chemical Technology Bombay University agreed to provide assistance as indicated in Appendix-XII for its Departmental Research Programme, for a period of three years.

- Item No. 4.10 : To consider the report of the Expert Committee for Special Assistance Programme for School of Chemistry of the University of Hyderabad.

...

The Commission, on the basis of the recommendations of the Expert Committee for the School of Chemistry of the University of Hyderabad, Hyderabad, agreed to the participation of the department under the Programme of Special Assistance to selected departments for a period of five years and to provide assistance as indicated in Appendix-X.

- Item No. 4.11 : To consider a Report on the Regional Conferences on Science Education and their recommendations.

...

The Commission generally accepted the recommendation contained in the report of the Regional Conferences on Science Education held during January/February, 1983 and desired that further action may be taken on these recommendations. It was desired that follow up action to be taken up on these recommendations may be decided in consultation with the Committee of Conveners of Science Panels.

↳ further

- Item No. 4.12 : To consider a report on Mathematics under Special Assistance Programme of Aligarh Muslim University, Aligarh

...

The Commission, on the basis of the report of the Expert Committee which examined the proposal of Department

Mathematics of Aligarh Muslim University agreed to the participation of this department under the Programme of Special Assistance to selected departments and to provide assistance for a period of five years as indicated in Appendix-XIV.

Section-5

(Grants to Universities & Colleges)

Item No.5.01 : To consider the minutes of the meeting held in the UGC Office to discuss certain pending issues between ICAR, BHU and UGC, in respect of the Instt. of Agricultural Sciences, Banaras Hindu University.

...

The Commission noted the decision taken at the meeting held on 27th September, 1982 between the Chairman, UGC and the representatives of the ICAR with regard to the various projects taken up by the Institute of Agriculture, Banaras Hindu University and decided as below:--

(a) The posts against various schemes should be created in the normal cadres available in the universities i.e. professors, readers, lecturers etc. and appointments to these posts should be made in accordance with the statutes and ordinances of the university. The present incumbents to the posts created as part of the research schemes may also be considered alongwith the other candidates if they possess the required qualifications etc.

(b) The Banaras Hindu University may be advised that it may not accept any research schemes involving UGC commitment of recurring nature or to be taken over as maintenance expenditure on a subsequent date from any agency without prior consultation with the UGC. Other Central Universities should also be informed accordingly.

Item No.5.02 : To consider the proposal of the University of Delhi for accepting assistance from the Department of Science and Technology for the establishment of a Unit on Plant Cell and Molecular Biology, which involves UGC to take over the recurring expenditure of about Rs. Eight lakhs per annum after '988.

...

The Commission considered the proposal received from

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the University of Delhi for obtaining assistance from the Deptt. of Science & Technology, Government of India for establishment of a Unit on 'Plant Cell and Molecular Biology' and agreed that the University may accept the assistance offered and set up the Unit subject to the following specific conditions:-

(a) The Unit on "plant Cell and Molecular Biology" to be set up with the assistance of Department of Science & Technology should be an integral part of the Delhi University.

(b) The UGC, before accepting the recurring liability estimated at about Rs.8 lakhs per annum at the end of 1982 would evaluate the work of this Unit and determine the extent of staff and other items of recurring nature which it could accept to take over as committed expenditure, for purposes of maintenance grant, thereafter;

(c) All appointments to the proposed Unit should be in accordance with the selection procedures of the Delhi University.

(d) The relationship of the proposed Unit and the Deptt. of Botany, which is a Centre of Advanced Study in Delhi University should be clearly defined with a view to promote mutual inter-action and sharing the infrastructure facilities.

(e) The implementation of this programme should be continuously monitored with the help of an Advisory Committee as in the case of the UGC Programme of Centres of Advanced Studies/Departments of Special Assistance and this Advisory Committee may include a representative from the Department of Science & Technology.

Item No.5.03 : To consider the revised proposal received from the Indian Institute of Science, Bangalore for the establishment of UGC Centre for Science Information.

...

The Commission accepted the revised proposal received from the Indian Institute of Science, Bangalore for the establishment of a Centre for Science Information and agreed to the phased programme of expenditure indicated in the proposal and to provide a sum of Rs.60 lakhs during the year 1983-84. The Commission, however, desired that the Committee of Management proposed for the Centre should have three representatives of the UGC. The management

structure may be reviewed to provide sufficient autonomy in its function, within a period of two years. The Commission further noted that the Centre would be able to initiate information resource services within a period of one year.

Section-6
(Miscellaneous)

- Item No.6.01 : To further consider the assets created by the Govt. for fulfilling certain conditions under Section 12(A) of the UGC Act in respect of Kumaon University.

The Commission further considered the reference received from the Government of Uttar Pradesh with regard to fulfilling certain conditions under Section 12(A) of the UGC Act, in respect of Kumaon University, Nainital. The Commission desired that the State Government be advised to create the posts as already indicated and inform the phased manner in which these posts would be filled during the Sixth Plan period so that the matter could be further considered by the Commission.

- Item No.6.02 : To consider the Report of Working Group on Point No. 16 of the new 20 Point Programme of the Govt. of India.

...

The Commission generally accepted the recommendations made by the Working Group with reference to Point No.16 of the New 20 Point Programme of Government of India. The Commission further desired that, in view of the importance of the programme, and also to achieve the targets indicated, the Commission may provide assistance to the universities and colleges on 100% basis and continue its assistance upto the end of 1989-90. The universities concerned may be requested to formulate specific action plans for this period. The universities and colleges in formulating their action programmes may be requested to pay special attention for programmes for Women, scheduled castes/scheduled tribes, rural community, physically handicapped and other weaker sections of the Society. Each University be identified as a coordinating point for purposes of implementation of the programmes in the colleges affiliated to it in a decentralised manner.

The Commission further desired that the report of the Working Group be suitably edited and circulated to the universities and colleges.

Since the State Governments would also be engaged in Adult Education Programmes, it would be necessary to establish suitable coordinating machinery with the Adult Education Programmes taken by the universities and colleges within each state. These may extend to the preparation of suitable reading material, production of other software, motivational materials and use of mass media for propagation of the programme.

Item No.6.03 : To note the date and place for the next meeting of the Commission.

...

It was noted that the next meeting of the Commission will be held in New Delhi on 9th June, 1983.

Item No.6.04 : To consider further the question of defining the term "colleges located in the backward areas" for the purposes of providing developmental assistance in the Sixth Plan.

...

The Commission further considered the question of defining the term "Colleges located in Backward Areas" for purposes of developmental assistance in the Sixth Plan period and agreed that, keeping in view the wide range of students per thousand of population in the relevant age group enrolled in higher education, agreed that the districts in each State where enrolment is 50% or less than the average obtained in that State may be considered as educational backward. A list of such districts is given in Appendix-X

Item No.6.05 : To further consider the question of reservation for Scheduled Castes/ Scheduled Tribes in universities.

...

This was withdrawn as it formed part of the minutes of the meeting held on March 21, 1983.

Item No.6.06 : To consider certain establishment matters of the University Grants Commission.

...

(i) To approve the period after the expiry of which various classes of records be destroyed/retained/weeded out.

(ii) Extension of the tenure of the temporary posts of Deputy Secretary and Stenographer created w.e.f. 20.9.1982.

...

(i) The Commission agreed that in accordance with the General Financial Rules 284(Appendix-13) the classes of Records as given in Appendix-XVI may be retained as permanent records; other records may be weeded out/destroyed, after the indicated period of retention in each case, as may be expedient.

that

(ii) It was agreed/in view of the special circumstances of the case the tenure of the posts of Deputy Secretary and the Stenographer associated with it, be extended for a period of six months, upto 19th September, 1983.

Item No.6.07 : To consider the question of upgradation of scales of pay of Directors of University/Museums/Kala Bhavanas etc. at the Central Universities.

...

The Commission considered the question of upgradation of the scale of pay of the Director of Bharat Kala Bhavan at Banaras Hindu University and the Director, Ravindra Bhavan at Visva Bharati and agreed to recommend to the Government of India that their scale be upgraded to that of Rs.1500-2500 as in the case of university librarians.

(D. Shankar Narayan)
Secretary (Actg.)

(Madhuri R. Shah)
Chairman

Appendix III to item No. 2.01

CENTRE FOR WEST ASIAN STUDIES, ALIGARH MUSLIM UNIVERSITY

1.	Reader	2 (one each in Geography and Economics).
2.	Lecturers	3 (one each in Economics, Sociology and Arabic).
3.	Research Associates	3
4.	Jr. Research Fellowships	8
5.	Cartographer	1
6.	IDC/Typist	1
7.	Books & Journals	Rs. 3,00,000/-
8.	Field Work	Rs. 1,50,000/-
9.	Publications	Rs. 35,000/-
10.	Seminars	Rs. 20,000/-
11.	Visiting Scholars	Rs. 25,000/-
12.	Equipment (including Cartographic Lab.).	Rs. 40,000/-
13.	Contingencies	Rs. 15,000/- p.a.

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UNIVERSITY GRANTS COMMISSION
NEW DELHI

REVISED GUIDELINES FOR INTRODUCTION OF M.PHIL COURSES.

OBJECTIVES:

- i) The M.Phil degree should be looked upon as the first research degree whose components will be course work as well as research work. It would provide facilities for undertaking research. Training should be provided in research methodology.
- ii) The M.Phil degree will also provide an opportunity to candidates to proceed to the second research degree, viz. Ph.D., it being understood that the research work done for M.Phil degree could be incorporated for the research work for Ph.D. degree. Normally those will be permitted to proceed for the second research degree (Ph.D) who have obtained an M.Phil degree. However, in case of students who have either given satisfactory evidence of having attained equivalent level of proficiency or have done their Master's degree with a dissertation may also be permitted to proceed directly for Ph.D.

CONTENT:

- i) The M.Phil students may be required to take (a) A number of courses on advanced topics and research methodology; and (b) submit a dissertation and/or to undertake project work or design work 50% of the time of the M.Phil programme may be devoted to course work and seminars and the remaining 50% to dissertation based on Project work and or Design work.
- ii) The M.Phil students may be required to take a number of courses which should not normally exceed four to be prescribed by the department concerned. Apart from or in lieu of some of these courses, other courses for the M.Phil may be prescribed according to individual needs. Students may be encouraged to take courses in allied subjects including languages required for the study of the subject.
- iii) It is expected that the courses may be designed so that they not only enhance the capacity to take up research but also add to a students understanding of the subject.

- iv) M.Phil students should be required to attend and participate in at least six seminars to be organised by the department/centre for the purpose of discussing new results and developments in the subject and/or interpretation of data. The M.Phil Scholar shall be required to give at least one seminar pertaining to his dissertation/project/Design work.
- (v) Out of the total credits for M.Phil, about 50% may normally be allocated to dissertation which may include project or design work.

DURATION :

The duration of M.Phil course should be generally two semesters (one academic year) in case of full-time students and three semesters in case of part-time students with permission to complete the dissertation subsequently as a regular/part-time candidate or as an ex-student within the maximum period of four semesters for full-time students and five semesters for part-time students.

ADMISSION REQUIREMENTS :

Admission to the M.Phil programme should be made on the basis of :

- i) Satisfactory performance at the Master's degree examination and test conducted by the department concerned.
- ii) Admission recommended by the department concerned shall have to be approved by the Board of Research Studies in the Universities concerned.

ATTENDANCE :

M.Phil students should be required to participate in seminars and the courses offered by the department. It would be desirable at the M.Phil level that the method of straight lecturing is replaced as far as possible by seminars and tutorials ensuring the students active participation through presentation of papers and group discussions. Irregular attendance and or unsatisfactory performance at the seminars/tutorials etc., shall disqualify the M.Phil student from further studies. The Department concerned shall recommend the removal of the names of such scholars from the M.Phil rolls to the concerned Board of Research Studies.

EVALUATION :

It would be desirable if the course work and the performance of the seminars are evaluated as a continuous process. The evaluation of the performance of students in M.Phil courses shall be done by the course-in-charge and the credit value of a course, distribution of credits in each course to different components of performance, such as through term paper, review essays, oral presentation or viva-voce etc. should be spelt out in each course at the beginning of the semester and it should clearly be indicated in the prospectus/syllabus/course of study with programme and circulated to the students. The dissertation based on project/design work should be evaluated separately.

Normally the students on evaluation (both course as well as dissertation) should be placed either in grade A or grade B for the award of the M.Phil degree. Students placed in Grade A only may be allowed to proceed for work towards a Ph.D. degree.

ADMINISTRATION OF THE M. PHIL DEGREE PROGRAMME :

- i) M.Phil Programme should be instituted in universities having good teaching and research departments in the concerned disciplines.
- ii) M.Phil programme shall be administered by the departments concerned through its M.Phil Committee/Research Committee;
- ii) The M.Phil Committee will
 - (a) ^{Make} recommendations for admission to the M.Phil course and assign supervisor(s) to guide in the selection of topic for dissertation based on project/design work;
 - (b) Draw the syllabus³ for the courses including the system of evaluation;
 - (c) Assign these courses to the concerned teachers of the departments;
 - (d) Organise seminars/tutorials etc;
 - (e) Make arrangements for evaluating performance of the M.Phil students at the seminars;

- (f) Recommend name of examiners for M.Phil dissertation to the university; dissertation may include in all cases research work such as project or design;
- (g) Recommend to the University for the award or otherwise of the degree to the students on the basis of assessment.

ACADEMIC STAFF & ORGANISATION :

1. For the introduction of M.Phil course, a university department should have at least six teachers (including one Professor and two Readers) with a minimum of five years postgraduate teaching/research experience and a Ph.D. or equivalent published work. However, if the existing staff position falls below the above requirement, well qualified part-time staff engaged to run only the M.Phil. course may be taken into account for fulfilling the conditions regarding the minimum staff requirements for introduction of M.Phil course. The University may also arrange to run the M.Phil course on a cooperative basis with other universities/industries and other research organisations. Normally not more than two to three M.Phil students should be assigned to any individual teacher for purposes of guiding their dissertation work.
2. M.Phil courses should be started only in such colleges which have well developed postgraduate teaching facilities. Such colleges should have fulfilled all the conditions prescribed for the introduction of postgraduate courses in colleges. The introduction of M.Phil courses in such colleges should have the prior concurrence of the University Grants Commission.
3. In the case of University Department/Colleges for M.Phil degree it should be taught by those who have a research degree or have considerable experience of research.
4. In Universities where M.Phil programmes are instituted it should ordinarily be ensured that a postgraduate student who propose to work for a Ph.D. degree should first complete the M.Phil course. However, if there are any exemptions to this, these should be on proper and well defined academic basis.
5. No teacher should ordinarily do more than one teaching course per semester in M.Phil programme.

Appendix V to item No.4.01

Aligarh Muslim University:

Staff

1*	Deputy Director (Rs.1100-1600)	1
2.	Assisrnt-cum-Draftsman (550-900)	1
3.	Sr.Technical Asstt.Pottery (550-900)	1
4.	Antiquity Assistant (550-900)	1
5.	Sr. Photographer (550-900)	1
6.	Store Keeper (330-560)	1

Equipment:

Camp equipment	Rs.1,00,000/-
Excavation equipment	Rs. 55,000/-

Banaras Hindu University

1*	<u>Staff</u>	
1*	Excavation-in-charge (Rs.1100-1600)	1
2.	Sr.Tech.Assistant (550-900)	2
3.	Antiquity Assistant (550-900)	1
4.	Pottery-Assistant (550-900)	1
5.	Sr. Photographer (550-900)	1
6.	Surveyor (425-700)	1
7.	Draftsman (Rs.425-700)	1
8.	Store-keeper (Rs.330-560)	1
9*	Clerk (330-560)	1
10.	Technical Officer (700-900)	1
11.	Modeller-cum-Marksman (550-900)	1

Equipment

1.	Camp equipment	1,00,000/-
2.	Excavation equipment	4,000/-
3.	Photographic material	21,000/-
4.	Anthropometric tools	10,000/-
5.	Drawing & Surveying equip.	26,000/-

Kurukshetra University

Staff

1*	Director (1500-2000)	1
2.	Sr. Technical Assistant (550-900)	2
3.	Antiquity Assistant (550-900)	1
4.	Sr. Photographer (550-900)	1
5.	Surveyor (550-900)	1
6.	Draftsman-cum-Assistant (550-900)	1
7.	Store-keeper (330-560)	1

Equipment

Camp equipment	1,20,000/-
Excavation equipment	
Drawing & Survey equip.	

Calcutta University

Staff

1.	Field Assistant (550-900)	1
2.	Antiquity Assistant (550-900)	1
3.	Laboratory Assistant (550-900)	1

Equipment

Camp equipment	30,000/-
Drawing unit	" 35,000/-
Photographic material	85,000/-
Material for Museum Unit	40,000/-
	<u>1,90,000/-</u>

Rs. 35,000/- for -3-

- (a) Preparation of Report (Distt. Murshidabad) the excavated site by the
(b) Annotated Atlas of West Bengal on the basis of explo-
rations and exploratory diggings,

The committee could not recommend assistance for the purchase of a jeep.

Patna University

Staff

1*.	Director (1500-2000)	1
2.	Assistant Director (700-1300)	1
3.	Sr. Tech. Assistant (550-900)	3
4.	Sr. Photographer (550-900)	1
5.	Pottory Assistant (550-900)	1
6.	Store-keeper (330-560)	1
7.	Modeller-cum-Marksman (550-900)	1

Equipment

Camp equipment	1,00,000/-
Drawing & Survey equip.	25,000/-
Excavation equipment	25,000/-
	<u>1,50,000/-</u>

Poona University

Equipment

Camp equipment		97,440/-
Photographic material		
Excavation equipment		

Madras University

Staff

1*	Excavation in charge (1100-1600)	1
2.	Sr. Tech. Assistant (550-900)	1

p.t.o.

3.	Marksman-cum-Modeller (550-900)	1
4.	Potter-Assistant (550-900)	1
5.	Photographer (550-900)	1
6.	Draftsman (550-900)	1
7.	Store-keeper (330-560)	1

Equipment

Campa equipment	80,000/-
Photographic material	25,000/-
Drawing & Survey equip.	5,000/-
Excavation equipment	5,000/-

1,15,000/-

M. S. University of Baroda

Staff

1.	Director (1500-2000)	1
2*.	Dy. Director (1100-1600)	1
3.	Sr Tech. Assistant (550-900)	2
4.	Marksman-cum-Modeller (550-900)	1
5.	Pottery Assistant (550-900)	1
6.	Photographer (550-900)	1
7.	Draftsman (330-560)	1

Equipment

Camp equipment	1,00,000/-
Photographic material	24,000/-
Drawing & Survey equip.	11,000/-
Publications	20,000/-

Appendix VI to item No.4.03

Deptt. of Gujarati, S.N.D.T. Women's University, Bombay

1. Four Lecturers/Research Associates
2. Administrative & Technical Staff at Rs.20,000/-p.a. Rs.1,00,000/-
3. Equipment (Cyclostyling machines & Gujarati typewriter) Rs. 22,000/-
4. Field work at 20,000/-p.a. Rs.1,00,000/-
5. Books & Journals Rs.2,00,000/-
6. Workshops Rs.2,00,000/-
7. Publications Rs.5,00,000/-
8. Archives of Literature Rs.1,30,000/-
9. Visiting Faculty Rs. 15,000/-p.a.
10. 4 National Scholarships p.a.
11. Contingencies at Rs.10,000/-p.a. Rs. 50,000/-

II. Deptt. of Kannada, Mysore University, Mysore

1. One Professor (With specialization in Comp. Lit./Classical studies)
2. One Reader (With specialisation in Dravidian/Folk Translation)
3. 5 Research Associates-at any given time
4. 10 JRFs at any given time.
5. Administrative & Technical Staff at Rs.20,000/-p.a. Rs.1,00,000/-
6. Field work at Rs.30,000/-p.a. Rs.1,50,000/-
7. Seminars & Publications (at Rs.10,000/-p.a.) Rs. 50,000/-
8. Visiting faculty Rs. 15,000/-p.a.
9. National Scholarships 4 p.a.
10. Equipment Rs. 45,000/-
11. Books & Journals Rs.1,00,000/-
12. Contingencies (at Rs.12,000/-p.a.) Rs. 60,000/-

III Deptt. of Sociology, Ravishankar University, Raipur

1. One Professor (with specialisation in Folk lore & Sociological interpretation of Folk tradition.

2. One Reader (with specialisation in Sociological analysis of elite tradition/story of Folk Tradition of Social change)
3. Visiting Faculty Rs. 15,000/-p.
4. Research Associates 2 at any time
5. JRFs 3 p.a.
6. National Scholarships 4 p.a.
7. Administrative & Technical Staff Rs. 1,28,000/-
(at Rs. 25,000/-p.a.)
8. Field work (at Rs. 25,000/-p.a.) Rs. 1,25,000/-
9. Publications (at Rs. 10,000/-P.a.) Rs. 50,000/-
10. Books & Journals Rs. 1,00,000/-
11. Equipment & Material for Museum, audio visual aids etc. Rs. 1,00,000/-
12. Building 1500 sq.ft.
13. Contingencies Rs. 50,000/
(at Rs. 10,000/-p.a.)

Appendix VII to item No. 4.04

Deptt. of Electronics & Communication Engineering
Roorkee University

Departmental Research Support (DRS)

Non Recurring	Rs.
Equipment	
1. Electron beam gun (to be added to the existing evaporator)	35,000
2. Solid State Plasma generator	1,50,000
3. Automatic C.V. Plotter	1,50,000
4. Photolithographic Processing facilities.	
i. Photoresist Coating spinning machine	40,000
ii. Oven for soft & hard baking	25,000
iii. Mask aligner	3,00,000
iv. Photo mask development station	50,000
v. Thermocompression bending	1,50,000
5. Ramp Generator	40,000
6. Capacitance meter	40,000
7. Lapping & Polishing machine	1,00,000
8. Microwave equipment including components	4,00,000
9. Clean benches, air-filters, blower etc.	75,000
Total Non Recurring :	16,55,000
Recurring (for 3 years)	
1. Consumable materials (Rs.60,000 per year)	1,80,000
2. Technicians 2 (1 Jr. & 1 Sr.)	

Deptt. of Mathematics- Jadavpur University

Department of Special Assistance (for 5 years)

<u>Non Recurring</u>	Rs.
1. Equipment (Typewriters, Mini Computers, Calculating machines & other duplicating facilities)	2,00,000
2. Back volumes of journals	50,000
3. Building (floor space 2500 sq.ft. @ Rs.150 per sq.ft. for library/ seminar room and office accommodation for the faculty & staff plus 10% for furnishing/fitting.	3,75,000 37,500
	6,62,500

Recurring (for 5 years)

Research staff

Research Associate 4 (2 in 900/- and other 2 in Rs.1100/- and 1300/-)

Research fellows

(6 in the first year, 4 in the second year
4 in the third year, 2 in the fourth year)

Total:16 in the beginning of 4th year.

Supporting staff

- i. Technical Assistant 1
(Rs.550-900)
- ii. Computer Programme 1
- iii. Typist 2

other Recurring items.

- | | |
|--|--------|
| 1. Books & Journals (Rs.10,000 p.a.) | 50,000 |
| 2. Visiting facility (Rs.10,000 p.a.) | 50,000 |
| 3. Seminars/symposia/publication (Rs.15,000 per annum) | 75,000 |

.....2/-

4.	TA/DA/(Rs.5,000 p.a.)	25,000
5.	Computer Hire (Rs.10,000 p.a.)	50,000
6.	Working expenses/contingency (Rs.25,000 p.a.)	1,25,000
	Total:	<u>3,75,000</u>

7. National Scholars 4 p.a.
(not less than 50% to be selected from other States)

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Appendix IX to item No.4.06

Centre for Advanced Studies in History, Aligarh
Muslim University

...

1. One Professor (with specialisation in the History of Rajasthan/History of Deccan/Maratha History/Social & Cultural History of Medieval Indian/Political History of the Mugal Empire).
2. One Reader (with specialisation in Economic History of Medieval India based on Statistical & Quantitative analysis/History of Medieval Indian Art).
3. Three lecturers (with specialisation in Hindi Source, Medieval Indian History, Muslim Social History, Historical Geography/Medieval Archaeology/Economic history of Socialist Indian and Central Asian Studies).
4. Three JRFs at any given time.
5. Publications grant Rs. 1,00,000/-
6. Seminars/Workshops Rs. 20,000/- p.a.
7. Travel Rs. 15,000/-p.a.
8. Books & Journals Rs. 1,00,000/-
9. Equipment Rs. 1,00,000/-
10. Contingencies Rs. 10,000/-p.a.

Appendix X to Item No. 4.07

Department of Special Assistance (for 5 years)
Indian Institute of Science - Bangalore.

Non-Recurring

1. Equipment	Rs. .
i. Ch and N Automatic Analyser	5,00,000
ii. ^1H ^{13}C - Dual Probe FT, NMR Spectrometer	12,00,000
iii. X-ray Generator	2,50,000
iv. Ultra Centrifuge accessories	4,00,000
Total:	<hr/> 23,50,000
2. Building (3500 sq.ft. with furniture & fittings)	6,00,000
Total Non-Recurring	<hr/> 29,50,000 <hr/>

Recurring

Staff

i. Asstt. Professor	2	
(preferably in areas such as Theoretical organic chemistry, organometallic chemistry and physical organic chemistry)		
ii. Sr. Tech. Assistant	1	
(Rs. 550-900)		
iii. Mechanic 'B'	1	
iv. P.A./office Asstt.	1	
other recurring items		
i. Working expenses/contingencing (special chemicals instruments @ Rs. 1,00,000 p.a.)		5,00,000
ii. Publications/seminars, visiting fellows (@ Rs. 30,000 p.a.)		1,50,000

Appendix XI to item No.4.08

Department of Organic Chemistry, Madras University
Department of Special Assistance (DSA) for 5 years

...

Non-Recurring

	Rs.
1. Equipment	
i. High Resolution Mass Spectrometer	15,00,000
ii. Recording UV-Visible Spectrometer	1,25,000
iii. High Pressure Hydrogenation autoclave (one litre capacity and accessories)	1,40,000
iv. Photochemical reactors, Flash Evaporators spares for E.M:390 NMR Spectrometer, Spares for CHN Analyser and HPLC accessories.	1,20,000/-
Total NR	Rs.18,85,000
2. Building (Lab.space 3500sq.ft. plus furniture & fittings)	6,00,000
Total NR	Rs.24,85,000

Recurring (for 5 years)

Staff

- i. Professor 1
- ii. Reader 1
- iii. Lecturers 2

(The faculty recruitment should be in areas such as molecular rearrangements/organic synthesis/bioorganic chemistry/photochemistry/Hetrocyclic Chemistry.

- iv. JRF 6
(3 in the first year, 2 in the second year 1 in the third year)
 - v. Research Associate -1
 - vi. Sr.Tech.Assistant 1
(Rs.550 -900)
 - vii. PA/office Asstt. 1
- Other recurring items

- 1. Working expenses/contingencies 2,50,000/-
(special chemicals/glasswares @Rs50,000 p.a.)
 - ii. Publications, seminars, visiting 1,50,000
faculty @Rs.30,000 p.a.
- National Scholars 4 p.a.
(Not less than 50% to be selected from other states).

Appendix XII to Item No. 4.09

Organic Chemistry Unit of Pharmaceutical Division
UDCT, Bombay.

Departmental Research Support (for 3 years)

<u>Non-Recurring</u>	Rs.
i. 13 C-NMR Spectrometer & accessories	12,00,000
ii. Preparative HPLC, Unit & accessories	5,00,000
iii. Electrical Balances & accessories	80,000
Total Non-Recurring	<u>17,80,000</u>

Recurring (for 3 years)

Research Staff

- i. Research Associate 1
(grade A or B or C or D)
- ii. Jr. Research Fellowships 4

Working expenses (Chemicals, contingencies) Rs. 1,80,000
(@ Rs. 60,000 p.a.)

Appendix XIII to item No.4.10

School of Chemistry-University of Hyderabad
Department of Special Assistance for 5 years

...

Non-Recurring

1. Equipment	Rs.
i. CH and N-Automatic Analyser	5,00,000
ii. Differential Scanning Calorimeter	2,50,000
iii. Infrared spectrometer	1,50,000
iv. UV spectrometer	1,00,000
v. Preparative Medium Pressure Liquid Chromatograph	1,00,000
vi. Mettler Balance, Fraction Collectors potary exporters etc.	1,00,000
vii. Glass blowing shop equipment	40,000
2. Building (3000sq.ft. with furniture and fittings).	3,60,000
3. Vehicles (matador type or pick up van) (The driver may be provided by the university).	1,20,000

Total NR Rs. 17,20,000

Recurring for 5 years

1. Jr. Research fellowships	8
(5 in the first year & 2 in the 2nd year and 1 in the 3rd year).	
ii. Research Associates (A or B or C or D)	2
iii. Scientific Officer (Rs. 700-1300)	1
iv. Sr. Tech. Asstt. (Rs. 550-900)	1
v. Working expenses (contingencies/special chemicals spares etc. @Rs. 60,000 p.a.	3,00,000

National scholars 4 p.a. (not less than 50% to be selected
from other States)

Appendix XIV to Item No. 4.12

Department of Mathematics + A.M.U.

Department of Special Assistance (for 5 years)
(DSA)

<u>Non-Recurring</u>	Rs.
Equipment (Xerox machine, electrical mathematical typewriter, astronomy equipment)	1,50,000
Books & Journals	2,00,000
Total Non-Recurring:	<u>3,50,000</u>

Recurring

Professor (in algebra) 1

JRF not exceeding 6 at any given time to be filled in stages

Research Associates 2 One at Rs.1100 p.m. and
One at Rs.1300 p.m.

One of them may be in Applied Mathematic

Seminars/symposia/visiting faculty/
invited lectures 1,50,000
(@ Rs.30,000 p.a.)

Working expenses/contingencies 75,000
(@ Rs.15,000)

Travel expenses 75,000
@ Rs.15,000

National scholars 4 p.a.
not less than 50% to be selected from other States.

Appendix XV to Item No. 6, 04

List of Educationally Backward Districts, for purposes of identifying Colleges located in Backward Areas for U.G.C. assistance to Development of Colleges, during Sixth Five Year Plan Period.

.....

<u>STATE</u>	<u>DISTRICTS</u>
1. <u>Andhra Pradesh:</u>	1. Mehboobnagar 2. Medak 3. Adilabad 4. Karimnagar 5. Nalgonda
2. <u>Bihar:</u>	1. Nalanda 2. Nawada 3. Siwan 4. Gopalganj 5. Patehimi Champaran 6. Poorvi Champaran 7. Sitamarhi 8. Vaishali 9. Purnea 10. Santhal Pargana 11. Giridih 12. Palamau
3. <u>Gujarat:</u>	1. Amreli 2. Banaskantha 3. Kachchh 4. Panchmahals
4. <u>Haryana:</u>	1. Jind
5. <u>Himachal Pradesh :</u>	1. Chamba 2. Lahaul & Spiti 3. Sirmaur 4. Kinnaur
6. <u>Karnataka :</u>	1. Raichur

<u>STATE</u>	<u>DEPARTMENT</u>
7. <u>Kerala</u> :	1. Wynad 2. Malappuram 3. Idukki
8. <u>Madhya Pradesh</u> :	1. Panna 2. Sidhi 3. Dewas 4. Jhabua 5. Dhar 6. West Nimar 7. Rajgarh 8. Sehore 9. Raisen 10. Betul 11. Mandla 12. Sarguja 13. Bastar
9. <u>Maharashtra</u> :	1. Kolaba 2. Ratnagiri 3. Bir 4. parbhani 5. Buldana 6. Yeotmal 7. Bhandara 8. Chandrapur
10. <u>Manipur</u> :	1. Manipur North 2. Manipur West 3. Tengnongpal 4. Manipur East
11. <u>Nagaland</u> :	1. Phek 2. Wokha 3. Zunheboto

<u>STATE</u>	<u>DISTRICTS</u>
12. <u>Orissa</u> :	1. Puri 2. Kalahandi 3. Koraput
13. <u>Punjab</u> :	1. Sangrur 2. Bhatinda
14. <u>Rajasthan</u> :	1. Jaisalmer 2. Nagaur 3. Pali 4. Barmer 5. Jalor 6. Sirohi 7. Chittaurgarh 8. Dungarpur 9. Banswara
15. <u>Tamil Nadu</u> :	1. Dharanpuri 2. Periyar 3. Pudukkottai
16. <u>Tripura</u> :	1. North Tripura
17. <u>Uttar Pradesh</u> :	1. Tehri Garhwal 2. Rampur 3. Budaun 4. Pilibhit 5. Shahjahanpur 6. Fatehpur 7. Lalitpur 8. Hamirpur 9. Kheri 10. Sitapur 11. Hardoi 12. Unnao 13. Rae Bareilly 14. Bahraich 15. Gonda 16. Barabanki 17. Pratapgarh 18. Mirzapur

<u>STATE</u>	<u>DISTRICTS</u>
18. <u>West Bengal</u> :	1. Kooch Bihar
	2. Jalpaiguri
	3. West Dinajpur
	4. Malda
	5. Murshidabad
	6. Midnapur
	7. Purulia

UNION TERRITORY

1. <u>Andaman & Nicobar Islands</u> :	Entire Area
2. <u>Arunachal Pradesh</u> :	Entire Area
3. <u>Dadra & Nagar Haveli</u> :	Entire Area
4. <u>Goa, Daman & Diu</u> :	Diu
5. <u>Lakshadweep</u> :	Entire Area
6. <u>Mizoram</u> :	Entire Area

Note: Relevant information about backward districts in the States of Assam, Jammu & Kashmir, Meghalay and Sikkim is awaited and districts as above would be identified thereafter.

Appendix XVI to item No. 5.6(i)

Establishment Vouchers

	<u>Period of retention</u>	<u>Reference of Appendix 13</u>
Cash Book maintained by the D.D.O. (i.e. TR 4 Cash Books).	10 years	S.No. 1(ii) (p.134)
Vouchers relating to Contingent Expenditure (includes TA all advances-Festival, HBA, Conveyance, Telephone Bills, arrears of pay, LTC, Pension etc.	3 years	S.No. 1(iii) (p.140-5)
Acquittance Roll	3 years or (one year after the completion of audit which ever is later).	8 (page 137(d))
Register of Monthly Expenditure	To be weeded out after the account for the year have been finalised	(p.137-6(c))
Bank Statements/Counter foils of Cheque Books (on the analogy of paid cheques).	5 years	(p.138(ii))

Grants in Aid Vouchers

<u>Class of Record</u>	<u>Period of Retention</u>
All Vouchers relating to Grant-in-aid. (Plan, Non-Plan, Section-III)	3 years (p.135 1(c))
Registers of Monthly/Control Expenditure.	To be weeded out after the account for the year have been finalised. (p.137-6(c)).
Bank Statement/Counter-foils of Cheque Books.	5 years (p.138(II))
<u>GPF-CPF Vouchers</u>	
Vouchers relating to Advances	1 year (p.135 v to x & p.140-xvi)
Counterfoils of Cheques	5 years (p.138 (II))
Budget Estimates/Revised Estimates	3 years (p.136(2))

P.T.O.

Details of the records are as under:

S.No.	Description of Records	Number of complete years for which to be preserved
1.	Receipts Books (Estt.)	5 years
2.	Abstract Registers (Grant)	3 years
3.	Receipts (Grants)	10 years
4.	Copies of Requisitions	1 years
5.	Summaries (Grants)	3 years
6.	Files relating to release of grant by the Govt. of India.	3 years
7.	Investment of Funds in S.T.D.R.	3 years.
8.	Investment of Endowment Fund	5 years
9.	Receipt Books (GPF-CPF)	3 years
10.	Parliament Question	5 years
11.	Correspondence relating to Bank.	3 years

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

...

		Meeting:
Date	:	23rd April, 1983
Time	:	10.00 A.M.
Place	:	UGC Office, New Delhi.

A G E N D A

.....

Section-1

- Item No.1.01(a) : To receive the minutes of the meeting of the Commission held of 21st March, 1983.
- (b) : To receive the action taken on the minutes of the meeting held on 21st March, 1983.
- Item No. 1.02(a) : To approve the action taken on certain matters.
- (b) : To receive the items of information.
- Item No.1.03 : To approve the statement of grants released from 1st March, 1983 to 31st March, 1983.
- Item No.1.04(a) : To receive a statement showing the payments made by the UGC during the year 1982-83 upto 31st March, 1983.
- (b) : To receive a statement showing the sanctions and bills pending as on 31st March, 1983.

Section-2

(Matters relating to standards)

- Item No.2.01 : To receive the report of the Committee appointed by the Commission to assess (i) the working of the West Asian Studies, Aligarh Muslim University and (ii) its requirements for the 5 year period beginning 1983-84.

- Item No.2.02 : To consider the recommendations made by the Committee appointed by the Commission to review of the conditions of M.Phil/Ph.D. programmes.
- Item No.2.03 : To consider the minutes of the meeting of the Committee appointed by the Commission which considered the revised proposal of the Aligarh Muslim University for the establishment of S.Z. Institute of Petroleum Technology.

Section-4
(Special Programmes)

- Item No.4.01 : To consider the recommendations of the Committee for developing expertise in the field of Archaeology.
- Item No.4.02 : To consider the recommendations made by the Panel on Teacher Education at its meeting held on 16th February, 1983 to select (a) universities which may offer a course in special education to teachers for teaching handicapped children and (b) universities to be assisted in consultation with the NCERT in undertaking interdisciplinary research projects on the various projects concerning the physically handicapped and mentally retarded children.

Section-5
(Grants to Universities & Colleges)

- Item No.5.01 : To consider the proceedings of the meeting held with the representatives of ICAR and BHU on certain matters relating to Institute of Agricultural Science, Banaras Hindu University.

- Item No.5.02 : To consider the proposal of the University of Delhi for accepting assistance from the Department of Science and Technology for the establishment of a Centre of Plant Cell and Molecular Biology which involves UGC to take over recurring liability of about Rs.Eight lakhs per annum after 1988.

Section-6
(Miscellaneous)

- Item No.6.01 : To further consider the question of assets created by the U.P. State Government for fulfilling certain conditions under Section 12(A) of the UGC Act, in respect of Kumaon University.
- Item No.6.02 : To consider the report of the Working Group on point 16 of the new 20 point programme of the Government of India.
- Item No.6.03 : To note the date and place for the next meeting of the Commission.

Any other item

...

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

...

Meeting:
Date 23rd April, 1983
Time 10.00 A.M.
Place UGC Office, New Delhi.

A G E N D A

Section-4
(Special Programmes)

- Item No.4.03 : To consider the reports of the Visiting Committees which visited.
- i) the department of Gujarati, SNDT Women University, Bombay.
 - ii) the department of Kanada, Mysore University, Mysore.
 - iii) the department of Sociology, Ravishankar University, Raipur.
- for considering their proposals for assistance under the Special Assistance Programme (DSA).
- Item No.4.04 : To consider the recommendations of the Expert Committee for Special Assistance Programme of the Deptt. of Electronics & Communication Engineering, Roorkee University, Roorkee.
- Item No.4.05 : To consider the recommendations of the Expert Committee to the Deptt. of Mathematics, Jadavpur University, for participation in the Special Assistance Programme.
- Item No.4.06 : To consider the report of the assessment Committee on the Centre of Advanced Study in History, Aligarh Muslim University, Aligarh.

- Item No.4.07 : To consider the report of the Committee for Special Assistance Programme for the Deptt. of Organic Chemistry, Indian Institute of Science, Bangalore.
- Item No.4.08 : To consider the report of the Exp. Committee for Special Assistance Programme for the Deptt. of Organic Chemistry, University of Madras, Madras.
- Item No.4.09 : To consider the report of the Exp. Committee for the Organic Chemistry Unit of Pharmaceutical Division, Deptt. of Chemical Technology, Bombay University.
- Item No.4.10 : To consider the report of the Exp. Committee for Special Assistance Programme for School of Chemistry of the University of Hyderabad.
- Item No.4.11 : To consider a report on the Regional Conferences on Science Education and their recommendations.
- Item No.4.12 : To consider a report on Mathematics under Special Assistance Programme to Aligarh Muslim University, Aligarh.

Section-6

(Miscellaneous)

- Item No.6.04 : To consider further the question of defining the term "colleges located in the backward areas" for the purposes of providing development assistance in the Sixth Plan.
- Item No.6.05 : To further consider the question of reservation for Scheduled Castes and Scheduled Tribes in universities.
- Item No. 6.06 : To consider certain establishment matters of the University Grants Commission.

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

...

Meeting:
Dated 23rd April, 1983
Time 10.00 A.M.
Place UGC Office, New Delhi.

.....
A G E N D A

Section-5

(Grants to Universities & Colleges)

Item No. 5.03 : To consider the revised proposal received from the Indian Institute of Science, Bangalore for the establishment of UGC Centre for Science Information.

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

...

	Meeting:
Dated	23rd April, 1983
Time	10.00 A.M.
Place	UGC Office, New Delhi.

A G E N D A

Section-6
(Miscellaneous)

Item No. 6.07 : To consider the question of upgradation of scales of pay of Directors of University/Museums/Kala Bhavanas etc. at the Central Universities.

SECTION 1

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

...

Minutes of the 253rd meeting of the
University Grants Commission held on
March, 21, 1983.

...

The following were present:-

Dr. (Mrs.) Madhuri R. Shah	Chairman
Professor Rais Ahmed	Vice-Chairman
Shri C.G. Somiah	Member
Professor C.N.R. Rao	Member
Professor Anita Banerjee	Member
Professor R.C. Mehrotra	Member
Professor Ramesh Mohan	Member
Shri Kireet Joshi	Member
Shri R.K. Chhabra	Secretary

Mrs. Serla Grewal and Justice P.N. Shinghal regretted
their inability to attend the meeting.

SECRETARIAT

Additional Secretary

Dr. D. Shankar Narayan

Joint Secretaries

Shri S. Vishwanath
Shri I.C. Menon
Dr. S.C. Goel

Deputy Secretaries

Dr. S.P. Gupta
Dr. D. Swaminadhan
Dr. M.L. Mehta
Shri Y.D. Sharma
Shri R.P. Gangurde
Shri L.R. Mal
Shri A.G. Deshmukh
Shri B.R. Kwatra
Shri N. Ramanujan

The Commission placed on record its appreciation to the valuable services rendered by Dr. V.S. Arunachalam as a member of the Commission.

Section-1

- Item No. 1.01 (a) : To receive the minutes of the meeting of the Commission held on 19th February, 1983.
- (b) To receive the action taken on the minutes of the meeting held on 19th February, 1983.

...

(a) The minutes of the 252nd meeting of the Commission held on 19th February, 1983 were confirmed subject to item No. 6.03(iii) which may be read as follows:-

- (iii) Request of Dr. D. Swaminadhan for permanent absorption in the office of the University Grants Commission as Deputy Secretary.

...

In terms of the provisions contained in Regulation 4 of the UGC (Supplementary Terms and Conditions of Services of Employees) Regulations, 1967 the Commission agreed to absorb Dr. D. Swaminadhan Deputy Secretary and place him on probation for a period of 2 years with effect from the date of his appointment in the University Grants Commission viz. 25th July, 1978 (forenoon) and desired that his pay may be refixed as reemployed pensioner after taking into account the pension and other retirement benefits which he may be getting from his parent office i.e. the Government of Andhra Pradesh.

- (b) This was noted. The Commission agreed that the assistance to the universities for the posts created/filled during the Sixth Plan with the approval of the Commission may be provided by the Commission till the end of 1987-88 on the condition that the universities/State Governments would take over the recurring liability thereafter. Further while calculating the estimated cost of schemes to be accepted, the provision for such posts would be made only upto 31.3.1985 within the overall ceiling indicated to the

universities. It was also agreed that the expenditure beyond March 31, 1985 on these posts would be a first charge on the Seventh Plan allocation.

It was also agreed that the question of the maximum basic grant for books, equipment etc. and also developmental grants for the undergraduate education to the affiliated colleges may be reviewed in the context of colleges which have a large enrolment and the matter brought up before the Commission.

- Item No. 1.02 (a) : To approve the action taken on certain matters.
- (b) : To receive the items of information.

...

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

(b) This was noted.

- Item No. 1.03 : To approve the statement of grants released from 1st February, 1983 to 28th February, 1983

...

The Commission approved the grants released from 1st February, 1983 to 28th February, 1983 (Appendix-II)*.

- Item No. 1.04 (a) : To receive a statement showing the payments made by the UGC during the year 1982-83 upto 28th February, 1983.
- (b) : To receive a statement showing the sanctions and bills pending as on 28th February, 1983.

...

(a) This was noted.

(b) This was noted.

* Not enclosed.

Item No. 1.05 : To consider the Annual Accounts of the UGC for the year 1981-82 and the Audit Report thereon as as required to be presented to the Parliament under Section 19(4) of the UGC Act, 1956.

...

This Commission received the annual accounts of the UGC for the year 1981-82 and the audit report thereof and generally agreed with the observations made in reply to the audit report and desired that the same may be communicated to the Government of India.

Section-2
(Matters relating to standards)

...

Item No. 2.01 : To consider the report of the Visiting Committee which visited the Department of Bengali, Burdwan University for considering its proposal for assistance under the Special Assistance Programme.

...

On the recommendations of the Visiting Committee to the Department of Bengali, Burdwan University, the Commission agreed that the Department of Bengali, Burdwan University may be invited to participate under the special assistance programme and assisted for the following items for a period of five years on the usual terms and conditions:

A. Recurring

- | | | | |
|-------|---------------------|------------------|--|
| (i) | Reader | Two | } To be appointed with the specialisation indicated as thrust areas in the report. |
| (ii) | Lecturers | Two | |
| (iii) | Manuscript-reader | One | |
| (iv) | Visiting Faculty | Rs. 15,000/-p.a. | |
| (v) | Research Associates | Two | |

- (vi) Junior Research Fellows Three
- (vii) Technical Assistant One
- (viii) Steno-typist (Bengali) One

B. Non-recurring

- (i) Building 1,500 sq.ft.
- (ii) Publications Rs. 50,000/-
- (iii) Equipment (camera taperecorders, cassetts etc.) Rs. 50,000/-
- (iv) Books & Journals Rs. 1,00,000/-
- (v) Contingencies Rs. 25,000/-

Item No. 2.02 : To receive the report of the Committee appointed by the UGC to assess the working of the Centre for South East Asian Studies, Calcutta University and also its requirements for the five year period beginning 1983-84.

...

The Commission accepted the report of the Committee and desired that its recommendations may be brought to the notice of Calcutta University for implementation. The Commission also agreed to provide assistance to the Centre for the five year period beginning 1983-84 as in the Appendix-III on the usual terms and conditions.

Item No. 2.03 : To consider the guidelines on code of conduct and professional ethics for teaching staff in the universities as framed by the Committee appointed by the Commission.

...

The Commission received the guidelines suggested

by the Committee on code of conduct and professional ethics for teaching staff in the universities as indicated in Appendix-IV and desired that the same may be referred to the National Commission on Teachers Higher Education.

In this connection, it was pointed out that a communication had been sent by the Government of India to the Central Universities that the basic principle of 'no work no pay' applicable to the employees of the universities would not only apply to non-teaching staff but also to the teachers.

Item No.2.04 : To consider the recommendations of the Rural Development Committee regarding the role of universities in integrated rural development on an inter-disciplinary basis.

...

The Commission desired that the general recommendations on the role of universities in rural development in regard to the socio-economic, scientific and technological aspects of integrated rural development may be circulated to the universities to enable them to formulate suitable projects to be undertaken by them. It would be desirable to encourage the participation of universities and colleges and particular those located in rural areas in local developmental work. The universities may be particularly requested to take up extension work on socially important areas such as Alternative source of energy, soil and water conservation, Ecodevelopment, afforestation and adult education etc. A seed money upto Rs.10,000/- may be provided to universities for preparation of projects in case such a request is made by the University. The universities may organize workshops/seminars or other forms of consultation for the purpose, if necessary.

A Standing Committee to consider problem of interaction of the universities with rural development may be appointed for screening the proposals and also to advise the Commission on greater participation of universities in national development and Integrated r development.

Item No.2.05 : To consider the report of the Committee to review the Scheme of Buddhist Studies in the universities of Poona, Andhra and Saugar.

...

The Commission agreed that assistance may be

provided to the following universities towards the promotion of Buddhist Studies upto the end of the 6th Plan period on the condition that expenditure of a recurring nature, excluding fellowships would be taken over by the State Government as committed expenditure thereafter:-

1. Saugar University

- | | | |
|-------|------------------|--|
| (i) | Visiting faculty | upto Rs.36,000/-p.a. |
| (ii) | Reader | One additional,
one existing
(to continue) |
| (iii) | J.R.F. | One additional
One existing
(to continue) |
| | Books | Rs.15,000/-p.a. |

2. Andhra University :

- | | | |
|-------|------------------|---|
| (i) | Visiting faculty | upto Rs.36,000/-p.a. |
| (ii) | Lecturer | One (with specialisation
in Tibetan/Budhist
Philosophy) |
| (iii) | J.R.F. | One additional
One existing
(to continue) |
| | Books/equipment | Rs.15,000/- p.a. |

2. Poona University

- | | | |
|-------|------------------|---|
| (i) | Visiting faculty | upto Rs.36,000/-p.a. |
| (ii) | Lecturer | One |
| (iii) | J.R.F. | One additional
One existing
(to continue) |
| | Books | Rs.15,000/-p.a. |

Item No. 2.06 : To consider the recommendations of the Working Group appointed by the Commission to examine the question of working days of the universities, conduct of examinations and declaration of results.

...

The Commission felt that matters concerned with working days, work-load of teachers and implementation of minimum programme for examination reforms were inter-related and should, therefore, be considered together and the reports of the committee concerned may therefore be brought together at the next meeting.

- Item No.2.07 : To consider the question of framing regulations under Section 26(i) (e) of the UGC Act defining the qualifications that should ordinarily be required of any person to be appointed to the teaching staff of the university

...

The Commission generally accepted the suggestions made by the Department of Law, Ministry of Law, Justice and Company Affairs regarding the changes suggested for issue of regulations under Section 26(i)(e) of the UGC Act. The Commission agreed that the qualifications for the Readers in the faculty of Arts, Science, Social Sciences, Commerce and Management Studies be as follows:-

Good academic record with a doctoral degree or equivalent published work. Evidence of being actively engaged in (i) research or (ii) innovation in teaching methods or (iii) production of teaching materials.

About five years' experience of teaching and/or research provided that at least three of these years were as Lecturer or in an equivalent position.

The above conditions may be relaxed in the case of candidates with outstanding record of teaching/research.

Explanation

The definition regarding the good academic record for the post of reader would be the same as prescribed for the posts of Lecturers in these faculties.

- Item No.2.08 : To receive the comments/views received from the State Government Universities/Associations/individuals on the Merit Promotion Scheme for University and College appointed teachers

...

The Commission noted the views expressed by the different State Governments, universities and other organisations on the merit promotion schemes

for university and college teachers and decided as follows:-

1. As already resolved by the Commission the Commission is not in favour of time bound promotions based only on the number of years of service rendered by a teacher. In this connection, the Commission noted that under the scheme only the teachers who have rendered a service of 8 years were eligible for consideration under merit promotion schemes as indicated in the guidelines. If any State Government or a university desired to prescribe higher limit of years of service for eligibility for consideration under merit promotion scheme it could do so but the Commission was not in favour of changing other guidelines prescribed for evaluation and procedure for the constitution of the selection committee.
2. In the case of lecturers in the Government colleges the minimum period of 8 years of service for being eligible for consideration for merit promotion may cover continuous service in more than one college.
3. The Commission's assistance for implementation of the merit promotion scheme, is in the nature of a contribution to enable implementation of the scheme and not for providing actual expenditure involved and thus its assistance would be limited to the amount already indicated and be available upto 31st March, 1985. Thereafter it should be treated as a committed expenditure to be taken over by the State Government.
4. It may not be possible to bring the teachers serving in the affiliated colleges which have not been brought under Section 2(f) of the UGC Act and/or declared fit under Section 12(A) of the UGC Act, for assistance under this scheme.
5. The minimum number of years laid down as one of the eligibility conditions for consideration for the merit promotion scheme would relate to the period spent as a regular lecturer and would not take into account the experience, if any, as demonstrators/instructors/research assistants/asstt. lecturers etc.

Section-3
(Reference from Government)

...

- Item No. 3.01 : To consider further a reference received from the Government of India, Ministry of Education & Culture regarding the question of giving statutory status to the National Council for Teacher Education.

...

The Commission noted the views of the Ministry of Education regarding the affiliation of Teachers Training Colleges and desired that these be kept in view while suggesting amendments to the UGC Act, for which a Working Group has since been constituted.

- Item No. 3.02 : To consider a reference from Ministry of Education regarding regularisation of part-time degree course in Engineering and Technology at Jamia Millia Islamia and a proposal from the Jamia to introduce regular course in Engineering.

...

The Commission accepted the recommendations of the All India Council of Technical Education that the Jamia Millia Islamia be assisted to conduct the part-time degree course in Civil Engineering of 4-years duration with an intake of 60 and desired that the financial recommendations made by the Committee which had looked into this matter be further examined and the necessary sanction conveyed to the Jamia Millia Islamia.

In this connection, the Commission also considered the proposal from the Jamia Millia Islamia for starting regular Engineering Courses in the Jamia Millia Islamia and agreed in principle to the proposal and desired that this may be further examined with the help of a committee in consultation with the AICTE.

- Item No. 3.03 : To consider a reference received from the Govt. of India, Ministry of Education & Culture regarding the views of the Commission on paras 31 and 32 of Chapter XII of the recommendations of the 2nd Press Commission.

...

The Commission considered the recommendations of the Panel on Mass Communication on the recommendations made by the Second Press Commission on paras 31 and 32 of Chapter XII and agreed that there was no necessity for establishment of a National Council for Journalism Training.

Further while the Commission could not accept the suggestions that courses in journalism may be restricted to one university in each linguistic region, it was felt that the need for starting such courses could be considered on merit.

- Item No. 3.04 : To consider the proposal received from the Ministry of Education & Culture for the institution of Nandlal Bose Memorial Lectures

...

It was agreed that the Commission may institute Nandlal Bose Memorial Lectures annually on the lines similar to those Dr. Zakir Hussain Memorial Lectures..

Section-4
(Special Programme)

- Item No. 4.01 : To consider the recommendations made by the Science Panels in regard to qualitative improvement of Higher Education & Research at the recent meetings held during the period September to December, 1982.

...

The Commission generally accepted the recommendations made by the Panels in Science subjects and agreed that necessary action to implement the suggestions may be taken. The suggestions made by the different panels may also be kept in view in the preparation of the Seventh Plan proposals of the Commission for higher education.

- Item No.4.02 : To consider the recommendations of the Panel on Sociology regarding the need for a survey of M.Phil Programmes in different universities

...

The Commission accepted the recommendations of the Panel on Sociology to undertake the survey of M.Phil programmes in Sociology in different universities.

- Item No. 4.03 : To consider the suggestions of the Panel on Commerce

...

The Commission could not accept the recommendation of the Panel on Commerce regarding setting up a single department faculty and desired that the decision already taken by the Commission in this regard may stand.

- Item No.4.04 : To consider the suggestion of the Economics Panel regarding the nomination of experts for major research projects.

...

The Commission desired that this may be referred back to the Panel for consideration in the light of the general practice followed by the other panels for similar purposes.

- Item No.4.05 : To consider the recommendations of the Regional Conferences on Science Education regarding the starting of Journals on Science Education in Science subjects.

...

The Commission accepted the recommendations with regard to starting of four journals in science education in different science subjects and agreed to provide an assistance as indicated in Appendix-V initially for a period of two years. It was expected that these journals should become self-supporting in about two years time. It was noted that in the case of Physics and Biology, Poona University and the Madurai Kamraj University had been identified for undertaking the publication of these journals and in the case of Chemistry and Mathematics the matter would be further examined and brought to the notice of the Commission.

Item No. 4.06

: To consider the recommendation of the Expert Committee to the Department of Zoology, Bangalore University for participation in Special Assistance Programme.

...

On the recommendations of the Expert Committee to the Department of Zoology, Bangalore University, the Commission agreed that the Department of Zoology, Bangalore University may be invited to participate under the Special Assistance Programme and assisted for the following items for a period of five years on the usual terms and conditions:

I.	<u>Non-Recurring</u>	(Rupees in Lakhs)
(a)	Alterations/additions to the laboratories and the Seminar room.	1.0
(b)	Equipment including Test equipment etc.	7.0
(c)	Books & Journals	<u>1.0</u>
	Total:	9.0

II. Recurring

(a) Academic Staff :

2 R + 1 L (in specialisations indicated in the report)

2 Res. Associates (Rs.1300/- & Rs.900/-)

3 JRF

} Estimated expenditure Rs.1.25 lakhs p.a.

(b) Technical Staff

One Animal House Keeper
One Tissue Culture Asstt.
One Photo Artist

(c) Other items :

Rupees (in lakh)

(i)	Working Expenses	0.30 p.a.
(ii)	Field Work & Insectory	0.20 p.a.
(iii)	Books & Journals	0.10 p.a.
(iv)	Contingent Expr.	0.10 p.a.

...14/-

(v)	Staff Training	0.10 p.a.
(vi)	Visiting Scientists	0.10 p.a.
	Total (c)	0.90 p.a.
	Total:(a-c)	2.15 p.a.
(d)	One National Seminar during the 5-Year Period	0.25 lakh

Item No.4.07 : To receive the report of the Committee appointed by the Commission to assess the working of the Centre of Area Studies, Jadavpur University, Calcutta and also to make recommendations with regards to its requirements for the five year period beginning 1983-84.

...

The Commission considered the report of the Committee and felt concerned about the manner in which the Centre of Area Studies at Jadavpur University had been functioning so far. The Commission desired that the observations and recommendations of the Committee specially those relating to the reorganisation of the Centre may be brought to the notice of the university in the first instance and its views placed before the Commission. The question of providing assistance as recommended by the Committee for the five year period beginning 1983-84 may be considered in the light of the views of the university.

Item No. 4.08 : To consider the recommendations made by the Committee appointed by the Commission to review the conditions of M.Phil. Ph.D. Programmes.

...

Consideration of this was deferred to the next meeting.

Item No.4.09 : To consider the recommendations of the Sub-Committee of the Standing Committee for Development of Computer facilities in the Universities.

...

The Commission accepted the recommendations of

the Sub-Committee of the Standing Committee for Development of Computer facilities in the universities as in Appendix-VI. The Commission further agreed that where universities could be in a position to acquire these computers within the next six months or so, necessary grants may be placed at their disposal.

Section-6
(Miscellaneous)

Item No. 6.01 : To consider the question of award of Teacher Fellowship (FIP) under Basic Assistance to Arts, Science Commerce & Multy Faculty Collogos, during VI Plan for doing Ph.D.

...

The Commission agreed that the teacher fellowships available under the basic grants for duration of one year generally for M.Phil programme could also be utilised in such special cases where a teacher required one year to complete his Ph.D. programme for a period not excoeding one year. In such cases the amount of contingencies grant would be the same as prescribed for M.Phil programme.

Item No.6.02 : To receive a note on the Indo-US Fellowship Programme.

...

This was noted.

Item No. 6.03 : To consider the recommendations of the Committee appointed by the Commission to review the areas as at present provided for different type of houses for teachers in universities.

...

The Commission accepted the recommendations of the Committee and agreed that the norms for accommodation for staff quarters for teachers' hostels may be revised as in Appendix-VII. It was noted that the Commission's assistance in future for construction of such residences would be limited to the ares now accepted.

Item No. 6.04 : To consider the question of enhancing the full workshop allowance and amount of contingency grant to the National Fellows.

...

The Commission agreed that the fellowships allowance attached to National Fellowships may be raised from Rs.250/- to Rs.500/- p.m. w.e.f. 1.4.1983 and in view of this it may not be necessary to provide any additional allowance to a National Fellow for any work undertaken outside his normal place of duty. The Commission was of the view that the non-lapsable contingency grant of Rs.5,000/-p.a. payable to the national fellow may not be changed.

Item No. 6.05 : To consider certain establishment matters of the University Grants Commission.

...

(i) Implementation of the scheme on strengthening Science and Technology Education in the country on a selective basis and creation of posts thereof.

The Commission approved the implementation of the scheme on strengthening Science and Technology Education in the country on a selective basis and agreed to the creation of the following posts for a Cell to be set up in the University Grants Commission to facilitate its work:-

1. One Senior Scientist in the scale of pay of Rs.2250-125/2-2500 or Rs.2500-125/-/2-2750 depending upon the availability of a person to be filled by transfer on deputation.
2. Four Scientists/Technologists in the scale of pay of Rs.1500-60-1800-100-2000 in different disciplines to be filled according to needs by transfer on deputation.
3. One Under Secretary in the scale of pay of Rs.1200-50-1600.
4. Two Stenographers in the scale of pay of Rs.425-15-500-EB-15-560-20-700-EB-25-800.

5. One Junior Stenographer in the scale of pay of Rs. 330-10-380-EB-12-500-EB-15-560.

The Commission further agreed that the expenditure on the above posts may be met out of the 'Plan' funds.

- (ii) Creation of posts for implementation of the Merit Promotion Scheme for University and College appointed teachers.

...

The Commission agreed to the creation of the following temporary posts for the present upto 31st March, 1985 for implementation of the 'Merit Promotion Scheme' in the office of the University Grants Commission:

1. One Under Secretary in the scale of pay of Rs. 1200-50-1600.
2. One Assistant in the scale of pay of Rs. 425-15-500-EB-15-560-20-700-EB-25-800.
3. One Upper Division Clerk in the scale of pay of Rs. 330-10-380-EB-12-500-EB-15-560.
4. One Junior Stenographer in the scale of pay of Rs. 330-10-380-EB-12-500-EB-15-560.
5. One Lower Division Clerk/Typist in the scale of pay of Rs. 260-6-290-EB-6-326-B-366-EB-8-390-10-400.

The Commission further agreed that the expenditure on the above posts may be met out of the 'Plan' funds.

- (iii) Review of the Cadre and Recruitment Rules for the post of Junior Research Officer and Assistant Research Officer.

...

The Commission agreed to revise the Cadre and Recruitment Rules for the posts of Junior Research Officer and Assistant Research Officer so as to provide for filling in these vacancies by direct recruitment instead of existing provision to fill in these vacancies by deputation for one year and extendable upto 3 years and desired that this may be referred to the Government of India for approval. The Commission also agreed that the persons already

appointed as Junior Research Officer on deputation may continue to be governed by the existing Cadre and Recruitment Rules according to which they have been appointed or if they so desired, be governed by the revised rules.

- (iv) The request made by Smt. Niranjan Kaur appointed as Lower Division Clerk on compassionate grounds for extension of time limit for acquiring the requisite educational qualifications.

The Commission, in view of the peculiar circumstances of the case, agreed to allow Smt. Niranjan Kaur appointed as Lower Division Clerk on compassionate grounds, to continue in service upto October, 1983 as a special case, beyond the prescribed period of two years for acquiring the required academic qualifications.

Item No.6:06 : To note the date and place for the next meeting of the Commission.

...

It was noted that the next meeting of the Commission will be held in New Delhi on April 23, 1983.

Other Items :

1. The Chairman mentioned that she has been receiving representations from different teachers organisations and that the Association of Indian Universities has also at its last meeting held on February, 28, 1983 suggested that steps may be initiated to review the scales of pay of the teachers in the universities and colleges. In this connection, it was noted that the Central Government have agreed to appoint a Forth Pay Commission to review the scales of pay of the Central Government employees. It was, therefore, suggested that the Chairman may discuss with the Education Ministry the question of appointing a Committee at this stage or a little later, for the revision of scales of pay of university and college teachers. In this connection, it was also pointed out that there had been representations from the teachers of different State Universities that although the uniform scales of pay have been prescribed for

university and college teachers there were disparities in the payment of dearness allowance amongst the different universities.

II. It was agreed that the decision taken by the Commission on the report regarding disparities in scales of pay and avenues of promotions of different categories of non-teaching staff in Central Universities may also be made applicable to the Institutions deemed to be universities where scales of pay of such staff were revised on the basis of 3rd Pay Commission of the Central Government i.e. where the scales of pay are not linked with the State Universities.

(R.K.Chhabra)
Secretary

(Madhuri R.Shah)
Chairman

Appendix III to item No. 2.C2

1.	Professor	1.	{ while filling these posts the University may ensure that all major disciplines involved in the programme are represented and dupli- cation is avoided as far as possible.
2.	Reader	1.	
3.	Lecturer	1.	
4.	Lecturers (Languages)	2.	{ One for Burmese and one for { Thai Language.
5.	Senior Stenographer,	1.	
6.	Research Associates	2.	
7.	Jr. Research Fellowships	5.	
8.	Part-time language teaching in Burmese/ Thai languages.		Rs.10,000/-p.a. till appoint- ment of language teachers.
9.	Sr. Technical Asstt.	1.	
10.	Training of two language teachers in Burma and Thailand.		Rs. 30,000/-
11.	Library books & journals.		Rs.1,50,000/-
12.	Field Work		Rs.1,00,000/-
13.	Visiting Scholars		Rs. 25,000/-
14.	Seminars		Rs. 25,000/-
15.	Publications		Rs. 30,000/-
16.	Equipment and Furniture.		Rs. 50,000/-
17.	Contingencies		Rs. 15,000/-p.a.

Guidelines on code of conduct and Professional Ethics for Teaching Staff in the Universities.

The teacher has a unique role in society. While being a part of the social environment around him, he is also an important agent for changing this environment and moulding it for achieving the objectives of society and for upholding ethical and cultural values. A great responsibility rests on the teacher for moulding the future of a nation. This responsibility can be fulfilled only when the academic standards and discipline in the educational institutions are strengthened. The responsibility towards society can be fulfilled only when the teacher is first able to discharge his responsibility towards the academic institutions.

Every profession, for its orderly progress, needs certain rules of professional ethics, and education is no exception. It is in that spirit that these recommendations are made here and it is sincerely hoped that all concerned will view them in the same spirit. With this end in view the following shall be the duties of a teacher :

- (a) He shall engage classes regularly and punctually and impart lessons so as to maintain and strengthen standards of academic excellence. His academic duties shall include guidance and instructions to students in the form of tutorials/seminars/practicals and assessment/examination/evaluation work assigned to him by competent authorities of the institution. He shall not ordinarily remain absent from work without prior permission or grant of leave.
 - (b) A teacher shall help the college/university authorities in enforcing and maintaining discipline among students.
 - (c) A teacher shall participate fully and enthusiastically in the corporate life of the institution and shall perform any other curricular and extra-curricula work related to the institution as may be assigned to him from time to time by the competent authorities of the college/university.
- (A) In this context, the committee notes that in general the teaching community deems the following to be unacceptable conduct on their part :

1. Failure to meet the responsibilities of instruction including (a) failure to meet classes, tutorials, practicals and seminars; (b) failure to be present in the institution/department during stipulated hours; (c) failure to hold examinations as scheduled and to invigilate at such examinations; (d) failure to assess impartially the performance of students; and (e) to indulge in over marking/under marking or other attempts at victimisation on any ground.
 2. Discrimination against students on political grounds or on grounds of caste, creed, sex, religion, nationality, region or language.
 3. Inciting students against other students, colleagues or administration.
 4. Refusal to carry out the decision of the appropriate administrative and academic bodies of the university/ the colleges.
 5. Unauthorised use of university/college resources or facilities for personal, commercial, political or religious purposes.
 6. Forcible detention, threats of physical harm to harassment and or intimidation of another member of the college/university community, with the intention of interfering with that person's performance of his/her duties.
 7. Commission of a Criminal Act which has led to conviction in a Court of Law.
 8. Violation of the canons of intellectual honesty, such as misappropriation of the writings, research and findings of others.
- (B) In order that the reputation of teaching community is not marred by some stray cases of lapse on the part of a teacher, the competent authorities of the university/college must frame comprehensive rules indicate procedures of enquiry to be instituted against an erring teacher and ensure that principles of natural justice are fully observed and that the teacher's right of defence during the enquiry and of appeal against the penalty that may be imposed on him is fully guaranteed.

A NOTE ON SUBJECT-WISE SCIENCE EDUCATION
JOURNALS

The regional conferences on Science Education held at Chandigarh as well as Madurai reiterated the following among a large number of teachers, that a journal devoted to education in each of the science subjects, like 'The Physics Teacher' would be very useful and would serve as a means of communicating innovations in teaching and also serve as a forum for discussion.

With this in view a small committee went into details of the mechanics of starting such a series of Journals- in Physics, Chemistry, Biology and Mathematics, and the following are the suggestions of this committee:-

A. Technical :

- a) Technical details of the Journals:
Size of the journal- approx. 28x20cm.
(equivalent to the Physics Teacher)
- b) Number of pages-54 to 64
- c) It is expected that the lay-out and printing be done to the standard of any international journal.
- d) This would require photo-type printing facility.

B. Mudue Operandi

- a) The Editorial Committee of 5 teachers would be formed for each of the subjects.
- b) The task of co-ordinating the activity would be given to different centres for each subject.
- c) It is suggested that the following staff from the administrative point of view be given on a permanent basis.
 - a) Editor
 - b) Stenographer
 - c) Artist-cum-publication assistant

C. The frequency of the Journal should be Quarterly.

D. The Editorial Committee may meet 4 times a year before the issue of the Journal.

E. A certain amount infra-structure, such as office equipment be given to each of the 'Publication Centre'.

F. The international journals dealing with science education, in each subject, be subscribed for each of the 'Publication Centre'.

G. Financial Implication :

<u>Non-recurring</u>	Rs.
a) Office equipment	20,000.00
<u>Recurring per annum</u>	
a) Staff salaries	
Editor in the scale of Lecturer (Rs. 700-1300/Rs 1100-1600/-)	18,000.00
Stenographer	12,000.00
Artist-cum-Publication Assistant	12,000.00
b) Contingent expenses	10,000.00
c) Expenses towards the meeting of the Editorial Committee.	25,000.00
d) Printing charges-2000 copies per issue (2000x4)	80,000.00

H. Raising of financial resources :

The UGC will have to provide financial assistance initially, for the establishment of infra-structure and starting of journals. However, it is expected that the journal will become self-supporting in a few years. This self-sufficiency could come since:

- a) about 33% of the space is to be given for advertisements.
- b) about 2000 colleges to whom the UGC gives grants in one form or the other would automatically become subscribers.
- c) many other institutions who are not directly involved in education will eventually become subscribers. Further, it is expected that if the quality of the journal is maintained at an international standard, many institutions in Africa and other developing countries would eventually subscribe such journals.

I. Suggestions

- a) It may be better to co-ordinate the printing activity of all the four journals at one centre.
- b) It may also be advisable to involve one commercial firm to collect the advertisements for all the journals.
- c) The subscription to the journal in each of the subjects can be fixed at Rs.75/-per year. This brings an involvement of Rs.300/- per institution per year. This can be met out of the grant which the UGC gives to each of the colleges.
- d) The issue of involving various centres for taking up the responsibility of bringing the journal was discussed in length. As regards the centre that could undertake this activity, the following suggestions were made for each of the subject journals:
 - i) Physics - Department of Physics, University of Poona, Pune.
 - ii) Chemistry- It was suggested that we make an approach to Professor C.N.R.Rao to take up the responsibility.
 - iii) Biology - School of Biological Sciences, Madurai Kamaraj University, Madurai.
 - iv) Mathematics-Several suggestions were made and they are under consideration.

Recommendations of the Computer Committee :

(1) Proposals for replacement of existing computer facilities :

The Committee agreed in principle that the existing computers in the universities of (a) Delhi (IBM 360/44) (b) Andhra (IBM 1130), (c) Madras (IBM 1130), (d) Sardar Patel (IBM 1620-I), (e) Gujarat (IBM 1620-I), (f) Calcutta (IBM 1130) and (g) Jawaharlal Nehru (EC 1020) would need to be replaced by suitable larger systems keeping in view the present level of computer utilisation, present and projected needs over the next ~~three~~ three to five years and the present state of computer systems available in each university. The Committee, therefore, suggested that the actual requirements of new computers, their level, configuration and specifications etc. could be worked out with the help of Expert Committees which may visit these universities and make necessary recommendations after detailed examination of all aspects. The names suggested for constituting Expert Committees for these universities are given in Annexure.

(2) Deployment of existing computers to other universities consequent on acquisition of larger computers by some of the universities:

Arising out of (1) above and also keeping in view the offer made by Indian Space Research Organization about the availability of IBM 360/44 system from ISRO, Ahmedabad during the later half of 1983, the Committee thought that some of the requests for new computers could be reasonably met by deployment of the computers available when action has been taken on recommendation No. 1. In suggesting the deployment of such computers, the Committee has kept in view the problems arising out of acquisition of used computers and their maintenance and also the need for locating such computers in an environment where similar computers are already installed and the advantages arising therefrom. Accordingly, the Committee felt that the following deployments could be considered:

has

1. IBM 360/44 system from Delhi University to either Rajasthan or Allahabad or J.N.U.
2. IBM 360/44 from ISRO, Ahmedabad to Gujarat University, Ahmedabad, or Hyderabad University, Hyderabad.
3. IBM 1130 from Andhra University to Berhampur University.

4. IBM 1130 from Madras University to Calicut University.
5. IBM 1130 from Calcutta University to Himachal Pradesh University.

The Committee was of the view that IBM 1620-I systems presently available at Sardar Patel University and Gujarat University and also EC 1020 system available at Jawaharlal Nehru University were not such systems as could be deployed elsewhere. The Universities may, therefore, retain these systems and put them to use to the extent possible, particularly for students training programmes.

The Committee felt that in the case of those universities where used computer systems from other Institutions are to be made available, the acceptance of the universities may be obtained after the universities are given an opportunity to visit and examine the systems concerned. These universities may be given a grant to purchase computer time until the deployed systems become available and are installed in the new locations. The universities concerned should also be enabled to recruit some minimal staff during this period and also to get the site prepared so that the systems when received can be installed without further delay and commissioned into use.

(3) Recommendations for new computer centres:

The proposals received from the various universities were classified into two categories keeping in view the size and activities of each university and other factors as mentioned above. The Committee's recommendations are given below:-

(a) Universities which may be provided with computer system of Level-I (cost upto Rs.20 lakhs);

- (1) Allahabad, (2) NEHU, (3) Bangalore,
- (4) Hyderabad, (5) Rajasthan, (6) Cochin
- and (7) Kashmir.

Two of these universities could be supplied with the IBM 360/44 systems to be available from ISRO, Ahmedabad and Delhi University, as indicated above.

In the case of Cochin University, the possibility of the University obtaining a computer system from the Defence Research Organisation may be kept in view.

In all these cases it would be appropriate to have the proposals examined with the help of Expert

with a
wide range

Committee so that the system configuration and other details could be worked out in consultation with the universities. The computers to be acquired by these universities could be either from indigenous sources or through imports. Several systems in the Level-I range of hardware, software and peripherals are available from both the sources (TDC 316/ICIM 101/WIPRO-Z 650/PSI/ORG/VAX/PRIME/VARIAN etc.).

(b) Universities which may be given '0' Level computer systems (cost and installation would be within Rs.10./-lakhs):

- (1) Burdwan, (2) North Bengal, (3) SNET Women's University, (4) Calicut, (5) Berhampur and (6) Himachal Pradesh.

It would be noted that in the case of Calicut, Berhampur and Himachal Pradesh Universities, it has been suggested that they may be given the IBM 1130 system to be released by Madras, Andhra and Calcutta Universities. In the case of other Universities '0' Level system required, are available from indigenous sources.

(c) In the case of other proposals from universities the Committee was of the view that such universities may be given an annual grant of upto Rs.50,000/-each to buy computer time from computers in the region mainly to meet their research needs. The question of providing these universities with an Inhouse computer could be considered after lapse of two years, taking into account the level and extent of computer usage by these universities with the help of a grant now recommended.

Annexure to Appendix VI

Names suggested for constituting committees to consider proposals for larger computer facilities by replacement of existing computers.

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|-------|----|-------------------------------------|---|
| Delhi | 1. | Prof. B. Nag, Jadavpur | } Any 3 + Officer + DOE Representative. |
| | 2. | Prof. R. Shankar, IIT, Kanpur | |
| | 3. | Prof. S. Sampath, IIT, Kanpur | |
| | 4. | Brig. Balasubramanian, D.R.D.O. | |
| | 5. | Prof. Nitin Patel, I.I.M. Ahmedabad | |
| | 6. | Dr. Aslam Qadir, A.M.U. Aligarh. | |

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| Andhra | 1. | Prof. C. R. Muthu, Krishnan, I. I. T. Madras. | } Any 2 + UGC Officer + DOE Representative. |
| | 2. | Prof. D. K. Basu, Jadavpur | |
| | 3. | Prof. J. Roy, Indian Statistical Institute | |
| | 4. | Prof. S. Rangaswami, I. I. Science, Bangalore. | |

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| Madras | 1. | Prof. P. C. P. Bhat, IIT, Delhi | } Any 2 + UGC Officer + DOE Representative |
| | 2. | Prof. Shamim, IISc, Bangalore | |
| | 3. | Prof. P. G. Raddi, Osmania University, Hyderabad. | |
| | 4. | Prof. S. Ghosh, Jadavpur | |

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| Sardar Patel & Gujarat | 1. | Prof. H. N. Mahabala, I. I. T. Madras. | } Any 2 + DOE + Officer. |
| | 2. | Prof. Joseph Mathai, TIRF (NSOTC) Bombay. | |
| | 3. | Prof. Satsangi, IIT Delhi | |
| | 4. | Prof. S. M. Vaidya, Poona University | |

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|----------|----|--|-----------------------------|
| Calcutta | 1. | Prof. P. C. P. Bhat, IIT, Delhi | } Any 2 + DOE + UGC Officer |
| | 2. | Prof. Sahasrapudde, IIT, Kanpur | |
| | 3. | Prof. A. Aggarwal, IIM, Ahmedabad. | |
| | 4. | Prof. P. G. Raddi, Osmania University. | |
| | 5. | Prof. K. K. Bhutani, J. K. Institute, Allahabad. | |

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| Jawaharlal Nehru Univ. | 1. | Brig. Balasubramanian, DRDO | } Any 2 + DOE + UGC Officer |
| | 2. | Prof. J. R. Isaac, IIT, Bombay | |
| | 3. | Prof. J. Roy, Indian Statistical Institute, Calcutta. | |
| | 4. | Prof. Sahasrapudde, IIT, Kanpur. | |

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Appendix VII to Item No. 6.03

SCALE OF ACCOMMODATION PRESCRIBED FOR
TEACHERS RESIDENCE

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A. Staff Quarters

Plinth Area:

Accommodation

(a) Type I: Professor/Readers houses/flats Basic Structure
155 sq.meters.

Notes (1) 50% of the houses/flats may be built with servants' quarter and garage. 40 sq.meters.

(2) 50% of the houses/flats may be built with scooter shed 5 sq.meters

(3) These facilities (servants quarters, garage and scooter shed) could be provided in a separate block so that anyone having a car or a servant with family could be assigned the same.

(b) Type II: Lecturer's Quarters: 100 sq.meters

(B) Teachers' Hostel
(upto 4 storeyed)

(a) 610 sq.feet (for single)
(b) 739 sq.feet
(for married couple)

In addition common facilities in different floors may be provided.

Annexure to Appendix VI

Names suggested for constituting committees to consider proposals for larger computer facilities by replacement of existing computers.

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Delhi	<ol style="list-style-type: none"> 1. Prof. B. Nag, Jadavpur 2. Prof. R. Shankar, IIT, Kanpur 3. Prof. S. Sampath, IIT, Kanpur 4. Brig. Balasubramanian, D.R.D.O. 5. Prof. Nitin Patel, I. I. M. Ahmedabad 6. Dr. Aslam Qadir, A. M. U. Aligarh. 	}	Any 3 * Officer + DOE Representative.
.....			
Andhra	<ol style="list-style-type: none"> 1. Prof. C. R. Muthu, Krishnan, I. I. T. Madras. 2. Prof. D. K. Basu, Jadavpur 3. Prof. J. Roy, Indian Statistical Institute 4. Prof. S. Rangaswami, I. I. Science, Bangalore. 	}	Any 2 + UGC Officer + DOE Representative.
.....			
Madras	<ol style="list-style-type: none"> 1. Prof. P. C. P. Bhat, IIT, Delhi 2. Prof. Shamim, IISc, Bangalore 3. Prof. P. G. Reddi, Osmania University, Hyderabad. 4. Prof. S. Ghosh, Jadavpur 	}	Any 2 + UGC Officer + DOE Representative
.....			
Sardar Patel & Gujarat	<ol style="list-style-type: none"> 1. Prof. H. N. Mahabala, I. I. T. Madras. 2. Prof. Joseph Mathai, TIRF (NSOTC) Bombay. 3. Prof. Satsangi, IIT Delhi 4. Prof. S. M. Vaidya, Poona University 	}	Any 2 + DOE + Officer.
.....			
Calcutta	<ol style="list-style-type: none"> 1. Prof. P. C. P. Bhat, IIT, Delhi 2. Prof. Sahasrapudde, IIT, Kanpur 3. Prof. A. Aggarwal, IIM, Ahmedabad. 4. Prof. P. G. Raddi, Osmania University. 5. Prof. K. K. Bhutani, J. K. Institute, Allahabad. 	}	Any 2 + DOE + UGC Officer
.....			
Jawaharlal Nehru Univ.	<ol style="list-style-type: none"> 1. Brig. Balasubramanian, DRDO 2. Prof. J. R. Isaac, IIT, Bombay 3. Prof. J. Roy, Indian Statistical Institute, Calcutta. 4. Prof. Sahasrapudde, IIT, Kanpur. 	}	Any 2 + DOE + UGC Officer

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UNIVERSITY GRANTS COMMISSION

Meeting :

Dated: 23rd April, 1983

Item No. 1.01(b) : To receive the action taken on the minutes of the meeting held on 21st March, 1983

The action taken is as under:

Item No. Subject Action taken

Section-1

1.01(a) To receive the minutes of the meeting of the Commission held on 19th February, 1983.

(iii) Request of Dr. D. Swaminadhan for permanent absorption in the office of University Grants Commission as Deputy Secretary. Necessary office order has been issued.

1.01(b) To receive the action taken on the minutes of the meeting held on 19th February, 1983.

i) Action is being taken in the light of the decision of the Committee regarding financial assistance for the teaching posts in the universities during the VI Plan period.

ii) Action is also being taken to review the basis of basic grants to the colleges.

1.05 To receive the Annual Accounts of the UGC for the year 1981-82 and the Audit Report thereon as required to be presented to the Parliament under Section 19(4) of the UGC Act, 1956.

A communication in the light of the decision of the Commission has been sent to the Ministry of Education & Culture.

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Section-2

- 2.01 To consider the report of the Visiting Committee which visited the Department of Bengali, Burdwan University for considering its proposals for assistance under the Special Assistance Programme. The decision of the Commission has been conveyed to the Burdwan University.
- 2.02 To receive the report of the Committee appointed by the UGC to assess the working of the Centre for South East Asian Studies, Calcutta University and also its requirements for the five year period beginning 1983-84. The decision of the Commission is being conveyed to the university.
- 2.03 To consider the guidelines on code of conduct and professional ethics for teaching staff in the universities as framed by the Committee appointed by the Commission. The decision of the Commission has been conveyed to the Ministry of Education & Culture.
- 2.04 To consider the recommendations of the Rural Development Committee regarding the role of universities in integrated rural development on an inter-disciplinary basis. The recommendations of the Commission are being conveyed to the universities.
- 2.05 To consider the report of the Committee to review the Scheme of Buddhist Studies in the universities of Poona, Andhra and Saugar. The decision of the Commission has been conveyed to the universities of Poona, Andhra and Saugar.
- 2.06 To consider the recommendations of the Working Group appointed by the Commission to examine the question of working days of the universities, conduct of examinations and declaration of results. In the light of the decision of the Commission the matter is again to be placed before the Commission at a subsequent meeting.

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- 3.03 To consider a reference received from the Government of India, Ministry of Education & Culture regarding the views of the Commission on paras 31 and 32 of the Chapter XII of the recommendations of the 2nd Press Commission. The decision of the Commission has been conveyed to the Ministry of Education & Culture.
- 3.04 To consider the proposal received from the Ministry of Education & Culture for the institution of Nandlal Bose Memorial Lectures. The decision of the Commission has been conveyed to the Ministry of Education & Culture.

Section-4

- 4.01 To consider the recommendations made by the Science panels in regard to qualitative improvement of Higher Education & Research at the recent meetings held during the period September to December, 1982. The decision of the Commission has been noted.
- 4.02 To consider the recommendations of the Panel on Sociology regarding the need for a survey of M.Phil Programmes in different universities. The matter is again being placed before the Panel in Sociology for consideration.
- 4.03 To consider the suggestions of the Panel on Commerce. This will again be reported to the Panel on Commerce at its next meeting.
- 4.04 To consider the suggestion of the Economics Panel regarding the nomination of experts for major research projects. This will again be placed before the Panel on Economics at its subsequent meeting.

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| 4.05 | To consider the recommendations of the Regional Conferences on Science Education regarding the starting of Journals on Science Education in Science subjects. | Poona and Madurai Kamraj universities have been informed of the decision of the Commission and requested to take up the publication of Journals in Physics & Biology respectively. Decision regarding identification of universities to publish the Journals in Chemistry and Math is yet to be taken. |
| 4.06 | To consider the recommendations of the Expert Committee to the Department of Zoology, Bangalore University for participation in Special Assistance Programmes. | The decision of the Commission is being conveyed to the university. |
| 4.07 | To receive the report of the Committee appointed by the Commission to assess the working of the Centre of Area Studies, Jadavpur University, Calcutta and also to make recommendations with regards to its requirements for the five year period beginning 1983-84. | The decision of the Commission is being conveyed to the university. |
| 4.08 | To consider the recommendations made by the Committee appointed by the Commission to review the conditions of M.Phil, Ph.D. Programmes. | This item was deferred and is again being placed before the Commission in April, 1983 meeting. |

UNIVERSITY GRANTS COMMISSION

Meeting:

Dated : 25rd April, 1983

Item No. 1.02(a) : To approve the action taken on certain matters.

- (1) Financial assistance to affiliated colleges for development during the Sixth Plan period. (Under Graduate)

Sl. No.	Name of the College/ University to which affiliated.	Books	Equipment	F.I.P.	Building	Total	Date of approval
1	2	3	4	5	6	7	8
<u>AGRA UNIVERSITY</u>							
1.	Ganjdundwara College, Ganjdundwara (Etah)	1,00,000	1,00,000	-	-	2,00,000	17.1.83
2.	P.C. Bagla (P.G.) College, Hathras.	60,000	45,000	73,750	1,75,000	3,53,750	18.1.83
3.	R.C.A. Girls Degree College, Hathras	45,000	45,000	30,000	1,40,000	2,60,000	14.2.83
4.	B.D. Jain Girls Degree College, Agra.	75,000	75,000	56,250	1,40,000	3,46,250	27.11.82
5.	Narain College, Shikohabad.	75,000	60,000	-	-	1,35,000	27.11.82
6.	M.G. Balika Vidyalaya Degree College, Firozabad.	75,000	75,000	60,000	1,40,000	3,50,000	5.1.83
7.	K.R. Girls Degree College Mathura.	60,000	60,000	40,000	1,40,000	3,00,000	4.1.83

1	2	3	4	5	6	7	8
<u>AVADH UNIVERSITY</u>							
8.	Kisan P.G. College, Bahraich.	87,000	90,000	14,400	86,750	3,58,150	24.2.83
9.	R.I.(P.G.)College, Motih.	60,000	45,000	60,000 Staff 18,000/-	-	1,83,000	15.1.83
<u>BUNDELKHAND UNIVERSITY</u>							
10.	Attara P.G.College, Banda.	1,00,000	1,00,000	90,000	1,73,000	4,63,000	25.1.83
11.							
<u>MERUT UNIVERSITY</u>							
11.	D.N. Degree College, Gaulaotri.	60,000	-	-	75,000	1,35,000	22.1.83
<u>ROHILKHAND UNIVERSITY</u>							
12.	S.S. College, Shahjanpur.	60,000	60,000	40,000	- -	1,60,000	15.1.83
<u>MADURAI KAMRAJ UNIVERSITY</u>							
13.	H.K.R.H. College Uthamapalayan.	94,300	94,300	1,17,875	1,75,000	4,81,475	10.3.83
14.	Dr. Zakir Hussain College, Nayangudi	80,000	80,000	1,00,000	87,500	3,47,500	6.10.82
15.	Yadva College, Madurai	1,00,000	1,00,000	66,800	-	2,66,800	3/83
16.	Lady Doak College, Madurai	1,00,000	1,00,000	90,700	1,75,000	4,65,700	15.3.83

1	2	3	4	5	6	7	8
<u>Madurai Kamaraj Univ. (Contd.)</u>							
17.	N.H.S.S. V. College, Naganalai.	1,00,000	1,00,000	1,25,000	1,40,000	4,65,000	19.3.83
18.	Scott. Christian College, Magercoil.	1,00,000	1,00,000	93,000	-	2,93,000	19.3.83
19.	St. John's College, Palayankottai	50,000	50,000	1,25,000	-	2,25,000	15.3.83
20.	S.B.M. College, Aruppukottai.	80,000	80,000	1,00,000	1,40,000	4,00,000	14.3.83
21.	Sro S.R. Naidu Memorial College, Sattur.	1,00,000	80,000	67,403	1,40,000	3,87,403	30.10.82 & 26.2.83
22.	The M.D.T. College, Petai.	1,00,000	1,00,000	1,15,500	1,42,500	4,58,000	9.12.82
23.	Vivekananda College, Gasteeswaram.	80,000	80,000	1,00,000	1,05,000	3,65,000	26.2.83
24.	G.V. Naidu College, Kovilpatti.	80,000	80,000	-	90,000	2,50,000	19.3.83
25.	A.P.S. College, Tirupattur.	93,750	93,750	1,25,000	1,75,000	4,87,500	12.11.82
26.	Sourashtra College, Madurai.	1,00,000	1,00,000	1,25,000	- -	3,25,000	19.3.83
27.	M.S.S.Wakf Board College, Madurai.	1,00,000	1,00,000	1,25,000	1,75,000	5,00,000	20.9.82

p.t.o.

1	2	3	4	5	6	7	8
<u>Madurai Kanraj Univ. (Contd.)</u>							
28.	Saraswathi Narayanan College, Madurai.	75,000	75,000	93,750	-	2,43,750	March 83
29.	The American College, Madurai.	1,00,000	1,00,000	1,25,000	-	3,25,000	10.3.83
30.	C.P. Association College, Badikayanur.	79,998	79,998	1,00,000	-	2,59,996	20.9.82
31.	St. Ayyappa College, for Women, Chankankadai.	80,000	80,000	60,000	1,40,000	3,60,000	23.10.82 & 15.3.83
32.	Madura College, Madurai.	-	-	50,025	1,75,000	2,25,025	19.3.83
33.	Denanga Arts College, Aruppukottai	75,000	75,000	1,00,000	-	2,50,000	4.1.83
34.	Lekshipuram College of Arts & Science, Neyyoor	75,000	75,000	1,25,000	87,500	3,62,500	March 83
35.	R.R. College, Rajapalayam.	75,000	75,000	1,00,000	1,34,355	3,84,355	18.1.83
36.	Ambi Arts College, Ambasamudram.	75,000	-	1,00,000	1,40,000	3,15,000	18.2.82 & 26.2.83
37.	Sarah Tucker College, Tirunelveli	60,000	75,000	65,040	1,75,000	3,75,040	16.3.82
38.	Holy Cross College, Nagercoil.	95,000	59,002	93,956	1,75,000	4,22,958	11.3.83
39.	T.D.MN. Sangam College, Kallikulam.	80,000	80,000	60,000	-	2,20,000	19.3.83

40.	S.D. Kumari Women's College, Kuzhithurai	80,000	80,000	1,60,000	-	2,60,000	19.3.83
41.	Aditanar College of Arts and Science, Tiruchendur	80,000	80,000	85,000	-	2,45,000	17.11.82
<u>MADRAS UNIVERSITY COLLEGES</u>							
42.	Women's Christian College, Madras	82,400	82,673	76,880	-	2,41,953	9.12.82
43.	Govt. Arts College, Ariyalur	75,000	75,000	1,00,000	1,40,000	3,90,000	22.1.83
44.	G.B.M. College, Coimbatore	1,00,000	1,00,000	1,25,000	1,75,000	5,00,000	6.1.83
45.	A.V.C. College Mayuram	22,500	45,000	1,04,609	1,93,333	2,75,442	10.1.83
46.	Providence College for Women Nilgiri	80,000	80,000	66,500	1,75,000	4,01,500	6.1.83
47.	Periyar Arts College, Cuddalore.	30,000	95,500	-	1,75,000	3,00,500	-
48.	Gobi Arts College Karattidipalyam	99,250	94,000	1,00,579	1,58,333	4,52,162	18.1.83
49.	P.B. Jain College, Madras	99,750	99,750	1,25,000	-	3,24,500	-
50.	Jamal Mohamed College Tiruchirapalli.	93,750	93,750	-	-	1,87,500	19.3.83

1	2	3	4	5	6	7	8
51.	A.A. Govt. Arts College, (W) Waljapet.	55,000	78,000	1,00,000	90,000	3,23,000	22.1.83
52.	Madras Christian College Madras.	90,000	90,000	20,500	-	2,00,500	26.2.83
53.	Muthurangan Govt. Arts College, Vellore.	99,750	99,750	66,285	-	2,65,785	27.1.83
54.	Stolla Maris College, Madras.	75,000	75,000	-	15,000	1,65,000	-
55.	Govt. Arts College, Tiruvannamalai	99,750	99,750	-	1,75,000	3,74,500	22.1.83
56.	N.G.M. College, Pollachi.	98,100	1,00,000	1,13,508	12,000	3,23,508	-
57.	F.B.M Lutheran College, Salem	90,000	1,00,000	91,500	1,11,000	3,05,074	11.3.83
58.	Salen Sowdoswari College, Porayar	1,000,000	1,91,500	64,500	-	2,56,000	21.3.83
59.	Govt. Arts College, Villupuram.	99,750	99,750	-	1,75,000	3,74,500	15.3.83
60.	Mazharul Uloom College, Ambur.	80,000	41,250	-	-	1,21,250	18.1.83
61.	D.G. Vaishnav College, Madras.	75,000	75,000	-	-	1,50,000	19.3.83
62.	Govt. Arts College, Men Nandanam.	99,975	99,975	1,21,476	-	3,21,426	15.3.83

1	2	3	4	5	6	7	8
63.	Islamiah College, Vaniyanbedi	75,000	36,000	1,25,000	1,75,000	3,11,000	15.3.83
64.	Thiruvalluvar Govt. Arts College Rasipura.	24,750	43,200	17,328	1,40,000	2,25,278	19.3.83
65.	The New College, Madras.	84,844	1,00,000	-	-	1,84,844	14.3.83
66.	A.D.M. College for Women, Nagapattinam.	74,088	78,675	1,00,000	-	1,52,763	20.1.83
67.	H.M. The Raja's College, Puddukkottai.	1,00,000	1,00,000	1,25,000	-	3,25,000	27.1.83
68.	PMT College, Melanecelihanallur.	80,000	80,000	1,00,000	-	2,60,000	11.3.83
69.	A.P. Arts College, for Women, Palni.	80,000	80,000	1,00,000	-	2,60,000	11.3.83
70.	The S.F.W. College for Women, Sivakasi	75,000	75,000	52,000	-	2,02,000	18.1.83
71.	The Selhupathi Govt. Arts College, Ramanathapuram.	99,990	99,990	1,25,000	1,75,000	4,99,980	13.3.83
72.	Nazareth Mar College, Nazarath.	30,000	37,500	81,448	-	1,48,948	19.3.83
73.	P.M.T. College, Usilappatti.	80,000	80,000	1,00,000	-	2,60,000	14.3.83
74.	R.D.M. College, Sivaganja.	-	-	1,00,000	-	1,00,000	21.3.83
75.	Sri Meenakshi Govt. College for Women, Madurai.	75,000	75,000	75,000	-	2,25,000	19.3.83

1	2	3	4	5	6	7	8	
Name of the College/ University to which affiliated.	Books	Equipment	Teacher Fellowship	Grant approved Building	Remedial Courses/ Addl. Teaching Staff.	Total	Date of sanction	
1	2	3	4	5	6	7	8	
76. Govt. Arts College, Mekur.	80,000	80,000	-	-	1,60,000	19.3.83		affiliated to Madurai Kamaraj University
<u>MYSORE UNIVERSITY</u>								
77. L.V.K. College, for Women, Hassan.	26,250	-	-	1,67,228 (in principle)	22,500 (in principle)	2,15,978	26.3.83	
<u>MANGALORE UNIVERSITY</u>								
78. Sri Bhuvanendra College Karkala.	61,500	80,000	-	1,40,000 (in principle)	-	2,81,500	21.3.83	
<u>KARNATAK UNIVERSITY</u>								
79. J.S. College, of Commerce Banahatti.	75,000	75,000	-	-	-	1,50,000	15.1.83	
80. RTE Society's Arts Science and Commerce College, Ranibennur.	75,000	-	-	-	-	75,000	13.9.82	
81. KRE Society's G.C. D. Arts and SVS Science College, Bailhongal.	75,000	75,000	50,280	1,40,000 (in principle)	49,980	3,90,260	21.3.1983	

(2) Financial Assistance to affiliated colleges for development during the VIth Plan Period (Basic Asstt.)

S.No.	Name of the College/ University to which affiliated.	Books	Equipment	Teacher Fellowship	Participation in Conference	Date of approval.
1	2	3	4	5	6	7
<u>AGRA UNIVERSITY</u>						
1.	St. John's College, Agra	40,000	50,000	20,000	5,000	1.12.82
2.	Saraswati Degree College, Mathras	16,800	49,800	20,000	1,000	7.12.82
3.	K.R. Girls Degree College, Mathura	28,800	50,000	40,000	5,000	7.12.82
4.	C.L.Jain (P.G.) College, Firojabad.	12,450	33,600	40,000	-	13.11.82
5.	R.C. A.Girls Degree College, Mathura.	12,800	38,400	-	2,000	27.12.82
<u>KANPUR UNIVERSITY</u>						
6.	Mahila Mahavidyalaya Kanpur.	40,000	42,450	40,000	3,800	-
<u>MERHUT UNIVERSITY</u>						
7.	R.S.S. Degree College, Pilukhua	14,700	22,500	63,000	-	30.12.82
8.	R.K. College, Samli.	25,700	50,000	80,000	-	15.12.82
9.	D.N. Degree Colloge, Gulaothi	16,850	8,250	2,600	-	17.12.82

1	2	3	4	5	6	7	78
<u>ROHILKHAND UNIVERSITY</u>							
10.	G.F. College, Sgahjahanpur.	40,000	50,000	80,000	5,000		22.1.83
<u>MADRAS UNIVERSITY COLLEGE</u>							
11.	A.M. Jain College, Madras	40,000	50,000	80,000	5,000	1,75,000	4.3.83
12.	Quaid E. Millat Govt. College for Women, Madras.	40,000	50,000	60,400	-	1,50,400	19.3.83
13.	Sri Avinashilingam Home Sc. College for Women, Coimbatore.	40,000	50,000	88,000	5,000	1,75,000	9.3.83
14.	Muthurangan Govt. Arts College, Vellore.	40,000	50,000	80,000	-	1,70,000	9.3.83
15.	Kandaswami Kandar's College Velur.	40,000	50,000	78,000	5,000	1,73,000	9.3.83
16.	Govt. Arts College, Salem.	40,000	50,000	80,000	-	1,70,000	10.3.83
17.	Voorhees College Vellore.	40,000	50,000	80,000	5,000	1,75,000	10.3.83
18.	Panchaiyappa's College for Men, Kancheepuram.	40,000	50,000	80,000	2,000	1,72,000	21.3.83
19.	Queen Mary's College, Madras.	40,000	50,000	80,000	-	1,70,000	21.3.83
<u>BANGALORE UNIVERSITY</u>							
20.	Anjani Municipal College, Chintamani.	30,563	46,875	-	-	77,138	15.2.83
21.	Mount Carmel College, Bangalore	75,000	75,000	-	1,75,000	3,25,000	11.3.83
22.	Christ College, Bangalore.	-	-	77,400	-	77,400	4.3.83

1	2	3	4	5	6	7	8
<u>Mysore University</u>							
23.	A.V.K. College for Women, Davangere.	36,700	28,800	-	5,000	70,500	22.3.83
<u>MANGALORE UNIVERSITY</u>							
24-	St. Philomena College, Puttur.	35,700	22,800	-	-	58,500	4.3.83
<u>GULBARGA UNIVERSITY</u>							
25.	Vijayanagar College, Hospet.	40,000	35,250	60,000	-	1,35,250	21.3.83

(3) APPROVAL OF THE GRANTS FOR WITH PLAN TO UNIVERSITIES FOR DEVELOPMENT OF S
SCIENCE, HUMANITIES SOCIAL SCIENCES AS 1ST CHARGE AGAINST WITH PLAN ALLOCATION

S.No.	Scheme/Item	Ist Charge on 6th Plan	Scheme accepted on the Basis of discussion.	UGC share	Date of approval.
1	2	3	4	5	6
<u>DAYALBAGH EDUCATION INSTITUTE, AGRA.</u>					
1.	Basic grant for Books & Journals.	1,00,000	1. Additional grant for Books & Journals.	3,00,000	13.5.82.
			2. Laboratory Equipment	5,00,000	
			3. Staff : Reader -5 Lecturer -16 Others -18	15,60,000	
			4. Construction of Sc. Block.	15,00,000 (in principle)	2.3.83
<u>GURUKUL KANGRI VISHNAVIDYALAYA.</u>					
2.	Basic grant for Books & Journals.	50,000	1. Addl. grant for Books and journals.	2,00,000/-	
			2. Staff : Librarian - 1 D.P.E. - 1	3,56,000/-	

- (4) Request of University of Delhi for release of Funds for construction of a hostel out of the UGC funds meant for the special component plan for the S.C. and the sub-plan for the S.T.
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The University Grants Commission at its meeting held on the 19th September, 1980 (Item No. 5.08) considered the proposal of the University of Delhi for construction of a Boy's Hostel (200 Student) at an estimated cost of Rs. 50 lakhs and agreed that while the University may prepare a master plan for a hostel for 200 students, the University was requested to send at present its plan and estimates for construction of a hostel for 100 students within a sum of Rs. 17 lakhs available for the purpose.

The University of Delhi on the basis of the observations made by the C.P.W.D. submitted revised plans and estimates amounting to Rs. 28,05,400/- and on the basis of the Scrutiny made by the CPWD the Plans and estimates were accepted for Rs. 30,35,286/- for construction of a boys hostel for 94 students in phase I and the acceptance was conveyed to the University of Delhi.

The University of Delhi later approached the Commission for release of funds for construction of a hostel out of the U.G.C. funds meant for the special component plan for the S.C. and S.T. As the Commission is not in favour of separate hostels for SC/ST students and have asked the Universities to earmark 20% of the seats in the hostels for SC/ST students. It has been decided (vide orders dated 22nd February, 1983) to allow the University of Delhi to construct a boys hostel for 200 students in one phase instead of two phases. This would involve about Rs. 30,00,000/- (thirty lakhs) in addition to allocation of Rs. 30 lakhs approved earlier. This would be a charge to VI Plan allocation of the University.

- (5) Utilisation Certificate- Students Aid Fund-70-71 and 73-74 - National Medical College, Calcutta.
-

The Commission has released a grant of Rs. 2,750/- during 1970-71 and Rs. 2,750/- during 1973-74 to Calcutta National Medical College, Calcutta (affiliated to the Calcutta University) towards Students Aid Fund. The College had handed over this amount to the Students Union. As the college failed to submit the audited Utilisation Certificate for the above grant, a request was made to the college to refund the above amount. In response to this college has informed the Commission that it is not possible to collect the audited utilisation Certificate from the students union at present as the students of that period have gone out of reach.

In view of the above circumstances, it has been decided not to press the college for refund of the grant and the certificate submitted by the principal of the college has been accepted for financial purposes.

- (6) Approval to the Revised Estimates for Rs. 3,07,546/- with Commission's share limited to Rs. 1,85,073/- towards construction of Health Centre of Dibrugarh University.

During 5th Plan period, Dibrugarh University's proposal for the construction of Health Centre was originally approved at an estimated cost of Rs. 1,37,400/- with Commission's share limited to Rs. 1,00,000/- (including furniture and equipment etc.) or 75% of the actual expenditure whichever is less. Later on, it has been revised to Rs. 2,67,400/- with Commission's share limited to Rs. 1,65,000/- or the actual expenditure on usual sharing basis as approved in 5th & 6th Plan periods for the Scheme, on the basis of discussion held with the Vice-Chancellor by the Chairman, UGC subject to the condition that additional grant for Rs. 65,000/- i.e. beyond originally approved will be as first charge of 6th Plan allocation.

Dibrugarh University has again approached the Commission to approve the revised estimates of this continuing project at an estimated cost of Rs. 3,07,546/- with Commission's share on usual sharing basis due to escalation of the costs which has been accepted by the Commission with its share limited to Rs. 1,85,073/- or the actual expenditure on usual sharing basis as approved in 5th & 6th Plan periods for the scheme whichever is less subject to the conditions that the total enhanced UGC share amounting to Rs. 85,073/- (Rs. 65,000/- already approved vide Commission's letter No. F. 16-9/76(E-2) dated 5-3-82) will be as first charge of 6th Plan allocation. The above approval has since been conveyed to the University vide letter No. F. 16-9/76(E-2) dated 4.3.83.

- (7) Approval to the Revised Estimates for Rs. 24,988 lakhs with Commission's share limited to Rs. 18.74 lakhs towards the construction of 2nd Girls' Hostel at Dibrugarh University.

Under 6th Plan allocation, on the basis of the discussions held with the Vice-Chancellor by the Chairman, UGC, the proposal of Dibrugarh University for the construction of 2nd Girls' Hostel was accepted at an estimated cost of Rs. 20.00 lakhs with Commission's share limited to Rs. 15.00 lakhs or 75% of the actual.

expenditure whichever is less. But in the month of December, 1981 the University has requested the Commission to raise its share from Rs.15.00 lakhs to Rs.18.74 lakhs due to escalation in the costs of building material and labour charges etc. as per PWD Rate Certificate furnished by the University. The proposal of the University to construct the 2nd Girls Hostel at an estimated revised cost of Rs.24.988 lakhs with UGC share limited to Rs.18.74 lakhs or 75% of the actual expenditure whichever is less has been accepted. The approval to this effect, has since been conveyed to the University vide letter No. F.15-1/8 (E-2) dated 8.2.1983.

(8) Award of Research Associateships in Gandhian Studies for the year 1981-82

A committee comprising professor Usha H. Mehta and Dr. S.L. Malhotra met on 11.11.1982 and 15.2.1983 at the UGC Office to interview the candidates for the award of research associateships in Gandhian Studies for the year 1981-82.

The Committee recommended that the following candidate be selected for the award of research associateship in Gandhian Studies.

S.No.	Name	Age	Qualifications	Centre of work	Topic of work
1.	Dr. (Smt.) Gitasree Bandhopadyaya	45	M.A. II Ph.D.	Calcutta University	Gandhi's role & responsibility in the changing character of the Indian National Congress and the repercussions of the change of Bengal politics 1941-47.
2.	Dr. Krishna Kanta Mookhopadhyaya	40	M.A. II Ph.D.	Delhi University	A study of voluntary experiments and their contribution to the establishment of Gandhi's gram Swaraj.
3.	Dr. (Mrs.) Jyoti* Ananthu	38	M.A. II Ph.D.	IIT, Delhi	Gandhian Ideas in recent writings.
4.	Dr. (Mrs.) Sarita Sethi	38	M.A. II Ph.D.	Mahadevi Kanya Pathshala College, Dehradun.	Adhunik Hindi Ka Main Gandhivadi Jeevan Darshan Tak Anya Sam Samyik, Vichar Padhitiyon Ka Tulnatmak Adhyayan.

* The Committee desired that the candidate at S.No.3 be asked to delimit the topic and specify the recent writings.

Smt. Rameshwari 45 M.A. II Instt. of Gandhian Ideas
Varma** Development and the new
Studies, Mysore, perspectives on
development.

** The Committee recommended that the associate-ship may be awarded after the candidate gets her Ph.D. degree.

The candidates have been informed about the decision of the committee.

The following teachers have been nominated on the recommendations of the Expert Committee for the award of short-term and long-term Fellowships against 9 full-term fellowships allotted to the Commission under Indo-US Fellowships Programme 1983-84.

1. Dr. Iqbal Ahmed Niazi, Associate Professor of Zoology, Rajasthan University.
2. Prof. K.S. Amus, Professor of Mathematics, Karnatak University.
3. Dr. Bhamadas Ichharam Nemade, Reader of Chemistry, Bombay University.
4. Dr. B.S. Sood, Professor of Physics, Punjabi University Patiala .
5. Dr. Pranab Kumar Chatterji, Professor of Economics, Kalyani University, Kalyani.
6. Dr. (Mrs.) Sudha Vithal Kaldate, Reader of Sociology Marathwada University, Aurangabad.

(ii) Visitorships (12 weeks each)

1. Dr. D.N. De, Professor of Botany, Indian Institute of Technology, Kharagpur.
2. Dr. P.K. Sharma, Professor of Mathematics, Indore University, Indore.
3. Dr. S.B. Basumullick, Assistant Professor of Geology, Indian Institute of Mines, Dhabad.
4. Prof. Vellore Natharajan Vedamurthi, P.A. University of Technology, Madras.

5. Professor A.K. De, Chemistry Department, Visva Bharati, Shantiniketan.
6. Dr. K. Sathianandan, Physics Deptt., Cochin University,
7. Dr. (Mrs.) Ratna Naidu, Reader of Sociology, Hyderabad University, Hyderabad.
8. Dr. Joyti Prakash Sen, Head, English Department, Jabalpur University, Jabalpur.
9. Dr. Panruti Vallam Ramamurti, Reader of Psychology Sri Venkateswara University, Tirupati.

The Commission has also allocated an additional period of ten weeks under the programme to Nehru Medical Museum and library for the extended stay of Shri M.L. Dawan in USA.

The following teachers have been nominated for a visit of four weeks each to US^A under CSIR-NSF exchange of Scientists programme 1983-84 against the period of 150 may days allotted to the Commission by CSIR.

B. CSIR-NSF Programme (4 weeks each)

1. Dr. Appasabeh Tansen, Varuti, Professor of Zoology, Shivaji University.
2. Dr. S.C. Gupta, Reader, Department of Botany, Delhi University.
3. Prof. N.S. Rawat, Department of Chemistry, ISM, Dhanbad.
4. Dr. M.R. Ittyachen, Reader of Physics, Kerala, University, Trivandrum.
5. Prof. M.K. Aggarwal, Department of Physics, S.P. University.

- (10) Delhi University and its affiliated colleges receiving maintenance grant from the UGC; Utilisation of part of the Provident Fund investment for construction of Staff quarters for its employees.

With the introduction of Retirement Benefits Scheme for the University staff, the contribution paid by the University to the contributory Provident Fund accounts of those employees, who have opted for the General Provident Fund-cum-pension-cum-gratuity Scheme became recoverable from their accounts. Some of such amount recovered from their accounts in the case of some Central Universities was refunded to the University Grants Commission as the

contribution credited to the Provident fund had been treated as an expenditure debitable to the maintenance grant. The University Grants Commission was requested by these universities to permit the use of **these** refunded/refundable amounts for construction of staff quarters. The Commission agreed to the above suggestion of the University in consultation with the Government of India vide its letter No. F. 8-9/72(CU-I/D-5C/NP.I) dated 16-17th November, 1982 (copy enclosed)

Latter the Delhi University approached the Commission to use this money as seed money and take loan from the Provident fund for construction of staff quarters for its employees. This had been examined in consultation with the Government of India and the following position emerged

- (i) According to the Statute 28(i) of the Statutes of the Delhi University, there shall be a provident fund for the benefit of the officers, teachers, clerical staff and other servants of the university. Statute 28(2) provides that the management of the provident fund shall vest in the Executive Council. Statute 28(7) provides inter-alia that the amounts accruing to the fund shall be placed in such bank or banks as may be approved from time to time by the Executive Council, or invested in securities authorised by the Indian Trust Act, 1882 at the discretion of the Executive Council.
- (ii) The investment pattern laid down in Statute 28(7) permits the Executive Council to invest the amount accruing to the funds in securities authorised by the Indian Trust Act, 1882. According to Section 20(a) of the Indian Trusts Act investment of the first mortgage of the moveable property situated in any part of the territory to which Indian Trusts Act extends is an investment authorised by the said Act. Under the proviso of the sub clause (a) of Section 20 of the above Act, the property should not be lease-hold for a term of years and the value of the property should exceed by 1/3rd of the amount borrowed on the security of the property. If the security is building, the value should exceed by one half of the mortgage money.
- (iii) Since the proposal made by the university is that it may invest the amount standing to the credit of its provident fund on the first mortgage on the land hold by the Delhi University on

Perpetual lease for the construction of quarters for its staff, there may not be any legal objection to the proposal in the light of the legal position explained above provided the stipulation relating to the value of the property for the purpose of mortgage is complied with.

in trust

- iv) As the Provident Fund accumulations are held by the University/it has to be ensured that the corpus of the fund is not disturbed and that a proper mechanism is worked out so that the Fund gets back the amount advanced to the University alongwith the interest that it would have earned had it been invested in the bank as is being done presently. It is also necessary that the Executive Council which is managing the Fund should authorise the investment as proposed.

consultation

3. This was conveyed to the University of Delhi and it was requested to send a detailed proposal for construction of Staff Quarters in the light of above together with the Financial implication involved in the same for the consideration of the Commission. This has since been received and is under consideration with the Government of India.

to take

4. The Commission had also requested the Delhi University to arrange to send a detailed proposal for introduction of a similar scheme for colleges affiliated to Delhi University. It was agreed that a grant of Rs. One crore be made to the College towards the Seed Money with the corresponding matching share to be made available by the management, so as to enable the college to take a loan from the Provident Fund Account if otherwise admissible. The detailed proposal is awaited.

5. The scheme of the Delhi University has also been brought to the notice of other Central Universities for their information and guidance as also formulation of proposal if considered necessary provided their provident fund rules permit the same. They have also been informed that their proposal would need the prior approval of the UGC and the Government of India.

(11) Institute of Technology, Varanasi- appointment of Non-teaching Technical Staff during 5th Plan period.

On a request received from the Banaras Hindu University the Commission approved the appointment of the following non-teaching and Technical Staff appointed by the Banaras Hindu University. The expenditure involved would be accommodated in the Sixth Plan Allocation made to the University:-

Electrical:-

Maintenance Engineers	-	1
Sr. Mechanic		
Sr. Technical Assistant	-	1
S/Workshop Assistant	-	1
J/Workshop Asstt.	-	1

Electronics

S.T.A.	- 1
Tech. Asstt.	- 2
Lab. Asstt.	- 1
J/Workshop Asstt.	- 1
Jr. Lab. Asstt.	- 3

- (12) Proposal of Dibrugarh University for
Introduction of P.G. Course in Petroleum Technology.

On the recommendations of the All India Board of Post-graduate Studies and Research in Engineering & Technology, AICTE the proposal of the Dibrugarh University for introduction of a P.G. course in Petroleum Technology with an annual intake of 10 students has been accepted and the following physical facilities as recommended by the P.G. Board have been approved:-

A- Non-Recurring

1. Equipment - 3 lakhs

Additional amount of Rs. 2 lakhs may be provided as matching grant if similar grant can be obtained by the University from State agencies, ONGC, DST & CSIR, Petroleum Industry etc.

2. Library Rs. 10,000/-

B- Recurring-

(a) Staff:

Professor - 1

Asstt. Prof. - 1

Lib. Atttdts - 2

(b) Scholarships @ Rs. 600/- per month per student.

(c) Contingent grant @ Rs. 3000/- per annum per student.

(d) Books & Journals Rs. 10,000/- per annum.

An allocation of Rs. 10 lakhs for the VI Plan has been made to Dibrugarh University for the above course.

(13) Starting of Post-graduate Studies in Pharmaceutical Sciences at Kakatiya University.

On the recommendations of the All India Board of Post-graduate Studies and Research in Engineering & Technology, AICTE the proposal of Kakatiya University for Starting of Post-graduate Studies in Pharmaceutical Sciences has been accepted with an annual intake of 10 students. The Commission has agreed to provide the following physical facilities as recommended by the Post-graduate Board:-

A. Non-Recurring

1. Space for one Laboratory 2000sq.ft. Rs. 2,00,000 (UGC share @ 50%
Rs. 1,00,000)
2. Equipment Rs. 5,00,000
3. Library Books Rs. 10,000

B. Recurring

- a. Staff
Professor - 1
Reader - 1
Technical Asstt. - 1
- b. Scholarships @ Rs. 600 p.m. per student
- c. Contingent grant @ Rs. 3,000 per annum per student
- d. Library Books Rs. 10,000/- per annum.

The Commission has also agreed to allocate Rs. 11.00 lakhs for the VI Plan to Kakatiya University for the above course.

(14) Programme of Special Assistance to Selected University Departments : Phase II(1980-85) : Deptt. of Biochemistry Grant-in-aid.

As per recommendations of the Expert Committee which evaluated the work done by the Department of Biochemistry, Lucknow University under the Programme of special assistance to selected University Departments Phase- I(1972-79) approved by the Standing Advisory Committee for CAS/DSA at its meeting held on 6th August, 1979 and accepted by the Commission at its meeting held on 23rd November, 1979 (Item No. 5.04). The Lucknow University has submitted schedule of expenditure to be incurred during 1981-85 within the ceiling of Rs. 15.00 lakhs for the implementation of the programme of Special Assistance in Department of Biochemistry, Lucknow University during the Sixth Plan period.

The following non-recurring and recurring grants have been approved subject to the conditions that the University/State Government will take over recurring liability arising out of the I Phase assistance w.e.f. 1.4.1979 and give an assurance to take over the recurring liability of the Phase II assistance w.e.f. 1.4.1985:

: 21 :

A. Non-Recurring-	Rs. 9,93,000/-
B. Recurring	Rs. 5,07,240/-
Grand Total :	<u>Rs.15,00,240/-</u>

The entire assistance is to be taken as a package for implementation.

(15) Programme of Special Assistance to Selected University Departments Solid State Structural Chemistry Unit, I.I.Sc., Bangalore: Allocation of additional grant.

Prof. C.N.R. Rao, Chairman, Solid State structural Chemistry Unit, I.I.Sc., Bangalore has submitted a proposal for additional grant in order to enable to develop the Unit fully in the next few years, under D.S.A. This unit is one of the best Centre of Research. Taking this into consideration as well as the recent decision of the Commission to enhance the ceiling of the U.G.C. assistance under D.S.A. the following additional allocations have been approved for Solid State Structural Chemistry Unit of I.I.Sc., Bangalore for remaining Part of VI Plan period, under D.S.A. as per orders dated 21.3.83(F. 16-5/80(SR.I)).

A. Non Recurring

Equipment Rs. 2,50,000 (in addition to Rs. 5 lakhs only already approved)

B. Recurring : (1983-85)

Staff

- i. Additional Lab. Asstt/Scientific Asstt.- One
- ii. Mechanic 'C' - One
- iii. Laboratory helper - One

Other items.

- i) Consumables Rs.20,000/- p.a.
(in addition to Rs. 50,000 per annum already approved)
- ii) Contingency, postage, Stationery, Publications etc. Rs.2,500/- p.a. (in addition to Rs.5000/- p.a. already approved)

- (16) Participation of Professor Rais Ahmed, Vice-Chairman, U.G.C. in the Planning meeting of the International Conference held from 22nd to 28th March, 1983 at Malvern (U.K.)

The University Grants Commission on receipt of a reference from the International Council of Scientific Unions (Committee on the teaching of Science), accepted its proposal for participation of Prof. Rais Ahmed, Vice-Chairman, University Grants Commission, in the planning meeting held from 22nd to 28th March, 1983 at Malvern (U.K.) for the proposed International Conference to be held at Indian Institute of Science, Bangalore in August, 1985 on the theme 'Science & Technology Education and Future Human Needs. His travel and local expenses were met by the ICSU.

Additional Material to Item No. 1.02(a)

(17) ;Acceptance of the reports of the Sixth Plan Visiting Committees on the basis of recommendations made by the Sub-Committee of the Commission.

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The reports of the Visiting Committees to consider the Sixth Plan Proposals of the following universities were considered by the Sub-Committee on 20-2-1983. The suggestions and recommendations made by the Sub-Committee of the Commission on these reports have since been incorporated in the reports and the reports have been accepted.

1. Andhra University
2. Nagarjuna University
3. Utkal University
4. Burdwan University
5. Ravi Shankar University
6. Indira Kal Sangeet Vishwavidyalaya
7. Kashi Vidyapith

Additional material to item No. 1.02(a)

- (18) Upgradation of pay-scales of certain categories of non-teaching staff in the Central Universities.

...

1. The Commission in its meeting held on 19-20th February, 1983 accepted the recommendations of the Committee appointed to consider the disparities of pay-scales and avenues of promotions of different categories of non-teaching staff in the Central Universities as in the Annexure. The report of the Committee has since been sent to the universities for their consideration and formulation of specific proposals for the consideration of the Commission. The proposals are awaited.

2. Attention of the Commission is, invited to the following recommendations made by the committee and accepted by the Commission.

- i. The scales of pay, designations, duties and recruitment qualifications of the posts of non-teaching staff in the Central Universities be the same as applicable for the corresponding posts in the Government of India (page-2).
- ii. Each Central University may be requested to constitute a work study-cum-cadre review unit Formulate specific proposals within period of six months for approval by the University Grants Commission (Page-4).
- iii. Cadre review should be carried out on a regular basis by the Work Study-cum-Review Unit of the University (Page-5).
- iv. The Cadre Review Units in the universities may be assisted by representatives and nominees of the UGC so that the proposals made by the universities have a measure of uniformity to avoid disparities in scales of pay, designations, duties etc. We suggest that the Commission may also lay down basic guidelines in this regard to ensure uniformity in cadre revision and management. The proposals of the universities should be implemented only after the approval of the same by the University Grants Commission (Page-6)
- v. In order to provide for at least two promotions during the service career of an employee and adequate promotion avenues for Group-D employees. It was agreed that Cadre Review be carried out

on a regular basis by the work Study-cum-Cadre Review Units of the universities. These Units should study the workload work method, work organisation and needs of the work in each branch of the university and suggest work structures that would provide for adequate cadres for employees with definite skills, and ensure efficient functioning of the universities.

3. Pending receipt of specific proposal from the universities on the basis of the recommendations made by the Committee, the following decisions have been taken in consultation with the Central Universities and they have been conveyed to the Central Universities for implementation:

i. It has been agreed to upgrade the scales of of pay of the categories of staff mentioned below w.e.f. 19.2.1983 in the Central Universit

Sr.No.	Post	Existing scales of pay	Upgraded scales of pay as on 19.2.1983
1.	Section Officer Grade-I.	Rs.650-960	} Rs.650-1200
2.	Section Officer Grade-II.	Rs.550-900	
3.	Sr.Assistant	Rs.425-700	Rs.425-800
4.	Stenographers	Rs.425-700	Rs.425-800

ii. It has also agreed to the upgradation of the scales of pay of the categories of staff mentioned below w.e.f. 19.2.1983 other than Library and Laboratory staff:-

Sr.No.	Post	Existing scales of pay	Upgraded scales of pay w.e.f. 19.2.1983
1.	All existing posts in the scales of pay of	Rs.196-232	Rs.210-270
2.	-do-	Rs.200-250)	Rs.225-308
3.	- do-	Rs.210-270)	and on reaching the maximum of 308/-to place them in the scale of Rs.260.350.

p.t.o.

The above up-gradation will be made applicable only in respect of staff already in position and the upgraded scales will be personal to the present incumbents.

The Universities have been also requested to observe strictly that no new posts are created nor any of the vacant posts be filled in any category of group-D including those on Daily Wages or Casual.

4. . . . The question regarding entitlement of Personal Assistants is under active consideration in consultation with the Central Universities.

5. The Central Universities have been requested to send their suggestions for under taking cadre Review in respect of different categories of non-teaching staff, in order to formulate suitable guidelines.

....

S.N. Recommendations of the
Committee

Decision of the Commission

1.

2.

3.

1. Allowances of various kinds and retirement benefits are tied to scales of pay and if scales of pay are varied, the USC would be within its rights to refuse payments atleast in regard to additional dearness and other allowances or increased retirement benefits (Paragraph-2.3).

Accepted. To ensure that the Universities do not flout the guidelines laid down by the University Grants Commission the Acts of the Central Universities be suitably amended so that any changes in pay scales and service conditions in general of the staff in the Central Universities are made only with the prior approval of the University Grants Commission and the Government of India.

2. Each University should set up a work study-cum-Cadre Review Unit which should invariably vet each proposal for creation of posts. The Unit while making its recommendations certify that the scales of pay and designations are duly approved and correspond to the duties and responsibilities of the posts... The Finance Committee while examining the budget proposals should specifically examine this aspect. We further recommend that alterations in establishment i.e. creation of posts, revision and upgradation of scales of pay should always be examined by the Finance Committee of the Central Universities before the proposals are placed before the Executive Councils (Paragraph-2.4).

Accepted. The relevant Statutes of the Universities be amended so as to provide that the Executive Council will consider proposals for alterations in establishment rules only after the recommendations of the Finance Committee are available.

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3. We are of the firm view that Accepted.
the scales of pay, designations duties and recruitment qualifications of the posts of non-teaching staff in the Central Universities be the same as applicable for the corresponding posts in the Government of India. In the case of laboratory staff where necessary, the scales/designations as are available for the corresponding posts in the laboratories of the C.S.I.R. be followed. Further, the Central Universities should follow the same norms/ rules as are available in the Government of India for special allowances and other fringe benefits. There will then be uniformity in scales of pay and allowances of the non-teaching staff in the Central Universities (Paragraph-2.6).

4. We fully endorse the stand Accepted. The revised pay taken by the University Grants scales already introduced Commission in consultation be personal to the present with the Central Government incumbents. In future all that additional dearness allow- posts be filled up in accordance with the pay scales as approved by the University Grants Commission for the concerned posts.
ances would be payable only in respect of those employees whose scales of pay are duly prescribed are not in other case. The University Grants Commission has already informed the Aligarh Muslim University to this effect. We further recommend that this principle should be strictly adhered to in respect of all Central Universities and benefits like house rent allowances etc. should also be admissible only on approved pay scales and not on the basis of the unilateral revisions (Paragraph-2.8).

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Central Universities, it would also be adviseable to have a periodic outside assessment such as by the Staff Inspection Unit of the Government of India or by some other appropriate agency. (Paragraph-3.14).

12. The Cadre Review Units in the Universities may be assisted by representatives and nominees of the UGC so that the proposals made by the Universities have a measure of uniformity to avoid disparities in scales of pay, designations, duties etc. We suggest that the Commission may also lay down basic guidelines in this regard to ensure uniformity in cadre revision and management. The proposals of the Universities should be implemented only after the approval of the same by the University Grants Commission(Paragraph-3.15).

Accepted. The machinery to carry out this recommendation be suitably worked out by the University Grants Commission. The Cadre Review Units of the Central Universities should work in close coordination with the work Study Unit in the University Grants Commission, which should build up a firm data base for the purpose.

13. We strongly endorse the suggestions made by the Third Pay Commission and recommend that these may be made applicable to the Central Universities wherever not already done (Paragraph-3.16)

Accepted.

Annexure to item No. 1.02(a)(10)

Secretary

Bahadur Shah Zafar Marg,
New Delhi-110002.

D.O. No. F. 8-9/72 (CU-I/D-5c/NP-I)

November 16/17, 1982

Dear Vice-Chancellor,

As you are aware, the Central Universities were required to refund to the University Grants Commission the amount of university's contribution to Provident Fund Account of the employees opting for pension scheme etc. consequent upon the introduction of GPF-cum-Pension-cum-Gratuity Scheme and CPF-cum-Gratuity Scheme in these universities. While some of the universities have refunded the amount in full/part the others have not yet done so. However, the matter in regard to the utilization of these amounts has been under consideration of the Commission in consultation with the Government of India. After considering the matter, the Government have agreed in principle to the UGC permitting the Central Universities to utilize the amount refunded /refundable by them on account of change over from CPF-cum-Gratuity Scheme to the GPF-cum-Pension-cum-Gratuity Scheme to meet their urgent requirements like constructions of staff quarters, special repairs to buildings etc. for which these universities have been pressing for additional funds.

The Government has suggested that the Schemes proposed by the individual universities are to be examined by the Commission on the basis of the specific and detailed proposals in respect of each university. It has also been mentioned that the details of such proposals in respect of each university indicating also the amount involved the purpose for which it is being utilized etc. may also be made available to the Ministry of Education & Culture.

We shall, therefore, be grateful if proposals of the university within the amount refunded or to be refunded for construction of staff quarters, special repairs to buildings etc. are sent to the Commission for consideration.

The amount lying with the Commission on the above account would be refunded to the university, in due course for being invested suitably to be utilized for the above purpose.

With regards,

Yours sincerely,

Sd/-
(R.K. Chhabra)

...2/-

To the Vice-Chancellors,
of all Central Universities,
except NEHU and Hyderabad
Universities.

No. F. 8-9/72 (CU-I/D-5c/NP-I)

Copy forwarded for information to Shri M.R. Kolhatkar
Joint Secretary, Ministry of Education & Culture, with
reference to Shri C.R. Pillai's DO letter No. F. 20-16/79
Desk U, dated November, 6, 1982

Sd/-
(R.K. Chhabra)
Secretary

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

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Meeting:

Dated : 23rd April, 1983

Item No. 1.02(b) : To receive the items of information

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Indo-Algeria Cultural Exchange Programme for the
year years 1982-84

The following items have been assigned to University Grants Commission for implementation under the Indo-Algeria Cultural Exchange Programme 1982-84.

1. Education and Scientific Research

Article 1: The two parties shall exchange 3-5 academics for a period of two weeks to enable them to acquaint themselves with the systems of education and to determine the possible fields of cooperation between the universities and institutions of higher learning and research of the two countries and eventually to deliver lecturers on subjects mutually agreed upon (UGC)

Article 2: The two parties shall encourage joint research in the universities and other higher educational and research institutions in the field on which a mutual agreement has been concluded. (UGC)

Article 3: The two parties shall exchange two university academics during the validity of this Programme. The duration of stay, the programme and purpose of visit of these academics will be settled by mutual agreement. (UGC)

Article 4: Each party shall offer to the other the following three scholarships:

- a) Two scholarships for higher studies.
- b) One fellowship for post-doctoral studies.

The subject of research and duration of these scholarships will be decided by mutual agreement.
(E.S.2/UGC)

Article 5: The two parties shall exchange literary, scientific and technical publications, manuscripts of pedagogical material and among other things educational films for televisions for a better understanding of each other's programme and educational activities. The details will be settled through mutual consultation.

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

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Meeting: ..

Dated : 23rd April, 1983

Item No.1.03 :To approve the statement of grants released from 1st March, 1983 to 31st March, 1983.

Section-I Non-Plan Projects

9,15,58,069

Section-II Plan Projects

A.	To Central & State Universities for Humanities	2,23,84,105	
B.	To Central & State Universities for Science	5,51,60,638	
C.	To Central & State Universities for Engineering & Tech.	3,05,85,571	
D.	To constituent/affiliated colleges	1,16,17,238	15,71,82,961
E.	To Central & State Universities for Miscellaneous Schemes	3,73,23,702	
F.	Miscellaneous Expenditure	1,11,707	

Section- III

Expenditure for grants received from Central Govt. and other schemes for specific purpose.

6,794

24,87,47,824

UNIVERSITY GRANTS COMMISSION

Meeting:

Dated: 23rd April, 1983

Item No.1.04(a) : To receive a statement showing the payments made by the University Grants Commission during the year 1982-83 upto 31st March, 1983.

<u>Section I Non-Plan project</u>	<u>Revised Estimates 1982-83.</u> (Rupees)	<u>Provisional Expenditure upto 31.3.1983</u> (in lakhs)
A. Administration Charges	124.00	120.84
B. <u>Block Grants</u>		4493.58
i) Grants to Central Universities		839.58
ii) Grants to Institutions deemed to be universities.	} 6776.00	} 30.47
iii) Grants to State Universities for 'specific' purpose		
C. Maintenance Grants to Delhi Colleges.		1629.01
D. Grants not covered under <u>Block Grants.</u>		
a) Health Service Scheme	-	-
b) House Building Advance to the Staff of Central Universities.	150.00	150.00
E.1 Scholarships and Fellowships under Engineering and Technology.	100.00	60.95
E.2 <u>Teacher Awards</u>		
a) Teacher Fellowships	} 450.00	116.49
b) National Fellowships		3.98
c) National Associates		0.56
d) National Lectures		1.17
e) Utilisation of services of retired teachers.		5.04
E.3 <u>Research Associate</u>		
a) Junior/Senior Research Fellowships (Humanities/Sc.)		168.25
b) Research Associateships		9.88
E.4 Payment to Non-University Institutions.		2.04
Total Section I	7600.00	*7631.84
Sanctions pending as on 31.3.1983	7600.00	45.22
	7600.00	7677.06

* Excess expenditure of Rs. 31.84 lakh was met out the opening balance of Rs. 59.80 lakh available during 1982-83.

: 2 :

Section II Plan Projects	Project Estimates 1982-83	Provisional Expenditure upto 31.3.83
A. Grants to Central & State Universities for Humanities.	440.00	439.24
B. Grants to Central & State Universities for Science.	975.00	912.87
C. Grants to Central & State Universities for Engineering and Technology.	*514.99	517.32
D. Grants to constituent/affiliated Colleges.	1485.00	573.42
E. Grants to Central and State Universities for Miscellaneous schemes.	1838.00	1152.88
F. Miscellaneous expenditure.	107.01	81.97
Total Section II.	5360.00	3677.70
Sanctions pending as on 31.3.83:	-	498.90
Total:	5360.00	4176.60

Break up of the plan grants paid to Central Universities institutions Deemed to be Universities State Universities and Colleges are as under :-

	(Rs. in lakh)
1. Central Universities.	699.31
2. Institutions deemed to be Universities	339.56
3. State Universities	1882.05
4. Colleges	698.87
5. Others	57.91
Total:	3677.70
Sanctions pending as on 31.3.1983	498.90
Total	4176.60

* Expenditure to be restricted to Rs. 514.99 lakhs

p.t.o.

SECTION III EXPENDITURE OUT OF GRANTS RECEIVED FROM GOVERNMENT OF INDIA AND OTHER SOURCES FOR SPECIFIC PURPOSES

A.	Out of Grants received from Ministry of Education and Culture.	
	i) Evaluation of Books	0.01
	ii) National Sports Organisation Programme.	
	a) Construction of Gymnasium	0.69
	b) Play fields	1.66
	iii) National Service schemes	3.85
	iv) Anna University	0.94
	v) J.N.T.U.	4.79
B.	Out of Interest received on Endowment Funds.	
	i) Shri Aurobindo Memorial Lectures.	0.50
	ii) Hari Om Ashram Trust.	2.12
	Total Section III :	<hr/> 14.56

Section IV Deposits and Advances

i)	Conveyance Advances	24,848
ii)	Festival Advance	45,600
iii)	Flood Advance	-
iv)	Fan Advance	-
v)	House Building Advance	2,11,600
	Total Section IV:	<hr/> 2,82,048 <hr/>

UNIVERSITY GRANTS COMMISSION

Meeting:
Dated: 23rd April, 1983

Item No. 1.04(a) : To receive a statement showing the payments made by the University Grants Commission during the year 1982-83 upto 31st March, 1983.

<u>Section I Non-Plan project</u>	<u>Revised Estimates 1982-83.</u> (Rupees)	<u>Provisional Expenditure upto 31.3.1983</u> (in lakhs)		
A. Administration Charges	124.00	120.84		
B. <u>Block Grants</u>		4493.58		
i) Grants to Central Universities		839.58		
ii) Grants to Institutions deemed to be universities.	} 6776.00	} 30.47		
iii) Grants to State Universities for specific purpose				
C. Maintenance Grants to Delhi Colleges.		1629.01		
D. Grants not covered under <u>Block Grants.</u>				
a) Health Service Scheme	-	-		
b) House Building Advance to the Staff of Central Universities.	150.00	150.00		
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E.2 <u>Teacher Awards</u>				
a) Teacher Fellowships		116.49		
b) National Fellowships		3.98		
c) National Associates		0.56		
d) National Lectures		1.17		
e) Utilisation of services of retired teachers.	} 450.00	} 5.04		
E.3 <u>Research Associate</u>				
a) Junior/Senior Research Fellowships (Humanities/Sc.)				168.25
b) Research Associateships				9.88
				2.04
E.4 Payment to Non-University Institutions.				
Sanctions pending as on 31.3.1983	7600.00	*7631.84		
	7600.00	45.22		
		7677.06		

* Excess expenditure of Rs. 31.84 lakh was met out the opening balance of Rs. 59.80 lakh available during 1982-83.

Section II Plan Projects	Project Estimates 1982-83	Provisional Expenditure upto 31.3.83
A. Grants to Central & State Universities for Humanities.	440.00	439.24
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D. Grants to constituent/affiliated Colleges.	1485.00	573.42
E. Grants to Central and State Universities for Miscellaneous schemes.	1838.00	1152.88
F. Miscellaneous expenditure.	107.01	81.97
Total Section II.	5360.00	3677.70
Sanctions pending as on 31.3.83:	-	498.90
Total:	5360.00	4176.60

Break up of the plan grants paid to Central Universities institutions Deemed to be Universities State Universities and Colleges are as under :-

	(Rs. in lakh)
1. Central Universities.	699.31
2. Institutions deemed to be Universities	339.56
3. State Universities	1882.05
4. Colleges	698.87
5. Others	57.91
Total:	3677.70
Sanctions pending as on 31.3.1983	498.90
Total	4176.60

* Expenditure to be restricted to Rs. 514.99 lakhs

SECTION III EXPENDITURE OUT OF GRANTS RECEIVED FROM GOVERNMENT OF INDIA AND OTHER SOURCES FOR SPECIFIC PURPOSES

A.	Out of Grants received from Ministry of Education and Culture.	
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	ii) National Sports Organisation Programme.	
	a) Construction of Gymnasium	0.69
	b) Play fields	1.66
	iii) National Service schemes	3.85
	iv) Anna University	0.94
	v) J.N.T.U.	4.79
B.	Out of Interest received on Endowment Funds.	
	i) Shri Aurobindo Memorial Lectures.	0.50
	ii) Hari Om Ashram Trust.	2.12
	Total Section III :	14.56

Section IV Deposits and Advances

i)	Conveyance Advances	24,848
ii)	Festival Advance	45,600
iii)	Flood Advance	-
iv)	Fan Advance	-
v)	House Building Advance	2,11,600
	Total Section IV:	2,82,048

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

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Meeting :

Dated : 23rd April, 1983

Item No. 1.04(b) : To receive a statement showing the sanctions pending as on 31st March, 1983

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Amount involved

(Rupees in lakhs)

		<u>Non Plan</u>	<u>Plan</u>
A.	791	45.22	498.90
	Sanctions issued for which TR bills were awaited from the Universities and Colleges.		
	Total :	<u>45.22</u>	<u>498.90</u>

SECTION 2

UNIVERSITY GRANTS COMMISSION

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Meeting:

Dated : 23rd April, 1983

Item No. 2.01 : To receive the report of the committee appointed by the Commission to assess (i) the working of the Centre of West Asian Studies, Aligarh Muslim University and (ii) its requirements for the 5 years period beginning 1983-84.

...

The University Grants Commission, in the light of the recommendation of the Standing Advisory Committee on Area Studies, had appointed a committee to assess the working of the Centre of West Asian Studies, Aligarh Muslim University under the Area Studies Programme and its requirements for the five year period beginning 1983-84. The committee visited the Centre on 14th January, 1983. The committee held discussions with the Vice-Chancellor, Director Faculty members and research scholars of the Centre. The committee also met some heads of the social sciences departments. The committee visited the library of the centre also. A copy of the report of the committee is enclosed (Appendix).

The committee is generally satisfied with the working of the centre. The research output of the centre is good and it has potential for further development. The main observations and recommendations of the committee are given below:-

1. Proper emphasis to produce inter-disciplinary work in the centre is missing and greater efforts should be made to select topics for teaching and research which are inter-disciplinary.
2. The centre should have close-interaction with the Department of Economics, Geography, Sociology, Political Science and History which is lacking at present. Mobility of teachers from the Centre to the discipline departments and vice-versa should be encouraged.
3. An Inter-^Departmental Advisory committee, as

...2/-

suggested in the revised guidelines for the area studies programme, should be constituted by the Vice-Chancellor in consultation with the Director of the Centre.

4. Optional papers may be introduced at the M.A. level in the Departments of Economics, Political Science, History and Geography, so as to encourage the study of problems relating to the assigned regions/countries and also to provide a catchment area for the centre.
5. The area of operation of the centre may be enlarged to cover all Gulf countries.
6. The present accommodation available with the centre in the Department of Arabic Study and the new building which has been constructed would suffice for the time being. The question of providing additional space, could be examined in the next plan period.
7. Language being an essential ingredient of the area studies programme, the centre should develop better coordination with the Department of Arabic so as to strengthen the teaching of this language.

The committee has recommended the following additional staff and facilities for the five year period keeping in view the present state of development of the centre, its perspectives and requirements proposed:-

- | | | |
|-----|--------------------------|--|
| 1. | Readers | 2 (one each in Geography and Economics). |
| 2. | Lecturers | 3 (one each in Economics, Sociology and Arabic). |
| 3. | Research Associates | 3 |
| 4. | Jr. Research Fellowships | 8 |
| 5. | Cartographer | 1 |
| 6. | Books & Journals | Rs. 3,00,000/- |
| 7. | Field work | Rs. 1,50,000/- |
| 8. | Publications | Rs. 35,000/- |
| 9. | Seminars | Rs. 20,000/- |
| 10. | Visiting Scholars | Rs. 25,000/- |

11. Equipment Rs. 40,000/-
(including cartographic lab.).
12. Contingencies Rs. 15,000/-p.a.

The UGC at its meeting held on 20th October, 1981 considered the recommendations of the committee set up to assess the requirements of universities for administrative and library staff for their Area Studies Centres and accepted its recommendations. The Commission desired that the proposals of the universities for administrative and library staff for the area study centres may be examined in the light of the recommendations of the Committee. So far as the administrative staff is concerned, this committee has recommended that each Area Study Centre should have a Senior Stenographer to be attached to the Director of the Centre who apart from providing stenographic assistance should also look after the office correspondence relating to the centre and that each centre may be provided with one or two LDCs/typists to look after the work of the Centre as well as library apart from a peon. In the light of the present administrative and ministerial staff available in the centre and keeping in view the recommendations of the committee, referred to above, it has been decided to provide one LDC/typist to the centre of West Asian Studies, Aligarh Muslim University for the five year period beginning 1983-84, under this programme. With regard to the requirements of the library of the area studies centre, the matter is separately being examined in the light of the recommendations of the Committee.

The matter is placed before the Commission for consideration.

F.26-5/82(CE. I)

US(CE. I)/DS(CE)

Appendix to-Item No.2.01

The University Grants Commission had appointed a committee with the following members to assess the working of the Centre of West Asian Studies, Aligarh Muslim University and also make a recommendations with regard to its requirements for the five year period beginning 1983-84:

1. Prof. P.N. Masaldan
Department of Political Science
Hyderabad University
Hyderabad.
2. Prof. M.S. Agwani
Centre of West Asian and African Studies
Jawaharlal Nehru University
New Delhi.
3. Prof. A.H. Nadvi
Department of Arabic
Central Institute of English &
Foreign Languages
Hyderabad.
4. Shri L.R. Mal
Deputy Secretary
University Grants Commission
New Delhi.

The committee visited the Centre on 14th January, 1983. The committee held discussions with the Vice-Chancellor, the Director, Faculty Members and Research Scholars of the Centre. The Committee also visited the library of the Centre.

Background :

The Centre of West Asian Studies, Aligarh Muslim University is in existence since November, 1967 with the appointment of a Professor of West Asian Studies. On the recommendations of the UGC Visiting Committee headed by Shri B. Shiva Rao, the University had organised the West Asian Studies programme under a Centre with a Director two Research Scholars and library facilities. The UGC Visiting Committee had recommended that the Centre should function for the time being in the Institute of Arabic and Islamic Studies but would be independent of the latter and should aim to train students and teachers from the Social Sciences in West Asian Studies. For this purpose a provision of Rs. 60,000/- for specialised training of three teachers from the Social Science departments in West Asian countries for two years was also made. During 1967-71 three lecturers-one each from the Department of Islamic

suggested in the revised guidelines for the area studies programme, should be constituted by the Vice-Chancellor in consultation with the Director of the Centre.

4. Optional papers may be introduced at the M.A. level in the Departments of Economics, Political Science, History and Geography, so as to encourage the study of problems relating to the assigned regions/countries and also to provide a catchment area for the centre.
5. The area of operation of the centre may be enlarged to cover all gulf countries.
6. The present accommodation available with the centre in the Department of Arabic Study and the new building which has been constructed would suffice for the time being. The question of providing additional space, could be examined in next plan period.
7. Language being an essential ingredient of the area studies programme, the centre should develop better coordination with the Department of Arabic so as to strengthen the teaching of this language.

The committee has recommended the following additional staff and facilities for the five year period keeping in view the present state of development of the centre, its perspectives and requirements proposed:-

1.	Readers	2 (one each in Geography and Economics).
2.	Lecturers	3 (one each in Economics, Sociology and Arabic).
3.	Research Associates	3
4.	Jr. Research Fellowships	8
5.	Cartographer	1
6.	Books & Journals	Rs. 3,00,000/-
7.	Field work	Rs. 1,50,000/-
8.	Publications	Rs. 35,000/-
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The matter is placed before the Commission for consideration.

F.26-5/82(CE. I)

US(CE. I)/DS(CE)

Appendix to-Item No.2,01

The University Grants Commission had appointed a committee with the following members to assess the working of the Centre of West Asian Studies, Aligarh Muslim University and also make a recommendations with regard to its requirements for the five year period beginning 1983-84

1. Prof. P.N. Masaldan
Department of Political Science
Hyderabad University
Hyderabad.
2. Prof. M.S. Agwani
Centre of West Asian and African Studies
Jawaharlal Nehru University
New Delhi.
3. Prof. A.H. Nadvi
Department of Arabic
Central Institute of English &
Foreign Languages
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Studies, Political Science and Economics were sent for field work in Egypt, Lebanon and Saudi Arabia for a period of approximately one year.

In 1971 the University proposed certain additional facilities viz. teaching staff, building and additional library and research facilities. A Visiting Committee of the UGC examined this matter. This committee was informed that the University was experiencing great difficulty in providing adequate supervision for Ph.D. research on West Asia in the absence of adequate number of senior teachers with specialisation in West Asia. Since the Director of the Centre did not have the status of a departmental head and the Centre did not offer any courses of its own, he was not a member of the committee of courses. Discussion of the Committee with the Heads of the Social Science Department revealed that they were not actively concerned with programme of the West Asian Centre. The Visiting Committee made the following recommendations:

- (a) The concerned departments in the University should be the base of studies and research in West Asia. West Asian Studies can thrive only if the concerned departments are engaged to take interest in studies and research in the area.
- (b) For this purpose one Readership, two Junior Research Fellowships each may be provided to the department of History and Political Science for West Asian Studies. The advisory committee should be constituted and decide the policies and programmes of the Centre and help the Director in the selection of staff, scholars, topics of research formulation of courses and purchases of books.

In 1972 the University decided to establish the Centre as a Department of Studies under the Faculty of Social Sciences and the staff sanctioned for the various Social Science Departments for Area Studies programme was assigned to the Centre.

In July, 1973 another Committee of the UGC reviewed the working of the Centre. This committee during its discussions with the Members of the Centre and the Social Science departments observed that the re-organisation of the Centre as a Department has led to certain misunderstandings regarding the role of the Centre in the University. The teaching staff of the Centre are not involved in the teaching of courses on West Asia in the respective departments nor are they associated in the planning of the West Asian Studies or in other courses in the Social Sciences. The Committee also found that some difficulties were also being experienced in ensuring registration and supervision of

of research scholars selected by the Centre. This Committee made the following observations:-

- (a) If the objectives of the UGC's Area Studies Programme are to be fulfilled, the increasing involvement of the Social Sciences and Language departments in this programme is imperative. Any attempt to isolate the programme from the development of these disciplines would be a move away from these objectives. In the Committee's opinion strengthening the staff of the West Asian Centre would not fulfil this purpose, since they would tend to become permanently detached from the discipline departments.
- (b) In order to ensure the development of the disciplines as well as West Asian Studies the university may consider a policy of secondment by which teachers can be periodically exchanged between the departments and the Centre; for example a teacher from History/Economics/Political Science may be seconded to the West Asian Centre for a period of two or three years to concentrate on area research/specialisation with the ultimate aim of returning to his permanent assignment in the department after that period. Similarly the existing staff of the West Asia Centre may spend part of their time in the discipline departments so that their status as teacher/scholars in the respective discipline is not affected.
- (c) The association of the West Asian Centre and the discipline of teaching staff and research scholars should be ensured through statutory arrangements and not left to informal understandings.
- (d) In order to ensure the success of the objectives of the Area Studies Programme the university must develop a programme of collaborative research projects (between the Centre and the discipline departments) and joint seminars on a regular basis.
- (e) Regarding the Centre's proposal for starting of a diploma course in West Asian Studies the Committee was of the view that this may be useful if it was provided for foreign service/foreign trade officials who required some special knowledge of West Asia for their duties. It would be inadvisable to run such a programme for unemployed graduates of the University.

(f) The University may instead consider organising a pre-Ph.D. training programme for scholars intending to take up research in West Asian Themes. Such a programme could look after the needed training in research methodology as well as provide the inter-disciplinary base for Area research. The above recommendation is being made by the Committee particularly in view of its impression that much of the research output of the Centre through its junior scholars is of a rather elementary and descriptive type. The Centre's publications with the exception of some monographs by the faculty indicate the same bias.

The report of this Committee was considered by the Standing Advisory Committee on Area Studies in August, 1974 which recommended that the Centre of West Asian Studies may undertake specialised studies and research on Egypt, Saudi Arabia, Iraq, Yemen, Oman, Iran. This was endorsed by the Commission at its meeting in October, 1974.

For the Fifth Plan Period (later extended to 1982-83) the Commission approved the following facilities for the Centre:-

1.	Professor	1
2.	Reader	1 (Modern Arabic)
3.	Lecturers	2 (One in Economics and the other to be decided by the University)
4.	Research Associate	1
5.	Sr. Research Fellowships	1
6.	Jr. Research Fellowships	3
7.	Professional Assistants (Library)	2
8.	Visiting Scholars	Rs. 25,000/-
9.	Books & Journals	Rs. 2,00,000/-
10.	Seminars	Rs. 15,000/-
11.	Equipment	Rs. 10,000/-
12.	Publications	Rs. 45,000/-
13.	Field Work	Rs. 99,000/- approximately
14.	Contingencies	Rs. 10,000 per annum

In addition to the above the Commission agreed to provide assistance of Rs.3.90 lakhs to the University for a building of the Centre. The Commission also agreed to provide assistance to the tune of Rs.3.09 lakhs for the setting up of Language Laboratory.

The Commission has also provided a grant of \$10,500 for the purchase of books and journals, and a period of 70 mendays for the visit of scholars abroad for field work under the Ford Foundation programme of assistance of Area Studies.

Present Position:

The Centre is presently located in the building of the Department of Islamic Studies and is providing facilities for post-graduate course in West Asian Studies M.Phil. and Ph.D. The post-graduate diploma is a part-time one year course and the minimum qualification for admission is the first degree. The faculty of the Centre also teaches West Asian Studies at the B.A. (Subsidiary) level. The new building of the Centre for which the UGC has provided assistance is almost ready for occupation. Out of two Professorships available with the Centre one post is vacant. However, selection for this post has already been made and the incumbent is likely to join soon. Against three Readerships available to the Centre, one for Politidal Science is vacant, the other two positions in History and Arabic have been filled. Both the positions of Lecturers have been filled with a scholar each in Economics and Geography. The University has not been able to utilise the assistance agreed to by the UGC for the language laboratory although the University has been corresponding with Bharat Electronics Limited for the supply of the same. The Committee was informed that the Centre's programme of teaching is suffering considerably for want of language laboratory and that there is no likelihood of the Bharat Electronimcs Limited supplying language laboratory in the near future. The University proposed import of language laboratory from abroad and indicated that they would send a proposal to the UGC for consideration. The grants made available to the Centre for books, periodicals, field work and other items have generally been utilised fully.

During the course of discussions with the Director, Faculty Members and Research Scholars of the Centre where the Deans of the Faculty of Social Sciences was also present, the following points were made:-

1. For the M.Phil/Ph.D. programme the University has provision for two courses-one advanced

course in West Asian Studies and second Arabic Language course. The former is an additional course for those who join the Centre viz. a- viz. other discipline departments.

2. Provision for joint supervision has been agreed to in the Ordinances of the University and with this there would be more cooperation between the Centre and other discipline departments. The Social Sciences faculty would be willing to consider courses on West Asia for being introduced at the M.A. level, if the Centre suggests courses which are weighty and are comparable to other optional courses.
3. The Centre should be permitted to undertake in depth studies relating to all gulf countries so that a coordinated view of the problems of region can be taken. The present assignment of countries to the Centre limits this study to some of the gulf countries.
4. The Centre's library has about 7,000 books and is subscribing to 50 foreign journals. In addition it is receiving another 50 journals as gift or on an exchange basis.
5. The Centre organised a seminar on "Contemporary West Asian Scene" in January, 1978 and the papers presented in the seminar have been published in a book form. In addition the Centre organises regular seminars monthly and also holds weekly discussions on problems of current interest.
6. The new building of the Centre would not be adequate to meet its requirements and additional space would be necessary for the Centre to function properly.

Observations and Recommendations:

The Committee is generally satisfied with the working of the Centre. The research output of the Centre is good and it has built a good research library. Three scholars have completed their Ph.D. and nine have been awarded M.Phil. Five scholars are currently working for their Ph.D. degree and seven are working for M.Phil. The centre has potential for further development and needs full support.

The main aim of the Area Studies programme is in depth study of a society with multidimensional approach so that the programmes provide greater usefu

into the history, culture, civilisation, economy, geography and politics of the areas/countries concerned. The committee however feels that proper emphasis to produce inter-disciplinary work in the Centre is missing. Greater efforts should be made to select topics for teaching and research which are inter-disciplinary. The Centre should also have close inter-action with the departments of Economics, Geography, Sociology, Political Science and History which is lacking at present. The Committee during its discussions with the Heads of some of the Departments had been assured of the full cooperation of the discipline departments for the development of Area Studies Programme. Mobility of teachers from the Centre to the discipline departments and vice-versa should be encouraged. An inter-departmental Advisory Committee as provided in the revised guidelines of the UGC for this programme should be constituted by the Vice-Chancellor in consultation with the Director of the Centre who may be the convenor of the committee. The Committee may consist of, besides the Director of the Centre, representatives of connected Social Sciences Departments of the university and not more than three experts from outside the university. Optional courses may be introduced at the M.A. level in the Departments of Economics, Political Science, History, Sociology and Geography, so as to encourage the study of problems relating to the assigned regions/countries and also to provide catchment area for the Centre.

The Committee has considered the suggestion made by the Centre for extending the area of its operation to cover all gulf countries and agrees with the point of view of the Centre in the interest of a proper study of the problems of the area. With regard to their demand for additional space the committee feels that the present accommodation available to the Centre in the Department of Arabic Studies and the new building which has been constructed should suffice for the time being. The question of providing additional space could be examined in the next Plan period.

Language being an essential ingredient of the area studies programme the Centre should develop better coordination with the Department of Arabic as to strengthen the teaching of the language. The Committee also suggests that language programmes of the Centre should be language based and not literature based.

Keeping in view, the present stage of development of the Centre, its perspectives and requirements proposed, the Committee recommends that the following

facilities may be provided to it for the five year period beginning 1983-84:-

1.	Readers	2 (One each in Geography Economics)
2.	Lecturers	3 (One each in Economics, Socioloogy & Arabic)
3.	Research Associate	3
4.	Jr. Research Fellowships	8
5.	Cartographer	1
6.	Books & Journals	Rs. 3,00,000/-
7.	Field work	Rs. 1,50,000/-
8.	Publications	Rs. 35,000/-
9.	Seminars	Rs. 20,000/-
10.	Visiting Scholars	Rs. 25,000/-
11.	Equipment (including Cartographic lab.)	Rs. 40,000/-
12.	Contingencies	Rs. 15,000/- per annum

The Committee noted that the UGC is separately considering the requirements of the Centre of Area Studies for administrative and library staff and as such is not making any recommendations in this behalf.

The Committee place on record its gratitude to the Vice-Chancellor, Director and faculty members of the Centre for the courtesy shown to them and the facilities provided during the course of their visit to the University

UNIVERSITY GRANTS COMMISSION

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Meeting:
Dated : 23rd April, 1983

Item No. 2.02 To consider the recommendations made by the Committee appointed by the Commission to review the conditions of M.Phil/Ph.D. Programmes

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The University Grants Commission at its meeting held on 19th October, 1982 while considering the Report of the Review Committee on Teacher Fellowships Scheme inter-alia, desired that the conditions prescribed by the Commission to enable universities to institute M.Phil/Ph.D. Programmes may be reviewed with a view to providing flexibility to organise these courses wherever necessary without detriment to the academic standards on a part time basis. In such cases, it may not be necessary either to provide for Living Expense Allowance or payment of substitutes salary but any other unavoidable incidental expenditure involved could be considered on the merit of each case (item No. 4.02).

In pursuance of the above decision of the Commission, a Committee was constituted to review the existing guidelines for introduction of M.Phil courses and also to make provision to organise these courses on a part time basis. A copy of the existing guidelines circulated to the universities/colleges for introduction of M.Phil courses is attached as Annexure-I.

The above Committee met on 7th March, 1983 in the UGC office. The Committee first reviewed, in general, the working of the full-time M.Phil courses already instituted in universities and colleges according to the guidelines circulated to the universities for introduction of M.Phil courses. The Committee, keeping in view the general assessment of the full-time M.Phil Programme, felt that it is the time now for reviewing and modifying suitably the existing guidelines for the introduction of M.Phil Programme to make a provision for introducing part-time M.Phil courses also.

The Committee discussed, in detail, and modified the existing guidelines for introduction of M.Phil courses in universities/colleges while making provision for introducing the M.Phil courses on part-time basis. The minutes of the meeting of the Committee is enclosed as Annexure-II.

The recommendations/modifications wherever made by the Committee are given as under:-

Existing Guidelines

Recommended Modifications

1. Objectives

i) The M.Phil degree should be looked upon as the first research degree whose components will be course work as well as research work. It would provide facilities for undertaking research. Whenever possible training would be provided in research methodology.

The M.Phil degree should be looked upon as the first research degree whose components will be course work as well as research work. It would provide facilities for undertaking research. Training should be provided in research methodology.

ii) The M.Phil degree will also provide an opportunity to candidates to proceed to the second research degree, viz. Ph.D., it being understood that the research work done for M.Phil degree could be incorporated for the research work for Ph.D. degree. Ordinarily, candidates who desire to pursue research would first be admitted to M.Phil course. Only those will be permitted to proceed for the second research degree (Ph.D) who have either obtained an M.Phil degree or has given satisfactory evidence of having attained equivalent level of proficiency.

The M.Phil degree will also provide an opportunity to candidates to proceed to the second research degree, viz. Ph.D. it being understood that the research work done for M.Phil degree could be incorporated for the research work for Ph.D. degree. Normally, those will be permitted to proceed for the second research degree (Ph.D) who have obtained an M.Phil degree. However, in case of students who have either given satisfactory evidence of having attained equivalent level of proficiency or have done their Master's degree with a dissertation may also be permitted to proceed directly for Ph.D.

2. Contents

ii) The M.Phil students may be required to take a number of courses which should not normally exceed four to be prescribed by the department concerned. Apart from or in lieu of some of these courses, other courses for the M.Phil may be prescribed according to individual needs. Students may be encouraged to take course in allied subjects including languages, wherever possible.

The M.Phil students may be required to take a number of courses which should not normally exceed four to be prescribed by the department concerned. Apart from or in lieu of some of these courses other courses for the M.Phil may be prescribed according to individual needs. Students may be encouraged to take courses in allied

Existing Guidelines

Recommended Modifications

3. Duration

The duration of the M.Phil courses should be generally two semesters (one academic year) with permission to complete the dissertation subsequently either as a regular candidate or as an ex-student, within the maximum period of four semesters.

subjects including languages required for the study of the subjects.

The duration of M.Phil courses should generally be two semesters (one academic year) in case of full time students and three semesters in case of part-time students with permission to complete the dissertation subsequently as a regular/ part-time candidate or as an ex-student within the maximum period of four semesters for full-time students and five semesters for part time students.

4. Evaluation

It would be desirable if the course work and the performance at the seminars are evaluated as a continuous process. The evaluation of the performance of students in M.Phil courses shall be done by the course-in-charge and the credit value of a course, distribution of credits in each course to different components of performance, such as through term paper, review essays, oral presentation or viva-voca etc. should be spelt out in each course at the beginning of the semester. The dissertation based on project/ design work should be evaluated separately.

It would be desirable if the course work and the performance at the seminars are evaluated as a continuous process. The evaluation of the performance of students in M.Phil courses shall be done by the course-in-charge and the credit in value of a course, distribution of credits in each course to different components of performance, such as through term paper, review essays, oral presentation or viva-voca etc., should be spelt out in each course at the beginning of the semester and it should clearly be indicated in the prospectus/syllabus/course of study with programme and circulated to the students. The dissertation based on project/ design work should be evaluated separately.

Existing Guidelines

Normally, the students on evaluation (both course as well as dissertation) should be placed either in grade-A or grade -B for the award of the M.Phil degree. Students placed in Grade-A only may be allowed to proceed for work towards a Ph.D. degree.

5. Administration of M.Phil Degree Programme

i) M.Phil Programme should be instituted in universities having strong teaching departments in the concerned disciplines.

ii) The M.Phil Committee will draw the syllabus for the courses.

6. Academic Staff & Organisation

For the introduction of M.Phil course, a university department should have atleast six teachers (including one Professor and two Readers) with a minimum of 5 years postgraduate teaching/research experience and a Ph.D. or equivalent published work. In colleges efforts may be made to introduce M.Phil courses on a cooperative basis, involving colleges with good standards. Normally, not more than 2-3 M.Phil students should be assigned to any individual teacher for purpose of guiding their dissertation work.

Recommended Modifications

Normally, the students on evaluation (both courses as well as dissertation) should be placed either in Grade-A or Grade-B for the award of the M.Phil degree. Students placed in Grade-A only may be allowed to proceed for work towards a Ph.D. degree.

M.Phil Programme should be instituted in universities having good teaching and research departments in the concerned disciplines.

The M.Phil Committee will draw the syllabus for the courses including the system of evaluation.

For the introduction of M.Phil course, a university department should have atleast six teachers (including one Professor and two Readers) with a minimum of five years postgraduate teaching/research experience and a Ph.D. or equivalent published work. However, if the existing staff position falls below the above requirement, well qualified part-time staff engaged to run only the M.Phil course may be taken into account for fulfill the conditions regarding the minimum staff requirements for introduction of M.Phil course. The university may also arrange to run the M.Phil course on a cooperative basis with other universities, industries and other research organisations.

Existing Guidelines

Recommended Modifications

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In case of university departments/colleges for M.Phil degree should be taught by teachers who have a research degree or have considerable experience of research.

In universities where M.Phil programmes are instituted, it should normally be made compulsory that a fresh postgraduate student who propose to work for a Ph.D degree should first complete the M.Phil course. However, if there are any exemption to this, these should be on proper and well defined academic basis.

No teacher should normally do more than one teaching course per semester in M.Phil programme.

The Committee felt that in case of teachers taking up M.Phil courses on part-time basis need neither be provided for Living Expense Allowance nor payment of substitutes salary. However, it was agreed that the normal contingency grant of Rs.1500/- may be provided for the total duration of M.Phil course in case of teachers working on part-time basis for M.Phil.

The matter is placed before the Commission for consideration.

Normally, not more than two to three M.Phil students should be assigned to any individual teacher for purposes of guiding their dissertation work.

In the case of University Departments/Colleges for M.Phil degree, it should be taught by those who have a research degree or have considerable experience of research.

In universities where M.Phil programmes are instituted, it should ordinarily be ensured that a postgraduate student who propose to work for a Ph.D. degree should first complete the M.Phil course. However, if there are any exemption to this, these should be on proper and well defined academic basis.

No teacher should ordinarily do more than one teaching course per semester in M.Phil programme.

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GUIDELINES FOR INTRODUCTION OF M.PHIL COURSES

OBJECTIVES

- i) The M.Phil degree should be looked upon as the first research degree whose components will be course work as well as research work. It would provide facilities for undertaking research. Whenever possible training would be provided in research methodology.
- ii) The M.Phil degree will also provide an opportunity to candidates to proceed to the second research degree, viz. Ph.D., it being understood that the research work done for M.Phil degree could be incorporated for the research work for Ph.D. degree. Ordinarily, candidates who desire to pursue research would first be admitted to M.Phil course. Only those will be permitted to proceed for the second research degree (Ph.D) who have either obtained an M.Phil degree or has given satisfactory evidence of having attained equivalent level of proficiency.

CONTENT :

- i) The M.Phil students may be required to take (a) a number of courses on advanced topics and research methodology; and (b) submit a dissertation and/or to undertake project work or design work 50% of the time of the M.Phil programme may be devoted to course work and seminars and the remaining 50% to dissertation based on project work and or Design work.
- ii) The M.Phil students may be required to take a number of courses which should not normally exceed four to be prescribed by the department concerned. Apart from or in lieu of some of these courses, other courses for the M.Phil may be proscribed according to individual needs. Students may be encouraged to take courses in allied subjects including languages wherever possible.
- iii) It is expected that the courses may be designed so that they not only enhance the capacity to take up research but also add to a students understanding of the subject.

- (iv) M.Phil students should be required to attend and participate in at least six seminars to be organised by the department/centre for the purpose of discussing new results and developments in the subject and/or interpretation of data. The M.Phil scholar shall be required to give at least one seminar pertaining to his dissertation/Project/Design work.
- v) Out of the total credits for M.Phil about 50% may normally be allocated to dissertation which may include project or design work.

DURATION :

The duration of the M.Phil course should be generally two semesters (one academic year) with permission to complete the dissertation subsequently either as a regular candidate or as an ex-student, within the maximum period of four semesters.

ADMISSION REQUIREMENTS :

Admission to the M.Phil programme should be made on the basis of:

- i) Satisfactory performance at the Master's degree examination and test conducted by the department concerned;
- ii) Admission recommended by the department concerned shall have to be approved by the Board of Research studies in the Universities concerned.

ATTENDANCE :

M.Phil students should be required to participate in seminars and the courses offered by the department. It would be desirable at the M.Phil level that the method of straight lecturing is replaced as far as possible by seminars and tutorials ensuring the students active participation through presentation of papers and group discussion. Irregular attendance and/or unsatisfactory performance at the seminars/tutorials etc., shall disqualify the M.Phil students from further studies. The Department concerned shall recommend the removal of the names of such scholars from the M.Phil rolls to the concerned Board of Research Studies.

EVALUATION

It would be desirable if the course work and the performance at the seminars are evaluated as a continuous process. The evaluation of the performance of students in M.Phil courses shall be done by the course-in-charge and the credit value of a course, distribution of credits in each course to different components of performance, such as through term paper, review essays, oral presentation or viva-voce etc., should be spelt out in each course at the beginning of the semester. The dissertation based on project/design work should be evaluated separately.

Normally the students on evaluation (both course as well as dissertation) should be placed either in Grade-A or Grade-B for the award of the M.Phil degree. Students placed in Grade-A only may be allowed to proceed for work towards a Ph.D. degree.

ADMINISTRATION OF THE M.PHIL DEGREE PROGRAMME :

- i) M.Phil programme should be instituted in universities having strong teaching departments in the concerned disciplines;
- ii) M.Phil programme shall be administered by the departments concerned through its M.Phil Committee/ Research Committee;
- iii) The M.Phil Committee will
 - a) Recommendations for admission to the M.Phil course and assign supervisor(s) to guide in the selection of topic for dissertation based on project/design work;
 - b) Draw the syllabus for the courses;
 - c) Assign these courses to the concerned teachers of the departments;
 - d) Organise seminars/tutorials etc.
 - e) Make arrangements for evaluating performance of the M.Phil students at the seminars;
 - f) Recommend names of examiners for M.Phil dissertation to the University; dissertation may include in all cases research work such as project or design.
 - g) Recommend to the University for the award or otherwise of the degree to the students on the basis of assessment.

ACADEMIC STAFF & ORGANISATION :

1. For the introduction of M.Phil course, a university department should have atleast six teachers (including one professor and two Readers) with a minimum of 5 years postgraduate teaching/research experience and a Ph.D or equivalent published work. In colleges efforts may be made to introduce M.Phil courses on a cooperative basis, involving colleges with good standards. Normally not more than 2-3 M.Phil students should be assigned to any individual teacher for purposes of guiding their dissertation work.
2. In the case of University department/colleges for M.Phil degree should be taught by teachers who have a research degree or have considerable experience of research.
3. In universities where M.Phil programmes are initiated, it should normally be made compulsory that a fresh post-graduate student who propose to work for a Ph.D. degree should first complete the M.Phil courses. However, if there are any exemption to this, these should be on proper and well defined academic basis.
4. No teacher should normally do more than one teaching course per semester in M.Phil programme.
5. M.Phil courses should be started only in such colleges which have well developed postgraduate teaching facilities. Such colleges should have fulfilled all the conditions prescribed for the introduction of postgraduate courses in colleges. The introduction of M.Phil courses in such colleges should have the prior concurrence of the UGC.

UNIVERSITY GRANTS COMMISSION

Minutes of the Meeting of the Committee constituted by the University Grants Commission to review the conditions of M.Phil/Ph.D. Programmes.

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The University Grants Commission at its meeting held on 19th October, 1982 while considering the Report of the Review Committee on Teacher Fellowships Scheme inter-alia desired that conditions prescribed by the Commission to enable universities to institute M.Phil/Ph.d. programmes may be reviewed with a view to providing flexibility to organise these courses wherever necessary without detriment to the academic standards on a part-time basis. In such cases, it was also agreed that it may not be necessary either to provide for Living Expenses Allowance or payment of substitute salary but other unavoidable incidental expenditure involved could be considered on the merit of each case.

In pursuance of the above decision of the Commission, a Committee has been constituted to review the existing guidelines for introduction of M.Phil courses in universities and colleges and at the same time to revise the guidelines suitably to make provision for instituting M.Phil courses on a part-time basis also. The Committee met on 7th March, 1983 at 2.30 P.M. in the UGC Office. The following were present:

1. Dr. (Mrs.) Madhuri R. Shah
Chairman
UGC
2. Prof. (Mrs.) Anita Banerji
(Member- UGC)
Professor of Economics
Jadavpur University
Calcutta.
3. Prof. H.C. Khare
Professor of Applied Mathematics
Allahabad University
Allahabad.
4. Shri R.K. Chhabra
Secretary
UGC.
5. Dr. D. Swaminadhan
Deputy Secretary
UGC.
6. Shri O.P. Sharma
Under Secretary
UGC.

Prof. R.C. Mehrotra, Prof. R. Joshi and Dr. Ram Ranjan Mukherji could not attend the meeting.

The Committee first reviewed, in general, the working of the full-time M.Phil courses instituted in universities and colleges in the light of the guidelines already circulated to the universities for introduction of M.Phil courses. While taking note of the recommendations of the earlier committee, appointed in April, 1977 by the Commission to recommend the basic minimum physical facilities and expertise that should be available in a post-graduate teaching departments for introducing M.Phil courses, that the existing M.Phil programmes started in universities should first be consolidated and the question of part-time M.Phil programme may be taken up after the working of full-time M.Phil programme has been reviewed after a few years, the Committee keeping in view the general assessment of the full-time M.Phil programme felt that time is ripe for review and modify suitably the existing guidelines for the introduction of M.Phil programmes to provide for introducing part-time M.Phil courses also.

The Committee then discussed in detail and recommended the existing guidelines for introduction of M.Phil courses in universities/colleges be revised and also made provision for introducing the M.Phil courses on part-time basis. The revised guidelines recommended by the Committee for introduction of M.Phil courses in universities/colleges are enclosed as Appendix.

The Committee felt that in case of teacher fellows taking up M.Phil courses on part-time basis need neither be provided for Living Expense Allowance nor payment of Substitutes salary in their cases. However, it was agreed that the normal contingency grant of Rs.1500/- may be provided for the total duration of M.Phil course.

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UNIVERSITY GRANTS COMMISSION
NEW DELHI

REVISED GUIDELINES FOR INTRODUCTION OF M.PHIL COURSES.

OBJECTIVES:

- i) The M.Phil degree should be looked upon as the first research degree whose components will be course work as well as research work. It would provide facilities for undertaking research. Training should be provided in research methodology.
- ii) The M.Phil degree will also provide an opportunity to candidates to proceed to the second research degree, viz. Ph.D., it being understood that the research work done for M.Phil degree could be incorporated for the research work for Ph.D. degree. Normally those will be permitted to proceed for the second research degree (ph.D. who have obtained an M.Phil degree. However, in case of students who have either given satisfactory evidence of having attained equivalent level of proficiency or have done their Master's degree with a dissertation may also be permitted to proceed directly for Ph.D.

CONTENT:

- i) The M.Phil students may be required to take (a) A number of courses on advanced topics and research methodology; and (b) submit a dissertation and/or to undertake project work or design work 50% of the time of the M.Phil programme may be devoted to course work and seminars and the remaining 50% to dissertation based on Project work and or Design work.
- ii) The M.Phil students may be required to take a number of courses which should not normally exceed four to be prescribed by the department concerned. Apart from or in lieu of some of these courses, other courses for the M.Phil may be prescribed according to individual needs. Students may be encouraged to take courses in allied subjects including languages required for the study of the subject.
- iii) It is expected that the courses may be designed so that they not only enhance the capacity to take up research but also add to a students understanding of the subject.

- iv) M.Phil students should be required to attend and participate in at least six seminars to be organised by the department/centre for the purpose of discussing new results and developments in the subject and/or interpretation of data. The M.Phil Scholar shall be required to give at least one seminar pertaining to his dissertation/project/Design work.
- (v) Out of the total credits for M.Phil, about 50% may normally be allocated to dissertation which may include project or design work.

DURATION :

The duration of M.Phil course should be generally two semesters (one academic year) in case of full-time students and three semesters in case of part-time students with permission to complete the dissertation subsequently as a regular/part-time candidate or as an ex-student within the maximum period of four semesters for full-time students and five semesters for part-time students.

ADMISSION REQUIREMENTS :

Admission to the M.Phil programme should be made on the basis of :

- i) Satisfactory performance at the Master's degree examination and test conducted by the department concerned
- ii) Admission recommended by the department concerned shall have to be approved by the Board of Research Studies in the Universities concerned.

ATTENDANCE :

M.Phil students should be required to participate in seminars and the courses offered by the department. It would be desirable at the M.Phil level that the method of straight lecturing is replaced as far as possible by seminars and tutorials ensuring the students active participation through presentation of papers and group discussions. Irregular attendance and or unsatisfactory performance at the seminars/tutorials etc., shall disqualify the M.Phil students from further studies. The Department concerned shall recommend the removal of the names of such scholars from the M.Phil rolls to the concerned Board of Research Studies.

EVALUATION :

It would be desirable if the course work and the performance of the seminars are evaluated as a continuous process. The evaluation of the performance of students in M.Phil courses shall be done by the course-in-charge and the credit value of a course, distribution of credits in each course to different components of performance, such as through term paper, review essays, oral presentation or viva-voce etc. should be spelt out in each course at the beginning of the semester and it should clearly be indicated in the prospectus/syllabus/course of study with programme and circulated to the students. The dissertation based on project/design work should be evaluated separately.

Normally the students on evaluation (both course as well as dissertation) should be placed either in grade A or grade B for the award of the M.Phil degree. Students placed in Grade A only may be allowed to proceed for work towards a Ph.D. degree.

ADMINISTRATION OF THE M.PHIL DEGREE PROGRAMME :

- i) M.Phil Programme should be instituted in universities having good teaching and research departments in the concerned disciplines.
- ii) M.Phil programme shall be administered by the departments concerned through its M.Phil Committee/Research Committee;
- iii) The M.Phil Committee will
 - (a) Recommendations for admission to the M.Phil course and assign supervisor(s) to guide in the selection of topic for dissertation based on project/design work;
 - (b) Draw the syllabus for the courses including the system of evaluation;
 - (c) Assign these courses to the concerned teachers of the departments;
 - (d) Organise seminars/tutorials etc;
 - (e) Make arrangements for evaluating performance of the M.Phil students at the seminars ;

...4/-

- (f) Recommend name of examiners for M.Phil dissertation to the university; dissertation may include in all cases research work such as project or design;
- (g) Recommend to the University for the award or otherwise of the degree to the students on the basis of assessment.

ACADEMIC STAFF & ORGANISATION :

1. For the introduction of M.Phil course, a university department should have at least six teachers (including one Professor and two Readers) with a minimum of five years postgraduate teaching/research experience and a Ph.D. or equivalent published work. However, if the existing staff position falls below the above requirement well qualified part-time staff engaged to run only the M.Phil. course may be taken into account for fulfilling the conditions regarding the minimum staff requirements for introduction of M.Phil course. The University may also arrange to run the M.Phil course on a cooperative basis with other universities/industries and other research organisations. Normally not more than two to three M.Phil students should be assigned to any individual teacher for purposes of guiding their dissertation work.
2. M.Phil courses should be started only in such colleges which have well developed postgraduate teaching facilities. Such colleges should have fulfilled all the conditions prescribed for the introduction of postgraduate courses in colleges. The introduction of M.Phil courses in such colleges should have the prior concurrence of the University Grants Commission.
3. In the case of University Department/Colleges for M.Phil degree it should be taught by those who have a research degree or have considerable experience of research.
4. In Universities where M.Phil programmes are instituted it should ordinarily be ensured that a postgraduate student who propose to work for a Ph.D. degree should first complete the M.Phil course. However, if there are any exemptions to this, these should be on proper and well defined academic basis.
5. No teacher should ordinarily do more than one teaching course per semester in M.Phil programme.

~~CONFIDENTIAL~~

UNIVERSITY GRANTS COMMISSION Meeting:

Dated; 23rd April, 83

...

Item No. 2.03 : To consider the minutes of the meeting of the Committee appointed by the Commission which considered the revised proposal of the Aligarh Muslim University for the Establishment of S.Z. Institute of Petroleum Technology

...

His Highness Sheikh Zayed Bin Sultan Al-Nahyen, President of the UAE had visited Aligarh Muslim University on 4th January, 1975 and offered to provide assistance for the establishment of a College, Department or Institute of Petroleum Technology at the University. He said that his Govt. would like to send students from United Arab Emirates to study technology at Aligarh and that he would like qualified personnel from India to go to UAE for specific assignments. The proposal was first discussed at a meeting convened by the Secretary, Ministry of Petroleum and Chemical on 14th April, 1975.

The Commission also appointed a Committee to examine the proposal of the Aligarh Muslim University for the establishment of an Institute of Petroleum Technology. The report was placed before the Commission (Item No. 2.04) at its meeting held on 18.9.1981.

The Commission on at its meeting held on 18.9.1981 generally accepted the recommendations of the Expert Committee appointed to examine the proposal of Aligarh Muslim University for the establishment of S.Z. Institute of Petroleum Technology and desired that the university may be requested to send its revised proposals in the light of the recommendations made by the Committee for consideration of the Commission.

The revised proposal submitted by the university was considered by the Committee at its meeting held on 12th July, 1982 and after detailed discussions on the revised project report submitted by the University, it was pointed out that courses to be started should be useful from the point of view of employment, relevance and should be in the interest of the country. Since major changes would be required in the project report it was agreed that the university would set up a working group to prepare a new project report in the light of the discussions held in the meeting which essentially suggested master level

p.t.o.

-2-

courses in the General area of Petroleum refining/Petro-
Chemicals/Chemical Engineering. The actual thrust of
the course was left to be worked out by the Working
Group which the university would be set up.

To examine the revised proposal so submitted by
the Aligarh Muslim University for the establishment of
an Institute of Petroleum Studies and Chemical Engineering
a meeting of the Expert Committee was held on 10.8.1982.

The minutes of the meeting have already been
forwarded to the members of the Committee for their
comments. Comments are still awaited. A copy of the
minutes is enclosed as Annexure.

The matter is placed before the Commission for
consideration.

No.F.1-1/76(T)

DS/US

Annexure to Item No. 2.03

Minutes of the meeting of the Expert Committee appointed by the Commission to examine the proposal for establishment of an Institute of Petroleum Studies and Chemical Engineering at Aligarh Muslim University

...

A meeting of the Committee appointed by the Commission to examine the proposal for establishment of an Institute of Petroleum Studies and Chemical Engineering at Aligarh Muslim University was held in the office of the Commission on 10th August, 1982. The following were present:

1. Prof. Rais Ahmed
Vice-Chairman,
University Grants Commission
2. Shri S. Hamid
Vice-Chancellor
Aligarh Muslim University
3. Dr. S. Vardarajan
Secretary
Department of Science & Technology
Govt. of India
New Delhi.
4. Prof. Bahuddin
Pro-Vice-Chancellor
Aligarh Muslim University
5. Prof. M. M. Sharma
University Department of Chemical Technology,
Matunga, Bombay.
6. Prof. P. K. Mukhopadhyay
Manager (R&D)
Engineers India Ltd.,
New Delhi,
7. Prof. S. S. Alam
Department of Chemical Engineering
Aligarh Muslim University
8. Shri R. K. Chhabra
Secretary
University Grants Commission
9. Shri R. P. Gangurde
Deputy Secretary
University Grants Commission

10. Shri S.P.Sachdeva
Under Secretary
University Grants Commission

Vice-Chairman welcomed the members of the Committee and Vice-Chancellor, Pro-Vice-Chancellor and Prof. Alam Aligarh Muslim University who had been visited for the meeting. Introducing the discussion, the Vice-Chairman gave the background of the proposal as follows:-

A. 1. His Highness Sheikh Zayed Bin Sultan Al-Lahyan, President of the UAE had visited Aligarh Muslim University on the 4th January, 1975 and offered to provide assistance for the establishment of a college or Department or Institute of Petroleum Technology at the University. He said that his Government could like to send students from United Arab Emirates to study technology at Aligarh and that he would like qualified personnel from India to go the UAE for specific assignments. The proposal was first discussed at a meeting convened by the Secretary, Ministry of Petroleum & Chemical on 14th April, 1975. The Aligarh Muslim University submitted a proposal to the Commission for the establishment of S.Z. Institute of Petroleum Technology. The University Grants Commission appointed a Committee to examine the proposal received from the Aligarh Muslim University for establishment of an Institute of Petroleum Technology consisting of the following members:-

1. Shri H.G.T.Woodward
Members (On Shore)
Oil & Natural Gas Commission
Tel Bhawan
Dehradun
2. Dr. S.Vardarajan
Chairman & Managing Director
Indo-Petro-Chemicals Corporation Ltd.,
Baroda.
3. Prof. G.S.Marawaha
Director
Indian School of Mines
Dhanbad
4. Prof. M.M.Sharma
University Department of Chemical Technology
Matunga, Bombay
5. Prof. P.K.Mukhopadhyay
Manager (R&D)
Engineers India Ltd.,
New Delhi.

2. The Committee visited the University in June, 1981 and gave a series of suggestions for incorporation in the University's proposal (Report at Appendix-I). The report was considered by the Commission in its meeting held on 18th September, 1981 and the Commission while generally accepting the recommendations of the Committee decided that the University may submit a revised proposal in the light of the Committee's recommendations.

3. The revised proposal (at Appendix-II) was considered at a meeting of the Committee held on 12th July, 1982 and after detailed discussion on the revised project report submitted by the University, it was pointed out that courses to be started should be useful from the point of view of employment, relevance and should be in the interest of the country. Since major changes would be required in the project report it was agreed that the university would set up a working group to prepare a new project report in the light of the discussions held in the meeting, which essentially suggested master level courses in the general area of petroleum refining/petro Chemicals/ Chemical Engineering. The actual thrust of the course was left to be worked out by the working group which the university would set up.

B. The University further revised the proposal (as Appendix-III) which was examined by the Committee at this meeting and Dr. S.Vardarajan's letter to Vice-Chairman in this connection (As Appendix-IV) were discussed. The Committee's view was that :-

- i. The undergraduate chemical Engineering base has to be further strengthened and fully implemented by the university.
- ii. It would be useful to create some research facilities which are relevant to the whole area of petroleum exploration, production, processing and conversion. This research can be instituted in the existing department of chemical engineering through the medium of unit or Centre which will be coordinating these activities. It may also add some further research of its own; the areas of research focus for example may be Polymer Science and Technology and Hydrocracking of heavy fractions, it may be possible to receive additional support for this from the concerned Public Sector Undertakings.
- iii. As far as the post-graduate course is concerned the University may work out a phased plan when the institute is established and, may first

run one year special course or short-term reffresher courses and could retain some of the teaching staff in Universities and Engineering Institutions. Some courses similar to these have been followed in the Indian Institute of Petroleum at Dehradun for many years and it would be useful to have a proper discussion with the institute to see in what way the efforts of the Institute can be supplemented by those which are proposed at Aligarh.

- iv. The university may set up a Technical Advisory Committee for the Institute to coordinate these activities with institutions outside the university and to fully utilise the research potential and facilities of University's own departments/Sections of Chemistry, Physics, Geology, Electrical Engineerings, Mechanical Engineering and Computer Science etc.

- v. The University may be provided funds in order to prime this programme of establishment the Institute of Petroleum Studies and Chemical Engineering. This will involve construction of a suitable building of an Approximate area 15,000 sq.fts. and money for initiating the laboratory infrastructure, laboratories and research and running of post B.Sc. programmes in future. This may be estimated to be of the order of Rs.50,00,000/- in the first stage. For this purpose, the university may invite Prof. Mukhopadhyay to work out details and Prof. Alam of the university may consult IPCL IIP and the University Department of Chemical Technology, Bombay. In this connection, 2 or senior position of Professors/Readers may also be provided so that research studies can take off. A grant for technical staff and running of laboratory may also be provided when the laboratories will come up.

UNIVERSITY GRANTS COMMISSION

...

Meeting:

Dated : 23rd April, 1983

Supplementary note to item No. 2.03 to be considered by the Commission at its meeting to be held on 23.4.1983

...

A revised project report has been received from the Aligarh Muslim University for setting up Institute of Petroleum Studies and Chemical Engineering. This report has been prepared in consultation with Prof. Mukhopadhyay member (R&D), Engineers India Ltd. New Delhi.

The main features of the revised project report vis-a-vis the recommendations of the UGC Expert Committee are indicated below:-

1. Strengthening Under-graduate Chemical Engineering

The Expert Committee of the University Grants Commission recommended that the under-graduate chem. Engg. base has to be further strengthened and fully implemented by the University. Under the revised project report- the Existing Chemical Engineering Laboratory facilities are proposed to be augmented by obtaining more sophisticated equipments/instruments which could not be provided in the originally sanctioned grant for Chemical Engineering. Two new laboratories will develop the under-graduate programme. A bifurcation is proposed at B.Sc.(Engg.) level to give B.Sc.(Engg.) (Chem. and Pet.) to those who would take courses on Petroleum Processing.

2. Creation of Laboratory Facilities Relevant to Petroleum Studies

The Expert Committee said that it would be useful to create some research facilities which are relevant to the whole area of petroleum exploration, production, processing and conversion. Under the project report the experimental studies conceived to be conducted fall under the following main heads:

- i) Unit operations relevant to Petroleum Refining.
- ii) Conversion Processes.

The facilities required for the studies in above mentioned areas are to be created as follows:-

p.t.o.

- i) Petroleum Testing Laboratory.
- ii) Petroleum Processing Laboratory.
- iii) Instrumental Analysis Laboratory.
- iv) General Purpose Shipments & Accessories.
- v) Augmentation facilities of workshop for glass-blowing and cutting.

3. Starting the Postgraduate Programme

The Expert Committee recommended that as far as the P.G. Course is concerned the University may work out a phased plan and may first run one year special course or short term refresher courses. Under the revised project report, the University has proposed to start one year special course from the academic session 1983-84.

In conducting the proposed course of study experts of the relevant area will be invited from IIP, IPCL, IOC & BIL as Visiting Professors or guest speakers. The practical training would be arranged at Mathura Refinery which is so close by to Aligarh.

4. As recommended by the Expert Committee, the University has indicated that a Technical Advisory Committee will be constituted by the university for the Institute.

5. Financial Implications

The Expert Committee recommended a building of 15000 sqft and money for laboratory infrastructure, research and running of Post-BSc. programmes, at an estimated cost of Rs.50 lakhs in the first stage.

The University has now intimated the following recurring and non-recurring assistance:-

<u>Non-Recurring</u>	<u>Rs. in lakhs</u>
a) Building 15000 sqft @ Rs.150/- per Sq.ft.	22.50
b) Furniture @ 10% of (a)	2.25
c) Equipments	77.00
d) Installation Charges @ 10% of (c)	7.70
2. Books & Journals	2.00
Total :	<u>111.45</u>

<u>Teaching Staff</u>	<u>Recurring</u>	<u>Rs. in lakhs</u>
a) Professor 2 Nos.	@Rs.36,000/-	1.25
Reader 2 Nos.	@Rs.27,000/-	
b) Supporting Staff @ 50% of (a)		0.63
c) Scholarships for 10 students	@Rs.7,200/-	0.72
d) Fellowships for 4 research fellows @ Rs.9,600/-		0.384
e) Research Associates 2 Nos. @ Rs.14,400/-		0.288
f) Contingencies @ Rs.1500/-		0.240
	Total:	<u>3.522 p.a.</u>

A copy of the project report is enclosed as Annexure.

In this connection, it may be added that the Government of U.A.E. have agreed to donate an amount of 1 million Dollars to the A.M.U. for Petroleum Studies.

The matter is placed before the Commission for consideration.

F.1-1/76(I)

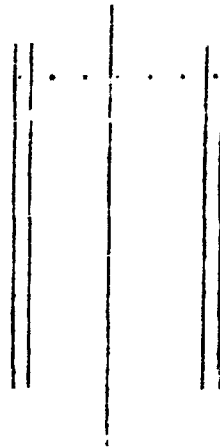
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Annexure to Supplementary
Note to Item No. 2.03

INSTITUTE OF PETROLEUM STUDIES

AND

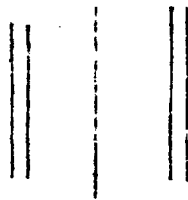
CHEMICAL ENGINEERING



a report submitted to

University Grants Commission

New Delhi



• ALIGARH MUSLIM UNIVERSITY
ALIGARH

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S U M M A R Y

Historical back ground of the various proposals on Institute of Petroleum Technology and suggestions thereof leading to the final report from U.I.C. for establishing the Institute of Petroleum Studies and Chemical Engineering at Aligarh Muslim University is briefly presented.

The proposal for strengthening under graduate Chemical Engineering laboratories and creation of laboratory facilities relevant to Petroleum Studies is prepared. The sturcture for one year diploma course on Petroleum Processing is designed. A constitution of Technical Advisory Committee to be set up, is suggested. The financial estimates of the project is as under:-

Non-Recurring

Rs. in lacs

a. Building and furniture	24.75
b. Equipments and other facilities	84.70
c. Books and journals	2.00

Total Rs. 111.45 lacs

Recurring per year - - - Rs. 3.522 lacs

1. INTRODUCTION:

His highness Sheikh Zayed Bin Sultan Al-Nahyan, President of the U.A.E. had visited Aligarh Muslim University on January 4, 1975 and offered to assist the establishment of an Institute of Petroleum Technology at the University. The proposal was first discussed at a meeting convened by the Secretary, Ministry of Petroleum and Chemicals on April 14, 1975. The Aligarh Muslim University was requested to prepare a viable project report and the same was submitted by the University on which the Ministry of Education made certain observations. On the basis of the observations, after consulting a number of experts the university prepared a revised proposal to introduce post graduate courses in various fields of Petroleum Technology under the Institute.

The University Grants Commission appointed a committee to examine the proposal of establishing the Institute of Petroleum Technology at Aligarh Muslim University. The Committee visited the university in June 1981 and gave a series of suggestions for incorporation in the university's proposal. The report of the committee was considered by the commission in its meeting held on September 18, 1981 and it was decided that the Aligarh Muslim University may submit a revised proposal to establish 'S.Z. Institute of Chemical, Engineering and Petroleum Studies' as recommended by the committee.

The revised proposal was considered at a meeting of the committee held on July 12, 1982 and it was agreed that a new project report should be prepared which essentially suggested master level courses in the general area of petroleum refining, petro-chemicals/chemical engineering.

2

The University again prepared a proposal of Master level course in Petroleum Refining which was examined by the committee at its meeting on August 10, 1982. The University Grants Commission has finally agreed to provide funds to prime the programme of establishing the Institute of Petroleum Studies and Chemical Engineering at Aligarh Muslim University. The Commission sanctioned construction of building with an approximate area of 15000 sq.ft. and money for initiating laboratory infrastructure, laboratory furniture and purchase of equipments for strengthening under Graduate laboratories and research and running of the post B.Sc. programme in future. As per the suggestions given in the U.G.C. report the leading institutes and organisation like I.I.P., I.P.C.L. and Mathura Refinery were consulted and discussions were held with experts in the field of Petroleum Processing. Keeping in view the U.G.C. recommendations and suggestions from different experts, the present project scheme has been prepared in consultation with Dr.A.N. Roy formerly Professor and Head of Chemical Engineering Department, I.I.T. Kharagpur and visiting Professor G.S.F.C. chair, M.S. University, Baroda and Prof. P.K. Mukhopadhyay, Manager (R and D) Engineers India Ltd., New Delhi.

2. STRENGTHENING UNDER GRADUATE CHEMICAL ENGINEERING:

The existing Chemical Engineering laboratory facilities will be augmented by purchasing more sophisticated equipments/instruments which could not be provided by the originally sanctioned U.G.C. grant. A base for the following basic laboratories has been created.

1. Fluid Mechanics.
 2. Fluid Particle Mechanics.
- } Rs.4 lacs

The new laboratories proposed to be developed for under-graduate programme are

- | | |
|---|------------|
| 1. Reaction Engineering and Process Development | Rs. 1 lac |
| 2. Instrumentation and Process Control | Rs. 2 lacs |

A bifurcation is proposed at B.Sc. Engg. level to give B.Sc. Engg. (Chem and Pet.) degree to some of the students who take the following courses on Petroleum Processing in their final year:-

1. Petroleum Processing I :

Crude oil evaluation procedures, Various product specifications and their significance, Fluid processing of crude - atmospheric and vacuum distillation, Light and products.

2. Petroleum Processing II:

Conversion processes:- Thermal visbreaking, delayed coking, Thermal cracking, Catalytic cracking, Catalytic reforming, Hydro-processing.

3. Petroleum Processing III:

- Lube processing :- Extraction, Dewaxing/Deoiling, finishing.
- Specialty products - Transformer oil, white oils, asphalts.
- Sweetening

3. CREATION OF LABORATORY FACILITIES RELEVANT TO PETROLEUM STUDIES:

The experimental studies conceived to be conducted fall under the main heads:

- i) Unit operations relevant to Petroleum Refining.
- ii) Conversion Processes.

Some of the operations and important areas of interest may be listed as follows:-

a. Distillation:

- . Vacuum distillation
- . Recycle of aromatics to residue distillation
- . Regerous analysis of complex columns
- . Reboilers and condensers

b. Extraction:

- . Liquid-Liquid equilibria for Petroleum hydrocarbon systems using various solvents at elevated pressures of 10-30 atmosphere.
- . Performance analysis of extractors using R.D.C., Perforated trays and baffle columns at elevated pressures.

The conversion processes proposed to be investigated are -

a. Hydroprocessing:

- . Hydro-cracking.
- . Hydro-isomerization of vacuum distillate.
- . Hydrotreating.

b. Catalytic cracking.

The facilities required for the studies in above mentioned areas may be created as follows:-

3.1 PETROLEUM TESTING LABORATORY,

Rs.3 lacs

The laboratory will house the facilities for crude oil evaluation and testing of products by way of determining the following:

1. Colour
2. A.P.I. Gravity
3. Viscosity - Redwood No.1
- Redwood No.2
- Oswald Fenke Viscometer
4. Molecular weight determination
5. Sulphur (lamp, bomb and induction furnace methods)
6. Cloud and pour point
7. Freezing point
8. Aniline point
9. Smoke point
10. Flash point - Abel's apparatus
- Panskey Martin

1. A.S.T.M. Distillation set up.
2. T.B.P. apparatus suitable for 10 mm to 760 mm Hg absolute pressure and 350°C temperature at the bottom complete with accessories and adequate instrumentation.
3. Flash equilibrium still for pressure range of 2 mm to 760 mm abs. and upto 350°C, complete with accessories and instruments.
4. Liquid-Liquid equilibrium still suitable for pressure range of 15-40 atm.
5. Extractors - packed and plate columns with accessories to operate at 15 atm pressure.
6. Feed preparation columns (50-100 mm dia) to be operated at 10 mm to 760 mm Hg abs. pressure.
7. Thermal cracking and Visbreaking units.
8. High pressure autoclaves of 0.5 litres and 1 litre capacities rocking types (2 nos.).
9. Flow reactors of 1 to 2 l/hr capacity to be operated at 50-70 atm. pressure and 300-500°C temperatures (3 nos).
10. Catalytic cracking unit.
11. Gas cylinders.
12. Pipes, fittings and valves suitable for high and medium pressures encountered as above.

3.3 INSTRUMENTAL ANALYSIS LABORATORY

Rs.20 lacs

1. Gas-liquid Chromatographs.
2. Pona Analyzer.
3. Mass spectroscopy, GC - MS
4. Refractometers.
5. Sulfur determination.
6. Balances.
7. Orsat gas analysis

3.4 GENERAL PURPOSE EQUIPMENTS AND ACCESSORIES

Rs.5 lacs

1. Distilled water unit.
2. Deionized water unit.

3. Boiler, steam lines fittings and steam traps.
4. Pumps, compressors and blowers.
5. Pipes, fittings, valves and sheets.
6. Ovens and Furnaces and dryers.
7. Constant temperature baths.
8. Gas meters.
9. Thermometers.
10. Thermocouple wire.
11. Transducers, controllers and recorders.
12. Pressure Gauges.

3.5 WORKSHOP:

The workshop facilities will be augmented by addition of more machines required for fine work and repair of instruments and creation of facilities for glass blowing and cutting.

4. STARTING THE POST GRADUATE PROGRAMME:

There are very few academic institutions in India which offer a course in Petroleum Refinery Technology and Practice designed for the students who propose to join the refining industry. The Chemical Engineering graduates freshly recruited by the national oil companies are trained through special short term training courses at Indian Institute of Petroleum, Dehradun which is basically a research organisation. Thus there seems to be a genuine need to start a post-graduate course in 'Petroleum Refining' to produce trained personnel who can fulfil the present as well as ever increasing future requirements of oil industry in India.

As per the decision of U.J.C. committee, a phased plan for P.G. courses is worked out and it is proposed to run one year special course from the academic session 1983-84 to start with. The proposed one year diploma course incorporates almost all the topics covered under

the training programme for I.O.C. Engineers at I.I.P. Dehradun alongwith other important subjects. The course structure designed to provide sound basic knowledge of Chemical Engineering principles as applied to the problems in petroleum industry, is given as follows:

I TERM:

1. Fluid Flow and Heat Transfer.
2. Distillation and Extraction.
3. Chemical and Catalytic Reaction Engineering.
4. Mathematical Methods and Computer Application.
5. Crude oils and petroleum products.
6. Petroleum Refining Technology I.
7. Petroleum Testing Laboratory.

II TERM:

1. Process Dynamics and Instrumentation.
2. Petroleum Refining Technology II.
3. Selected topics in Petroleum Processing and Applications.
4. Design of Petroleum Processing Equipments.
5. Elective.
6. Petroleum Processing Lab.
7. Project.

In conducting the proposed course of study experts of the relevant area will be invited from I.I.P., I.P.C.L, I.O.C. and E.I.L. as visiting professors or guest speakers whichever is practicable. The practical training may be arranged at Mathura Refinery which is so closeby to Aligarh.

5. TECHNICAL ADVISORY COMMITTEE:

The university is contacting the following experts in the field of Petroleum Technology to be the members of the Technical Advisory Committee.

1. Chairman and Managing Director, I.P.C.L. Baroda or his nominee.
2. Director, I.I.P. Dehradun or his nominee.

3. Chief General Manager (Tech.) I.O.C. New Delhi or his nominee
4. General Manager, O.N.G.C. or his nominee.
5. Prof. P.K. Mukhopadhyay, manager, (R and D) Engineers India Ltd., New Delhi.
6. Prof. A.N. Roy, Ex Head, Chemical Engineering Department, I.I.T. Kharagpur and Visiting Professor G.S.F.C. Chair, M.S. University, Baroda.
7. Prof. S.K. Saraf, Department of Chemical Engineering, University of Roorkee, Roorkee.

6. FINANCIAL ESTIMATES:

6.1 NON RECURRING

	<u>Rs. in lacs</u>
a) Buildings: 15000 sq.ft. @ Rs.150/- per sq.ft.	22.50
i) Laboratories 6 nos (9,600 sq.ft.)	
ii) Class rooms 2 nos (2400 sq.ft.)	
iii) Seminar room 1 no. (1200 sq.ft.)	
iv) Staff rooms 4 nos (500 sq.ft.)	
v) Office and store (1300 sq.ft.)	
b) Furniture @ 10% of (a)	2.25
c) Equipments (as detailed under 2 and 3)	77.00
d) Instillation charges @ 10% of (c)	7.70
e) Books and journals	2.00
	Total Rs.111.45

6.2 RECURRING:

	<u>Rs. in lacs</u>
a) Teaching staff	1.26
Professor 2 nos @ Rs.36,000/-	
Reader 2 nos @ Rs.27,000/-	
b) Supporting staff @ 50% of (a)	0.63
c) Scholarships for 10 students @ Rs.7,200/-	0.72
d) Fellowships for 4 research fellows @ Rs.9,600/-	0.384
e) research Associates 2 nos @ Rs.14,400/-	0.288
f) Contingencies @ Rs.1500/-	0.240
	Total Rs. 3.522

SECTION 4

UNIVERSITY GRANTS COMMISSION

...

Meeting:

Dated : 23rd April, 1983

Item No. 4.01: To consider the recommendations of the Committee for developing expertise in the field of Archaeology

...

In 1979, the University Grants Commission agreed to provide assistance to some universities for developing expertise in the field of Archaeology and appointed a sub-committee for identifying universities to whom assistance may be provided to those universities which have a strong infrastructure for teaching and research in Archaeology. Assistance may be provided mainly for (1) Technical staff for undertaking field work (2) for purchase of equipment essentially required for digging and excavation work. The posts sanctioned under this scheme were to be for a period of 5 years to be taken over by the State Government thereafter

Proposals were received from 8 universities as indicated below out of 12 universities identified by the sub-committee:

1. Aligarh Muslim University
2. Banaras Hindu University
3. Kurukshetra University
4. Calcutta University
5. Patna University
6. M.S. University of Baroda
7. Poona University
8. Madras University

The Commission constituted a committee consisting of the following, to recommend financial assistance to universities for the development of archaeology.

1. Dr. N.R. Banerjee
Visiting Professor
Bharat Kala Bhavan
Banaras Hindu University
Varanasi.
2. Shri B.K. Thapar
B-11/258, Vinay Marg,
New Delhi.

✓ for the purpose may be recommended.
It was decided that this assistance

3. Shri M.N.Deshpande
E-193, Greater Kailash
Part -I,
New Delhi-110048.
4. Professor T.V.Pathy
Department of History
Marathwada University
Aurangabad-431 004.

The Committee met on 28th January, 1983 at the UGC office. The minutes of the meeting are at Annexure. The committee has recommended assistance for staff and equipment. It may be mentioned in this connection that under this scheme the sub-committee appointed by the Commission in 1979 had recommended that assistance be provided mainly for technical staff and equipment required for digging and excavation work. As such positions marked with asterisk are not covered by the recommendations of the sub-committee.

The matter is placed before the Commission for consideration.

JS(HR)/EO(HR. I)

F. 5-31/75(HR. II)

Annexure to item No. 1.01

A meeting of the committee appointed by the Commission to consider proposals received from the universities for assistance towards developing expertise in the field of Archaeology was held on 28rd January, 1983 in the UGC Office. The following were present:-

1. Dr. N.R. Banerjee
Visiting Professor
Barat Kala Bhavan
Banaras Hindu University
Varanasi.
2. Shri B.K. Thapar
D-II0258, Vinay Marg,
New Delhi.
3. Shri M.N. Dashpande
E-193, Greater Kailash Part-I
New Delhi.
4. Prof. T.V. Pathy
Department of History
Marathwada University
Aurangabad.
5. Dr. S.C. Goel
Joint Secretary
University Grants Commission
New Delhi.
6. Dr. (Mrs.) Naseem Bhatia
Education Officer
University Grants Commission
New Delhi.
7. Dr. P.K. Khurana
Junior Research Officer
University Grants Commission
New Delhi.

It was noted that University Grants Commission has agreed to provide assistance to some universities for developing archaeology. The assistance will be provided to universities having departments of Archaeology for appointment of technical staff mainly to undertake field work and purchase of equipment. The posts sanctioned under this scheme will be for a period of 5 years after which this will have to be taken over by the State Government.

The Committee considered the proposals received from the following universities which had been

identified by a sub-committee specially appointed for the purpose:-

1. Aligarh Muslim University
2. Banaras Hindu University
3. Kurukshetra University
4. Calcutta University
5. Patna University
6. M.S. University of Baroda
7. Poona University
8. Madras University

The Committee while considering the proposals of the universities made the following general observations:

1. Provision should be made for assistance to the universities for construction of buildings for storing archaeological findings/objects.
- ii. Wherever there is a Professor of Archaeology, in the department he should also hold the position of Director of Excavation.
- iii. Proposals may also be invited from other universities having Deptt. of Archaeology, and which were not identified by the sub-committee.
- iv. The pay scales of various posts approved under scheme may be kept at par with equivalent posts in the university.

The committee recommends that assistance may be provided to the universities as detailed below:-

Aligarh Muslim University :

Staff

- | | | |
|----|---|---|
| 1* | Deputy Director
(1200-1900) | 1 |
| 2. | Assistant-cum-Draftsman
(550-900) | 1 |
| 3. | Sr. Technical Asstt. Pottery
(550-900) | 1 |
| 4. | Antiquity Assistant
(550-900) | 1 |
| 5. | Sr. Photographer
(550-900) | 1 |

6.	Store-keeper (330-560)	1
7.	Office Assistant (330-560)	1

Equipment:

Camp equipment	Rs 1,00,000/-
Excavation equipment	Rs. 55,000/-

Banaras Hindu University

Staff

1.*	Excavation-in-charge (1200-1900)	1
2.	Sr. Toch. Assistant (550-900)	2
3.	Antiquity Assistant (550-900)	1
4.	Pottery-Assistant (550-900)	1
5.	Sr. Photographer (550-900)	1
6.	Surveyor (425-700)	1
7.	Draftsman (425-700)	1
8.	Store-keeper (330-560)	1
9*	Clerk (330-560)	1
10.	Technical Officer (700-900)	1
11.	Modeller-cum-Marksman (550-900)	1

Equipment:

1.	Camp equipment	1,00,000/-
2.	Excavation equipment	4,000/-
3.	Photographic material	21,000/-
4.	Anthropometric Tools	10,000/-
5.	Drawing & Surveying equip.	26,000/-

The committee could not recommend assistance for the purchase of a jeep.

...&/-

Kurukshetra University :

Staff

1.*	Director (1500-2500)	1.
2.	Sr. Technical Assistant (550-900)	2
3.	Antiquity Assistant (550-900)	1
4.	Sr. Photographer (550-900)	1
5.	Surveyor (550-900)	1
6.	Draftsman-cum-Assistant (550-900)	1
7.	Store-keeper (330-560)	1
8.	Typist (330-560)	1

Equipment

Camp equipment	}	1,20,000/-
Excavation equipment		
Drawing & Survey		
equipment		

The committee could not recommend assistance for the purchase of a jeep.

Calcutta University

Staff

1.	Field Assistant (550-900)	1
2.	Antiquity Assistant (550-900)	1
3.	Laboratory Assistant (550-900)	1

Equipment

Camp equipment	30,000/-
Drawing unit	35,000/-
Photographic material	85,000/-
Material for Museum unit	40,000/-
	<u>1,90,000/-</u>

The committee also recommended a sum of Rs. 35,000/- for:

- (a) Preparation of Report of Karnasuvarna (Distt. Murshidabad) the excavated site by the department.
- (b) Annotated Atlas of West Bengal on the basis of explorations and exploratory diggings.

(The committee could not recommend assistance for the purchase of a jeep.

Patna University:

<u>Staff</u>		
1.*	Director (1500-2500)	1
2.	Assistant Director (700-1600)	1
3.	Sr. Tech. Assistant (550-900)	3
4.	Sr. Photographer (U32-022) (550-900)	1
5.	Pottery Assistant (550-900)	1
6.	Store-keeper (330-560)	1
7.	Modeller-cum-Marksman (550-900)	1
8.	Typist (330-560)	1

Equipment

Camp equipment	1,00,000/-
Drawing & Survey equip.	25,000/-
Excavation equipment	25,000/-
	<u>1,50,000/-</u>

Poona University

Equipment

Camp equipment	}	97,440/-
Photographic material		
Excavation equipment		

The committee could not recommend assistance for the purchase of a jeep.

Madras University

Staff

1.*	Excavation-in-charge (1200-1900)	1
2.	Sr. Tech. Assistant (550-900)	1
3.	Marksman-cum-Modeller (550-900)	1
4.	Potter-Assistant (550-900)	1
5.	Photographer (550-900)	1
6.	Draftsman (550-900)	1
7.	Store-keeper (330-560)	1
8.	Typist (330-560)	1

Equipment

Campa equipment	80,000/-
Photographic material	25,000/-
Drawing & Survey equip.	5,000/-
Excavation equipment	5,000/-
	<u>1,15,000/-</u>

M.S. University of Baroda :

Staff

1.	Director (1500-2500)	1
2*	Dy, Director (1200-1900)	1
3.	Sr. Tech. Assistant (550-900)	2
4.	Marksman-cum-Modeller (550-900)	1
5.	Pottery Assistant (550-900)	1
6.	Photographer (550-900)	1
7.	Draftsman (330-560)	1
8.	Clerk (330-560)	1

Equipment

Camp equipment	1,00,000/-
Photographic material	24,000/-
Drawing & Survey equipment	11,000/-
Publication	20,000/-

executed It was recommended that a sum of Rs.10,000/- p.a. may be provided to each of the above universities for meeting the expenditure on transportation of excavation equipment and antiquity for excavation.

The committee recommended that before releasing the grants to the above universities the following information may be sought from them.

- a. A comprehensive and integrated plan of action of excavation during the next 5 years. The committee desired that emphasis may be placed on development of specific aspects of archaeology and multi-disciplinary project, while working out the plan of action.
- b. Extension facilities in regard to staff and equipment.
- c. Antiquities for the existing facilities both for staff and equipment and further requirements in respect of staff and equipment required to carry out the proposed plan of action.
- d. Grant received from the State Government/ University for excavation work being undertaken by the university /department.

The meeting ended with a vote of thanks to the Chair.

UNIVERSITY GRANTS COMMISSION

...

Meeting:

Dated: 23rd March, 1983

- Item No. 4.02 : To consider the recommendation made by the Panel on Teacher Education at its meeting held on 16th February, 1983 to select (a) universities which may offer a course in special education to teachers for teaching handicapped children and (b) universities to be assisted in consultation with the NCERT in undertaking inter-disciplinary research projects on the various projects concerning the physically handicapped and mentally retarded children

...

The Government of India, Ministry of Social Welfare had some time back suggested that special courses leading to B.Ed. degree may be initiated at selected centres in the country for training persons for teaching handicapped children as part of the scheme of integrated education of disabled children. The Commission at its meeting held on October, 20, 1981 considered the matter and welcomed the above proposal of the Government of India provided additional funds are placed at the disposal of the UGC for the above purpose from the plan allocation made to the Ministry. The Commission also desired that as soon as a firm commitment is available from the Government of India, a Committee may be appointed to suggest the institutions which may offer these courses.

The above scheme has since been transferred to the Ministry of Education & Culture. The Government of India, Ministry of Education & Culture have since stated that the scheme originally did not provide for training of teachers. It has now been amended to include the following:-

- a) Universities recognised by the UGC and other training institutions recognised by Ministry of Social Welfare for the purpose of this scheme may start/expand its facilities for giving a course in special education to teachers of handicapped children. These course may be:
 - i) short-term duration leading to a certificate from the university: or

...2/-

- ii) Long-term duration leading to B.Ed. degree/diploma in special education of handicapped children.
- b) The universities/training institutions shall be expected to utilise their existing infrastructural facilities and other resources to the extent possible.
- c) The cost of additional aids and equipment, space may be met by the Central Government:
 - i) Cost of additional faculty members shall be met by the Central Government.
 - ii) Cost of any other incidental expenditure may also be met by the Central Government.
 - iii) The salary structure of staff recruited shall conform to the salary structure approved in a particular university.

In this connection, it may also be mentioned that the Jamia Millia Islamia has already introduced a special B.Ed. course for which a grant of Rs.1.75 lakh was released by the Ministry of Social Welfare during 1981-82.

The Government of India, Ministry of Education & Culture requested the UGC to select universities which may offer these courses and also the estimates of expenditure for the year 1982-83, so that necessary funds could be placed at the disposal of the UGC for starting courses in selected universities.

It was decided to refer the proposal to the panel of teacher education for suggesting universities for introduction of these courses.

The NCERT had some time back made certain suggestions for providing assistance to universities for undertaking inter-disciplinary research projects on the various aspects concerning physically handicapped and mentally retarded children.

A meeting of the Teacher Education Panel was held in the office of the UGC on 16th February, 1983 to select (a) universities which may offer a course in special education to teachers for teaching handicapped children and (b) universities to be assisted in consultation with the NCERT in undertaking inter-disciplinary research projects on the various project concerning the physically handicapped and mentally retarded children.

A copy of the minutes of the meeting of the Panel on Teacher Education is enclosed (Annexure.) The panel has made the following observations and recommendations during the course of discussions.

a) A lot of infrastructure is required for implementing the above scheme in universities. It was, therefore, agreed that only those universities/institutions may be considered which are already having such infrastructural facilities for giving a course in special education to teachers for teaching handicapped children.

b) A part from Jamia Millia Islamia and S.N.D.T. Women's University the panel noted that the Banaras Hindu University and the Utkal University (which is having a centre of Advanced Study in Psychology) are having such infrastructural facilities for undertaking a course in special education to teachers for teaching handicapped children. It was also mentioned that the Tilak college of Education, Pune, is having facilities for starting special Teacher Training, and that Shri R.K.Mission Teachers Training College, Coimbatore has started M.Ed. course in Special Education.

c) It was recommended that proposal may be invited from the following universities/institutions for undertaking a course including research in special education to teachers for teaching physically handicapped children viz. (i) Short-term duration leading to a certificate from the university or (ii) Long-term duration leading to B.Ed.degree/diploma in special education of handicapped children (i) Jamia Millia Islamia (2) SNTD Women's University (3) Banaras Hindu University (4) Utkal University, (5) Tilak college of Education, Pune (6) Shri R.K.Mission Teacher's Training College, Coimbatore.

d) The selected universities/institutions may provide facilities for (i) short-ter, courses (ii) regular B.Ed. Degree/diploma courses and (iii) research in special education of the training of teachers for the handicapped children.

e) The appointment of part-time specialists/experts/

f) The Commission may institute some junior research facilities to teacher fellowships under the scheme.

g) A course for orientation of parents of the handicapped children may be undertaken by the institutions selected for the purpose.

h) The committee agreed that it may not be possible at this stage to indicate the estimates of expenditure (staff, equipment, building, fellowships etc.) for the current year for implementing the above scheme in the

may be considered under the scheme.

universities/institutions as the current financial year is already coming to a close. However, about Rs.30 lakhs may be required for implementing the scheme during six plan period.

(i) The panel considered the suggestions of NCERT regarding inter-disciplinary research projects on the various aspects concerning physically handicapped and mentally retarded children. It noted the recommendation of the Panel on Psychology that university departments Psychology, Sociology and Education should be integrated to organise inter-disciplinary research projects and teaching programme in collaboration with the existing organisations dealing with the physically handicapped and mentally retarded children. The panel also noted the names of the universities suggested by the NCERT which could be considered for assistance under the above programme for research. It was also agreed that proposals may be invited from the Universities suggested by the NCERT and also such other universities which are interested in undertaking the above programme.

An amount of Rs.8.52 lakhs has since been sanctioned by the Government of India, Ministry of Education & Culture for the operation of the scheme of 'Integrated Education of Disabled Children.'

A matter is placed before the Commission for consideration.

F.1-73/81(CP)

US(CP/DS(CP))

Annexure- to Item No.4.02

Minutes of the meeting of the Panel on Teacher Education held in the Office of UGC on 16.2.1983 at 10.30 A.M.

A meeting of the Teacher Education Panel was held in the office of the UGC at 10.30 A.M. on 16th February, 1983 to select (a) universities which may offer a course in special education to teachers for teaching handicapped children and (b) universities to be assisted in consultation with the NCERT in undertaking inter-disciplinary research projects on the various projects concerning the physically handicapped and mentally retarded children. The following were present:-

1. Dr. (Mrs.) Madhuri R. Shah
Chairman, UGC
2. Dr. R.C. Das
Deptt. of Teacher Education,
NCERT, New Delhi.
3. Prof. (Miss) Sarojini Varshney
Principal
Mahila Maha Vidyalaya
Banaras Hindu University
Varanasi.
4. Dr. (Miss) Vinaybala Mehta
SNDT College of Education for Women
Pune
5. Dr. M.R. Santhanam
Head of Division (Social Science)
State Planning Commission
Madras.
6. Dr. Guntant B. Shah
Department of Education
South Gujarat University
Surat.
7. Prof. Baqer Mehdi
NCERT, New Delhi.
8. Shri Y.D. Sharma
Deputy Secretary, UGC
9. Dr. P.N. Sethumadhava Rao
Education Officer,
UGC.

10. Shri C.M.Ramachandran
Under Secretary,
UGC.

Dr.R.Srinivasa Rao (S.V.University, Tirupati)
and Dr. (Miss) Arati Sen (Kalyani University) could
not attend the meeting.

Welcoming the members, Dr.(Mrs.) Madhuri Shah informed that the Govt. of India, Ministry of Education & Culture have suggested that special courses leading to B.Ed. degree may be initiated at selected Centres in the country for training persons for teaching handicapped children as part of the scheme of Integrated Education of Disabled Children. The scheme envisages that universities and other training institutions recognised by the Ministry of Social Welfare for the purpose may start/expand facilities for giving a course in special education to teachers for teaching handicapped children. The course may be either of short duration leading to a certificate, or long term courses leading to B.Ed. degree/diploma in special education of handicapped children.

Current

The universities/training institutions shall be expected to utilise their existing infrastructural facilities and other resources to the extent possible. The cost of additional aid and equipment, space etc. may be met by the Central Government. The Govt. of India, Ministry of Education & Culture have requested the UGC to select universities which may offer these courses and also the estimates of expenditure for the year so that necessary funds could be placed at disposal of the UGC for starting courses in selected universities. Besides, the existence of special schools for disabled children, the thrust of the present scheme, the Chairman, clarified is to place the handicapped children in ordinary schools with the help of special teachers trained. Mrs. Shah gave a brief outline of the special education programme introduced at the SNT Women's university for training persons to teach orthopaedically handicapped students. (It provides a B.Ed. degree course in special education). This requires a generic course for the education of handicapped children. Only such universities/centres may have to be considered for the present scheme which have infrastructural facilities required for the purpose.

The Panel noted that the Jamia Millia Islamia has already introduced a special B.Ed. course for which a grant of Rs.1.75 lakhs was released by the Ministry of Social Welfare during 1981-82. The SNT Women's university has already a B.Ed. degree course in special Education.

The Panel made the following observations and recommendations during the course of discussions:

- a) A lot of infrastructure is required for implementing the above scheme in universities. It was, therefore, agreed that only those universities/institutions may be considered which are already having such infrastructural facilities for giving a course in special education to teachers for teaching Handicapped children.
- b) A part from Jamia Millia Islamia and SNTD Women's university the Panel noted that the Banaras Hindu University and the Utkal University (which is having a centre of Advanced Study in Psychology) are having such infrastructural facilities for undertaking a course in special education to teachers for teaching handicapped children. It was also mentioned that the Tilak College of Education, Pune is having facilities for starting special Teacher Training, and that Shri R.K.Mission Teachers Training College, Coimbatore has started M.Ed. course in Special Education.
- c) It was recommended that proposals may be invited from the following universities/institutions for undertaking a course including research in special education to teachers for teaching physically handicapped children viz. (i) short-term duration leading to a certificate from the university or (ii) long-term duration leading to B.Ed. degree/diploma in special education of handicapped children, (1) Jamia Millia Islamia (2) SNTD Women's University (3) Banaras Hindu University (4) Utkal University (5) Tilak College of Education, Pune (6) Shri R.K.Mission Teacher's Training College, Coimbatore.
- d) The selected universities/institutions may provide facilities for (i) short-term courses (ii) regular B.Ed.degree/diploma courses and (iii) research in special education of the training of teachers for the handicapped children.
- e) The appointment of part-time specialists/experts may be considered under the scheme.
- f) The Commission may institute some junior research fellowships or teacher fellowships under the scheme.
- g) A course for orientation of parents of the handicapped children may be undertaken by the institutions selected for the purpose.

h) The committee agreed that it may not be possible at this stage to indicate the estimates of expenditure (staff, equipment, building, fellowships etc.) for the current year for implementing the above scheme in the universities/institutions as the current financial year is already coming to a close. However, about Rs.30 lakhs, may be required for implementing the scheme during sixth plan period.

i) The panel considered the suggestions of NCERT regarding inter-disciplinary research projects on the various aspects concerning physically handicapped and mentally retarded children. It noted the recommendations of the Panel on Psychology that university departments of Psychology, Sociology and Education should be integrated to organise inter-disciplinary research projects and teaching programme in collaboration with the existing organisations dealing with the physically handicapped and mentally retarded children. The panel also noted the names of the universities suggested by the NCERT which could be considered for assistance under the above programme for research. It was also agreed that proposals may be invited from the universities suggested by the NCERT and also such other universities which are interested in undertaking the above programme.

The meeting ended with a vote of thanks to the chair.

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

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Meeting:

Dated : 23rd April, 1983

Item No. 4.03 : To consider the reports of the Visiting Committees which visited:-

- i) the deptt. of Gujarati, SNDT Women's University, Bombay.
- ii) the deptt. of Kannada, Mysore University, Mysore, and
- iii) the deptt. of Sociology, Ravishankar University, Raipur

for considering their proposals for assistance under the Special Assistance Programme (DSA)

...

The University Grants Commission at its meeting held on 2nd August, 1982 (item No. 4.08) on the advice of its Standing Committee on Centres of Advanced Study/Departments of Special Assistance, desired that Committees be appointed in respect of departments concerned with a view to assessing the present stage of their development and their suitability for participation in the special assistance programmes and also the extent of support if any, to be provided for the purpose:-

The approved list of departments in the humanities and social sciences included 10 departments under special assistance programme and 5 departments for departmental research support.

Accordingly, Visiting Committees have visited the following departments, among others, to assess their requirements for participation under the programme of DSA:

- i) Deptt. of Gujarati, SNDT Women's University
Bombay - 31st January, 1983.
- ii) Deptt. of Kannada, Mysore University,
Mysore - 4th & 5th February, 1983
- iii) Deptt. of Sociology, Ravishankar University,
Raipur - 4th & 5th March, 1983

p.t.o.

The reports of the Visiting Committees are attached (Annexure-I to III).

∟ have

The Committees/recommended the following assistance to these departments under "Special Assistance to Selected Departments"(DSA) for a period of five years:

<u>Thrust Areas recommended</u>	<u>Financial Recommendations :</u>
1. Deptt. of Gujarati SNT Women's University, Bombay.	Modern Gujarati Literature
	1) Four lecturers/Research Associates to assist the research programme to be undertaken by the department:
	ii) Administrative & Technical staff @Rs.20,000/-p.a. Rs.1,00,000/-
	iii) Equipment (Cyclostyling machine & Gujarati Typewriter) Rs. 22,000/-
	iv) Field work/travel @Rs.20,000/-p.a. Rs.1,00,000/-
	v) Books & Journals Rs.2,00,000/-
	vi) Workshops Rs.2,00,000/-
	vii) Publications Rs.5,00,000/-
	viii) Archives of Literature Rs.1,30,000/-
	(such as Airconditioner Stereo Cassette Decks Microphones, Amplifiers, Speakers, Taperecorders Cassettes, Cassette Racks, Author's Honorarium, Photo Album Autographed poems etc).
	ix) Contingencies @ Rs.10,000/-p.a. Rs. 50,000/-
	<hr/> Total: <hr/> Rs.13,02,000/

2.

3.

- Deptt. of Mannada Mysore University Mysore.
- i) Comparative Literature studies
ii) Classical studies
iii) Folklore
- i) Two Professors (one in Comparative literature and the other in Classical studies).
ii) Two Readers (with specialisation in Dravidian and Folk Translation)
iii) Research Associates: 5 (one for each project)
iv) 10 Junior Research fellowships (at any given time)
v) Administrative & Technical staff (Rs. 1,00,000/- @Rs. 20,000/- p.a. for 5 years).
vi) Field work (Rs. 1,50,000/- @Rs. 30,000/- p.a. for 5 years)
vii) Seminars and Publications (Rs. 50,000/- @Rs. 10,000/- p.a. for 5 years)
viii) Contingency (Rs. 60,000/- @Rs. 12,000/- p.a. for 5 years)
ix) Equipment Rs. 45,000/-
x) Books & Journals Rs. 1,00,000/-

- I. Deptt. of Sociology Ravishankar University Raipur.
- Continuity change in Folklore and traditional culture. Within this the following three aspects to be emphasized:-
- a) Study of traditional folk culture.
b) Study of elite tradition.
c) Dynamics of Indian Society.
- i) One Professor in Folklore and Sociological Interpretation of Folk Tradition.
ii) Two Readers - One in Sociological analysis of Elite tradition and one in study of Folk tradition and Social change.
iii) Research Associates - 2
iv) 3 Junior Research Fellows p.a.
v) Four National Scholarships p.a.

: 4 :

vi)	Visiting Professorship (@ Rs.30,000/- p.a.)	Rs. 1,50,000/-
vii)	Administrative & Technical Staff (@ Rs. 25,000/- p.a.)	Rs. 1,25,000/-
viii)	Travel/Field work (@ Rs. 25,000/- p.a.)	Rs. 1,25,000/-
ix)	Publications (@ Rs. 10,000/- p.a.)	Rs. 50,000/-
x)	Contingencies (@ Rs. 10,000/- p.a.)	Rs. 50,000/-
xi)	Books & Journals	Rs. 1,00,000/-
xii)	Equipment & material (for Museum, Audio- visual aids etc.)	Rs. 1,00,000/-
xiii)	Building 3350 sq.ft.	

The matter is place before the Commission for consideration.

EO(HR-II)/JS(HR)

F.2-3/82(HR-II)
F.2-10/82(HR-II)
F.2-7/82(HR-II)

Annexure to item No. 4.03

Report of the Visiting Committee to assess the requirements of the department of Gujarati, SNDT Women's University, Bombay under the scheme of Department of Special Assistance

...

The University Grants Commission appointed a Committee, consisting of the following members, to consider the proposal of the department of Gujarati, SNDT Women's University, Bombay under the scheme of Special Assistance and to make recommendations regarding its requirements for a period of five years:-

1. Professor Jayant Pathak
South Gujarat University
Surat.
2. Dr. M.C.Dave
Department of Gujarati
Delhi University
Delhi-7
3. Prof. I.R.Dave
Deptt. of Gujarati
Saurashtra University
Rajkot
4. Dr. P.H.S.Rao
Education Officer
University Grants Commission
New Delhi.

2. A Committee consisting of Professor Jayant Pathak, Dr. M.C.Dave and Dr. P.H.S.Rao visited the Department of Gujarati, SNDT Women's University, Bombay on 31st January, 1983. Prof. I.R.Dave could not join the Committee owing to unavoidable circumstances.

3. The Committee had detailed discussions with Professor Suresh Dalal, Head of the Deptt. and other members of the faculty.

The report of the Committee follows:

Part-II gives basic facts and figures about the department and Part-III the observations and recommendations of the Committee.

II

Basic Facts:

- i) The post graduate department of Gujarati was

started in the year 1951, when the SNDT Women's University itself was established. However, the teaching of Gujarati language and literature at the undergraduate level started in SNDT Arts and Commerce College for Women, Bombay in the year 1931. Gujarati was also taught at the Special/Honours level. The university Department imparts teaching of Gujarati at the post-graduate level only.

ii) The Postgraduate Department of Gujarati has a sanctioned staff of one Professor, one Reader and a Lecturer. The Principal of SNDT Arts & Commerce College for Women, Bombay, Dr. (Mrs.) Trivedi is also a contributory teacher in the department.

iii) The members of the teaching staff have contributed significantly by way of books and research papers. The teaching staff have to their credit, books and research articles in various fields such as modern Gujarati Literature, Criticism, short stories, Novels Comparative study of Literature etc. The publications of the staff also include creative writing, children's poems, collection of children's stories, Essays, monographs, story-adaptations, and translations. Some of the works of the Department have been awarded prizes by various agencies such as Academy awards, Gujarati Govt. awards etc. A list of the publications of the teaching faculty is given in Annex-I.

Professor Suresh Dalal, Head of the Department has an impressive number of publications to his credit. He has so far brought out 47 books, 11 research articles and 3 monographs besides anthologies.

Dr. Jaya Mehta, Reader in the department has published 15 books, 4 research articles and one monograph.

Dr. Niranjan Sattawale, Lecturer has published four books.

iv) The teachers of the department have participated in various seminars and professional meetings and have also been invited for lectures by other universities.

v) The department has organised two important workshops. One on Creative writing and the other on Translation with a view to study, and make a research on comparative literature. The teachers of the department have knowledge of Sanskrit, Hindi, Marathi and Bengali languages besides English-which facilitated the organisation of the workshop on translation successfully.

vi) During the past five years, the Postgraduate enrolment has been in the range of 8-9 students. The limited enrolment is mainly due to the fact that the SNDT Women's University enrolls women candidates only and that the University of Bombay has also a Postgraduate department in Gujarati.

The examination results of the department during the last five years are excellent in the sense that the pass percentage has been 100.

vii) The teacher-student ration at the postgraduate level is 1:3.

viii) Eight scholars are registered for the Ph.D. degree at present.

ix) Three students were awarded the Ph.D. during the last five years.

x) The university library has a collection of 34,000 books in languages like Gujarati, Hindi, Sanskrit, English and Marathi. The university subscribes to 22 journals in Gujarati.

xi) The department has structured its courses to make them functional and relevant to the needs of the women candidates coming from different socio-economic backgrounds. It has introduced a paper of 100 marks on journalism as an alternative paper to folk literature. Guest students are also allowed to study this paper along with the regular students. Average enrolment is from 30 to 40. Similarly, at the undergraduate level, the department has introduced a topic of manuscript preparation and proof reading.

xii) The department has also tried to play an important role in the extension of knowledge to the community outside the university. It arranged a series of lectures under Continuing Education Programme on Short Story (Process, response, reaction & evaluation) in 1974. Poetry (Art of enjoying, Poetry, favourite poem, Gujarati Poetry of last three decades, Gujarati Poetry dramatised and set to music by prominent artists) in 1975, Novel (Socrates, My favourite Gujarati novel, Yayati, Nadika Dwip) in 1976, stage & drama in 1977, Poet Rilke in 1977, Poet Demotrics cafetanekis in 1977 etc.

xiii) The Committee, was impressed with the research output of the department. The following research projects undertaken during the last five years are worth mentioning:

- a) A comparative study of literary, Linguistic and Socio-Political aspects of Gujarati and Marathi Literature of 19th Century.
- b) Developing a course book on Poetics in Gujarati.
- c) Image of Women as depicted by Gujarati writers in Gujarati fiction.
- d) Gujarati Poetry of Post-Independence era.
- e) The impact of Gandhian Philosophy on Gujarati poetry.
- f) Translation of Meghdoot (Kalidas) from Sanskrit into Gujarati with critical introduction.
- g) Critical and comparative study of Gujarati and Marathi Poetry from 1947-1980.
- h) Influence of Ramayana and Mahabharata on Modern Gujarati Poetry.
- i) Lexicon of Deshya words.
- j) An anthology of the Gujarati translation of the Poems of World Poetesses with critical introduction.

xiv) The Committee noted with satisfaction that the university department has been fairly active in publishing books, research articles, monographs, which are of a high standard. Some of the titles published are indicated below:-

- a) Samanvaya:1975. A selection of Sonnets of Sundaram and Umashankar Joshi ed. by Prof. Suresh Dalal with a critical introduction.
- b) Vagadono Swas:1978.
Poems of Jayant Pathak ed. by Prof. Suresh Dalal with a critical introduction.
- c) Amalpiyali:1980. Poems of Makarand Dove. Ed. by
- d) Maro Garbo Ghumyo: 1981.

Dr. Suresh Dalal
with a critical
introduction.

An anthology of Gujarati Garba Songs edited by Smt. Kallolini Hazarat with a critical introduction, published by SNT Women's University and Dr. Madhuri Shah Education foundation.

III

Observations and Recommendations:

- 1) The Committee was impressed with the excellent work done by the Deptt. of Gujarati under the leadership of Dr. Suresh Dalal, the Head of the Deptt. in regards

to restructuring of courses, research publications, seminars, workshops and extension activities etc. The Committee, therefore, felt that under the leadership of Dr. Dalal the department can develop in a proper perspective and with necessary inputs can become one of the pioneering departments in modern Indian Languages.

ii) The committee after having had a detailed discussions with the faculty recommended that the main thrust of the department be 'Modern Gujarati Literature'.

iii) Under the Special Assistance Programme, the department proposed the following research projects:-

a) Archives of Literature:

Under this, the department proposes to establish a cassette library and audio-visual Centre to coglomerate the archives of Gujarati and other Indian Literatures, as a step in the direction of national integration. The project includes collection of various cassettes such as :

- i) Interviews of Indian Writers.
- ii) Gujarati poems set to music.
- iii) Recitation of poems by the poet himself.
- iv) Dramatisations of poems and verse plays by stage artists.
- v) To maintain a photo-album of various Indian and International poets and authors.
- vi) to maintain autographed poems by various Indian poets.

b) To organise workshops in order to make language & literature more popular and to enable various effective teaching programmes. The themes of workshops would be

- i) Restructuring of different courses in Gujarati.
- ii) Preparation of Correspondence lessons.
- iii) Critical appreciation of poems, novels and short stories, dramas, essays, auto-biographies & biographies;
- iv) Creative writing;
- v) Translation; and
- vi) Mass media Communication.

In some of the workshops, diplomas will be awarded to candidate who secure the necessary number of credits.

c) To bring out publications like anthologies of lectures, poems, one act plays with critical introductions etc.

iv) The Committee felt that the proposal relating to the setting up of 'Archives of Literature' is quite a significant one as this is not restricted to Gujarati writers, but covers other Indian languages also. The names of the authors, whom the department wish to interview are given in Appendix-II. It may be mentioned in this connection that interview is also regarded as a new form of literature.

v) The department after being selected by the UGC as department of Special Assistance may constitute an Advisory Committee whose composition and terms of reference are given in the Appendix-III.

vi) To enable the department of Gujarati to develop its existing potentialities and to become an active Centre of teaching and research in modern Gujarati Literature, the Committee recommends that assistance be provided under the scheme of special Assistance toward the following items for a period of five years:-

i. Four lecturers/Research Associates to assist the research programme to be undertaken by the department:	
ii. Administrative & Technical Staff @ Rs.20,000/-p.a.	Rs.1,00,000/-
iii. Equipment (Cyclostyling machine & Gujarati Type Writer)	Rs. 22,000/-
iv. Field Work/Travel @ Rs.20,000/-p.a.	Rs.1,00,000/-
v. Books & Journals	Rs.2,00,000/-
vi. Workshops	Rs.2,00,000/-
vii. Publications	Rs.5,00,000/-
viii. Archives of Literature (such as Airconditioner, Stereo Cassette Deaks, Microphones, Amplifiers, Speakers, Taperecorders, Cassettes, Cassette Racks, Author's honorarium, Photo Album, Autographed poems etc.)	Rs.1,30,000/-
ix. Contingency @Rs.10,000/-p.a.	Rs. 50,000/-
Total of item ii to ix	<u>Rs.13,02,000</u>

The Committee would like to place on record its gratitude to the Head of the Department, the Registrar of the University and members of the department for providing necessary facilities in its deliberations.

Appendix I to Annexure-I

LIST OF PUBLICATIONS:

(1) DR. SURESH DALAL

CREATIVE WRITING:

Poems:

Ekanta	1976, 1978	Awarded by Gujarat Govt.
Tarikhnun Gbar	1971	Awarded by Gujarat Government
Astitva	1973	
Nam Lakhi Daun	1975	
Hastakshar	1977	} Awarded Nani Lal Prize
Symphony	1977	
Satatyā	1978	
Romancha	1978	
Pyramid	1979	
Riyāza	1979	
Visangati	1980	
Gharzurapo	1981	
Ek Anami Nadi	1982	

Children's Poem

Ittakitta	1961, 1963, 1969, 1971	Awarded by Gujarat Government
Dhingamasti	1963, 1969, 1971	Awarded by Gujarat Government
Alakchalanun	1964, 1971	Awarded by Gujarat Govt.
Bhillu	1966, 1971	Awarded by Gujarat Govt.
Pagni Hodi Hath Halesa	1970	
Tingatoli	1971	
Thuithappa	1976	
Chhakamobballo	1977	
Dhisum Dhisum	1978	
Bindas	1979	
Bakhad Jantar	1980	
Piparmeetna Pahad Par	1980	

Collection of Children's Stories:

Kidi Ane Vando Ane Biji Varta

Short Story

Pin-cushion 1978

Essay

Mari Bariethi-1 1976

Mari Bariethi-2 1976

Sav Eklo Dariyo 1978

Chaheraona Varman 1978

Sami Sanjana Shamianama 1981

Maro Aaspasno Rasto 1981

Paqlathi Pantha EK Phootyo 1981

Mahane Tadako Apo In press

Bhura Akashni Asha In Press

Criticism

Apaksha 1968

Narsinh Mehta 1966

Prakriya 1981

Impressions In press

Samagam 1982

Monographs

Harman Hesse 1982

Kahlil Gibran 1982

Translation

Poems

Mangesh Padgaonkar 1977
(Marathi Poems)

P. S. Rege (Marathi Poems) 1977

Parijat Zare Chhe Phool 1982
(Marathi Poems)

Novel

Matini Mamta: 1963
Dunbar's Core

Chandanini Loo: 1967
The House of
Seven Gables

Story-adaptation

Antony & Cleopatra 1960

Miscellaneous

Apani Nadio 1973

Joun Vichar Un Geunchhun 1977

Keshavasuta 1977

Edited Works

Poems

Lehrakhi 1953

Kavita 1953-54

Kavita 1954-55

Kavita 1955-56

Kavita 1956-57

Meerabai 1960

Kavita 1957-58-59 1961
(with Harindra Dave)

Najarun Lagi 1965
(collection of Songs)
(with Bhal Malji)

Vithika 1974
(Poems of Ushanas)

Gulchhadi (collection 1974
of poems)

Samanvay 1975
(Sonnets of Sundaram
& Umashankar)

Kavyavishwa 1975
(Translation of the
poems of Indian & the
Countries of the World
at large)

Sahasvas 1976
(Poems of Venibhai &
Balmukunda)

Hayati (Poems of 1977 Akadami Award to the Poet
Harindra Dave)

Vagadano Svasa 1978
(Poems of Jayant Pathak)

Amal Piyali 1979
(Poems of Mokarand Dave)

Kavya Kodia (Ten Vols) 1981

Short Stories

- Katalik Vartao: Sundaram 1973
(with critical Introduction)
Kstalik Vartao: Jayant Khatri 1977
(with critical introduction)

Criticism

- Samidha-I 1965
(with Deepak Mehta)
Samidha-2 1966
Upahar 1967
(A book of Evaluation on
Poet Kant)
Kavino Shabda: Poet's Word 1968
(A Book of Evaluation on
Umashankar)
Tapovan 1969
(A Book of Evaluation on
Sundaram)

With others

- Kavya Sushma 1959
Gedya Sanchaya 1968
(With Mansukhlal Zeveri)
Madianu Manorajya 1970
B.K.Thani Kavyadyuti 1971
Vartani Pankhe 1972
Hun to Nitya Pravasi 1973
Vartani Mauj 1973
Kumarbharti 1973-76
Samvad 1974
(A Book of Evaluation on
Gulabdas Broker)
Mummy Mari Varta 1982
(A Book of Stories for
Children with Dr. Madhuriben
Shah and Mrs. Kallojini Hazarat)
Sampark 1982
(A Book of Critical evalua-
tion of Suresh Dalal's
as a Poet, critic, short
story writer, essayist--ed
by Utpal Bhayani)

(2) Dr. Smt. Anasuya Bhupendra Trivedi

1. Apani Kehavato-Ek Adhyayan, 1970
2. Reviews:- A review of the book 'Balashankar Kantharia: Ek Adhyayan-Thesis by Dr. Smt. Snehalata Mehta in "Granth" July-1972.
3. Sahityaman Kahevato Prachar-1973
4. Amrit Kala Rameni by Akho-Edited with introduction and notes in SNTD University Research Journal.
5. A critical note on mediaeval work-Avatavun. Forbes Gujarati Sabha Trimasij-Jan. June, 1973.
6. Novel "Adhrat-Madhrat". in Granth! 1974.
7. Novel Lagi-re-Lagan! in Granth! 1974.
8. Edited with Prof. B.B.Trivedi (Introduction, Modern version & critical & Historical notes) Madhvanal Kamkadala Ang-6 Duha-266-372-Edited in 1975.
9. Akhana Chhapa (from 1 to 264) Edited in Collaboration with Prof. B.B.Trivedi (1977)
10. "Akhana Chhapa (from 265-503) 1980 Edited in collaboration with Prof. B.B.Trivedi (1979-80)
11. "Akhana Pad" (Edited in collaboration with Prof. B.B.Trivedi) 1981.

3. Dr. Miss Jaya Mehta

Original Poems

1. Venetian Blind 1978
 2. Ek Divas 1982
- Books Edited
1. Kavipriya Kavita 1976
Ed. with a critical introduction
 2. Vartavishva-1981 (with Ex.Prin. A. Yagnik)
 3. Correspondence Lessons-1979-80
 4. In press-1. Manogat (criticism)
2. Rabindranath Tagore (a Monograph)

Translations

1. Mara Mitra-1969 (The Bombay Natural History Society)
2. Marathi Kavita: Arati Prabhu-1977
Translated from Marathi into Gujarati
3. Marathi Kavita: Vinda Karandikar-1977
Translated from Marathi into Gujarati
4. Mananu Karan-1978 (The Novel, Athang by Jayavant Dalvi) Translated from Marathi into Gujarati.

4. Smt. Nalinee B. Madgaonkar

(A) Studied Articles (Original)

1. 'Patroma Ram'-Ram Shatabdi Smruti Grantha -1978
2. 'Sagvadni Begamshahi ane Agvadni Gulami'
Published in 'Sudha'-1979.
3. 'Bengali Folksongs'-published in 'Sudha-1979.
4. 'Antar Prantiya Lagga'-Published in Sudha.-1979.
5. 'Durgapuja' Published in 'Sudha-1979.
6. Correspondence Lessons-(Ten) 1979-80.
Published-SNDT Women's University.

Translations

Translated from Bengali into Gujarati

Translated from Marathi into Gujarati.

Books

1. Vande Mataram-by Shri Amarendra Gadgil,
translated from Marathi (in press)
 2. Numerous Poems, Stories, Published in Kavita'
'Kavilok' Sudha, Jannabhoomi, Pravasi, etc.
 5. Dr. Smt. Niranjana Sattawala
 1. 'Appno Banti' (Novel) By Mannu Bhandari-1977.
 2. 'Vipashyana' (Booklet)-1974.
 3. 'Mahaprashthan' (Verse play) by Naresh Mehta-1982
 4. 'Bhairvi' (Novel) By Shivani (in press)
 5. 'Aakhun Akash' (Novel) By Rajendra Yadav (in press)
- Numerous short stories, poems, essays, published
in 'Sudha' 'Mumbai Samachar', 'Abhinav Bharati'
'Kavita', 'Sadhna', Kavya-Vishva'.

Articles

- | | | |
|------------------------|---------|----------------|
| 1. 'Nondhi Rakha' | 'Sudha' | 18th Feb. 1970 |
| 2. 'Navi Sarvar' | " " | 15 April, 1970 |
| 3. 'Malva Jevi Mahila' | " " | 29 April, 1970 |
| 4. 'Madhunik Kelvani' | " " | 15 Nov. 1972 |
| 5. 'Ramnavmi' | " " | 3 Apr. 1974 |
| 6. "Ek Pag Kundalaman" | " " | 27 Aug. 1975. |

4-Chapter in an Experimental Novel.

2. List of research projects from different agencies approved since 1970-71 in the following:-

DR. SURASH DALAL.

(1)

1. Title of the project : 'A Comparative study of Literary, Linguistics & Socio-Political aspects of Gujarati & Marathi Literature of the 19th Century.'
2. Funding agency : University Grants Commission.
3. Duration of the project : 3 years.
4. Research/technical employed on the project : One Research Assistant.
5. (a) Grant Received Rs. : Rs. 34,602/-
(b) Grant utilised : Rs. 34,602/-
Jointly with Dr. Malshe.

(2)

1. Title of the project : 'Developing a Source Book of Poetics in Gujarati'. 1980.
2. Funding agency : U.G.C.
3. Duration of the project : 2 years
4. Research/technical employed on the project : One research Assistant
5. (a) Grant Received : Rs. 25,000/-
(b) Grant utilised : Rs. 21,444.63

DR. JAYA MEHTA

1. Title of the project : 'Image of Women as depicted by Gujarati Women Writers in Gujarati Fiction.' 1980
2. Funding Agency : Research Unit on Women's Studies, SNDT. Women's University.
3. Duration of the project : 2 years.
4. Research/technical employed on the project : Nil.
5. (a) Grant Received : Rs. 2000/-
(b) Grant utilised : Rs. 2000/-

NEW RESEARCH PROJECTS

Dr. Suresh Dalal & Dr. Jaya Mehta

(1)

1. Title of the project : 'Gujarati Poetry of Post-Independence era'.
2. Funding agency : U.G.C.
3. Duration of the project : 3 years.
4. Research/technical employed on the project : One Research Assistant.
5. (a) Grant Received : Rs.40,100/-
(b) Grant utilised : Work in process.

Dr. Jaya Mehta

1. Title of the project : 'The Impact of Gandhian Philosophy on Gujarati Poetry
2. Funding agency : U.G.C.
3. Duration of the project : 2 years.
4. Research/technical employed on the project : One Jr. Research Asstt.
5. (a) Grant Received : Rs.23,900/-
(b) Grant utilised : Work in process.

PRESENT RESEARCH PROJECTS

- (a)
1. Title of the project : 'Translation of Meghdut (by Kalidas) from Sanskrit into Gujarati with critical introduction.' (with Dr.J.H.Dave, Head and Reader Department of Sanskrit.
 2. Funding agency : Shri Mahavjee Damodar Thackersey Women's Studies Research Fund.
 3. Duration : 2 years.
 4. Research/technical employed in the project : Nil.
 5. (a) Grant Received : Rs.11,000/-
(b) Grant utilised : Work in process.

PRESENT RESEARCH PROJECTS:(contd....)

- (b) Critical and Comparative Study of Gujarati and Marathi Poetry from 1947 to 1980.
- (c) Influence of Ramayana and Mahabharat on Modern Gujarati Poetry (Jointly with Dr. J.H. Dave).
- (d) "Lexicon of Deshya Words."
- (e) An Anthology of the Gujarati Translations of the poems of World Poetesses-With Critical Introduction.
... (Project undertaken by Smt.Kallolini Hazarat.)

Appendix-II to Annexure-I

Authors to be interviewed

ASSAMESE

1. Shri Jatindranath Dowerah
2. Shri Benudhar Sharma
3. Shri Birendrakumar Bhattacharya
4. Shri Ambikagiri Roychoudhury
5. Shri Trdilokyanath Goswami
6. Smt. Nalinibala Devi
7. Shri Atul Chandra Hazarika
8. Shri Lakshminath Phookan
9. Shri Syed Abdul Malik
10. Shri Saurabh Kumar Chaliha
11. Shri Navakanta Barua
12. Shri Bhabendra Nath Saikia
13. Shri Anand Chandra Barua
14. Shri Homen Borgohain
15. Shri Bhaben Baruah
16. Shri Jogesh Das
17. Shri Nilamani Phookan (Jr.)

BENGALI

1. Shri Tarashankar Bandopadhyay
2. Shri Premendra Mitra
3. 'Parasuram'- Shri Rajshekhar Basu
4. Shri Gajendra Kumar Mitra
5. Shri Shashi Bhushan Dasgupta

6. Shri Annada Shankar Ray
7. Dr. Amiya Chakravarti
8. Shri Shubhash Mukhopadhyay
9. Shri Manoj Basu
10. Shri Manindra Ray
11. Shri Abu Sayeed Ayyub
12. Shri Umaprasad Mukhopadhyay
13. Shri Santosh Kumar Ghosh
14. Shri Nirendranath Chakravarti
15. Shri Bimal Kar
16. Smt. Maitreyidevi
17. Shri Shankha Ghosh
18. Shri Shankari Prasad Basu
19. Smt Mahashwetadevi
20. Shri Samvesh Basu
21. Shri Radha Raman Mitra

DOGRI

1. Smt. Padma Sachdev
2. Prof. Madan Mohan Sharma
3. Shri Kishan Smailpuri
4. Shri Ramnath Shastri
5. Shri Kehari Singh 'Madhukar'
6. Shri Narshinghdev Jamwal
7. Shri O.P. Sharma 'Sarathi'
8. Shri Kumar Vijogi
9. Shri Jitendra Uphampuri.

ENGLISH

1. Shri R.K. Narayan
2. Shri Raja Rao
3. Shri Bhabani Bhattacharya
4. Dr. Niharranjan Ray
5. Dr. Mulkraj Anand
6. Shri, Nirad Chaudhari
7. Dr. S. Gopal
8. Shri Chaman Nahal
9. Smt. Anita Desai
10. Prof. K.R. Shrinivasa Iyengar.
11. Shri Jayant Mahapatra

GUJARATI

1. Shri Ram Singhji Rathod
2. Shri V.R. Trivedi
3. Shri Rajendra Shah
4. Sundaram (Shri Tribhuvandas Luhar)
5. Shri Nagindas Parekh
6. Shri C.C. Mehta
7. Shri Umashankar Joshi
8. Shri Anantrao Raval
9. 'Darshak' Shri Manubhai Pancholi
10. 'Ushanas' - Shri N.K. Pandya
11. Shri Raghuvir Chaudhari
12. Shri Harindra Dave
13. Shri Jayant Pathak
14. Shri H.C. Bhayani

HINDI

1. Shri Vasudevsharan Agarwal
2. Shri Amrit Rai
3. Shri S.H. Vatsyayan (Agyeya)
4. Dr. Nagendra
5. Shri Jainendra Kumar
6. Shri Amritlal Nagar.
7. Dr. Harivanshrai Bachchan
8. Shri Shrilal Shukla
9. Dr. Ram Vilas Sharma
10. Dr. Namwar Singh
11. Shri Bhawani Prasad Mishra
12. Dr. Shivomangal Singh 'Suman'
13. Shri Bhisham Sahni
14. Shri Yashpal
15. Shri Shamsher Bahadur Singh
16. Smt. Krishna Sobti
17. Shri Trilochan

KANNADA

1. 'Kuvempu' - Dr. K.V. Puttappa
2. Dr. R.S. Mugali
3. Shri D.R. Bendre
4. Dr. K.S. Karanth
5. 'Vinayaka' (Shri V.K. Gokak)
6. Shri A.R. Krishna Shastri
7. Shri B. Puttasanya
8. Shri S.V. Ranganna

9. Shri P.T. Narasimhachar
10. Dr. D.V. Gundappa
11. 'Shrinivas' - Dr. Masti Venkatesa Iyengar
12. Dr. H. Thipperudraswamy
13. Shri S.B. Joshi
14. Shri Adya Rangacharya
15. Shri S.S. Bhoosnurmath
16. Prof. V. Sitaramaih
17. Shri Gopalkrishna Adiga
18. Shri S.L. Bhyrappa
19. Dr. M. Shivaram
20. Shri K.S. Narasimhaswamy
21. Shri B.G.L. Swamy
22. Shri A.N. Moorthy Rao
23. Shri Goruru Ramaswami Iyengar.
24. Shri Chennaveera Kanavi

KASHMIRI

1. Shri Zinda Kaul 'Masterji'
2. Shri Akhtar Mohiuddin
3. Shri A. Rahman Rahi
4. Shri Amin Kamil
5. Shri Abdul Khaliq Tak Zainageri
6. Shri Mohiuddin Hajini
7. Shri Ali Mohammed Lone
8. Shri Ghulam Nabi Khayal
9. Shri Pushkar Bhan
10. Shri G.R. Santosh
11. Shri Marghoob Banihali
12. Shri Moti Lal Saqi

KONKANI

1. Shri Ravindra Kelekar
2. Dr. D.K. Sukhthankar
3. Dr. R.V. Pandit
4. Dr. Manohar Sardesai
5. Shri B.B. Borkar

MAITHILI

1. Shri Yashodhar Jha
2. 'Yatri' - Shri Vaidyanath Mishra
3. Shri Upendranath Jha
4. Shri Kashikant Mishra - 'Madhupa'
5. Shri Surendra Jha - 'Suman'
6. Dr. Braj Kishore Verma 'Manipadma'
7. Shri Girindramohan Misra
8. Shri Vaidyanath Mallik 'Vidhu'
9. Shri Upendra Thakur 'Mohan'
10. Shri Tantranath Jha
11. Shri Sudhanshu Chaudhary 'Shekhar'
12. Shri Markandeya Pravasi.

MALAYALAM

1. Shri R. Narayana Panikkar
2. Shri Thakozhi Shivasankara Pillai
3. Shri K.P. Keshava Menon
4. 'Uroob' - P.C. Kuttikrishnan
5. Shri G. Shankara Kurup
6. Shri P. Keshava Dev

7. Smt. N. Balamani Amma
8. Shri K.M. Kuttikrishna Marar
9. Shri P.Kunhiraman Nair
10. Shri Edasseri Govindan Nair
11. Shri M.T. Vasudevan Nair
12. Shri Vylopillil Shreedhara Menon
13. Shri S.K. Pottekkatt
14. Shri Akkitham Achyutan Nambudri
15. Shri Vennikkulam Gopal Kurup
16. Shri O.N.V. Kurup
17. Smt. Lalithambika Antharjanam
18. Smt. Sugatha Kumari
19. Shri N.V. Krishna Warrior
20. Shri Punathil Kunjabdulla
21. 'Vilasini' (M.K. Menon)

MANIPURI

1. Shri Pacha Meitai
2. Shri N. Kunjamohan Singh
3. Shri L. Samarendra Singh
4. Shri A. Minaketan Singh
5. Shri G.C. Tongbra
6. Smt. M.K. Binodinidevi
7. Shri E. Rajanikanta Singh

MARATHI

1. Shri Tarkateertha Laxman Shastri Joshi
2. Shri Chintamanirao Kolhatkar

3. Shri G.T. Deshpande
4. Shri D.N. Gokhale
5. Shri P.Y. Deshpande
6. Shri N. Fendse
7. Shri Renjit Desai
8. Shri P.L. Deshpande
9. Dr. N.G. Kalelkar
10. Smt. Iravati Karve
11. Shri S.N. Banhatti
12. Shri N.R. Phatak
13. Smt. Durga Bhagwat
14. Shri Godavari Parulekar
15. Shri G.K. Kulkarni
16. Shri V.V. Shirwadkar
17. Dr. R.B. Patankar
18. Shri G.N. Dandekar
19. Shri A.R. Deshpande ' Anil '
20. Shri Saratchandra Muktibodh
21. Shri Mangesh Padgaonkar
22. Shri Laxman Mane.

NEPALI

1. Shri Indra Bahadur Rai
2. Shri Shivakumar Rai
3. Shri Guman Singh Chamling
4. Shri Okima Gwynn
5. Shri Asit Rai

ORIYA

1. Shri Gopinath Mohanty
2. Shri Kanhucharan Mohanty
3. Shri Sochi Raut Roy
4. Pt. Nilkanth Das
5. Shri Baikunthnath Patnaik
6. Shri Suryanarayan Das
7. Shri Surendra Mohanty
8. Shri Binodchandra Nayak
9. Shri Manoranjan Das
10. Shri Manoj Das
11. Shri G.P. Mohanty
12. Shri Sitakanta Mohapatra
13. Shri Radhamohan Gadanayak
14. Shri Kishoricharan Das
15. Dr. Kalicharan Pattanaik
16. Shri Ramakant Rath
17. Shri Kunjabihari Das
18. Shri Anant Patnaik
19. Shri Akhilmohan Pattanaik

PUNJABI

1. Shri Bhai Vir Singh
2. Smt. Amrita Pritam
3. Shri Mohan Singh
4. Shri Nank Singh
5. Shri Balwant Gargi
6. Smt. Prabhjot Kaur

7. Shri Kartar Singh Duggal
8. Shri Shiv Kumar
9. Shri Kulwant Singh Virk
10. Dr. Harbhajan Singh
11. Smt. Dalip Kaur Tiwana
12. Shri Sant Singh Sekhon
13. Shri Harcharan Singh
14. Shri Sohan Singh Sital
15. Shri Gurudayal Singh
16. Shri Narindrapal Singh
17. Shri Sohan Singh Mishra
18. Shri Jaswant Singh Neki
19. Shri Sukhpal Vir Singh 'Hasrat'
20. Shri V.N. Tiwari

RAJASTHANI

1. Shri Vijaydan Detha
2. Shri Mani Madhukar
3. Shri Kanhaiyalal Sethia
4. Shri Satya Prakash Joshi
5. Shri Anna Ram 'Sudama'
6. Shri Chandra Prakash Dewal
7. Shri Rameshwar Dayal Shrimali
8. Shri Narayan Singh Bhati

SANSKRIT

1. MM Shri P.V. Kane
2. Shri Giridhar Sharma Chaturvedi
3. Dr. B.N. Krishnamurti Sharma
4. MM Shri Gopinath Kaviraj

5. Shri V. Raghavan
6. Shri Ramroop Pathak
7. Dr. Satyavrata Shastri
8. Shri V. Subramanya Shastri
9. Shri S.B. Varnekar
10. Shri Shanti Bhikshu Shastri
11. Shri K.N. Ezhuthachan
12. Shri P.C. Devassia
13. Shri Jagannath Pathak

SINDHI

1. Shri Tirth Basant
2. Shri Ram Panjwani
3. Shri Lekhraj 'Aziz'
4. Prof. Kalyan B. Advani
5. Prof. M.U. Malkani
6. Shri Narayan 'Shyam'
7. Shri Krishin Rahi
8. Shri Guno Santaney
9. Shri Gobind Malhi
10. Shri Lal Pushp
11. Shri Laxman Bhatia 'Komal'
12. Dr. H.I. Sadarangani
13. Shri Hari Dilgir
14. Shri Krishin Khatwani
15. Shri Prabhu 'Wafa'

TAMIL

1. Shri R.P. Sethu Pillai
2. Shri C. Rajgopalachari

3. Sh. M. Varadarajan
4. Shri Mi. Pa. Somasundaram
5. 'Akilon' - Shri P. V. Akilandam
6. Shri Acharya
7. Shri M. P. Sivagnanam
8. Shri K. V. Jagannathan
9. Shri A. Srinivasa Raghavan
10. Shri Naa Parthasarathy
11. Shri D. Jayakanthan
12. Smt. Rajam Krishnan
13. Shri K. D. Thirunavukkarasu
14. Dr. R. Dhandayudham
15. Shri Indira Parthasarathi
16. Shri Vauikannan
17. Shri T. Janakiraman
18. Shri Kannadasan
19. Dr. M. Ramalingam

TELUGU

1. Shri Bulusu Venkateswaralu
2. Shri Chirantananda Swami
3. Shri Ponangi Srirama Apparavu
4. Shri Balanthrapu Rajanikantha Rao
5. Shri Viswanadha Satyanarayana
6. Shri T. Gopichand
7. Shri G. Joshua
8. Shri Acharya Rayaprolu Subbarao
9. Shri Thummala Seetharamamurthy

10. Shri Thepi Dharma Rao
11. Shri 'Shri Shri'
12. Shri C. Narayana Reddy
13. Dr. Dasarathi
14. Dr. Boyi Bhimanna
15. Shri Kundurti Anjaneyulu
16. Shri D.V. Krishna Shastri
17. Shri P. Narayanacharya
18. Shri V.R. Narala

URDU

1. Shri Zafar Hussain Khan
2. Dr. S. Abid Hussain
3. Dr. K.A. Faruqi
4. Shri 'Jigar Moradabadi' - Ali Sikandar
5. Shri Syed Masud Hasan Rizvi
6. Shri 'Firaq Gorakhpuri' (Ragupati Sahay)
7. Shri Imtiaz Ali 'Arshi'
8. Shri Akhtar-ul-Iman
9. Shri K.G. Saiyidain
10. Shri Ananda Narain Mulla
11. Shri Rajinder Singh Bedi
12. Km. Quarratulain Hyder
13. Shri Makhdum Muhiyuddin
14. Shri Hayathullah Ansari
15. Shri Rasheed Ahmed Siddiqui
16. Prof. Ale Ahmed Suroor
17. Shri Kaifi Azmi
18. Dr. Yusuf Husai Khan
19. Shri Ghulam Rabbani Taban.
20. Shri A.A. Ansari.

Appendix-III to Annexure-I

Advisory Committee for the departments participating
in the programmes of Centres of Advanced Study/
Special Assistance to Selected Departments.

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Every department invited by the UGC to participate in the programmes of Centres of Advanced Study/Departments of Special Assistance will constitute an Advisory Committee consisting of the following:-

- (1) Vice-Chancellor of the University Chairman
- (2) Head of the department concerned
..... (in case he is not also the
Coordinator of the Programme),
- (3) All Professors in the department
in the thrust area(s) identified;
- (4) Two other teachers in the thrust area,
from amongst readers and lecturers
in the department;
- (5) Two other teachers from specialisations
(in the department) other than the
thrust area;
- (6) Two outside experts in the thrust
area to be chosen from out of a list
of experts to be furnished by
the UGC;
- (7) Coordinator of the Programme.. Convenor or
Secretary of the
Committee

The complete agenda of the meeting should be sent to the UGC well in advance. If found necessary, an officer of the University Grants Commission may attend the meeting.

The general terms of reference of the Advisory Committee will be as indicated below:

- (1) The Advisory Committee shall generally have a term of 5 years related to the period of assistance from the UGC.
- (2) The Advisory Committee shall meet atleast once a year and the dates for the meeting should be fixed well in advance so as to ensure participation by the outside experts;

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- (3) The Advisory Committee shall review the academic teaching and research programmes to be undertaken, help in planning, monitoring and evaluation of the research work in the thrust area concerned;
- (4) The Advisory Committee may not generally consider any fresh proposals involving finances to be sought from the UGC but will advise on the proper utilisation of the amounts already approved under the programme and suggest such reappropriations as may be necessary keeping in view the progress of work in the department.
- (5) The outside experts may, if they so desire, bring to the notice of the Chairman/Vice-Chairman, UGC, any matters related to the functioning of the departments which need specific attention, keeping in view the general objectives of the programme.
- (6) The Advisory Committee would generally function as a liaison between the department and the University on the one hand and the department and the UGC on the other hand and would give such advice as would promote proper implementation of the programmes and realisation of the objectives of these schemes;
- (7) The expenditure on TA and DA for outside experts would be provided to the department out of the contingency grant available to the department under this programme.

UNIVERSITY GRANTS COMMISSION

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Report of the Visiting Committee to assess the requirements of the department of Kannada, Mysore University, Mysore under the scheme of Department of Special Assistance.

The University Grants Commission appointed a Committee, consisting of the following members, to consider the proposal of the Department of Kannada, Mysore University under the scheme of Special Assistance and to make recommendations regarding its requirements for a period of five years

1. Professor K.M. Krishna Rao
Department of Kannada,
Osmania University,
Hyderabad-7.
2. Professor K. Kushalappa Gowda,
Deptt. of Kannada,
Madras University,
Madras.
3. Professor M.M. Kalburgi,
Deptt. of Kannada,
Karnataka University,
Dharwar.
4. Dr. P.H. Sethumadhava Rao,
Education Officer,
University Grants Commission,
New Delhi.

2. A Committee consisting of the above members visited the Department of Kannada, Mysore University on 4th and 5th February, 1983.

3. The Committee had detailed discussions with the Vice-Chancellor of the University, Prof. H.M. Nayak, Head of the Department and other members of the faculty.

The report of the Committee follows:

Part II gives basic facts and figures about the Department and Part III, the observations and recommendations of the Committee.

Basic facts:

i) The Department of Kannada is one of the oldest department in the University of Mysore. The Department of Postgraduate studies and research in Kannada, was started in 1927 and celebrated its Golden Jubilee in 1977. The Department developed into an Institute of Kannada Studies in 1966 by bringing several aspects relating to the study of Kannada Language, literature, culture & history together under a single umbrella. The Institute now comprises the postgraduate Department of Kannada, Linguistics, South Indian Studies, Folklore and Translation.

ii) The department was started by a scholar of the eminence of Prof. B.M. Srikantiah. Some of his works are regarded as a new epoch in the history of Kannada Literature (like English Geetogalu and Asvathanan). Since then, the Department has produced a number of distinguished scholars like Prof. T.S. Venkaniiah, Prof. A.R. Krishna Sastry, Prof. T.N. Srikantiah, Prof. D.L. Narasinhacharya, Padmabhusan K.V. Puttopha, Prof. D. Javorengowda and others.

The department has extended its sphere of activities in foreign countries also, as a result of which students and scholars from the Russian, German & American Universities are visiting the department for academic studies and postgraduate research work.

iii) The postgraduate Department of Kannada has a sanctioned staff of two Professors, three Readers and five Lecturers besides (one post of a Professor is in Emeritus who undertakes teaching & research in comparative studies). A list of the teaching staff of the department, their qualifications and areas of specialisation is given at Appendix.

iv) The members of the teaching staff have contributed significantly by way of books, monographs and research articles. Dr. H.M. Nayak, Head of the department has been nominated as the President of the State Sahitya Academy and is associated with national organisations like the Central Sahitya Academy, National Book Trust, Bharatiya Jnanapith and the P.E.N. Association of India. He has also been awarded a prize for his

research in Humanities by the Mysore University Golden Jubilee Committee. Other members of the department viz. Dr. J.S. Paranashiviah, Dr. Prabhushankar and Dr. R.V. Sundram were invited by some of the foreign universities as Visiting Professors and guest lecturers. Dr. V. Balasubramanian is carrying on post doctoral research in the Newyork State University since 1981. Dr. Prabhushankar was invited as a Visiting Professor by the Banaras Hindu University to start the department of Kannada.

- v) The teaching staff of the department have published about 425 titles of a high quality. The department is currently publishing books under several series like the Oriental series, Folklore series, Haridas Sahitya series, Jannabhumi Trust Endonent series, Kannada writers & their works series etc. A good number of these works have won several awards by the State Academy, the Golden Jubilee award of the University, Devraj Bahadur award etc. The Govt. of India award for excellence in printing has been awarded to one of the publications namely 'Yakshagana' by Dr. Shivaram Karanth.
- vi) The department has successfully implemented several projects sponsored by the Govt. of Karnataka and the University itself. These include:-
- i) General Encyclopaedia (10 volumes published)
 - ii) Revision and Reprint of Epigraphic Carnatica (7 volumes).
 - iii) Sri Ranayana Darsanan
 - iv) Collected works of Prof. B.M. Srikantiah
 - v) Kannada Version of the volume of the 'History of Dharna Sastra' by Dr. P.V. Kane.
 - vi) Kannada Version of the 'Critical Edition of the Mahabharata published by the Bhandarkar Oriental Research Institute;

- vii) A History of Kannada Prosody (2 volumes)
- viii) A comprehensive history of Kannada Literature (3 volumes)
- ix) A Representative Collection of Kannada Folk Literature (6 volumes in English)
- vii) Almost all the teachers have participated in Seminars and Conferences. Dr. H.M. Nayak, Dr. J.S. Paramashiviah and Dr. R.V. Sundram have participated in International Conference held at London & Wisconsin. Some of them have presided over conferences at the state & national level.
- viii) The Department of Kannada has organised regional, national and international seminars and symposia. Out of 25 seminars organised during the last 10 years quite a few are worth mentioning like Gandhiji in Indian Literature, 'Impact of marxism on Indian Life and Literature', 'Epic in Indian Literature'. Five seminars were organised on themes relating to Kannada Language and literature.
- ix) During the last 5 years, the Postgraduate enrolment has been in the range of 77-79 students (including previous and final).
- x) The examination results of the Postgraduate department during the last 5 years are excellent in the order of 95 to 100%.
- xi). The teacher student ratio at the Postgraduate level is 1:8.5.
- xii) Thirtythree scholars are working for their Ph.D. degree at present.
- xiii) Twentyone scholars have been awarded Ph.D. degree during the last 5 years and seven M.Phil.
- xiv) The University Library has a collection of about 30,000 books in Kannada; The departmental library has a collection of 17000 titled and 5000 manuscripts.
- xv) The department has incorporated the latest developments in the field of study in the syllabus. It has also introduced the system of internal assessment through test, seminars & discussions. Seminars and symposia on various aspects are arranged for the benefit of Postgraduate students. At the Postgraduate Level, the department has introduced courses on 'Comparative Literature', Schools of Modern Kannada Literature (namely Navodaya, Navya, Da Dalita schools).

Observations and Recommendations:

- i) The Committee was impressed with the excellent work done by the Department of Kannada under the leadership of Dr. H.M. Nayak, the Head of the department in regard to the high quality of books published research articles, monographs, seminars and symposia etc. The Committee, therefore felt that the department is suited to carry substantial research in diverse fields of study. In fact, after the recognition by the UGC as a department of Special Assistance, the department of Kannada could be one of the pioneering departments in South India in Dravidian Language.
- ii) The Committee also observed that the department is also lending a helping hand in the production of literature relating to the official language (Kannada) of the state and has so far produced works comprising manuals, hand-books, standard works of reference relating to Law etc. In recognising the merit of the department, the State Government has awarded a plaque of honour to the Institute. Two of its publications have also won the state award. Likewise, the department is actively associated itself with the Technical Terminology of the Education Ministry and the para-medical terminology of the Health Ministry (of Central Govt.)
- iii) The Committee also noted that the Institute of Kannada studies is in a position to collaborate with other language departments of the university viz. the Oriental & Research Institute, the Chief Epigraphists Office, the Central Institute of Indian Languages (Govt. of India) in implementing several research projects proposed to be undertaken by it.
- iv) The department has a fairly well equipped language laboratory which is at present being extensively used in the instructional programme designed for foreigners and non-kannadigas on the basis of graded vocabularies.
- v) The Committee, after having had a detailed discussion with the faculty recommended that the major thrust of the department should be on comparative literature, classical studies and folklore. The department proposed to undertake research project in

these and related areas and aspects of the problems as detailed below:

- a) Comprehensive History of Western Literary Criticism in Kannada.
- b) Critical Edition of 'Bharatha Katha Manjari'.
- c) A scientific study of science works in Kannada.
- d) Preparation of Bilingual dictionary in Dravidian Languages;
 - i) Kannada - Telugu
Telugu - Kannada,
 - ii) Kannada - Tamil
Tamil - Kannada,
 - iii) Kannada - Malayalan
Malayalan - Kannada.
- e) Folklore survey of Kannada with reference to Folk-charmers, beliefs, Customs & festivals, folk food habits, folkgames, agricultural loan words usage pertaining to professions.
- vi) The Committee, however, felt that while undertaking research on the above five areas, the emphasis of the department will be on language learning and scientific terminology & folklore. The main thrust areas would be Kannada Literary Criticism, folklore, scientific terminology and linguistic study.
- vii) The Committee observed that the project proposed to be undertaken by the department will go a long way in the development of Kannada Language & Literature as none of these has been undertaken by any university so far.
- viii) In order to strengthen the existing department, the Committee recommended that teaching posts be sanctioned in various areas of specialisation such as Comparative literature, Classical studies, Translatic comparative literature with reference to Dravidian Telugu, Textual criticism, Folklore & Epigraphy. These additional posts will not only strengthen the Kannada department, but will also enable it to carry out inter-disciplinary research as provision exists for the teaching of B.A.(Folklore), M.A.(Linguistic), M.A.(South Indian Studies), M.Phil (Translation) and Postgraduate diploma in Indian Literature.

To enable the department of Kannada to develop its existing potentialities and to become an active centre of teaching and research in Kannada Language and literature, the Committee recommends that assistance be provided to the following items for a period of five years:-

- i) Two Professors (one in Comparative Literature and the other in Classical studies).
- ii) Two Readers (with specialisation in Dravidian and Folk Translation).
- iii) Research Associates 15 (one for each project)
- iv) 10 Jr. Research fellowships (at any given time).
- v) Administrative & Technical Staff
(@ Rs.20,000/- p.a. for 5 years) 1,00,000
- vi) Field Work (@ Rs.30,000/-p.a. for 5 years) 1,50,000
- vii) Seminars & Publications (@ Rs.10,000/-
p.a. for 5 years) 50,000
- viii) Contingency (@ Rs. 12,000/- p.a.
for 5 years) 60,000

NON-RECURRING:

- ix) Equipment (Xeroxing machine & Kannada Typewriter) 45,000
- x) Books & Journals 1,00,000

The Committee would like to place on record its gratitude to the Vice-Chancellor, the Head of the Department, the Registrar and members of the faculty for providing necessary facilities in its deliberations.

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Appendix to Annexure-IV

List of teaching staff of the department, their qualifications and areas of specialisation.

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1. Dr. H.M. Nayak M.A., Ph.D. Professor of Kannada & Linguistics - Kannada Language & Literature General Linguistics.
2. Dr. C.P. Krishna M.A., Ph.D. Prof. of Kannada. Kunar Poetics, Literary Criticism, Translation, Epigraphy & Prosody.
3. Dr. Prabhushankar M.A., Ph.D. Reader in Kannada Literary Criticism.
4. Dr. T.V. Venkatachal Sastry M.A., Ph.D. Reader in Kannada Classical Literature, Kannada Prosody, Textual Criticism, History of Kannada Literature, Kannada Grammar & Lexicography.
5. Sri H.M. Channiah M.A. Reader in Kannada
6. Shri Ramegowda M.A. Lecturer in Kannada. Lit. Criticism, Folk Literature & Dravidian Linguistics.
7. Sri G.H. Noyak M.A. Lecturer in Kannada, Lit. Criticism, Old & Mod. Kannada Literature.
8. Dr. D.K. Rajendra, M.A. Ph.d, Lecturer in Kannada Kannada & Folklore.
9. Dr. D. Vijaya M.A., Ph.D. Lecturer in Kannada Old & Modern Kannada Poetry.
10. Edward Noronha Lecturer Kannada Criticism & Translation.
11. Dr. S.M. Punekar Professor of English Comparative Literature.

Report of the Visiting Committee to the Deptt. of Sociology, Ravishankar University, Raipur to consider its proposal under the Special Assistance Programme.

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I

1. The University Grants Commission appointed a Committee consisting of the following members to assess the requirements of the Department of Sociology, Ravishankar University, Raipur for participation in the programme of Department of Special Assistance:-
 1. Professor V.S. D'souza,
Deptt. of Sociology,
Panjab University,
Chandigarh.
 2. Professor Rajagopalan,
Deptt. of Sociology,
Bangalore University,
Bangalore.
 3. Professor (Mrs.) Suma Chitnis,
Tata Institute of Social Science,
Beonar, Bombay.
 4. Dr. P.H. Sethumadhava Rao,
Education Officer,
University Grants Commission,
New Delhi.
2. A Committee consisting of Prof.V.S. D'souza, Professor Rajagopalan and Dr. P.H. Sethumadhava Rao visited the Department of Sociology, Ravishankar University, on 4th and 5th March, 1983. Prof.(Mrs.) Suma Chitnis could not join the Committee due to unavoidable circumstances.
3. The Committee had detailed discussions with the Vice-Chancellor of the University, Prof. Indra Deva, the Head of the Deptt. and the members of the faculty. The Committee also met M.Phil scholars and discussed with them some of the academic aspects of the course.
4. The report of the Committee follows: Part II gives basic facts and figures about the department and Part III the observations and recommendations of the Committee.

II

1. The Department of Sociology was started in the year 1965 with the inception of Ravishankar University itself. In the beginning there was an integrated Department of Sociology and Anthropology. During the IV Plan Period, the department was bifurcated and a separate Department of Sociology came into existence. In 1969, Prof. Indra Deva joined the University as the Head of the Department. Since then, special emphasis has been laid on an interdisciplinary study of Indian society & culture, folklore and on the study of industry and the impact of industrialisation on various aspects of traditional society & culture. The department has also undertaken empirical explorations on the consequence of industrialisation as a result of the establishment of the Bhilai Steel Plant, The Manohar Cement Factory and many small scale industries which have sprung up in the region.
2. The Department of Sociology has a sanctioned staff of one Professor, one Reader and five Lecturers; of these, two posts of lecturers are still vacant. During the course of the discussion with the Vice-Chancellor, the Committee was informed that the two posts of lecturers have already been advertised and would be filled up shortly.
3. The members of the teaching staff have contributed significantly by way of books & research articles. For well over a decade, interdisciplinary research work on the elite dimension of traditional culture has been going on in the department. This research work based on the analysis of Sanskrit texts has received wide national and international recognition. Based on this, a book has been brought out 'Growth of Legal System in Indian Society (ICSSR/Allied Publishers 1980). Prof. Indra Deva, the Head of the Department has been engaged in collection and interpretation of folklore material for quite a long time. His doctoral thesis is on Bhojpuri Folk literature and he has guided a number of research scholars on various aspects of folk-culture and folklore for their Ph.D. degrees. Prof. Indra Deva's studies on folklore have been brought out by the UNESCO and other national and intercultural organisations and these have been translated into a number of languages including French, German, Italian, Spanish, Arabic & Japanese. A major work on traditional culture has also been translated into Russian. He is actively collaborating in the comparative study of folklore and traditional culture with the International Research Institute, Kansai University of Foreign Studies, Osaka, Japan. His book on Sociology of Folk literature is being published by this Institute in its Monograph series.

Dr. (Smt.) Shrirama, a senior fellow, working in the department has published a number of books and articles of interdisciplinary nature, some of which are mentioned below:

- (a) "Folk Literature as a Means of Social Control in India?" The Journal of Intercultural Studies, Intercultural Research Institute, Japan.
- (b) "Ancient Civilisations of India and Iran. A study of Mutual Shaping through Antagonistic Interaction." International society for the comparative study of civilisations.
- (c) "Cultural Interaction between Ancient India & Iran-Diogenes- The Journal of the International Council for Philosophy & Humanistic Studies, UNESCO, Paris.
- (d) "Judicial Values & Institutions in Indian Tradition" ICSSR Research Abstract Quarterly.
- (e) "Titles of Laws in Ancient India" Human Events.
- (f) Position and Status of Woman in Later Smritis Human Events Book.
Social Structure & Values in Later Smritis- Calcutta.

Dr. S.K. Srivastava, Reader in the department has published a book on 'Social Mobility in an Industrialising Society' besides a few articles.

4. Ph.D. Thesis Completed:

The department has been actively engaged in guiding Ph.D. scholars on a number of themes, particularly in the main thrust of the department viz. Folklore. So far, eight candidates have received their Ph.D. degree and 15 scholars are currently working for their Ph.D. As the staff strength is limited, the deptt. has only three recognised guides.

5. M.Phil Programme :

The Department of Sociology was one of the first department in Madhya Pradesh to introduce M.Phil. programme. The M.Phil programme of the University has the following pattern:

- i) A paper on Advanced Course in Research Methods & Field Techniques;

ii) Two prescribed courses on:

a) Sociology of Industry, Personal Management and Labour Welfare.

and b) Dynamics of India Society & Culture.

iii) Dissertation followed by a Viva.

Eighteen scholars are currently working for their M.Phil degree and 75 scholars have been awarded M.Phil degrees.

6. Books and Journals:

The University library has a comprehensive collection of books. It has about 4550 books and subscribes to 39 journals of which five are Indian and 34 international.

7. Postgraduate enrolment in the department has varied from 63 to 72 during the last five years. The slight decrease in the Postgraduate strength in recent year is due to the fact that four colleges in the city of Raipur have introduced teaching of M.A. in Sociology.

The Postgraduate Department of Sociology conducts weekly seminars and tutorials for the Postgraduate students. Students prepare a paper on a specific topic under the supervision of a teacher. The paper is thoroughly discussed by the students, research scholars and teachers. Regular tests are held for the M.A. students. Four tests are the minimum requirements for each paper. The performance as the tests is taken into account in the final examination.

The Postgraduate students are also trained in the technique regarding the various tools of data collection. For this, each student has to construct a mailed questionnaire, an interview schedule and an interview guide. The student has also to prepare one case study. This practical study forms part of their paper on Research Methodology and carries 25% marks. The M.A. (final) students are also given practical training in empirical research, which is a compulsory component of the course.

8. Seminars & Conferences :

Professor Indra Deva, the Head of the Department has participated in a number of national and international seminars/conferences. Some of them include

a) Presentation of a paper on 'Social reality and protest in Folk Literature of India in the Indo-Soviet Symposium on Interface between Literature & Society, MOSCOW.

- b) Participation in the meeting of Experts (UNESCO) to examine the results of UNESCO sponsored research on the conditions pertaining to Transfer of Knowledge-Venic-Italy.
- c) Participation in the meeting of the Directors of the International research project on Problems of Small firms in face of Industrial growth held at Chantilly (France).
- d) Participation in the International seminar on 'Modernization of Folklore' held at the Folklore Instt., Indiana University, Bloomington.
- e) Round Table of directors of the International Research project on small firms Strasbourg.
- f) IX World Congress of Anthropological & Ethnological Sciences, Chicago.
- g) International Seminar on Population Socialisation at the East & West Centre, Hawaii.
- h) First Asian Folklore Conference held at Bloomington.

Dr. Suresh Kumar, Reader in the Department has also participated in the XIII All India Sociological Conference Panjab University Chandigarh & presented a paper on "Changing scheme of Stratification among Peasants of Industrializing Chhattisgarh.

Observations & Recommendations :

1. The Committee noted with satisfaction that the Department of Sociology, Ravishankar University, Raipur has been quite effective in organising the teaching of M.A., M.Phil and Ph.D. Courses. One of the important features of the teaching is the training of Postgraduate students/are required to conduct field work and write dissertations based on it.

research
odology. All
Postgraduate
ents 2.

Through the Coordinated field work of M.A. and M.Phil students, good quality of socio-cultural data is being generated every year. Each M.Phil student has to submit the primary data collected by him (such as interview schedules etc.) together with his empirical research report on disseration. This helps in ensuring the authenticity of the data and at the same time adds to the primary data base of the department.

3. The Committee observed that the output of Ph.Ds has not been quite impressive but considering the remoteness of the region, the number of 8 Ph.D.s

already produced and 16 Ph.D. scholars currently working is not unsatisfactory.

4. Another feature of the department has been that most of the students pursue their studies in Hindi medium whereas literature available in this medium is very meagre. Efforts should be made to encourage students especially at the M.Phil and Ph.D. level to make proper use of the books in English. It would be desirable to introduce both Hindi and English medium of instruction at the M.A. level. In this connection, it was felt that the dissertations in M.Phil and Ph.D. especially in the thrust areas should be written in English so that scholars in other parts of **the country** would be in a position to benefit from them.

5. The department has done commendable research work in the area of folklore and traditional culture. A unique feature of the work that has been undertaken by the department in this area is that it does not view the folklore or folk culture as a historical vestige to be studied in isolation. On the contrary, the approach of the department has been to emphasize the relevance of folkculture for understanding the present society by viewing it in terms of its interaction with the elite tradition as well as with the process of contemporary change and thus to put it in the larger perspective.

The region in which the university is located provides an ideal setting with segments of society at various levels of development for the study of continuity and change in folklore and traditional culture. Knowledge of this kind is not only necessary for preserving the cultural heritage of the country for the posterity but also for ushering in a selective and rational process of social change.

6. During the course of discussion with the head of the department, the Committee was informed that the department proposes to institute an M.Phil degree with specialisation in folklore and traditional culture and gradually to introduce this as an optional paper at the M.A. level also.

The department has been able to make the optimum use of the existing faculty strength; but due to paucity of teachers, it has not succeeded in introducing sufficient number of optional papers which are expected of a good university teaching department. The Committee therefore feels that for diversifying the teaching programme, introducing innovative courses and to develop the area of main thrust it needs a good deal of assistance by way of additional teaching positions among other facilities.

7. In the opinion of the Committee, the main thrust area of the department may be 'Continuity and change in Folklore and traditional culture'. Within this broad field, the department may specialise in the following three aspects:-

- a) Study of traditional folk culture
- b) Study of Elite tradition

and c) Dynamics of Indian Society. Basically, one of the important aspects of thrust area viz. study of Elite tradition being of an interdisciplinary nature, requires that the teacher appointed should have a sociological perspective and knowledge of Ancient Indian Languages. The person appointed in this area of specialisation should have a basic degree in Sociology and proficiency in Sanskrit as evidenced by research output of recognised merit or a person having degree in Sanskrit with proven competence in Sociological analysis.

either

The department has succeeded in collecting a lot of primary data as well as a number of useful research reports, a unique feature by itself.

8. In view of the interdisciplinary work done by the department and of the sociological significance of some of the findings, the Committee feels that a permanent base be provided for continually carrying on the collaborative research for the study of elite tradition.
9. The Committee, while discussing the requirements of the department observed that the existing accommodation available with the department is too meagre even to accommodate the existing teaching staff and providing facilities for the researchers to undertake the research. The department has at present 5 rooms for the faculty, 2 class rooms and one room for M.Phil students. A request was therefore made to provide more accommodation for the department for the successful implementation of the Special Assistance Programme. The Committee observed that a department of this kind will have some special requirements the study of folklore and traditional culture such as folk culture museum and archives besides a Seminar hall and rooms for the teaching staff. The Committee recommended that a grant of Rs. 4 lakhs be sanctioned for the building (for constructing a seminar hall of 900 sq.ft., museum of 600 sq.ft., two rooms of 400 sq. ft. each, 5 rooms of 150 sq.ft. each and three rooms of 100 sq.ft. total built up area amounting to 3350 sq.ft.). During the discussion with the

Vice-Chancellor, it was mentioned that efforts would be made by him to get the grant supplemented by the State Govt. so that a separate building for the Sociology Department could be set up under the DSA Programme.

10. In view of the pioneering work done by the department in Folklore & traditional culture; the Committee recommends that the UGC may recognise the department as Department of Special Assistance and provide assistance towards the following items for a period of five years:-

- i) One Professor in Folklore and Sociological Interpretation of Folktradition.
- ii) Two Readers - One in Sociological analysis of elite tradition and one in study of Folk tradition and Social change.
- iii) Research Associates: 2
- iv) 3 Junior Research Fellows p.a.
- v) Four National Scholarships. p.a.
- vi) Visiting Professorship ((@ Rs.30,000/-p.a.)
= Rs. 1,50,000
- vii) Administrative & Technical Staff (@ Rs.25,000 p.a.) Rs. 1.25 lakh
- viii) Travel/Field work (@ Rs. 25,000 p.a.) Rs. 1.25 lakh
- ix) Publications(@.Rs.10,000 p.a.) Rs. 50,000/-
- x) Contingencies(@ Rs.10,000 p.a.) Rs. 50,000/-

NON-RECURRING:

- xi) Books & Journals Rs. 1 lakh
- xii) Equipment & material (for Museum, Audiovisual aids etc.) Rs. 1.5 lakh
- xiii) Building 3350 sq.ft.

The Committee would like to place on record its sense of gratitude to the Vice-Chancellor, the Head of the Department and members of the faculty for providing necessary facilities in its deliberations.

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

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Meeting:

Dated : 23rd April, 1983

- Item No. 4.04 : To consider the recommendations of the Expert Committee for Special Assistance Programme of the Department of Electronics & Communication Engineering, Roorkee University, Roorkee

...

In accordance with the decision of the Commission while accepting the recommendations of the Standing Committee for CAS/DSA in its meeting held on 2nd August, 1982 (item No. 4.08) a committee of experts constituted to examine the present status of development of teaching and research in the Department of Electronics and Communication Engineering, University of Roorkee, and its suitability for participation in one of the Special Assistance Programmes in thrust area of importance, visited the department on 9th Feb., 1983. The Committee consisted of the following:-

1. Prof. B.R. Nag
Deptt. of Radiophysics & Electronics,
Calcutta University,
Calcutta.
2. Prof. C.M. Srivastava
IIT,
Bombay.
3. Dr. W.S. Khokle
CEERI,
Pilani
4. Shri I.C. Menon
Joint Secretary
UGC, New Delhi.

After reviewing the present activities of the department the Committee has recommended that this department may be supported as Departmental Support for Research (DSR) for the following thrust areas:-

- (i) GaAs Technology including growth of GaAs material and its surface passivation of MOS devices and
- (ii) Microwave Propagation and power sources.

p.t.o.

The financial support recommended by the Committee to the Department of Electronics and Communication Engineering, Roorkee University for 3 years is indicated below:-

A. <u>NON RECURRING</u>		Rs.
<u>Equipment</u>		
1.	Electron beam gun (to be added to the existing evaporator).	35,000/-
2.	Solid State Plasma generator	1,50,000/-
3.	Automatic C.V. Plotter	1,50,000/-
4.	Photolithographic Processing facilities:	
	1. Photoresist Coating spinning machine.	40,000/-
	ii. Oven for soft & hard baking	25,000/-
	iii. Mask aligner	3,00,000/-
	iv. Photo mask development station	50,000/-
	v. Thermocompression bending	1,50,000/-
5.	Ramp Generator	40,000/-
6.	Capacitance meter	40,000/-
7.	Lapping & Polishing machine	1,00,000/-
8.	Microwave equipment including components.	4,00,000/-
9.	Clean benches, air-filters, blower etc.	75,000/-
Total Non Recurring		Rs. <u>16,55,000/-</u>
B. <u>RECURRING (FOR 3 YEARS)</u>		
1.	Consumable materials Rs. 60,000/- per year for 3 years	1,80,000/-
2.	Technicians-two (one Junior & one Senior) for 3 years	1,20,000/-
Total Recurring		Rs. <u>3,00,000</u>

Grand Total of Non-Recurring + Recurring = 19,55,000/-.

A copy of the report is placed as Annexure before the Commission for consideration.

ED(SR. I)/JS(SR)

Annexure to Item No.4.04

Report of the UGC Committee for Special Assistance Programmes for the Deptt. of Electronics & Communication Engineering of the University of Roorkee, (9th February, 1983).

...

The UGC constituted a Committee to examine the proposal from the Deptt. of Electronics and Communication of the University of Roorkee for support under the Special Assistance Programmes.

The Committee consisted of the following members:-

1. Prof. B.R. Nag
Deptt. of Radiophysics & Electronics
Calcutta
2. Prof. C.M. Srivastava
IIT,
Bombay.
3. Dr. W.S. Khokle
CEERI,
Pilani.
4. Shri I.C. Menon,
Joint Secretary
UGC, New Delhi.

The Committee visited Roorkee University on 9-10th February, 1983 and held discussions with the Vice-Chancellor and the faculty members of the department of Electronics & Communication Engineering in regard to the present activities, existing facilities, the areas of strength as well as the future plans of development in the field of Electronics and communication. The Committee also visited the laboratories of the department, other centres such as the USIC, Computer Centre and the Library from which the department receives considerable support.

Background :

The department offers courses leading to the following degrees:-

1. 4 year-B.E. degree
2. 1 year-Post-graduate Diploma (extendable to 2 year M.E./M.Tech.) in
 - i) Computer Science and Technology Hardware
 - ii) Computer Science and Technology Software
 - iii) Television Technology.

3. 2 year-M.E. degree in

- i) Solid State Technology
- ii) Microwave and Radars
- iii) Communication System
- iv) Control and Guidance

4. Doctor of Philosophy in Electronics & Communication Engineering.

The annual intake by the Department for the B.E. course is 35, for M.E. is 20 and the intake for each course for P.G. Diploma is 10. There are 6 research scholars and 2 research associates in the Department. The total number of students registered and working in the department for Ph.D. degree is 20.

/ is

During the last 10 years 21 Ph.D. and 140 M.E. scholars completed their thesis work in the department and have been awarded the degrees. The number of papers published by the staff members in the department during this period in national and international journals is about 400. A substantial amount of work has been done on every project supported by agencies like DST, UGC, INSA, CSIR, etc.

There are 37 faculty members in the department. 9 Professors, 14 Readers and 14 Lecturers.

The department has the following 5 major areas of research:-

- i) Solid State Electronics
- ii) Microwave and Radar
- iii) Control and guidance
- iv) Communication systems
- v) Computer Science and Technology

During 1981-82, 5 projects have been taken up with support from DST, UGC and DRDO

- 1) Growth of GaAs DST
- 2) Passivation of GaAs UGC
- 3) Solar Cell (Cds and CdSe) UGC
- 4) Ionospheric Studies UGC
- 5) Long and Very Long wave propagation DRDO

p.to.

The department has 15 laboratories, a digital computer (TDC-312) TR-20 analogue computer and microcomputers. There is also a 150' high tower for propagation studies.

The annual allocation for research from the University funds is Rs.45,000-

The Department has proposed Research and developmental activities in the following areas:-

1. GaAs technology
2. Thin Film Technology
3. Printed Circuit and Thick Film Laboratories
4. Surface Accoustic Wave (SAW) Devices
5. Solid State Microwave Power Sources
6. Computer related work

After reviewing the present activities of the Department the Committee feels that the Department may be given Departmental Support for Research by the UGC. Its thrust areas would be:

- i. GaAs technology including growth of GaAs material and its surface passivation for MOS devices.
- ii. Microwave propagation and power sources.

The department should give a thrust in these areas in which it could become a national centre within a few years. Fruitful cooperation with and assistance from agencies like the Electronics Commission, Department of Science & Technology, Defence Research & Development Organisation etc. will be useful for further development of the department.

The Committee recommends UGC assistance under Departmental Support for Research. Financial implication of the recommendations are:-

<u>Non-recurring Equipment</u>	(In- Rupees)
1. Electron beam gun (to be added to the existing evaporator)	35,000
2. Solid State Plasma Generator	1,50,000
3. Automatic C.V. Plotter	1,50,000
4. Photolithographic processing facilities:-	
1. Photoresist coating spinning machine	40,000

ii.	Oven for soft and hard backing	25,000
iii.	Mask aligner	3,00,000
iv.	Photo mask development station	50,000
v.	Thermocompression bonding	1,50,000
5.	Ramp Generator	40,000
6.	Capacitance meter	40,000
7.	Lapping and polishing machine	1,00,000
8.	Microwave equipment including components.	4,00,000
9.	Clean benches, air-filters, blower etc.	1,75,000
	Total N.R.	<u>16,55,000</u>

Recurring (for 3 years)

1.	Consumable materials Rs.60,000 per year for 3 years	1,80,000
2.	Technicians-Two (One Junior and One Senior) for 3 years	1,20,000
	Total R.	<u>3,00,000</u>
	Total Grant N.R.	16,55,000
	Total Grant R	<u>3,00,000</u>
		<u>19,55,000</u>

The utilisation of these grants and the growth of these activities in the manner planned cannot be achieved without proper leadership in the two areas mentioned above. There are a number of faculty members in the department in the area of Microwave but in Semicconductors materials and devices there is necessity for a few dedicated senior staff who can devote time and energy on a continuing basis during the period of the assistance so that the laboratory facilities in this area which are difficult to organise get developed. The Vice-Chancellor may therefore be requested to ensure this before the funds are released to the university.

The Committee also felt that for the development in the semiconductors area the department would have to establish contact/collaboration with other centres like SSPL, Delhi and TIFR, Bombay who are working in the same area. This will enable them to attain competence in the field which is not at present available in the department.

The Committee record its thanks to the Vice-Chancellor and to the staff of the department for the cooperation extended to Committee during its Visit to the department.

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

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Meeting:

Dated : 23rd April, 1983

Item No. 4.05 : To consider the recommendations of the Expert Committee to the Department of Mathematics, Jadavpur University for participation in Special Assistance Programme

...

In accordance with the decision of the Commission at its meeting held in August, 1982 (vide item No. 4.08 accepting the recommendations of the Standing Committee on Centres of Advanced Study/Department of Special Assistance, a committee of experts was constituted by the Commission to examine the present status of development of teaching and research in the Deptt. of Mathematics, Jadavpur University and its suitability for participation under the Special Assistance Programmes in thrust area of importance. The Committee visited the department on 22nd January, 1983. The Committee consisted of the following:-

1. Prof. J.N.Kapur
I. I.T.
Kanpur.
2. Prof. R.S.Mishra
Vice-Chancellor,
Lucknow University
Lucknow.
3. Prof. M.P.Singh
I. I.T.
Delhi.
4. Prof. R.D.Bhargava
I. I.T.
Bombay
5. Shri I.C.Menon
Joint Secretary, UGC

Prof. R.S.Mishra, Vice-Chancellor, Lucknow University, could not join the Committee on that date. He however, visited the department on 14th February, 1983.

The Committee noted that the main areas of research are continuum mechanics including solid mechanics and fluid mechanics and related areas including magnetohydrodynamics, Piezo-electricity, waterwaves, mathematical

biosciences, ecology, plasma physics astrophysics, relatively etc. Presently, the research activities are being oriented towards model studies in areas identified by the department of Ocean Development, space & Environment of Government of India. Collaboration links are also being established with Indian Meteorological Department, National Institute of Oceanography and Indian Space Research Organisation.

The Committee noted the good progress of various activities of the department in the National context and observed that the department has the strength and expertise and is therefore, in a position to come under the Special Assistance Programmes of University Grants Commission as a 'Department of Special Assistance'.

The Committee has recommended the financial assistance to this department for a period of 5 years as under:-

A. Recurring :

Research Staff

- a) i. Research Associate
(six at a time)
- ii. Research fellows
(10 in the first year
4 fresh in take each
in the 2nd and 3rd year
and two fresh in take in
the fourth year thereby
making enrolment of JRF
20 in the beginning of the
4th year).

Rs. 10,36,800/-
(Estimated)

b) Supporting Personnel

- i. Technical Assistant -One)
(Rs.550-900
- ii. Computer Programmer-one)
- iii. Typist . -two.)

Rs. 2,88,000/-
(Estimated)

c) Other Recurring Items

1. Books & Journals Rs.10,000/-p.a. Rs.50,000/-
- ii. Visiting fellows Rs.10,000/-p.a. Rs.50,000/-
- iii. Seminars/symposia/lecturers Rs.75,000/-
Rs.15,000/-p.a.

p.t.o.

iv. TA/DA Rs.5,000/-p.a.	Rs. 25,000/-
v. Computer Time-Rs.10,000/-p.a.	Rs. 50,000/-
vi. Misc.expenses/contingency Rs.25,000/-p.a.	Rs.1,25,000/-

Total (C) Rs. 3,75,000/-

Total Recurring (a+b+c) = Rs.16,99,800/-or say
Rs.17,00,000/-

B. Non-Recurring

i. Equipment (Typewriters, Mini Computers, Calculating machines & other duplicating facilities).	Rs.2,00,000/-
ii. Back volumes of journals	Rs. 50,000/-
iii. Building (floor space 2500 sq. ft. @Rs.150/-per sq.ft. for library seminar room and office accommodation for the faculty & staff plus 10% for furnishing/fitting.	Rs.3,75,000/- Rs. 37,500/-
	<u>Rs.6,62,500/-</u>

Grand total of Recurring and Non-recurring =Rs.23,62,300/-.

A copy of the report is placed as Annexure before the Commission for consideration.

EO(SR-I)/JS(SR)

Annexure to item No. 4.05

Report of the UGC Committee on Special Assistance Programmes for the Department of Mathematics, Jadavpur University (22nd January, 1983).

...

The University Grants Commission constituted a Committee to examine the proposal of the department of Mathematics, Jadavpur University, consisting of the following members:-

1. Prof. R.S. Mishra
Vice-Chancellor
Lucknow University
2. Prof. J.N. Kapur
I. I. T.
Kanpur.
3. Prof. M.P. Singh
I. I. T.
Delhi.
4. Prof. R.D. Bhargava
I. I. T.
Bombay.
5. Shri I.C. Menon
Joint Secretary, UGC.

This was a sequel to the decision of the Commission at its meeting in August 1982 (vide item No. 4.08) while accepting the recommendations of the Standing Committee on Centres of Advanced Study/Department of Special Assistance which recommended 54 departments in science and engineering for consideration of support under the Special Assistance Programmes.

The Committee visited the Jadavpur University on 22nd January, 1983. Prof. R.S. Mishra could not join the Committee on that date. He, however, visited the department on 14th February, 1983. The Committee held discussions with the Vice-Chancellor, the Head of the Department and other academic staff during the visit.

Background

The department of mathematics was established in 1955 and the Jadavpur University came into being. The department has been very active in teaching and research in the country during the last decade or more. Teaching programmes encompass the faculties of arts, Science and engineering. The total enrolment being 1120.

B.Sc. enrolment	130
M.Sc. enrolment	8
Enrolment in art faculty	60
Undergraduate engineering enrolment	800
Postgraduate engineering enrolment	50

Besides there are 140 students of mathematics subsidiary classes.

40 scholars are presently registered for Ph.D. Four post-doctoral fellows are also working. 148 theses have been submitted so far and 141 doctorate degrees including 57 in solid mechanics 28 in fluid mechanics, 4 in pure mathematics and 2 in mathematical physics have been awarded, of which 87 pertain to the last ten years. From 1978 to 1982, 34 doctorate degrees were awarded.

The department has at present 4 professors, 23 Readers (including 2 vacant posts) and 11 lecturers (including 5 vacant posts). The university has a stagnation promotion whereby lecturer become readers and readers become professors. This explains why there are more positions at the senior level than at the lecturers' level.

The main areas of research deal with continuum mechanics including solid mechanics and fluid mechanics, and related areas including magnetohydrodynamics, piezo-electricity, water waves, mathematical biosciences, ecology, plasma, physics, astrophysics, relativity etc. There is a small group in pure mathematics as well.

Research areas in pure mathematics are:-

analysis, functional analysis, topology, algebra and differential geometry.

Many members of the department including research and teacher fellows make use of research facilities in various institutions in the city, e.g. Indian Association for Cultivation of Science, Indian Institute of Chemical Biology, Calcutta University, Indian Statistical Institute, Indian Institute of Management, Geological Survey of India, Bose Institute, S.N. Bose Institute of Physical Sciences, Saha Institute of Nuclear Physics, Variable Energy Cyclotron project, Regional Computer Centre, Indian meteorological Department.

Although the research work in the department is basically theoretical in nature the members of the department

make use of the technical infra-structure such as Applied Mechanics, environmental engineering laboratory, Hydraulics laboratory, structural engineering laboratory. The facilities in the departments of physics, chemistry, geological sciences and pharmacy are also used mainly for interdisciplinary studies. Research activities are presently being oriented towards model studies in areas identified by the department of ocean-development, space and Environment of the Government of India. Collaboration links are being established with these departments, Indian Meteorological department, National Institute of Oceanography and Indian Space Research Organisation.

The department has organised several important multi-disciplinary courses and programmes from time to time at the national level to highlight the relevance of some of the emerging areas in which the faculty of the department are interested. The department has organised summer schools and summer institutions with UGC assistance.

Two book writing projects assisted by UGC have been completed. They are (1) Mathematical theory of electricity and magnetism, (2) concepts and techniques on applicable mathematics. There is also a UGC project on preparation of materials from Mathematics for social sciences.

The department has undertaken 11 research projects during the last 10 years funded by UGC, CSIR, DAE, ISRO, INSA and NCERT.

Observations of the Committee :

The Committee reviewed the progress of the various activities of the department in the national context and feel that their progress and contribution are commendable.

The difficulty experienced by the department in carrying out research activities are mostly due to non-availability of (a) funds for appointment of research staff (b) departmental library cum reading room (c) limited number of journals particularly in Pure Mathematics and back volumes.

The department does not have adequate office facilities and adequate number of research students to optimize the research efforts of the faculty. Also it is felt that active interaction of the faculty with the concerned user agencies (such as ISRO, Department of Ocean Development, Department of Environment, I.M.D. etc.) and appropriate field experts would enrich the research direction of the department.

The budgetary provision for the department from the university budget for research is Rs.5000 p.a. besides on

ad hoc basis Rs.3000 to Rs5000 is available for organising any activity pertaining to research. The provision for computer time is Rs.5000. Two to three fellowships out of the general development funds are provided annually.

Likewise, the library facilities are not first rate and some of the important journals in their fields are not contributed. In all 34 journals are being subscribed by the University in the relevant areas of research of the department.

The department needs further support to enable them to have latest literature and reference material on these merging areas. Also it is found that while many of the important journals are being subscribed to the research students and faculty are not able to fully optimize the resources. It was suggested that the Department should have the facility of a small departmental library so that the reference material and important journals are kept there for the continuing use by the students and the staff. The Committee feel that the department is greatly handicapped due to inadequate office accommodation and facility of seminar room etc.,. The present available space of 5600 sq. ft. is inadequate. Additional space 2500 sq.ft. is recommended.

Recommendations

The Committee is of the view that the department has the strength and expertise and, is, therefore, in a position to come under the special assistance programmes of UGC as a Department of Special Assistance. In fact the DSA will lead to optimising of the available expertise in emerging areas related to continuum mechanics in which the department has made a name in the country. Adequate support is also necessary in Seismology on the applied side and in the thrust areas of Advanced Topology and Functional Analysis on the pure side.

The following financial assistance of UGC is recommended by the Committee for a period of 5 years.

A. Recurring

Academic Staff : The Committee feels that no additional faculty positions be granted because they have yet to fill 8 vacancies in the department.

It was brought to the notice of the committee that some of the vacancies exist because the recommendations of the Selection Committee were not approved by the University Council. The Committee is very much concerned

over this issue. Meanwhile, eminent visiting experts may be invited to enrich the programmes of the department in lieu of the saving accruing from the vacant staff positions.

A. Recurring

Research Staff:

- i) Research Associate
(six at a time)

- ii) Research Fellows (1 Year)
(10 in the first year (II Year)
4 fresh in-take each (III Year)
in the second year and
third year and two fresh (IV Year)
in-take in the fourth
year thereby making (V Year)
enrolment of JRF 20
in the beginning of
the fourth year) fourth
year onwards total
research fellows enrolment
would be 20).

Total A. Rs.10,36,800
(estimated)

B. Supporting Personnel

- i) Technical Assistant -1 }
(scale: Rs.550-900) } Rs.2,88,000
- ii) Computer Programmer -1 }
- iii) Typist -2 }
- iv) Books & Journals Rs. 50,000/-
Rs.10,000 per year

Visiting Fellowship

- Rs.10,000 per year Rs. 50,000/-
- Seminars/symposia/lectures Rs. 75,000/-
Rs.15,000 per year.
- TA/DA Rs. 25,000/-
Rs.5,000 per year

Computer Time

- Rs.10,000 per year Rs. 50,000/-

Misc. Expenses/contingencies

- Rs.25,000 per year Rs.1,25,000/-

Total B

Rs.6,63,000

Total Recurring (A+B) = 10,36,800 + 6,63,000
= 16,99,800 say Rs.17 lakhs.

C. Non-Recurring

Equipment (Typewriters, Mini Computer
Calculating machines and other dupli-
cating facilities) Rs.2,00,000

Back volumes of journals Rs. 50,000

Floor space 2500 sq.ft.@Rs150 per
sq.ft.for library, seminar room ,1
and office accommodation for the Rs.4,12,000
faculty and staff +10% for furnishing

Rs.6,62,500

Total grant recommended for 5 years (A+B+C)= Rs.23,62,300.

The above assistance is being recommended for the development of the thrust areas, related to continuum mechanics and other relevant emerging areas in this field. However, it is expected that the special assistance programme would also be utilised for the development of other disciplines in existence in the department in an harmonious manner.

The Committee, however, realise that the assistance being recommended by the Committee would not fully meet the requirements as asked for by the Deptt. under the Special Assistance Programme. However, the Committee strongly urge the department to supplement this by means of sponsored project support from other government agencies like DST, Department of Ocean Development, Deptt. of Environment, I.M.D. and other organisations.

The Committee, records its thanks to the Vice-Chancellor and the staff of the Mathematics Department for the cooperation extended to the Committee in the course of its visit to the university.

Confidential

UNIVERSITY GRANTS COMMISSION

Meeting:

Dated: 23rd April, 81

tem No. 4.06 To consider the report of the assessment Committee on the Centre of Advanced Study in History, Aligarh Muslim University, Aligarh.

The University Grants Commission recognised the Department of History, Aligarh Muslim University, Aligarh as a Centre of Advanced Study in History in 1968 and agreed to provide assistance to the Centre for undertaking specialised studies in the field of Medieval Indian History (800-1800 AD). The Commission provided assistance for one Professor, one Reader and two lecturers. Besides, this the Commission agreed to provide assistance for 4 scholarships for postgraduate studies, two senior and two Junior Research fellowships and annual grant of Rs.15,000/- for Visiting fellows/ seminars, Rs.10,000/- each for books, contingency and Administrative staff, and Rs.5,000/- for publication and non-recurring grant of Rs.25,000/- for books and journals Rs.25,000/- for equipment and furniture and Rs.1.5 lakhs for building.

Subsequently, a Visiting Committee visited the Centre of Advanced Study in History, Aligarh Muslim University, Aligarh on 31st October, 1975 to evaluate the work done by the centre and to examine its V Plan development proposals.

The Commission at its meeting held on 22nd March, 1975 (item No.7) accepted the recommendation of the Advisory Committee for Centres of Advanced Study on the report of Committee and agreed to provide assistance for the following items upto the end of 1978-79.

- (a) One Professor, three Readers and two Lecturers.
(The post of Professor may be either in general medieval history or history of 18th century, while the post of Readers should be in (i, Central Asian History; (ii, Economic History and (iii) Regional History like Rajasthan/Deccan. One of the lecturer's post should be in medieval Archaeology and the other in any field of general Medieval History).
- (b) Two research associates as per UGC rules for undertaking various studies which the Centre proposes to undertake.
- (c) Two technical assistants (one of whom may be draftsman and the other archaeological assistant) for developing medieval archaeology.

- (d) Suitable assistance for employing part-time teachers for undertaking courses in languages.
- (e) Annual grant of Rs.15,000/- for exploration and excavatio work.
- (f) A grant of Rs.30,000/-p.a. for organising regional workshops every year for University and college teachers in medieval Indian History from all over the country.
- (g) A grant of Rs.9,000/-p.a. for Seminars, Travel and visiti fellowships over and above Rs.21,000/- p.a. already made available for this purpose.
- (h) A grant of Rs.15,000/- p.a. for books and journals over a above Rs.10,000/- already provided for this purpose.
- (i) A grant of Rs.15,000/- p.a. for publication over and above Rs.5,000/- p.a. to enable the Centre to undertake publication of monographs, texts and atlases.
- (j) A grant of Rs.15,000/- for contingencies over and above Rs.5,000/- already provided for the purpose.
- (k) A non-recurring grant of Rs.30,000/- for equipment including, a scanner and cartographic equipment and Rs.15,000/- for essential books and journals over and above Rs.15,000/- for books and Rs.5,000/- for equipment already sanctioned as basic grant during the Fifth Plan period.
- (t) Special grant of Rs.50,000/- for publications.

It was further agreed that a review committee may be appointed to make an assessment of the work done by the Centre and to make recommendations regarding its status, needs and requirements. Accordingly, a Committee consisting of the following members was constituted:-

1. Prof. S.C.Misra, Deptt. of History, M.S.University of Baroda.
2. Prof. A.R.Kulkarni, Deptt. of History, Poona University
3. Prof. Ashin Das Gupta, Deptt. of History, VisvaBharati

The above Committee accompanied by Dr. P.H.S.Rao, Education Officer, UGC, visited the Centre of Advanced Study in History, Aligarh Muslim University on 11th and 12th January, 1983. A copy of the report of the Visiting Committee is enclosed as annexure.

The main observations and recommendations of the Committee are given below:

i) The Centre of Advanced Study in History has continued and intensified work on the lines set in 1968, when it was recognised by the University Grants Commission as a Centre of Advanced Study. At the same time, it has been called upon to extend work to other related fields and develop branches which had so far remained on, or outside the periphery of work at the Department. The Department is at present engaged in the following areas of specialization.

1. Edition and compilation of Original Source Material.
2. Political History
3. Economic History
4. Social, Religious & Cultural History
5. Regional History
6. Historical Geography
7. Archaeology,
8. History of Science & Technology
9. West Asian & Central Asian History

ii) It is recommended that the three year period during which the scheduled assessment by a Visiting Committee could not be made (1979-82) be considered as a gap and left out of account. The following recommendations are, therefore, meant for a five year period to be reckoned from the date of implementation of this project.

iii) The Committee recommends that in framing the syllabi for B.A. and M.A. degree in History, the Department should not emphasise medieval India and Islamic History at the cost of other Indian and non-Indian History. The University Grants Commission recommendations as embodied in the booklet History Teaching in the Eighties may in this context, be followed to determine the mix between Indian and non-Indian History.

iv) The Committee, after having had discussion with the faculty identified the following thrust areas in which the Centre should possibly develop:

- a) Economic History of Medieval India
- b) Social and Cultural History of Medieval India
- c) Political and Administrative History of Medieval India
- d) A study of the Mughal Ruling Class and the Regional History of Rajasthan.

Ancillary to these main areas, the Committee noted developing interests in Historical Geography, Medieval Technology and History of Science, Medieval Archaeology, History of Medieval Indian Art and the Study of Central Asia. The Committee feels that the interest in regional history should be diversified to include the Deccan and Southern Indian. It also suggests to the Centre that it should consider obtaining support for the study of Medieval Technology and the History of Science from other available sources. The Committee feels that researches in Economic History at the Centre have reached a point when fruitful attention may be paid to the development of sophisticated quantitative analysis. The Committee also feels that the Centre should consider as one of its major tasks the preparation, translation and publication of important medieval texts with proper analysis and editing.

v) Keeping in view the need to support individual research of the members of the Centre, especially these which had already been undertaken and were suspended for want of funds, the Committee recommends the creation of a Central research pool to be the best solution to the problem for the coming five year period. To this end the Committee recommends travel grant research contingencies and research fellowships to the Centre as a whole out of which all the projects now in hand or considered worth undertaking may be supported.

vi) In view of the excellent work done by the Centre, the Committee recommends its continuance as a Centre of Advanced Study and that assistance be provided to it for a further period of five years towards the following items:

- i) Two Professors - One with specialization in the History of Rajasthan/The History of the Deccan/Maratha History and the other one with specialisation in Social and Cultural History of Medieval India/Political History of the Mughal empire.
- ii) Two Readers - One in Economic History of Medieval India based on Statistical and quantitative analysis; one in the History of Medieval Indian Art.
- iii) Six Lecturers - One each in Hindi Sources for Medieval Indian History, Muslim Social History, Historical Geography, Medieval Archaeology, Economic History of Southern India & Central Asian Studies.

- iv) Six Junior Research Fellowships at any given time.
- v) Publication Grant : Rs.2.5 lakhs
- vi) Seminars/Workshops : Rs.20,000/- p.a.
- vii) Travel/Field work : Rs.25,000/- p.a.
- viii) Books & Journals : Rs.1.5 lakhs
- ix) Equipment : Rs.1.5 lakhs
(Cartography and such other
essential needed for the
completion of projects)
- x) Contingencies : Rs.15,000/- p.a.

The matter is placed before the Commission for consideration.

SO (HR II/JS (HR)

F.2-1/76 (HR-II)

UNIVERSITY GRANTS COMMISSION

REPORT OF THE ASSESSMENT COMMITTEE TO THE CENTRE OF
ADVANCED STUDY IN HISTORY AT ALIGARH MUSLIM UNIVERSITY, ALIGARH

The University Grants Commission appointed a Committee consisting of the following members, to make an assessment of the work done by the Centre of Advanced Study in History, Aligarh Muslim University, Aligarh and to make recommendations regarding its future status, needs and requirements:

1. Professors S.C.Misra,
Department of History,
M.S.University of Baroda,
Baroda.
2. Professor A.R.Kulkarni,
Department of History,
Poona University,
Pune -7
3. Professor Ashin Dasgupta,
Department of History,
Visva-Bharati,
Santiniketan.
4. Dr. P.H.Sethumadhava Rao,
Education Officer,
University Grants Commission,
New Delhi.

2. A Committée, consisting of the above members, visited the Centre of Advanced Study in History, Aligarh Muslim University, Aligarh on 11th and 12th January, 1983.

3. The Committee had detailed discussions with the Vice-Chancellor of the University, Professor K.A.Nizami, Head of the Department, other members of the faculty and the Department of History.

The report of the committee follows:

Part II gives basic and figures about the department and Part III the observations and recommendations of the Committee.

II

Basic Facts

i) The University Grants Commission recognised the department of History, Aligarh Muslim University as a Centre of Advanced Study in History in 1968 and provided assistance to the Centre for undertaking specialised studies in the field of Medieval Indian History (800-1800 AD). At the time, when the Department was given the status of a Centre of Advanced Study, it already had behind it a long tradition of work in medieval Indian History. This tradition, successively nurtured by Prof. Mohammad Habib, Prof. S.A. Rashid and Prof. S. Nural Hasan, laid particular emphasis on a critical study of medieval Indian History based on a direct use of source material. The foundation had, therefore, been laid for (a) critical studies of historical texts; b) research on institutional, social, economic and cultural history; and c) application of modern historical methodology with wide use of textual criticism and of the quantitative method.

ii) The Centre has a sanctioned staff of five Professors (two in General/ Medieval Indian; one in Economic, History, one in 18th Cent. India and one in Archaeology & Ancient India), eleven Readers (Six in Medieval/General, one in Economic History, one in Regional History, one in Central Asia, one in Modern History and one in European History) and three Lecturers (of which one in Archaeology has been filled in and two - one each in West Asia/Islamic and History of Science are yet to be filled).

iii) The members of the teaching staff have contributed significantly by way of books and research papers. The teaching staff have contributed books and research articles in various fields of specialisation, such as Medieval Indian History; Ancient Indian History & Archaeology, Modern Indian; History of West Asia and Central Asia; European History and Historiography.

iv) Seminars & Workshops

The Centre, has so far organised five seminars on periods and themes where historians working in different fields needed to be brought together to help in delineating the appropriate lines of research and also on larger subjects where the methods and problems of historical research in other countries could be of help to historians in India. The themes of the seminars were;

- a) Problems of Painted Grey-Ware
- b) Problems of Social and Economic History
- c) Medieval Inscriptions
- d) Medieval Society
- e) The transformation of the Medieval Indian Economy into a Colonial Economy.

The Centre has also organised three Regional Workshops in Medieval Indian History. The object of these Workshops was to familiarize teachers of degree and post-graduate colleges with modern critical methods used in the study of Medieval Indian History at Aligarh as well as by other historians. The first workshop was organised in 1976, the second one in 1977 and the third in 1978.

v) Ph.D. Theses completed:

The Department of History's programme of publishing Twentyeight students were awarded the Ph.D. degree during the years 1968-1982. A list of the scholars who were awarded Ph.D. degree is given in annexure-I.

vi) The Department of History's programme of publishing research monographs, texts and translation of sources received a great impetus after the establishment of the Centre. The Centre has published 21 titles and about 12 books including monographs are in the Press (Annexure-II).

vii) Books and Journals:

The Departmental library aims at a comprehensive collection of printed literature (texts, translations and secondary works) on Medieval Indian History together with microfilms, rotographs, transcripts etc. of manuscripts of sources, Work of a bibliographical nature is being continuously carried on and kept upto date. The library of the Centre has greatly expanded after the establishment of the Centre. The Centre has about 16000 books, 3000 back volumes of Journals, 272 Rotographs xerox copies of manuscripts, 400 microfilms, 500 slides, 101 manuscripts, 542 original documents, 264 coins. The Centre subscribed to 45 Indian and 55 foreign journals.

viii) Teaching Programme:

The Department of History provides instruction from the Pre-University to the M.A. level. With the introduction of B.A. (Hons) Course, it became possible for the department to introduce undergraduate students to the study of historical problems and sources through special papers. Specialization facilities are

provided and the M.A. level in the following fields:

- i) Medieval India
- ii) Ancient India
- iii) Modern India
- iv) European History
- v) Islamic History
- vi) History of Science & Technology

Postgraduate enrolment in the department has increased from an intake of 13 in 1968-69 to about 35 during the last two or three years. The Centre initiated the award of M.Phil degree as a prerequisite of the Ph.D. degree for all Ph.D. students admitted from the academic session 1968-69 onwards. The M.Phil degree involves normally a dissertation on part of the field work of the Ph.D. work and some papers to strengthen the student's linguistic and academic equipment.

ix) Collaboration with Universities in U.K.

The Centre had collaboration with universities in U.K. through the British Council. Under this programme, a distinguished British scholar visits the Centre for a few weeks to deliver lectures and conduct seminars. The scheme also provided for a younger British Scholar to teach advanced courses in British and European History. Similarly, one senior member of the Centre/Department went to the U.K. for 3 months every year and a younger faculty member for 12 months.

III

Observations and Recommendations:

i) The Centre of Advanced Study in History has continued and intensified work on the lines set in 1968, when it was recongnised by the University Grants Commission as a Centre of Advanced Study. At the same time, it has been called upon to extend work to other related fields and develop branches which had so far remained on, or outside the periphery of work at the Department. A perusal of the list of books and papers published by members of the Centre/Department indicated the extent of progress that has been made in research in the various areas during the period that the Centre has been in existence. The department is at present engaged in the following areas of specialization:

1. Edition and Compilation of Original Source Material.
2. Political History
3. Economic History
4. Social, Religious & Cultural History
5. Regional History

6. Historical Geography
7. Archaeology
8. History of Science & Technology
9. West Asian & Central Asian History

ii) The Committee recognized the high quality of the work done in medieval Indian History at the Centre of Advanced Study in History at the Aligarh Muslim University in the years since its inception in 1968 and carried on consistently since the review undertaken by the University Grants Commission Visiting Committee in 1975. This Committee therefore considered its main task to be to decide how the work undertaken by the Centre so far can be fruitfully consolidated and imaginatively expanded.

iii) The present Visiting Committee has made the recommendations in the 14th year of the Centre's existence as the visit of the committee could not materialise for quite a long time since 1979 for a variety of reasons. It is therefore, recommended that the three year period during which the scheduled assessment by a Visiting Committee could not be made (1979-82) be considered as a gap period and left out of account. These recommendations are, therefore meant for a five year period to be reckoned from the date of implementation of this report.

iv) The Centre of Advanced studies exists as a unit within the Department of History and this combination of the Department and the Centre brings together responsibilities and intentions which are somewhat different from one another. The Centre of Advanced Study is concerned with research and this research is undertaken in various fields primarily of Medieval Indian History. Teaching and research in other fields are however also undertaken but it is the understanding of the Committee that this review is not concerned with such teaching & research, which are not fittingly the subject of the VI Plan Visiting Committee of the University. The Committee, therefore commends to the VI Plan Visiting Committee the requirements cogently argued before it for Ancient and Modern Indian History, European History and Early Archaeology.

v) The Committee would like to record its feeling that education in History is not achieved by an exclusive concentration on Medieval India and or Islamic History, however laudable the researchers in these fields undertaken at the Centre. The Committee therefore strongly recommends that in framing the syllabi for B.A. and M.A. degree in History, the Department should not emphasise medieval India and Islamic History at the cost of other Indian and non-Indian History. The University Grants Commission recommendations as embodied in the booklet History Teaching in the Eighties may in this context, be followed to determine the mix between Indian and non-Indian History.

vi) The major concern of the Committee was to obtain a clear idea of the major thrust of the centre's researches. The discussions with the members and the papers presented by them enabled the Committee to identify several areas as forming the Centre's main areas of interest, but no clearly conceived major thrust for the Centre as a whole emerged from the consultations. The Committee, therefore, makes the recommendations on the assumption that the major interests as identified by the Committee have to suitably strengthened and support but to ancillary interest emerging from them. Recommendations regarding new positions have been made on these assumptions.

vii) The Committee, after having had discussion with the faculty identified the following thrust areas in which the Centre should possibly develop:

- a) Economic History of Medieval India
- b) Social and Cultural History of Medieval India
- c) Political and Administrative History of Medieval India
- d) A study of the Mughal Ruling Class and the Regional History of Rajasthan.

Ancillary to these main areas, the Committee noted developing interests in Historical Geography, Medieval Technology and History of Science, Medieval Archaeology, History of Medieval Indian Art and the Study of Central Asia. The Committee feels that the interest in regional history should be diversified to include the Deccan and Southern India. It also suggests to the Centre that it should consider obtaining support for the study of Medieval Technology and the History of Science from other available sources. The Committee feels that researches in Economic History at the Centre have reached a point when fruitful attention may be paid to the development of sophisticated quantitative analysis. The Committee also feels that the Centre should consider as one of its major tasks the preparation, translation and publication of important medieval texts with proper analysis and editing.

viii) Keeping in view the need to support individual research of the members of the Centre, especially those which had already been undertaken and were suspended for want of funds, the Committee recommends the creation of a Central research pool to be the best solution to the problems for the coming five year period. To this end, the Committee recommends travel grants research contingencies and research fellowships to the Centre as a whole out of which all the projects now in hand or considered worth undertaking may be supported. Needless to say that in the event such support fell short of the requirements, other funding agencies were always available to the researches at the

Centre. The allocation of support from the research pool would of course be the responsibility of the Centre itself. But in doing this, the Committee feels that it should have the guidance of its Advisory Committee. The composition of the Advisory Committee and its general terms of reference are given in the annexure-III.

ix) In view of the excellent work done by the Centre, the Committee recommends the continuance of the Centre of Advanced Study and that assistance be provided to it for a further period of five years towards the following items:

- i) Two Professors - One with specialization in the History of Rajasthan/The History of the Deccan/Maratha History and the other one with specialization in Social and Cultural History of Medieval India/Political History of the Mughal empire.
- ii) Two Readers - One in Economic History of Medieval India based on Statistical and quantitative analysis; one in the History of Medieval Indian Art.
- iii) Six Lecturers - One each in Hindi sources for Medieval Indian History, Muslim Social History, Historical Geography, Medieval Archaeology, Economic History of Southern India & Central Asian Studies.
- iii.(a) Three Language Teachers
- iv) Six Junior Research Fellowships at any given time.
- v) Publication Grant : Rs.2.5 lakhs
- vi) Seminars/Workshops : Rs.20,000/- p.a.
- vii) Travel/Field work : Rs.25,000/- p.a.
- viii) Books & Journals : Rs.1.5 lakhs
- ix) Equipment : Rs.1.5 lakhs
(Cartography and such other essential needed for the completion of projects)
- x) Contingencies : Rs.15,000/- p.a.

The Committee would like to place on record its gratitude to the Vice-Chancellor, the Head of the Department and members of the Faculty for providing necessary facilities in its deliberations.

LIST OF SCHOLARS WHO WERE AWARDED PH.D. DEGREE
1968-1982

<u>S.No.</u>	<u>Name</u>	<u>Topic</u>	<u>Date of award</u>	<u>Supervisor</u>
1.	Mrs.R.F.Bilgrami	Religious & Qusireligious Department of the Mughal Empire from the time of Akbar to that of Aurangazeb.	1968	Prof.K.A.Nizami
2.	Mr.CK Abdul Karim	Kerala Under Haider Ali & Tipu Sultan	1970	Prof. M. Hasan
3.	Mr.A.R.Khan	Cheiftains of the Mughal Empire under Akbar.	1972	Prof.S.N. Hasan
4.	Mr.MSAhluwalia	The Delhi Sultanate and Rajasthan.	1973	Prof.Irfan Habib
5.	Mr.SP Verma	The Art and Material Culture and represented in the Paintings of Akbar's Court	1973	Prof.K.A.Nizami
6.	Mrs Pusnpa Prasad	Non-Persian Inscriptions of Medieval India.	1973	Prof.K.A.Nizami
7.	Mr.M.P.Singh	Town and Port Administration under the Mughals.	1974	Pro. Irfan Habib
8.	Mr.RA Alvi	Mughal Suba of the Deccan, 1636-56.	1975	Prof.S.N.Hasan
9.	Mr.SK.A.Latif	Muslim Mysticism in Bengal, 1350-1550.	1975	Prof.K.A.Nizami
10.	Mrs Madhu Trivedi	Cultural History of the Kingdom of Awadh.	1975	Dr.Z.U.Siddiqi
11.	Mr.SP Gupta	Land-revenue system in Eastern Rajasthan (C.1650-1750).	1975	Prof.S.N.Hasan
12.	Mr.MYM Siddiqi	A Critical Edition of Aizaz-i Khusrawi.	1975	Prof.K.A.Nizami
13.	Mr.M. Zaki	Muslim Society in Northern India(from 1388-1556).	1975	Prof.K.A.Nizami
14.	Mr.JV Singh Agra	The Mughal Impact on Culture of Rajasthan(middle of 16th to end of 17th Century.)	1975	Prof.K.A.Nizami
15.	Mrs.Mansoor Haider	The History of the Saibanids.	1975	Prof.S.N.Hasan

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| 16 | only | Collected works of Prof. Mohd. Habib e edited by Prof. K.A.Nizami | 1974-81 | People's publishing House. |
| 1. | Mr | | | |
| 1. | Mrs) | Dr. Agha Mahdi Hussain | 1976-77 | Asia Publishing Hou |
| | | Prof. Z.U.Malik | 1977 | Asia Publishing Hou |
| 1. | Miss | Prof. K.A.Chowdhury | 1977 | Asia Publishing Hou |
| | | Mrs. Azra Alavi | 1978 | Asia Publishing Hou |
| 1. | Mr | | | |
| 20. | Mr | represented Dr. S.P.Verma | 1978 | Vikas Publishing Ho |
| | | court. | | |
| 21. | Mr | Mr. Shahab Sarmadee | 1978 | Asia Publishing Hou |
| | | Mr. Muzaffar Alam | 1980 | Asia Publishing Ho |
| 22. | Mr | l Survey Mr. Jamal M.Siddiqi | 1981 | Munshiram Manoharl |
| | | | 1969-81 | Asia Publishing Hou |
| 23. | Mr | Edited by Prof. K.A.Nizami | 1970 | AMU Publishing Divi |
| 24. | Mr | | | |
| 25. | Mr | | | |
| 26. | Mr | | | |
| | | the Mughals 1582-1724 | 1980 | Prof. ZU Malik |
| 27. | Mr. MDN Sahi | Comperative chronology of Early Iron Age in India and Role of Iron in Socio-Economic Change. | 1981 | (As a Teacher Candidate) |
| 28. | Miss Shireen Moosvi | Economy of Mughal India a Statistical study. | 1982 | Prof. Irfan Habi |

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CENTRE OF ADVANCED STUDY

Department of History
Aligarh Muslim University
Aligarh.

S.No.	Title	Author/Editor	Year	Publisher
1.	<u>Waga-1 Manazil-i Rum.</u>	Prof. Mohibbul Hassan	1963	Asia Publishin House
2.	<u>Land Revenue Administration under the Mughals (18th Century).</u>	Dr. Noman Ahmad Siddiqui	1970	Asia Publishing House
3.	<u>Tarikh-i Daudi</u>	Mr. I.H.Siddiqui	1970	University publication Division.
4.	<u>Socio-Religious Outlook of Abul Fazi</u>	Mrs. Azra Alavi	1972	Asia Publishing House
5.	<u>Balmukund Nama</u>	Prof. Satish Chandra	1972	Asia Publishing House
6.	<u>Tarikh-i Ilahi</u>	Mr. V.S.Vendrey	1972	University Publication Division.
7.	<u>Tarikh-i Muhammadi of Bihamad Khani</u> (Portion dealing with Firoz Shah & his successors) translated into English.	Dr. Muhammad Zaki	1972	Asia Publishing House
8.	<u>Tarikh-i Muhammadi (Persian text)</u>	Maulana Intiyaz Ali Arshi	1973	University Publication Division.
9.	<u>A Mughal Statesman of the Eighteenth Century - Khan-i Dauran</u>	Prof. Z.U.Malik	1973	Asia Publishing House
10.	<u>The Political Biography of a Mughal Noble: Munim Khan Khan-i-Khanan</u>	Mr. Iqtidar Alam Khan	1973	Orient Longman

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|---|---|---------|----------------------------|
| 11. <u>Politics and Society During Early Med. period (two Volumes)</u> | Collected works of Prof. Mohd. Habib e edited by Prof. K.A.Nizami | 1974-81 | People's publishing House. |
| 12. <u>Futuh-us Salatin (Three Volumes)</u> | Dr. Agha Mahdi Hussain | 1976-77 | Asia Publishing House |
| 13. <u>The Reign of Muhammad Shah</u> | Prof. Z.U.Malik | 1977 | Asia Publishing House |
| 14. <u>Ancient Agriculture & Forestry in North India</u> | Prof. K.A.Chowdhury | 1977 | Asia Publishing House |
| 15. <u>Mamasir-i Jahangiri</u> | Mrs. Azra Alavi | 1978 | Asia Publishing House |
| 16. <u>Art and Material Culture as represented in the Paintings on Akbal's Court.</u> | Dr. S.P.Verma | 1978 | Vikas Publishing House |
| 17. <u>Ghunyaat-ul Munya</u> | Mr. Shahab Sarmadee | 1978 | Asia Publishing House |
| 18. <u>Tazkirat-us Salatin-i Chaghata</u> | Mr. Muzaffar Alam | 1980 | Asia Publishing House |
| 19. <u>Aligarh District- A Historical Survey</u> | Mr. Jamal M.Siddiqi | 1981 | Munshiram Manoharlal |
| 20. <u>Medieval India - A Miscellany (Five Volumes)</u> | | 1969-81 | Asia Publishing House |
| 21. <u>Proceedings of the Seminar on Medieval Inscriptions.</u> | Edited by Prof. K.A.Nizami | 1970 | AMU Publishing Division |

BOOKS IN PRESS

- S.No: Title of the book:
1. Dawalrani Khizr Khan - ed. by Professor K.A.Nizami
 2. Qiran-us Sa'adain - ed. by Professor K.A.Nizami
 3. An Atlas of the Mughal Empire, by Prof. Irfan Habib
 4. Report on Atranji-Khera Excavations, by Prof. RC Gaur
 5. Town and Port administration, by Dr. M.P.Singh
 6. Religious and Quasi Religious establishments in the Mughal Empire, by Dr. R.M.Bilgrami
 7. Medieval India -A Miscellany Vol V
 8. Muslim Society in Northern India during the 18th Century, by Dr. Mohammad Umar
 9. Medieval India - A Miscellany Vol. VI
 10. Chronological records of grants & Mansabs, by Prof. M.Athar Ali

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Annexure-III

Advisory Committee for the departments participating in the Programmes of Centres of Advanced Study/Special Assistance to Selected Departments.

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Every department invited by the UGC to participate in the programmes of Centres of Advanced Study/Departments of Special Assistance will constitute an Advisory Committee consisting of the following:-

- (1) Vice-Chancellor of the University Chairman
- (2) Head of the department concerned
(in case he is not also the
Coordinator of the programme),
- (3) All Professors in the department
in the thrust area (s) identified;
- (4) Two other teachers in the thrust
area, from amongst readers and
lecturers in the department;
- (5) Two other teachers from specialisations
(in the department) other than the
thrust area;
- (6) Two outside experts in the thrust area
to be chosen from out of a list of experts
to be furnished by the UGC;
- (7) Coordinator of the programme.. Convenor of
Secretary of the
Committee

The complete agenda of the meeting should be sent to the UGC well in advance. If found necessary, an officer of the University Grants Commission may attend the meeting.

The general terms of reference of the Advisory Committee will be as indicated below:

- (1) The Advisory Committee shall generally have a term of 5 years related to the period of assistance from the UGC.
- (2) The Advisory Committee shall meet atleast once a year and the dates for the meeting should be fixed well in advance so as to ensure participation by-the outside experts;

...2/-

- (3) The Advisory Committee shall review the academic teaching and research programmes to be undertaken, help in planning, monitoring and evaluation of the research work in the thrust area concerned;
- (4) The Advisory Committee may not generally consider any fresh proposals involving finances to be sought from the UGC but will advise on the proper utilisation of the amounts already approved under the programme and suggest such reappropriations as may be necessary keeping in view the progress of work in the department.
- (5) The outside experts may, if they so desire, bring to the notice of the Chairman/Vice-Chairman, UGC, any matters related to the functioning of the departments which need specific attention, keeping in view the general objectives of the programme.
- (6) The advisory Committee would generally function as a liaison between the department and the university on the one hand and the department and the UGC on the other hand and would give such advice as would promote proper implementation of the programmes and realisation of the objectives of these schemes;
- (7) The expenditure on TA and DA for outside experts would be provided to the department out of the contingency grant available to the department under this programme.

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CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

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Meeting:

Dated : 23rd April, 1983

Item No. 4.07: To consider the report of the Expert Committee for Special Assistance Programme for the Department of Organic Chemistry, Indian Institute of Science, Bangalore.

.....

In accordance with the decision of the Commission while accepting the recommendations of the Standing Committee on CAS/DSA in its meeting held on 2nd August, 1982 (item No. 4.08) a Committee of experts constituted to examine the present status of the development of teaching and research in the department of Organic chemistry, I.I.Sc, Bangalore and its suitability for participation under the Special Assistance Programmes, visited the department on 16th February, 1983. The Committee consisted of the following:

1. Dr. L.K. Doraiswamy, Director, N.C.L. Poona
2. Prof. M.V. George, I.I.T. Kanpur.
3. Prof. S.V. Kesor, Panjab University, Chandigarh
4. Shri I.C. Menon, Joint Secretary, UGC

The Committee noted that the department of Organic chemistry I.I.Sc, Bangalore is one of the oldest and strongest departments in the country, which has produced many outstanding scientists who are spread over the academic and the industrial sphere. The Committee observed that the departmental activities were continuously changing in line with the contemporary development of the subject and new disciplines are introduced.

Taking into account the necessary infrastructural facilities including sophisticated scientific equipment available for its potentiality for further growth, the Committee has recommended the department of organic chemistry, I.I.Sc., Bangalore as a whole for participation in the U.G.C. Special Assistance Programme as D.S.A. The financial support recommended by the Committee for 5 year period is as under :

A. NON-RECURRING:

1. <u>Equipment</u>	<u>Rs.</u>
i) CH and N Automatic Analyser	5,00,000/-
ii) $1_H^{13}C$ - Dual Probe FT, NMR Spectrometer	12,00,000/-
iii) X-ray Generator	2,50,000/-
iv) Ultra Centrifuge accessories	4,00,000/-
TOTAL :	<u>23,50,000/-</u>

2. Building (5000 sq. ft. with furniture and fittings)	6,00,000/-
Total Non-Recurring	<u>29,50,000/-</u>

B. RECURRING(for 5 years)

Staff

i) Asstt. Professor	- Two	
(Preferably in areas such as Theoretical organic chemistry, Organometallic chemistry and Physical organic chemistry)		
ii) Sr. Tech. Assistant (Rs.550-900)	- One	3,50,000/-
iii) Mechanic 'B'	- One	
iv) P.A./Office Asstt.	- One	

Other recurring items:

i) Working expenses(special chemicals instruments @Rs.1,00,000/-p.a.)	5,00,000/-
ii) Publications, Seminars, Visiting Fellows @ Rs.30,000/- p.a.	1,50,000/-
Total Recurring:	<u>10,00,000/-</u>

Grand total of Non-Recurring+ Recurring= Rs. 39,50,000/-

A copy of the report of the Committee is placed as Annexure before the Commission for consideration.

EO (SR-I)/JS (SR)

Report of the UGC Committee for Special Assistance Programme for the Department of Organic Chemistry, Indian Institute of Science, Bangalore (16.2.1983)

.....

The UGC constituted a Committee to examine the proposal from the Department of Organic Chemistry, Indian Institute of Science, Bangalore under the Special Assistance Programme.

The Committee consisted of the following members:-

1. Dr. L.K. Doraiswamy, Director,
NCL, Poona
2. Prof. M.V. George, I.I.T
Kanpur
3. Prof. S.V. Kesser
Deptt. of Chemistry,
Punjab University,
Chandigarh
4. Shri I.C. Menon
Jt. Secretary, UGC

The Committee visited Bangalore on 16th February, 1983 and held discussions with the Director of the Institute, the Chairman of the Department and his colleagues. The Committee also visited the Laboratories in the Department.

Background.

The Department of Organic Chemistry at the Indian Institute of Science is one of the oldest Departments in the country. It has produced many outstanding scientists who are spread over the academic and the industrial sphere. The Departmental activities are continuously changing in line with the development of the subject and new disciplines are introduced. The main emphasis until 1960 has been in the field of Natural Products and Synthetic Organic Chemistry. Physical Organic and Theoretical Organic Chemistry were incorporated during 1961-1970 and the field of Bio-organic Chemistry has been encouraged in the department since 1970. X-ray Crystallography has been introduced into the Departmental activities in 1971. Photochemistry has been identified as an area of development and was introduced in 1978. For the VIth Plan period, Organometallic Chemistry has been identified as the area to be introduced into the Department. The present research activities of the department are broadly classified as

1. Synthetic Organic Chemistry
2. Structural Organic Chemistry
3. Physical Organic Chemistry
4. Bio-organic Chemistry
5. X-ray Crystallography
6. Photochemistry

The present sanctioned strength of the academic staff in the department is:

i) Professors	-	3
ii) Assistant Professors	-	6
iii) Lecturers	-	1

Research Programmes

The Institute admits students for the Ph.D. programme of the department. The admission procedures are very stringent and the students as per their order of merit join the department. The Department has a maximum ceiling strength of 52 students registered for Ph.D degree and these, 33 are supported by the Institute funds. The remainder of of the students are admitted under the schemes funded by CSIR, DST, ICMR, UGC etc. In addition, college teachers have joined the Department, under the Faculty Improvement Programme, and obtained the Ph.D degree of the Institute. The Institute offers Ph.D. degree through external registration programme to people working in research organisations belong to the Government and Industry. Candidates belonging to SC & ST are admitted as additional vacancies, if they meet the minimum requirements. Several post-doctoral fellows are working in the department. Much of the experimental work is carried by the PH.D students under the immediate guidance of the staff and the post-doctorates in the Department. During the last 5 years (1978-82) there have been 230 publications in leading national and international journals.

Highlights of the Research Activities

A brief account of the research activities of the Department is outlined below:-

1. The essential oil industry owes much to the expertise developed by the department as it has been at the forefront in research in essential oils and terpenoids for nearly half century. The sandalwood and turpentine oil industry in the country owe much to the investigations carried out in the Department.
2. The stereospecific total synthesis of steroids such as estrone, equilenin and two urinary steroids and the juvenile hormones, juvabione were achieved in this Department.
3. New synthetic reagents (like Cl_3SiH , AlH , etc.) have been developed and new reaction have been discovered.

p.t.o.

4. Mechanisms of several important organic reactions, such as the the Dieckmann cyclization, the Wolf-Semmler rearrangement dehydrogenations by orthoquinones, Birch reduction, decarbonylation and homogeneous hydrogenation by soluble metal-organic catalysts, oxidation of aromatic compounds by a variety of reagents, abnormal epoxidation by selenium dioxide and enzymatic oxygenation have been elucidated.

5. Impressive contributions have been made by the Faculty on establishment of structure and confirmations of 1,4, cyclohexane-dione, phenanthraquinones, eight-membered heterocyclic rings, synthetic bridged ring systems, new series of cyclophanes - "Dwaitaphanes", natural complex oxygen heterocycles such as morelline, diclausinane, agaratochromenes, moreollin, isomoreollin, Hypophyllanthin, bartogenic acid, calyenone and other complex natural products.

6. Besides the synthesis of steroids, the Department has contributed to the stereospecific total synthesis of the sesquiterpenes, Valeranone, P-selinene, isocarissone, acorenone, acoric acid, zizaene, cadrene, acorone and some key intermediates in the synthesis of prostaglandins, vitamin A, chloramphenicol and ephedrine.

7- Significant results have been obtained in the field of solid state photochemistry from the point of view of structure-reactivity relationship by carrying out a systematic crystallographic investigation of photoactive organic crystals such as substituted coumarins.

The cleavage reaction of thioketones, mechanistic investigation into the singlet oxygen, photooxidation of thioketones and reactions from upper excited states of thioketones have been widely studied. Photochemical reactions in organised media such as micelles are being studied to explore their potential for stereoselectivity in photochemical dimerizations.

8. A correlation of substituent and steric effects using the divided substituent parameter technique has yielded interesting results. The effect of gegenion coordination on the stereochemistry of alkylation of 6-ring systems has been studied. With the assistance of CNDO/2 calculations of electron densities important conclusions regarding the anisotropic effect of the thione group have been arrived at. A novel coordinated 1_H NMR detectable dynamic process has been elucidated. A study of proximity effects has been completed.

9. A large number of structures of complex organic molecules, both synthetic and natural have been successfully resolved in the department by X-ray Crystallography and Nuclear Magnetic Resonance.

10. Significant contributions have been made such as, establishing the mode of degradation of acyclic monoterpenes in rat lung, liver and kidney tissues and their effect on the cyto-450 systems, characterization of 11 α -hydroxylation of progesterone in A.ochraceus micro-biological conversion of 19-hydroxycholesterol and androstone-3,17-dione to estrone and testosterone respectively, isolation and characterisation in the sera of human and rabbits a specific carrier receptor protein involved in penicillin allergy localisation of strychnine -glycine and bicuculline - GABA receptor sites on motoneuron membranes by fluorescence and feritin labelled antibody technique, transformations of terpenoids and alkaloids, etc.

11. Besides these academic achievements, the Department has maintained ever-increasing interactions with various other organizations in rendering help, training personnel, and collaboration with a large number of industrial and academic organisations all over the country in problems of academic and applied interest.

Service to Academic Institutions:

From its very inception the Department has made some of the facilities such as microanalysis, gas liquid chromatography, special analysis such as IR,UV,NMR, etc. available to other academic and research institutions.

b) Analytical Facilities to Government and Industrial Laboratories.

The Department is actively helping the Indian Standards Institution, Semi-Government sponsored agencies as well as industrial firms in carrying out diverse analysis at a nominal charge.

c) Training of Guest Workers and Visiting Scientists

Training in various specialised techniques has been imparted.

d) Industrial Consultancy Programme Members of the Faculty are actively contributing to the Institute Consultancy Programme to provide expertise and knowhow to Chemical and Pharmaceutical Industries. Processes for the manufacture of oestrone, oestradiol, oral contraceptives like norethistrone and norgestrol, anabolic steroids like duraboline and dianabol, corticosteroids, like dexamethasone, betamethasone and triamcinelone have been developed either by total synthesis or by partial degradation of naturally abundant sapogenins for Industry. Other drugs that have been developed include the anti-inflammatory compounds, brufen and naproxen, the anti-asthmatic drugs, terbutalin, hexoprenalin and a xanthone derivative and semisynthetic cephalosporins. Details

regarding the various research activities of the Department are given in the succeeding sections.

e) Members of the Department to to Colleges and Schools and lecture on scientific topics for the benefit of the students.

f) Faculty of the Department have interdisciplinary programmes with other Departments (Biochemistry, Inorganic & Physical Chemistry, Molecular Biophysics Unit, Microbiology & Cell Biology Laboratories and Solid State & Structural Chemistry Unit) at the Institute.

Equipment

The following items of equipment were acquired during the period 1955-56. However, most of them are obsolete now, although they are functioning with limited capacity.

- i) NMR : HA 100D (1970).
- ii) UV : Backmann(1958) East German(1965).
- iii) IR : Perkin Elmer(1959);(1967);(1975).
- iv) GLC : Perkin Elmer(1959)
East German(1968)
- v) Polarimeter : 1940
- vi) x-ray : 1971
- vii) Micro analysis : 1945

Since 1971, the following items of equipment were purchased from the schemes supported by CSIR, DST, UGC, DAE, DOS for specific projects submitted by individual scientists:

- i) UV; Shimatzu (1980); Hitachi (1982) ii) HPLC, Waters (1976), Waters (1983) iii) Ultracentrifuges, Lyophiliser; Walk-in Cabinet etc. iv) Manosecond spectrophotometer.

The main constraint in the department is the lack of modern equipment. There is an urgent need to have Mass Spectrometer in the campus to cater to the needs of organic chemists. It is extremely difficult to get spare parts for the microanalytical equipment since this is obsolete. Facilities for obtaining ^{13}C NMR spectra are inadequate. Samples for getting the routine analytical and spectral data have to be sent abroad, at present.

Building

The present building was planned in 1969 and completed in 1971. Since that time five faculty members have joined the Department with corresponding increase in the number of students but with no additional space. The Department requires additional 5000 sq.ft of space to meet the present demand. This is recommended.

Working Expenses

The Institute allocates an annual grant of Rs.1,25,000 and this amount is very inadequate to sustain even one third of the present activities due to steep raise in the cost of chemicals, glassware and overheads.

Indian Institute of Science, Bangalore, Deptt. of Organic Chemistry, D.S.A for 5 years.

Non-Recurring.

1. Equipment.	Rs.
i) C.H and N Automatic Analyser	5,00,000
ii) $^1\text{H}, ^{13}\text{C}$ Dual probe F T, NMR Spectrometer	12,00,000
iii) X-Ray Generator	2,50,000
iv) Ulte Centrifuge accessories	<u>4,00,000</u>
Total Rs.	23,50,000

Other items of equipment which are essentially needed by the Department such as the G.C. Mass Spectrometer and X-Ray Deffractometer may be separately provided by the UGC through its special funds for equipment.

2. Building (5000 sq.f.t. with furniture)	<u>6,00,000</u>
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Recurring(for 5 years) Total NR 29,50,000

Staff.

i) Assistant Professor (Preferably in areas such as theoretical organic chemistry, organometallic chemistry and physical organic chemistry)	2	3,50,000
ii) STA (Rs.550-900)	1	
iii) Mechanic 'B' (glass below)	1	
iv) PA/Office Asstt.	1	
v) Working expenses (special chemicals instruments @Rs.1,00,000 p.a.)		5,00,000
vi) Publications, seminars, visiting fellows @Rs.30,000 p.a.		1,50,000
Total Recurring		<u>10,00,000</u>

Total NR+R for 5 years = 29,50,000+10,00,000 =Rs.39,50,000

The Committee record its thanks to the Director of the Institute, the Chairman of the Department and his colleagues for the cooperation extended to the Committee in the course of its visit to the University.

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CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

Meeting:
Dated : 23rd April, 1983.

Item No. 4.0⁸ : To consider the report of the Expert Committee for Special Assistance Programme for the Department of Organic Chemistry, University of Madras, Madras.

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In accordance with decision of the Commission while accepting the recommendation of the Standing Committee on CAS/DSA in its meeting held on 2nd August, 1982 (Item No. 4.08) a committee of experts constituted to examine the present status of development of teaching and research in the department of Organic Chemistry, Madras University, and its suitability for participation in one of the Special Assistance Programmes, visited the department for the purpose on 17th February, 1983. The Committee consisted of the following:-

1. Dr. L.K. Doraiswamy, Director, NCL, Poona.
2. Prof. M.V. George, I.I.T. Kanpur.
3. Prof. S.V. Kessar, Panjab University, Chandigarh.
4. Shri I.C. Menon, Joint Secretary, UGC.

The Committee noted with appreciation that this department under adverse circumstances and with constraints on resources have persistently undertaken research of high quality with a sense of dedication which is so rare and uncommon now-a-days. The Committee also observed that Prof. Swaminathan and his colleagues in the department have thus won recognition among the scientific community within India and outside.

Taking into consideration the above facts as well as the potentiality of the department to grow further, the Committee has recommended the Department of Organic Chemistry, Madras University, for participation under the Special Assistance Programmes as D.S.A. The Financial support recommended by the Committee is as under:-

A. NON-RECURRING:

1. Equipment

	<u>Rs.</u>
i) High Resolution Mass Spectrometer	15,00,000/-
ii) Recording UV-Visible Spectrometer	1,25,000/-
iii) High-Pressure Hydrogenation autoclave (one litre capacity and accessories).	1,40,000/-

.....2/-

iv) Photochemical reactors, Flash Evaporators, spares for E.M.-390 NMR Spectrometer, Spares for CHN Analyser and HPLC accessories. 1,20,000/-

Total: 18,85,000/-

2. Building.

(Lab. Space 5000 sq.ft. plus furniture and fittings) 6,00,000/-

Total Non-Recurring 24,85,000/-

B. RECURRING(for 5 year)

Staff

i) Professor - One
ii) Reader - Two
iii) Lecturer - One
(The faculty recruitment should be in areas such as molecular rearrangements/Organic synthesis/Bio-organic chemistry/Photo-Chemistry/Hetrocyclic Chemistry) 7,20,000/-
(Estimate)
iv) JRF (3 + 2 + 1) - Six
v) Research Associate- One
vi) Sr. Tech.Assistant - One (Rs.550-900)
vii) PA/Office Assistant- One

Other recurring items:

i) Working expenses/Contingencies (Special Chemicals/Glass Wares)@1,00,000/- p.a. 5,00,000/-
ii) Publications, Seminars, Visiting faculty @ Rs.30,000/- p.a. 1,50,000/-

Total Recurring: 13,72,000/-

Grand Total of Non-Recurring + Recurring

= 38,57,000/-

A copy of the report of the Committee is placed as Annexure before the Commission for consideration.

Report of the UGC Committee under the Special Assistance Programmes on the Department of Organic Chemistry, Madras University, Madras (17.2.83)

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The University Grants Commission constituted a Committee to examine the proposal from the Department of Organic Chemistry, Madras University, Madras under the Special Assistance Programme.

The Committee consisted of the following members:

1. Dr. L.K. Doraiswamy, Director, NEL, Poona.
2. Prof. M.V. George, I.I.T. Kanpur.
3. Prof. S.V. Kessar, Department of Chemistry, Panjab University, Chandigarh.
4. Shri I.C. Menon, Joint Secretary, UGC.

The Committee visited Madras on 17th February, 1983 and held discussions with the Vice-Chancellor, the Head of the department and his colleagues. The Committee also visited the laboratories in the Department.

Background

The Department of Organic Chemistry of Madras University was started in 1950. This has been essentially a Research Department since postgraduate teaching is dominated in the colleges. The UGC had recommended to the University during the last three plan periods that the University Departments should also offer M.Sc. courses. The University bodies in which the colleges have a dominant voice were against this. However, the university has recently succeeded in overcoming this resistance and started M.Sc. programmes in the University Departments. The Departments has taken several steps such as 1) semesterisation, 2) internal evaluation, 3) introduction of project components in the second year, 4) updating the syllabus for the postgraduate courses and 5) introduction of a revised pattern of question papers to test student's understanding rather than memory power. The intake for M.Sc. is 10.

The Department has 1 Professor, 2 Readers and 2 Lecturers. The Department needs at least 2 teachers to cope with the teaching programmes. This is a matter for the VIth Plan Visiting Committee.

There are 14 research scholars in the Department. The major areas of research are:

- a) Molecular rearrangements.
- b) Small ring compounds.
- c) Steroid synthesis.
- d) Heterocyclic chemistry.

There are three ongoing research projects supported by DST.

During the last 10 years, 40 papers have been published in leading national and international journals.

The annual allocation from the University for the Department is about Rs. 1 lakh for chemicals, contingencies, books etc.

The Department did not have any equipment costing more than Rs. 1 lakh until 1970. The Department was heavily dependent on the instrumentation facilities at CIBA Research Centre, Bombay, NCL, Pune and some laboratories outside India. Facilities available at CLRI, Madras and IIT have been used. For ¹³C MMR data the Department has to seek facilities outside Madras with DST support in 1979. The following instruments were purchased during the past few years.

1. A varian EM 390 NMR Spectrometer.
2. An Automatic Elemental Analyser.
3. An Analytical HPLC.

The following items of equipment are available in the department:-

1. NMR RM-32 Perkin-Elmer.
2. Liquid Nitrogen Plant.
3. Scanning Electron Microscope.
4. X-ray Fluorescence Spectrometer.

.....3/-

List of Major Items of Equipment

a) Less than 5 years old

Varian EM-390 NMR spectrometer

Perkin-Elmer Model 240 B Automatic CHN analyser.

Micromeritics Model 8000 Analytical HPLC system
Perkin-Elmer Model 598 I.R. Spectrometer.

b) 5 to 10 years Old

Indian Gas chromatograph with TC and FID Detectors.

c) Above 10 years

Beckman Model IR 20 instrument

Beckman Model DU-2 manual UV and visible Spectrometer.

The department has recorded about 2500 NMR spectra over the last few years out of which 500 were recorded for other Departments. Items of equipment such as the hydrogenation apparatus, photochemical reactors and ozoniser facilities are also made available to research workers outside the Department, whenever possible.

The average output of Ph.Ds. is 3 per annum. The Department under adverse circumstances and with constraints on resources have persistently undertaken research of high quality tantamount to successful cultivation on rocky terrain, with a sense of dedication which is so rare and uncommon nowadays. Prof. Srinathan and his colleagues have thus won recognition among the scientific community both within India and outside. This is an unique situation which the Committee takes note of.

Recommendations

Non-Recurring

The Committee recommended UGC support as a Department of Special Assistance under the Special Assistance Programmes. The Department has laboratory space of 7500 sq.ft. and 2500 sq ft. for the store. An attitional space of 5000 sq.ft. is recommended. An equipment grant of Rs.18,85,000 may be provided.

Recurring

6 research fellows may be provided; 3 in the first year, 2 in the second year and 1 in the third so that the enrolment levels at 6 thereafter. 1 Research Associate is also recommended.

1 Professorship and 2 Readerships, 1 lectureship, 1 Senior Technical Assistant and 1 P.A./Office Assistant are also recommended. A grant of Rs.10,000 each per annum for seminars, publications, visiting fellows and Rs.1,00,000 per annum for contingencies/working expenses (specialchemicals, glassware etc.) are recommended.

The financial implications of the recommendations for a period of 5 years are:

Non-Recurring

Equipment:

	Rs.
1. i) High Resolution Mass Spectrometer	15,00,000
ii) Recording UV- Visible Spectrometer	1,25,000
iii) High-Pressure Hydrogenation autoclave (1 litre capacity) and accessories.	1,40,000
iv) Photochemical reactors, Flash Evaporators, spares for E.M.-390 NMR Spectrometer, spares for CHN Analyser and HPLC accessories	1,20,000
2. Building: Laboratory space 5000 sq.ft. plus furniture	6,00,000
Total:	24,85,000

.....5/-

Recurring (for 5 years)

Staff:

i) Professor	1	
ii) Reader	2	
iii) Lecturer (The Faculty recruitment should be in areas such as molecular rearrangements/ organic synthesis/bioorganic chemistry/ photochemistry/hetrocyclic chemistry)	1	
iv) JRF (3 + 2 + 1)	6	Rs. 7,20,000 (Estimated)
v) Research Associate	1	
vi) STA (550-900)	1	
vii) PA/Office Assistant	1	
viii) Working Expenses/Contingencies/Special chemicals/glassware.		Rs. 5,00,000
ix) Publications, seminars visiting fellows @ Rs. 30,000 per annum.		Rs. 1,50,000
Total Recurring:		Rs. 13,72,000

Total Non-Recurring: Rs. 38,57,000

The Committee is of the view that the University should move the State Government with a request in regard to take over the posts after 5 yeras when UGC assistance ceases and this approval be conveyed to the University within six months from the time the university approaches the State Government .

The Committee felt that it will be useful if the outside experts on the DSA Advisory Committee are among the members of the Selection Committee of the Department which is receiving UGC support under Special Assistance Programmes. The Committee is also of the view that the services of Prof. S. Swaminathan, who is going to retire in the course of this year, may be used by the university in some capacity in order that his experience and expertise are available for further development of the Department.

The Committee records its thanks to the Vice-Chancellor, the Head of the Department and his colleagues for the cooperation extended to the C ommittee in the course of its visit to the university.

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

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Meeting:

Dated: 23rd April, 1983

Item No.4.09 : To consider the report of the Expert Committee for Special Assistance Programmes for the Organic Chemistry Unit of Pharmaceutical Division under University Department of Chemical Technology Bombay University.

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In accordance with the decision of the Commission accepting the recommendations of the Standing Committee on CAS/DSA in its meeting held on 2nd August, 1982 (Item No.4.08) a Committee of experts constituted to examine the present status of development of teaching and research in the Organic Chemistry unit of the Pharmaceutical Division under UDCT, Bombay University, and its suitability for participation in one of the special Assistance Programmes visited the department for the purpose on 14th February, 1983. The Committee consisted of the following:-

1. Dr. L.K. Doraiswamy, Director, NCL, Poona.
2. Prof. M.V. George, I.I.T. Kanpur.
3. Prof. S.V. Kessar, Panjab University, Chandigarh.
4. Shri I.C. Menon, Joint Secretary, U.G.C.

The Committee observed that the Organic Chemistry unit in the Division of Pharmaceutical Chemistry of the University Department of Chemical Technology, Bombay, has been doing good work under the guidance of Prof. S.K. Pradhan, despite of the fact that institution is facing financial difficulties, particularly due to the meagre resources of the University/ State Government, which has led to a pitiable plight even in regard to the maintenance of the building, administrative bottlenecks at the University level, paucity of imotivated research scholars and absence of modern equipments, inadequacy of of Technical Staff and administrative staff, lack of hostel accommodation etc.

The Committee has recommended the Organic Chemistry unit of the Pharmacy Division of UDCT Bombay University to be invited for participation in the Special Assistance Programme as ' Departmental support for Research' (DSR) in order to enable it to augment its research activities in the thrust area of reaction mechanism and streo-Chemistry. The Committee recommend the following financial support to be given by the Commission over the next 3 year period :

....2/-

A. NON-RECURRING

i) 13 C-NMR Spectrometer & accessories	Rs. 12,00,000/-
ii) Preparative HPLC, Unit & accessories	Rs. 5,00,000/-
iii) Electrical Balances & accessories	Rs. 80,000/-
Total Non-Recurring:	Rs. 17,80,000/-

B. RECURRING (for 3 years)

Research Staff

i) Research Associate - One (Any grade)	Rs. 1,25,000/-
ii) Junior Research fellowships- Four	

WORKING EXPENSES

Chemicals, Contingencies @ Rs.60,000/-p.a.	Rs. 1,80,000/-
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Total Recurring Rs. 3,05,000/-

Grand total A + B : Rs. 20,85,000/-

A copy of the report of the Committee is placed as Annexure before the Commission for consideration.

E.O. (SR-I) / JSSR

Annexure to Item No. 4.09

Report of the UGC Committee for Special Assistance
Programmes for the Organic Chemistry Unit of the
Pharmaceutical Division under UDCT, Bombay (14.2.1983)

The University Grants Commission constituted a Committee to examine the proposal from the Organic Chemistry Unit of the Pharmaceutical Division of the Department of Chemical Technology for support under the Special Assistance Programmes.

The Committee consisted of the following members:

1. Dr. L.K. Doraiswamy, Director, NCL, Poona
2. Prof. M.V. George, IIT, Kanpur
3. Prof. S.V. Kessar, Deptt. of Chemistry, Panjab University.
4. Shri I.C. Menon, Jt. Secretary, UGC.

The Committee visited UDCT Bombay on 14th February, 1983 and held discussions with the Director of the Institution, the Head of the Pharmaceutical Division and his colleagues in the department. The division of Pharmacy has 3 units; 1) Pharmaceutical Chemistry, 2) Pharmacognosy and 3) Pharmaceutics.

Background

UDCT has been an unique institution in the field of Chemical Technology for over 50 years. The Department of Chemical Technology is a misnomer in the sense it is not a Department in the conventional sense of the term. This institution consist of 7 divisions and 3 Sections:

1. Department of Textile Chemistry (This was selected as CAS in Applied Chemistry in 1964.)
2. Division of Chemical Engineering.
3. Division of Intermediates and Dyestuff Technology.
4. Division of Food and fermentation Technology.
5. Division of Technology of Oils, Fats and Waxes.
6. Division of Plastic and Paint Technology.
7. Division of Pharmaceutical and Fine Chemicals.

Besides, there are 3 sections:

1. Applied Physics,
2. Chemistry Section and
3. Mathematics Section.

The Pharmaceutical Section has a strong bias in favour of Organic Chemistry. The main thrust of the Department is in the study of Organic compounds having therapeutic activity.

The input of research in the Indian Pharmaceutical Industry is, by far concentrated on short term projects, generally restricted to work already reported in the patent literature. A process involving several steps to product is rarely taken up for investigation. Where manufacture of such material is claimed, it generally involves import of the intermediates, within the few steps of the end product.

Even for the processes involving a few steps only, entirely regional approach is rarely followed. The risks in terms of non-recoverable financial inputs are considered too great relative to even a sub-standard imitation of a patented process. It is, therefore, important that such work is undertaken and supported in those Universities having staff capable of taking up such challenges.

The research plan includes work on the following:-

1. Stereochemistry and reaction mechanism.
2. Application of Frontier Molecular Orbital concepts.
3. New synthesis of drugs and intermediates utilising recent findings and selective reagents.
4. Asymmetric synthesis.
5. Biomimetic reactions.
6. Development of suicide enzyme inactivators as therapeutic agents.
7. Structural elucidation of bio-active agents from plants.
8. Pheromones and hormones.
9. Circular Dichroism studies.

Research activities of the Pharmaceutical Chemistry Staff have covered a wide range of activities in the field of Organic Chemistry, particularly in reaction mechanism and stereochemistry. This bias is seen in the syllabus for B. Pharm; B.Sc.(Tech.) (Pharm) and M.Sc. Tech (Pharm). The B.Sc.(Tech.) M.Sc. (Tech) courses lay even more emphasis on organic/Pharmaceutical chemistry and pharmacotics than the courses leading to B. Pharm/M.Pharm degrees.

The major activities in Pharmaceutical Chemistry are Total synthesis of bio-active agents, development of synthetic methodology for functional group inter-conversion, stereo- and enantioselectivity in chemical and biological reactions, mechanism of chemical carcinogenesis, rational design of synthetic drugs, isolation, identification and structure elucidation of bioactive agents from natural sources, development of indigenous technology for manufacture of fine chemicals, basic organic chemistry research on single electron transfer reactions and in new synthetic methods with emphasis on stereochemistry.

During the last 10 years, the Division has brought out 57 publications of which 14 have been in Pharmaceutical Chemistry.

The Department has 1 Professor, 2 Readers and 3 Lecturers. Three posts of Readers are vacant. There are 23 research workers including post doctoral fellows and pool officers supported by UGC, DST etc. This excludes 16 M.Pharm and 3 M.Sc.(Tech) students.

Apart from the fellowships, the Division received Rs. 29,000/- as contingent expenditure during 1981-82 and a non-recurring grant of Rs. 85,000/- from the university.

COMMENTS AND OBSERVATIONS OF THE COMMITTEE.

The Organic Chemistry unit in the Division of Pharmaceutical Chemistry of the University Department of Chemical Technology, Bombay has been doing good work under the guidance of Prof. S.K. Pradhan.

The special thrust during the next five years in the Division of Pharmaceutical Chemistry will be in the following fields:

1. Discovery of new synthetic routes and development of indigenous technology for drugs and intermediates and sex pheromones.
2. Basic pharmaceutical research involving rational approaches to design and development of drugs to combat diseases with special emphasis on tropical diseases.
3. Basic organic chemistry research on single electron transfer reactions and on new synthetic methods with emphasis on stereochemistry.
4. Development of simple analytical methods for drugs in various formulations.
5. Paper type dosage forms as drug delivery systems and studies in film coating and microencapsulation.

6. Utilisation of rural byproducts of natural origin as substitutes for various agents that go into pharmaceutical formulations.
7. Pharmacological screening including screening of indigenous medicinal plants. All aspects of the work will be done under one roof, ranging from microscopic evaluation of the natural products to determining the structures of the compounds found to be active as a result of Pharmacological screening. It is an ideal interdisciplinary project.

The Institution faces financial difficulties particularly due to the meagre resources of the University/State Government which has led to a pitiable plight even in regard to the maintenance of the building, administrative bottlenecks at the University level, paucity of motivated research scholars and absence of modern instruments. This institution is located at Matunga with the Director as its Head, quite a distance away from the University Headquarters at Fort and the Science department located at Kalina. As a result, the instrument facilities at Kalina (WRIC) are not readily accessible to this Institution. Inadequacy of technical staff and administrative staff back of hostel accommodation for research scholars, inability of the University to authorise expenditure for projects sanctioned by any grant giving organisation till the actual receipt of the amount the other constraints. The contingency grant is Rs. 1000 per student per year for students joining either the Master's or the Doctorate programme.

These are important matters which may receive urgent attention of the University, for remedial action.

Recommendations

The Committee recommends UGC assistance as departmental Support for Research (DSR) in Organic Chemistry in the Department of Pharmaceutical Chemistry under the Special Assistance Programme for a period of 3 years with the following inputs, Bombay University/UDCT, Organic Chemistry Section: Departmental Support for Research for 3 years.

Non-Recurring

Equipment

i)	¹³ C-NMR spectrometer & accessories.	Rs. 12,00,000
ii)	Preparative HPLC, Unit and accessories.	Rs. 5,00,000
iii)	Electrical balances & accessories.	Rs. 80,000

Total N.R.Rs. 17,80,000/-

Recurring (for 3 years)

Research Staff:

a)	Research Associate (Grade A or B or C or D)	-1	Rs.1,25,000
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b)	Jr. Research Fellows	-4	
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	Working expenditure (Chemicals/contingencies) @ Rs. 60,000 p.a.		Rs.1,80,000
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Total Recurring: Rs.3,05,000

Total N.R+R = Rs20,85,000

The Committee records its thanks to the Director of the UDCT, Head of the Division of the Pharmaceutical Chemistry, and his colleagues for the cooperation extended to the Committee in the course of its visit to the UDCT.

Confidential

UNIVERSITY GRANTS COMMISSION

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Meeting:

23rd April, 1983

Item No.4.10: To consider the report of the Expert Committee for Special Assistance Programme for School of Chemistry of the University of Hyderabad.

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In accordance with decision of the Commission while accepting the recommendations of the Standing Committee on CAS/DSA in its meeting held on 2nd August, 1982 (item No.4.08) a Committee of Experts constituted to examine the present status of development of teaching and research in Organic Chemistry in the School of Chemistry, University of Hyderabad and its suitability for participation under the special assistance programmes, visited the school of chemistry for the purpose on 15th February, 1983. The Committee consisted of the following:-

1. Dr. L.K.Doraiswamy, Director NCL, Poona.
2. Prof. M.V.George, I.I.T., Kanpur.
3. Prof. S.V.Kessar, Panjab University, Chandigarh.
4. Shri I.C.Menon, Joint Secretary, U.G.C.

The Committee observed that there exists dynamic leadership in the school, Cooperation among colleagues, sense of participation and belonging and commitment to teaching and research as well as their competence and familiarity with the recent developments of the frontiers. While there is major effort in organic chemistry particularly in synthetic organic chemistry, other disciplines of chemistry represented by the varied interest of the faculty, have also shown good progress. These areas will also be developed in keeping with the major thrust in organic chemistry and are quite important for the balanced growth of the school. During the last 3 years the school has been able to attract funds for 12 research projects from various funding agencies such as U.G.C., CSIR and DST. Keeping in view the over all performance of the department during the past 5 years, the necessary infrastructural facilities including sophisticated scientific equipment available for its teaching and research programmes, the Committee has recommended the Commission's support to the school of chemistry under special assistance programme as D.S.A. for a period of five (5) years. The Financial support recommended to as under:

A. Non-Recurring:

1. Equipment

	Rs.
i) CH and N-Automatic Analyser	5,00,000/-
ii) Infrared spectrometer	1,50,000/-

contd...2/-

iii) UV spectrometer	1,00,000/-
iv) Differential Scanning Calorimeter	2,50,000/-
v) Preparative Medium Pressure Liquid Chromatograph	1,00,000/-
vi) Mettler Balance, Fraction Collectors, Rotary exporters etc.	1,00,000/-
vii) Glass blowing shop equipment	40,000/-
2. <u>Building</u> (5000 sq.ft. with furniture and fittings)	6,00,000/-
3. <u>Vehicle</u> (Mata ^d or type or Pick up van)	1,20,000/-
Total Non-Recurring:	<u>19,60,000/-</u>

B. Recurring (for 5 years)

i) Junior Research fellowships - 8 (5+2+1)		
ii) Research Associates (any grade - 2 (at any give ⁿ time)	4,00,000/-	estimates
iii) Scientific Officer (Rs.700-1300)-1		
iv) Sr. Tech. Asstt. (Rs.550-900) - One	1,75,000/-	
v) Driver -One		
vi) Working expenses (Contingencies, special chemical spares etc. @Rs.60,000/- p.a.	<u>3,00,000 -</u>	
Total Recurring :	<u>8,75,000 -</u>	
Grand total of A + B =	Rs.28,35,000/-	

A copy of the report of the Committee is placed as Annexure, before the Commission for consideration.

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

- Report of the UGC Committee for Special Assistance Programme for the School of Chemistry of the University of Hyderabad. (15.2.83)

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The University Grants Commission constituted a Committee to examine the proposal from the School of Chemistry, University of Hyderabad under the Special Assistance Programmes.

The Committee consisted of the following members:-

1. Dr. L.K.Doraiswamy, Director, NCL, Poona.
2. Prof. M.V.George, I.I.T., Kanpur.
3. Prof. S.V.Kessar, Deptt. of Chemistry, Panjab University, Chandigarh.
4. Shri I.C.Menon, Joint Secretary, UGC, New Delhi.

The Committee visited Hyderabad on 15th February, 1983 and held discussions with the Vice-Chancellor and the Dean of the School of Chemistry and his colleagues.

Background

The School of Chemistry was set up 5 years ago when the University of Hyderabad was established. This is an active and vigorous school which is both modern and forward looking.

The M.Sc. programme is noted for its integrated approach to matter and molecules and backed up by modern laboratory practices. The main objective of a programme to impart having in chemistry in areas such as chemical physics, biological chemistry, electronics and computation. The annual intake is 20 and selections are made on an all India basis.

The teaching activity of the school of Chemistry commenced from July 1977 when the first batches of M.Sc. and M.Phil. students were admitted. The curriculum for the M.Sc. and M.Phil. programmes were designed to expose the students to all major disciplines of chemical sciences, particularly those having interface with biology, physics and mathematics and to inculcate an awareness of areas of current interest and activity. Some of the new and innovative features of the Master's programme are compulsory course in mathematics, electronics for chemists, basic biological chemistry and computer methods in chemistry, besides theory and laboratory courses in physical, inorganic and organic chemistry. Every student also conducts a small research project of one semester duration to expose him/her to the methodology of research and give a feel of chemical literature. Considerable effort

was expended in the last few years towards the development of the teaching laboratories which had to be started from practically nothing. It is gratifying that in a short span of time it has been possible to establish well equipped and functional teaching laboratories in the School and to introduce many new and specially designed experiments in its laboratory curriculum. In particular the development of the electronics laboratory is the highlight of the laboratory development activities of the School.

The output as judged by the number of publications (200) in leading National and International Journals is very good, - in spite of the modest size of the faculty. There are 4 posts of Professors (3 vacant), 8 Readers (5 vacant) and 21 lecturers (15 vacant).

The major areas of research in the Department in Organic Chemistry are: synthetic organic chemistry, natural products chemistry, organic solid state chemistry and theoretical organic chemistry. The school has concurrent research activity in the areas of Solid state chemistry, theoretical chemistry, coordination chemistry and bio-inorganic chemistry.

During the last 3 years the School has attracted funds for 12 research projects from various funding agencies such as UGC, CSIR and DST. There are 20 research fellows in the Department. The number of books in the Central Library in chemistry (titles only) is 5,500 and the number of journals (subscribed) is 86.

The School make use of the Central Workshop and Instrumentation Facilities.

The list of major equipment available in the department are:

1. Perkin Elmer 297 infrared spectrophotometer.
2. Shimadzu Model 200S UV spectrophotometer.
3. Waters Associate Model 6000A liquid chromatograph.
4. Hewlett-packard Model 5830A gas chromatograph.
5. Packard Model 421 gas chromatograph.
6. Parr Model 370 electrochemical system.
7. Hewlett-packard 1858 C,H,N analyser.

The facilities of the instruments laboratory of the university are available to the School. The instruments for CIL that are routinely used by the chemistry faculty are:-

- i) Jeol FX-100 FT NMR spectrometer
- ii) Jeol MH-100 CW NMR spectrometer
- iii) AEI MS 50 Mass Spectrometer
- iv) Jeol ESR spectrometer
- v) Photoacoustic spectrometer
- vi) X-Ray Weissenberg Cameras
- vii) Mossbauer spectrometer and
- viii) Brucker Magnetic susceptibility system.

The School has fabricated equipment listed below:

- i) Differential thermal analysis (DTA) unit for measurements from 80 K to 740 K.
- ii) Cryostat for Mossbauer measurements up to liquid nitrogen temperatures.
- iii) Cryofurnace and associated assembly for two probe conductivity measurements from 80 K to 750 K in solids.
- iv) Thermogravimetric analysis (TGA) from 300 K to 900 K in air and inert atmosphere.
- v) Assembling of a low field hysteresis apparatus for amorphous alloys.

The equipment fabricated in the School by individual faculty members is freely available to other faculty in the University as well as outsiders on a selective basis.

The school has a regular and an active programme of weekly seminars by reputed national and international chemists. In the past five years over 100 seminars have been held in the field of chemical sciences.

While there is a major effort in organic chemistry and in particular in synthetic organic chemistry, other disciplines of chemistry represented by the varied interests of the faculty have also shown good progress. These areas will also be developed in keeping with the major thrust in organic chemistry and quite important for the balanced growth of the School.

On the research side, the objectives of the School have been to carry front line research in emerging areas of chemical science with emphasis on structure and synthesis from both theoretical and experimental aspects. Given below is a synopsis of the research efforts currently underway in the School.

Development of new synthetic methodologies to carry out state-of-the art total syntheses of natural products of contemporary interest and design of 'exotic' all carbon, platonic solids has been the focus of attention in recent years.

In particular, molecules either possessing cyclopentanoid sub-structure or polycyclopentanoid (polyquinane) framework have been synthesised. A conceptually novel and general approach to polycyclopentanoids, termed, photo-thermal metathesis, has been developed. Application of this methodology has eventuated in the total synthesis of linearly fused tricyclopentanoids (\pm) - hirsutene, (\pm) - capnellone and (\pm) - coriolin. Among them the anti-tumour antibiotic (\pm) - coriolin perhaps represents one of the most complex molecules to be synthesised in our country. A novel and equally fascinating approach has been devised for the synthesis of angularly fused tricyclopentanoids and efforts currently underway are aimed towards the total synthesis of (\pm) - isocomene and (\pm) - retigeranic acid. Some of the more challenging targets in the area of natural products chemistry that are being tackled at the moment are the antibiotic (\pm) - ikarugamycin and anti-tumour perhydroazulene (\pm) - damsin.

Explorations directed towards the chemistry of all carbon, platonic solids, have the $C_{20}H_{20}$ hydrocarbon dodecahedrane as the main target of synthetic assault. Dodecahedrane, for the past two decades has emerged as a major synthetic challenge and prized compound in organic chemistry. A novel strategy based on 'molecular stitching plan' towards dodecahedrane has been evolved. The progress so far towards this objective has already led to the synthesis of a spheroidal C_{18} -hexaquinane system.

Synthetic studies directed towards the ionophore antibiotics of pseudomonic acid family employing carbohydrates as chiral synthons have been initiated.

New synthetic methods and reactions, especially utilising simple gaseous molecules are being developed. Reactions of carbon monoxide with organic free radicals is being explored. Another reaction being explored is the possibility of transforming organomercurials, readily accessible from olefins, to the corresponding carbonyl compounds.

Applications of various theoretical methods for problems in organic and organometallic chemistry are of current interest. The Huckel $4n + 2$ rule is being extended to include three dimensional systems like, pyramidal cations, $C_6H_6^{2+}(C_5V)$, $C_5H_5^+(C_4V)$ and boranes and carboranes. Structural variations in bridged vinyl cations, structure of dilithiohydrocarbons and substituent effects on strained cyclopentanes are other projects in the organic area. Problems in the transition metal organometallic area include, (a) the mechanism of ring cleavage of strained organic molecules by transition metals, b) hapticity-2 and hapticity-4 binding of benzene to transition metals, c) activation of C-H bond and d) structure and reactivity of

tetranuclear transition metal complexes. In future, a major effort will be directed towards the structure and reactivity of metalloboranes.

The concept of 'crystal engineering', whereby one can systematically alter the structure of crystalline organic materials so that a very specific solid state reactivity will result, has been studied with respect to the cinnamic acids. Donor-acceptor interactions and non-bonded interactions involving oxygenation have been shown to be a promising 'steering device' towards structures that are potentially photoactive in the solid state to yield chiral products. Crystallography has also been useful to study the solid state tautomerism of hydroxyazopyridines. In this system intermolecular hydrogen migrations can occur; Such solids can be the basis for reversible hydrogen switching and can be thought of conceptually as 'chemical memory devices'. Intercalation of organic bases in inorganic layered structures has been shown to be highly specific topotactic transformations. Systems studied so far include the oxyhydroxides of iron. Ongoing work involves studies on photochemical and thermal organic solid state reactions, crystal engineering and intercalation chemistry of organic and inorganic materials.

In the area of solid state chemistry, research is presently underway on i) studies on potential magneto-optic and magneto-electric materials such as borates and ii) studies on transport and magnetic properties of metallic glasses, materials of enormous future potentialities. In this connection efforts have been put in to low temperature facilities up to 1K for Mossbauer measurements. In favourable cases in borates, single crystals are grown from melt for investigations of magnetic, optical and electrical properties. Facilities for splat-cooling for making amorphous alloys are being tested. Steps are being taken to employ counters for scattered gamma-ray measurements and voltammetric methods for surface studies.

Theoretical studies in the following three areas of chemical physics are being carried out: a) study of the effect of core electron polarization on electric and magnetic properties of atoms and molecules, b) development and applications of Slater transition state concept to calculate the energy changes involved in X-ray, Auger, Shake-up, electron attachment, spin-orbit splitting, and electronegativity in atoms and molecules, c) applications of the abinitio methods (Gaussian 80) with the electron correlation effect through configuration interaction, to predict structure and energetics of the trivalent compounds of nitrogen and phosphorus. Future efforts in theoretical chemistry will be concerned with the development of a reliable basis set to carry out the calculations of molecular electric and magnetic properties and search for the energy density functional.

p.t.o.

Electron transfer processes and their mechanism in binuclear metal systems and transition metal peptide complexes are being investigated. The binuclear metal systems include biologically important transition metals like, Cu, Co and Fe. Investigations are also underway on heteronuclear metallic systems. The electron transfer processes are being probed by e.s.r. and cyclic voltmetric techniques. Studies in future will be concerned with redox studies on porphyrin-quinone system, which can mimic the natural systems. Also, interaction of metal ions with complex peptides, closely resembling natural systems, will be investigated.

The following facets of transition metal chemistry will be explored: a) investigation of paramagnetic sandwich compounds having degenerate ground state; b) preparation and characterisation of mixed valence transition metal complexes e.g. Mn(III)-Mn(IV) oxo-bridged dimers; c) synthesis and study of transition metal compounds having interesting anisotropic properties like, one dimensional electrical conductivity and metal chelates having partially oxidized molecules in solid state.

Investigations are being carried out in the two broad areas of bioinorganic chemistry i) synthetic oxygen carriers and ii) co-ordination complexes involving biologically important ligands.

Observations and Recommendations:

The Committee was highly impressed with the dynamic leadership in the school, cooperation among colleagues, sense of participation and belonging and commitment to teaching and research as well as their competence and familiarity with the recent development at the frontiers. In view of these, the Committee recommends UGC support to the School under Special Assistance programme as DSA. Given encouragement and recognition at this stage the team of young scientists (average age 32 years) will gorge ahead in the realm of teaching and research. Since quality has to be the desideratum in the choice of the Centres of Excellence, the Committee has no reservation in putting the School in the category of D.S.A.

The School can enhance research enrolment (both Ph.D. and post-doctoral programmes) but this needs additional laboratory's space of 5000 sq.ft. This is recommended. An equipment grant of Rs. 10 lakhs may also be provided for supporting new areas of investigation.

The University is 25 kms away from the city and the transport facilities are poor. The laboratory needs gas cylinders, chemicals, dry ice and many other items which

have to be procured on an almost daily basis. For the seminar programmes, use of facilities in other institutions such as RRI, Defence Materials, Research laboratory, Computer Maintenance Corporation etc., a vehicle is necessary. This is recommended.

Staff

No academic positions is recommended. The existing vacancy should be filled.

1 Scientific Officer and 1 Sr. Technical Asstt. are recommended.

. . . . 8 research fellowships (5 in the first year, 2 in the second year and 1 in the third year); maintaining the level of 8 thereafter is recommended.

The school has university funds available for seminars and publications. Contingencies/working expenses at Rs.60000 p.a. may also be provided.

Financial Implications of the Recommendations.

DSA for 5 years.

Non-Recurring:

Equipment.

1.	i) C II and N-Automatic Analyser	5,00,000
	ii) Infrared Spectrometer	1,50,000
	iii) UV Spectrometer	1,00,000
	iv) Differential Scanning Calorimeter	2,50,000
	v) Preparative Medium Pressure Liquid Chromatograph	1,00,000
	vi) Mattler Balance, Fraction Collectors, rotary exporters etc.	1,00,000
	vii) Glass blowing shop equipment	40,000
2.	Building (5000 sq.ft. with furniture and fittings)	6,00,000
3.	Vehicle (matador type or pick up van)	1,20,000

Total N.R. Rs. 19,60,000

p.t.o.

Recurring:

i) JRF (S) 5 + 2 + 1		
ii) Research Associate 2 at any given time (Grade A or B or C or D)		Rs. 5,75,000 (estimated)
iii) Scientific Officer 1 (Rs.700-1300)		
iv) STA (Rs.550-900)	1	
v) Driver	1	
vi) Working expenses (contingencies, special chemicals, spares etc) @ Rs.60,000 p.a.		Rs. 3,00,000
Total: R.		Rs. 8,75,000

The Committee is of the view that the thrust area of the department should be Organic Synthesis and Professor G.Mehta should act as the programme Coordinator.

Total N.R. + R for 5 years	=	Rs. 19,60,000 + 8,75,000
		<u>Rs. 28,35,000</u>

The Committee records its thanks to the Vice-Chancellor, the Head of the School of Chemistry and his colleagues for the cooperation extended to the Committee in the course of its visit to the university.

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CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

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Meeting:

Dated: 23rd April, 1983

Item No. 4.11 : To consider a Report on the Regional Conferences on Science Education and their recommendations.

The University Grants Commission at its meeting held on 19th October, 1982 (Item No. 4.05) considered the recommendations of the Standing Committee on College Science Improvement Programme and accepted its recommendation with regard to organizations of Regional Conferences on Science Education. Subsequently, the four Regional Conferences on Science Education were held as indicated below :-

- (a) Northern Regional Conference at Panjab University, Chandigarh-(10-12 January, 1983)
- (b) Southern Regional Conference at Madurai Kamraj University, Madurai- (January 31- February 2, 1983)
- (c) Eastern Regional Conference at Ranchi University, Ranchi; (12-14 February 1983) and
- (d) Western Regional Conference at University of Poona, Pune (24-26 February, 1983)

The Regional Conference were structured to enable greater participation of University and College Science Teachers including those who have participated in the College Science Improvement Programme as well as those likely to implement such programmes in the near future. The programme of the Conferences provided sufficient scope for indepth discussions on common problems and potentialities of Science Education, for consideration of specific problems related to individual subjects and to discuss the role and impact of the College Science Improvement Programme so far and finally to arrive at a set of workable recommendations for future action. The programmes for individual Regional Conferences tried to bring into focus, for purposes of detailed considerations, specific problems and programmes of importance to the region concerned. As part of the Regional Conferences, exhibitions were set up to display and demonstrate educational materials so far developed under the College Science Improvement Programme. The participants also had access to several invited resource papers, papers published in international journals devoted to Science Education at University level and such other materials as would help in facilitating consideration of Science Education problems relevant to the Indian

University system. Each Regional Conference was of three-days duration and therefore provided adequate opportunities, both formal and informal, for assessing the present state of Science Education at the undergraduate level particularly in the Colleges system and also related matters at the postgraduate level. The Conferences, in particular, took note of the UGC's programmes of (a) College Science Improvement Programme, (b) Restructuring of under-graduate courses, (c) Examination Reforms; and (d) Faculty Improvement Programmes, in the context of Science Education in the colleges and the universities.

The range of topics and issues related to Science Education which were considered at these Regional Conferences are given in the Annexure-I.

The recommendations of these Regional Conferences on these topics are given in Annexure-II.

It would be seen that the most of the recommendations made by these Conferences are with the purpose of enhancing the impact of several programmes initiated by the U.G.C. in the area of Science Education and would, therefore, be considered by the respective Standing Committees or the Panels for further action. The recommendations relating to the need for publication of journals in Science Education has already been considered and accepted by the Commission at its meeting held on 21st March, 1983.

However, the following recommendations are placed before the Commission for its consideration:-

- (1) Measures to attract and select good students for Science Education Courses at the undergraduate and Postgraduate levels.

The Conferences felt concerned that highly merited students generally opted for professional courses of study and accordingly the quality of students joining the B.Sc. or B.Sc. (Hons) courses was not sufficiently high. The Conferences, therefore, desired that some measures be taken to attract and retain highly merited students in science /
courses so as to build up sufficiently large core of Science graduates who could proceed to advanced studies and research and thus constitute high level scientific manpower needed by the country. The suggestions made included, selection of students through competitive tests such as the National Talent Search Scheme, provision of Scholarships and placement of such students in colleges and universities which have maintained high standards in Science Education and are striving for excellence.

- (2) Setting up of faculty cells for improvement of Science Education and Science Education Centres in different regions.

The Conference felt that in order to innovate, implement and co-ordinate Science Education Reforms, universities may be enabled to set up a Faculty Cell drawing upon teachers from different Science Departments; such a Cell, besides engaging itself in activities for improvement of Science Education, could also identify resource persons in the colleges in the region who could be encouraged to take specific projects likely to contribute to improvement of Science Education, production of teaching materials and in implementing the various quality improvement programmes suggested by the University Grants Commission. Several Faculty Cells in the region could co-ordinate their activities and for this purpose a Science Education Centre may be set up in each region to serve as a resource Centre not only to bring together educational materials, such as new books and other reading materials, new demonstration and laboratory equipment, and teaching aids, developed nationally as well as internationally and to organize a teacher orientation Training Programmes to acquaint College teachers to use such materials and encourage changes and reforms in their class room and laboratory instructions, introduce project work etc. The Conference also recommended that in the same manner as Centres for development of Physics Education and Biological Science Education have so far been set up at the two universities of Rajasthan and Madurai, based upon their contributions through CCSIP- ULF, Science Education Centres may be set up also in Chemistry and Mathematics at appropriate places. These Science Education Centres, along with the Science Resource Centres in each region and the Faculty Cells in individual universities would together provide the necessary network for co-ordinated efforts for improvement of science education and production of educational materials.

- (3) Production of educational materials, software and other learning materials.

As a result of the activities of the University leadership Projects under the college Science Improvement Programme as well as through innovative efforts of others interested in Science Education, a wide range of educational materials have now become available in the form of books, reading materials, laboratory manuals, teachers guides, laboratory and demonstration equipment, teaching aids such as models, charts, slides, concept loops and films and other audiovisual aids. The University Grants Commission could take adequate steps to have such materials produced in adequate numbers and make them available to all educational Institutions and also arrange for training of teachers in the use of such materials. The

Science & Technology Parks likely to be initiated by the Department of Science & Technology could be one of the possible means of commercially producing such materials and making them available at a reasonable cost. Other alternative arrangements could also be worked out. The use of such indigenous materials and providing for a variety of learning-teaching situations would considerably enhance the quality of Science Education.

- (4) Improvement of infrastructure facilities of science laboratories.

The Conference felt that besides the developmental assistance available to the colleges and the assistance available through COSIP to selected colleges and for restructuring of courses at the undergraduate level, the University Grants Commission may work out a plan by which Science laboratories in colleges with optimal enrolment of science students can be assisted to bring up their infrastructure facilities to an adequate level, whether or not, such colleges are participating in any of the above programmes. The minimum requirements of a modern laboratory for each science subject should be worked out and assistance extended to such colleges.

The above recommendations along with other recommendations of the Regional Conferences on Science Education are placed before the Commission for consideration.

EO(SR.I)/JS(SR)

F. 20-3/82(SR.I)

SLK

The range of topics and issues related to Science Education considered at Regional Conferences:-

1. How to attract and select good students at B.Sc. and M.Sc. levels?
2. Improving educational programmes- ways of making under-graduate courses more meaningful.
3. Introduction of short courses available even to outsiders.
4. Inrichment programmes for motivated students.
5. Additional short courses such as History of Science, Science Philosophy etc.
6. Introduction of project at the under-and-post-graduate levels.
7. Faculty cells for improvement of Science education.
8. Development of software, learning materials.
9. Improvement of laboratory/Library- what are the minimum requirements of modern lab./Lib.
10. Can we form a co-operative network of teachers and labs. involved in innovative teaching programmes?
11. Can we devise a method to establish equivalence of degrees given by the various Universities?
12. Role of COSIP, in improvement of Science Education
13. Journals in Science Education
14. Teachers and Teaching.
15. Examinations and evaluation methods
16. Miscellaneous.

Annexure II to Item No. 4.11

I. How to attract and select good students at
B.Sc. and M.Sc. levels?

1. It was felt that to attract good students a selection of about thousand good students be made through out the country and they may be given scholarships. Fellowship could be instituted after B.Sc to encourage good students to join post-graduate studies.
2. It is not enough to select and motivate good students after the 12th and B.Sc. It is also essential that such good talent should be nurtured and prevented from draining out of the country. Such nurturing could be done by admitting these students in good colleges by supporting good colleges and also by asking good University departments to start under-graduate instruction for a limited number of students. The UGC could therefore, start the process of identifying colleges and university departments where these students should be given special facilities for carrying out their studies. This is the way in which excellence could be generated. (PP)
3. It was pointed out that in recent years there has been a slow but steady deterioration both in quality and in the number of students who opt for mathematics. This is not isolated to our country. Mathematical talent tests with a specific aim of encouraging bright students to further mathematical education is necessary. There should be a number of scholarship available for maritorions students in the under graduate mathematics students. (MM).
4. Sometime during the month of May each year a Mathematics Olympiad should be conducted at national level and 100 scholarship should be awarded on the basis of results of the Olympiad for study in mathematics at postgraduate level. These students should be placed at specific institutions. Flexible programmes should be made to accelerate their progress. The questions for this Olympiad should be within the competence of those who have completed B.Sc.(CM)
5. In order to attract good students it is necessary to introduce exciting experiments and programmes that they get motivated for taking up Science subjects. (P.C)
6. (i) The University Grants Commission should lay-down basic minimum of course contents of the various level to under graduate education.
(ii) The courses should be flexible with respect to the choice of subject combination. (MC)

II. Improving Education Programme- ways of making under graduate courses more meaningful.

1. Astronomy and space science may form a part of the undergraduate mathematics. Especially with the big effort in space our country is now making, this is very necessary. The University Grants Commission must make available equipment in the form of telescopes, stars- charts etc. and also support with funds for purpose of a few astronomy journals.(MM)
2. Students coming to the B.Sc. in southern Universities from the 10+2 stages now, have a high level of instruction in all the 4 science subjects of Physics, Chemistry, Mathematics and Biology. Hence, it is practical and important to recommend that the Southern Universities should restructure their Biology programmes to provide for courses which emphasise a unified treatment of life processes and organisation, together with courses dealing specifically with plant life (Botany) and animal life(Zoology). The courses should suitably incorporate the important components of Micro-biology, - Bio-chemistry and Bio-Physics(MB)
3. To strengthen employability and to foster better regional development it is recommended that some job-oriented applied subjects be introduced as soon as possible in to the programme for Biology majors. This recommendation of Biology group should be viewed against the background of the following four considerations:-
 - (a) Examples of suitable subjects for the Southern region would be, food preservation, preharvest and post harvest technology including seed certification, medical technology; fisheries, sericulture, poultry, dairy farming and aquaculture.
 - (b) These subjects should preferably be introduced in to the B.Sc. curriculum itself as one of the three subjects offered. However, in certain cases a separate post B.Sc. diploma or evening courses may be necessary.
 - (c) The goal should be self-employment rather than competition with other graduates from professional courses, for example, from agriculture and Pharmacy.
 - (d) Teachers for these new subjects can be provided by retraining existing staff, by recruiting for additional positions or by utilising part-time assistance from persons in industry.(MB)

4. A three dimensional restructuring of courses involving discipline oriented, Job-oriented and community development oriented topics with different weightage could be under-taken. (RG).
5. Courses should be restructured taking in to account growth points of the subject together with some applications in the context of national development without watering down the rigour and essence of mathematics as a discipline. (RM)
6. Interesting experiments related to industry, etc. and Physiology/Ecology should be included in the Laboratory work. (RB)
7. The Postgraduate teaching should be emphasised in areas in which the department is strong in research. Specialities taught should be related to areas of research in the department. Project work also should be related to research areas.
8. There should be less of lecturing and more of tutorial work. The University Grants Commission should provide additional funds for tutorial work. (CG)
9. In the Northern region it is recommended that 33% to 50% of the traditional Botany and Zoology undergraduate courses be restructured to offer a common course to all students on basic principles and processes in life sciences common to plants and animals. (CB)
10. To strengthen employability and regional development it is recommended that new combination of courses which include some practical subjects such as aquaculture, horticulture, post-control, agricultural chemistry, etc. be offered either by replacing one of the three subjects at the B.Sc. level or as separate evening courses or post B.Sc. diplomas, as suggested in the UGC programme of restructuring undergraduate courses. (CB)
11. Since considerable curriculum materials have been prepared by various ULP centres for college Science Improvement Programme, the University Grants Commission should get model syllabi prepared for various undergraduate courses. (CC)
12. Attractive useful and job-oriented courses could be started. (PP)

13. The restructuring of the undergraduate courses should be implemented with adequate preparations especially in relation to applied oriented courses. Various such courses may be started as certificate/diploma/evening courses parallel to B.Sc. courses and only when sufficient number of such courses are developed the restructuring should be implemented. (PM)
14. The UGC should take lead to prepare model syllabi at both graduate and undergraduate level. A Committee of experts should be formed to draft such syllabi and the preparation of text books for the modern syllabi be encouraged. (PM)
15. Special efforts must be made for motivating and improving the Biology programmes in the universities and Colleges. This would imply the introduction of courses in applied aspects in Biology as well as the training or-retraining of teachers to provide effective instruction in such courses. Such an effort needs to be made through of ULP type programme in each university individually or on inter-University collaboration basis. Specific subjects relevant to this region should be given priority in such activities based on the list of suggestions made in UGC publication on the restructuring of courses in the Biological Sciences. (P.B)
16. For M.Sc. students who do not have mathematical background must be asked to take additional course in mathematics (PC)
17. For B.Sc. Ist year there should be only three subjects instead of Four. For IInd year there should be three core subjects including inter-disciplinary subjects. For the 3rd year a student may choose one subject from those offered at the 2nd year (PC)
18. The college may make provision for teaching applied Chemistry courses as parallel courses for which a certificate/diploma may be given. Students should be encouraged to take project work for which certificate may given. Number of practical hours should be increased. (PC)

III. Introduction of short courses available even for out siders.

1. The Chemistry departments should introduce short courses which may prove useful to the local industry.(PC)
2. A list of possible equivalents and short term courses should be prepared.(RG)

IV. Enrichment programmes for motivated students.

1. Several short term courses, projects in the library and laboratory, attachment of talented students to the research groups in the departments are some of the enrichment programmes that could be initiated for motivated students and to attract good students. (RG, CP,PP)
2. Science education through correspondence should be considered particularly for enrichment programmes so that general principles of sciences and their application could be communicated without need of laboratory work.(CG)

V. Additional short courses such as History of Science, Science Philosophy, etc.

1. History and relevance of mathematics should be introduced as part of the undergraduate curriculum. Workshops or short summer school, should be organised for this purpose, and a proper course must be developed.(MM)
2. The history and philosophy of science should form an integral part of chemistry education(RG)
3. Courses as History of Mathematics should be included at the undergraduate level, besides a general course of lectures on Philosophy of Science (RM)

4. The UGC should institute a task-group to prepare suitable materials for a course on philosophy of science in the perspective of the elements of Indian philosophy. Such a course is essential for science and scientific thought.(CG)
5. While restructuring the undergraduate courses, a course on History, culture and Relevance of Mathematics should be introduced. This should be available to all undergraduate students in every university.(CM)
6. There is need for introduction of a course, on philosophy of Science.(PC)

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VI. Introduction of project at the under-graduate and postgraduate levels.

1. (i) The concept of project, as part of laboratory work encouraging and developing self confidence, creativity and innovation was accepted.

(ii) It was felt that a seminar could be organised by the U.G.C. to work out in detail the cost and benefits in introducing projects as part of laboratory work.(RG)
2. The concept of the project is now well accepted by everybody in the academic field. Part of the laboratory work must be done in the form of a project to encourage self confidence, creativity and innovation. A series of seminar should be supported by the U.G.C. to promote and practice the idea of the project. Special finances may be provided by the U.G.C. only to bring out a transformation in the concept of laboratory work including the project. It is also necessary for the U.G.C. to write to State Government supporting the idea of the project and to say clearly that project work requires different kind of endeavour on the part of both the teacher and the student. Hence, not more than five students for project be permitted per teacher. (PT)

VII. Faculty cells for improvement of Science education.

1. (i) There should be a State level standing Committee/coordination body, preferably setup by the U.C.C., to implement and coordinate the activities, in the field of science education in all their wider aspects, in the whole of a State.

(ii) The possibility of establishing a Science Education Centre, on a regional basis, as a resource centre in this field may be explored and its structure/ cost and other details may be worked out.

(iii) At the university level, there may be a Science Education cell to bring about coordination and to formulate and to initiate various programmes in this field. These could be setup on selective basis, as centres on education in physics, Chemistry Mathematics and Biology.(RG)
2. A Centre for Mathematics Education should be established on lines similar to those of Physics Biology.(CM)

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VIII. Development of soft-ware, learning materials.

1. We fully support the effort to produce good undergraduate level text books and also would like to endorse the suggestions on these lines made by the Northern Regional Conference.(MM)
2. In recent years there has been a substantial number of audio-visual equipment supply through the open university of Britain. There may be collected and be made part of the libraries of Universities which have substantial number of affiliated colleges and lent to the colleges for their use.(MM)
3. (i) It was felt that mass production of low cost teaching aids should be undertaken in the country. But it was also felt that development of teaching aids depends a great deal on the ingenuity of the teacher himself who should develop them. Special workshops may be arranged for orientation and training of teachers in this field.(RG)

- (ii) The importance and impact of new technologies-like audio and visual cassettes, personal computers and the like- was realised. A country wide programme to acquaint teachers with the new media of instructions should be undertaken.(RG)
- (iii) It was also felt that every department should entrust the work of producing software and learning material for the students to a group of interested teachers who should be rewarded for creative and innovative work in the new media.(RG-CP).
5. Essential hard ware, such as personal computers, Vidio-equipment, etc. needed for using educational soft-ware should be easily available and this may be taken up with department of electronics to reduce import duty on such items for educational instructions.(CG)
6. A list of mathematical films available in colleges and university departments may be prepared. A regional film library may also be set-up so that colleges may borrow films from this library. Funds should be made available for producing films, film strips, audio-cassettes, video-cassetes and other audio-visual -aids for undergraduate mathematics education.(CM).
7. It was felt that the scheme of Science Parks as suggested by the Department of Science and Technology should be organised as soon as possible so that all the equipment so far fabricated by colleges and universities could be mass produced and distributed to colleges all over the country in lieu of part of the development grants of a plan. The Science education journals would help greatly in promoting this endeavour.(PP)
8. As there is a shortage of quality text books in mathematics at the college and university level, the U.G.C. should form editorial board to get books in Mathematics prepared and published by experts in the field. The college/University should encourage prospective authors by giving them sabbatical leave and other facilities(PM)
9. The U.G.C. should encourage the university department and colleges for preparation and fabrication of equipments, models, films, film strips, cassettes and other audio-visual aids(PC).

10. Good quality books should be identified and mass produced so that they are inexpensive and can be acquired by students.(RG)
11. The U.G.C. should get a text book series published for Post-graduate classes under the supervision of a editorial board. The editorial board should also look at the undergraduate materials prepared by COSIP-UJP level text-books. These books should be available at low cost(RG, CG)
12. Authorship of text-books, by Indian authors based on Indian types of plants and animals be encouraged(RB)

IX. Improvement of laboratory/library-what are the minimum requirements of a modern laboratory/library?

1. The minimum requirement of an undergraduate lab. should be worked out for adequate facilities and the U.G.C. should provide funds for this purpose.(MC)
2. The almost unique and exclusive role played by a good library of text and reference books and a chosen few journals in Mathematics education is emphasised. In a sense the role of the laboratory in experimental sciences is played here by the library. To that extent a special recommendation is that the U.G.C. must impress upon the universities and colleges that they should keep this in view and differentiate in their allotment of library grants to science faculties and make a special allotment to mathematics.(MM)
3. It is recommended that library resources must be strengthened considerably.(RG)
- 4.(i) The laboratory resources need strengthening and UGC should provide funds for this on liberal basis.

(ii) There should be more solid state electronics devices introduced in the laboratory courses to anticipate the rapidly emerging new technologies that are to influence and invade every walk of life.(PG)

5. There should be modest workshop facility available in each college. Likewise, at the university level, WSIC facility should be established. Funds for these must be provided on very generous basis. The workshops are crucial for the maintenance and repair of equipments as well for fabrication of teaching materials. (RG-CG)
6. Interesting experiments related to industry etc. and Physiology/Ecology should be included in the laboratory work. (RB)
7. Lists of standard minimum equipment for under-graduate Science Laboratories should be prepared as a guide for setting up new under-graduate laboratories and improving the existing ones. The same should also be done for post-graduate science laboratories. (CG)
8. (i) The college and university libraries should be strengthened and adequate funds be made available for this purpose.

(ii) Regional libraries should be established at various centres with adequate lending and reprographic facilities.

(iii) On account of rise in prices (about 15% every year) the Universities are forced to cut down the number of journals they subscribe. Adequate funds be provided by the number of journals that were subscribe. Adequate funds be provided by the number of journals that were subscribed in the year 1977. (CG)
9. It is recommended that lists of basic equipment and books for a good undergraduate laboratory in Botany and in Zoology be prepared for the benefit of all. (CB)
10. (i) Regional Mathematics libraries should be established at various Centre with adequate lending and reprographic facilities.

(ii) After every 2 years, the UGC should get prepared and circulate a list of mathematics books for undergraduate students, teachers and libraries. (CM)

11. (i) Mathematics library should get more funds from the UGC and this should be on par with the funds made available for equipments to other science subjects.

(ii) The scheme of granting subsidy to teachers for building personal library be revived and augmented. (PM)
12. A basic library list of books and journals suitable for college/university libraries should be prepared from time to time. This work may be undertaken by the editorial board for text book production. (PM).

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X. Can we form a co-operative network of teachers and labs. involved in innovative teaching programmes?

1. The University Grants Commission should provide for training facilities of laboratory technicians who may have to handle some repair work of the instruments. (MC)
2. Innovation and co-ordination forums should be set up in each university department so as to undertake innovative programmes and co-ordination with users of Mathematics. (RM)
3. The U.G.C. should negotiate with the Ministry of Information & Broadcasting for the time slot available for educational programmes. An early action to locate T.V. Centres for education in universities should be started so that enough provision could be made in the next plan for a network of ETV Centres. If this is accepted universities could setup ETV cells of interested teachers to organise their ownwork on Radio & T.V. for education (PP)
4. It is necessary to establish science education resource centres in each State. This centre could have several functions, the most important being to assist the colleges in acquiring resource material and books, in keeping it self abreast with all developments in terms of equipment and books. When the question of 'science parks' has been finally worked out, this Centre could interact closely with the science park. Many more relevant functions could be added on subsequently as needs grow in course of time. (PP)

5. The efforts of the teacher (especially in Maharashtra) should be intensified to organise meetings so as to find, together creative solutions to their own problems. If these efforts bear fruit through concrete proposals a meeting may then be arranged for final decision under U.G.C. auspices. (PB)

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XI. Can we devise a method to establish equivalence of degrees given by the various universities?

1. (i) A list of possible equivalent and short-term courses should be prepared.
- (ii) In order to satisfy individual's needs and aspirations as well as national needs, variation and flexibility in the course structures should be encouraged. Equivalence of different kinds of courses should be worked out for the same degree. (RG)

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XII. Role of COSIP in improvement of Science Education

1. The UGC may prepare an inventory of what has already been done by the various COSIP Centres in the country so that useful contributions made by different centres may be shared by others. (MC)
2. The UGC should establish regional centres for fabrication of the audio-visual aids developed under COSIP-ULPs such that these be made available to science colleges throughout the country. (MC)
3. The ULPs which have completed their first and second phase should get continuous financial support and should insist on some measure of matching grants from the State/Central Governments concerned. (MC)
4. ULP should be extended to post-graduate level also. (MC).

5. The time has come to strongly recommend that we consolidate the multiple gains of COSIP and also move ahead particularly through creative, practical ventures for the better training of more teachers in the new perspectives for Biology (MB)
6. (i) It was felt that in all the Regions more COSIP- ULP Centres should be started. The role of ULP-COSIP Centres as catalysts in the field of Science education has been underestimated. There is need to strengthen this programme as a very useful mechanism- for initiating and sustaining activities in the field of science education. When ULP project is over in a centre, it should not be wound up but sustained by continuous follow-up activities and funds be provided by the UGC for this. It was felt that a number of University Department in a region should join hands and collaborate on inter-university basis. (RG, PP)
- (ii) It was felt that at the post-graduate level also, the ULP-Associate ULP programmes may be initiated. (RG, PP.)
7. The materials prepared at various ULP Centres should be made available to all science colleges in the country. This will help the educational institutions to frame adequate curriculum. (RC, CB).
8. (i) In view of the success achieved in COSIP, the Commission should continue giving financial support to the ULP, after first and second phase of their operation.
- (ii) For permitting the new culture and climate established through ULPs, the neighbouring universities be given associate COSIP, Joint programmes for such cooperation between existing ULPs and Associate ULPs be encouraged. (CG)
9. Flow of good students has to be diverted from engineering Commerce and medicine towards physics. Students should be approached by ULP departments and colleges, while they are in school. They and their teachers need to be explained how and what physics can provide by way of intellectual experiences and good job opportunities (CP)

10. (i) Universities may be requested by the UGC to integrate the activities of the ULP with other activities of the University. Progress in this respect should be regularly monitored.

(ii) Collaboration of two or three departments of neighbouring universities in jointly conducting COSIP-ULP should be actively encouraged. (PM)

XIII. Journals in Science Education.

1. There must be a journals for Mathematics education. (MM)
2. Journal for Biology education. (MB)
3. To bridge the communication gap- as existing now and to bring about greater awareness of national and international efforts in the field of Science education, Journals of Physics, Chemistry, Mathematics and Biology Education may be taken up on urgent basis. These should be funded by the U.G.C. and be made available to all Science colleges. (RG, CG, PP).

XIV. Teachers and teaching

1. It was felt that the teacher has a crucial role to play in the field of Science education. Therefore, to encourage motivation and good work on part of the teachers, there should be recognition of good teaching in the form of prizes and awards. It was realised that the job of teacher evaluation would be a difficult one. A form of recognition could be awards by the UGC for creative work in developing materials for teaching. Norms of assessment of teachers' performance should be drawn. (MC, RG, CG, PP)
2. In postgraduate classes research and teaching should be in close pharmony. Teaching and research should be equally emphasized and adequately supported. Excellence in research in department should be recognised. Post-graduate teaching in those areas in which the department is strong in research should be specially supported. (RG) (PP)

3. Seminars, workshops, symposia, etc. on Educational Studies and Researches in Mathematics should be organised in universities so as to keep teachers of Mathematics aware of recent trends of methodology of teaching, psychological factors, etc.(RM):
4. Teacher training programmes be instituted to familiarize teachers with use of the material developed at the COSIP-ULP for the effective teaching.(CG)
5. New courses and better perspectives are not helpful without retraining or better training of teachers. It is therefore, recommended that the teachers study and take full advantage of the UGC's seminar, summer school and short term programme. This recommendation is specially offered to the good Biology departments in our universities whther ULPs or otherwise.(CB)
6. Problem solving, counter examples and analysis of various proofs of the same result for their relative merits should form an integral part of teaching.(CM)
7. The teacher could be allowed to go on sabbatical leave to improve himself even after he has obtained M.Phil. or Ph.D. degrees. The sabbatical could be for special purposes such as writing a book, design a piece of new equipment, work out a new course for his college, which could be included in the new structure of Under-graduate and Post-graduate education.(PP)
8. Teachers from colleges hould be provided with enough facilities like adeauate office work~~ing~~ space, laboratory space, library and secretarial assistance.(PM)
9. It is necessary for good teaching of chemistry that there is relevance between practisal work and theory teaching.(PC).
10. The programmes of Summer institute and refresher courses for training of college teachers should be encouraged by proper funding.(PC)
11. The need for changing the pattern of instruction so as to give more importance to student participation, and less formal lecturing by teachers. This may be in the form of seminars, library hours, problem solving seminars, etc. One given constraint for this is the rigid rules laid out by the universities in calculating the number of working hours vis-a-viz lecture/

seminar hours. A clear national level convention is necessary and it is recommended that 12 hours per week may be prescribed as maximum for any cadre of teacher in the colleges and one hour of seminar is to be equated to one hour of lecture. Also the over-loading of course material is unrealistic. A total of four courses at Post-graduate level would be ideal. (MM)

12. Formal lecturing should be reduced and the work-load of students in terms of contact hours should be reduced leaving the student more time to learn by himself, to problems solving, assignments, tutorial discussion, etc.(RG)
13. Regular seminars be organised by the university departments, at the Headquarters where teachers from different colleges could share their views and discuss mutual problems in teaching.(RB)

XV. Examinations and Evaluation methods.

1. (i) The UGC should ensure some measures of internal assessment both in theory and practicals.
(ii) There should be continuous assessment for practical work.(MC).
2. A drastic change has to happen in the examination pattern. The undergraduate course is now a pre-occupation of the colleges and serious thought should be given as to how one could delink the degree from jobs. Perhaps the colleges may be given the autonomy to evaluate and give a diploma of attendance and completion of the courses. This may be supplemented by a State or National level common examination for entrance to various jobs. For entrance to Post-graduate education an entrance test may be held.(MM)
3. (i) There is a need to change the overall examination system to make it more flexible and decentralised.
(ii) There should be a change in the pattern of setting questions, so that comprehension, interpretation and application may be judged rather than the capacity to memorize. (RG, PP)
4. The evaluation at the post-graduate level should be mainly in the hands of teachers and there should be continuous assessment of student's performance as an integral part of post-graduate teaching(RG, CG,PP).

5. There should be a component of oral examination in evaluation at least at the post-graduate level. Answer-books should be open to students who may be allowed to appeal to the Board of Examinations.(CG)
 6. Recognising the importance of multiple choice questions for evaluation, the UGC should conduct a number of training institutes for teachers for setting/writing multiple choice question.(RC)
 7. A suitable percentage of marks in mathematics should be allotted to assessment/evaluation of students based on problem solving as testing; comprehension and application of theory at par with practicals in other science subjects. This would be in the form of problems given in examination papers.(RM)
 8. Mathematics should be learnt in an action way through problem-solving. The question paper should be so designed that students should not be able to obtain more than 60% marks without attempting problems.(CM)
 9. The U.G.C. should emphasise on continuous evaluation of practical work particularly at the post-graduate level.(CG)
 10. The conference recommends strongly the National Merit Examination concept for implementation. The scheme should be implemented at the 12th, B.Sc. and M.Sc. levels. A central organisation should be established for this purpose.(PP)
- XVI. 11. Miscellaneous recommendations.
-
1. There is a need to concentrate on allowing greater autonomy in the functioning of the colleges. (MC)
 2. Regional Conference should be held more often to take stock of the progress made and to check the extent of implementation of the recommendations of earlier conferences.(MC, RG, CG)
 3. The UGC should also help the colleges with funds to invite distinguished mathematicians to visit and give lectures.(MM)
 4. UGC recommendations should be disseminated(MM) widely.
 5. Ph.D, in mathematics education.(MM) should be accepted.

6. The universities should give autonomy to their teaching departments in the matter of admission, curriculum development, evaluation, organisation of research and management of funds.(RG, CG)
7. The UGC should institute one Central Instrumentation Centre in each state.(RC)
8. For a University department to be a stable entity, teaching and research should be equally emphasized and adequately supported. Infra-structure for good research be built up wherever needed.(RG)
9. Like good teacher, good research should be encouraged and rewarded.(RG)
12. Academic freedom in universities and colleges be ensured so that teaching and research could be effectively carried out without undue interference by administration.(CG)
11. (i) The structure and contents of M.Phil programmes should be such as to make better college teachers rather than acquisition of another degree with no specific objective to be served.

(ii) The introduction of M.Phil courses at the universities needs to be reviewed. It should be examined if these M.Phil courses serve the purpose for which the courses were introduced.(CG)
12. Emoluments of research scholars should be better than at present, say within Rs. 100 p.m of the total monthly emoluments of a college teacher. (This recommendation may also be communicated to CSIR and DAE for implementation)(CG)
13. Student teacher ratio for science classes laboratories should be observed by colleges.(CG)
14. There should be a separate faculty of Mathematical Sciences with department of Mathematics Operations Research, Statistics, and computer Science attached to it.(CM)
15. It is necessary that the UGC takes a positive step and asserts itself on behalf of higher education and research in the universities and impress on the DST and other central agencies like the Planning Commission and the Cabinet Advisory Committee on Science and Technology that

hereafter all national facilities such as the newly contemplated "Synchrotron Radiation Facility" must be established in the university system although they may not become part of the universities. They may be administered as a national cooperative effort using the consortium concept. The tendencies which have grown after independence to start closed-door facilities within government laboratories have now to be curbed and the universities and the youth working in these must be recognised as having the essential multiplying effect so that Science in India grows faster than has been possible so far by the total neglect of the universities. (PP)

16. The universities and colleges should be encouraged to develop interdisciplinary courses such as energy, environment, materials science, geophysics, etc., (PP)
17. There should be a University (undergraduate) Science College run by the university departments, (PM)
18. There should be atleast one centre in each region where advanced level programme of one term or two terms duration in different branches of Mathematics are organised every year as a part of departmental activity. Teachers/students and their parent institution should be actively encouraged to take advantage of such programmes. (PM)

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

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Item No. 4.12 : To consider a report on Mathematics under Special Assistance Programme of Aligarh Muslim University, Aligarh

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In accordance with the decision of the Commission vide its Item No. 4.08 at its meeting held on August, 2, 1982 the Department of Mathematics, Aligarh Muslim University was invited to submit a proposal for support under Special Assistance Programme of the Commission and an Expert Committee consisting of the following members was constituted to examine the proposal received:

1. Professor M.S. Narasimhan
TIFR,
Bombay
2. Prof. Vanaja Iyengar
Osmania University
3. Prof. I.B.S. Passi,
Panjab University
Chandigarh.
4. Dr. C.P. Srivastava
Education Officer
UGC.

The Committee visited the Department of Mathematics, Aligarh Muslim University on February 10, 1983 and discussed the proposal with Professor and the faculty members of the Department. The Committee visited the laboratories and examined other infrastructural facilities available in the Department. The Committee also met the Vice-Chancellor and the Pro-Vice-Chancellor for discussion. The Committee, keeping in view the research achievements and efforts made, potential for further development and the basic infrastructural facilities available, recommends that the Department of Mathematics, Aligarh Muslim University may be considered under the category of Department of Special Assistance with the following inputs:-

Non-Recurring

- (a) Equipment Rs. 1,50,000/- for Xerox Machine, Electrical Mathematical typewriter, Astronomy equipments.
- (b) Books & Journals : Rs. 2,00,000/- for a period of five years.
- Total N.R. = Rs. 3,50,000/-

Recurring : (For 5 years)

- (a) Staff : (estimated at Rs.5,00,000/-).
- (i) Professor (in Algebra) -One
 - (ii) JRF - Not exceeding six at any given time to be filled in stages.
 - (iii) Research Associates - two (one at Rs.1100/-p.m. and one at Rs.1300/-p.m.)
One of these may be preferred in Applied Mathematics.
- (b) Provision for Seminar Symposia, Invited Lectures, Visitors Programme. Rs.30,000/-p.a. }
- (c) Working expenses and contingencies. Rs.15,000/-p.a. } Rs.3 lakhs
- (d) Travel expenses Rs.15,000/-p.a. }
- The thrust areas of the Department are (i) Algebra; (ii) Analysis (both Classical and Functional Analysis). A good work is also being done in the area of Differential Geometry.

The detailed report is enclosed as an annexure.

The matter is placed before the Commission for consideration.

EO(SR-I)/JS(HR)

Annexure to Item No. 4.12

Report of the Committee appointed to examine the proposal of the Mathematics Department, Aligarh Muslim University for Special Assistance, Programme.

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The Commission at its meeting held on August 2, 1982 vide item No. 4.08 accepted the recommendations of the Standing Committee for the Programme of Special Assistance and agreed that the suitability of the Mathematics Department, Aligarh Muslim University to participate in one of the Special Assistance Programmes of the UGC may be examined with the help of an expert committee. On receipt of a specific proposal, in this regard, from the department concerned, a Committee consisting of the following members was appointed to examine the proposal and make its recommendations :-

1. Prof. M.S. Narasimhan,
TIFR, Bombay.
2. Prof. Vanaja Iyenger,
Osmania University.
3. Prof. I.B.S. Passi,
Panjab University, Chandigarh.
4. Dr. C.P. Srivastava,
Education Officer, UGC.

The Committee visited the Department of Mathematics, Aligarh Muslim University on February 10, 1983 and discussed the proposal with Professors and the faculty members of the Department. The Committee also met the Vice-Chancellor and the Pro-Vice-Chancellor for discussions.

The Department of Mathematics, Aligarh Muslim University was established in 1920. In its early years it had the privilege of being developed by distinguished mathematicians. At present the Department has a faculty strength of 25 teachers (4 Professors, 6 Readers and 15 Lecturers) and are engaged in research in the areas of Algebra, Analysis, Functional Analysis, Differential Geometry and General Relativity. Some interest is also being taken in the history of mathematics and Astronomy.

The Department is running an M.Phil Programme since 1967. There are about 30 research scholars engaged in various research projects. The Department has produced about 30 doctorates in the last five years in the major research areas of Algebra, Analysis, Functional Analysis,

Differential Geometry and General Relativity. The Algebra group is working on topics in Abelian Groups, Module Theory, Ring Theory and Category Theory. The Analysis Group is interested in Fourier Analysis, Approximation Theory, Complex Analysis, Polynomial Theory, Summability, Special Functions, Integral Operators. The activities of Differential Geometry Group are on Structures on manifolds and fibre bundles, Functional Analysis Group is engaged in Normed Spaces, Applications, Differential Operations, Topological Algebra, Topological groups, Fixed Point Theorems and Nuclear Spaces. Relativity Theory Group is active in the Gravitational Radiation and Geometric structures. The Department also collaborates with the computer centre of the University, which has acquired DEC VAX 11/780 with time sharing and virtual memory operating systems.

The building of the Department is quite impressive and well maintained. The proposal included the need for the space (3500 sq.ft.) for Seminar Library. However, the Committee learnt that the Department of Statistics is going to be shifted to another newly constructed building soon and then the space made available would meet the requirements of the Department.

The Department has organised : (i) seminar on Functional Analysis (1977); (ii) Seminar & Summer School on Mathematics Education (1978) and; (iii) Symposium on Fixed Point Theories of Manifold (1982) in the last five years. The Committee noted that the interaction with other mathematicians by inviting as well as by participating in symposia, seminars and conferences needs to be encouraged. Some of the teachers have got personal contacts with various institutions. These contacts can help in catalysing the existing research activities and can be very helpful in generating a good research environment. The Committee feels that during the tenure of the Department of Special Assistant Programme, a provision for holding symposia should be made so that the experts working in the same area could get together to discuss the latest developments in their respective fields. It was noted that there exists a lack of awareness among the teachers about other programmes of UGC and other agencies for research funding. Therefore the teachers have not made much efforts to tap the other sources for financial support. The Committee was happy to note that the teachers of the Department of Mathematics have got a cohesive atmosphere and cordial understanding.

The Committee is happy to record that the Department has got a very rich library subscribing to 116 research journals, many of these journals are obtained as free on the exchange basis as this Department has been continuously bringing out a research journal since 1971 called the

"Aligarh Bulletin of Mathematics". The library has got about 8,000 books on higher mathematics and 50 valuable collected works of eminent mathematicians. The facilities of the library are quite often utilised by the neighbouring universities.

The Committee was given an impression that the Department may not be able to continue all these journals due to escalation in the cost of journals.

The Department has got the facilities of Photo-copy machine, Electronic Scanner, a Photostat machine, two duplicators, 3 mathematical typewriters, several desk calculators, two Overhead projectors, epidiascope, a 16 mm film projector, mathematical films and the usual Audio-Visual Aids. After a prolonged discussion it was felt that one Xerox Machine, and one Electrical Mathematical typewriter will be essential for further strengthening of the research activities of the Department.

The Committee felt that the research activities of the Algebra Group could be improved if proper leadership is provided. Therefore, the Committee was of the view that a post of Professor in Algebra may be created, which should be filled by an established algebraist. It also suggested that one of the experts of the Selection Committee may be the UGC nominee.

The Committee recommends that the Department of Mathematics, Aligarh Muslim University deserves to be considered under the category of "Department of Special Assistance" with the inputs given below for a period of five years. The thrust areas of the Department are : (i) Algebra; (ii) Analysis (both Classical and Functional Analysis). A good work is also being done in the area of Differential Geometry. The Department may formulate a time bound programme in a phased manner, the progress of which could be monitored regularly. For this purpose the University may constitute a Coordinating Committee consisting of one or two expert members from this Committee.

1. Non-Recurring

- | | |
|----------------------|--|
| (a) Equipment | Rs. 1,50,000/- for Xerox Machine, Electrical Mathematical typewriter, Astronomy Equipment. |
| (b) Books & Journals | Rs. 2.0 lakhs for a period of five years. |

.....4/-

2. Recurring:

(a) Staff :

- (i) Professor (in Algebra) - one
 - (ii) J.R.F. - not exceeding six at any given time to be filled in stages.
 - (iii) Research - two (one at Rs. 1100/- pm Associate and one at Rs. 1300/- pm) one of these may preferably be in Applied mathematics.
- (b) Provision for Seminar, Symposia, Invited Lectures, Visitors Programme Rs. 30,000/- p
- (c) Working expenses and Contingencies. Rs. 15,000/- r
- (d) Travel expenses Rs. 15,000/- r

SECTION 5

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

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Meeting:

Dated : 23rd April, 1983

Item No. 5.01 : To consider the minutes of the meeting held in the UGC office to discuss certain pending issues between ICAR BHU and UGC, in respect of the Instt. of Agricultural Sciences, Banaras Hindu University.

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To discuss certain pending issues concerning Instt. of Agricultural Sciences, BHU, a meeting with the representatives of ICAR and the University was held in the Office of the Commission on 27th September, 1982. The Secretary, Deptt. of Culture, Research and Education and Director General ICAR mentioned that the ICAR and UGC had jointly agreed to the setting up of an Instt. of Agricultural Sciences (within the framework of BHU) to function on the pattern of Agricultural Universities with integration of education research and extension education. The ICAR has been providing assistance for development and research programmes of the Instt. of Agricultural Sciences and Commission is taking over the responsibility of maintenance expenditure after the completion of the particular plan period. However, for research schemes the Commission did not accept the responsibility. The Secretary, DARE and D.G. ICAR said that this has led to the following problems:

- a) The staff borne on these schemes have been appointed on an adhoc basis (adopting different procedures) with different designations.
- b) Their pay scales are lower than the scales applicable to their counterpart teaching staff (Professors, Readers and Lecturers).
- c) They were not entitled to benefits like housing medical, facilities, leave travel concessions, contributory provident fund on an equal footing with the regular staff.

He further said, that a similar situation may also arise if and when the World Bank assisted National Agricultural Research Project is extended to develop the Mirzapur farm of the BHU as a Regional Research Station.

It was pointed out to the ICAR representatives that while the Commission fully agreed with the concept of

integration of teaching, research and extension and at the Institute of Agricultural Sciences and has been fully supporting all schemes of the Instt. jointly agreed to with the ICAR, it was difficult for the Commission to make any commitment about such schemes as had been sanctioned by the ICAR directly to BHU and the Commission was not consulted at any stage, about such schemes. Moreover, to make the positions approved under such projects permanent, the BHU would have to follow the provisions of its Act and Statute regarding designation, creation of posts and recruitment, The following points were agreed to after discussions:-

- a) In recent of development grants, the ICAR would continue, as at present, to provide assistance for scientific posts and equipments under the VI Plan Scheme for Agricultural facilities in Central Universities. The UGC would support the other posts and also take over the responsibility for maintenance expenditure at the end of the plan period.
- b) In respect of ICAR sanctioned research schemes pre-operating at IAS of BHU (list at Annexure-I) UGC would take necessary action to accept the responsibility for taking over maintenance expenditure. In respect of the staff mentioned under these schemes the BHU would send proposals to ICAR for sanctioning these posts with the same. Designation prevail for other faculty positions The BHU would follow the normal procedure of creation of posts with the approval of competent authority and follow the recruitment procedures prescribed in the BHU Act and Statutes. These posts would be created as permanent posts in view of UGC commitment to take over the responsibility for maintenance expenditure.
- c) In future, before accepting any research schemes which involves UGC commitment to take over maintenance expenditure, the BHU should specifically obtain the approval of UGC. The ICAR should also endorse to UGC, copies of sanction of research schemes to be implemented at IAS of BHU.

A copy of the minutes of the meeting is enclosed as Appendix.

The matter is placed before the Commission for consideration.

Appendix to item No. 5.21

Proceedings of the meeting held at 2.30 PM on 27.9.1982 in the room of Chairman, UGC to discuss certain pending issues between ICAR, BHU and UGC

The following were present:-

<u>UGC</u>	<u>ICAR</u>	<u>BHU</u>
1. Smt. Madhuri R. Shah, Chairman	1. Dr. O. P. Gautam Secy., DARE & D.G. ICAR	1. Dr. Iqbal Narain Vice-Chancellor
2. Shri R. K. Chhabra Secretary	2. Dr. U. C. Upadhyay A. D. G. (Edn.)	2. Dr. Mahtim Singh Instt. of Agriculture Sciences
	3. Sh. M. C. Jayaraman Dy. Project Coordinator (A)	

- I. Operating of ICAR research schemes at the Institute of Agricultural Sciences (IAS) Banaras Hindu University (BHU)

Initiating the discussion, Secretary, DARE and D.G. ICAR pointed out that, after detailed and prolonged deliberations, ICAR and UGC had jointly agreed to the setting up of the Institute of Agricultural Sciences (IAS) (within BHU framework) to function on the pattern of Agricultural Universities with integration of education, research and extension education. In his view the addition of the research component was a very unique feature of the IAS. He added that UGC and ICAR had specifically agreed that ICAR would support the IAS in respect of education and research and the UGC would take over the responsibility for maintenance of the same at the end of each plan period as committed expenditure. Based on this agreement, the ICAR had been sanctioning several important research schemes to be implemented by the IAS of BHU, including schemes in vital areas of national importance e.g. dry-farming, pulses, oilseeds. Similarly, in the area of development grants, the ICAR has been giving assistance to IAS for creation of scientific posts with UGC supporting the other positions.

He pointed out that in actual practice, the UGC has however, been accepting its commitment for maintenance expenditure in respect of the development grants only,

but not for the research schemes. In the absence of UGC commitment to take over the maintenance responsibility, the research schemes sanctioned by the ICAR under the All India Coordinated Research Project (list at Annexure) were not fully integrated with IAS leading to the following problems:-

- (a) The staff borne on these schemes have been appointed on an adhoc basis (adopting different procedures) with different designations.
- (b) Their pay scales are lower than the scales applicable to their counterpart teaching staff (Professors, Readers and Lecturers).
- (c) They were not entitled to benefits like housing, medical facilities, leave travel concessions, contributory provident fund on an equal footing with the regular staff.

D.G. pointed out that the ICAR has been operating the All India Coordinated Projects for over 15 years after obtaining a commitment from the host institution that it will take over the responsibility for operation of the schemes if and when ICAR aid ceases. In the case of IAS, which is a constituent unit of a central university, this commitment has to come from UGC. Similar situation will also be faced if and when the World Bank assisted National Agricultural Research Project is extended to develop the Mirzapur farm of the BHU as a Regional Research Station.

Reacting to the points made by D.G. ICAR Shri Chhabra, Secretary, UGC, indicated that the UGC fully agreed with the ICAR regarding the concept of integration of teaching, research and extension at IAS. He added that in pursuance of this, the UGC has been fully supporting all schemes of IAS jointly agreed to between ICAR and UGC. He however, pointed out that the consent of the UGC was not taken by the BHU before accepting the research schemes sanctioned by ICAR for operation at BHU, in the absence of this, the UGC was not in a position to agree so far to take over the maintenance expenditure in respect of the research schemes. He also felt that if the staff of research schemes are to be integrated with the regular university staff, it would be necessary to follow the provisions of the BHU Act regarding designation, creation of posts and recruitment.

Chairman, UGC, also pointed out that UGC should definitely know the extent of financial commitment before agreeing to support the research schemes. This was supported by DG and agreed to by the Vice-Chancellor, BHU

Dr. Mahtim Singh briefly explained the background of the operation of the ICAR research schemes at IAS. Dr. Iqbal Narain pointed out that, perhaps, in view of the implicit general understanding between UGC and ICAR, the specific approval of the UGC was not taken by the BHU before accepting the research schemes. In view of this, the BHU was merely reporting these schemes to the Executive Council.

In the light of these discussions and in view of the importance of continuing these research schemes as regular schemes at BHU, the following conclusions were reached:-

- (a) In respect of development grants, the ICAR would continue as at present, to provide assistance for scientific posts and equipments under the VI Plan Scheme for Agricultural faculties in Central Universities. The UGC would support the other posts and also take over the responsibility for maintenance expenditure at the end of the plan period.
- (b) In respect of ICAR sanctioned research schemes presently operating at IAS of BHU (list at Annexure-I) UGC would take necessary action to accept the responsibility for taking over maintenance expenditure. In respect of the staff mentioned under these schemes, the BHU would send proposals to ICAR for sanctioning these posts with the same designation prevalent for other faculty position. BHU would follow the normal procedure of creation of posts with the approval of competent authority and follow the recruitment procedures prescribed in the BHU Acts and Statutes, these posts would be created as permanent posts in view of the UGC commitment to take over the responsibility for maintenance expenditure.
- (c) In future, before accepting any research scheme which involved UGC commitment to take over maintenance expenditure, the BHU should specifically take the approval of UGC. The ICAR should also endorse to UGC copies of sanction of research schemes to be implemented at IAS of BHU.

Annexure

LIST OF ICAR PLAN PROJECTS RUNNING IN
THE INSTITUTE OF AGRICULTURAL SCIENCES
BANARAS HINDU UNIVERSITY

S.No.	Name of the Project	Year of start	No. of Scientists working	Department concerned
1.	All India Coordinated Agronomic Research Project (MAF).	1967	1(700-1300)	Agronomy
2.	All India Coordinated Research Project for Dryland Agriculture	1970	1(1500-2000) 4(1100-1600) 1(700-1300)	Agronomy
3.	All India Coordinated Pulse Improvement	1976	1(155-2000)* 4(1100-1600)** 1(700-1300)***	Genetics & Plant Breeding
4.	All India Coordinated Maize Improvement Project	1976	1(700-1300) 1(1200-1900) (revised)	Genetics & Plant Breeding)
5.	All India Coordinated Rice Improvement Project	1975	1(700-1300)	-do-
6.	All India Coordinated Wheat Improvement Project	1975	1(700-1300)	-do-
7.	All India Coordinated Oilseeds Improvement Project.	1977	1(700-1300)	-do-
8.	All India Coordinated Project on Fixation Nitrogen	1981	2(1200-1900) (revised)	-do-
9.	All India Coordinated Barley Improvement Project.	1981	2(700-1600)	Agronomy

- * since revised to 1500-2500
 ** since revised to 1200-1900
 *** since revised to 700-1600

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

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Meeting :

Dated: 23rd April, 1983

Item No. 5.02 : To consider the proposal of the University of Delhi for accepting assistance from the Department of Science and Technology for the establishment of a Centre of Plant Cell and Molecular Biology which involves UGC to take over the recurring expenditure of about Rs. eight lakhs per annum after 1988.

.....

The Vice-Chancellor, Delhi University has requested approval of the Commission for accepting the assistance offered by the Department of Science & Technology, for establishment of a unit on 'Plant Cell and Molecular Biology' under its programme of "Intensification of Research in High Priority Areas". The assistance offered include No. of about 60-70 lakhs for Building and Equipment and a recurring expenditure of about Rs.8 lakhs per annum by 1987-88. The University would be required to take over the recurring liability of about Rs.8 lakhs per annum after 1988 (Letter is attached as Annexure-I when the assistance from DST would cease. The Department of Science and Technology during the Sixth Plan Period has initiated a programme for "Intensification of Research in High Priority Areas" and has organised seminars/conferences to identify the thrust areas in different subject. In the area of life sciences 'Molecular and Cellular Biology' has been identified as one of the important areas. Under this, the D.S.T. has considered a project proposed from Professor S. Maheshwari, Department of Botany, Delhi University, for setting up of a Centre for Plant Cell and Molecular Biology. This project, it is stated was examined by an Expert Committee of the D.S.T. under the Chairmanship of Dr. B.P. Pal. The committee constituted a sub-group to have detailed discussions with Professor Maheshwari and it has been accepted that the programme may be started by establishing a unit under the guidance of Professor Maheshwari to undertake research in:-

- i) Plant Cell and Tissue Culture in the study of Differentiation and Genetic Manipulation;
- ii) Photobiological Mechanisms in Plant Growth and Development.

It is further mentioned that it was further discussed with the Vice-Chancellor of Delhi University. A copy of the record of the meeting held in the DST office since received, is attached as Annexure-II. The recurring liability to be taken over as committed expenditure, after 1988, by Delhi University would about Rs.8 lakhs per annum, for the posts to be created under the scheme and other items of expenditure, as given below:-

A. Academic Posts

1. Head of Centre	1 (Honorary)	} Estimated expenditure per annum Rs.3.25 lakh (including B & C below)
2. Senior Research Officer	1	
3. Senior Scientist (Rs.1200-1900).	1	
4. Junior Scientists (Rs.700-1600)	3	
5. Research Associates (Rs.1200 or Rs.1500 fixed).	2	} Estimated expenditure per annum Rs. 0.75 lakh
6. Research Fellows (Rs.600 and 800 p.m.):	4	

B. Lab. & Technical Staff 7 Posts.

C. Office Staff 4 Posts.

D. Contingencies & Consumables estimated Rs.4.0 lakh per annum

In this connection following points need to be considered

1. In considering this major project from the Delhi University by the Department of Science and Technology, no representative of the Commission was invited and at no stage the U.G.C. was consulted.
2. The posts to be created in a Central University should be in the normally accepted cadres, so that there is no problem when these posts are to be taken over. The proposal involves creation of Senior Research Officer, Senior Scientists (in Reader's Grade), Junior Scientist (in Lecturer Grade). This may create some problems.

3. It is proposed to establish this Centre in the South Delhi Campus and would be a separate unit. This would involve to some extent, duplication of facilities already available in the Department of Botany in the Main campus which is already a Centre of Advanced Study, supported by the U.G.C.
4. The unit would receive assistance from the DST of about Rs.1 crore and much larger than the level of assistance available under U.G.C. programme of Centres of Advanced Study, Department of Special Assistance. The Delhi University has Centres of Advanced Study in Physics, Chemistry, Botany and Zoology in Science faculty.
5. It is likely that the Department of Science and Technology would identify more departments in other Central and State Universities for similar assistance. It may therefore be desirable to take a policy decision regarding proper co-ordination of such proposals between D.S.T. and U.G.C. in processing such proposals, particularly where it involves taking over of recurring liabilities.

The matter is placed before the Commission for consideration.

File No.F.1-4/83(C-I)

DS(C)

Annexure-I to Item No. 5.02

A copy of letter No.2257/VC dated 11th March, 1983 received from Professor Gurbakhsh Singh, Vice-Chancellor University of Delhi, Delhi-110007. addressed to Shri R.K. Chhabra, Secretary, University Grants Commission.

As you are aware, under the 6th Five Year Plan, the Department of Science and Technology, Government of India, has devised certain new mechanisms to sustain scientific research and training including in the Universities.

Professor S.C. Maheshwari, of the Botany Department of our University has been chosen by the Department of Sciences and Technology to head one such Unit on "Plant Cell and Molecular Biology" with an initial investment in the current plan of nearly 72 lacs, which may run to Rs. 1 crore over five-year period and which includes also a laboratory building. The Executive Council of this University has just accepted this proposal in its meeting held on February 24, 1983. Attached in this connection are (1) the original proposal draft by Professor S.C. Maheshwari, then Nehru Fellow, (2) Professor Menon's letter, then Secretary of DST, dated October, 1, 1981 (3) a copy of minutes of a recent meeting at DST, on January 18, 1983, with Dr. Varadarajan, Secretary DST, Dr. B.P. Pal and Dr. T.N. Khoshoo, Secretary of Department of Environment and myself, as well as the broad summary of the proposed fund-allocation as shown in the Appendix. (recommendations by the Expert Panel) although some modifications may still be made on the advice of the Managing Advisory Committee as the Unit takes shape.

The current DST commitment, however, is to support Unit for a period of 5 years. Obviously, our concern now is as to how to continue the work of this unit on a longer term. Some assurance and clarity of future mode of support is necessary for attracting talented persons. As I have discussed this matter on a couple of occasions with Dr. Rais Ahmed, it would be in the fitness of things if the Unit is converted to Centre and the responsibility for the further development is taken up by the U.G.C. since it will serve not only to foster advanced research, but also provide training to advanced students, including development of new course structure.

The recurring expenditure of the Unit will be approximately 6-8 lacs per year. We would be grateful if the U.G.C. can convey acceptance of our proposal to take over the Unit after the DST has nurtured and grown it. An early confirmation will be appreciated.

With kind regards,

Yours sincerely,

sd/-
(Gurbakhsh Singh)

APPENDIX

oad Allocations

non-recurring expenditure:

Equipment

Rs. 41 lac (may go up to Rs. 50 lac because of upward review of prices)

Total

Rs. 60-70 lac
(will be met 100% by DST)

Laboratory building
(about 12,000 square feet for the first phase)

Rs. 25 lac

recurring expenditure :

Staff salaries

Rs. 4.00 lac p.a.

Rs. 8.00 lac p.a.

i. Positions to be permanent

Rs. 3,25,000 p.a.

(proposed UGC commitment after 1988)

ii. Positions to continue as temporary

Rs. 75,000 p.a.

Contingencies, consumables etc.

Rs. 4,00 lac

Sub: Record note of Meeting to discuss Prof.S.C.Maheshwari's Proposal.

The Meeting was held in Secretary, DST's room on 18-1-1983 at 2.30 P.M. where the following were present:-

1. Prof B.P. Pal Chairman, Expert Committee of DST.
2. Dr.T.N. Khoshoo Secretary, Department of Environment
3. Prof.Gurbaksh Singh Vice-Chancellor, Delhi University,
4. Dr.S. Varadarajan Secretary, DST.

Others from DST were Dr. P.J.Lavakare, PC(STP); Sh.G. Chatterjee, JS(F); Dr.(Mrs.) Manju Sharma, Director (SACC) and Dr.Ashok Jain, Director (STP). Professor S.C. Maheshwari was subsequently invited to join this meeting after some initial discussions.

2. Taking note of the work of the Expert Committee, the issues raised by Professor Maheshwari and the VC, and the subsequent meetings between Secretary, DST, Vice-Chancellor, Delhi University Secretary, Deptt. of Environment, Professor B.P. Pal and Professor Maheshwari, detailed discussions were held and the following decisions were arrived at:-

- i) The DST will provide necessary funds for starting the Research Programme recommended by the Expert Committee. This Unit on "Plant Cell" and Molecular Biology" can start straightaway in Delhi University. The Vice-Chancellor, Delhi University agreed to provide initial infrastructure facilities to start this Unit immediately. DST funding could be used to provide suitable laboratory facilities on the South Campus.
- ii) The question of developing the Unit into a Centre should be taken up separately by Delhi University with the UGC.
- iii) The equipment available to Professor S.C. Maheshwari at the Delhi University Campus will be transferred to new location as soon as the building is ready.
- iv) For local travel, fund under contingencies could be made use of and the question of providing a Van under the Unit could be considered at later stage.
- v) All efforts should be made to ensure the proper growth and subsequent long term continuation of the programme.

3. Professor S.C. Maheshwari agreed to start the Unit on the basis of the above decisions.

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

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Meeting:

Dated : 23rd April, 1983

Item No: 5.03 To consider the revised proposal received from the Indian Institute of Science, Bangalore for the establishment of UGC Centre for Science Information.

.....

The University Grants Commission at its meeting held on 19th/20th February, 1983 considered the proposal received from the Indian Institute of Science, Bangalore for the establishment of a Centre for Science Information Resources and desired that the details of implementation may be further discussed with the Institute. Accordingly the matter was discussed in detail with Prof. S. Raraseshan, Director, Prof. K.P. Rao, Chairman, Library Committee and Prof. T.K. Ivengar, Librarian of the Indian Institute of Science, Bangalore in a meeting held in the office of the University Grants Commission on February, 20, 1983, and in the light of the discussion held in the above meeting, the Indian Institute of Science Bangalore has since sent a modified proposal for the establishment of a UGC Centre for Science Information. A copy of the modified proposal is enclosed (Annexure).

In the present proposal the Mechanism for Retrieving Information for DSI Service has been added along with two charts (i) Operational Diagram, and (ii) SDI Organisation. Also Schedule for Implementation and small listing on immediate needs amounting to Rs.59.75 lakhs and needs by April 1984 for Rs.56.1 lakhs has been added.

A comparison of the present proposal with the previous one shows that there has been no change in the total provision made for Non-Recurring and Recurring as shown under the statement "Finances" attached with the Annexure. However, under the head Non-Recurring, the distribution of Rs.25 lakhs for Group B has been provided under three sub-heads. Further, it may be observed that item No.(6) under Non-Recurring represents Rs.2,50,000 for 'Staff' which should as a matter of fact appear under 'recurring'. There is also a minor change in the presentation in the chart on the organisation of the structure of the Centre.

p.t.o.

The Institute has planned to carry out the task in two phases over a period of 5 to 6 years. The project, would provide the University faculty with the latest work in their area of interest, in a short-time using modern communication, information retrieval methods.

The immediate requirements as indicated for the establishment of UGC centre for Science Information at the Indian Institute of Science, Bangalore is Rs.59.75 lakhs (including Rs.2.50 lakhs for recurring expenditure) for 1983-84 as per details below:-

1. Resources(NR)	Rs.10.00 lakhs
2. Hardware (NR)	Rs.10.00 lakhs
3. Computer (NR)	Rs.25.00 lakhs
4. Furniture and Equipment(NR)	Rs. 7.00 lakhs
5. Telex/Telephones(NR)	Rs.0.25 lakhs
6. Tape Services(NR)	Rs. 5.00 lakhs
7. Staff (R)	Rs. 2.50 lakhs
TOTAL	<hr/> Rs.59.75 lakhs <hr/>

The matter is placed before the Commission for consideration.

F.1-66/81(CP) part II

US (CF)/LS (CP)

Annexure to item No. 5.03

U.G.C. CENTRE FOR SCIENCE INFORMATION

I.I.Sc. LIBRARY, BANGALORE, 560 012

U.C.C. CENTRE FOR SCIENCE INFORMATION
I.I.Sc. LIBRARY, BANGALORE-560 012

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4.	Additional Requirements including Mechanized Services.	P.4-5
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SUMMARY

The UGC Working Group, constituted to consider the question of improving library services in the university system, has recommended that the Library at Indian Institute of Science be given assistance to provide for the information services for all scientists in the Universities and be designated as UGC Science Information Centre. This report presents the details of resource, development, space, services, staff needs and the budget needed to undertake such an exercise. There are in all 120 Universities in India with about 20,000 scientists whose information needs are to be met. It is planned to carry out the task in two phases over a period of 5 to 6 years. The total financial outlay required is about Rs.116 lakhs. The project, when completed, would provide the University faculty with the latest work in their area of interest, in a short-time, using modern communication/information retrieval methods.

The initial financial input needed by the University Grants Commission will be in the order of Rs.89.75 lakhs and a recurring input of Rs.26.1 lakhs towards mechanized services. The Centre for Science Information will work towards a self sustaining organization and until such a time, the University Grants Commission has to provide the recurring financial inputs envisaged above.

It is also suggested that University Grants Commission should initiate by sending a formal letter to all Universities about the identification of the National Science Information Centre and call for feed back on the number of users and their research interests. University Grants Commission or Indian Institute of Science Library should also generate an initial brochure giving information about this envisaged centre.

UGC CENTRE FOR SCIENCE INFORMATION

INTRODUCTION :

The U.G.C. has a Committee to develop and establish Regional Library Centres on various subject disciplines. This Committee has been in operation since October, 1975. In October, 1981 and June 1982 this Committee resolved to establish Regional Library Centres in various subject disciplines..

In the meeting held on September 23, 1982 under the Chairmanship of Dr. Madhuri Shah, it was resolved that Dr. S. Ramaseshan, Director, IISc. should be invited to U.G.C. to discuss about assigning the IISc. as the UGC National Information Centre for Science. Also, the September 23rd meeting resolved to identify IISc. Library could be upgraded to service this national need in the area of Science. Subsequent to the meeting of Dr. Ramaseshan with Prof. Rais Ahmed, Mr. Chabra and Dr. Shankar Narayan, UGC felt that it would be appropriate to give this responsibility to the Indian Institute of Science and requested the Director, IISc to send to the UGC detailed proposal for setting up such a facility.

The Director then responded to U.G.C. stating that the Indian Institute of Science would be willing to undertake this task which would be of great service to the scientists in the Universities. A meeting was held at Bangalore with Dr. Shankar Narayan along with Dr. K.P. Rao, Chairman, Library Committee and Mr. T.K.S. Iyengar, Librarian. The Director and Dr. Shankar Narayan discussed the broad concepts of the Regional Centre and this meeting was followed by further detailed discussions with Dr. Shankar Narayan. At the request of Prof. Rao, Dr. Shankar Narayan gave the details of what is expected of such a Centre and to initiate a document towards the requirements in all aspects about such a Centre. Prof. Rao also briefed the Library Committee and the Deputy Librarians about this programme. The Librarian and Deputy Librarians have discussed again to work on this present preliminary report.

2. Objectives of the U.G.C. Centre :

The objective of the Centre should be to cater towards the Science Awareness Service giving authentic abstracting services to scientists in Indian Universities. This will be a kind of monthly abstracting service reaching the desk of each scientist requesting such services on a payment basis. This will also have a back up service providing full text, if they require, on specific charges.

As per the projection of the Chairman, Library Committee, there are approximately 20,000 scientists based in Indian Universities out of which at least 25% of them will be potential users of the Information Centre. One of the important things to be taken up is setting the standards for such an Information Centre. This will include identification of resource persons (on payment basis), management aspects and satellite link services and subject area identification and resources identification. When such services are started with augmentation of services provided by research workers level, a long term project will be evolved. In this preliminary report, it is attempted to briefly identify what is presently available in terms of resources, abstracting services, whether the existing facility can start this programme, how to enroll members both in terms of resource persons as well as users from the university bases. Also, from the present structure, the capability, willingness of people, scheduling of jobs etc., is identified. The Acquisitions, abstracting medium available both conventional and tape services, Coden Identification, relative mechanical operations with computer are mentioned. Mechanics of how the Centre serves the clientele will be by Collation of Name/Area/Location/Journal Interest with subject areas relating to codification in each subject discipline. Using such codes, the Centre should take up computerized abstracting services supplementing existing abstracts. This would mean availing International Databases in various fields such as CANSDI (Chemistry), INSPEC (Physics), BIOSIS (Biological Sciences) etc. Using these tapes.

will involve : (1) subscribing to these tapes; (2) computer search time; (3) developing search expressions/algorithms for SW.

3. Present Picture :

(3a) Resources :

I.I.Sc. has about 1500 + journals subscribed out of which about 800 journals are in the Sciences area (as per the existing computer-list). In addition out of 800 non-subscribed journals, we have about 500 in Sciences Category. This would mean Library having 1300 journals in Sciences Area. Library is lacking journals in the areas like Earth Sciences, Botany, Cytology, Agricultural Sciences, Ecology, etc. As per Ulrich's/WLSP/BUCOP, ~~THE~~ the lacunae will come upto more than 500 journals in the newer areas.

In terms of Abstracts, library has 36 titles.

What library does not have amounts to 130 titles.

(3b) Space :

Again, while on the present picture the existing space available is in terms of reallocation and additional expansion only.

(3c) Services :

Library has a very minimal (on demand only) documentation/abstracting service and a very minimal reprographic service (2 machines) with an output capacity of 200p/day. Library has Union Catalogue (holdings of other libraries) mostly in the southern region and I.I.T. collections and has ILL arrangements with most of the libraries. Library cannot spare any staff (at any level) for this activity since it will hurt its own day to day operations and services for the I.I.Sc. users.

4. Additional Requirements, including Mechanized Abstracting Services :

(4a) Resource Development :

Identifying areas of lacuna and subscribing to the new journals in those areas and filling up of gaps in science area journals by microforms. Collection and keeping comprehensive Union Catalogues. Approximately, we have to subscribe to another 500 journals including abstracting journals in newer areas. . . . Microforms for at least about 100 journals in terms of filling gaps have to be taken up. Some identified journals are to be air-lifted.

(4b) Space Development :

Adequate space is available, in the first instance, in the Library building of the IISc. for making a beginning. However, during the course of building up the facility additional space to the extent of 5500 sq. ft. will have to be built as an addition/expansion to the existing Library building. This expansion will be required over a period of 5 years.

(4c) Staff needs :

Considering the servicing to scientists on an all India basis, staff in the following areas are needed. Back up service of xerox, abstract aid to resource persons, mailing, secretarial, stationery, software area link persons, etc.

A Diagram is enclosed in this document on the Organizational Structure

(6)

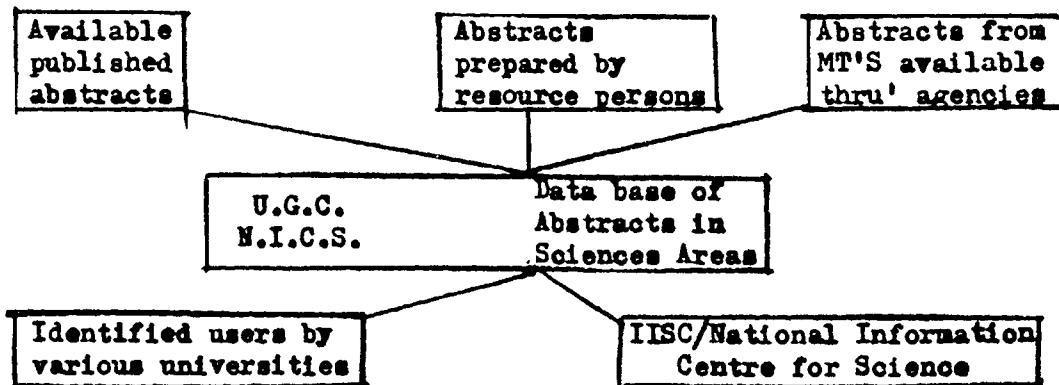
(4d) Mechanized Services* (some examples)

Areas	M.Tapes available	Computer Compatability
PHYSICS	INSPEC	Yes. S.E. to be developed IC. matches with existing abstracts
CHEMISTRY	CAN/SDI/CHEMBAS	"
BIOLOGICAL SCIENCES	BIOSIS	"
EARTH SCIENCE	PASCAL	"
GEOSCIENCES	GEOSCIENCE TECHNICAL	"
MATHEMATICS	ISI	"
HEALTH SCIENCES	MEDLINE	"
OTHER AREAS (Inter-disciplinary)	LOCKHEED/DIALOG/ESRIN	"
AGRICULTURE	AGRIS	"
NUCLEAR PHYSICS	INIS	"
ENVIRONMENTAL SCIENCES	ENVIRONLINE	"
WATER RESOURCES	AQUALINE	"
THEORETICAL PHYSICS	ICTP	"
MATHEMATICS	ROSTLAC	"

*Many of these are available through single agencies like ISI, DIALOG and ESRIN Data Banks. UNISIST is one source which at government level U.G.C. Ministry of Education - Unesco Co-Operation Office can be utilized.

(4d1) The Literature that can be stored complimentary to available (published sources or tapes) sources can be stored in our Computer either in MT's or F.DISCS for retrieval into Card/Paper format for supply to users.

Abstract of the above narrative



FINANCES

Non-Recurring	Rs.	Recurring	Rs.
(1) Resource Development in the Sciences Area (Ref. (3a), (4a) and (4d)).	20,00,000	<u>PART A:</u>	
(2) <u>Hardware:</u>		(1) Resource Development including air-lifting of certain journals incl. abstr.	10,00,000
<u>Group A:</u>		(2) Maintenance of Hardware.	3,50,000
1. Xerox Machines (5)	10,00,000	(3) Staff Salaries (incl. fringe benefits).	2,50,000
2. MFR/RP'S (2)		(4) Postage, Mailing Stationery.	3,00,000
<u>A</u> <u>Hardware Requirement on</u>		(5) Telex/Telephone	10,000
<u>(a)</u> <u>DEC 10 Side.</u>		(6) Travel	25,000
1. Extra Disc Drive (one)	4,00,000	(7) Payment to Resource Personnel.	75,000
2. Disk Packs (two)		<u>Total</u>	<u>20,10,000</u>
3. 256k memory bank	8,00,000	<u>PART B:</u>	
	12,00,000	(1) Basic/Scanning/Printing.	5,00,000
<u>(b)</u> <u>Requirement on Library</u>		(2) Costs on Computer Tape Services.	1,00,000
<u>Side.</u>		<u>6,00,000</u>	
1. Magtape Drive (one) 1600/800 bpi-100 ips	13,00,000		
2. Video Display terminals (three).		<u>Grand Total</u>	<u>26,10,000</u>
3. Line Printer 600 lpm heavy duty lower & upper case chain printer (one).		A + B	
4. Winchester disk 5 m byte capacity.			
5. Deal Floppy disk-one			
6. 8 bit Microprocessor with 256 k byte memory.			
7. Daisy wheel print quality terminal (one)			
<u>3. Software</u>			
Word processor			
CP/M 0.5			
BASIC			
Library acquisition software			
(3) Space Expansion L-Structure on the S/SW Wing of the Library.	10,00,000		
(4) Furniture, Equipment (includes 2 Electric Typewriters).	7,00,000		
(5) Telex/Telephone Installation	25,000		
(6) Staff	2,50,000		
(7) Housing for staff	10,00,000		
(P) Computer Tape Services	5,00,000		
	<u>89,75,000</u>		

- | | |
|--|---------------------------------------|
| (1) Financial Input needed by U.G.C. to start the programme | .. Rs. 89,75,000 |
| (2) Recurring U.G.C. Input (development stage) | .. 26,10,000/yr |
| (3) Stage II Inputs from users to be assessed after one year of servicing. | .. Enrolling members input initiated. |

PS: Some Suggestions :

- (1) U.G.C. should initiate by sending a letter to all Universities to get a feedback on the number of users and their research interests.
- (2) To generate an initial brochure giving information about the U.G.C.C.S.I.

MECHANISM FOR RETRIEVING INFORMATION FOR S D I SERVICE:

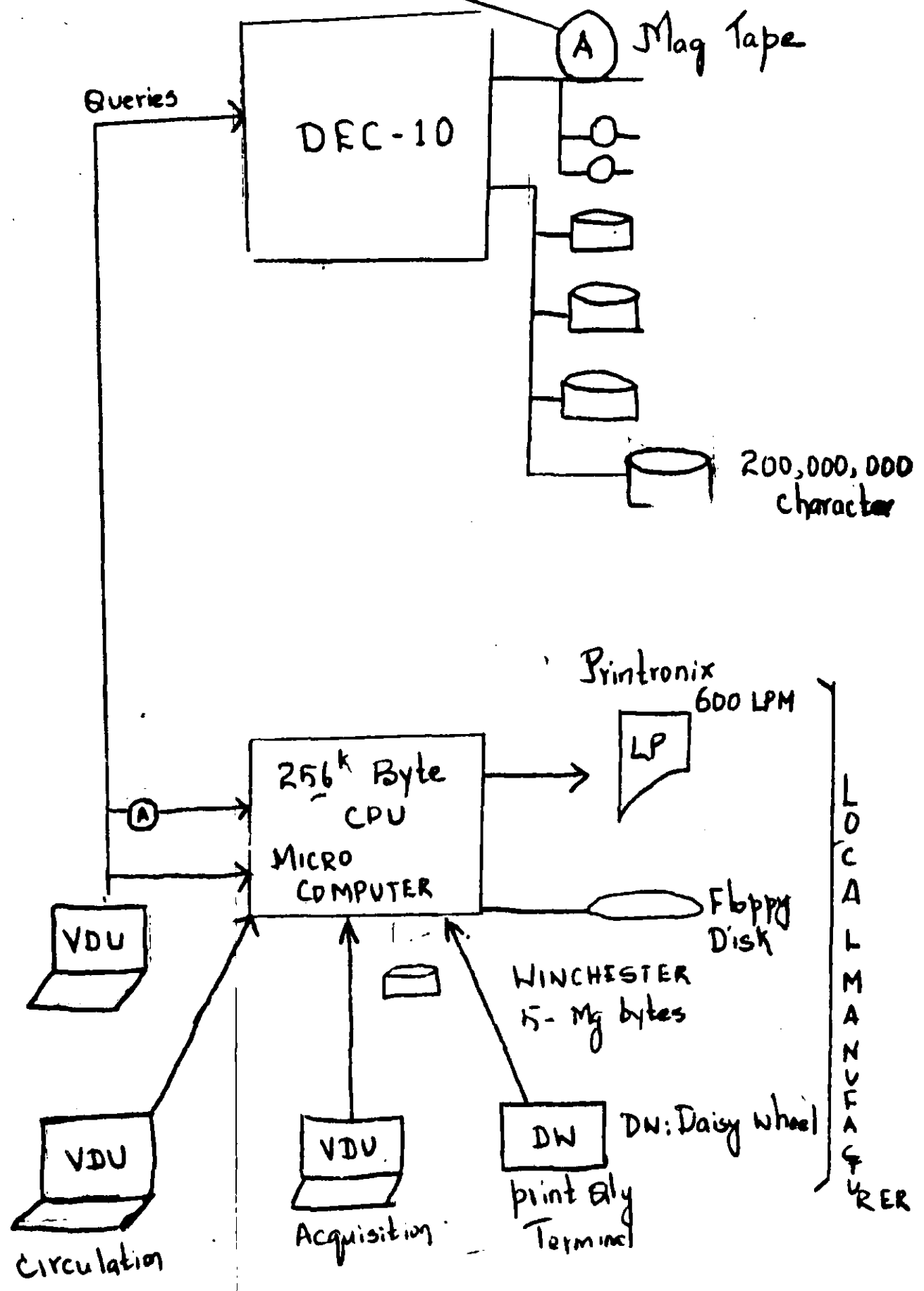
The ~~Inspect~~ tapes will be received by the Library every month. The tape will be mounted on one of the Tape Drives of DEC Computer. It will be copied from the tape on to a special library data base disk. Appropriate software will be developed which will retrieve from the disk the necessary abstracts information for each of the profiles. This information will be put on the tape. This tape will be physically dis-mounted from the tape drive and taken to the library. At the Library there will be a tape-printer system in which the abstracts will be printed out. The printed abstract will be despatched to the appropriate parties. A query terminal will also be provided at the library which will enable them to retrieve from the library data base the necessary information at pre-assigned times.

The Tape-Printer System at the library would require a Microprocessor. This Microprocessor can be expanded to allow possibilities of performing house keeping operations for the library and also be used as a word processor.

The following two charts (A) and (B) will abstract the above narrative.

OPERATIONAL DIAGRAM

INSPEC
MATHS



200,000,000
Character

Printronix
600 LPM

LP

Floppy
Disk

WINCHESTER
5-Mg bytes

DW
DN: Daisy wheel

LOCAL
MANAGER

SOFTWARE:

WORD PROCESSING SOFTWARE
BASIC

SII ORGANIZATION



SII TAPES

Abstracting services and Back-up Full Text Supply Services.

Search Expressions

USERS

USER PROFILE				
TT	V	AC	PROFILE WORD	
		A	Profiles supplied by Universities in <u>Physics</u> .	
		B		
		C		
		D	(Match with INSPEC Tapes)	
		E	Develop Software	
		F		
EN	S	NR	TV	Search Exp.

DOCUMENT PROFILE				
TT	V	AC	PROFILE WORD	
EN	S	NR	TV	Search Exp.

MECHANICS OF SII

- TT : Term Type
- V : Weight
- AC : Alpha Code
- Profile: Search
- Mark : Word
- EN : Expression
- S : Type Serv.
- NR : No. of expected citation
- TV : Threshold Weight

SCHEDULE FOR IMPLEMENTATION

- | | |
|-------------------|---|
| 1. APRIL 1, 1983 | Sanction of the project by UGC, |
| 2. APRIL 15, 1983 | Initiate hiring personnel. |
| 3. APRIL 30, 1983 | Initiate action with DOE. |
| 4. JUNE 1, 1983 | Initiate Commitment and lease agreement for S. D. I. Tapes. |
| 5. JULY 1, 1983 | Commit Hardware/Software requirements with DOE/CNC. |
| 6. JAN. 1, 1984 | Servicing to Universities Starts. |

Non-Recurring (Immediate needs)

Resources	10 ^L
Hardware	10 ^L
Computer	25 ^L
Furniture Equipment	7 ^L
Telex/Telephone	25,000
Staff	2.5 ^L
Tape Services	5 ^L
	<hr/>
	59.75 ^L

Needs by April 1984

Balance Non-Recurring	90 ^L
Recurring	26.1 ^L
	<hr/>
	56.1 ^L

Immediate money needed: Rs. 59.75^L

SECTION 6

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

...

Meeting:

Dated : 23rd April, 1983

Item No. 6.01 : To further consider the question of assets created by the U.P. State Govt. for fulfilling certain conditions under Section 12(A) of the UGC Act, in respect of Kumaon University

...

The Commission at its meeting held on 19th October, 1982 considered the question of creation of asset by the U.P. Govt. for fulfilling certain conditions under section 12(A) of the UGC Act in respect of Kumaon University, Nainital and resolved as under:-

"The Commission felt that it may not be possible to exempt the University from providing adequate number of teaching positions as prescribed under the rules and desired that the State Govt. be advised to create the required number of positions of Professors and Readers as already indicated and University may take necessary steps to fill in these positions. The matter may be reviewed after the State Govt./University has taken necessary action in this regard."

It was also felt that the University be advised that if any new courses are to be instituted in the University, these should have special relevance to the area in which the university is located."

A copy of the agenda placed before the Commission is enclosed as (Annexure-I).

The above decision of the Commission was communicated to the Kumaon University as well as the U.P. State Govt. Inviting reference to the above decision of the Commission, Shri B.S. Barya, Minister for Transport and Hill Development, Govt. of U.P. has written to the Minister of State for Education Government of India, saying that it would not be possible for the U.P. State Government to make all appointments against all the posts of Professors and Readers immediately. He has given the following reasons (which were considered by

...2/-

the Commission at the earlier meeting) in justification of the State Government's inability to make all the appointments at one stage:-

1. If all the senior positions are to be filled at one time, the university may not find suitable qualified persons for all the posts;
2. Such a recruitment at one time to all senior positions may adversely affect the promotional opportunities for the existing staff members;
3. If additional senior positions were to be created it may become necessary to resort to reduction of staff at lecturer's level based upon the work load and it may not be desirable as it could mean retrenchment of the existing staff;
4. The financial resources of the State Government (and particularly since both the Kumaon University and the Garhwal University are being funded out of the Hill Development Funds) may not allow creation of so many additional posts in these universities to make up the deficiencies as per the UGC norms.

The Minister, has, further, suggested that since assests worth Rs.2 crores have already been created for the University as required under the rules framed under section 12(A) of the UGC Act, the State Government/ University may be permitted to make appointments against the posts of Professors and Readers in a phased manner over a period of five years.

A copy of the letter dated the 10th January, from the Minister for Transport and Hill Development, Government of U.P. addressed to the Minister of State for Education, Government of India, is enclosed as (Annexure-II).

The matter is placed before the Commission for consideration.

EO(D)/DS(D)

F.25-1/80(D.I.)

Annexure I to Item No. 3.01

Copy of the item No. 3.02 of the UGC meeting held on 19th October, 1982.

S...S... ---

Subject: To consider the question of creation of assests by the U.P. State Government for fulfilling conditions under Section 12(A) of the UGC Act, in respect of Kumaon University

...

A meeting of the Committee to discuss issue relating to the creation of assests by the UP State Govt. for fulfilling certain conditions as regards to Section 12(A) of the UGC Act., in respect of Kumaon University, Nainital, was held in the Commission's officer on 19th July, 1982. The following were present:-

1. Dr. S.N. Srivastava
Vice-Chancellor
Kumaon University
Nainital.
2. Dr. G.S. Chaudhary
Special Secretary (Education)
U.P. Government
3. Shri S.C. Gupta
Director of Higher Education
U.P. Government
4. Shri P.C. Jain
Secretary,
State Govt. of U.P.
Hill Development Department
5. Shri R.K. Chhabra
Secretary
University Grants Commission
New Delhi.
6. Dr. D. Shankar Narayan
Additional Secretary
University Grants Commission
New Delhi.
7. Mrs. S. Ramamurthy
Deputy Secretary
University Grants Commission
New Delhi.
8. Shri K.N. Bhatnagar
Education Officer
University Grants Commission,

A copy of the minutes of the meeting of the Committee is placed at Annexure

The Commission has been providing assistance to the Kumaon University for a number of purposes for special programmes such as support for research, unassigned grants etc. However, the question of providing any general development grant to the University could be taken up only when the University fulfills certain requirements such as minimum physical facilities and academic viability in accordance with the conditions prescribed under Section 12(A) of the UGC Act.

The Kumaon University is functioning in two locations one at Nainital and the other at Almora. University Office is at Nainital. It was felt that the question of reckoning physical assets and also staff in position will have to be taken up in a proper manner. The Almora campus has Postgraduate courses in education, Commerce and Law and the Nainital has Humanities and Science subjects. In this way there is considerable duplication in the areas of teaching in both the campuses. The provision that a professor in one subject can look after Postgraduate instructions in both the campuses by spending sometime was not considered as a proper way of providing Postgraduate education and the efficient functioning of the department concerned. It is felt that even if one were to accept that in the matter of physical assets created, the total facilities available in both the campuses could be taken into account, it would be absolutely necessary to ensure that each of the departments teaching at the Postgraduate level, in either of the campuses, would have staff strength in accordance with the norms of the UGC under Section 12-(A) of the Act, that is, at least one professor, two readers and an adequate number of lecturers based upon the total academic programmes. Even in this manner, it would appear that the postgraduate departments in these two campuses fall short by 3 professors and 20 readers. It would, therefore, be necessary for the State Government and the Kumaon University to take necessary steps to bring the staff strength to the required level by making up the existing deficiencies.

The representatives of the U.P. State Government however pointed out that while one could accept the norms prescribed by the UGC as desirable (and quite often such norms may not have been fulfilled by the old universities), the difficulties of the State Government should also be taken into account. While it may be possible for the State Government to provide additional staff positions required to satisfy the norms, in a phased manner over a period of time, it would be difficult immediately to create additional posts in all the departments for the following reasons:-

1. If all the senior positions are to be filled at one time,

2. Such a recruitment at one time to all senior positions may adversely affect the promotional opportunities for the existing staff members;
3. If additional senior positions were to be created it may become necessary to resort to reduction of staff at lecturer's level based upon the work load and it may not be desirable as it could mean retrenchment of the existing staff;
4. The financial resources of the State Government (and particularly since both the Kumaon University and the Garhwal University are being funded out of the Hill Development Funds) may not allow creation of so many additional posts in these universities to make up the deficiencies as per the UGC norms.

Keeping in view the above aspects, the representation of the State Government suggested that the UGC may accept a phased programme of creation of posts over the next 5 years. It would, however, be ensured that no postgraduate courses would be started in any department which does not have atleast one reader available and in those departments where no readers exist at present a position of a reader could be created, if necessary.

It was pointed out by the State Government representatives that excluding the land and its developmental costs, the State Govt. had already created assets amounting to Rs. 116.78 lakhs at the Nainital campus and Rs. 103.05 lakhs at the Almora campus. Thus the total assets created presently amounted to Rs. 219.83 lakhs. Besides this, the State Govt. since 1977, had transferred assets by way of laboratory equipment, library books, etc., besides buildings that already exist in these campuses. Thus they felt that the two campuses together would satisfy the norms for physical assets as suggested by the UGC.

The State Govt. officials therefore requested that keeping in view the fulfilment of the physical assets conditions and the assurance to bring up the staff strength to the required norms, as indicated above, the University Grants Commission may agree to provide general development grant to the Kumaon University during the VI Plan period.

The matter is placed before the Commission for consideration.

Annexure I to Item No. 3.01

Copy of the item No. 3.02 of the UGC meeting held on 19th October, 1982.

S. N. Srivastava

Subject: To consider the question of creation of assests by the U.P. State Government for fulfilling conditions under Section 12(A) of the UGC Act, in respect of Kumaon University

A meeting of the Committee to discuss issue relating to the creation of assests by the UP State Govt. for fulfilling certain conditions as regards to Section 12(A) of the UGC Act., in respect of Kumaon University, Nainital, was held in the Commission's officer on 19th July, 1982. The following were present:-

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Vice-Chancellor
Kumaon University
Nainital.
2. Dr. G.S. Chaudhary
Special Secretary (Education)
U.P. Government
3. Shri S.C. Gupta
Director of Higher Education
U.P. Government
4. Shri P.C. Jain
Secretary,
State Govt. of U.P.
Hill Development Department
5. Shri R.K. Chhabra
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Additional Secretary
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New Delhi.
7. Mrs. S. Ramamurthy
Deputy Secretary
University Grants Commission
New Delhi.
8. Shri K.N. Bhatnagar
Education Officer
University Grants Commission,
New Delhi.

A copy of the minutes of the meeting of the Committee is placed at Annexure

The Commission has been providing assistance to the Kumaon University for a number of purposes for special programmes such as support for research, unassigned grants etc. However, the question of providing any general development grant to the University could be taken up only when the University fulfills certain requirements such as minimum physical facilities and academic viability in accordance with the conditions prescribed under Section 12(A) of the UGC Act.

The Kumaon University is functioning in two locations one at Nainital and the other at Almora. University Office is at Nainital. It was felt that the question of reckoning physical assets and also staff in position will have to be taken up in a proper manner. The Almora campus has Postgraduate courses in education, Commerce and Law and the Nainital has Humanities and Science subjects. In this way there is considerable duplication in the areas of teaching in both the campuses. The provision that a professor in one subject can look after Postgraduate instructions in both the campuses by spending sometime was not considered as a proper way of providing Postgraduate education and the efficient functioning of the department concerned. It is felt that even if one were to accept that in the matter of physical assets created, the total facilities available in both the campuses could be taken into account, it would be absolutely necessary to ensure that each of the departments teaching at the Postgraduate level, in either of the campuses, would have staff strength in accordance with the norms of the UGC under Section 12-(A) of the Act, that is, at least one professor, two readers and an adequate number of lecturers based upon the total academic programmes. Even in this manner, it would appear that the postgraduate departments in these two campuses fall short by 3 professors and 20 readers. It would, therefore, be necessary for the State Government and the Kumaon University to take necessary steps to bring the staff strength to the required level by making up the existing deficiencies.

The representatives of the U.P. State Government however pointed out that while one could accept the norms prescribed by the UGC as desirable (and quite often such norms may not have been fulfilled by the old universities), the difficulties of the State Government should also be taken into account. While it may be possible for the State Government to provide additional staff positions required to satisfy the norms, in a phased manner over a period of time, it would be difficult immediately to create additional posts in all the departments for the following reasons:-

1. If all the senior positions are to be filled at one time,

2. Such a recruitment at one time to all senior positions may adversely affect the promotional opportunities for the existing staff members;
3. If additional senior positions were to be created it may become necessary to resort to reduction of staff at lecturer's level based upon the work load and it may not be desirable as it could mean retrenchment of the existing staff;
4. The financial resources of the State Government (and particularly since both the Kumaon University and the Garhwal University are being funded out of the Hill Development Funds) may not allow creation of so many additional posts in these universities to make up the deficiencies as per the UGC norms.

Keeping in view the above aspects, the representation of the State Government suggested that the UGC may accept a phased programme of creation of posts over the next 5 years. It would, however, be ensured that no postgraduate courses would be started in any department which does not have atleast one reader available and in those departments where no readers exist at present a position of a reader could be created, if necessary.

It was pointed out by the State Government representatives that excluding the land and its developmental costs, the State Govt. had already created assets amounting to Rs. 116.78 lakhs at the Nainital campus and Rs. 103.05 lakhs at the Almora campus. Thus the total assets created presently amounted to Rs. 219.83 lakhs. Besides this, the State Govt. since 1977, had transferred assets by way of laboratory equipment, library books, etc., besides buildings that already exist in these campuses. Thus they felt that the two campuses together would satisfy the norms for physical assets as suggested by the UGC.

The State Govt. officials therefore requested that keeping in view the fulfilment of the physical assets conditions and the assurance to bring up the staff strength to the required norms, as indicated above, the University Grants Commission may agree to provide general development grant to the Kumaon University during the VI Plan period.

The matter is placed before the Commission for consideration.

UNIVERSITY GRANTS COMMISSION

Minutes of the meeting held with regard to issues relating to the creation of assets by the U.P. State Government for fulfilling certain conditions under Section 12(A) of the UGC Act, in respect of Kumaon University, Nainital.

A meeting of the committee to discuss issues relating to the creation of assets by the U.P. State Government for fulfilling certain conditions as regards to Section 12(A) of the UGC Act in respect of Kumaon University, Nainital, was held in the Commission's office on 19th July, 1982. The following were present:

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Director of Higher Education
State Govt. of UP
Allahabad.
4. Shri P.C. Jain
Secretary
State Govt. of U.P.
Hill Development Department
Lucknow.
5. Shri R.K. Chhabra
Secretary
UGC
New Delhi.
6. Dr. D. Shankar Narayan
Additional Secretary
UGC
New Delhi.
7. Mrs. S. Ramamurthy
Deputy Secretary
UGC
New Delhi.
8. Shri K.N. Bhatnagar
Education Officer
UGC
New Delhi.

The Secretary, UGC stated that the main purpose of convening this meeting was to discuss some of the issues relating to the fulfilment of the conditions under Section 12-A of the UGC Act by the Kumaon University, with the help of the U.P. State Government, before it could be assisted by the UGC with development grants. The Commission has already been providing assistance to the Kumaon University for a number of purposes for various special programmes, support of research, unassigned grants, etc. But the question of any general development grant can be taken up only when the minimum physical facilities and academic viability, in accordance with the conditions under Section 12-A of the UGC Act have been met. The approach of the UGC in this regard has been that the various teaching departments of the University should have adequate facilities, including staff, in accordance with the norms prescribed, besides other facilities of building, laboratory equipment etc. In the case of the Kumaon University, particularly where the University is functioning at two locations, each of them called a constituent college, at Nainital and Almora and with University office at Nainital, the question of reckoning of Physical assets and also staff in position will have to be considered in a proper manner. While it is noted that at the Almora campus the postgraduate education is mainly in the subjects of Education, Commerce and Law and in the Nainital campus it is in the Humanities and Science Subjects, there exists at present considerable duplication in the two campuses even in these areas of teaching. The provision that a professor in the subject concerned can look after the instructions in both the campuses, by spending some time, may not be the best manner of providing postgraduate instruction and efficient functioning of the department concerned. Even if one were to accept that in the matter of physical assets created, the total facilities developed in both the campuses could be taken into account, it would be absolutely necessary to ensure that each of the departments teaching at the postgraduate level, in either of the campuses, would have a staff strength in accordance with the norms of the UGC under Section 12-A of the Act, that is, at least one professor, two readers and an adequate number of lecturers based upon the total academic programmes. Even in this manner, it would appear that the postgraduate departments in these two campuses fall short by 3 professors and 20 readers as indicated below :-

1.	Physics	:	1 Reader
2.	Zoology	:	1 Reader
3.	Botany	:	1 Reader
4.	Chemistry	:	1 Reader
5.	Geology	:	Nil
6.	Mathematics	:	1 Professor, 2 Readers
7.	Forestry	:	Not available
8.	Hindi	:	1 Reader
9.	English	:	1 Professor 1 Reader
10.	Sanskrit	:	1 Professor 1 Reader

11. Geography	:	1 Reader
12. Economics	:	2 Readers
13. Political Science	:	2 Readers
14. Sociology	:	2 Readers
15. Commerce	:	1 Reader
16. Education	:	1 Reader
17. Law	:	2 Readers

3 Professors, 20 Readers

It would, therefore, be necessary for the State Government and the Kumaon University to take necessary steps to bring the staff strength to the required level by making up the existing deficiencies.

The representatives of the U.P. State Government, however, pointed out that while one could accept the norms prescribed by the UGC as desirable (and quite often such norms may not even be fulfilled by the old universities), the difficulties of the State Government should also be taken into account. While it may be possible for the State Govt. to provide additional staff positions required to satisfy the norms. In a phased manner over a period of time, it would be difficult to immediately create additional posts in all the departments for the following reasons:

- (1) If all senior positions are to be filled at one time, the university may not find suitably qualified persons for all the posts;
- (2) Such a recruitment at one time to all senior positions may adversely affect the promotional opportunities for the existing staff members;
- (3) If additional senior positions were to be created, it may become necessary to resort to reduction of staff at lecturer's level based upon the work load and it may not be desirable as it could mean retrenchment of the existing staff;
- (4) The financial resources of the State Government (and particularly since both the Kumaon University and the Garhwal University are being funded out of the Hill Development Funds) may not allow creation of so many additional posts in these universities to make up the deficiencies as per the UGC norms.

Keeping in view the above aspects, the UGC may accept a phased programme of creation of posts over the next 5 years. It would, however, be ensured that no postgraduate courses would be started in any department which does not have at least one reader available and in those departments where no readers exist at present a position of a reader could be created, if necessary.

The extent of fulfilment of creation of assets of physical facilities was taken up for consideration. It was pointed out by the State Government representative that excluding the land and its developmental costs, the State Government had already created assets amounting to Rs. 116.78 lakhs at the Nainital campus and Rs. 103.50 lakhs at the Almora campus. Thus the total assets created presently amounted to Rs. 219.83 lakhs. Besides this, the State Government since 1977, had transferred assets by way of laboratory equipment, library books et besides buildings that already exist in these campuses. Thus two campuses together would satisfy the norms for physical assets as suggested by the UGC.

The State Government officials, therefore, requested that keeping in view the fulfilment of the physical assets conditions and the assurance to bring up the staff strength to the required norms, as indicated above, the University Grants Commission may agree to provide general development grant to the Kumaon University during the VI Plan period.

.....

संक्षिप्त

बलदेव सिंह आर्य,
मंत्री,
परिवहन पर्वतीय विकास,
उद्यान एवं फलोपयोग ।

अटर्नल टो पत्रसो 6441/232/82

उत्तर प्रदेश शासन
पर्वतीय विकास अनुभाग -2

लखनऊ: दिनांक 10, जनवरी, 1983

प्रिय श्रीमती कौल जी,

जैसा कि आप अवगत हैं कि उत्तर प्रदेश के पर्वतीय क्षेत्र में कुमायूं एवं गढ़वाल विश्वविद्यालय उच्च शिक्षा की सुविधा उपलब्ध करा रहे हैं। यद्यपि इन विश्वविद्यालयों की स्थापना हुए लगभग 8 वर्ष व्यतीत हो चुके हैं परन्तु विश्वविद्यालय अनुदान आयोग की मान्यता न मिल पाने के कारण इन विश्वविद्यालयों का समुचित विकास संभव नहीं हो पा रहा है। विश्वविद्यालय अनुदान आयोग से मान्यता से संबंध में यूजीसी ऐक्ट की धारा 12 ए में मुख्यतः दो शर्तें निर्धारित हैं जिसमें एक विश्वविद्यालय को 2 करोड़ रुपये का विकास अनुदान तथा दूसरी प्रत्येक शैक्षिक विभाग में दो रीडर एवं प्रोफेसर के पदों की स्वीकृति के संबंध में है। शासन द्वारा इन दोनों विश्वविद्यालयों में प्रत्येक को 2 करोड़ रुपये से अधिक का विकास अनुदान उपलब्ध कराया जा चुका है और इस प्रकार आयोग की प्रथम शर्त की पूर्ति की जा चुकी है।

2- कुमायूं विश्वविद्यालय को विश्वविद्यालय अनुदान आयोग की मान्यता के संबंध में आयोग में 19 जुलाई, 1982 को एक बैठक आयोजित की गयी थी। आवश्यक पदों के संबंध में प्रदेश शासन की ओर से अनुरोध किया गया था कि यूजीसी ऐक्ट के नाम के अनुसार एक साथ रीडर एवं प्रोफेसर के पदों का सृजन निम्न कारणों से उचित न होगा।

111 यदि सभी वरिष्ठ पद एक साथ सृजित कर जरे जोते हैं तब हो सकता है कि उचित एवं अर्ह व्यक्ति न मिल सकें।

121 एक ही साथ वरिष्ठ पदों के सृजन एवं भर्ती से अन्य स्टाफ के पदोन्नति के अवसरों पर विपरीत असर पड़ेगा।

131 क्योंकि पदों का सृजन विश्वविद्यालय अनुदान आयोग द्वारा निर्धारित कार्य-भार के आधार पर किया जाता है अतः कुछ विभागों में रीडर एवं प्रोफेसर के पद के सृजन के लिए प्रवक्ता का पद समाप्त करना होगा। ऐसी स्थिति में कुछ कार्यरत प्रवक्ताओं की सेवा समाप्त करनी होगी जो मानवीय आधार पर उचित प्रतीत नहीं होता।

॥ 4 ॥ शासन के सीमित वित्तीय संसाधनों के कारण एक साथ इन सभी पदों की स्वीकृति दी जानी संभव नहीं हो सकेगी।

अतः आयोग से अनुरोध किया गया था कि प्रदेश शासन इस विश्वविद्यालय में 5 वर्ष की अवधि में एक कार्यक्रम बनाकर रीडर एवं प्रोफेसर के पदों के सृजन की कार्यवाही कराने का प्रयास करेगा। क्योंकि विकास अनुदान की शर्त प्रदेश शासन द्वारा पहले ही पूरी की जा चुकी है अतः आयोग कुमायुं विश्वविद्यालय को मान्यता दे दें जिसमें इस महाविद्यालय का पर्याप्त विकास हो सके।

3 - इसी प्रकार की स्थिति गढ़वाल विश्वविद्यालय के संबंध में भी है। वहाँ भी शासन द्वारा दो करोड़ रुपये से अधिक का विकास अनुदान दिनों जा चुका है और यू०जी०सी० के मानक के अनुसार पदों का सृजन किया जाना शेष है।

4 - विश्वविद्यालय अनुदान आयोग ने अपने पत्र संख्या -एफ-25-1/80 [डी०आई०] दिनांक 26, नवम्बर, 1982 द्वारा सूचित किया है कि आयोग द्वारा शासन से सुझाव को स्वीकार करना संभव नहीं है। उन्होंने अवगत कराया है कि जब तक मानक के अनुसार आवश्यक पदों का सृजन न कर दिया जाय और भर न दिया जाय, आयोग द्वारा विश्वविद्यालय को मान्यता दिया जाना संभव न हो सकेगा।

5- जैसा कि उमर स्पष्ट किया गया है शासन द्वारा तत्काल मानक के अनुसार संपूर्ण पदों का सृजन किया जाना संभव नहीं है अतः अनुरोध है कि आयोग मानकों को शिथिल करते हुए एवं 5 वर्ष में फेज्ड प्रोग्राम के अनुसार आवश्यक पदों के सृजन के आश्वासन को दयान रखते हुए आयोग से इन विश्वविद्यालयों को मान्यता दिलाने का कष्ट करें।

आपका

हो
॥ बलदेव सिंह आर्य ॥

श्रीमती शीला कौल
शिक्षा राज्य मंत्री
भारत सरकार,
नई दिल्ली।

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

...

Meeting:

Dated : 23rd April, 1983

Item No. 6.02 : To consider the Report of Working Group on Point No. 16 of the new 20 Point Programme of the Govt. of India

...

The Commission constituted a working group to review the on-going programme of Adult Education and Extension and to suggest a dynamic programme on Point No. 16 of the new 20 Point Programme of the Govt. of India. This relates to the spread of universal elementary education for the age group, 6 to 14, with special emphasis on girls and . . . simultaneously involve students and voluntary agencies in programmes for the removal of adult illiteracy.

2. A working group was constituted under the Chairmanship of Dr. (Mrs.) Madhuri R. Shah, Chairman, University Grants Commission. The names of the other members of the group are given on pages 4-5 of the Report which is enclosed (Annexure-I).

3. The terms and reference of the working group are on pages 5-6 of the Report.

4. The recommendations made in the report are given on pages 61-72 of the Report.

5. Attention of the Commission is invited to some of the recommendations as indicated below:-

(1) We strongly recommend that in view of the high priority given to the programme of Point No. 16 of the New 20 Point Programme of Government of India, Universities/Colleges be involved in a big way to participate in this National Programme so as to help achieve the goals. With this in view, universities/colleges may, therefore, be assisted on 100% basis at least upto the end of 7th Plan or 31st March 1990 to enable the universities/colleges to make long term continuous planning and action plans. (Para 4.28 d).

(2) We agree that the programme be decentralised at the university level for the purpose of funding as this would help a great deal in the timely procurement of funds by the participating institutions. A

p.t.o.

university may be considered as a Unit for the purpose of funding. The universities would maintain separate bank accounts in this regard and that these funds would not be used for any other purpose. To facilitate this universities may be assisted for additional staff. (Para 4.28 g).

- (3) Adult Literacy Programme through universities may be implemented in two phases. First phase to cover the period ending 31st March, 1985 and the second phase ending 31st March, 1990. In the first phase all affiliating type of universities and at least 1500 colleges are involved to organise 15,000 to 20,000 centres. In the second phase, the number of centres be raised to at least 50,000 by involving all the universities/colleges in the country in Point No. 16 Programme. While doing this, and in particular in the first phase, universities/colleges in the districts having literacy level below the national average, colleges for women and in the rural/backward/tribal areas are given priority so as to ensure priority organisation of the programmes for the women, scheduled castes/tribes, people from the rural and backward areas of the country (Para 4.10).
- (4) The literacy rate among women, scheduled castes/tribes migrant labourers, people from rural and backward areas and other weaker sections of the society is very low. High priority should, therefore be given to the Adult Literacy programmes for these groups for improving their literacy level. Special attention should also be paid to the organisation of adult literacy programme for the physically handicapped. (para 4.19).
- (5) Normally assistance may be provided for the organisation of atleast five centres. However, in the case of women colleges, colleges in the rural, backward (below national average literacy level) and tribal areas, assistance may be provided to organise even two centres, universities/colleges may also be assisted to organise adult literacy programme through "Each One Teach One" (para 4.28).
- (6) Achievements of targets of the Adult Literacy programme will be expedited if proper motivation, incentives and recognition are provided to universities/colleges/students and teachers. (para 4.16).
- (7) It is important to have one integrated mechanism so that adult literacy programme does not end abruptly but grows into follow-up and continuing education programme. All the three stages of adult education

e.g. adult literacy, follow-up and continuing education should form part of a coherent system(para 4.20).

- (8) Financial assistance to the universities/colleges be provided at the same level/norms as approved by the Government of India for the voluntary organisations participating in the programme(para 4.28).
- (9) Co-ordination between the agencies involved in the implementation of the programme is essential at all levels. Efforts of co-operation should be more at the grass root level (para 4.30).
- (10) The quality of the training programme at all levels be improved considerably (para 4.26).
- (11) Teaching-learning materials available at the adult Literacy Centres should include materials on important national programmes such as population education, national integrations, child care, health and family welfare, scientific temper, transfer of technology, use of bio-gas etc. (para 4.27).
- (12) Fullest use be made of the material already available in the country. We recommend that documentation centres in the universities be developed for this purpose. At least one university in a state should play a leadership role in the documentation of the literature on the various aspects of adult education, continuing education and extension.(para 4.27).
- (13) The expenditure on posts sanctioned by the UGC after the UGC's assistance ceases for such posts, be met by the State Governments as part of the maintenance budget. Universities/UGC should initiate actions in this regard and persuade the State Governments to accept this as a part of their maintenance grant after the UGC assistance ceases. Ministry of Education in the Government of India may also write to State Governments with a plea to accept the programme as a permanent on-going programme and treat it at par with other academic programmes(para 4.28e).
- (14) Point No. 16 of the New Programme also relates to the spread of universal elementary education. We feel that students could motivate children who are not going to the schools. The University/ College students from the NBS or otherwise could be helpful in locating the non-school going children and getting them admitted in other primary schools or non-formal education centres. They could also organise remedial coaching classes for the needy and academically under-privileged children of the society. This could be another dimension to the participation of the students in the implementation of Point No.16 of the New/Point Programme of the Government of India (para 4.35).

- (15) It is difficult for us to give the exact estimates of funds required for the programme in view of the several limitations of the programme. However, the past experience shows that for 700 colleges and the corresponding units in the universities, funds to the tune of about Rs.1.00 crore are needed each year for the programme. On this basis, our rough estimates are that funds amounting to Rs.3.00 to Rs.3.50 crores would be needed during the Sixth Plan (31.3.1985) and not less than Rs.15.00 crores during the 7th Plan (31.3.1990). However, it will depend upon the larger participation of the number of colleges and spread of the programme. As this programme is in the minimum needs programme of the Government of India, funds for this, be made available from plan to plan funds (para 4.32).
- (16) We strongly emphasize that detailed guidelines on the basis of the specific suggestions/recommendations made in the report with regard to operation, co-ordination, monitoring and evaluation, training and material, financial pattern etc. be drawn on a priority basis for circulation to universities/colleges (para 4.32).

The matter is placed before the Commission for consideration.

EO AE/DS.AE

Annexure I to Item no 6, 02

REPORT
OF
THE
U.G.C. WORKING GROUP
ON
POINT NO. 16 OF THE NEW
GOVERNMENT POLICY
20 POINT PROGRAMME
OF
GOVERNMENT OF INDIA

UNIVERSITY GRANTS COMMISSION
NEW DELHI-110002

MARCH 1983

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REPORT OF THE U.G.C. WORKING GROUP ON POINT NO. 16
OF THE NEW 20 POINT PROGRAMME OF THE GOVERNMENT OF
INDIA

I. INTRODUCTION

1.1 Point No. 16 of the New 20 Point Programme relates to the spread of universal elementary education for the age group 6 to 14 with special emphasis on girls and simultaneously involve students and voluntary agencies in programmes for the removal of adult illiteracy.

1.2 The Sixth Plan lays emphasis on minimum essential education to all citizens, irrespective of their age, sex and residence. The approach to achieve this objective would be characterised by flexibility, inter-sectoral cooperation and inter-agency coordination. Techniracy would be adopted as the major instrument for the spread of literacy, numeracy and practical skills relevant to the economic activities of the people concerned. It would be supported by post-literacy, continuing education through a network of rural libraries as well as instructional programmes through mass communication media, particularly after the INSAT is launched to its orbit.

Non-formal education for adults, particularly in the productive age-group 15-35 years, would receive priority in the Sixth Plan, in view of its potential for immediate impact in raising the level of productivity in the economy. The programmes of adult education, which had been initiated in the previous Plans and which form part of the minimum needs programme of elementary education would be made more effective and extended in cooperation with the other developmental activities and the employment agencies. The programmes would aim at extending appropriate educational support to the concerned

contd.....2/

groups of individual and development departments through carefully designed group-specific and work-based curricula which would be integrated as part of development activity. They would also take advantage of the cultural and other group characteristics in the process of involving the learner groups to participate in, and benefit from, adult education programmes.

While designing this programme, the lot of the weaker sections like women, scheduled castes, scheduled tribes and agricultural labourers as well as slum dwellers would be given priority. The strategy in these cases would be the development of methods and contents suited to the varied needs and situations, thus promoting flexibility in the programme and in the means of delivery of education.

1.3 The Deputy Minister in the Ministry of Education & Culture, Government of India, in a statement made in the Rajya Sabha on 6th May, 1982 regarding adult education programme, inter-alia, observed that :

- (1) According to 1981 census the national average of literacy in India is 36.17% (excluding Assam). The Government is determined, therefore, to tackle this problem of mass illiteracy and has accordingly given priority to the Adult Education Programme along with universalisation of elementary education by the inclusion of these programmes in the Minimum Needs Programme in the Sixth Five Year Plan and the New 20 Point Programme of the country. The Sixth Five Year Plan contemplates 100% coverage of the age group 15 - 35 years by 1990.
- (2) The programme of Adult Education has been in operation in the country for several decades. In the year 1978, the Programme was launched as a

National Adult Education Programme which was subjected to a widespread criticism in the Press, Parliament and other forums. A Review Committee was, therefore, set up by the Government under the chairmanship of Dr. D.S. Kothari in the year 1979 to review the National Adult Education Programme on all its aspects and recommend improvements therein. The Review Committee submitted their Report to the Government of India in April, 1980.

- (3) The 1981 census has shown that 243 of the total number of 402 districts have literacy rate below the national level. The Government is concentrating efforts in these districts in order to improve the situation there. The literacy rate amongst women, scheduled castes/tribes, migrant labourers and other weaker sections of the society is also very low. High priority would, therefore, be given to programmes for these target groups in the Adult Education Programme for improving their literacy level. Emphasis will also be laid on post-literacy and follow-up programmes with a view to ensuring that persons covered by the basic literacy programme do not lapse into illiteracy and also to induct them into the process of self-learning.
- (4) Emphasis will also be laid on greater involvement of voluntary organisations and students in this programme. The government is working out the modalities for fuller utilisation of this potential sector. The telecasting/broadcasting network available through INSAT would also be utilised for the Adult Education Programme.
- (5) Although the break-up for the age group 15-35 is not yet available in the latest census of 1981, the projections made indicate that the population in this age group is estimated to be 23 crores. Of this, the illiterate population is estimated to be 10.74 crores. This shows

the magnitude of the task to be accomplished by 1990. The Government, therefore, would like to seek the active cooperation of all parties in meeting the challenge to eradicate illiteracy in the country.

1.4 With the above in the background, the University Grants Commission in consultation with the Government of India in the Ministry of Education & Culture constituted a Working Group consisting of the following in ^{September} 1982 to review the on-going programme of Adult Education & Extension through universities/colleges and to suggest a dynamic programme on Point No. 16 of the New 20 Point Programme of the Government of India. The names of the members of the Group are as under :

- | | | |
|----|--|----------|
| 1. | Dr. (Mrs.) Madhuri R. Shah,
Chairman,
University Grants Commission. | Chairman |
| 2. | Professor Rais Ahmed,
Vice-Chairman,
University Grants Commission. | Member |
| 3. | Smt. Anna R. Malhotra *
Secretary,
Government of India,
Ministry of Education & Culture. | " |
| | Smt. Sarla Grewal, **
Secretary,
Government of India,
Ministry of Education & Culture. | " |
| 4. | Shri Kireet Joshi,
Education.l Adviser,
Government of India,
Ministry of Education & Culture. | " |
| 5. | Shri S. Ramamoorthi,
Joint Secretary,
Government of India,
Ministry of Education & Culture. | " |

* From September 1982

** From December 1982

- | | | |
|-----|--|------------------|
| 6. | Dr. M. Santappa,
Vice-Chancellor,
University of Madras. | Member |
| 7. | Dr. B.D. Sharma,
Vice-Chancellor,
North Eastern Hill University. | " |
| 8. | Dr. R.G. Takwale,
Vice-Chancellor,
University of Poona. | " |
| 9. | Dr. S.P. Sinha,
Vice-Chancellor,
Patna University. | " |
| 10. | Professor K.A. Jaleel,
Vice-Chancellor,
Calicut University. | " |
| 11. | Professor G.R. Mhaisekar,
Vice-Chancellor,
Marathwada University. | " |
| 12. | Dr. M. Aran,
Vice-Chancellor,
Gandhigram Rural Institute. | " |
| 13. | Professor Moonis Raza,
Director,
National Institute of Educational
Planning and Administration. | " |
| 14. | Mrs. Kamlini H. Bhansali,
Registrar,
S.N.D.T. Women's University. | " |
| 15. | Dr. M.L. Mehta,
Deputy Secretary,
University Grants Commission. | Member-Secretary |

1.5 The terms of reference of the Working Group are as follows :

- (1) Review of the existing Adult Education & Extension Programme being implemented through universities & colleges with a view to identify the short-falls/difficulties and suggest measures necessary to be adopted to overcome them so as to help evolve a meaningful and effective programme of removal of illiteracy through the help of students/teachers of universities/colleges.

contd.....6/

- (2) Review of the existing guidelines of the UGC on Adult Education and Extension to help formulation of new guidelines for the implementation of Point No. 16 with particular reference to :
- i. Preparation of operational plan with year-wise targets.
 - ii. Participation of priority groups.
 - iii. Organisational set-up.
 - iv. Specifying nodal agency for monitoring, evaluation and research for adult education programme.
 - v. Functionaries-Instructors, Supervisors, teachers, their roles, training and out of pocket allowances etc. Teaching/learning materials.
 - vi. Financial pattern.
 - vii. Post-literacy and follow-up etc.
 - viii. To promote co-ordination between different agencies involved in the implementation of the programme.
 - ix. To suggest additional funds required for implementation of the programme during the Sixth and Seventh Five Year Plans, keeping in view the target/goals.
 - x. To suggest a suitable format to formulate the project proposal etc.

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1.6 The Group met on 23rd October, 1982 and 7th March, 1983. Some members of the Group also participated in the Regional Workshops on the topic of "Eradication of Illiteracy" through the involvement of students organised by the Indian University Association for Continuing Education held at Jamu, Madurai and Poona as also the National Seminar of the I.U.A.C.E. at Surat. Some members also held discussions with few Principals/Teachers of colleges participating in the adult education

contd.....7/

programme in different parts of the country. Views of some active Functionaries/Resource persons in the field of Adult Education were also invited. The Report of the Review Committee of the Government of India on the National Adult Education Programme under the chairmanship of Professor D.S. Kothari and the Evaluation Reports on the programme in few States were also considered.

1.7 The report is divided into following parts :

- I. Introduction.
- II. Adult Education - Extension - Development.
- III. Review of existing Adult Education & Extension Programme.
- IV. Review of existing Guidelines on Adult Education and Extension Programme and formulation of new Guidelines for the implementation of Point No. 16 of the New 20 Point Programme.
- V. Recommendations.

II. ADULT EDUCATION - EXTENSION & DEVELOPMENT

2.1 Education is a human right. Literacy provides access to knowledge and understanding of skills. It is a life-long process for the development of harmonious personality to comprehend the ever widening and deepening spheres of human endeavours. The removal of illiteracy is regarded in effect as a sine qua non for the struggle against exploitation and removal of impediments to the growth of the individual and the socio-economic progress of the country. In a democratic society literacy is a means of enlisting people's participation in the functioning of the democratic system. It constitutes the first step towards acquisition of knowledge and development of productive skills. It also fosters awareness of the rights and responsibilities of the individual and the community at large.

2.2 India is the largest democracy in the world. The success of democracy depends primarily on the quality of its men and women. Democracy is of little benefit to the people if they are to remain uneducated and the number of illiterates remain high. Economists have repeatedly stressed the importance of giving due consideration to the human factor in development. The wealth of a country is determined in a significant degree by the knowledge, skills and motivation of its people. No national can make any notable economic or social advancement without removal of illiteracy from its mass of people.

2.3 Although literacy begins by acquiring of the three R's; Reading, Writing and Arithmetic. It is not all. It has to be supported by functional development and awareness. It is in-separable from the total development processes of a nation particularly its socio-economic aspects. The commonality of both literacy and development is man. Adult literacy should not be considered as a separate programme or external input. They are a part and parcel of development process and should therefore be built in as an integral component of the various development programmes. Linking adult education with development programmes would on the one hand help in enhancing the material standards of living of the adults and on the other by maximising the outcome of social and economic inputs would promote an optimum development of the society.

2.4 The tradition of adult education in India is very old. After independence adult education was included as a regular component of the educational system within the framework of the Ministry of Education. The Central Government sponsored various schemes for the spread of adult education. The latest most attempt in the field was the launching of the

massive programme of NAEP on 2nd October, 1973. The National Adult Education Programme was intended to make available educational opportunities to 100 million young adults during the next five years. Adult Education as conceived in the NAEP constituted an integral part of human resource development, so vital for any development programme. The NAEP had been visualised as an important strategy for achieving goals of social justice and in taking the benefits of development to the down-trodden people by making them literate and by creating social awareness among them.

2.5 India has a huge complex of 146 recognised universities (including institutions of higher learning), about 4500 affiliated colleges, 40,000 secondary schools, more than half a million primary schools, 3.5 million teachers, a hundred million students at the primary, secondary and tertiary levels with the Government expenditure of more than Rs.3800 crores per annum. Despite such a stupendous structure of formal education, it has not shown worth-while evidence of its capabilities to meet with the new challenges. This is precisely evident from the single phenomenon that, against a hundred million students enrolled there are an equal number of non-students in the age-group of 15-35. The Constitution of India demand that universal elementary education be provided to all the children by 1960, but this could not be done. Of every 100 children, hardly 20 complete elementary education.

2.6 The widely accepted function of a university is the communication of existing knowledge and extension of the frontiers of knowledge by research. Due to the acceptance of democracy as our way of life, educational opportunities cannot remain limited to a few urban elite but have to be planned for larger groups of persons of different strata

of society and for different regions of the country. In order to reduce inequalities existing in our society, the universities will have to reorganise their structure, content and strategies. Universities can no longer remain ivory towers. They have to reach out to the community and hence new models and varying alternatives have to be evolved with stress on flexibility, diversification, newer techniques and widening of horizons.

2.7 Universities are created to serve the society of which they are a part. Educational system cannot now afford to remain a closed circuit. The function of the university according to modern thinking is to help the social, economic, educational and cultural growth of the community which it serves. That the universities should be closely involved in the life of the society is imperative both for the society and for the universities themselves. The aim of the University Education is not to produce mere specialists only. The traditional role of the universities has been to serve the society by training its youth in the field of higher education, transmitting knowledge, preparing young people for various professions and undertaking research. The universities are also being called upon to apply their knowledge and do research in solving the urgent problems of the society. This function is called Extension. Teaching, research and extension are the three basic objectives of university education and they should be pursued with equal importance.

2.8 The U.G.C. Policy Statement of 1977 underlined the need for Extension activity as an important dimension of higher education equal in importance with teaching and research. It should gradually permeate within each subject discipline in the form of change in curriculum, teaching methods and evaluation strategies. Linking extension with

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curriculum will be feasible if every major department of study decides to set apart about 20% of its curricula time for extension work and recognises it as an integral part of curriculum on the same lines as laboratory work is considered integral to science courses. The programmes of extension will benefit both the community and the higher education system. This will promote a meaningful and sustained rapport between the university and community. Universities ^{may} activate their Boards of Studies to facilitate induction of extension into curriculum.

2.9 The revised Guidelines of J.G.C. (June, 1982) on Adult, Continuing and Extension Education, inter-alia, enables the universities to establish the necessary linkage with the community with a view to fostering social change through meaningful relationships and interactions, which are mutually beneficial by offering need-based and relevant educational programmes that may ultimately facilitate self-reliance.

2.10 The Kothari Review Committee on the National Adult Education Programme in its report has recommended larger participation of students in the adult education programme. In the report it has been observed that involvement of institutions of higher education in adult education will bring their teachers and students in close contact with the common people and their problems. This will make their teaching, research and extension programmes more meaningful and challenging. Moreover, institutions of higher education have a major role in programmes of adult education. Mobilisation of the vast energy of students and of the academic community could impart great vitality to the adult education programme and raise its level. It could also help cut down the costs by making adult education a part of the learning programme of

the students. The relationship between higher education and adult education is mutually reinforcing. The University Grants Commission and the universities may examine, in consultation with the National Board of Adult Education, how adult education could be introduced effectively in higher education. It further observes that it is necessary to involve universities and colleges partly because they can make a valuable contribution and also because such participation would help to improve their own ethos. We find that the universities and colleges have responded well to the NAF although, at present, the total size of the programme undertaken by them is comparatively small. There are also reports of lack of sustained interest and commitment among the teachers and students. On the other hand, a good beginning has been made in several areas. The University of Madras, in particular, has taken steps towards making community social service, which generally means participation in adult education, a part of the curriculum. If proper leadership is provided, the universities and colleges can mount a fairly large programme of adult education and also maintain quality. This is the direction in which efforts have to be made in the years ahead.

2.11 UGC's efforts towards Adult & Continuing Education started in 1969 when Adult and Continuing Education Departments were created in universities. Later in 1977, the UGC Policy Frame recognised the importance of Extension work in the following words :

"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".

2.12 The conference of Vice-Chancellors (May, 1981) endorsed fully the concept of continuing and extension education as an integral function, besides teaching and research, of the universities and for every department and college to take such extension programmes related to local and regional needs of social and economic development. It was felt that it is essential to bring about greater coordination between extension activities, manpower planning, self-employment and social awareness and greater interaction with the local community. Each university and college may draw up specific programmes of extension indicating the objectives mechanism and possible impact and outcome, as part of their Sixth Plan development activities in higher education.

2.13 The Report of the Expert Group on programmes for alleviation of poverty under the chairmanship of Dr. M.S. Swaminathan (1982 Planning Commission) has inter-alia stated - 'Involvement of universities and colleges in the tasks of development will be of value and will materially assist social, economic and technological development'.

III. REVIEW OF EXISTING PROGRAMME OF ADULT EDUCATION & EXTENSION

3.1 This part of the report deals with the review of the existing programme of adult education and extension being implemented through universities and colleges with a view to identify the short-falls/difficulties and to suggest measures necessary to overcome these so as to help evolve a meaningful and effective programme of removal of illiteracy through the help of students/teachers of universities/colleges.

3.2 The University Grants Commission has been assisting the universities and colleges to participate in the adult education and extension programme as per Guidelines drawn in this regard.

3.3 The universities were considered specially suited, structured and staffed to provide the needed professional and technical guidance required for the implementation of the programme. The areas of cooperation are developing need based curriculum and teaching learning materials; organising training programmes for personnel at different levels; preparing evaluation tools and carrying out evaluative studies leading to follow-up measures; conducting initial surveys for identifying learners and community needs; providing assistance in preparing popular literature for masses; and carrying out applied researches. The universities and colleges participate in the adult education programmes through their students body, teachers and the departments or centres of adult or continuing or non-formal or extension education.

3.4 Students are to organise surveys, work as Instructors in the Adult Education Centres, cultivate awareness among the public on adult education programme and work as promoters in the running of adult education classes and create a social environment for ~~motivating~~ learners.

3.5 Teachers are to train or orient adult education functionaries at different levels; prepare need based curricula, teaching and learning materials and evolve pedagogy suitable to adults; deliver extension lectures; take up applied research projects; evaluate the programmes and suggest follow up measures; involve themselves in the preparation of books for neo-literates collaborate with students, give them leadership and guidance in adopting villages/slums for adult education work.

3.6 The University Centres of Continuing or Non-formal Education are to play a leadership role in the implementation of the Adult Education Programme.

3.7 So far the Programme of Adult Education and Extension has been implemented by 68 universities and 105 colleges for which a total number of 8790 centres were sanctioned (Annexure-I).

3.8 The universities and the colleges were requested to ensure that :

- (1) Programme is implemented as per UGC's Guidelines on Adult Education and Extension.
- (2) Special care is taken to organise programmes for women, scheduled castes/tribes and people from the rural/ backward areas and slums.
- (3) Advisory Committees at the university and college levels are set up as per Guidelines, to promote co-ordination and systematic implementation of the programme.
- (4) A compact area is adopted in the formulation of project on the basis of a detailed bench-mark survey and for preparing a comprehensive perspective plan based on community approach.
- (5) Linkages with development agencies are established.
- (6) Adult Education functionaries i.e. college teachers, supervisors and instructors are trained before the start of centres and with the help of resource persons from universities and other agencies.
- (7) Material (teaching & learning) produced by the State Resource Centres, is used extensively.
- (8) Programme is monitored as per guidelines formulated by the UGC in consultation with the Directorate of Adult Education, Government of India, from time to time.

(9) The NSS and Adult Education functionaries at all stages work together to promote co-ordination.

3.9 The Commission has ^{also} been assisting the universities/colleges for :
(i) to implement post-literacy and follow-up programme as per model approved by the Government of India in this regard (Annexure-2); (ii) to undertake action research on different aspects of adult education and extension programme; and (iii) to organise workshops/training programmes on adult education and extension with a view to create awareness/orient Principals, College Teachers, Supervisors and Students so as to organise an effective programme of adult education through students/teachers.

3.10 Guidelines for quick-appraisal were sent to the universities for collection of data, No external evaluation of the programme was undertaken during 1978-82, but universities/colleges were advised to send their monitoring returns to the State Adult Education functionaries. The Commission has been collecting certain essential data from the universities/colleges about the implementation of the programme while releasing grants. The data relates to number of Centres/Learners/Scheduled Castes/Tribes/Women etc.

3.11 The Commission has constituted a Standing Committee (Annexure-3) to advise the Commission on the effective implementation of the programme. A small committee to help expedite proposals from the universities/colleges and to make recommendations to the Commission for their acceptance was also constituted.

3.12 At this stage we feel it necessary to point out the following conditions stipulated in the Guidelines on Adult Education and

extension programme :

- (1) The activities under the National Service Scheme should be linked with adult education and extension. All students who undertake adult education programmes should be treated as covered by NSS.
- (2) The number of adult education centres to be organised should be at least 10 or in multiples of 10.
- (3) Adult Education Programmes should emanate from the students of the first and second year of the undergraduate courses.
- (4) One adult education centre should normally be entrusted to two students, each one should be expected to work for $1\frac{1}{2}$ hours every day for a continuous period of 200 days (5 or 6 days a week).
- (5) The students may be provided out of pocket expenses. An amount of Rs.20/- per month should be contributed to the student aid fund, to be used to give scholarships to needy students undertaking adult education centre responsibility.
- (6) It is important that teachers are involved. No honorarium be paid to teachers on this account.
- (7) Payment for supervision can, however, be made on part-time basis @ Rs.150/- for 10 adult education centres or Rs.500/- for 30. This would, however, not be payable to any student, teacher or other employee of the educational institution concerned.

- (8) It would not be necessary to have additional core staff in the colleges, as the work relating to NAEP in the colleges could be entrusted to the NSS Programme Officer or any other volunteer teacher.
- (9) It is necessary to have a single unified machinery for the implementation of programme of adult education and community service. In the colleges this responsibility would often be shouldered by the NSS Programme Officer.
- (10) The responsibility for overseeing the programme in the field would be that of all the field officials of NSS and University NSS Coordinator.
- (11) Each college implementing the programme may also have a committee. A college having the NSS Committee might merge it into the new Committee.

3.13 We were able to identify the following short-falls/difficulties in the implementation of the programme. There could however be many more :

- (1) Lack of awareness of the seriousness of the problem of illiteracy amongst university functionaries, principals, teachers and students.
- (2) Difficulty in ensuring support from faculty members, staff of colleges and elite who believe that extension work is something beyond their dignity and role expectation.
- (3) Non-availability of funds for travel expenses, material production, exhibition, publicity etc. under the scheme.

- (4) Delays in sanctioning funds and programmes by insisting on routing all proposals through the Registrar.
- (5) Shortage of national or regional meetings of personnel involved in the programme.
- (6) Non-availability of teaching-learning materials on time for use in the centres.
- (7) No special recognition for the work and no reduction in workload.
- (8) Lack of resource/reference material available in the colleges for updating the effectiveness of the programme through personal equipment.
- (9) Lack of elasticity in the UGC Guidelines.
- (10) Lack of adequate provision of funds in the Guidelines.
- (11) Lack of availability of students and supervisors throughout the year.
- (12) Lack of intensive training and orientation of Instructors.
- (13) Lack of coordination among the various agencies involved in the programme.
- (14) Lack of availability of a separate teacher to implement the programme in the colleges.
- (15) Lack of effective monitoring, evaluation, research, post-literacy and follow-up work.
- (16) Organisation of at least 10 centres to receive UGC assistance.
- (17) Lack of provision of re-appropriation of funds in the guidelines.
- (18) Lack of supporting staff in the colleges.

3.14 We strongly emphasize that the following recommendations be kept in view while formulating specific directions for a dynamic programme on Point No. 16 of the New 20 Point Programme of the Government of India so as to help promote achievement of goals of Point No. 16 which is time-bound and target oriented programme :

(1) STUDENT PARTICIPATION

1. Local non-students animators may be allowed to function as instructors for the continuity of the programme. Services of the local teachers of the elementary and higher elementary schools for this purpose may also be utilised.
2. The students and teachers must have an opportunity to attend refresher course/orientation programmes on an annual basis so that they could meet together at the university or district level and exchange their views and experiences and also get new ideas to attend to their work with greater competence.
3. Out of pocket allowance to an instructor may be raised to Rs.75/- p.m. and if two or three students are engaged in one centre, this amount may be shared equally among them. No part of this should be diverted to Student Aid Fund.
4. Proper certificates be issued by the university to those students who have worked as student instructors in adult education centres.
5. University's be requested to give due weightage to the students who have served as instructors in NAEP Centres

in admissions to postgraduate and professional courses as given in the case of sportsmen and handicap students etc.

6. Steps should be taken to award credits to those students who effectively participate in the adult education and extension programme, if possible, by permitting them to opt for ~~this~~ programme in lieu of one of the subjects of studies.

(2) COLLEGE PROGRAMME OFFICER

1. The NAEP work may be given to a separate teacher who may work in close co-ordination/co-operation with the NSS Programme Officer.
2. The Project Officer at the college level has not been provided with any incentive or subsidy to cover his transport expenses etc. The NSS has a provision of Rs.75/- p.m. for this purpose. A similar 'out-of-pocket' allowance be provided to the college based Project Officers of Adult Education.
3. The universities may give relief of at least four hours per week in the workload of those teachers who are in-charge of the NAEP activities in the colleges.

(3) SUPERVISORS

1. The supervisors should remain in service for the entire period of the programme without break. Provision should be made for 12 months instead of 10 months as in the present Guidelines in order to ensure continuity of the programme during the vacations and to do spade work in enrolling the next set of adult learners.
2. Senior students and research scholars may serve as supervisors.
3. Allowances provided for the supervisors (Rs.150/-p.m.) are not adequate keeping in view the extent of distance

they have to cover to effectively supervise 10 centres located in different areas. A transport allowance of Rs.50/- p.m. be added to the existing provision.

(4) TEACHING/LEARNING MATERIALS

1. Teaching/learning materials be made available in time. Lists of materials produced by State Resource Centres be made available to the universities/colleges regularly.
2. Supervisors and college programme officers be trained for the production of teaching/learning materials during their training programmes.

(5) EVALUATION

1. Each University having completed ~~the~~ **three years** of the programme be requested to get the programme evaluated. Provision be made for such evaluation in the budget.
2. The University Unit should be the central agency for monitoring such information and indicating creative action. The colleges may send reports direct to the University Centre/Cell which may pool the reports and forward to the State Officer and the UGC.
3. A meeting of all the NAEP Coordinators and Directors or Heads of Adult & Continuing Education Departments may be organised once in a year to review the progress made by the universities and also to plan action programme.

(6) ADULT LEARNERS

1. The minimum number of adult learners in one adult education centre need not be strictly specified as 30. It may be 25 - 30 with an average attendance of 15 - 20.
2. Certificates may be provided to the adult learners which would be an incentive and could be recognised for onward study and for providing employment opportunities through the employment exchanges.

(7) DURATION OF COURSE

1. UGC guidelines provide that each student instructor is expected to work for $1\frac{1}{2}$ hours every day for a continuous period of 200 days (5 or 6 days a week). The total number of prescribed days (200 days) does not seem feasible. The number of days may be reduced to 150 per year.

(8) TRAINING AND ORIENTATION

1. The quality of the training programme of Programme Officers, Supervisors and Instructors needs to be improved considerably. The UGC norms for training programmes be revised, as per norms followed for such programmes in the NSS.

(9) COORDINATION

1. There is not adequate coordination between the NAEP functionaries in colleges, universities and other agencies concerned. A mechanism be devised to promote coordination between the implementing agencies.

(10) TRANSPORT

1. Universities implementing programmes on large scale may be provided with transport facilities. Vehicles of the NSS units in the universities be allowed for use by the Adult Education Unit.
2. Universities/colleges may be provided with a moped/motor-cycle wherever the number of centres is 30/60.
3. Colleges may be allowed to purchase cycles from the Adult Education funds (one cycle per five centres).

(11) U.G.C GRANTS

1. The existing procedure of sanctioning grants to colleges in few instalments be done away with. At least 75% of the total grant in a year be released in the first instance to enable the colleges to implement the programme as per the schedule worked out by them.

2. The present provision under contingencies, i.e., Rs.5,000/- for the university and Rs.2,000/- for the college are not adequate and these amounts be increased*to R. respectively.
3. Adequate provision may be made for conveyance charges in the budget for the colleges for visiting centres in the villages.
4. The component of functional development needs a separate and sufficient allocation. At present, in the absence of any allocation for this, it is difficult to organise any skill development programme at the centres.
5. The allocations given for some items in the guidelines be revised because of the price rise.
6. The financial pattern for the unit at the university level does not include provisions for integratingsuch aspects as legal literacy, social, political literacy, health education, population education, education for social defence, cultural literacy and education for children and drop-outs. It is also essential to integrate some vocational awareness programmes at the adult education centres. Various performing groups have been staging street corner plays against dowry, rape and other evil practices in our society. It would be useful to carry such messages to the adult education centres. This task can be done both by the oral performance and through publications of small booklets in bold print in the language of the people. It would be very meaningful if funds under the general heading of 'linkages' are provided, on the merit of each case.
7. The University unit is provided with a non-recurring grant of Rs.10,000/- for furniture for the staff, typewriter, equipment etc. This amount is inadequate in view of the rising cost.

31. The financial pattern of a project with 10 or more adult education centres does not take into account, the need to acquire some audio-visual aids and projection equipment. Some funds be provided for these purposes.
32. Budgetary provision may be made for the publication of monthly bulletins in regional languages for effective communication among the functionaries of NAEP in colleges.
103. UGC Guidelines need not be applied rigidly and the universities/colleges should make necessary modifications as approved by their Advisory Committees according to their requirements while implementing the programme within the overall financial ceiling. The major stress should be on achieving the targets/ and community coverage in totality. Re-appropriations within the over-all financial ceilings as recommended by the Advisory Committees of the Universities/ Colleges be accepted.

(11) UGC GRANTS

11. Financial assistance may be made available to colleges which can organise even 5 centres or participate in "Each One Teach One" programme.
12. We strongly recommend that colleges not included in the list prepared by the UGC under section 2(f) of the UGC Act and are not declared fit in terms of section 12(A) of the Act to receive UGC assistance be included in the University's Project as these colleges are largely located in rural/backward/tribal areas.
13. The University Centre/Cell may also run some model/ experimental centres directly and funds provided to meet the expenditure.

(12) OTHER ISSUES

1. Some universities have not appointed separate programme coordinators/project officers for the NAEP. The NSS Coordinators look after both the NSS and the NAEP. This has resulted in over working of the same officer due to double responsibility. As a result of which, there is a feeling that both NAEP and NSS work has been suffering in the process. The universities should expedite appointment of adult education officers.
2. Advisory Committees have not been constituted by a few universities and colleges. Further, in many universities/colleges, the committees have not met regularly. University/Colleges may be advised to arrange the meetings of the advisory committees at least twice a year and proceedings sent to the UGC.
3. ** Kindly see page 73 para 5.45.

IV. REVIEW OF EXISTING GUIDELINES ON ADULT
EDUCATION & EXTENSION PROGRAMME AND
FORMULATION OF GUIDELINES FOR POINT
NO. 16 OF THE NEW 20 POINT PROGRAMME

4.1 This part of the Report deals with the second terms of reference of the Working Group as spelt out earlier in Part-I, Paragraph No. 1.5 (Page-5) of the Report.

4.2 Before dealing with the specific issues assigned in this term of reference we consider it essential to make some observations which are important in the formulation of a dynamic programme of removal of adult illiteracy.

4.3 The programme of adult literacy through students and teachers of universities/colleges should aim at :

- i. Planned involvement of universities and colleges through students and teachers effectively in the eradication of illiteracy to help achieve the goals of Point No. 16 of the New 20 Point Programme,

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- ii. Promoting the process of interaction of universities/ colleges with the community so as to accelerate the introduction of extension as also to enable the universities/colleges to play a leadership role towards a dynamic adult literacy programme in the country,
- iii. Providing special attention towards programmes for women, scheduled castes/tribes, handicapped and people from the rural, backward and slum areas,
- iv. Relating the programme directly to the needs, interests, aspirations and life situations of the learners and to the national goals of socio-economic development through a process of operational linkages with the developmental programmes,
- v. Helping in acquisition of basic literacy skills, effective post-literacy, follow-up and programmes of continuing education so as to bring the learners in the ambit of life-long learning process; and
- vi. Ensuring support (financial and other) to provide adequate infra-structure for administration, resource support, monitoring, evaluation and research for the effective implementation and achievement of goals of Point No. 16 of the 20 Point Programme.

4.4 We have given some statistics on literacy at the end of the report. A study of the statistics has given the following useful conclusions which are vital in the formulation of a dynamic adult literacy programme -

- i. There has been a steady but slow rise in the literacy level during the years 1951 (16.67%) to 1981 (36.17%).

- ii. The illiterate population has increased from 246.6 millions in 1951 to 343.3 millions in 1981.
- iii. Literacy levels amongst males (53.8%) is higher than in females (28.8%) (1981 figures).
- iv. Illiteracy level in the rural population is higher (70.5%) than in the urban population (42.5%) (1981 figures).
- v. Scheduled Castes/Tribes in general have much lower literacy rate.
- vi. Karnataka, Haryana, Sikkim, Orissa, Meghalaya, Andhra Pradesh, Madhya Pradesh, Uttar Pradesh, Dadra & Nagar Haveli, Bihar, Rajasthan and Arunachal Pradesh had literacy levels below the national average as per 1981 census.
- vii. Of the total of 402 districts in the country in 1981, 243 districts had literacy level below the National average. Some figures are as under -

- Andhra Pradesh	(20 out of 23)
- Bihar	(29 out of 31)
- Jammu & Kashmir	(13 out of 14)
- Karnataka	(8 out of 19)
- Madhya Pradesh	(40 out of 43)
- Meghalaya	(4 out of 5)
- Orissa	(8 out of 13)
- Rajasthan	(26 out of 26)
- Uttar Pradesh	(45 out of 56)
- Arunachal Pradesh	(9 out of 9)

viii. Of 131 universities and 4886 colleges in the country, 68 universities and 705 colleges were involved in the programme.

4.5 In our opinion there are essentially two alternative strategies in implementing adult literacy programmes through universities/colleges which we have discussed below :

- i. Adult Literacy & Curriculum - We noted that the present Adult Education Programme works practically in isolation like the NSS or NCC and relies entirely on the support of the Principal or Vice-Chancellor for its success. The teachers and students participating in the programme do not get enough encouragement since it is an 'extra-curricular' activity. We fully agree that Community Service oriented activities like NSS, etc. should become the fourth component of the first degree restructured programme as proposed by the UGC along with three components of Foundation, Core and Applied Courses. Amongst the diverse community service oriented activities, Adult Literacy should form a major activity at this stage and should get all the support like the one received by other three component courses. Adult Literacy should become an integral part of the educational system. It should find a place in the curriculum and provide academic credit to the participating students and teachers.

We agree with the UGC that teaching, research and extension are the three basic objectives of university

education and we make the following suggestions so as to initiate action in this direction -

- Extension be linked with curriculum at the undergraduate level to start with. Some of the postgraduate courses may also do so wherever feasible.
- Boards of studies and other academic bodies in the universities be activated for linking extension into curriculum.
- Exercises relating to the restructuring of courses to suit extension work be undertaken at the university level and that a scheme in this direction be formulated by the UGC.

ii. Umbrella Approach - The adult literacy programme is to be implemented through students and teachers. The Departments/Centres of Adult & Continuing Education in universities/colleges are to play a leadership role in the overall planning and implementation of the programme. NSS volunteers and other students are to be involved in a big way. The NSS units in the universities/colleges are organising several community oriented activities, of which adult education is one. We recommend that a single mechanism of co-ordination be created in the university system whereby all activities like adult literacy, NSS, NCC, Continuing and Extension Programmes etc. are organised under one umbrella. We also suggest that adult education and NSS units in universities/colleges should work in close collaboration with each

other to promote achieving the goals of Point No. 16.

Such a coordination through a single mechanism will prevent isolation of any of these allied programmes from each other.

4.6 We recognise the importance of the following recommendations made in the Kothari Review Committee Report on the NAEP which may be useful for adult literacy programmes through universities/Colleges -

- i. The content of the programme - consisting of literacy, functionality and awareness - should be deepened and widened. An adequate level of literacy should be insisted upon with emphasis on the learners improving their vocational skills and taking organised action for the improvement of their condition.
- ii. Sustained effort should be made to link literacy with development.
- iii. The duration of the programme should be about three years, divided into three stages of about a year each (Annexure- 4).
- iv. In organisation of the programme special attention should be paid to creation and sustenance of motivation among the learners.
- v. Emphasis should be laid on participation of women in the programme. Measures should be taken which would influence social attitudes and remove practical difficulties which women face in attending adult education classes. It would be desirable to arrange adult education for women as part of their work.

- vi. Women should be adequately represented on advisory committees at all levels. Their recruitment as instructors and at other levels should be substantially raised.
- vii. The adult education programmes for the Scheduled Tribes should use tribal languages where necessary and pay special attention to their special cultural heritage and crafts.
- viii. Special attention should be paid to the organisation of adult education programmes for the physically handicapped.
- ix. It is essential to devise procedures which will ensure that funds reach the project agencies in time and to delegate adequate financial powers to the project officer to enable him to deal effectively with the day-to-day problems.

4.7 The Adult Education Programmes in some States have been reviewed. Reports of these reviews have pointed out some of the shortcomings as indicated below. These may be useful for future adult literacy programmes through universities/colleges -

- i. While the target groups (women, scheduled castes/tribes and other backward classes) were broadly covered by the programme, the coverage of women needed to be substantially stepped up in most of the States and greater participation of scheduled castes and scheduled tribes ought to be secured.
- ii. Wastage can be checked considerably if adequate precautions are taken in selecting the right place for organising the centres and in locating it at a suitable place. Provision

of better facilities at the adult education centres may also improve the working of the centre and thereby contribute to a more conducive atmosphere for learning. Frequent references in the appraisal studies to the lack of proper seating arrangements, poor lighting facilities etc. indicate that the level of community participation, in making such facilities available as also in having a better place for the AEC, remains rather low. Active involvement of the local community in such matters might help indirectly in motivating the people to attend and reduce the drop-out level.

- iii. There is need to intensify better quality supervision and ensure stricter data-audit by the project staff and other functionaries responsible for the programme operation. In this task, the community can share a major responsibility. Wastage on account of defunct centres, premature closure of centres, incidence of drop-outs, poor management can be substantially reduced if community support is harnessed and local resources are mobilised.
- iv. The achievements of learners in literacy were very modest; the situation with regard to achievements in 'functionality' and 'awareness' by and large, appeared still more unsatisfactory.
- v. Lack of suitable materials, inadequate coordination and weak linkages with development departments/functionaries etc. were found to be primarily responsible for shortcomings.

4.8 We would also like to make some general observations which we consider are relevant and helpful in developing the programme on Point No. 16. These have been given in the following paragraphs -

- i. Institutions of higher education must participate in programmes of adult literacy not only for their contribution to the educational and other developmental needs of the under-privileged sections of society, but also to assimilate a greater part of such insights into the processes of their curriculum planning and youth development. For the sake of its own relevance to sections of the Indian Society, higher education in India must strive to mingle with the needs of the Indian Society. Its educated and trained manpower would find itself alien to the Indian milieu if it does not experience and participate in conditions of poverty, backwardness and the growing slums.
- ii. Institutions of higher education and the manpower participating in programmes of adult literacy must become aware of the various social, economic and cultural developmental efforts undertaken in the Indian Society by governmental and non-governmental organisations and must establish appropriate linkages with these efforts and their own adult literacy programmes. These linkages must identify whether educational institutions would play a supportive role or a ^{leadership} controlling role in the programme.
- iii. Adult literacy must be seen distinctly from other social service activities available in university and colleges on the one hand and seek to establish linkages with such

activities on the other. As an essential educational activity, adult literacy calls for sustained and area specific participation of functionaries in universities and colleges in a given community with a view to upgrading present levels of education and awareness of the people. While social service activities can touch upon discrete groups of population, adult literacy efforts must respond to the totality of needs of a given community.

- iv. The student community is a vast reservoir of human energy waiting to be harnessed for useful purposes. They need suitable opportunities which will capture and arrest their imagination, tap their power, unlock their talents and develop their potential. In a rural country like India, youth constitutes the most crucial asset of the rural community. They should be utilised fully in the process of modernising the traditional rural society through the transfer of science and technology. This would be possible only when education is related to the solution of their personal and community problems, and close association between the curricula, colleges and the community is established.
- v. The curricular work needs to be integrated with the developmental activities in the community. Such integration would bring realism to the courses of study, since the subject matter studied can then be applied to real life situations. Students will become deeply interested in what they are studying and understand the realities as they exist. The scheme of adult education be, therefore, integrated with the curriculum in the universities.

- vi. When NAEP was launched and college and university students were asked to involved themselves in the programme, it was mainly through the NSS. Opportunities were offered to non-NSS students also, but not in large numbers. The selective approach was good in the beginning but now more students have to be involved and they are ready too. Students who have interest in and aptitude for social work (and especially in adult literacy and continuing education) have to be involved in through adequate, scientific procedures.
- vii. Professional colleges should have a separate treatment. While teachers' colleges have one year courses, colleges of engineering, medicine, agriculture, law etc. have different duration and even semester system. These colleges also should be given opportunities to participate in the programme. Some kind of a package deal has to be evolved for them or they may be assigned specific roles, not of making people literate but of providing them with extension and continuing education work in the community, in their respective disciplines.

4.9 With the above in the background, we now deal with the specific tasks assigned to us in our second terms of reference :

(1) OPERATIONAL PLAN WITH YEARWISE TARGETS

4.10 We suggest that the Adult Literacy Programme through universities may be implemented in two phases : first phase to cover the period ending 31st March, 1985 and the second phase ending 31st March, 1990. In the first phase all affiliating type of universities and at least 1500 colleges are involved to organise 15,000 to 20,000 centres. In the

second phase, the number of centres be raised to at least 50,000 by involving all the universities/colleges in the country in Point No. 16 programme. While doing this, and in particular in the first phase, universities/colleges in the districts having literacy levels below the national average, colleges for women and in the rural/backward/tribal areas are given priority so as to ensure priority organisation of the programmes for the women, scheduled castes/tribes, people from the rural and backward areas of the country. It would be important to mobilise colleges in the rural areas to organise programmes for their own neighbouring rural communities on long-term basis. Urban institutions could work in co-operation with industry and working class communities of the cities/towns in a systematic manner.

4.11 A University may be considered as a Unit and be made responsible for the implementation of the programme through itself and its colleges. The Universities may finalise their plans in consultation with the State Governments and the Colleges concerned. In the case of universities not eligible to receive UGC assistance, proposals may be made by the colleges directly to the UGC. One of the colleges of the University eligible to receive UGC assistance be given the responsibility of coordinating the programme till such time the parent university becomes eligible to receive the UGC assistance.

Every University and College should be required to adopt a minimum number of villages or mohalas or areas of community and to undertake a programme of total removal of illiteracy in a period of three to five years through a planned and phased programme. Wherever possible neighbourhood approach be preferred. Area approach would ensure continuity, effective follow-up activities and help establish social relationships. Local community be actively involved in all stages of planning and implementation of the programme.

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Use a development Block.

4.12 We are of the view that an effective programme may be implemented if the following activities are carried out each year, so as to achieve the goals of Point No. 16 programme :

- i. Review of the on-going programme so as to consolidate and strengthen it.
- ii. Training and re-training of college programme officers, supervisors and instructors.
- iii. Acceptance of the new proposals and orientation/training of their functionaries.
- iv. Implementation of post-literacy and follow-up activities of the completed literacy programmes; and
- v. Evaluation of the completed programmes and formulation of strategies for a more target oriented programmes for the next year.

4.13 We recommend the following schedule for acceptance of proposals/ release of grants :

- i. All proposals from universities/colleges should be received by the UGC latest by 28th February each year.
- ii. All approvals are conveyed by the UGC to the universities latest by 15th April of each year.
- iii. First instalment of 75% of the approved grant is paid to the universities latest by 15th of May each year.
- iv. All training programmes are completed by the end of July of each year.
- v. Organisation of Adult Literacy Centres should start in all the Universities/Colleges during August of each year.
- vi. Second instalment of 25% of the grant is paid in December/ January each year.

The above schedule may be adopted suiting to local situations.

4.14 Adult Education is closely linked with development insofar it seeks to promote organised behaviour among people who are unorganised and without a sense of community in the developmental sense of the term. The processes of participation in development efforts require a certain minimum level of literacy and education through which people can form themselves into groups and can pool their energies and skills to contribute to such efforts and gain from these efforts. Adult education in this sense generates greater awareness within the individual about himself and his immediate surroundings and a broader perception of regional and national needs.

4.15 Adult literacy should be built in as an integral component of the different development programmes. We recommend that (a) Governments should make available detailed literature on their development programmes to universities/colleges for their guidance; (b) Functionaries from development departments be involved in the planning and implementation of the programme. They should also participate in the meetings of the Advisory Committees at the Universities/Colleges; (c) A manual on linkage of Adult Literacy with development programmes is provided to universities/colleges and (d) linkage of adult literacy with development programmes finds an important place in the training of adult education functionaries.

4.16 Achievements of target of the Adult Literacy Programme will be expedited if proper motivation, incentives and recognition are provided to universities/colleges/students and teachers. We make the following recommendations in this regard :

- (i) Each year, in a State, a University which has done outstanding work in terms of student involvement and number of learners be given special grant to strengthen its adult literacy activities. Similarly, an additional

grant be given to a college from each university for outstanding contributions in the cause of eradication of illiteracy.

- (ii) Teachers having done outstanding work in the field of adult literacy be given suitable citation from the university and a research grant for an approved project on any aspect of literacy programme.
- (iii) Students having done commendable work should be given certificates, free or half-freeships, scholarships/stipends besides some considerations in the matter of appointments.
- (iv) Learners having completed their adult literacy classes be given certificates under the seal of the university by holding convocation type public ceremony.
- (v) In the long run, when the extension become a part of curriculum, extension work done by the students/teachers be given due recognition in determining their overall merits.

4.17 We are convinced that consideration of the following suggestions would help in achieving the goals of the programme :

- (i) Suggestions/Recommendations made on different aspects of the on-going adult education and extension programme as on Pages 20-26 of the report.
- (ii) Specific role of the agencies and functionaries at different levels are clearly defined.
- (iii) The following specific recommendations are given due consideration :

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- Non-students animators may be allowed to function as instructors to ensure continuity.
- Supervisors should remain in service for the entire period of the programme.
- Adult Education work in the colleges/universities be given to separate functionaries. The College Programme Officer of the Adult Literacy be paid the same out of pocket allowance as the NSS Programme Officer.
- Minimum number of learners in a Centre need not be strictly specified as 30. It may be 25 - 30, with an average attendance of 20. *in Women Centres*
- Financial assistance to colleges be made available even to organise less than 10 centres.
- Guidelines should ensure continuity, flexibility, coordination, recognition, training, monitoring, evaluation, post-literacy, follow-up and research etc.
- Financial provisions are adequate.

4.18 The role of universities, students and teachers have been given earlier on Pages 14 - 15 of the report. We briefly state the role of colleges and other adult education functionaries of the programme in the following paragraphs :

- (i) Role of Vice-Chancellors - The Vice-Chancellor and the University Advisory Committee will provide the policy basis and necessary support to the programme.
- (ii) Role of Colleges - The colleges will organise adult literacy programme with the guidance of the University and in collaboration with the District level authorities.

- (iii) Role of Principal - Principals will help in motivating the staff, students and public so as to mobilise a maximum number of them to participate in the adult literacy programme. They will also help to chalk out plans of action, develop the skills required for implementing, coordinating and evaluating the programme. Also encourage and enthuse the students and staff with proper incentives and appreciation; coordinate and collaborate with all other agencies concerned etc.
- (iv) Role of State Adult Education Officer - He will extend all cooperation, guidance and assistance so far as the role of the State Adult Education Department and development departments are concerned.
- (v) Role of District Adult Education Officer - He will facilitate the participation of the colleges in the adult literacy programme and will assist in all possible manner in solving the problems relating to the District/State level authorities.
- (vi) Role of NSS Coordinator - He will collaborate and coordinate with the adult education functionaries of the University in all possible manner.
- (vii) Role of NSS Field Officer - He will advise the University on the implementation of the Programme in the field.
- (viii) Role of Adult Education Functionaries at University/College -
 - (a) The programme coordinator will be the key person to implement the programme at the university level; he will coordinate and oversee the entire programme

undertaken by the University and Colleges. The Project Officer will help the Coordinator in all his functions. He will be more involved in the field work and will be a vital link between the Coordinator and the Project Work.

- (b) The Teacher-in-Charge of the Programme at the college level is the key person for successful working of the programme at the college level and will work under the guidance of the Principal.
- (c) The Supervisor will be a link between the administrative set up of the project and the adult education centre. The Supervisor has to make all efforts to see that the centres work effectively.
- (d) The Instructor is the front line worker of the programme. His major role is to make the learners literate, initiate a process of awareness among them, introduce developmental activities in the community and help the learners to acquire certain functional skills for tackling their problems.

2. PRIORITY GROUPS

4.19 The literacy rate among women, scheduled castes/tribes, migrant labourers, people from rural and backward areas and other weaker sections of the society is very low. High priority should, therefore, be given to the Adult Literacy programmes for these groups for improving their literacy level.

Special attention should also be paid to the organisation of adult literacy programme for the physically handicapped. As the past experience in organisation of adult literacy programme for the physically handicapped

people's very limited, a few pilot and experimental projects may be taken up as soon as possible.

Target groups for which the programmes are to be organised be identified on the basis of surveys. It would be desirable to organise programmes among the communities, groups of people and individuals in areas close to the universities and colleges instead of distant places.

3. ORGANISATIONAL SET UP

4.20 We suggest the following mechanism for the organisation of the adult literacy programme through the university system including the University Grants Commission. Our suggestions in this regard are as under :

- (i) The Standing Committee of the University Grants Commission on Adult Education, Continuing Education and Extension Work should formulate policies about the implementation of the programme throughout the country. The Committee may include Vice-Chancellors, Principals, Directors of Adult & Continuing Education as also representatives of the Ministry of Health and Family Welfare, Education & Culture, Rural Reconstruction, Home Affairs, besides Directorate of Adult Education, Government of India. A comprehensive integrated machinery will ensure continuation of adult literacy programme into follow-up programmes and continuing education as well as extension work. Separate mechanism will result into duplication. Same Committee dealing with all aspects of adult, continuing education and extension work will ensure coherence, stability, continuity and mutual fruitful inter-action between all aspects of this programme.

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- (ii) There may be a sub-committee of this committee to give closer attention to adult literacy programmes. The Committee would be responsible in expediting the proposals received from the universities/colleges. It may also prepare a six monthly appraisal report for consideration of the Standing Committee/University Grants Commission.
- (iii) Adult Education, Continuing Education & Extension work centres in the universities be in-charge of planning and implementation of the adult literacy programme as well. The existing centres of adult, continuing and extension education be suitably strengthened and where such centres are not existing the same may be instituted sooner. There should be a broad-based committee at the university level consisting of Vice-Chancellor, a few Principals, representatives of the State Resource Centre, voluntary organisations, representatives of the State Development Departments, NSS Coordinator, NSS Field Officers and the Director/Coordinator of Adult & Continuing Education as its member-secretary. This committee will also review the progress of the programme and prepare appraisal reports. It is important to have one integrated mechanism so that adult literacy programmes does not end abruptly but grows into follow-up and continuing education programme. All the three stages of adult education e.g. adult literacy, follow-up and continuing education should form part of a coherent system.

- (iv) In the colleges participating in the programme there should be a Unit of adult education and continuing education and extension. The Unit should be responsible for the implementation of the programme through the college. It will have an advisory committee consisting of the Principal, Programme Officer NSS, Programme Officer Adult Literacy, one-two teachers, district/block adult education officer etc. This committee will advise the college on the implementation of the programme and make a six monthly appraisal of its progress.

4. NODAL AGENCY FOR MONITORING,
EVALUATION AND RESEARCH

4.21 We recommend that the University Unit of Adult Continuing and Extension Education be the Nodal Agency for Monitoring, Evaluation and Research of the adult literacy programme through universities and colleges. Our specific recommendations in this regard are given in the following paragraphs :

Monitoring & Evaluation - Each University should monitor its programme through university and colleges, as per procedure suggested by the University Grants Commission from time to time in consultation with the Government of India. This is essential for the total monitoring of the programme at the national level. Universities/colleges should ensure that monitoring return are sent to the State level Adult Education authorities directly regularly.

We are also of the view that each university should create its own evaluation and monitoring mechanism

within the centre of adult continuing and extension education. Frequent evaluations by outside agencies which interrupt the conduct of grass root centres should be minimal. Self-evaluation of the programme by the universities/colleges be a continuous activity and the reports of such evaluation should be linked with the release of grants. Further, there may be an external evaluation of the total programme of the university including colleges by some outside experts appointed by the university itself at the end of three years. A manual on monitoring and evaluation of the programme be prepared by the UGC for the guidance of the universities and colleges.

4.22 Research - Universities must play a leadership role in the conduct of action and basic research which is very essential for the promotion of adult literacy programme in the country. We are happy to note that the University Grants Commission has already decided to assist the universities for the purpose of research. It would be essential to identify certain crucial areas in which research work will help the promotion of the programme. Universities may be invited to submit research projects in this regard.

5. ADULT EDUCATION FUNCTIONARIES, TRAINING, MATERIALS

4.23 Adult Education functionaries - We have already defined briefly the role of different adult education functionaries at (Paragraph No. 4.18 on Page 14 of the report).

4.24 Training - We feel that training of the adult education functionaries in the universities/colleges has been one of the weakest aspect of the programme of adult education and extension through the universities/colleges. The training programmes for the instructors were organised by the colleges and that of supervisors and college programme officers by the universities in collaboration and help of the state resource centres, voluntary organisations etc. The duration of the training programmes were six days for college programme officers, 12 days for supervisors and 25 to 30 hours for the instructors. In the case of voluntary organisations, the duration of training is 21 days for the project officers and supervisors. A manual for training of the adult education functionaries was also brought out by the Bombay University with the help of some resource persons.

4.25 We were also given to understand that training of functionaries participating in adult education programmes in universities and colleges in the last 4 years has tended to suffer from want of adequacy, appropriate methodology and suitable frequency. Efforts must be made to space the training programme in a manner that the functionaries are able to interact frequently on training content and methodology which is immediately relevant to the needs of their work in the community. Group work as part of training as distinct from the extensive use of lecture-cum-discussion method must become the norm in training efforts. A fair amount of mix between work in the field and work in the training centre must be operationalised.

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4.26 We emphasize very strongly that the quality of the training programme at these levels be improved considerably and with this in view, we make the following recommendations :

(a) The manual prepared earlier be reviewed immediately, keeping in view the objectives of point No. 16. A small expert group may be assigned this work on priority basis.

(b). Expenditure on training of college programme officers, supervisors and instructors should form a part of the proposal of the university/college and that no separate proposals are made for this purpose to avoid delays and ensure continuity.

(c). The training should be essentially residential and resource persons fully well-versed with adult literacy programme be invited. A suggested list of such resource persons be made available to universities/colleges.

(d) There should be close collaboration between the State Resource Centres, Voluntary Organisations, Development Departments in organising the training programmes.

(e) The curriculum of the training programmes should include areas of national/integration, child care, health and nutrition etc.

(f) Intensive training programmes for trainers be organised at 4 - 5 places immediately.

Education / concern such as population Education 50
national 50
centd. 50/-

4.27 Materials - We make the following suggestions/recommendations in this regard :

i. Teaching-learning materials available at the Adult Literacy Centres should include materials on important national programmes such as population education, national integrations, child care, health and family welfare, scientific temper, transfer of technology, use of bio-gas etc. The materials may be in the form of posters and pamphlets. It would also be necessary to collect materials produced by the developmental agencies and displayed at the Centres. Materials on population education, family welfare, small savings, tree plantation etc. should invariably be available at the Centres.

ii. Full use be made of the material already available in the country. We recommend that documentation centres in the universities be developed for this purpose. At least one university in a state should play a leadership role in the documentation of the literature on the various aspects of adult education, continuing education and extension. These documentation centres should prepare bibliographies of the material in particular available in the State and circulate them to the universities and the colleges in the State participating in the programme. However, it is necessary that all

these are done in close collaboration with the State Resource Centres so that their work is supplemented and not unnecessarily duplicated.

- iii. The universities/colleges in a State participating in the programme of adult education should be on the mailing lists of the State Resource Centres. The State Resource Centres should invariably intimate the universities and colleges about the teaching-learning material produced by them. Fullest use be made of the teaching learning material of SRC's.
- iv. General principles of material preparation and language of communication be included in the training programmes of adult education functionaries.
- v. UGC may provide financial support for the preparation of the teaching/learning materials whenever absolutely necessary, due to SRC's inability to do so.
- vi. University Departments of Linguistics in collaboration with the Departments of Adult/Continuing and Extension Education should play leadership role in the conduct of research on materials.
- vii. It should be ensured by the universities/colleges that teaching learning material is made available in time before the start of the centres.

6. FINANCIAL PATTERN

(a) Norms of Assistance

4.28 We have examined the provisions made in the financial pattern at the college/university levels. We find that some provisions are inadequate and for few items, provisions have not been made as pointed out in our report on pages 24 - 25.

We make the following recommendations in this regard :

- i. Financial assistance to universities/colleges be provided at the same level/norms as approved by the Government of India for the voluntary organisations participating in the programme.
- ii. Reappropriations within the overall financial ceilings as recommended by the Advisory Committees of the universities/colleges be allowed.
- iii. Norms as indicated below and approved by the Government of India for the voluntary organisations be accepted for the universities/colleges :
 - Honorarium to part-time instructor Rs.50/-p.m. for 10 months with no diversion to Students Aid Fund.
 - Supervisor for 30 Centres @ Rs.500/-p.m. + fixed, TA/DA of Rs.60/-p.m. for 12 months.
 - Supervisor for 10 Centres @ Rs.150/-p.m. + fixed, TA/DA of Rs.20/-p.m. for 12 months.
 - College Programme Officer Out of pocket allowance as for NSS College Programme Officer i.e. Rs.75/-p.m. fixed for 12 months.
 - Basic learning material Rs.7.50 per learner. per learner

- | | |
|----------------------------|------------------------|
| - Teaching material | Rs. 60/- per Centre or |
| per Centre | Rs. 2/- per learner |
| - Equipment per Centre | Rs. 85/- per centre |
| - Kerosene Oil/Electricity | Rs. 200/- per centre |
| - Contingent Expenditure | Rs. 50/- per centre |
| per centre. | |
- iv. Normally assistance may be provided for the organisation of at least five centres. However, in the case of women colleges, colleges in the rural, backward (below national average literacy level) and tribal areas, assistance may be provided to organise even two centres, Universities/colleges may also be assisted to organise adult literacy programme through "Each One Teach One" model Annexure-5. Financial provision for organising thirty and sixty centres as approved by the Government of India for voluntary organisations are enclosed Annexure-6. Pattern of assistance for organising two, five and ten centres be worked out on the basis of the above norms and in consultation with the Government of India.
- v. Separate funds be provided for research projects, materials production or for any other specific purpose.
- vi. Provisions for non-recurring purposes viz. furniture, typewriter and equipment be raised from Rs. 10,000/- to Rs. 12,500/-.
- vii. Recurring provisions at the University level unit be revised as under :

<u>Item</u>	<u>Provision made in earlier guidelines</u>	<u>Provision suggested</u>
1. Books	Rs. 5,000/-	Rs. 5,000/-
2. Monitoring & Evaluation of Coordination.	Nil	Rs. 2,000/-
3. Organisation of participation in seminars, workshops, conferences etc. & TA/DA to experts.	Rs. 5,000/-	Rs. 7,500/-
4. Other expenditure	Rs. 5,000/-	Rs. 7,500/-

Staffing pattern will be as per Guidelines on Adult, Continuing and Extension Education on the merit of each case. All the posts will be on a long-term basis and will be of temporary nature. Staff appointed for this programme be given all such benefits as are give to the corresponding permanent employe of the universities/colleges to ensure continuity of the staff and hence of the programme.

viii. Pattern of financial assistance for organising training programmes as approved by the Government of India for NS scheme be accepted for the adult literacy programme.

<u>Item</u>	<u>Two-week training/ orientation course</u>	<u>One-week traini refresher course</u>
1. Books & Lodging	@Rs. 18/- per participant per day.	@Rs. 18/- per part pant per day.
2. Expenditure on guest lecturers/speakers including their TA/DA	Rs. 2,000/-	Rs. 1,000/-
3. Transport for visits to demonstration projects etc.	@ Rs. 1,250/-	Rs. 625/-
4. Other charges including stationery, publications, contingencies, secretarial and class-IV assistance.	Rs. 1,000/-	Rs. 500/-

ix. Travel expenses be provided as per shortest route and not exceeding first railway fare in the case of college teachers and second railway fare in the case supervisors/instructors alongwith other admissible expenses.

(b) Release of Grants :- Delay in the release of grants were reported by most of the universities and colleges. We agree that the programme be decentralised at the university level for the purpose of funding as this would help a great deal in the timely procurement of funds by the participating institutions. We recommend that a university be considered as a unit of the programme and that all the grants are made to the university for disbursement to college participating in the programme. The universities would be responsible for the maintenance of separate accounts of grants and submission of necessary documents ensuring the proper utilisation of the grants made to them. The funds will not be diverted and used for any other purpose. The interest earned will be used for the promotion of the programme. To facilitate this, universities may be assisted for additional staff. In order to ensure the timely release of the funds to the universities, we suggest a schedule Annexure-7 for the release of the grants along with documents required for the release of funds. This procedure will ensure timely release of funds and would also provide essential information to the University Grants Commission about the progress of the programme and utilisation of funds.

(c) Continued Assistance - In order to ensure the continuation of the programme at least upto 1990 so as to enable the universities/colleges to plan long-term programmes, we suggest that adequate funds be provided for this purpose. The quantum of the grant could be determined on the basis of the size of the programme to be implemented by the universities/colleges in the Sixth and Seventh Five Year Plans. Some suggestions have been made later on (page-60) of the report.

(d) We strongly recommend that in view of the high priority given to the programme of Point No.16 of the New 20 Point Programme of Government of India, Universities/colleges be involved in a big way to participate in this National Programme so as to help achieve the goals. With this in view, universities/colleges may therefore, be assisted on 100% basis at least upto the end of 7th Plan or 31st March, 1990 to enable the universities/colleges to make long term continuousp.t.o.

planning and action plans.

(e) The expenditure on posts sanctioned by the UGC after the UGC's assistance ceases for such posts, be met by the State Governments as part of the maintenance budget. Universities/UGC should initiate actions in this regard and persuade the State Governments to accept this as a part of their maintenance grant after the UGC assistance ceases. Ministry of Education in the Government of India may also write to State Governments with a plea to accept the programme as a permanent on-going programme and treat it at par with other academic programmes.

7. POST-LITERACY & FOLLOW-UP

4.29 We were informed that universities and colleges where adult education programmes had been completed for 10 months were allowed by the UGC to participate in the post-literacy and follow-up activities. The Commission had accepted Model V (as recommended by J.P.Naik Committee) in this regard which envisaged involvement of 50 students for three hours a week for forty weeks. Each student is to cover 12 families visiting each family twice a month. In this connection, we make the following observations:

- (a) Post-literacy, efforts must be closely linked with literacy efforts on the one hand and with continuing education programmes on the other. The continuum of literacy, post-literacy and continuing education must correspondingly reflect in programmes which cater to the educational and developmental needs of the total neighbourhood. This would require coverage of target groups right from children and out of school youth to people in their old age through the strategy of non-formal education.
- (b) Post-literacy should be made an integral part of all adult literacy programme.
- (c) Due emphasis should be laid upon the training of those involved in imparting instructions or the preparations of suitable materials with regard to post-literacy programme.

- (d) A detailed annotated bibliography of the post-literacy publications-books-periodicals-charts-etc. should be brought out in English to avoid duplication.
- (e) While according financial sanctioned for the post literacy programme, the idea of integrated approach to a project should be kept in view and sanction should be issued in terms of the total project of three phases right in the beginning.

We were given to understand there were many practical difficulties in the implementation of J.P.Naik Model No.V through universities/colleges. We recommend that an appropriate Model on post-literacy and follow-up work through universities/colleges be worked out on a priority basis in consultation with the Government of India.

We also enclose herewith a model Annexure-8 which was developed at the Madurai Workshop held in November, 1982.

Some models on programmes of continuing education to link post-literacy with continuing education be also developed so as to ensure continuity of contact with the motivated learners in the community.

8. CO-ORDINATION

4.30 We are of the considered opinion that Co-ordination between the agencies involved in the implementation of the programme is essential at all levels i.e. Centre, State, District and Block levels for an effective implementation of the programme. Efforts of co-ordination should be more at the grass root level. We, therefore, suggest the constitution of few committees in this regard, which should have adequate representation of the participating agencies including those of the development departments, scheduled castes/tribes and women. The committees at the Central, State and University levels should meet at least twice a year and that at the district, college and block levels 3-4 times a year. It will be necessary to constitute these committees before the start of the programme for co-ordination from the very beginning.

- i. A committee at the UGC level under the Chairmanship of the UGC Chairman, to advise the UGC on the implementation of the programme keeping in view the National goals as already suggested on page-16 of the report.
- ii. A committee at the State level to function under the Chairmanship of the Education Minister with State Adult Education Officer as Member-Secretary to advise the universities/colleges on an effective implementation of the programme in the State. The Committee should be constituted by the Education Minister of the State and should have on it the Vice-Chancellors, Education Commissioner/Education Secretary, Director of State Adult Education, Development Commissioner, few Principals, Directors of Adult/Continuing Education in universities and such other persons necessary. The Committee should meet at least once in a year to review the programmes and prepare next year's plan.
- iii. A committee at the university level as suggested earlier on page-17 of the report with the Vice-Chancellor as the Chairman to review, evaluate coordinate and promote the implementation of the programme through the university and its colleges. A model constitution of the committee is suggested in Annexure-9.
- iv. A committee at the district level be constituted by the Vice-Chancellor to promote, co-ordination and implementation of the programme at the district level through colleges. It should have adequate representation of principals including the University Adult Education Coordinator besides District Development and District Adult Education Officers. One of Principals be the member -secretary.

- v. A committee at the college level with the Principal as its Chairman to promote the implementation of the programme at the college level as already suggested on page-18 of the report. A model constitution for the committee is given in Annexure-15.
- vi. A committee at the block level including the college programme officers etc. to promote and co-ordinate the programme at the block level. The committee should meet at least 4-6 times a year. The committee may be constituted by the District Co-ordination Committee and should include Block Development Officer.
- vii. A committee at the Adult Education Centre level with a local community member as its Chairman. The Committee should meet once a month to review, evaluate and promote implementation of the programme.
- viii. We are of the view that there should be close collaboration between the NSS and Adult Education functionaries at all levels i.e. at the Centre, State, District, University and College levels. NSS programme functionaries in the universities/college/state and central levels be associated in the overall planning and implementation of the programme. We noted that adult education is one of the activities under the NSS. We suggest that this should be a major activity of the NSS during the years ahead to achieve the goals of Point No. 16.

4.31 Collaboration- We suggest that universities and colleges collaborate with various welfare and voluntary organisations in the implementation of the adult literacy programmes. We also suggest that lists of such agencies at the Centre/State levels be made available to the universities/colleges for their guidance. Agencies such as Nutrition Board, Central/State Social Welfare Boards, Central/State Child Welfare Councils, Rotaries, Family Planning Association of India should be encouraged to collaborate with the universities/colleges in organising the adult education activities.

9. FUNDS

4.32 It is difficult for us to give the exact estimates of the Funds required for the programme in view of the several limitations of the programme. However, the past experience shows that for 700 colleges and the corresponding units in the universities, funds to the tune of about Rs. One Crore are needed each year for the programme. On this basis, our rough estimates are that funds amounting to Rs. 3 to 3.5 crores would be needed during the 6th Plan (31.3.1985) and not less than Rs. 15 Crores during the 7th Plan (31.3.1990). However, it will depend upon the larger participation of the number of colleges and spread of the programme.

At this programme is in the minimum needs programmes of the Government of India, funds for this, be made available from plan to plan funds.

10. PROJECT PROPOSAL

4.33 Each institution should draw up a three to five year plan which should give specific indication regarding the area to be covered and the clientele. The programme should be undertaken in a compact area, the selection of which could be made in consultation with the concerned officials of the State Government. Ordinarily the area so chosen should be close to the institution or the place of stay of students. Universities and colleges should concentrate on the selected areas during the entire period of three-five years instead of shifting from one area to another. This will ensure continuity of programme, establishment of a social relationship and ensuring follow-up activities and will have a real and lasting impact. The University/College may formulate the project on the basis of a bench-mark survey for which a seed money would be available -Rs. 750/- for College and Rs. 5,000/- for the University. The project report will indicate the area to be covered along with the number of adults and homes. It will also identify the number of priority groups to be covered like scheduled castes/tribes,

women, handicapped etc.

The format (Annexure-11) for the use of colleges/universities be finalised in consultation with field experts.

RECOMMENDATIONS

4.34 We have made recommendations in the above paragraphs of the reports on the basis of the specific terms of reference which were designed to us. We would, however, like to make some other miscellaneous recommendations which we consider are also relevant for the implementation of a dynamic adult literacy programme through students.

(a) General

1. Undue delays in the appointment of various categories of staff in the adult education departments of various universities seem to be hampering the speed and smooth functioning of the programmes. Such appointments should be expedited.
2. Adult education (theory and practice) should be included as a compulsory subject in teacher-training courses.
3. Efforts should be made to promote the involvement of the mass-media, namely, Radio, Television, Film Newspapers etc. in organising effective programmes of adult literacy. The Directorate of Adult Education, Indian Adult Education Association and Indian University Association for Continuing Education should also give special coverage to the programmes run by educational institutions and disseminate the feedback to the functionaries.
4. Certain percentage of grants given by the UGC and State Governments to educational institutions should be utilised for establishing special sections on adult literacy in the university and college libraries.
5. Universities can render great service to adult literacy by utilising the expert's in pedagogy/andragogy

and behavioural sciences departments for training the 'Trainer or Trainers'. Absence of professional adult educators at many universities is causing a great problem and hence universities must consider commencing special training programmes.

(b) Women :

6. Adult classes for women should be functional with vocational orientation based on their specific needs.
7. Curriculum for women should include child care, population education, health and sanitation, food, nutrition, home management, etc. and management of their occupational responsibilities.
8. Home Science students should be encouraged to take up adult education programmes for women.
9. Adult education centres should be established as close to the homes and working places of women as possible.
10. The problem of urban women are different from those of rural women and these should be fully reflected in the material teaching learning arrangements as far as possible.
11. We recognise the urgent need for a comprehensive manual giving the fullest details of the implementation of adult literacy programme through universities and colleges. We very strongly recommend that this manual may be got prepared with the help of an expert group on a top priority basis and circulated to universities colleges all over the India.

4.36 Point No. 16 of the New 20 Point Programme also relates to the spread of universal elementary education. We feel that students could motivate children who are not going to the schools. The University/College students from the NSS or otherwise could be helpful in locating the non-school going children and getting them admitted in other primary schools or non-formal education centres. They could also

organise remedial coaching classes for the needy and academically under-privileged children of the society. This could be another dimension to the participation of the students in the implementation of Point 16 of the New 20 point programme of the Government of India.

4.36 We strongly emphasize that detailed guidelines on the basis of the specific suggestions/recommendations made in the report with regard to operation, coordination, monitoring and evaluation, training and material, financial pattern etc. be drawn on a priority basis for circulation to universities/colleges.

V. MAJOR RECOMMENDATIONS

We have made several recommendations which have been spelt out in the different chapters of the report earlier. We would, however, like to point out the following major recommendations which in our opinion are crucial for the implementation of the programme.

5.1 Teaching, research and extension are the three basic objectives of university education and they should be pursued with equal importance. Extension activity is an important dimension of higher education. It should gradually permeate within each subject discipline (para 2.7 & 2.8).

5.2 Recommendations made to solve the problem of the on-going programmes be kept in view in formulating guidelines for programme of adult literacy under Point 16 of the new 20 Point Programme of the Government of India (para 3.13).

5.3 A single mechanism be created in the university system whereby all activities like adult literacy, NSS, NCC, Continuing and Extension Programmes etc. are organised under one umbrella (para 4.5).

5.4 Institutions of higher education must participate in programme of adult literacy not only for their contribution to the educational and other developmental needs of the

under-privileged sections of society, but also to assimilate a greater part of such insights into the processes of their curriculum planning and youth development (para 4.8).

5.5 Professional colleges should have a separate treatment. While teachers' colleges have one year courses, colleges of engineering, medicine, agriculture, law etc. have different duration and even semester system. These colleges also should be given opportunities to participate in the programme. Some kind of a 'package deal' has to be evolved for them or they may be assigned specific roles not of making people literate but of providing them with extension and continuing educational work in the community (para 4.8).

1. OPERATIONAL PLAN & TARGETS

5.6 Adult literacy Programme through universities may be implemented in two phases. First phase to cover the period ending 31st March, 1985 and the second phase ending 31st March 1990. In the first phase all affiliating type of universities and at least 1500 colleges are involved to organise 15,000 to 20,000 centres. In the second phase, the number of centres be raised to at least 50,000 by involving all the universities/colleges in the country in Point/16 Programme. While doing this, and in particular in the first phase, universities/colleges in the districts having literacy level below the national average, colleges for women and in the rural/backward/tribal areas are given priority so as to ensure priority organisation of the programmes for the women, scheduled castes/tribes, people from the rural and backward areas of the country.

/ No.

5.7 A University may be considered as a Unit and be made responsible for the implementation of the programme through itself and its colleges. The Universities may finalise their plans in consultation with the State Governments and the Colleges concerned. In the case of universities does not eligible to receive UGC assistance, proposals may be made by the colleges directly to the UGC. One of the colleges of

of the University eligible to receive UGC assistance, be given the responsibility of coordinating the programme till such time the parent university becomes eligible to receive the UGC assistance (para 4.11).

5.8 Every University and College should be required to adopt a minimum number of villeges or mohalas or areas of community a developmental block and to undertake a programme of total removal of illiteracy in a period of three to five years through a planned and phased programme. Wherever possible neighbourhood approach may be preferred. Local community be actively involved in all stages of planning and implementation of the programme (para 4.11).

5.9 Adult literacy should be built in as an integral component of the different development programme (para 4.15).

5.10 Achievements of targets of the Adult Literacy Programme will be expedited if proper motivation, incentives and recognition are provided to universities/colleges' students and teachers (para 4.16).

5.11 The following specific recommendations are given due consideration - Non-students animators may be allowed to function as instructors to ensure continuity. Supervisors should remain in service for the entire period of the programme. Adult Education work in the colleges/universities be given to separate functionaries. The college Programme Officer of the Adult Literacy be paid the same out of pocket allowances as the NSS Programme Officer. Minimum number of learner in a Centre need not be strictly specified as 30. It may be 25-30, with an average attendance of 20. Financial assistance to colleges be made available to organise even less than 10 centres. (para 4.17).

2. PRIORITY GROUPS

5.12 The literacy rate among women, scheduled castes/tribes migrant labourers, people from rural and backward areas

and other weaker sections of the society is very low. High priority should, therefore, be given to the Adult Literacy programmes for these groups for improving their literacy level. Special attention should also be paid to the organisation of adult literacy programme for the physically handicapped. (Para 4.19)

3. ORGANISATION

5.13 It is important to have one integrated mechanism so that adult literacy programme does not end abruptly but grown into follow-up and continuing education programme. All the three stages of adult education e.g. adult literacy follow-up and continuing education should form part of a coherent system (Para 4.20).

4. NODAL AGENCY

5.14 The University Unit of Adult, Continuing and Extension Education be the Nodal Agency for Monitoring Evaluation and Research. Self-evaluation of the programme by the Universities/colleges be a continuous activity and the reports of such evaluation should be linked with the release of grants. Further, there may be an external evaluation of the total programme of the University at the end of three years (Para 4.21).

5.15 Universities must play a leadership role in the conduct of action research which is very essential for the promotion of adult literacy programme in the country (Para 4.22).

5. TRAINING MATERIALS

5.16 The quality of the training programme at all levels be improved considerably (Para 4.26).

5.17 The manual prepared earlier be reviewed immediately, keeping in view the objectives of Point No.16. A small expert group may be assigned this work on priority basis (Para.4.26).

5.18 Intensive training programmes for trainers be organised at 4-5 places immediately (Para 4.26).

5.19 Teaching learning materials available at the Adult Literacy Centres should include materials on important national programmes such as population education, national integrations, child care, health and family welfare, scientific temper, transfer of technology, use of bio-gas etc.(para 4.27).

5.20 Fullest use be made of the material already available in the country. We recommend that documentation centres in the universities be developed for this purpose. At least one university in a state should play a leadership role in the documentation of the literature on the various aspects of adult education, continuing education and extension (Para 4.27).

5.21 General principles of material preparation and language of communication be included in the training programmes of Adult Education functionaries (Para 4.27).

5.22 University Departments of Linguistics in collaboration with the Departments of Adult/Continuing and Extension Education should play leadership role in the conduct of research on materials (Para 4.27).

6. FINANCIAL PATTERN

5.23 Financial assistance to the universities/colleges be provided at the same level/norms as approved by the Government of India for the voluntary organisation participating in the programme (Para 4.28).

5.24 Reappropriations within the overall financial ceilings as recommended by the Advisory Committee of the Universities/Colleges be allowed (Para 4.28).

5.25 Normally assistance may be provided for the organisation of at least five centres. However, in the case of

women colleges, colleges in the rural, backward (below national average literacy level) and tribal areas, assistance may be provided to organise even two centres, universities/colleges may also be assisted to organise adult literacy programme through "Each One Teach One" (Para 4.28).

5.26 Pattern of financial assistance for organising training programmes as approved by the Government of India for NSS Scheme be accepted for the Adult Literacy Programme (Para 4.28).

5.27 Travel expenses be provided as per shortest route and not exceeding first class railway fare in the case of college teachers and second class railway fare in the case of supervisors/instructors along with other admissible expenses (Para 4.28).

5.28 A University be considered as a unit of the programme and that all the grants are made to the university for disbursement to colleges participating in the programme. The universities would be responsible for the maintenance of the accounts of grants and submission of necessary documents ensuring the proper utilisation of the grants made to them. In order to ensure the timely release of the funds to the universities, we suggest a schedule for the release of the grants along with the documents required for the release of funds. (Para 4.28).

5.29 In order to ensure the continuation of the programme at least upto 1990 so as to enable the universities/colleges to plan long-term programmes. We suggest that adequate funds be provided for this purpose (Para 4.28).

5.30 All the posts will be on a long-term basis and will be of temporary nature. Staff appointed for this programme be given all such benefits as are given to the corresponding permanent employees of the universities/colleges to ensure continuity of the staff and hence of the programme.

5.31 We agree that the programme be decentralised at the university level for the purpose of funding as this would help a great deal in the timely procurements of funds by the participating institutions.

5.32 We strongly recommend that in view of the high priority given to the programme of Point No. 16 of the New 20 Point Programme of Government of India, Universities/Colleges be involved in a big way to participate in this National Programme so as to help achieve the goals. With this in view, universities/colleges may therefore, be assisted on 100% basis at least upto the end of 7th Plan or 31st March, 1990 to enable the universities/colleges to make long term continuous planning and action plans.

7. POST- LITERACY & FOLLOW- UP

5.33 Post-literacy efforts must be closely linked with literacy efforts on the one hand and with continuing education programmes in the other (Para 4.29).

5.34 While according financial sanction for the post-literacy programme, the idea of integrated approach to a project should be kept in view and sanction should be issued in terms of the total project of three phases right in the beginning (para 4.29).

5.35 There were many practical difficulties in the implementation of J.P.Naik Model No. V through universities/colleges. We recommend that an appropriate Model on post-literacy and follow-up work through universities/colleges be worked out on a priority basis in consultation with the Government of India (Para 4.29).

5.36 Some models on programmes of continuing education to link post-literacy with continuing education be also developed so as to ensure continuity of contact with the motivated learners in the community (Para 4.29).

8- CO-ORDINATION

5.37 Co-ordination between the agencies involved in the implementation of the programme is essential at all levels.

Efforts of co-ordination should be more at the grass root level (Para 4.30).

5.38. There should be close collaboration between the NSS and Adult Education functionaries at all levels i.e. at the Centre, State, District, University and College levels. NSS programme functionaries in the universities/colleges/state and central levels be associated in the overall planning and implementation of the programme. We noted that adult education is one of the activities under the NSS. We suggest that this should be a major activity of the NSS during the years ahead to achieve the goals of Point No.16 (Para 4.30).

5.39 Universities and Colleges should collaborate with various welfare and voluntary organisations in the implementation of the adult literacy programmes. We also suggest that lists of such agencies at the Centre/State levels be made available to the universities/colleges for their guidance (Para 4.31).

9- FUNDS

5.40 Funds amounting to Rs.3.00 to Rs.3.50 crores would be needed during the Sixth Plan (31.3.1985) and not less than Rs.15.00 crores during the 7th Plan (31.3.1990).

10- PROJECT PROPOSAL

5.41 Each institution should draw up a three to five year plan which should give specific indication regarding the area to be covered and the clientele. Universities and colleges should concentrate on the selected or as during entire period of three-five years instead of shifting from one area to another (Para 4.33).

11- MISCELLANEOUS

5.42 Adult education (theory and practice) should be included as a compulsory subject in teacher-training course (Para 4.34).

5.43 Efforts should be made to promote the involvement of the mass-media, namely, Radio, Television, Film, Newspapers etc. in organising effective programmes of adult education (Para 4.34).

5.44 Universities can render great service to adult education by utilising the expert's in pedagogy/andragogy and behavioural sciences departments for training the 'Trainer of Trainers'. Absence of professional adult educators at many universities is causing a great problem and hence universities must consider commencing special training programmes (Para 4.34).

5.45 Home Science students should be encouraged to take up adult education programmes for women (Para 4.34).

5.46 We recognise the urgent need for a comprehensive manual giving the fullest details of the implementation of adult literacy programme through universities and colleges. We very strongly recommend that this manual may be got prepared with the help of an expert group on a top priority basis and circulated to universities/colleges all over India (Para 4.34).

5.47 Point No. 16 of the New 20 Point Programme also relates to the spread of universal elementary education. We feel that students could motivate children who are not going to the schools. The University/College students from the NSS or otherwise could be helpful in locating the non-school going children and getting them admitted in other primary schools or non-formal education centres. They could also organise remedial coaching classes for the needy and academically under privileged children of the Society. This could be another dimension to the participation of the students in the implementation of Point No.16 of the New 20 Point Programme of the Government of India (Para 4.35).

5.48 The expenditure on posts sanctioned by the UGC after the UGC's assistance ceases for such posts, be met by the State Governments as part of the maintenance budget. Universities/UGC should initiate actions in this regard and persuade the State Governments to accept this as a part of their maintenance grant after the UGC assistance ceased. Ministry of Education in the Government of India may also write to State Governments with a plea to accept the programme as a permanent on-going programme and treat it at par with other academic programmes (Para 4.28).

5.49 We strongly emphasize that detailed guidelines on the basis of the specific suggestions/recommendations made in the report with regard to operation, coordination, monitoring and evaluation, training and material, financial pattern etc. be drawn on a priority basis for circulation to universities/colleges (Para 4.36).

TABLE-1

LITERACY POSITION OF THE POPULATION
EXCLUDING 0-4 AGE GROUP BY SEX IN
1961, 1971 and 1981

(Figures in Millions)

Year	No. of literate			No. of illiterate		
	Male	Female	Total	Male	Female	Total
1961	77.94 (40.4%)	27.57 (15.3%)	105.51 (28.3%)	115.02 (59.6%)	152.30 (84.7%)	267.22 (71.7%)
1971	112.05 (46.0%)	49.37 (22.0%)	161.42 (34.5%)	131.80 (54.0%)	175.39 (78.0%)	307.19 (65.5%)
1981	164.1 (53.8%)	81.7 (28.8%)	245.8 (41.7%)	140.8 (46.2%)	202.5 (71.2%)	343.3 (58.3%)

Figures in brackets indicate percentage to the corresponding population.

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TABLE -2.

NUMBER OF ILLITERATES AND PERCENTAGE OF ILLITERACY IN INDIA DURING 1961, 1971 AND 1981 - TOTAL POPULATION (INCLUDING 0-4 AGE GROUP)

(Figures in Millions)

Year	Number of illiterates			% of illiterates			
	Persons	Male	Female	Persons	Male	Female	
1961	Total	333.4	148.2	185.2	75.96	65.54	87.03
	Rural	291.5	130.0	161.5	80.97	70.88	91.44
	Urban	41.9	18.2	23.7	53.10	42.62	65.46
1971	Total	386.7	172.0	214.7	70.55	60.56	81.29
	Rural	334.8	149.3	185.5	76.26	66.26	86.80
	Urban	51.9	22.7	29.2	47.57	38.67	57.93
1981*	Total	424.8	183.1	241.7	63.97	53.38	75.27
	Rural	357.2	154.2	203.0	70.50	59.47	82.05
	Urban	67.6	28.9	38.7	42.95	34.53	52.51

*Excludes data from Assam

TABLE-3.

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STATE-WISE INCREASE IN PERCENTAGE OF
LITERACY OF THE TOTAL POPULATION FROM
1951-1981

Sl. No.	State/UT	Percentage of Literacy				Increase in Literacy percentage			
		1951	1961	1971	1981	1951-61	1961-71	1971-81	1981
1.	Andhra Pradesh	13.2	21.2	24.6	29.9	8.0	3.4	5.3	16.7
2.	Assam	18.3	27.4	28.7	NA	9.1	1.3	NA	NA
3.	Bihar	12.2	18.4	19.9	26.0	6.2	1.5	6.1	13.8
4.	Gujarat	23.0	30.5	35.8	43.7	7.5	5.3	7.9	20.7
5.	Haryana	*	*	26.9	35.8	*	NA	8.9	NA
6.	Himachal Pradesh	7.7	17.1	32.0	41.9	9.4	14.9	9.9	34.2
7.	Jammu & Kashmir	NA	11.0	18.6	26.2	NA	7.6	7.6	NA
8.	Karnataka	19.3	25.4	31.5	38.4	6.1	6.1	6.9	19.1
9.	Kerala	40.7	46.8	60.4	69.2	6.1	13.6	8.8	28.5
10.	Madhya Pradesh	9.8	17.1	22.1	27.8	7.3	5.0	5.7	18.0
11.	Maharashtra	20.9	29.8	39.2	47.4	8.9	9.4	8.2	26.5
12.	Manipur	11.4	30.4	32.9	42.0	19.0	2.5	9.1	30.6
13.	Meghalaya	+	+	29.5	33.2	+	NA	3.7	NA
14.	Nagaland	10.4	17.9	27.4	42.0	7.5	9.5	14.6	31.6
15.	Orissa	15.8	21.7	26.2	34.1	5.9	4.5	7.9	18.3
16.	Punjab	15.2	24.2	33.7	40.7	9.0	9.5	7.0	25.5
17.	Rajasthan	8.9	15.2	19.1	24.0	6.3	3.9	4.9	15.1
18.	Sikkim	7.3	12.3	17.7	33.8	5.0	5.4	16.1	26.5
19.	Tamil Nadu	20.8	31.4	39.5	45.8	10.6	8.1	6.3	25.0
20.	Tripura	15.5	20.2	31.0	41.6	4.7	10.8	10.6	26.1
21.	Uttar Pradesh	10.8	17.6	21.7	27.4	6.8	4.1	5.7	16.6
22.	West Bengal	24.0	29.3	33.2	40.8	5.3	3.9	7.7	16.9
23.	A & N Islands	25.8	33.6	43.6	51.3	7.8	10.0	7.7	25.5
24.	Arunachal Pradesh	NA	7.1	11.3	20.1	NA	4.2	8.8	NA
25.	Chandigarh	*	*	51.6	64.7	*	NA	3.1	NA
26.	D & N Haveli	4.0	9.5	15.0	26.6	5.5	5.5	11.6	22.6
27.	Delhi	38.4	52.7	55.6	61.1	14.3	2.9	5.5	22.7
28.	Goa Daman & Diu	22.9	30.8	44.8	55.8	7.9	14.0	11.1	33.0
29.	Lakshadweep	15.2	23.3	43.7	54.7	8.1	20.4	11.0	39.5
30.	Mizoram	+	+	+	59.5	+	+	NA	NA
31.	Pondicherry	NA	37.4	46.0	54.2	NA	8.6	8.2	NA
Total		16.6	24.0	29.5	36.1	7.4	5.5	6.6	19.5
		(a)			(b)	(a)		(b)	(b)

* Included under Punjab

(a) Excludes J & K, Pondicherry and Arunachal Pradesh

+ Included under Assam

(b) Excludes Assam

TABLE -4.

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Statement indicating Districts having literacy rate below the National Average

1981 - 36.17

Sl.No.	Name of State/ Union Territory	Total No. of Districts	No. of Districts having literacy rate below National Average
1.	Andhra Pradesh	23	20
2.	Bihar	31	29
3.	Gujarat	19	4
4.	Haryana	12	6
5.	Himachal Pradesh	12	4
6.	Jammu & Kashmir	14	13
7.	Karnataka	19	8
8.	Kerala	12	1
9.	Madhya Pradesh	45	40
10.	Maharashtra	26	5
11.	Manipur	6	2
12.	Meghalaya	5	4
13.	Nagaland	7	2
14.	Orissa	13	8
15.	Punjab	12	4
16.	Rajasthan	26	26
17.	Sikkim	4	3
18.	Tamil Nadu	16	2
19.	Tripura	3	1
20.	Uttar Pradesh	56	45
21.	West Bengal	16	7
22.	Andaman & Nicobar Islands	2	-
23.	Arunachal Pradesh	9	9
24.	Chandigarh	1	-
25.	Dadra & Nagar Haveli	1	1
26.	Delhi	1	-
27.	Goa, Daman & Diu	3	-
28.	Lakshadweep	1	-
29.	Mizoram	3	-
30.	Pondicherry	4	-
	Total *	402	243

* Excludes Assam where 1981 Census has not yet been held.

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TABLE -5.

Name of Districts having literacy rate below national average

	<u>Sl.No.</u>	<u>Name of the District</u>	<u>Rate of Literacy</u>
ANDHRA PRADESH	1.	Adilabad	18.89
	2.	Anantpur	28.68
	3.	Chittoor	31.45
	4.	Cuddepah	31.04
	5.	East Godavari	34.50
	6.	Guntur	34.30
	7.	Karimnagar	21.66
	8.	Khammam	25.62
	9.	Karnool	28.58
	10.	Mahabubnagar	19.54
	11.	Medak	21.09
	12.	Nalgonda	23.10
	13.	Nellore	31.83
	14.	Nizamabad	21.00
	15.	Prakasam	29.17
	16.	Ranga Reddy	28.20
	17.	Srikakulam	24.67
	18.	Visakhapatnam	28.58
	19.	Vizianagram	23.22
	20.	Varangal	23.88
BIHAR	1.	Aurangabad	28.42
	2.	Bogusarai	24.63
	3.	Bhagalpur	27.45
	4.	Bhojpur	30.93
	5.	Darbhangha	23.87
	6.	East Champaran	18.96
	7.	Gaya	29.02
	8.	Giridih	24.01
	9.	Gopalganj	21.25
	10.	Hazaribagh	23.56
	11.	Katihar	20.76
	12.	Madhubani	21.95
	13.	Monghyr	26.42
	14.	Muzaffarpur	24.14
	15.	Nalanda	23.04
	16.	Nawadah	26.66
	17.	Palamau	20.34
	18.	Purnea	19.18
	19.	Ranchi	31.32
	20.	Rohtas	30.69

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	21.	Saharsa	20.18
	22.	Samastipur	24.71
	23.	Santhal Pargana	22.06
	24.	Saran	27.00
	25.	Singhbhum	33.63
	26.	Sitamarhi	19.39
	27.	Siwan	23.77
	28.	Vaishali	25.52
	29.	West Champaran	18.70
GUJARAT	1.	Banaskantha	22.84
	2.	Dang	29.96
	3.	Kutch	35.39
	4.	Panchmahals	28.14
HARYANA	1.	Bhiwani	32.84
	2.	Gurgaon	34.66
	3.	Hissar	29.73
	4.	Jind	25.99
	5.	Kurukshetra	32.37
	6.	Sirsa	29.97
HIMACHAL PRADESH	1.	Chamba	26.02
	2.	Kulu	33.44
	3.	Lahul & Spiti	31.60
	4.	Sirmur	31.57
JAMMU & KASHMIR	1.	Anantnag	22.64
	2.	Baramulla	19.53
	3.	Badgam	16.48
	4.	Doda	18.20
	5.	Kathua	31.44
	6.	Kargil	17.06
	7.	Kupwara	16.03
	8.	Laddakh	24.18
	9.	Poonch	22.18
	10.	Pulwama	19.98
	11.	Rajouri	23.65
	12.	Srinagar	33.71
	13.	Udhampur	23.50
KARNATAKA	1.	Bellary	30.27
	2.	Bidar	26.76
	3.	Bijapur	31.85
	4.	Gulbarga	25.07

5.	Kolar	35.58
6.	Mandya	30.23
7.	Mysore	31.58
8.	Raichur	24.92

KERALA

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MADHYA PRADESH

1.	Balghat	34.00
2.	Bastar	14.13
3.	Betul	28.14
4.	Bhind	31.07
5.	Bilaspur	28.54
6.	Chhatarpur	20.12
7.	Chindwara	28.12
8.	Damoh	29.94
9.	Datia	27.69
10.	Dewas	26.35
11.	Dhar	20.21
12.	Guna	21.58
13.	Hoshangabad	35.53
14.	Jhaba	10.99
15.	Khandwa	30.60
16.	Khargone	22.81
17.	Mandla	22.89
18.	Mandsaur	31.22
19.	Morena	25.58
20.	Marisingpur	33.26
21.	Panna	19.34
22.	Raigarh	26.39
23.	Raipur	30.62
24.	Raisen	23.07
25.	Rajgarh	26.52
26.	Rajnandgaon	26.52
27.	Ratlam	29.46
28.	Rewa	25.07
29.	Sagar	34.08
30.	Barguja	16.22
31.	Satna	26.84
32.	Sehera	23.24
33.	Seoni	26.09
34.	Shahdol	19.49
35.	Shajapur	23.69
36.	Shivpuri	20.46
37.	Sidhi	15.02
38.	Pikamgarh	18.91
39.	Ujjain	32.99
40.	Vidisha	25.50

MAHARASHTRA	1.	Ehir (Deod)	31.63
	2.	Chandranpur	34.79
	3.	Nanded	29.90
	4.	Osmanabad	36.01
	5.	Parbhani	30.11
MANIPUR	1.	Manipur North	26.08
	2.	Tengnoupal	32.24
MEGHALAYA	1.	Garohills East	32.28
	2.	Garohills West	25.49
	3.	Jaintia Hills	24.05
	4.	Khasihills West	30.99
NAGALAND	1.	Mon	19.02
	2.	Tuensang	30.52
ORISSA	1.	Bolangir	25.78
	2.	Ganjam	30.78
	3.	Kalahandi	19.35
	4.	Keonjhar	29.89
	5.	Koraput	15.83
	6.	Mayurbhanja	25.47
	7.	Pulbani	26.61
	8.	Sambalpur	34.02
PUNJAB	1.	Bhatinda	28.30
	2.	Faridkot	33.86
	3.	Ferozepur	32.54
	4.	Sangrur	29.27
RAJASTHAN	1.	Ajmer	35.01
	2.	Alwar	26.09
	3.	Banswara	16.78
	4.	Barmer	11.97
	5.	Bharatpur	25.85
	6.	Bhilwara	19.77
	7.	Bikaner	27.11
	8.	Bundi	19.94
	9.	Chittorgarh	21.85
	10.	Churu	21.62
	11.	Dungarpur	18.42
	12.	Ganganagar	25.56
	13.	Jaipur	31.06
	14.	Jaisalmer	14.73

15.	Jalore	13.77
16.	Jhalawar	22.79
17.	Jhunjhunu	27.81
18.	Jodhpur	25.87
19.	Kota	31.91
20.	Nagour	19.25
21.	Pali	21.84
22.	Sawaiadhampur	22.93
23.	Sikar	24.95
24.	Sirohi	19.90
25.	Tonk	20.26
26.	Udaipur	21.85

SIKKIM	1.	Gyalshing	23.01
	2.	Mangan	29.38
	3.	Namchi	32.03

TAMIL NADU	1.	Dharmupuri	28.62
	2.	South Arcot	36.01

TRIPURA	1.	South Tripura	33.88
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UTTAR PRADESH	1.	Agra	33.16
	2.	Aligarh	31.20
	3.	Allahabad	28.65
	4.	Azamgarh	24.86
	5.	Bahraich	16.40
	6.	Ballia	28.15
	7.	Banda	23.12
	8.	Barabanki	19.64
	9.	Barcilly	21.82
	10.	Basti	20.20
	11.	Bijnore	26.81
	12.	Budaun	10.03
	13.	Bulandshahr	29.01
	14.	Deoria	23.22
	15.	Ftah	26.20
	16.	Faizabad	25.93
	17.	Farrukhabad	31.98
	18.	Fatchpur	26.43

19.	Ghazipur	27.77
20.	Gonda	16.95
21.	Gorakhpur	24.33
22.	Hamirpur	26.19
23.	Hardoi	23.57
24.	Jalaun	35.87
25.	Jaunpur	26.31
26.	Lakhimpur Kheri	19.48
27.	Lalitpur	20.78
28.	Mainpuri	33.08
29.	Mathura	30.93
30.	Meerut	34.57
31.	Mirzapur	23.83
32.	Moradabad	20.74
33.	Muzaffarnagar	29.39
34.	Pilibhit	20.91
35.	Pratapgarh	25.46
36.	Rae Bareilly	23.49
37.	Rampur	16.33
38.	Saharanpur	29.45
39.	Shahjahanpur	21.45
40.	Sitapur	21.17
41.	Sultanpur	22.81
42.	Tehri	27.30
43.	Unnao	25.67
44.	Uttarkashi	28.29
45.	Varanasi	32.03

WEST BENGAL

1.	Birbhum	33.80
2.	West Dinajpur	26.92
3.	Cooch Behar	29.99
4.	Jalpaiguri	29.88
5.	Maldah	23.06
6.	Murshidabad	24.97
7.	Purulia	29.82

ARUNACHAL PRADESH	1.	U.Kamong	21.45
	2.	Lohit	27.35
	3.	W.Siang	22.25
	4.	Lower Subansiri	18.93
	5.	Tirap	18.17
	6.	East Kamong	6.94
	7.	Upper Subansiri	12.43
	8.	East Siang	25.15
	9.	Dibang Valley	25.00
CHANDIGARH	-	-	-
DADAR, NAGAR HAVELI	1.	Dadar & Nagar Haveli	26.60
DELHI	-	-	-
GOA DAMAN & DIU	-	-	-
LAKSHADWEEP	-	-	-
MIZORAM	-	-	-
PONDICHERY	-	-	-

STATE-WISE - UNIVERSITIES/COLLEGES - STUDENTS - LITERACY POSITION

S.No.	Name of the State	%age of literacy	No. of districts below National level	No. of Univs./ Instt. deemed to be Univs.	No. of Univs. involved in A.E.	No. of Colleges	No. of Women Colleges	No. of Colleges involved in A.E.	Student enrolment	Women student enrolment
1	2	3	4	5	6	7	8	9	10	11
1.	Andhra	29.9	20 (23)	11	4	399	52	39	2,18,441	54,481
2.	Assam	-	-	3	2	148	12	43	58,781	14,583
3.	Bihar	26.0	29(31)		8	417	41	70	1,66,473	23,608
4.	Gujarat	43.7	4(19)		5	279	16	59	1,95,179	57,202
5.	Haryana	35.8	6(12)	3	1	137	26	8	59,534	19,952
6.	Himachal Pradesh	41.9	4(12)	2	1	27	2	8	14,771	3,985
7.	Jammu and Kashmir	26.2	13(14)	3	2	40	9	1	20,286	7,609
8.	Karnataka	38.4	8(19)	7	3	440	32	27	2,15,861	53,967
9.	Kerala	69.2	-	4	2	180	21	30	1,19,551	57,448
10.	Madhya Pradesh	27.8	40(45)	10	5	360	42	37	2,18,931	57,385
11.	Maharashtra	47.4	5(26)	13	6	611	41	160	3,48,814	1,12,039
12.	Manipur	42.0	2(6)	1	-	22	2	-	8,008	2,909
13.	Meghalaya/Nagaland	33.2	6(12)	1	-	32	2	-	8,628	2,798
14.	Orissa	34.1	8(13)	5	3	137	9	28	61,666	10,949
15.	Punjab/U.P.	40.7	4(12)	4	3	222	64	6	1,12,753	46,651
16.	Rajasthan	24.0	26(26)		3	204	30	17	1,53,312	31,047
17.	Tamil Nadu	45.8	2(16)	8	3	282	66	79	2,19,286	69,817
18.	Uttar Pradesh	27.4	45(56)	21	11	548	85	65	4,55,949	89,511
19.	West Bengal/Tripura/Sikkim	40.8	7(16)	9	4	347	54	19	2,09,494	65,818
20.	Delhi	61.1	-	5	2	54	18	9	86,233	34,915
Average National rate		36.1%		131	68	4886	624	705	29,52,066	8,16,704

ANNEXURE-I

STATEMENT SHOWING THE NUMBER OF UNIVERSITIES/
COLLEGES/CENTRES UNDER THE ADULT EDUCATION &
EXTENSION PROGRAMME

S.N.	State/Union Territory	No. of universities involved	No. of colleges involved	No. of centres sanctioned
1.	Andhra Pradesh	4	32	530
2.	Assam	2	43	450
3.	Bihar	8	70	810
4.	Gujarat	5	59	790
5.	Haryana	1	8	80
6.	Himachal Pradesh	1	8	80
7.	Jammu & Kashmir	2	1	10
8.	Kerala	2	30	440
9.	Karnataka	3	27	300
10.	Maharashtra	6	160	1910
11.	Madhya Pradesh	5	37	500
12.	Orissa	3	28	300
13.	Panjab including Union Territory	3	6	80
14.	Rajasthan	3	17	230
15.	Tamilnadu	3	79	970
16.	Uttar Pradesh	11	65	910
17.	West Bengal	4	19	280
18.	Delhi	2	9	120
Total		68	705	8790

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APPENDIX-I TO ANNEXURE-I

STATEMENT SHOWING THE PROPOSALS ACCEPTED FROM
UNIVERSITIES/COLLEGES FOR FINANCIAL ASSISTANCE
FROM U.G.C. UNDER N.A.E.P.

S.N.	State	University/College	No. of Centres
1.	2.	3.	4.
1.	Andhra Pradesh	1. Andhra University	60
		Colleges - 12	120
		2. Nagarjuna University	-
		College - 1	10
		3. Osmania University	70
		Colleges - 9	90
		4. Sri Venkateswara University	10
		Colleges - 17,	170
		Total Universities - 4	
		Colleges - 39	
		Centres - 530	
2.	Assam	1. Gauhati University	-
		Colleges - 26	280
		2. Dibrugarh University	-
		Colleges - 17	170
		Total Universities - 2	
		Colleges - 43	
		Centres - 450	
3.	Bihar	1. Bhagalpur University	-
		Colleges - 16	170
		2. Bihar University	-
		Colleges - 15	150
		3. Patna University	-
		Colleges - 6	80
		4. K.S. Darbhanga Sanskrit University	50
		5. Ranchi University	-
		Colleges - 12	140
		6. Magadh University	-
		Colleges - 12	120

1.	2.	3.	4.
3.	Bihar (contd.)	7. Mithila University	-
		Colleges - 9	90
		8. Indian School of Mines	10
		Total: Universities - 8	
		Colleges - 70	
		Centres - 810	
4.	Gujarat	1. Gujarat University	-
		Colleges - 26	340
		2. M.S. University of Baroda	60
		Colleges - Nil	
		3. Sardar Patel University	30
		Colleges - 5	60
		4. Saurashtra University	-
		Colleges - 17	190
		5. South Gujarat University	-
		Colleges - 11	110
		Total: Universities - 5	
		Colleges - 59	
		Centres - 790	
5.	Haryana	1. Kurukshetra University	-
		Colleges - 8	80
		Total: University - 1	
		Colleges - 8	
		Centres - 80	
6.	Jammu & Kashmir	1. Kashmir University	-
		College - 1	10
		2. Jammu University	
		NAEP Unit -	
		Centre - Nil	
		Total Universities - 2	
		College - 1	
		Centres - 10	

contd.....

1.	2.	3.	4.
7.	Karnataka	1. Bangalore University	-
		Colleges - 4	70
		2. Karnatak University	-
		Colleges - 10	100
		3. Mysore University	-
		Colleges - 13	130
		Total: Universities - 3	
		Colleges - 27	
		Centres - 300	
8.	Kerala	1. Calicut University	30
		Colleges - 16	210
		2. Kerala University	-
		Colleges - 14	200
		Total: Universities - 2	
		Colleges - 30	
		Centres - 440	
9.	Himachal Pradesh	1. Himachal Pradesh University	-
		Colleges - 8	80
		Total: University - 1	
		Colleges - 8	
		Centres - 80	
10.	Madhya Pradesh	1. Bhopal University	30
		Colleges - 9	90
		2. Indore University	-
		College - 1	10
		3. Jabalpur University	-
		Colleges - 10	100
		4. Jiwaji University	-
		Colleges - 8	110
		5. Ravi Shankar University	10
		Colleges - 9	150
		Total: Universities - 5	
		Colleges - 37	
		Centres - 500	

1.	2.	3.	4.
11.	Orissa	1. Berhampur University	10
		Colleges - 6	60
		2. Sambalpur University	-
		Colleges - 7	70
		3. Utkal University	10
		Colleges - 15	150
		Total:	Universities - 3
			Colleges - 28
			Centres - 300
12.	Maharashtra	1. Bombay University	60
		Colleges - 9	120
		2. Marathwada University	-
		Colleges - 45	450
		3. Nagpur University	-
		Colleges - 57	570
		4. SNDT Women's University	9
		Colleges - 3	30
		5. Poona University	-
		Colleges - 35	420
13.	Panjab & Union Territory Chandigarh	1. Guru Nanak Dev University	10
		College - 1	10
		2. Panjab University	10
		Colleges - 4	40
		3. Punjabi University	-
		College -	10
		Total:	Universities - 3
			Colleges - 6
			Centres - 80

contd.....

1.	2.	3.	4.
14.	Rajasthan	1. Rajasthan University Colleges - 13	30 130
		2. Udaipur University Colleges - 4	10 40
		3. B.T.T.S., Pilani	20
		Total: Universities - 3 Colleges - 17 Centres . . . - 230	
15.	Tamilnadu	1. Madras University Colleges - 32	10 430
		2. Madurai Kamaraj University Colleges - 47	- 500
		3. Gandhigram Rural Institute	30
		Total: Universities - 3 Colleges - 79 Centres - 970	
16.	Uttar Pradesh	1. Agra University Colleges - 18	10 180
		2. Avadh University Colleges - 9	- 130
		3. Banaras Hindu University	60
		4. Bundelkhand University Colleges - 5	- -
		5. Gorakhpur University Colleges - 17	- 170
		6. Kanpur University Colleges - 4	- 60
		7. Kashi Vidyapeeth	30
		8. Lucknow University College - 1	- 10
		9. Meerut University Colleges - 4	- 40

1.	2.	3.	4.
16.	Uttar Pradesh	11. Garhwal University	40
		Colleges - 7	70
		Total : Universities - 11	
		Colleges - 65	
		Centres - 910	
17.	West Bengal	1. Calcutta University	-
		College - 1	10
		2. North Bengal University	-
		Colleges - 2	40
		3. Burdwan University	-
		Colleges - 16	220
		4. Visva Bharati	10
		Total : Universities - 4	
		Colleges - 19	
		Centres - 280	
18.	Delhi	1.0 Delhi University	
		Colleges - 9	120
		2. Jawaharlal Nehru University	
		Centres - NTL	
		Total: Universities - 2	
		Colleges - 9	
		Centres - 120	

ANNEXURE-2

DOWN-UP ACTIVITIES THROUGH STUDENTS

Deployment of 50 N.S.S. students for 3 hours
per week for 40 weeks. Each student to cover
families visiting each family twice a month

<u>Particulars</u>	<u>Recurring</u>	<u>Non-recurring</u>
1,000 books (per book)	-	2,000
Cost of books and of periodicals,	2,000	1,000
Purchase of two almshouses for N.S.S. Headquarters.	-	1,000
Total:	2,000	3,000

Annexure-3.LIST OF THE MEMBERS OF THE STANDING COMMITTEE ON
ADULT & CONTINUING EDUCATION & EXTENSION.

- | | | |
|-----|--|----------|
| 1. | Dr. (Mrs.) Madhuri R. Shah,
Chairman,
University Grants Commission
New Delhi. | Chairman |
| 2. | Prof. Rais Ahmed
Vice-Chairman
University Grants Commission
New Delhi | Member |
| 3. | Prof. Satya Bhushan
Education Commissioner
Govt. of J & K
Srinagar. | " |
| 4. | Prof. Ramlal Parikh
Director
Peace Research Centre
Gujarat Vidyapith
Ahmedabad. | " |
| 5. | Prof. Minal Miri
Deptt. of Philosophy
North-Eastern Hill University
Shillong. | " |
| 6. | Smt. Avabai B. Wadia
President
Family Planning Association of India
Bajaj Bhawan, Nariman Point
Bombay. | " |
| 7. | Mrs. V. Szwara Reddy
Head, Deptt. of Non-Formal,
Adult/Continuing Education
Osmania University
Hyderabad. | " |
| 8. | Prof. S. L. Nagada
Director & Head
Deptt. of Population Studies Centre
Sri Venkateswara University
Tirupati. | " |
| 9. | Smt. K. H. Bharmali
Registrar
S. N. D. T. Women's University
Bombay. | " |
| 10. | Shri J. M. Maul
Joint Secretary
Ministry of Rural Development
Govt. of India
New Delhi. | " |

11. Shri Ram Mohan Rao
Chief Media
Deptt. of Family Welfare
Govt. of India
New Delhi. Member

12. Dr. M. L. Mehta
Deputy Secretary
University Grants Commission
New Delhi. Member Secretary

THREE STAGES OF PROGRAMME FOR ADULT
EDUCATION AS ACCEPTED BY GOVT. OF INDIA

- Stage I: A programme of about 300-350 hours spread over a year. It should include basic literacy, general education with emphasis on health and family planning, functional programmes relating to the learners' vocations and some familiarity with laws and policies affecting them.
- Stage II: A programme of about 150 hours spread over a year. It would be the stage of re-inforcement of literacy skills and its use in daily life, as well as wider education including appreciation of science in relation to one's environment, elements of geography, and history emphasising India's great and composite culture. This stage should contribute to improvement of vocational skills and initiate learning about supplemental employment (e.g. village industries dairying, poultry, piggery). The participants should be encouraged to form discussion groups and to organise action for development.
- Stage III: A programme of approximately 100 hours spread over a year. The aim at this stage would be achievement of a reasonable degree of self-reliance in literacy and functionality and better appreciation of the scope and value of science. This stage should also strengthen the ability to discuss important problems facing the individual, family and the community and take organised action for their betterment.

CENTRE FOR ADULT EDUCATION
UNIVERSITY OF BOMBAYINVOLVEMENT OF STUDENTS FOR REMOVAL OF ADULT ILLITERACY
" EACH ONE TEACH ONE " PROJECT

The 20 Point Programme launched by the Prime Minister of India is well known. The 16th Point of the same refers to involving students in programme for the removal of Adult Illiteracy.

It is in response to this that the NSS of the University of Bombay is undertaking eradication of illiteracy through NSS Volunteers. The name of the project is "Each One, Teach One " Project. This will be a normal project of NSS and the NSS Volunteer can complete his/her 60 hours of NSS work in this simple project.

IS IT A DIFFICULT PROJECT?

Not at all. Every student volunteer has to make only one person literate with the help of 20 cards and one booklet. He/She will be teaching the concerned adult learner three days a week. In this way he/she will work for 20 weeks.

CARDS AND BOOKLET.

These are prepared by the Centre for Adult Education University of Bombay. These cards imply a novel approach of teaching literacy through the names of the various parts of human body and some other words related to them. Since the words are the names of parts of their own body the learners are already well conversant with the same and their involvement and interest in these words is innate. This will help the learners to grasp literacy content easily.

The booklet contains the physiological structure of various limbs and common diseases related to these limbs, their symptoms, treatment and preventive measures. The lessons in the booklet are corresponding to the content (the words) of the cards.

Though 'Each One Teach One ' approach is tried out by some previously, this particular project of ours is totally different in the sense that it is not restricted to literacy alone. The 20 cards deal with literacy. Each card contains 2 words only (i.e. introducing 2 or 3 alphabets with one growth only). 38 words in 19 cards cover all alphabets as well as all growths and card 20 deals with conjunct words.

Thus the project not only makes Literacy very Simple and Relevant by using names of the parts of human body, but it also integrates Awareness and Functionality by means of the booklet supplemented to the cards. To explain, the booklet gives information about various health problems and situations including preventive measures which lead the learners to Health Awareness. Moreover, the booklet remains with the learners permanently so that he could refer to the booklet in times of his/her health needs and act accordingly which implies Functionality.

MODUS OPERANDI

Every NSS Volunteer participating in this project will indentify his/her own adult learner in the vicinity. The learner may be his/her own parents, domestic servant, a cobbler sitting near his/her house, porter, coolie, a lady staying in nearby slum or chawl. The only condition is that the adult learner should be illiterate. Also those persons who have dropped out of their school education after 1st, 2nd or 3rd standards and more than 15 years have lapsed in between may be accommodated in the programme. But in any case persons who have passed 4th Std. or above should not be included in this programme.

After every NSS Volunteer has indentified the adult learner the Prof. In-Charge of NSS with the help of the group leaders will assess and certify that the identified adult learner is really illiterate or one who have lapsed into illiteracy (i.e. drop-out from 1st, 2nd or 3rd standard) as the case may be.

METHODOLOGY

One card a week, together with its health content in the booklet.

First Day: The student volunteer will read out the relevant health content in the booklet, to the adult learner. He/She will explain the same to the learner and discuss his difficulties regarding the same.

Second Day: The student volunteer will give the first

card to the adult learner and help him/her to read the words and sentences explaining the technical part of the literacy content i.e. original alphabets, growth etc.

Third Day: The student volunteer will help the learner to write the words on the card as well as on a slate.

In this way the student volunteer will deal with every card one by one.

At the end of the course the booklet will be handed over to the learner so that it serves two fold purpose viz. a follow up reading material as well as permanent reference material in times of common sicknesses in his/her family.

The student volunteer will work for 20 weeks, say 5 months i.e. September 1982 to January 1983.

SIMPLICITY OF THE PROJECT

The experience in NAEP has shown that Students and Colleges find it rather difficult to organise and handle centres of 30 learners. Again the motivation of these learners and their attendance becomes a problem in majority of situations. Moreover we can involve only a limited number of student in NAEP.

On the other hand this project is not only simple but it also has potential of involving as many students as needed from Colleges and Universities since it is Physically Viable and implies Definite Achievement not only on the part of the learner but also on the part of the Student Instructors.

MONITORING

The Prof. In-Charge will conduct a monthly meeting of the student volunteers involved in the project and try to get the feedback about the programme. He will send a monthly report of the same to the NSS Co-ordinator of the University.

EVALUATION

Sometime in the month of February 1983 every College will organise a learners' rally for the adult learners involved in the project of that particular College. The Rally will be for 3 or 4 hours where there will be sharing of experience by the learners, a small entertainment programme, light refreshment and at the end of the Rally the learners will be given a one page test with a view to assess the progress made by them. These test papers will serve as a basis for evaluation of the project.

ORIENTATION

The orientation of the student volunteers participating in this project is done by the Prof. In-Charge and the group leaders of the project who have been oriented by the Centre for Adult Education of the University.

FINANCIAL ASPECT

The expenses involved in project are quite economical i.e. Rs.15/- per learner (Rs.5/- cost of printing + Rs.5/- Slate & Pencils + Rs.5/- for expenses on learners' rally). Thus the project is Economically viable also.

With a view to the above every University may be requested to involve 1000 Students from Senior Colleges affiliated to it and from Junior Colleges and high Schools in its jurisdiction. The grant of Rs.1,50,000/- may be given for this project.

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Annexure-6.

Expenditure Pattern : 30 Centres

Programme Cost

1. Honorarium to the Instructor @Rs.50/-p.m. for 10 months (50x10x30)	Rs.	15,000.00
2. Basic learning materials@Rs.7.50 per head (7.50x30x30)	Rs.	6,750.00
3. Teaching Materials@Rs.2.00per head (2x30x30)	Rs.	11,800.00
4. Equipment@Rs.85/-per centre (85x30)	Rs.	2,550.00
5. Kerosene/Electricity@Rs.200 per centre(200x30)	Rs.	6,000.00
6. Contingent expenditure (50x30)	Rs.	1,500.00
TOTAL		Rs. 33,600.00

Supervision

7. Supervisor@Rs.500/-p.m.+fixed TA/DA @Rs.60.00p.m.(560x1x12)	Rs.	6,720.00
Or		
One Supervisor @Rs.350.00p.m. plus one Supervisory Asstt.@Rs.250/-p.m.(both inclusive of fixedTA/DA)	Rs.	7,200.00
8. Training (Supervisor @Rs.235/-) (Teachers 30@Rs.190/-)	Rs.	5,935.00

Administrative Expenditure

Recurring

1. Part-time Clerk@Rs.200/-p.m. for 12 months	Rs.	2,400.00
2. Office Contingencies	Rs.	1,000.00

Non-recurring

Furniture & Equipment	Rs.	1,000.00
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Expenditure Pattern : 60 Centres

Programme Cost

1. Honorarium to the Instructor @Rs.50/-p.m. for 10 months (50x10x60)	Rs. 30,000.00
2. Basic learning materials @Rs.7.50 per head (7.50x30x60)	Rs. 13,500.00
3. Teaching Materials @Rs.2.00 per head(2x30x60)	Rs. 3,600.00
4. Equipment @Rs.85.00per centre (85x60)	Rs. 5,100.00
5. Kerosene/Electricity@Rs.200/-per centre (200x60)	Rs. 12,000.00
6. Contingent expenditure (50x60)	Rs. 3,000.00
Total	Rs. 67,200.00

Supervision

7. Two supervisors @Rs.500/-p.m.+fixed TA/DA @Rs.60.00p.m. each(560x2x12) Or One supervisor @Rs.450 p.m. plus two Supervisory Asstt.@Rs.350 p.m.(all inclusive of fixed TA/DA)	Rs. 13,440.00 Rs. 13,800.00
8. Training/Supervisors 2 @Rs.235/- Teachers 60 @Rs.190/-	Rs. 11,870.00

Administrative Expenditure

Recurring

1. Clerk Rs.300x12	Rs. 3,600.00
2. Office Contingencies	Rs. 2,000.00
Total	Rs. 5,600.00

Non recurring

Furniture & Equipment	Rs. 2,000.00
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ANNEXURE 7

SCHEDULE TO REQUIREMENTS FOR RELEASE OF GRANTS

Year	1st Instalment (15th May)	2nd Instalment (by 31st December)
1st Year	75% immediately after the issue of sanction letter.	25% on receipt of - Progress Report - Expenditure - Unaudited - Recommendation of University about satisfactory progress.
2nd Year	75% on receipt of - Self evaluation of 1st Year - Expenditure Statement 1st Year - Recommendation of university about satisfactory progress during 1st year.	25% on receipt of - Utilisation Certificate - Audited Accounts 1st Year - Progress Report-2nd Year - Recommendations of university about satisfactory progress.
3rd Year	75% on receipt of - Self-evaluation 2nd year. - Expenditure statement 2nd year - Recommendation of university about satisfactory progress	25% on receipt of - Utilisation Certificate & audited accounts 2nd year - Progress Report - 2nd year - Recommendation of the university about satisfactory progress
4th Year	75% on receipt of - External evaluation first 3 years programme - Expenditure statement 3rd year - Recommendation of university about satisfactory progress	25% on receipt of - Utilisation certificate and audited accounts 3rd year. - Progress report 3rd year - Recommendations of university about satisfactory progress
5th Year	75% on receipt of - Expenditure statement 4th Year - Progress report 4th year - Recommendation of university on satisfactory progress	25% on receipt of - Report of the total project with the impact it has made in achieving the goals. - Expenditure statement 5th year.

Annexure - G

Suggested Model on Post-literacy & Follow-up
through Universities/Colleges.

Two students may be kept in charge of the each post-literacy centre. The existing supervisor and adult education officer doing adult education work may be kept in charge of the post-literacy work also and they may be paid additional remuneration. The maximum number of centres to be supervised by any supervisor should not exceed 30 centres. (10 original centres and 20 post literacy centres). If the numbers of centres exceed 30, a separate adult education officer and supervisors may be thought of.

The cost suggested below is for a unit of 10 post literacy centres for period of 12 months:-

<u>Item of expenditure</u>	<u>Recurring</u>	<u>Non-recurring</u>
1. Purchase of books		2000
2. Replacement of books & purchase of periodicals	2000	
3. Storage facilities		1000
4. Contingencies	500	
5. Remuneration		
i) Adult Education Officer Rs.10/- per month	}	}
ii) Supervisor - Rs.50/- per month		
iii) Post-literacy workers - Rs.20/- per month		
6. Training of post-literacy workers	300	
7. Audio-visualise	1000	
8. Traditional media and group discussions	200	
Total	4960	3000

ANNEXURE - 9

Advisory Committee on Adult Literacy, Continuing Education & Extension Work at University level :

Constitution

1. The Vice-Chancellor (Ex-Officio-Chairman).
2. One member to be nominated by the Executive Council from amongst its members on the academic council.
3. Two members of the community/voluntary organisation/industries/women's organisations from the university area to be nominated by the Vice-Chancellor.
4. Three principals to be nominated by the Vice-Chancellor in rotation.
5. Two Heads of University Departments and teachers to be nominated by the Vice-Chancellor.
6. The University Librarian.
7. The Dean of Students/Director of Students Welfare.
8. Two experts to be nominated by the Vice-Chancellor.
9. Any other expert as required for specific projects to be co-opted by the Vice-Chancellor/Committee for the purpose.
10. A representative of State Government.
11. Zonal/Regional Officer of NSS Member
12. NSS Coordinator Member
13. Students (one or two) Member
14. College teachers (one or two) Member
15. NAEP Coordinator/Director. Member-Secretary

Note : There should be adequate representation of the women on this committee.

ANNEXURE-10

COMPOSITION OF THE ADVISORY COMMITTEE AT THE COLLEGE LEVEL

- 1. Principal Chairman
- 2. Teachers (two to three) Members
- 3. Outside experts (one or two) Member
- 4. District Adult Education Officer : : : : : Member
- 5. NSS Programme Officer Member
- 6. NAFEP Officer Member-Secretary

4. Number of centres proposed to be established, year-wise (for five years)
5.
 - i. No. of teachers likely to participate
 - ii. Who would be the coordinator of the project? (name and address)
6. No. of students who will take instructional responsibility
 - on singlehanded basis _____ binary basis _____
 - in groups of three _____
7. Arrangements regarding
 - i. curriculum development
 - ii. Teaching/learning materials
 - iii. Training of instructors
 - iv. Supervisors, college programme officer
8. Proposed duration for one batch of learners (in hours and month)
9. Arrangements regarding supervision
10. Post-literacy and follow-up activities envisaged (describe briefly)
11. Monitoring, evaluation and applied research built into the Programme.
12. Arrangements for coordination and cooperation with various official, non-official and credit agencies.
13. Financial estimates (attach statement)

III. Community Service:

1. Activities to be undertaken as supportive to the adult literacy programme.
 - i. Would it be supportive only of the college adult literacy and functional literacy project?
 - ii. Which projects of other agencies would be supported (please attach detailed statement)

Confidential

UNIVERSITY GRANTS COMMISSION

Meeting:

23rd April, 1983

Item No: 5.04 To consider further the question of defining the term "Colleges located in the backward areas" for the purposes of providing developmental assistance in the Sixth Plan.

The Commission at its meeting held on 19th Oct. 1982 (Annexure I) considered a note on the question of defining the term "colleges located in the backward areas" for purposes of providing developmental assistance in the Sixth Plan and resolved as under :

" The Commission considered that the list of backward areas as given by the Planning Commission is based on primary and middle stage school education only. The Commission desired that for purposes of determining the educational backwardness of an area/district, a statement showing the enrolment in higher education in universities and colleges per thousand of population in the relevant age-group may be prepared and placed before the Commission for consideration."

Accordingly two statements, (i) showing the enrolment of students in universities and colleges per thousand of population in the relevant age-group (17-22 years) during 1981-82, statewise; and (ii) showing the enrolment of students in universities and colleges per thousand of population in the relevant age-group (17- 22 years) districtwise in each state are enclosed (Annexures II & III). It may be indicated that in view of non-availability of population figures in the relevant age-group in the states of Assam, Jamu & Kashmir, Meghalaya and Sikkim the enrolment of students per thousand of population could not be calculated.

It may be seen from Annexure II that on an average in the country there were 52 students studying in universities and colleges per one thousand population in the relevant age group. As against this average of 52 students, the variations have been wide enough in different states and union territories, viz. 18 students per thousand of population in the relevant age-group in Nagaland to 64 students in Gujarat and Maharashtra states. In the union territories this figure varied from 4 in Arunachal Pradesh 351 in Chandigarh.

The districtwise variation of enrolment of students in universities and colleges per thousand of population in the relevant age-group in each state has been given in Annexure-III.

p.t.o.

The matter is placed before the Commission for consideration, with regard to definition of Colleges as located in 'Backward areas' for purposes of UGC assistance for colleges Development.

US(CP)/DS(CP)

F.3-33/82 (CP)

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

Meeting:

Dated: 19th October, 1982

Item No. 6.18: To consider the question of defining the term of "colleges located in the backward areas" for purposes of providing developmental assistance in the sixth plan

The University Grants Commission at its meeting held on 3rd September, 1982 while considering a reference received from the Govt. of India, Ministry of Education & Culture regarding the definition adopted by the Ministry of Rural Reconstruction for the purpose of identification of colleges located in rural areas, desired that information with regard to definition of colleges located in the backward areas may be brought up at the next meeting of the Commission .

In this connection, it may be stated that on a reference from the UGC, the Planning Commission had stated in February 1982 that no such list (of backward areas in the country) has been prepared in the Planning Commission. However, a list giving names of districts having literacy and enrolment rates in classes I to IV (age group 6 to 11) and classes VI to VIII (age group 11 to 14) below the National average (1978) was sent to the UGC with the remarks that for educational purposes these can be taken as backward districts. A copy of the list is enclosed Appendix 1. It would appear from the list that it is relevant to the enrolment at the primary and middle stages only of education, and not the enrolment at the university stage.

The matter is placed before the Commission for guidance on the principles to be followed in determining the definition of "colleges located in the backward areas" for educational purposes.

F.3-33/82(GP)

US (CP)/DS (CP)

Names of Districts having literacy rate below national average (1981 census) and having enrolment rates in classes I to IV (Age group 6 to 11) and classes VI to VIII (age group 11-14) below the National Average (1978)

.....

<u>ANDHRA PRADESH</u>	<u>Sr.No.</u>	<u>Name of the District</u>
	1.	Adilabad
	2.	Anantapur
	3.	Chittoor
	4.	Cuddapah
	5.	East Godavari
	6.	Guntur
	7.	Hyderabad
	8.	Karimnagar
	9.	Khammam
	10.	Kurnool
	11.	Mahabubnagar
	12.	Medak
	13.	Nalgonda
	14.	Nellore
	15.	Nizamabad
	16.	Prakasam
	17.	Ranga Roddy
	18.	Srikakulam
	19.	Visakhapatnam
	20.	Vizianagram
	21.	Warangal
	22.	West Godavari

ASSAM

	1.	Goalpara
	2.	Darrang
	3.	Nowgong
	4.	Dibrugarh
	5.	Karbi Anglong
	6.	N.C.Hills
	7.	Cachar

BIHAR

	1.	Aurangabad
	2.	Begusarai
	3.	Bhagalpur
	4.	Bhojpur
	5.	Dhanbad
	6.	Darbhanga
	7.	East Champaran
	8.	Gaya
	9.	Giridih
	10.	Gopalganj
	11.	Hazaribagh

<u>Sr.No.</u>	<u>Name of the District</u>
12.	Kathihar
13.	Madhubani
14.	Monger
15.	Muzaffarpur
16.	Nalanda
17.	Nawadah
18.	Palamau
19.	Patna
20.	Purnea
21.	Ranchi
22.	Rohtas
23.	Saharāa
24.	Samastipur
25.	Santhal Pargana
26.	Saran
27.	Singhbhum
28.	Sitamarhi
29.	Siwan
30.	Vaishali
31.	West Champaran

GUJARAT

1.	Basaskantha
2.	Bhavnagar
3.	Dang
4.	Jamnagar
5.	Kutch
6.	Panchmahals
7.	Surendranagar
8.	Jamnagar.

HARYANA

1.	Ambala
2.	Bhiwani
3.	Gurgaon
4.	Hissar
5.	Jind
6.	Karnal
7.	Kurukshehra
8.	Sirsa

HIMACHAL PRADESH

1.	Chamba
2.	Kulu
3.	Lahul & Spiti
4.	Sirmaur

JAMMU & KASHMIR

1.	Anantnag
2.	Baramulla
3.	Badgam

Sr.No.

Name of the District

4. Doda
5. Kathua
6. Kargil
7. Kupwara
8. Laddakh
9. Poonch
10. Pulwama
11. Rajouri
12. Srinagar
13. Udhampur

KARNATAKA

1. Bangalore
2. Bellary
3. Bidar
4. Bijapur
5. Chitradurg
6. Coorg
7. Dharwar
8. Gulbarga
9. Hassan
10. Kolar
11. Mandya
12. Mysore
13. Raichur

KERALA

MADHYA PRADESH

1. Balghat
2. Bastar
3. Betul
4. Bhind
5. Bhopal
6. Bilaspur
7. Chhatarpur
8. Chindwara
9. Damoh
10. Datia
11. Dewas
12. Dhar
13. Durg
14. Guna
15. Gwalior
16. Hoshangabad
17. Indore
18. Jabalpur
19. Jhabua
20. Khandwa
21. Khargone

Names of Districts having literacy rate below national average (1981 census) and having enrolment rates in classes I to IV (Age group 6 to 11) and classes VI to VIII (age group 11-14) below the National Average (1978)

.....

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4.	Cuddapah
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6.	Guntur
7.	Hyderabad
8.	Karimnagar
9.	Khammam
10.	Kurnool
11.	Mahabubnagar
12.	Medak
13.	Nalgonda
14.	Nellore
15.	Nizamabad
16.	Prakasam
17.	Ranga Roddy
18.	Srikakulam
19.	Visakhapatnam
20.	Vizianagram
21.	Warangal
22.	West Godavari

ASSAM

1.	Goalpara
2.	Darrang
3.	Nowgong
4.	Dibrugarh
5.	Karbi Anglong
6.	N.C.Hills
7.	Cachar

BIHAR

1.	Aurangabad
2.	Begusarai
3.	Bhagalpur
4.	Bhojpur
5.	Dhanbad
6.	Darbhanga
7.	East Champaran
8.	Gaya
9.	Giridih
10.	Gopalganj
11.	Hazaribagh.

<u>Sr.No.</u>	<u>Name of the District</u>
12.	Kathihar
13.	Madhubani
14.	Monger
15.	Muzaffarpur
16.	Nalanda
17.	Nawadah
18.	Palamau
19.	Patna
20.	Purnea
21.	Ranchi
22.	Rohtas
23.	Saharāa
24.	Samastipur
25.	Santhal Pargana
26.	Saran
27.	Singhbhum
28.	Sitamarhi
29.	Siwan
30.	Vaishali
31.	West Champaran

GUJARAT

1.	Baraskantha
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4.	Jamnagar
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7.	Surendranagar
8.	Jamnagar.

HARYANA

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3.	Gurgaon
4.	Hissar
5.	Jind
6.	Karnal
7.	Kurukshehra
8.	Sirsa

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JAMMU & KASHMIR

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5. Kathua
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7. Kupwara
8. Laddakh
9. Poonch
10. Pulwama
11. Rajouri
12. Srinagar
13. Udhampur

KARNATAKA

1. Bangalore
2. Bellary
3. Bidar
4. Bijapur
5. Chitradurg
6. Coorg
7. Dharwar
8. Gulbarga
9. Hassan
10. Kolar
11. Mandya
12. Mysore
13. Raichur

KERALA

MADHYA PRADESH

1. Balghat
2. Bastar
3. Betul
4. Bhind
5. Bhopal
6. Bilaspur
7. Chhatarpur
8. Chindwara
9. Damoh
10. Datia
11. Dewas
12. Dhar
13. Durg
14. Guna
15. Gwallior
16. Hoshangabad
17. Indore
18. Jabalpur
19. Jhabua
20. Khandwa
21. Khargone

Sr.No. Name of the District

- 22. Mandla
- 23. Mandsaur
- 24. Morena
- 25. Narisingpur
- 26. Panna
- 27. Raigarh
- 28. Raipur
- 29. Raisen
- 30. Rajgarh
- 31. Rajnandgaon
- 32. Ratlam
- 33. Rewa
- 34. Sagar
- 35. Sarguja
- 36. Satna
- 37. Sahore
- 38. Seoni
- 39. Shahdol
- 40. Shahapur
- 41. Shivpuri
- 42. Sidhi
- 43. Tikamgarh
- 44. Ujjain
- 45. Vidisha

MAHARASHTRA

- 1. Beir (Beed)
- 2. Chandrapur
- 3. Nasik
- 4. Nanded
- 5. Thana
- 6. Osmanabad
- 7. Parbhani
- 8. Pune
- 9. Kolhapur
- 10. Aurangabad
- 11. Akala
- 12. Jeotwal
- 13. Bhandara

MANIPUR

- 1. Manipur North
- 2. Manipur South
- 3. Manipur West
- 4. Tangnoupal

MEGHALAYA

- 1. Garohills East
- 2. Garohills West
- 3. Jaintia Hills
- 4. Khasihills West

Sr.No. Name of the District

NAGALAND

1. Mon
2. Pitek
3. Tuensang

ORISSA

1. Belangir
2. Dhenkanal
3. Ganjam
4. Kalahandi
5. Keonjhar
6. Koraput
7. Mayurbhanja
8. Phulbani
9. Puri
10. Sambalpur
11. Sundergarh

PUNJAB

1. Bhatinda
2. Faridkot
3. Ferozepur
4. Sangrur

RAJASTHAN

1. Ajmer
2. Alwar
3. Banswara
4. Barmer
5. Bharatpur
6. Bhilwara
7. Bikaner
8. Bundi
9. Chittorgarh
10. Churu
11. Dungarpur
12. Ganganagar
13. Jaipur
14. Jaisalmer
15. Jalore
16. Jhalawar
17. Jhunjhunu
18. Jodhpur
19. Kota
20. Nagpur
21. Pali
22. Swainadhapur
23. Sikar
24. Birohi
25. Tonk
26. Udaipur

Sr.No. Name of the District

SIKKIM

1. East (Gangtok)
2. Gyalshing
3. Mangan
4. Namchi

TAMILNADU

1. Chengelpattu
2. Coimbatore
3. Dhamupuri
4. Madurai
5. Pudukkottai
6. Salem
7. South Arcot
8. Tiruchirapalli

TRIPURA

1. South Tripura
2. West Tripura Distt.
3. North Tripura Distt.

UTTAR PRADESH

1. Agra
2. Aligarh
3. Allahabad
4. Azamgarh
5. Bahraich
6. Ballia
7. Banda
8. Barabanki
9. Bareilly
10. Basti
11. Bijnore
12. Pudaun
13. Bulandshahr
14. Chamoli
15. Deoria
16. Etah
17. Etawah
18. Faizabad
19. Farrukhabad
20. Fatehpur
21. Ghazipur
22. Gonda
23. Ghazlabad
24. Gorakhpur
25. Hamirpur

S.No. Name of the District

- 26. Hardoi
- 27. Jalaun
- 28. Jaunpur
- 29. Jhansi
- 30. Kanpur
- 31. Lakhimpur Kheri
- 32. Lalitpur
- 33. Lucknow
- 34. Mainpuri
- 35. Mathura
- 36. Meerut
- 37. Mirzapur
- 38. Moradabad
- 39. Muzaffarnagar
- 40. Nainital
- 41. Pilibhit
- 42. Pratapgarh
- 43. Raibareilly
- 44. Rampur
- 45. Saharanpur
- 46. Sahjahanpur
- 47. Sitapur
- 48. Sultanpur
- 49. Tehrri
- 50. Unnao
- 51. Uttarkashi
- 52. Varanasi

WEST BENGAL

- 1. Bankura
- 2. Birbhum
- 3. Darjeeling
- 4. Howrah
- 5. West Dinajpur
- 6. Cooch Behar
- 7. Jalpaiguri
- 8. Maldah
- 9. Murshidabad
- 10. Midnapur
- 11. Nadia
- 12. Purulia
- 13. 24 Parganas

ANDAMAN & NICOBAR ISLANDS

Andamans Nicobar

Sr.No. Name of the District

ARUNACHAL PRADESH

1. W. Kamong
2. Lohit
3. W. Siang
4. Lower Subangiri
5. Tirap
6. East Kamong
7. Upper Subansiri
8. East Sieng
9. Dibang Valley

DADRA & NAGAR HAVELI

Dadra & Nagar Haveli

Annexure II to item No.

Enrolment of students in universities & colleges per
1000 of population in the relevant age-group 17-22
years during 1981-82. State-wise.

1. State/ Union Territory	2. Enrolment	3. Population in the age-group 17-22 years Estimated	4. Enrolment per 1000 of population in the age-group 17-22 years
Andhra Pradesh	2,18,220	4,41,114	49
Assam	58,781	NA	-
Bihar	1,66,473	54,67,630	30
Gujarat	1,97,353	30,61,959	64
Haryana	59,534	11,46,201	52
Himachal Pradesh	14771	3,73,190	40
Jammu & Kashmir	20,286	NA	-
Karnataka	2,15,861	3,2,28,856	67
Kerala	1,91,291	2,601,235	46
Madhya Pradesh	2,18,855	4,003,045	55
Maharashtra	3,39,741	5,348,454	64
Manipur	8,098	1,31,257	62
Meghalaya	5,926	NA	-
Nagaland	1,297	72,030	18
Orissa	61,666	2,016,432	31
Punjab	93,893	1,618,612	58
Rajasthan	1,53,382	2,783,517	55
Sikkim	291	NA	-
Tamil Nadu	2,16,023	4,175,901	52
Tripura	5,493	163,197	34
Uttar Pradesh	4,55,949	8,670,551	53
West Bengal	2,03,710	4,675,155	44
<u>Union Territories</u>			
Andaman & Nicobar Islands	281	17,213	16
Arunachal Pradesh	424	95,843	4
Chandigarh	18,190	51,761	351
Dadra & Nagarhaveli	NA	NA	-

Sr.No. Name of the District

SIKKIM

1. East (Gangtok)
2. Gyalshing
3. Mangan
4. Namchi

TAMILNADU

1. Chengelpattu
2. Coimbatore
3. Dhamupuri
4. Madurai
5. Pudukkottai
6. Salem
7. South Arcot
8. Tiruchirapalli

TRIPURA

1. South Tripura
2. West Tripura Distt.
3. North Tripura Distt.

UTTAR PRADESH

1. Agra
2. Aligarh
3. Allahabad
4. Azamgarh
5. Bahraich
6. Ballia
7. Banda
8. Barabanki
9. Bareilly
10. Basti
11. Bijnore
12. Pudaun
13. Bulandshahr
14. Chamoli
15. Deoria
16. Etah
17. Etawah
18. Faizabad
19. Farrukhabad
20. Fatehpur
21. Ghazipur
22. Gonda
23. Ghaziabad
24. Gorakhpur
25. Hamirpur

S.r.No. Name of the District

26. Hardoi
27. Jalaun
28. Jaunpur
29. Jhansi
30. Kanpur
31. Lakhimpur Kheri
32. Lalitpur
33. Lucknow
34. Mainpuri
35. Mathura
36. Meerut
37. Mirzapur
38. Moradabad
39. Muzaffarnagar
40. Nainital
41. Pilibhit
42. Pratapgarh
43. Raibareilly
44. Rampur
45. Saharanpur
46. Saahjahanpur
47. Sitapur
48. Sultanpur
49. Tehri
50. Unnao
51. Uttarkashi
52. Varanasi

WEST BENGAL

1. Bankura
2. Birbhum
3. Darjeeling
4. Howrah
5. West Dinajpur
6. Cooch Behar
7. Jalpaiguri
8. Maldah
9. Murshidabad
10. Midnapur
11. Nadia
12. Purulia
13. 24 Parganas

ANDAMAN & NICOBAR
ISLANDS

Andamans Nicobar

Sr.No. Name of the District

ARUNACHAL PRADESH

1. W. Kamong
2. Lohit
3. W. Siang
4. Lower Subangiri
5. Tirap
6. East Kamong
7. Upper Subansiri
8. East Siang
9. Dibang Valley

DADRA & NAGAR HAVELI

Dadra & Nagar Haveli

Annexure II to item No.

Enrolment of students in universities & colleges per
1000 of population in the relevant age-group 17-22
years during 1981-82. State-wise.

1. State/ Union Territory	2. Enrolment	3. Population in the age-group 17-22 years Estimated	4. Enrolment per 1000 of population in the age-group 17-22 years
Andhra Pradesh	2,18,220	4,411,114	49
Assam	58,781	NA	-
Bihar	1,66,473	54,67,630	30
Gujarat	1,97,353	30,61,959	64
Haryana	59,534	11,46,201	52
Himachal Pradesh	14771	3,73,190	40
Jammu & Kashmir	20,286	NA	-
Karnataka	2,15,861	3,2,28,856	67
Kerala	1,91,291	2,601,235	46
Madhya Pradesh	2,18,855	4,003,045	55
Maharashtra	3,39,741	5,348,454	64
Manipur	8,098	1,31,257	62
Meghalaya	5,926	NA	-
Nagaland	1,297	72,030	18
Orissa	61,666	2,016,432	31
Punjab	93,893	1,618,612	58
Rajasthan	1,53,382	2,783,517	55
Sikkim	291	NA	-
Tamil Nadu	2,16,023	4,175,901	52
Tripura	5,493	163,197	34
Uttar Pradesh	4,55,949	8,670,551	53
West Bengal	2,03,710	4,675,155	44
<u>Union Territories</u>			
Andaman & Nicobar Islands	281	17,213	16
Arunachal Pradesh	424	95,843	4
Chandigarh	18,190	51,761	351
Dadra & Nagarhaveli	NA	NA	-

1.	2.	3.	4.	5.
5.	Delhi	86,229	633,965	136
6.	Goa, Damam & Diu	6,899	100,958	68
7.	Lakshadweep	NA	NA	-
8.	Mizoram	1,405	48,051	29
9.	Pandicherry	3,744	51,363	73
Total		28,66,782*	5,49,47,490	52

* Excludes Assam, Jammu & Kashmir, Meghalaya and Sikkim.

Annexure-III to item No.

Enrolment of students in universities & colleges per 1000 of population in the age-group 17-22 years during 1961-62. District wise in the State

No.	State/District	Population (Census)		Total enrolment	Enrolment per 1000/population in the relevant age group 17-22
		Total	Age Group 17-22 (Estimated)		
2.	3.	4.	5.	6.	
<u>Andhra Pradesh.</u>					
1.	Srikakulam	1,902,941	152,235	4,516	30
2.	Visianagaram	1,809,688			
3.	Visakhapatnam	2,522,313	355,657	20490	58
4.	East Godavari	3,704,714	306,502	15223	50
5.	West Godavari	2,856,999	241,702	11925	49
6.	Krishana	3,041,949	265,258	18234	69
7.	Guntur	3,427,081	292,673	20807	71
8.	Prakasan	2,456,543	193,330	6338	33
9.	Nellore	2,006,447	164,328	7,888	48
10.	Chittoor	2,746,847	214,803	11261	51
11.	Cuddapah	1,927,682	156,142	7,465	48
12.	Anantapur	3,618,239	211,030	7,636	36
13.	Kurnool	2,404,358	185,857	7,454	40
14.	Mahboobnagar	2,446,548	188,384	3,222	17
15.	Rangareddy	1,579,862	367,138		
16.	Hydrabad	2,240,508		45,936	125
17.	Medak	1,827,588	144,562	1,735	12
18.	Nizomabad	1,679,277	138,204	3,390	25
19.	Adilabad	1,638,130	125,972	1,628	13
20.	Karimnagar	2,436,075	195,313	4,242	22
21.	Warangal	2,301,374	188,713	10,286	55
22.	Khammen	1,744,966	138,027	5,240	38
23.	Nalgonda	2,275,476	185,224	3,304	18
Total		53,592,605	4,411,114	2,18,220	49

1.	2.	3.	4.	5.	6.
<u>BIHAR</u>					
1.	Patna	3,031,463	2,48,707	22,412	90
2.	Nalanda	1,638,364	1,34,544	1,688	13
3.	Nawada	1,099,067	8,7030	956	11
4.	Gaya	3,138,316	243,685	7,601	31
5.	Murangabad	1,236,528	97,474	2,179	22
6.	Rohtas	2,363,905	183,323	3,623	20
7.	Bhagpur	2,389,658	186,378	5,194	28
8.	Saran	2,074,267	152,851	3,143	21
9.	Siwan	1,778,050	133,745	1,857	14
10.	Gopalganj	1,361,555	101,901	496	5
11.	Paschimi Champaran	1,967,579	150,361	1,997	13
12.	Purbi Champaran	2,427,749	185,266	2,536	14
13.	Sitamarhi	1,929,827	148,415	955	6
14.	Muzoffarpur	2,353,283	181,809	8,914	49
15.	Vaishali	1,661,512	126,153	1,440	11
16.	Begusari	1,456,512	113,938	3,058	27
17.	Samastipur	2,116,741	167,094	3,813	23
18.	Darbhanga	2,004,583	158,739	9,074	57
19.	Madhabani	2,324,074	183,803	4,493	24
20.	Saharsa	2,952,234	247,298	4,407	18
21.	Purnea	3,592,637	271,586	3,943	15
22.	Katihar	1,427,197	107,441	2,292	21
23.	Munger	3,314,806	261,750	5,611	21
24.	Bhagalpur	2,610,719	200,195	14,650	73
25.	Santhal Fargana	3,707,160	295,671	4,563	15
26.	Dhanbad	2,104,381	180,942	8,419	47
27.	Giridih	1,730,478	132,413	777	6
28.	Haziribagh	2,195,735	169,582	3,110	18
29.	Palamn	1,916,152	139,162	1,009	7
30.	Ranchi	3,059,362	238,937	19,359	81
31.	Singhbhum	2,859,260	237,437	12,895	54
Total		69,823,154	54,67,630	1,66,473	30

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GUJARAT

Jamnagar	1,390,125	129,564	5,882	45
Rajkot	2,058,136	195,729	14,612	75
Surendernagar	1,033,423	91,816	2,988	33
Bhavnagar	1,876,471	161,449	7,077	44
Amreli	1,075,766	94,488	1,326	14
Junagarh	2,098,660	188,709	8,404	45
Kachchh	1,049,589	86,538	2,355	27
Banaskantha	1,665,511	141,087	1,364	10
Sabarkantha	1,498,056	135,096	6,054	45
Mahesana	2,544,616	229,929	11,260	49
Gandhinagar	287,483	26,745	1,044	39
Ahmedabad	3,840,472	372,355	56,495	152
Kheda	3,007,194	285,647	23,213	81
Panchmahals	2,313,589	196,989	4,963	25
Vadodare	2,550,195	229,301	22,459	98
Bharuch	1,295,544	107,775	3,816	35
Surat	2,491,084	224,698	14,191	63
Valsad	1,770,994	155,082	9,850	64
The Dangh	113,996	8,862	No enrolment	-

Total	33,960,905	30,61,959	1,97,353	64
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1. 2. 3. 4. 5. 6.

HARYANA

1.	Ambala	1,407,133	133,333	8,609	65
2.	Kurukshetra	1,123,454	102,757	8,018	78
3.	Karnal	1,317,823	120,785	5,518	46
4.	Jind	935,292	81,154	1,968	24
5.	Sonepat	843,968	74,863	3,316	44
6.	Rohtak	1,326,343	1,17,869	8,652	82
7.	Faridabad	996,814	84,907	2,899	34
8.	Gurgoan	840,817	71,732	2,822	39
9.	Mahendergarh	949,745	79,785	4,334	54
10.	Bhiwani	916,744	82,176	3,716	45
11.	Hissar	1,491,490	133,775	6,918	52
12.	Sirsa	708,188	63,065	1,764	28
Total		12,850,902	11,46,201	59,534	52

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	2.	3.	4.	5.	6.
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MAHARAJ PRADESH

Chamba	309,562	26,954	303	11	
Kangra	965,488	83,462	3,256	39	
Hamirpur	314,942	27,439	606	22	
Una	315,874	27,439	1,188	43	
Bilaspur	244,614	21,269	632	30	
Mandi	641,175	56,528	1,399	25	
Kulu	239,123	19,738	634	32	
Lahaul & Spiti	32,063	3,086	-	-	
Simla	507,793	48,541	5,045	104	
Solan	301,854	26,099	1,290	49	
Sirmaur	305,927	26,942	418	16	
Kinnaur	59,154	5,693	-	-	
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Total	4,237,569	373,190	14,771	40	

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KARNATAKA

1.	Bangalore	4,921,828	479,192	55,938	115
2.	Belgaum	2,974,861	260,810	11,365	44
3.	Bellary	1,487,062	124,044	6,668	54
4.	Bidar	994,106	76,205	3,529	46
5.	Bi japur	2,399,124	199,498	9,517	48
6.	Chikmagalur	908,626	78,532	6,927	88
7.	Chitradurga	1,774,714	151,627	7,078	47
8.	Dakshin Kannad	2,373,359	217,178	22,293	103
9.	Dharwad	2,939,988	264,711	20,181	76
10.	Gulbarga	2,075,368	159,117	8,219	52
11.	Kadagh (Coorg)	460,164	45,168	1,678	37
12.	Hassan	1,351,923	119,092	5,689	48
13.	Kolar	1,898,984	153,154	6,605	43
14.	Mandya	1,414,383	118,602	4,760	40
15.	Mysore	2,504,878	236,039	19,232	81
16.	Raichur	1,779,942	139,170	3,328	24
17.	Shimoga	1,657,564	146,591	8,069	55
18.	Tunkur	1,975,331	163,436	10,110	62
19.	Uttar Kannad (North Kanana)	1,071,243	96,690	5,255	55

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Total 37,043,451 3,228,856 2,15,861 67
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KERALA

Cannanore	2,800,055	274,679	6,870	25
Wynad	553,348	55,981	395	7
Koohikode	2,243,004	228,230	10,957	48
Malappuram	2,401,229	232,676	3,625	16
Palghat	2,041,812	193,904	6,858	35
Trichur	2,436,975	243,095	12,958	53
Ernakulam	2,533,265	265,326	16,443	62
Ielukka	971,193	101,909	1,010	10
Kottayum	1,681,104	177,233	15,579	88
Allepoy	2,342,852	249,361	11,204	45
Quilon	2,807,223	297,626	13,880	47
Trivandrum	2,591,057	281,115	19,512	69
Total	25,403,217	2,601,235	1,19,291	46

p.t.o.

1. 2. 3. 4. 5. 6.

MADYA PRADESH

1.	Morena	1,301,254	105,789	3,853	36
2.	Bhind	969,920	78,774	3,923	50
3.	Gwalior	1,111,145	100,439	15,979	160
4.	Datia	311,640	24,150	1,056	44
5.	Shivpuri	865,386	69,408	2,204	32
6.	Guna	997,025	74,757	2,201	29
7.	Tikamgarh	736,512	54,668	1,571	29
8.	Chhatarpur	885,843	64,504	2,574	40
9.	Fanna	539,864	39,239	1,053	27
10.	Sagar	1,321,918	111,842	7,316	65
11.	Damoh	721,107	54,881	1,554	28
12.	Satna	1,152,209	87,803	3,190	36
13.	Rewa	1,205,526	95,660	9,716	102
14.	Shahdol	1,343,917	95,221	2,923	31
15.	Sidhi	988,929	74,422	846	11
16.	Mandsaur	1,262,410	105,359	4,419	42
17.	Ratlam	783,384	65,281	3,842	59
18.	Ujjain	1,116,270	91,581	8,373	91
19.	Shejapur	840,093	63,349	2,067	33
20.	Dewal	794,446	61,198	1,474	24
21.	Tibbha	795,834	55,893	1,058	19
22.	Dhar	1,055,826	73,801	1,427	19
23.	Indore	1,405,904	128,896	24,229	188
24.	West Nimar	1,630,682	121,938	3,260	27
25.	East Nimar	1,154,830	89,694	3,930	44
26.	Rajgarh	801,554	57,892	1,314	21
27.	Vidisha	783,349	59,745	4,576	77
28.	Bhopal	895,815	71,156	17,767	250
29.	Sehore	656,982	52,295	1,412	27
30.	Raisen	708,973	51,871	617	12

2.	3.	4.	5.	6.
Betul	924,215	65,093	1,249	19
Hoshangabad	1,003,291	75,624	4,934	65
Jabalpur	2,199,130	180,649	20,005	111
Narsimhapur	649,701	40,882	2,261	46
Mandla	1,036,134	73,761	1,616	22
Chhindwara	1,232,735	85,506	4,220	49
Seoni	809,502	57,770	1,602	28
Balaghat	1,147,719	88,152	2,946	33
Sargriya	1,631,075	110,016	2,877	24
Bilaspur	2,952,006	209,837	8,261	39
Raigarh	1,442,041	106,932	3,105	29
Rajnandgaon	1,166,475	82,550	2,991	36
Durg	1,889,929	135,241	5,987	44
Raipur	3,075,430	227,509	15,080	66
Bestar	1,840,449	165,889	1,989	12

Total:	52,130,467	4,003,045	2,18,855	55

S.No.	State/District	Population 'Census 1981'		Total Enrolment	Enrolment per '10 of popu in the vant ag group'
		Total	Age group '17-22' estimated		
MAHARASHTRA					
1.	Greater Bombay	8,227,332	8,64,439	1,02,397	118
2.	Thane	3,339,965	2,98,558	12,872	43
3.	Kulaba	1,483,459	1,17,834	2,018	17
4.	Ratnagiri	2,109,134	1,68,638	3,814	23
5.	Nasik	2,985,503	2,43,886	12,746	52
6.	Dhule	2,051,461	1,67,059	7,221	43
7.	Jalgaon	2,618,884	2,14,022	11,432	53
8.	Ahmednagar	2,711,216	2,18,089	11,959	55
9.	Pune	4,162,284	3,69,611	36,547	99
10.	Satara	2,041,409	2,49,722	10,517	42
11.	Sangli	1,826,186	1,51,880	9,648	64
12.	Solapur	2,607,172	2,20,134	10,341	47
13.	Kolhapur	2,499,437	2,10,371	12,701	60
14.	Aurangabad	2,440,510	1,90,559	13,407	70
15.	Parbhani	1,826,472	1,33,425	3,462	26
16.	Bir	1,484,424	1,07,290	3,412	32
17.	Nanded	1,747,598	1,28,805	5,384	42

State/District	Population (Census, 1981)		Total Enrolment	Enrolment '1000' population in the relevant age group '17-22'
	Total	Age Group '17-22' estimated		
<u>MANIPUR</u>				
Manipur North	154,179	14,113	286	20
Manipur West	62,233	5,826	-	-
Manipur South	133,965	12,930	439	34
Tengnongpal	55,348	5,342	-	-
Manipur Central	922,681	85,321	7,373	86
Manipur East	82,969	7,725	-	-
Total:	<u>1,411,375</u>	<u>131,257</u>	<u>8,098</u>	<u>62</u>
<u>NAGALAND</u>				
Kohima	251,416	23,511	1,035	44
Phek	70,675	6,516	-	-
Wokha	55,271	5,096	47	9
Zunheboto	60,641	5,591	-	-
Mokokchung	104,257	10,580	198	19
Tuensang	152,276	13,668	17	1
Mon	78,745	7,068	-	-
Total:	<u>773,281</u>	<u>72,030</u>	<u>1,297</u>	<u>18</u>

S.No.	State/District	Population (Census 81)		Total enrolment	Enrolment 1000 of population in the relevant Age group 17-22
		Total	Age Group 17-22 estimated		
<u>ORISSA</u>					
1.	Sambalpur	2274125	169719	7176	42
2.	Sundergarh	1336818	103285	3896	38
3.	Keonjhar	1109746	88630	1405	16
4.	Mayurbhanj	1576987	124044	3090	25
5.	Baleshwar	2253090	174225	4977	29
6.	Cuttack	4617748	369830	14932	40
7.	Dhenkanal	1576565	120171	2240	19
8.	Phulbani (Bandh Khondrauli)	712772	51730	352	7
9.	Bolangir	1452675	110016	1906	17
10.	Kalahandi	1329780	96458	406	4
11.	Koraput	2467329	181084	1305	7
12.	Ganjam	2652699	197040	7269	37
13.	Puri	2911720	230200	12712	55
Total:		26,272,054	2,016,432	61,666	31

No.	State/Distt.	Population (Census 81)		Total enrolment	Enrolment 1000 of per population in the relevent Age group '17-22'
		Total	Age Group '17-22' estimated		
<u>PUNJ. B</u>					
.	Gurdaspur	1,502,366	1,38,876	5,813	42
.	Amritsar	2,167,071	2,11,808	12,287	58
.	Ferozpur	1,300,778	1,23,710	4,140	33
.	Ludhiana	1,804,420	1,86,303	19,204	103
.	Jalandhar	1,723,699	1,68,434	15,174	90
.	Kapurthala	537,156	52,017	3,869	74
.	Hoshiarpur	1,230,848	1,14,107	5,973	52
.	Rupnagar	712,411	65,006	2,383	37
.	Patiala	1,561,547	1,55,952	11,651	75
1.	Sangrur	1,405,320	1,40,081	3,952	28
.	Bathinda	1,294,957	1,27,690	3,708	29
2.	Faridkot	1,429,182	1,34,626	5,739	43
Total:		16,669,755	1,618,612	93,893	58

S.No.	State/Distt.	Population (Census-81)		Total enrolment	Enrolment per '1000' pop. in the relevent Age-group '17-22'
		Total	Age group '17-22' estimated		
<u>RAJASTHAN</u>					
1.	Ganganagar	2,014,471	1,72,457	9,543	55
2.	Bikaner	840,059	77,670	6,906	89
3.	Churu	1,176,170	1,01,582	3,977	39
4.	Jhunjhunu.	1,193,146	98,344	6,938	71
5.	Alwar	1,759,057	1,41,446	7,376	52
6.	Bharatpur	1,879,066	1,48,875	7,283	49
7.	Sawai Madhopur	1,532,652	1,17,960	4,441	38
8.	Jaipur	3,406,104	2,90,551	34,024	117
9.	Sikar	1,373,066	1,13,120	6,090	54
10.	Ajmer	1,431,609	1,27,289	15,732	123
11.	Tonk	783,796	62,077	3,031	49
12.	Jaisalmer	239,137	20,026	241	12
13.	Jodhpur	1,650,933	1,45,944	10,356	71
14.	Nagpur	1,624,351	1,36,234	935	7
15.	Pali	1,271,835	92,903	1,843	20
16.	Barmer	1,113,823	89,649	790	9
17.	Jalor	902,649	66,055	657	10
18.	Sirohi	540,520	40,745	1,105	27
19.	Bhilwara	1,308,500	1,06,440	4,053	38
20.	Udaipur	2,351,639	1,89,702	12,482	66
21.	Chittaurgarh	1,230,628	99,155	2,021	20
22.	Dungarpur	6,80,865	51,333	1,248	24
23.	Banswara	885,701	68,190	1,168	17
24.	Bundi	586,596	45,485	1,368	30
25.	Kota	1,546,937	1,20,639	8,085	67
26.	Jhalawar	784,982	59,646	1,689	28
Total:-		34,108,292	2,783,517	1,53,382	55

S.No.	State/Distt.	Population(Census-81)		Total enrolment	Enrolment per '1000' pop.in the relevent Age group '17-22'
		Total	Age group '17-22' estimated		
<u>TAMIL NADU</u>					
1.	Madras	3,266,034	3,37,840	46,442	137
2.	Chengalpattu	3,611,871	3,03,643	11,110	37
3.	North Arcot	4,402,087	3,63,401	11,085	30
4.	South Arcot	4,199,892	3,41,002	11,873	35
5.	Dharanapuri	1,993,290	1,53,194	1,524	10
6.	Salem	3,429,822	3,01,704	9,765	32
7.	Periyar	2,057,496	1,86,316	4,579	25
8.	Coimbatore	3,051,135	2,73,528	20,448	75
9.	Nilgiri	628,231	61,708	1,951	32
10.	Madurai	4,530,028	3,84,410	26,662	69
11.	Tiruchirappalli	3,606,033	2,97,101	17,563	59
12.	Thanjavur	4,057,230	3,45,277	15,785	46
13.	Pudukkottai	1,155,684	95,839	1,839	19
14.	Ramanathapuram	3,330,339	2,73,701	11,533	42
15.	Tirunelveli	3,559,174	3,09,956	14,809	48
16.	Kanniya Kumari	1,419,110	1,47,281	9,096	62
Total:-		48,297,456	4,175,901	2,16,023	52

S.No.	State/Distt.	Population(Census-81) Total	Age group '17-22' estimated	Total enrolment	enrolment per '1000' of pop. in the releven Age group '17-22'
<u>TRIPURA</u>					
1.	West Tripura	971,623	78,647	4,029	51
2.	North Tripura	540,552	42,294	675	16
3.	South Tripura	535,176	42,256	789	19
Total:		2,047,351	1,63,197	5,493	34

S.No.	State/District	Population(Census-81)		Total Enrolment.	Enrolment per 1000 of population in the relevant Age Group '17 - 22'
		Total	Age Group '17-22' Estimated		
<u>Uttar Pradesh</u>					
1.	Uttar Kashi	190,571	17,698	575	33
2.	Chamali	354,287	29,288	1,299	44
3.	Tehri Garhwal	493,245	35,603	311	9
4.	Dehradun	757,259	70,557	8,784	124
5.	Garhwal	624,259	52,994	2,952	56
6.	Pithoragarh	479,600	32,101	1,673	52
7.	Almora	772,994	63,395	2,210	35
8.	Nainital	1,133,111	99,873	7,767	78
9.	Saharanpur	2,67,3653	221,116	11,849	54
10.	Muzaffarnagar	2,288,410	181,963	7,560	42
11.	Bijnor	1,925,637	148,987	4,970	33
12.	Meerut	2,766,496	232,389	20,510	88
13.	Ghaziabad	1,866,778	156,812	11,213	72
14.	Bulandshar	2,349,530	184,469	6,512	35
15.	Moradabad	3,151,044	253,235	11,376	45
16.	Rampur	1,177,022	93,348	1,340	14
17.	Budaun	1,964,094	146,577	1,217	8
18.	Bareilly	2,264,770	175,570	7,842	45
19.	Pilibhit	1,006,336	76,403	1,085	14
20.	Shahjahanpur	1,648,659	127,730	1,980	15
21.	Aligarh	2,565,450	202,644	21,822	108
22.	Mathura	1,543,568	117,924	5,066	43
23.	Agra	2,852,474	239,627	22,406	93
24.	Etah	1,837,575	136,969	3,735	27
25.	Mainpuri	1,724,057	134,647	5,025	37
26.	Farrukhabad	2,002,513	157,997	5,255	33
27.	Etawah	1,748,737	137,425	6,113	44
28.	Kanpur	3,790,549	322,804	31,893	99
29.	Fatehpur	1,572,770	115,852	1,179	10
30.	Allahabad	3,780,665	290,780	30,518	105

31.	Jalaun	987,432	77,113	4,109	53
32.	Jhansi	1,133,002	89,446	6,647	74
33.	Lalitpur	587,290	46,364	332	7
34.	Hamirpur	1,194,144	83,278	1,255	15
35.	Banda	1,536,349	107,452	3,727	35
36.	Kheri	1,962,826	146,186	2,559	17
37.	Sitapur	2,338,101	170,659	1,754	10
38.	Hardoi	2,293,994	177,541	1,445	8
39.	Unnao	1,826,463	151,241	1,937	13
40.	Lucknow	2,017,172	174,820	35,759	205
41.	Hai Bareilly	1,888,181	142,670	2,144	15
42.	Bahraich	2,221,154	173,460	1,732	10
43.	Gonda	2,838,305	215,455	2,597	12
44.	Barabanki	2,012,576	146,712	1,378	9
45.	Faizabad	2,369,626	181,861	7,926	44
46.	Sultanpur	2,037,783	154,819	4,114	27
47.	Pratapgarh	1,807,252	136,271	3,433	25
48.	Basti	3,576,783	265,451	8,661	33
49.	Gorakhpur	3,795,735	291,229	21,165	73
50.	Deoria	3,487,350	253,586	13,144	52
51.	Azamgarh	3,532,876	262,970	12,583	48
52.	Jaunpur	2,527,012	201,116	12,350	61
53.	Ballia	1,926,267	160,576	9,721	60
54.	Ghazipur	1,941,516	146,415	7,079	48
55.	Varanasi	3,696,768	307,368	38,949	127
56.	Mirzapur	2,033,834	149,615	3,421	23
Total:		110,885,874	8,670,551	4,55,949	53

No.	State/Distt.	Population (Census-81)		Total enrolment	enrolment '1000' of Pop. in the relevant Age Group '17-22'
		Total	Age Group '17-22' estimated		
WEST BENGAL					
	Koch Bihar	1,771,562	1,39,265	2,524	18
	Jalpaiguri	2,207,087	1,81,952	3,648	20
	Darjeeling	1,006,434	98,702	4,805	49
	West Dinajpur	2,402,763	1,84,224	2,147	12
	Malda	2,035,009	1,64,960	2,585	16
	Murshidabad	3,702,869	3,07,361	4,654	15
	Nadia	2,977,013	2,51,167	7,813	31
	Twentyfour paraganas	10,726,751	9,40,079	22,198	24
	Calcutta	3,291,655	3,38,213	85,718	253
1.	Haoria	2,957,464	2,58,814	10,429	40
2.	Hoogli	3,549,817	3,18,970	13,032	41
3.	Midnapur	6,723,860	5,59,260	1,20,84	22
4.	Bankura	2,374,205	2,00,255	5,016	25
5.	Puruliya	1,855,429	1,53,025	2,240	15
6.	Barddhaman	4,808,886	4,08,725	18,441	45
7.	Birbhum	2,094,756	1,70,183	6,376	37
Total:		54,485,560	4,675,155	2,03,710	44

No. U.T./Distt.	Population (Census-81) Total	Age group estimated	Total enrolment	enrolment per '1000' of pop; in the relevent age-group ' 17-22'
1. <u>ADAMAN & NICOBAR ISLAND</u>	188,254	17,213	281	16
2. <u>ARUNACHAL PRADESH</u>	623,050	95,843	424	4
3. <u>CHANDIGARH</u>	450,061	51,761	18,190	351
4. <u>DADRA & NAGAR HAVELI</u>	103,677	N.A.	-	-
5. <u>JEBHI</u>	6,196,414	633,965	86,229	136
6. <u>GOA, DAMAN, & DIU</u>				
GOA	1,033,141	94,877	6,588	69
Daman	48,557	3,739	311	83
Diu	30,419	2,342	-	-
<u>Total:</u>	<u>10,82,117</u>	<u>1,00,958</u>	<u>6,899</u>	<u>68</u>
7. <u>JARSHADWELP</u>	40,237	N.A.	-	-
8. <u>MIZORAM</u>	487,774	48,051	1,405	29
9. <u>ONDICHERRY</u>				
Ondicherry	444,188	37,311	2,656	71
Kraikal	119,966	10,220	607	59
Mhe	28,401	2,863	260	91
Yenan	11,627	969	221	228
<u>Total:</u>	<u>504,182</u>	<u>51,363</u>	<u>3,744</u>	<u>73</u>

CONFIDENTIAL

UNIVERSITY GRANTS COMMISSION

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Meeting:

Dated : 23rd April 1981

Item No. 6.07: To consider the question of upgradation of scales of pay of Director of University/Museums/Kala Bhavanas etc. at the Central Universities.

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The Commission at its meeting held on 30th April, 1981 considered a proposal of Visva Bharati and agreed to the creation of a post of Professor in Rabindra Bhavana in the relevant discipline as may be decided by the University. This Professor when appointed could function as the Director of the Rabindra Bhavana.

In the meantime, the Government of India have also agreed to upgrade the scales of pay of librarians, Deputy Librarians, Assistant Librarians and the Directors of Physical Education to bring them at par with the scales of pay of Professors, Readers and Lecturers in the Universities.

Consequent, upon this decision of the Govt. of India, it has been represented that since the Government have now agreed to the scale of Rs. 1500-2500 for Librarians in Universities, the scale of pay of the Directors of University Museums i.e. Rabindra Bhavana at Visva Bharati and Kala Bhavana at Banaras Hindu University should be the same as for the Librarians, i.e. Rs. 1500-2500 and for these posts suitable qualifications be prescribed.

The matter is placed before the Commission for consideration.

F.1-23/83(NP-I)

US(NP-I)/DS(NP)
