

ANNUAL REPORT

1976-77



Government of India
MINISTRY OF EDUCATION AND SOCIAL WELFARE
(Department of Education and Department of Culture)
NEW DELHI

PRINTED BY THE MANAGER, GOVT. OF INDIA PRESS, MAYAPURI,
NEW DELHI-110064

CONTENTS

	PAGE
I. INTRODUCTORY	(iii)
II. DEPARTMENT OF EDUCATION	
<i>Chapter</i>	
One School Education	1
Two Higher Education and Research	25
Three Technical Education	55
Four Scholarships	72
Five Book Promotion and Copyright	82
Six Youth Services, Physical Education and Sports and Games.	93
Seven Languages	118
Eight Indian National Commission for Cooperation with Unesco.	138
Nine Non-Formal Education and Adult Literacy	149
Ten Education in Union Territories	156
Eleven Activities in Common and Clearing House Functions	170
III. DEPARTMENT OF CULTURE	
<i>Chapter</i>	
One Cultural Affairs	191
Two Archaeology	217
Three Anthropology	230
Four Archives	236
Five Museums and Libraries and Their Conservation and Development.	242
IV. FINANCIAL ALLOCATIONS OF ITEMS DISCUSSED	259
V. ADMINISTRATIVE CHARTS :	
Departments of Education and Culture	275

INTRODUCTORY

This Report covers the activities of the various wings of the Departments of Education and Culture during the period 1976-77. The activities of the Department of Culture are reported separately following the narrative which deals with the report in the field of education.

The Central Advisory Board of Education

The Standing Committee of the Central Advisory Board of Education and the Committees on (1) Universalisation of Elementary Education, (2) Implementation of the new pattern, (3) Non-formal education and (4) Youth Services, met at New Delhi in the middle of July, 1976. The meetings were preceded by a conference of the Secretaries and Directors of Education of the various States. One of the resolutions adopted at this meeting was that during the remaining two years of the Fifth Plan the resources for education should be enhanced. On non-formal education, the Committee resolved that each State should prepare a plan and identify appropriate programmes at the district level so that they could be developed on a nation-wide basis in the Sixth Plan. The resolution on Youth Programmes emphasised the importance of continuing the national integration camps/forums and planning forums. Physical education and sports and the promotion of indigenous and inexpensive camps and sports were also to be accorded high priority. Details on other resolutions are given in Chapter Eleven of Part I of this Report.

School Education—Teacher Training

The National Council of Educational Research and Training has initiated a programme of training in-service teachers through a number of Centres of Continuing Education. It is proposed

(iv)

to start hundred such centres designed to strengthen the teacher education programmes already being implemented by the various States.

Non-formal and Adult Education

Programmes of non-formal education for youth in 15 to 25 age-group are proceeding apace, the expenditure thereon being shared by the Central and State Governments. During 1976-77 the Central Government extended financial assistance to 50 districts, each district having 100 centres with an approximate enrolment of 30 in each centre. The States covered about 100 districts in their programmes. During the year about 3 lakh youth benefited from the programme.

The Farmers' Functional Literacy Project was diversified in its scope to provide links with other developmental Programmes. During 1976-77, the project was extended to cover one district under the Draught Prone Areas Programme and 5 districts under the Integrated Tribal Development Projects.

A considerable part of the responsibility in the field of non-formal education and adult literacy is shared by voluntary organisations. Projects of an innovative nature and those which benefited the deprived sections of the society were given particular emphasis. The Ministry assisted over 50 voluntary agencies during the year.

Government hope to strengthen and widen the scope of these programmes as a part of a concerted effort to remove illiteracy.

Higher Education

Efforts were continued during the year to strengthen the existing departments of universities and to make the existing colleges viable so that they can raise their academic standards and regulate the growth of enrolment in formal and full-time educational

institutions particularly at the undergraduate level. While enrolments in general, were regulated in the interest of maintenance of standards, measures were at the same time taken towards reservation of seats for students belonging to the weaker sections of society and towards meeting the need for special facilities for backward areas and for the removal of regional imbalances. Mention should also be made of the steps initiated by the University Grants Commission in the field of examination reforms, faculty improvement and the promotion of research.

Technical Education

Under the Programme of Apprenticeship Training, the number of stipendiary trainees during 1976-77 rose considerably. The Apprenticeship Rules framed under the Apprenticeship (Amendment) Act, 1973 provide for the reservation of training places for the Scheduled Caste/Tribe apprentices. The Indian Institutes of Technology, the Regional Engineering Colleges, the Technical Teachers' Training Institutes and other organisations made further headway during the period under report. Measures of qualitative improvement which were set afoot earlier were continued, with faculty and curriculum development and joint research programmes making further notable strides.

Students Activities

The scope of the projects under the National Service Scheme was redefined during the year and accordingly, the emphasis from 1976-77 would be on programmes of rural reconstruction, aimed at improving the conditions of life of the economically and socially weaker sections of the community. A new scheme called "National Service Volunteer Scheme" was proposed to be put into operation from 1977-78, as an extension of the National Service Scheme. Under this scheme, such students as desire to render social service after their graduation on a full-time basis will be enabled to do so after a period of planned training in programmes of national importance, which will be organised under Government auspices or autonomous organisations or voluntary agencies.

Sports and Physical Education

In order to develop participation in sports into a mass movement and to improve standards of achievement reached by our sportsmen in the field of competitive sports, a Bureau of Sports was set up in the Ministry, exclusively to supervise the programmes on sports and physical education in the country. The Bureau will function in consultation with the All India Council of Sports.

The All India Rural Sports Programme gathered further momentum during the year, with games and sports competitions reaching out to rural and tribal areas. Quite a number of boys and girls are joining the mainstream of competitions through participation in State and national-level championships.

The Second National Sports Festival for women was held at New Delhi in November, 1976. The Government of India have decided to make this festival a recurring annual event.

Languages and Book Promotion

In the Second World Hindi Convention held in Mauritius in August, 1976 an exhibition of about 4,000 Hindi books was held to highlight Hindi as a vehicle of modern knowledge. The books included those published under different programmes run by the Union Education Ministry, the Ministry of Information and Broadcasting and other Ministries in addition to books contributed by private publishers. Other programmes relating to the propagation and development of Hindi, promotion of modern Indian languages and promotion of English and other foreign languages proceeded apace during the year. Programmes relating to the spread of Sanskrit also made further headway.

The Indian National Commission for Unesco

The Thirtieth Anniversary of UNESCO was celebrated throughout the country on November 4, 1976. The Indian National Commission brought out a brochure entitled, "Three

Decades of Cooperation”, which throws light on the activities and programmes of the institutions in India originally started with the help of Unesco.

The 12th Conference of the Indian National Commission for Unesco was held in New Delhi in August, 1976. The Conference made a few significant recommendations. One of them emphasised the need for very frequent consultations with the expert members of the different Sub-Commissions on all important matters pertaining to their sphere of specialisation.

The Indian National Commission convened the sub-regional meeting of the National Commissions for UNESCO in Asian countries in New Delhi in September, 1976. The meetings symbolised the increasing involvement of National Commissions in the planning and formulation of UNESCO's biennial as well as medium-term plans. Other details relating to India's Cooperation with UNESCO can be found in Chapter Eight of Part I.

Museums and Libraries

The activities of the various museums and libraries, started earlier, continued apace during the period under report. The most important event during the year was the Silver Jubilee Celebrations of the Salarjung Museum, Hyderabad, in December, 1976. On the occasion the All India Museums Conference held its session in Hyderabad. The Central Advisory Board of Museums continued to play a significant role in the development of museums movement in the country.

The various libraries scattered throughout the country pursued their various programmes during the year and made further strides in extending library service to the public.

Archaeology

Explorations, excavations, preservation of antiquities and art treasures and publications in the field of archaeology continued during the period under report. In connection with the programme of arousing the awareness of students and the general

public of the value of preserving our cultural treasures, the Archaeological Survey of India organised several exhibitions, film shows, seminars and camps in different parts of the country in collaboration with the State Departments of Archaeology and local colleges and universities.

The registration and licensing machinery and regional offices of the Archaeological Survey of India have been strengthened in order to ensure that the arts and antiquities treasures in the country are properly preserved. The Antiquities and Art Treasures Act, 1972 has been enforced throughout the country.

Akademies and Cultural Agreements

Cultural agreements were concluded with Hashemite Kingdom of Jordan, Algeria, Republic of Korea, Cuba, Lesotho, Italy and Socialist Republic of Vietnam during the year.

The Akademies and other Cultural organisations continued their activities under various schemes during the period under report.

Finance

Details about the total budget provision for 1976-77 and 1977-78 for both the Departments of Education and Culture are given in Chapter Eleven of Part I.

DEPARTMENT OF EDUCATION

CHAPTER ONE

SCHOOL EDUCATION

The main programmes in the field of School Education are :

- (i) Universalisation of free compulsory elementary education;
- (ii) Reorganisation of the educational system on 10 + 2 + 3 pattern;
- (iii) Vocationalisation of higher secondary education;
- (iv) Reorganisation and expansion of science teaching at the school level;
- (v) Quality improvement programmes in school education;
- (vi) Educational technology project; and
- (vii) Provision of schooling facilities of transferable Central Government employees.

These programmes aim not only at expanding educational facilities at the base but also raising the standard of school education.

The programmes are carried out, among others, through specialised institutions, set up for the purpose; they are :

- (i) The National Council of Educational Research and Training, New Delhi;
- (ii) The Kendriya Vidyalaya Sangathan, New Delhi; and
- (iii) The Central Board of Secondary Education, New Delhi.

Universal, Free and Compulsory Elementary Education.—
The table below gives an indication of the progress made so far

and projects the possibilities for the future. It shows that universalisation at the primary stage (6—11 age-group) is near realisation.

	(In lakhs)		
	1950-51	1975-76	1978-79
			Target
<i>Age-group 6-11</i>			
Enrolment : Classes I-V	191.55	647.08	782.07
Enrolment as percentage of age-group population	42.6%	83.9%	96%
<i>Age-group 11-14</i>			
Enrolment : Classes VI-VIII	31.20	159.37	215.80
Enrolment as percentage of age-group population	12.7%	36.9%	46%

Education in Classes I—V is already free in government schools and in schools run by local bodies in all parts of the country. It is also free in Classes VI—VIII in all States except for boys in Orissa, Uttar Pradesh and West Bengal. These States also propose to extend free education for boys up to the VIII Class by the end of the Fifth Plan, provided the necessary funds become available to them. All the States except Manipur, Meghalaya, Nagaland, Sikkim and Tripura have enacted legislations for compulsory education. As for Union Territories, such legislation is available in Delhi, Andaman & Nicobar Islands and Chandigarh.

Introducing 10+2+3 Educational Structure.—On the recommendation of the Education Commission and in accordance with the National Policy on Education (adopted by Parliament in 1968), the Central Advisory Board of Education adopted an unanimous resolution in its meeting in November 1974 recommending the introduction of the 10+2+3 pattern of education all over India during the Fifth Plan period. This resolution followed widespread consultation with several educational bodies

and with other concerned agencies throughout the country and the arrival of a national consensus on this major change. By the end of the year under report this pattern was introduced in 19 States/Union Territories, namely, Assam, Andhra Pradesh, Gujarat, Jammu & Kashmir, Karnataka, Kerala, Maharashtra, Sikkim, Tamilnadu, Tripura, West Bengal, Andaman and Nicobar Islands, Arunachal Pradesh, Chandigarh, Dadra and Nagar Haveli, Delhi, Goa, Daman and Diu, Lakshadweep and Pondicherry; ten more States/Union Territories, namely, Bihar, Haryana, Himachal Pradesh, Madhya Pradesh, Nagaland, Orissa, Punjab, Rajasthan, Uttar Pradesh and Manipur accepted the new pattern and would be implementing it shortly; while the remaining two, namely, Mizoram and Meghalaya, were considering the matter.

Vocationalisation of Higher Secondary Education.—Vocationalisation of education at the +2 stage under the reorganised pattern of school system is an important step for enriching education and making it more meaningful and attuned to the realisation of the national goals. A Centrally sponsored scheme for vocationalisation was accordingly formulated during the year under report. Under it the State Governments would be provided with Central assistance during the Fifth Five-Year Plan period and thereafter the programme would be run on a regular basis as a State scheme. The Centre's role in the scheme is mainly to ensure countrywide acceptance of this new concept and to assist State Governments in establishing the relevance and importance of vocationalisation to our socio-economic needs. Since the necessary pre-requisite for the meaningful introduction of vocationalisation at the +2 stage is the conduct of district-level field surveys to identify the present and emerging employment opportunities and the levels at which these opportunities exist or might arise, it is proposed to conduct vocational surveys of 150 districts in a phased manner during the current Plan period. Out of the districts so surveyed, 40 districts will be selected for the introduction of vocational courses at an average of 16 courses per district. The Central assistance will cover the cost of equipment, teachers' salary and appointment of district vocational education officers.

The National Council of Educational Research and Training and the Central Board of Secondary Education worked out the new scheme of studies for the +2 stage. The NCERT which has been functioning as the Technical Wing of the Ministry of Education was equipped organisationally to play a more effective role in the matter. The Vocationalisation of Education Unit of the NCERT was busy during the year with the preparation of syllabi and instructional materials for this programme. The draft paper on vocationalisation prepared by the NCERT was discussed in a National Conference held on June 5—7, 1976. On the basis of the recommendations of the Conference, the final version of the document, entitled, 'Higher Secondary' Education and Its Vocationalisation' was brought out for wider circulation. An Implementation Committee consisting of ten experts was set up which prepared lists of vocations suitable for introduction. A workshop on district vocational surveys organised in November, 1976 prepared a suitable format for successfully conducting the vocational surveys in the country. This format was made available to the concerned agencies.

The Central Board of Secondary Education, Delhi, took decisive steps to implement the suggestions on vocationalisation, along with remodelling the curriculum of the secondary stage of education. Under the new syllabus, 50 per cent of the total time of the vocational stream will be devoted to vocational and practical work at the +2 stage. The Board during the year was also engaged in collaboration with NCERT in the preparation of the syllabi and courses for the +2 stage including the vocational content.

Reorganisation of Science Teaching Programme at the School Stage.—A pilot programme for the reorganisation and expansion of science teaching at the school stage was started during the Fourth Plan and has been continued during the Fifth Plan with Unicef assistance. The programme comprises supply of science kits and training of teachers. The Unicef assistance covers, besides the price of the kit, the transportation cost up to a specified point in a State, and reimbursement of the cost of training of teachers at three teachers per two primary kits.

The total number of schools covered with Unicef assistance including those covered in 1976 totals about 35,000 which comprise a fraction of the total number of 5,00,000 primary schools in the country. The pilot phase of the scheme has taken off satisfactorily in almost all the States.

Unicef assistance during the Fifth Plan lays emphasis on the primary school stage and the application of science to the children's living conditions. Support for the middle school stage hitherto provided is being gradually phased out; however, assistance for teachers' training at the middle school stage is being continued in the case of those schools who were already supplied with the kits. States that have yet to complete the pilot phase are given the opportunity to do so and assistance is being continued to them both for primary and middle school stages.

Enrichment of science teaching programmes has already been taken up in the schools directly associated with the Centre, namely, those affiliated to the Central Board of Secondary Education, Delhi, or run by the Kendriya Vidyalaya Sangathan. Accounts of the programmes followed by them are given later in this chapter.

Quality Improvement Programme.—The Ministry of Education has also been following two more significant schemes of a pilot nature with Unicef assistance; they are : Primary Education Curriculum Renewal, and Development Activities in Community Education and Participation. The objective of the former is to develop innovative curricula and related instructional materials, techniques, etc., which could meet the educational needs of a large number of children who are likely to remain in school for only a few years or who are not reached at all. The curriculum is to be adjusted to the life-style of the child and to the socio-economic opportunities likely to be available. The objective of the latter project is to develop and test new types of educational activities as feasible means of meeting the minimum educational needs of a large group who are currently partially or totally deprived of any form of education.

Fifteen States/Union Territories have been selected for participation in the two experimental projects : (1) Andhra Pradesh, (2) Bihar, (3) Delhi, (4) Uttar Pradesh, (5) Himachal Pradesh, (6) Rajasthan, (7) Gujarat, (8) Madhya Pradesh, (9) Assam, (10) Mizoram, (11) Orissa, (12) Karnataka, (13) Kerala, (14) Maharashtra and (15) Tamilnadu.

To make these two Unicef-assisted schemes more effective, a new cell, named the Primary Curriculum Development Cell, has been set up in the NCERT, with a Steering Committee to guide and advise the Cell and the concerned departments of the NIE and to monitor the projects concerning the NCERT.

Besides, another project, namely, Children's Media Laboratory, concerning mainly the Central agencies is being followed. Its objective is to develop or discover inexpensive, effective non-formal media of educational and entertainment value for children of 4 to 8 years of age to impart them information, skills and attitudes that would enhance their life opportunities. Preliminary work was undertaken by the Centre for Educational Technology of the NCERT, and Unicef in this behalf.

As indicated in the Report for 1975-76, the work relating to the preparation of new curriculum for the 10-year school under the new pattern of education was taken up. The first phase of the change-over was completed during the period that consisted of preparing the curriculum, holding a national conference to arrive at a consensus, issuing the final curriculum, answering queries from the State education authorities and others and keeping track of the developments in the States and the Council concerning syllabi and textbooks. The Department of School Education of the NCERT is now engaged in the major work relating to the implementation of the new curriculum in the State as well as the Central sector.

Teacher Preparation for the New School System.—The NCERT organised a massive training programme for teachers to prepare them for implementing the new curriculum for the first ten years of school education. 8 states, namely, (1) Haryana,

(2) Rajasthan, (3) Maharashtra, (4) Andhra Pradesh, (5) Tamilnadu, (6) Kerala, (7) Delhi and (8) Assam were assisted in conducting this teacher training programme on a sharing basis at a total cost of Rs. 15,28,875 involving 19,690 teachers. The NCERT also undertook an orientation programme for secondary school teachers and elementary teacher-educators to help implement the 10+2 curriculum in the country. A Correspondence Education Cell was set up in the NCERT to guide the summer school-cum-correspondence courses run by its four regional colleges, each of which is expected to train about 12,000 teachers in its respective region. Besides, correspondence-cum-contact courses for school teachers and teacher-educators of elementary teacher training institutions were developed. The programmes for school teachers aim at upgrading and enriching content, methodology and evaluation techniques with reference to the contents of the new curriculum, while the programme for teacher-educators aims at filling up gaps in the essential knowledge that they might not have acquired in their B.Ed. programmes. The duration of each course is six months for correspondence lessons followed by two weeks of contact.

Educational Technology Programme.—Faced with the problem of huge expansion and the need for improvement of the quality of education, the Government of India launched an educational technology project in 1972-73. This project broadly envisages the stimulation and promotion of an integrated use of mass media and instructional technology at all levels of education. The objective is to bring about qualitative improvement, accelerate the rate of expansion and make instruction more interesting. Implemented with the collaboration of UNDP, the programme involves the setting up and administration of a centre for the development of educational technology under the NCERT and

educational technology cells in the State Departments of Education and an educational technology unit in the Ministry of Education.

Set up in 1972-73 as a separate institution of the NCERT, it undertook during the year quite a few important programmes as indicated in the paragraphs that follow :

Feasibility Studies of Alternative Learning Systems for Education.—One feasibility study was entrusted to Social Work and Research Centre, Tilonia, Rajasthan. Phase I of the project was completed. The report of another feasibility study entrusted to IIT, Kanpur, was also completed.

Multi-Media Package.—The Centre developed a multi-media package consisting of television programmes, radio programmes, activity guides, enrichment materials and tutorials for in-service training of primary teachers in science teaching. It prepared suitable handbooks for teacher monitors as well as booklets of detailed and non-detailed activities. The package was used to train 47,000 teachers during the Satellite Instructional Television Experiment.

An evaluation of the in-service teacher training programmes organised in October, 1975 and July, 1976 during SITE was conducted. Another study to evaluate the impact of SITE on primary school children was carried out in collaboration with Indian Space Research Organisation.

Data Bank and Software Bank.—A survey of equipment available with educational institutions in the country for the production or use of audio-visual aid materials was sponsored. Nursery rhymes, collected in four languages by the Indian Council for Child Welfare on behalf of the Centre were set to music and recorded on tapes. The rhymes were translated into Devanagari and English.

Radio.—A case study on the utilisation of school broadcast programmes in Jaipur was completed. A similar case study is

proposed to be conducted in Jalgaon (Maharashtra) shortly. Work is in progress to locate potential areas where monitoring panels should be set up to monitor children's programmes broadcast from AIR.

Directory of Personnel Working in the Field of Educational Technology.—The directory, information for which is under collection, is expected to be published shortly.

Open School.—A sub-committee was set up to explore the possibility of starting an open school pilot project in Delhi. The sub-committee has recommended that an Open School would be highly suitable and desirable to meet the educational needs of the age-group 14 plus.

National Seminar on Educational Technology.—A seminar on educational technology was held in Mysore in June 1976. On the conclusion of the seminar, the Director, NCERT, appointed a committee to prepare a note on the framework for the development of educational technology in India which has since been prepared.

Educational Technology Cells.—Set up in 11 States, namely, Maharashtra, Rajasthan, Andhra Pradesh, Orissa, Bihar, Karnataka, Madhya Pradesh, Punjab, Gujarat, Tamilnadu and Uttar Pradesh, these cells are expected to foster and promote the development of the programme at the State level. The entire expenditure on the setting up and maintenance of the State cells is being met by the Government of India up to the end of the Fifth Plan or for 5 years whichever is earlier.

SITE Programme.—The Satellite Instructional Television Experiment was launched in the country in August, 1975 for a period of one year. Under this experiment it was possible to telecast programmes to 2,400 villages in six States, namely, Andhra Pradesh, Bihar, Karnataka, Madhya Pradesh, Orissa and Rajasthan. The in-service teachers' training programme which was organised in 1975 was repeated in June, 1976 to train 23,000 teachers for teaching science.

Evaluation of Television Programmes.—To facilitate understanding of the impact of television on education, the Ministry of Education undertook evaluation studies of television programmes broadcast to primary schools under the SITE. These studies are a collaborative effort between the several agencies involved in the planning, production and utilisation of the educational programmes and, therefore, are being carried out by the ET Cells in States and the Upgraha Doordarshan Kendras in Cuttack, Delhi and Hyderabad. The studies are programme-oriented and seek to obtain the reactions to select programmes at two levels, of teachers and pupils, both comprising the new television audience. The studies are designed to provide valuable insights into the educational television process which would help to bring about improvement in the quality of television programming and production and in making it relevant to social and educational needs.

The field work for the study in Orissa and Karnataka was completed and analysis of data was taken in hand. The preparatory work for studies in Rajasthan and Andhra Pradesh was also completed.

The studies in the four States would yield data in respect of about 4 different programmes, involving 800 teachers and over 5,000 children, thus providing a firm and realistic base for the framing of future television policy.

Textbooks Production.—The Government of the Federal Republic of Germany gifted three presses for printing school textbooks. These were set up at Bhubaneswar, Chandigarh and Mysore. The press at Chandigarh started its work in February, 1972, and the Bhubaneswar press started in 1976 and is now fully operative, while the Mysore press is likely to be fully operative by the middle of 1977.

National Council of Educational Research and Training, New Delhi.—The major thrust during the year related to the implementation of the new pattern of education. The approach at the +2 stage and modalities of its implementation were crystallised.

Considerable rethinking was done on the programmes of teacher education, and work on the development of textbooks and other instructional materials was pursued vigorously.

Improvement of Teacher Education.—The Council initiated a number of programmes for the improvement of teacher education in the country. Following a joint session of the members of the concerned committees of the National Council for Teacher Education and the UGC panel on teacher education in January, 1976, a draft approach paper on teacher education was prepared. In this paper an attempt has been made to develop broad outlines for a frame of reference in preparing programmes and curricula based on local requirements and resources for innovating suitable methods, modes and techniques of teaching different groups and for evolving appropriate procedures for evaluation on a continuous and comprehensive basis. The draft was finalised in a national conference held on February 18-19, 1977. Mention has been made earlier of the setting up of a Correspondence Cell and development of correspondence courses. As a further link to this chain, the NCERT has a programme of training in-service teachers through a number of Centres of Continuing Education. It is proposed to start, in all, 100 centres during 1976-77 and 1977-78. These centres are designed to strengthen the programmes already being implemented by the States for teacher training.

Development of Books and other Instructional Materials.—Topmost priority was given to the development of textbooks and other instructional materials like workbooks, teacher guides, etc. required for the implementation of the new curriculum. The Council was working on 99 books in various school subjects for classes I, III, VI, IX and XI to be brought out for the academic year 1977-78. While work was still in progress, manuscripts of 17 textbooks like Physics for Classes IX-X and XI (English), Integrated Science for Class VI (English), Learning Science through Environmental Studies II (English and Hindi), Chemistry for Classes IX-X (English and Hindi), Bal Bharati Part I, English Textbook and Workbook for Class VI, Sanskrit Textbook for Class VI, Mathematics for Class VI (English), Life Sciences

for Classes IX-X (English), Civics—Hamara Nagrik Jeevan for Class VI (Hindi), and First and Second volumes of Work Experience Series, have been finalised.

An offer was made to all State Departments of Education and State Boards of Secondary Education to examine NCERT's manuscripts for adoption or adaptation and subsequent introduction in the schools under their jurisdiction.

Research Activity and Promotion.—The holding of an Educational Research Conference was a notable event of the year. This brought together the principal investigators of the NCERT projects as well as some experts who discussed the reports of the three task forces set up by the Educational Research and Innovations Committee on delineating the areas and problems of research to be taken up on a priority basis. The conference, among other things, recommended that NCERT should take up certain national studies.

The Council continued coordinating and promoting research in education through the Educational Research and Innovations Committee. 19 research proposals proposed both by the departments/units of the NCERT and by outside educational agencies were approved. The total amount released since April, 1976 for research amounted to Rs. 4,67,800.

The following major research studies were completed by the departments/units of the Council :

- (1) Study of the effect of micro-teaching on training time and effectiveness,
- (2) Third Survey of Secondary Teacher Education in India,
- (3) Second Survey of Elementary Teacher Education in India,
- (4) Experimentation and innovations in schools,
- (5) A study of home work in some schools in Delhi,

- (6) Evaluation of the training courses in audio-visual education organised during 1960—72,
- (7) Scientific creativity test, and
- (8) Sample survey of the vocational aspirations of class X students in Delhi.

National Science Exhibition, 1976.—The Council, in collaboration with the Jawaharlal Nehru Memorial Fund, organised the Sixth National Science Exhibition for Children at Teen Murti House, New Delhi, on November 14—23, 1976. The exhibition displayed some important problems like rural technology, man and his environment, man and machines, communication and transport, population and food, nutrition and health, health physics, space science and innovations in the teaching of science and mathematics. Besides schools, some public sector agencies like Birla (BITM), Calcutta, Central Health Education Bureau, New Delhi, Directorate of Audio-Visual Publicity (DAVP), Ministry of Information and Broadcasting, New Delhi Municipal Committee (NDMC), and Indian Council of Agricultural Research (ICAR), participated in the exhibition.

In addition, twenty-two similar science exhibitions were organised in various States/Union Territories.

Journals of the Council.—The Council has been bringing out three journals, namely : (i) Indian Education Review (a quarterly devoted to disseminating educational research), (ii) School Science (quarterly for science teachers), and (iii) Journal of Indian Education (bi-monthly aimed at creating a better interaction with secondary school teachers in educational transformation). During the year, one more, namely, Primary Teacher, a quarterly, was added and its inaugural issue was released by the Prime Minister on Teachers' Day, the 5th September, 1976. Brought out in English and Hindi, it is an exclusive journal for primary school teachers designed to provide a two-way communication between the teachers and the researchers of the NCERT. The States have been requested to consider bringing out its translations in regional languages.

Central Board of Secondary Education, New Delhi.—The Central Board, during the year under report, was engaged in the preparation of the syllabi and courses for the plus 2 stage. The Board's Committee of Courses and expert groups met in a series of group discussions to prepare syllabuses in different subject-areas. An account of the other important activities follows :

New Examination System.—The Board considered the introduction of the semester system in the plus 2 stage. The broad outlines of this system are :

- (a) The assessment of first, second and third semesters may be done internally. The answer books should be preserved by the school, to be made available to the Board for test-checking.
- (b) The Board may send the question-papers to the schools for all the three semesters to ensure uniformity of standard and leave the evaluation to the schools. The question-papers will be based on the course prescribed for the particular semester only.
- (c) For laboratory/practical work, the Board will, however, not supply the papers.
- (d) The Board may conduct an external examination at the end of the fourth semester in the syllabus for that semester and award a certificate which may also mention the grades awarded to the student by the school in the last three semesters.

In uniformity with the grades awarded at university level, the Board decided to adopt the system of school-level grades on a 7-point scale as below, replacing the 5-point scale earlier announced, with effect from the secondary school examination of 1977 :

Grade A	—	Excellent
Grade B	—	Very good
Grade C	—	Good
Grade D	—	Average

Grade E	—	Fair
Grade F	—	Marginal
Grade G	—	Poor

Consequent upon the introduction of the grading system, the Board has also evolved criteria for admission to class XI.

Revision of Courses.—Although the syllabi and courses for the first stage of the new pattern, *i.e.*, classes IX and X, were well received by educational institutions, yet, in the light of some comments received by the Board, syllabuses in history, geography, physics, chemistry, mathematics and life sciences were rationalised and at places pruned to lighten the burden on students.

Revision of Textbooks.—The Board is a central body to which schools in other areas speaking different regional languages are affiliated. To meet their needs, books of science and social sciences in Urdu and Punjabi were made available during the year with the assistance of Chandigarh Administration and Urdu Tarraquie-Board, New Delhi.

For the wide dissemination of the new system of 10+2 pattern, a brochure "10+2+3 A major Change in School Education" was brought out in an edition of 1 lakh copies in collaboration with the Ministry of Education. It was received well by students, teachers, parents and other concerned agencies.

Project Technology Programme.—The Board has been making consistent efforts to improve teaching of sciences and mathematics in its member-schools. The new methodology of teaching sciences with project method is being encouraged by organising workshops in project technology and arranging advance training for science teachers in UK. The second workshop in the series was held at Lawrence School, Lovedale, in July, 1976, with the participation of 30 science teachers of physics, chemistry and life sciences. Under this programme, the schools are encouraged to develop various projects in their classrooms and bring them to the notice of other schools through the quarterly journal, 'CENBOSEC News & Views'.

CBSE-Camet Link.—A project of orienting mathematics teachers in the methodology of teaching in UK in collaboration with Centre for the Advancement of Mathematics in Education and Technology and Centre for Educational Development Overseas, UK, was taken up about 5 years ago. Under this programme three teachers are sent every year to England. So far 12 teachers in 4 batches underwent training and the 5th batch of three teachers was getting training during the year. The material developed by the teachers thus trained was published by the Board under the title, 'Mathematics for Secondary Classes'. The teachers, on return from UK, also assist the Board in conducting orientation programmes for other teachers in the Board's member-schools. During the year, two workshops for orienting about 100 teachers were held at Daly College, Indore, and St. Xavier School, Delhi, with which British experts were also associated.

Sports Meets.—Keeping in view the need for the all-round development of personality of the students the Board launched upon a programme of Sports Meets for the students of its member-schools. During the year, the second National Sports Meet was organised with the participation of about 250 schools.

Kendriya Vidyalaya Sangathan.—The Sangathan continued to make steady progress during the year. A brief account of its activities is given below.

Expansion of Kendriya Vidyalayas.—During 1976-77, 19 Kendriya Vidyalayas were opened, 8 in defence areas, 5 in civil areas, 2 in para-military centres, 3 in campuses of public undertakings and 1 in an institution of higher learning, bringing the total number of Kendriya Vidyalayas to 222. The Sangathan now has 118 vidyalayas in defence areas, 78 in civil areas, 19 in campuses of public undertakings and 7 in institutions of higher learning financed by Government of India. The Sangathan has a Vishesh Kendriya Vidyalaya at Delhi catering to the needs of the students from border areas and a Vidyalaya in Kathmandu for the children of the Government of India employees stationed at Kathmandu, Nepal. The students strength in Kendriya Vidyalayas

increased to 1,69,405 registering a 16 per cent increase over the previous year.

Performance in the All-India Higher Secondary Examination.—Of the 5,845 candidates who appeared in the All-India Higher Secondary Examination in 1976 from 114 vidyalayas, 5,563 (95.17 per cent) passed, 51 Kendriya Vidyalayas showed 100 per cent pass, and 12 Kendriya Vidyalaya students were placed in the merit list. 200 students were placed in 1st division and 3,044 in second division. The number of distinctions obtained was 2,269.

In-service Training.—The 10+2 pattern of education was introduced in Kendriya Vidyalayas from 1975-76. The staff of the Sangathan and the Vidyalayas actively helped in the formulation of the textbooks for classes IX and X in the new syllabus. Orientation training in summer institutes was given to 175 teachers each in physics, chemistry, biology and mathematics. 600 teachers were trained in the teaching of life sciences. Besides 100 teachers were trained in work experience in the Technical Teachers' Training Institutes, Madras and Chandigarh.

Work Experience.—Work experience was already a part of the syllabus of the Kendriya Vidyalayas in classes VI to VIII. It was introduced in classes IX and X from 1975-76 in accordance with the revised pattern of education. Work experience is now taught with emphasis on productivity, competition and profitability. Assembling of electrical appliances, sewing and needle work as well as manufacturing of stationery articles, furniture items and preparation of jam and jelly, etc., were covered. The main emphasis was on utilisation of facilities and raw materials locally available to produce quality goods in quantity for being sold in the market at competitive rates, with a small margin of profit which is being deposited regularly in the Students' Sanchayika, i.e., Post Office Savings Bank accounts of every participating student. Sales till October, 1976 were to the tune of Rs. 15 lakhs and profits of over Rs. 1,70,000 were credited to the students' savings accounts.

Student Amenities.—Books and stationery articles required by Kendriya Vidyalaya students were purchased and supplied on cooperative basis in the book store of each vidyalaya. Food in 14 Kendriya Vidyalaya hostels is cheaper, since they get their food articles and other requirements at cheaper rates from fair price shops or from the canteen stores of the sponsoring organisations. Mid-day meals scheme is current in some vidyalayas. The schemes of book banks also was encouraged and further augmented.

Admission and Reservation for Scheduled Castes/Scheduled Tribes.—The Kendriya Vidyalaya Sangathan decided that 15 per cent and 7.5 per cent of fresh admissions in each Kendriya Vidyalaya at the beginning of each academic session would be reserved for children of Scheduled Caste and Scheduled Tribe employees respectively. For this purpose the following relaxations are allowed :

- (i) Relaxation in the qualifying standard for admission ;
- (ii) Admitting a child not qualifying even under relaxed standards to the next lower classes with the parent's consent ; and
- (iii) Relaxing, where necessary, the transferability condition of the parents and admitting children of even non-transferable Scheduled Caste/Scheduled Tribe employees to make up the reserved quota.

Sports and Games.—A Sports Control Board of Kendriya Vidyalayas was formed in September, 1975 to promote sports, games; physical education and organised tournaments at the regional and all-India levels. The Board selected teams for sports competitions and arranged intensive training for participation in all the regional and national meets. Scholarships were given to a few promising sportsmen. Part of the expenses of the Board is met by the contribution from the pupil's fund of the participating schools.

Some Significant Achievements.—The Kendriya Vidyalaya students were able to make a noteworthy mark in the international and national competitions. In the international painting contest, 'Save Venice Campaign' organised by UNESCO in September, 1976 for students below the age of 14, a student of class VII of Kendriya Vidyalaya, Ramakrishnapuram, (Sector IV), New Delhi, was adjudged the best by a national jury. Three students of Kendriya Vidyalaya, Golconda, were awarded diploma by the international jury for III International Art Contest conducted by Pioneer Skaya Pravda of USSR.

In the National Science Talent Search Examination, 1976, conducted by the NCERT on all-India basis, out of 353 awards, 61 were won by Kendriya Vidyalaya students, from 36 Kendriya Vidyalayas. Another 9 students, out of 47, are on the waiting list. Scholarships were awarded to students to pursue higher studies in mathematics or basic science as a main subject. In the Junior Science Talent Search Examination, 1976, conducted by the Director of Education, Delhi, out of 100 scholarships, 6 were won by the KV students.

Central Tibetan Schools Administration.—The students studying in the schools run by the Administration number 8,170 out of which 1,281 are residential students and 6,889 are day-scholars. The residential students include 558 India-born Tibetan children. In residential schools, board and lodging, bedding and clothing, daily necessities and medical facilities are provided free to such students as are orphan, or as came to India as refugees. Mid-day meals and free textbooks and stationery are also provided to all students.

Bal Bhavan Society, Delhi.—During the year, five exhibitions, including one on science, and twenty-six workshops for parents/teachers in science, clay-modelling, graphics, collage, puppet-making, painting, paper-pasting, batik, card-board work and masks were organised. In the workshops, 853 teachers participated, including instructors from various Jawahar Bal Bhavans.

Besides, 16 week-end workshops were also conducted attended by local teachers. A series of lectures on 'Art Appreciation' and 'Our Needs' were also arranged for them.

One of the Bal Bhavan's specially satisfying programmes was their experiment involving 55 schools where they tried out a new methodology for teaching, in an effective manner, certain primary school subjects.

More than 30,000 children participated in 'Bal Din' and two seasonal festivals and cultural programmes on 'Independence Day'.

The Repertory Group of Bal Bhavan gave 19 performances of plays for children, conducted a nation-wide singing programme for 32,000 school children and conducted a teachers' training programme in music, creative drama and dance.

An interesting innovation was a visit of the Bal Bhavan training team to Bangalore to conduct a training programme there instead of holding it at Delhi as was done in the past; 123 teachers participated in the programme, two exhibitions and five performances by the Repertory Theatre for children were held. Another teachers' training workshop was held at Bal Bhavan, Delhi, in which 29 teachers of Municipal Corporation primary schools participated.

National Foundation For Teachers' Welfare.—The Foundation was set up by the Government of India in 1962 with the object of providing financial assistance to teachers and/or their dependents in distress. As in previous years, voluntary contributions were collected on the "Teachers' day", the 5th September, 1976, throughout the country. Functions to honour teachers were also held.

Collections during the year totalled about Rs. 35.94 lakhs. Of this, 80 per cent were released to States and Union Territories. A total sum of Rs. 2.97 crore has so far been released to 29 State and Union Territory Working Committees. The Foundation has built up a corpus of about Rs. 3.32 crores.

National Awards For Teachers.—The scheme of National Awards for Teachers was started in 1958-59 with the object of raising the prestige of school teachers and giving public recognition. In 1967-68 its scope was enlarged to cover teachers of Sanskrit Pathshalas, tols, etc. From 1976, it was further extended to cover Arabic/Persian teachers. Each award carries with it a cash award of Rs. 1,000 and a certificate of merit. The awards are given away by the President of India at a special function in New Delhi every year, when the awardee-teachers are invited to Delhi and treated as guests of the Government of India. For 1976 awards, 90 primary and secondary school teachers, 6 Sanskrit teachers and 2 Arabic/Persian teachers were selected.

Educational Concessions for Children of Officers and Men of the Armed Forces Killed or Disabled.—Following the Indo-Pakistan conflict of December, 1971, the Central Government proposed to the State Governments to give the following educational concessions to the children of defence personnel and para-military forces, killed or permanently disabled during the hostilities for their studies up to the first degree level :

- (a) Complete exemption from tuition and other fees levied by educational institutions concerned as well as charges levied for school bus maintained by the school and actual fares for railway pass for students or bus fare certified by head of institutions ;
- (b) Grants to meet hostel charges in full for those studying in boarding schools and colleges ;
- (c) Full cost of books and stationery ; and
- (d) Full cost of uniform, where this is compulsory.

Most of the State Governments/Union Territories agreed to the proposal and announced educational concessions more or less on the above lines for such children studying in educational institutions under their control. These concessions are being continued.

The Central Government give these concessions to the entitled children studying in Central Government institutions and some private institutions not recognised by any State Government. This facility was extended to children of defence personnel and paramilitary forces killed or disabled during the 1962 and 1965 wars.

Hostel Subsidy to Central Government Employees.—On the recommendations of Third Pay Commission relating to educational facilities and allowances, orders were issued that hostel subsidy would be payable to all permanent and quasi-permanent Central Government employees and such temporary employees as have put in not less than one year's service, belonging to groups A, B, C and D (without any upper pay-limit), who, on account of their transfer, are obliged to keep their children in the hostel of a residential school away from the station at which they are posted and/or are residing. The hostel subsidy is admissible at a uniform rate of Rs. 60 per month per child.

Nehru Bal Pustakalaya.—This scheme seeks to provide supplementary reading material to children with national integration as the main aim. Each title is brought out in all the principal regional languages with uniform format, price, etc. It is implemented by the National Book Trust with a grant of Re. 1 per copy brought out by it. Generally, 1,00,000 copies of each title are published. The Trust brought out 32 original titles and 267 translations by the end of the Fourth Plan. Till the end of 1976-77, 42 original titles and 405 translations were published including 2 original titles and their translations in 12 Indian languages.

Women's Education.—The disparity between the education of boys and girls still persists in spite of vast expansion of facilities for women's education since independence. There has, however, been significant expansion in the education of girls during the

last 25 years, as will be evident from the following enrolment figures :

	(In Lakhs)	
	1950-51	1975-76
Girls' enrolment in Classes I—V (Age-group 6—11)	52.71	251.55
Percentage to total enrolment	27.52%	38.87%
Girls' enrolment in Classes VI— VIII (Age-group 11—14)	6.04	50.40
Percentage to total enrolment.	19.36%	31.62%

A National Committee on Women's Education was set up in 1959 to study the problem in depth and suggest suitable measures to bridge the gap between education of boys and girls. Following its recommendations, a National Council for Women's Education was set up in 1959. It makes suggestions about the policies, programmes, targets and priorities for the expansion and improvement of the education of girls and women at all levels. They are kept in view by the Government while formulating policies on education.

The National Council for Women's Education in its meeting held on 18th March, 1975, considered the recommendations made by the Committee on the Status of Women in India in so far as education is concerned. The Council generally endorsed the recommendations made by the Committee. It, however, did not accept the recommendations of the Committee to the effect that at the university level co-education should be the general policy and opening of new colleges exclusively for girls should be discouraged. The Council felt that the implementation of this recommendation of the Committee might adversely affect the progress

of women's education. The recommendations made by the National Council were sent to all State Governments and Union Territory Administrations for taking necessary action.

Maintenance of Junior Division NCC Troops in Public Residential and Central Schools.—The Ministry of Education meets 40 per cent of the total expenditure on the maintenance of NCC troops in public, residential and Central schools, the balance being met by the Directorate General of NCC, Ministry of Defence. Entry into junior division NCC is now allowed from class VIII onwards. Following the introduction of the new pattern of education 10+2+3, it was proposed not to raise senior division NCC in schools.

CHAPTER TWO

HIGHER EDUCATION AND RESEARCH

Maintenance and determination of standards in higher education has been a special responsibility of the Central Government. While this responsibility for the whole country is discharged mainly through the University Grants Commission, a number of educational and research institutions in the field of higher education have come into being under Central auspices through the years of independence : they are : (i) Central Universities, *viz.*, Aligarh Muslim University, Banaras Hindu University, Jawaharlal Nehru University, University of Delhi, Visva-Bharati, North-Eastern Hill University and University of Hyderabad; (ii) National Staff College for Educational Planners and Administrators, New Delhi ; (iii) Indian Institute of Advanced Study, Simla ; (iv) Shastri Indo-Canadian Institute, New Delhi ; (v) Indian Council of Social Science Research, New Delhi, and (vi) Indian Council of Historical Research, New Delhi. Besides the Ministry of Education follows a number of schemes in this field, particularly relating to academic collaboration between India and other countries. A brief account of the activities of these institutions and programmes is given in this chapter.

A. UNIVERSITY GRANTS COMMISSION

The main emphasis of the UGC programmes in the Fifth Five-Year Plan is on consolidation, flexibility and social justice. Towards this end, efforts were continued, during the year, for the strengthening and proper orientation of the existing departments of universities, making the existing colleges viable to raise their academic standards and regulating the growth of enrolment in formal and full-time education particularly at the undergraduate level.

Institutions.—There were 102 universities and 9 institutions deemed to be universities under Section 3 of the UGC Act, during 1975-76; the corresponding numbers in February, 1977 were 105 and 10 respectively. There were restraints on the part of State Governments/Universities in giving permission for starting new colleges. The growth rate on an average was 200 colleges per annum during the period 1969-73. As per information available with the Commission, the number of newly started colleges dropped to about 150 in 1973-74, 80 in 1974-75 and it was 120 in 1975-76. There were, in all, 4,508 colleges in 1975-76. Regulation of expansion in the number of colleges helped the existing institutions to have larger enrolments conducive to raising the standards of collegiate education.

Enrolment.—As regards enrolment, the growth rate in universities and colleges, excluding PUC/intermediate/pre-professional/pre-medical which was about 14 per cent in 1969-70 over the enrolment in the previous year, fell down to 5.9 per cent in 1974-75 and to 2.5 per cent in 1975-76. There were about 24.26 lakh students in universities and colleges in 1975-76. The affiliated colleges account for 84.8 per cent of the total. The percentage of students in affiliated colleges was as high as 89.4 at undergraduate stage, 52.7 at postgraduate stage and 11 at the research level. The decline in growth of enrolment could be attributed to socio-economic development as also to the additional facilities made available for non-formal education through private study and correspondence courses. Enrolment at post-graduate level/stage as a proportion of total enrolment at the university and college level increased from 9.6 per cent in 1973-74 to 9.9 per cent in 1974-75 and dropped to 9.1 per cent in 1975-76.

Assistance for Teaching Programmes.—While enrolments, in general, are being regulated in the interest of maintenance of standards and proper utilisation of the scarce resources, specific measures like the provision of remedial courses and reservation of seats have been adopted to ensure that students belonging to the weaker and under-privileged sections of the society are

not denied access to higher education. The Fifth Plan proposals of the universities and colleges take into account the need for special facilities for backward areas and special efforts towards the removal of regional imbalances. The Commission, for the current Plan period, liberalised the minimum eligibility conditions in respect of enrolment and faculty strength as also the pattern of assistance for colleges located in tribal/backward areas. For the construction of academic buildings by colleges located in such areas, the Commission's contribution is 2/3rd of the approved cost against 50 per cent allowed to other institutions. For student hostels, the Commission's assistance is 75 per cent of approved cost for colleges in backward areas as against 50 per cent for others. All institutions assisted by the Commission towards the construction of hostels for students are now required to reserve 20 per cent of the seats in such hostels for students belonging to scheduled castes and scheduled tribes.

Against the total provision of Rs. 95 to 100 crore for the development of universities, the Commission had invited proposals from the universities/institutions deemed to be universities and postgraduate centres within a ceiling allocation of Rs. 107.25 crore. This does not include the needs of Jawaharlal Nehru University, North Eastern Hill University and Hyderabad University. The development needs of the Indian Institute of Science, Bangalore, and Indian School of Mines, Dhanbad, are being looked after by the budgeted funds for engineering and technology. During 1976-77, the Commission with the help of expert visiting committees completed the assessment of Fifth Plan proposals of the universities and conveyed the approval of the programmes. The State Governments were advised to set up Inter-University Coordination Boards so as to make the use of all available resources and expertise for the coordinated development of the academic programmes of the various universities in each State. The universities were also asked to set up Planning Boards which would be responsible for a continuous review of the implementation of the various academic programmes, preparation of long-term plans and suggesting measures to involve the universities more closely with the problems and needs of the

community. The Commission agreed to provide assistance for the appointment of teaching and technical staff for a period of full five years—up to the end of March, 1981. The universities were requested to make appointments of academic staff through open advertisements on an all-India basis in respect of posts sanctioned by the Commission.

The Commission had been anxious that the recruitment of the additional faculty positions sanctioned to the universities during the Fifth Plan period is made on an all-India basis. The Commission accordingly agreed to provide residential accommodation up to 50 per cent of such faculty positions. Depending upon the availability of funds, the Commission is also eager to provide physical facilities such as residential accommodation for the participants of various faculty improvement programmes like summer institutes, seminars, orientation courses, etc. to ensure greater interaction amongst the universities and other agencies. A Working Group has been appointed to work out the details of visiting faculty complex under which most of the universities may provide accommodation for about 50 visiting faculty members in a complex.

The important steps taken by the Commission towards the development of higher education include special assistance to the centres of advanced study, departments of special assistance, development of colleges, restructuring of courses, implementation of 10+2+3 pattern of education, examination reforms, faculty improvement programmes including organisation of seminars, workshops and refresher courses for teachers, travel grant to teachers, special assistance to teacher education and research, programmes of area studies and research fellowships and improvement of undergraduate education. Steps were also taken towards giving autonomy to selected colleges so that they could experiment with new education process and bring about necessary changes in the courses of study and techniques of teaching and evaluation.

The Commission continued to provide assistance to arts, science and commerce colleges within a ceiling of Rs. 5 lakh

for the improvement of under-graduate education. Assistance to post-graduate colleges for strengthening post-graduate studies is being made at the rate of Rs. 1 to 2 lakh per department. Proposals were also invited from teachers' training colleges, law colleges, institutes of home science, school of social work, etc. at Rs. 1.5 lakh per college as Commission's share.

The Rs. 5 lakh scheme to be implemented by the colleges includes provision for construction of buildings, purchase of books and equipment, workshops, animal house, faculty improvement, including practical training and experience as also orienting courses towards community needs. Both city colleges and colleges in rural areas are being assisted to restructure their courses, provide remedial courses under this programme so as to make them relevant to the needs of students from rural/backward areas and students belonging to the weaker sections of the society. By 1976-77, proposals of about 400 colleges under the scheme were accepted.

It was further agreed that one to two colleges in each district would be identified to work as quality institutions. The colleges which have a viable enrolment, a satisfactory student-teacher ratio and good facilities would be chosen with the help of universities so that such institutions could be developed to take up quality programmes on the principles of diversification, modernisation, etc. Such 'lead colleges' would also help in providing good education to socially under-privileged sections. Additional assistance up to Rs. 3 lakh may be provided to such colleges in addition to the assistance available to them under the Rs. 5 lakh scheme. The Commission proposes to select some 100 colleges under this scheme.

The Commission proposes to select about 50--100 colleges located in backward/rural areas and serving the needs of the weaker sections of the society in the States, in further relaxation of the eligibility conditions. These colleges will be selected in consultation with the State Governments and the universities.

The Commission appointed a standing committee to advise it

on the general policy regarding the introduction of +3 stage by the universities. The Commission also set up joint consultative committees with Indian Medical Council and National Council of Educational Research and Training for studying the implications of the new pattern on professional courses.

A set of guidelines was communicated to universities for restructuring courses of studies at the first degree level with general principles of relevance and flexibility so that they would be related to local needs and environment. With the help of review committees, subject-panels and regional workshops, a process was initiated that would lead to the updating and modernisation of syllabi and courses and the development of teaching/learning processes related to the individual and social needs of students.

Faculty improvement programmes and faculty awards were accorded due priority. The Commission selected about 650 teacher-fellows on all-India basis. In addition, about 323 departments in the universities, IITs, national laboratories, etc. in various disciplines, were identified with the provision of an allocation of up to ten eligible teacher-fellows from affiliated colleges at any given time.

Assistance for Research Programmes.—The Commission has been attaching great importance to research programmes. By 1976-77, over 720 major research schemes and about 1800 minor research schemes were accepted. 147 colleges were provided assistance under COSIP (College Science Improvement Programme) and the proposals of 104 colleges were accepted under COHSIP (College Humanities and Social Sciences Improvement Programme). University leadership projects were accepted in 36 science departments and two departments of humanities and social sciences in the universities. The Commission agreed to provide assistance for the installation of computer at 14 universities.

The Commission agreed to award 23 scholarships for post-graduate studies and 50 junior research fellowships in approved

institutions in specified subjects of relevance to the problems of border/hill areas within the territorial jurisdiction of North-Eastern Hill University, Kashmir University, Garhwal University, Kumaon University and Himachal Pradesh University.

Reservation of Seats for Scheduled Castes/Tribes.—The Commission requested the universities to observe the guidelines issued by the Government of India for the reservation of seats for students belonging to scheduled castes and scheduled tribes. They were also requested to give a concession of 5 per cent marks in the minimum percentage of marks required for admission to any course. The commission advised the universities to provide for reservations for scheduled castes and scheduled tribes for recruitment to the posts of lecturers in the universities and colleges and suggested ways for such reservations. In order that teaching posts may not remain vacant for long periods, it was indicated that such reservations might not be operated on a roster system nor should the reserved posts be carried forward from year to year. Ten per cent of the research fellowships have been reserved for scheduled caste and scheduled tribe candidates. In addition, the Commission instituted 20 senior and 50 junior research fellowships to be awarded annually exclusively to SC/ST candidates.

There has been a steady progress in the implementation of Commission's programme of research fellowships in humanities, social sciences, sciences and engineering and technology. Steps were also taken to establish regional instrumentation centres to help the universities to repair and bring to use their idle equipment and to train technicians to maintain the equipment properly.

Students' Welfare Programmes.—The Commission continued to give assistance towards students' amenities and students' welfare including the provision of hostel accommodation, study centres, non-resident student centres, student aid fund, health centres, and the establishment of book banks. The scheme of book banks was extended to all colleges including professional colleges having enrolment of 100 students and more. Under the book banks

scheme, multiple copies of the text books are provided in all college libraries and they are made available to deserving students on loan during the period of their study. The universities and colleges were also assisted towards establishing a student aid fund so that the poor and needy students might be helped to pay tuition fees and examination fees and meet other needs related to their study. The Vice Chancellors of universities were requested that text books and stationery items should be supplied at controlled rates to all students. They were also requested to ensure the adequate supply of food and other essential consumer items at reasonable prices for students in hostels.

The Commission, with the help of a working group, reviewed the implementation of the various programmes of students' amenities and students' welfare and on its recommendations agreed to liberalise assistance for canteens, establishment of student aid fund, study centres, etc. Assistance is also envisaged for the improvement of living conditions in hostels, *i.e.*, sanitary facilities, proper dining halls, etc. on a 75 : 25 sharing basis. The Commission also agreed to provide assistance to universities/colleges for gymnasias and improvement of play-fields.

Programmes of Cultural Exchange and International Collaboration.—The Commission implements such of the items of the Cultural Exchange Programmes as are assigned to it in terms of the agreements signed between the Government of India and foreign governments. These normally involve exchange of visits by teachers/scholars ranging between 3 and 12 weeks for lecture-cum-study.

During 1975-76, the Commission implemented regular cultural exchange programmes with the Governments of Afghanistan, Bangladesh, Bulgaria, Czechoslovakia, Hungary, Romania, Poland, GDR, FRG, France, USSR, Iran, Yugoslavia, Arab Republic of Egypt and Mongolia. Besides, the Commission also implemented *ad hoc* programmes of bilateral academic exchanges with some more countries. During the year, 70 foreign scholars were received and 88 Indian scholars were sent abroad under

various cultural exchange programmes. These visits have provided an excellent opportunity to the Indian teachers to study the latest developments in various fields abroad. Comprehensive reports received from Indian and foreign scholars have also helped the Commission to formulate effective collaborative programmes between universities and institutions in India and their counterparts in the foreign countries.

On the basis of the experience of the Indian participants and with a view to making the best use of cultural exchanges, the Commission took steps to encourage studies and research in depth on collaborative basis. This has usually taken the form of bilateral academic contacts on a continuing basis between specified departments/universities/institutions after proper identification of areas/disciplines in which cooperation could be profitably permitted to the mutual advantage of both the countries. Such bilateral academic programmes include exchange of teachers/scholars and publication and provision of joint scientific research.

Besides the regular and *ad hoc* Cultural Exchange Programmes, the Commission is also implementing the following programmes involving international collaboration :

- (i) *Indo-British Universities Collaboration Programme.*— Under this programme there is a provision for the development of academic links between selected universities in India and those in UK in pursuance of identified joint research programmes. Such programmes are approved by the implementing agencies, namely, UGC in India and the British Council in UK. The British Council has agreed to provide for the visit of some Indian scholars to UK for collection of source material in connection with their research work. The British Council has also agreed to provide international air fare for 6 leading British academicians for visiting India for a period not exceeding 3-4 weeks.
- (ii) *Indo-US Fellowship Programme.*—Started in 1975-76, it continued in 1976-77. The UGC is required

to offer up to 10 post-graduate fellowships to American scholars for their research work in India. Similarly, the US Government have agreed to provide 6 post-doctoral fellowships of the duration of 10 months each and 3 visitorships of the duration of 13 weeks each for Indian scholars for their research work in the USA.

- (iii) The CSIR have made available 150 man-days to the UGC for the visit of teachers from Indian universities to USA for a period not exceeding 4 weeks each under the Indo-US Exchange of Scientists Programme.
- (iv) *CSIR-CNRS (France) Exchange Programme.*—The CSIR have made available 200 man-days to the UGC for the visit of Indian teachers to France for their research work under an agreement entered into by the CSIR and CNRS (France).

B. CENTRAL UNIVERSITIES

Aligarh Muslim University, Aligarh.—During 1975 and 1976, the University's policies were focussed on six different areas, namely, (1) establishment of discipline, (2) academic improvements, (3) changing attitudes of mind, (4) administrative improvements, (5) developmental projects and (6) students and staff welfare.

Efforts were made to enforce all-round discipline both in the halls of residence and in examination halls. Disciplinary action and action against examination offences had to be taken in a number of cases. The Academic Council adopted a code of conduct for teachers, while a series of developmental projects were planned. Examination results showed a marked improvement.

The University started a Coaching and Guidance Centre in which teachers offered voluntary service. As a result, in 1976, seven AMU graduates entered the IAS and Allied Services (against an occasional single selection in the past), one in the Forest Service, ten in the UP States Electricity Board, a large number in

the Steel Authority of India, Engineering Projects, India, and the Indian Navy. Several students also joined the Central Engineering Service, UP Judicial Service and the like.

The scheme for the establishment of the Sheikh Zayed Institute for Chemical Engineering was completed. The Ministry of Education had approved of a recurring grant of Rs. 8 lakh per annum.

A course in journalism with focus on economic journalism and Urdu journalism was started.

Forty-seven class IV staff were appointed as grade II clerk and about 80 per cent of the teaching posts under the Fifth Plan were advertised.

The functioning of recognised trade unions and associations in the University was put on a very healthy footing.

In 1975 and 1976, with an expenditure of Rs. 3.5 lakh, all Halls and 80 per cent of staff quarters and faculty buildings were attended to. About 70 projects were completed. The water supply complex was brought into action, and a sewage disposal scheme, with a capital outlay of Rs. 35 lakh was nearing completion. The construction of 36 houses for subordinate staff and the, so-called, Duplex quarters—12 in number—was expedited. A sanction for about 25 staff quarters and another for a day—students' home at a cost of Rs. 6 lakh were recently obtained from UGC, while a hostel for 100 girls was completed.

Thrift and Welfare Society, an organisation of great importance came into being.

The University switched over to the 10+2 system in all its three high schools. Class IX is already teaching the up-graded syllabus. A girls' wing was added to the Ahmadi School for the Blind.

A Students' Welfare Store was inaugurated on 17th October 1976 and a new wing of the Book Bank was opened on October 24, 1976 in the Zakir Husain College of Engineering.

Banaras Hindu University, Varanasi.—The year was celebrated as the University Diamond Jubilee Year which commenced on 5th February, 1976. A special appeal for collection of funds for the jubilee celebration received good response, while the UGC sanctioned a generous grant of Rs. 20 lakh for the programme.

Dr. K. L. Shrimali, relinquished charge of the office of the Vice-Chancellor on 31st January, 1977 and his successor Dr. M. L. Dhar joined on 2nd February, 1977.

During 1976-77 enrolment was 12,572 and the strength of teaching staff 1,142.

4 teachers of the University were admitted as **Fellows of the Indian Academy of Sciences** and 40 research schemes/projects were sanctioned to individual teachers by various bodies like the CSIR and UGC.

The Vice-Chancellor attended meeting of the **Development Committee of the International Universities at Paris on September 14--17, 1976.**

The University staged the **37th All-India Inter-Universities Athletic Meet (Men and Women) in December, 1976**, besides providing impetus to various games and sports, inter-faculty and inter-university. 7 sports scholarships were awarded.

Measures relating to teachers' amenities and welfare were strengthened on a priority basis. Book bank programme was accelerated and a larger number of books were made available to students belonging to scheduled castes/tribes and economically weaker sections. Cheaper food to resident and non-resident students and stationery and other consumer articles at reasonable rates were also made available. Special coaching facilities in the Institute of Technology were provided to scheduled caste/tribe students.

University of Delhi, Delhi.—The year 1976 continued to be a year of normal atmosphere in the University which enabled it

to implement more seriously its programmes of research or pre-research courses. A working group to formulate proposals for long-range planning for various activities of the University during the next 10 or 15 years, such as campus improvement, co-operative teaching, status and area research programmes, etc. has been formed.

No new college was established during 1976-77. The number of students on the rolls during the academic year 1976-77 was 1,37,803 as against 1,32,205 in 1975-76. The sanctioned strength of teaching staff is 722.

Quite a few professors including the Vice-Chancellor received awards from national and international academic bodies, in appreciation of their outstanding contribution.

The following seminars, conferences, etc. were organised by the University during the year :

- (i) A Conference on "General Algebra",
- (ii) Two orientation courses on the appreciation of fine arts for higher secondary school teachers,
- (iii) Lecture/seminar/conference on several topics of management studies,
- (iv) A special programme on "Personnel Management" for the Defence Service officers, two programmes for the finance officers in Indian universities and the Third All-India Management Convention,
- (v) A workshop on restructuring of postgraduate courses in Urdu,
- (vi) Seminars on "Operational Research and Its Applications" and "Scope of System Methodology in Indian Context", and
- (vii) 37th Conference of the Indian Society of Human Genetics.

The University has been winning the Maulana Abul Kalam Azad Trophy for the last few years. It also won All-India Inter-University Squash-Racket Championship. It was runners-up in quite a few other inter-university tournaments, namely, in chess, wrestling, basketball (women), athletics (men) and cricket. It also organised a number of NSS camps. The University undertook the construction of a sports stadium with UGC assistance.

A number of schemes to benefit the teaching as well as non-teaching staff were implemented. A welfare fund for teachers as well as non-teaching staff on voluntary basis was established. Adequate steps to provide stationery at controlled rates to students were taken and hostel residents were provided substantial relief in their mess charges.

Ten per cent seats are reserved in the hostels of the University and colleges for scheduled caste/tribe students. A large number of additional scholarships and fellowships were also provided. Two zonal libraries were opened, while a few more are proposed to be opened. A library for blind students also came into being. To accommodate more students under Non-Collegiate Women's Education Board, a new centre was opened.

Fresh courses of studies leading to diploma in Hungarian, Bulgarian and Polish languages, diploma in Tibetan language, advanced intensive course in Chinese language, diploma in book-publishing and tourism, and M. Tech. in microwave technology were instituted during the year. Also introduced was M. Phil course in various disciplines. Under the scheme for the improvement of academic competence of the college teachers, 50 teacher fellowships were instituted.

A committee was set up to make recommendations on the reservation of the teaching posts for scheduled caste/tribe candidates.

A major scheme of examination reforms was launched and grading system introduced at postgraduate level and for the law

examinations in 1977, while examination reforms at undergraduate level were under consideration.

A substantial part of the land allotted by the Ministry of Works and Housing for the new building of Dr. Zakir Husain Memorial College was transferred to the Trust. A Campus Planning Committee was engaged in drawing up the detailed plans for the construction programme which is likely to start during 1977-78.

Jawaharlal Nehru University, New Delhi.—The University continued to make steady progress in academic and research programmes. The number of students on its rolls including new admissions was 2,713 and the teaching staff 232. 910 students were declared eligible for the award of various degrees. Diplomas/certificates in various languages were awarded to 197.

New programmes instituted during the year were :

- (i) M. Phil programme in Computer and Systems Sciences,
- (ii) Two-year M.Sc. programme in Environmental Sciences with specialisations in bio-sciences, earth sciences and physical sciences, and
- (iii) Diploma in Mongolian language.

Faculty members as before delivered lectures and participated in a number of seminars/conferences of national and international importance and recognition. The School of Languages provided interpreters and translators to various government and private agencies.

26 Sports and cultural clubs were set up. The School of National Science (SNS) League undertook various useful programmes.

Additional housing to accommodate 50 faculty members and other officers was added during the period, raising the number of residential units to 200. Additional hostel accommodation for 400 students was provided raising the total hostel seats to

1,200. A student cooperative store was set up. About 40 per cent total intake of students were from the weaker sections of the society including scheduled castes/tribes. Some reservation was made for married students belonging to scheduled castes/tribes in the married students hostel. 10 per cent of the residential units in the campus (Type I & II) were reserved for scheduled caste/tribe employees.

The first Ambedkar Memorial Lectures jointly sponsored by the UGC and the Ambedkar Institute of Social Research and Training were organised by the University in December, 1976.

University of Hyderabad, Hyderabad.—As recommended by the Planning Board and various working groups, the University established the following schools/departments/centres :

(1) School of Mathematics and Computer/Information Centre, (2) School of Environmental Geo-Science, (3) School of Physics, (4) School of Chemistry, (5) School of Humanities, and (6) School of Life Sciences.

Under the School of Humanities, the Departments of English and Philosophy were established. Under the School of Social Sciences, Departments of Economics and History and Centres of Regional Studies and Human Sciences were established.

The University, through a national ideas competition, selected three prize-winning architects for the Master Plan and the first prize-winner architect was entrusted the task of finalising the Master Plan, which was likely to be available by the end of March 1977. Steps were taken to provide 33 KV lines in the campus site from a distance of about 7 Kms. The Andhra Pradesh Electricity Board provided a temporary 11 KV line with transformer for immediate use. The geo-physical survey of the campus was carried out to locate water sources. The Government of Andhra Pradesh sanctioned Rs. 12.5 lakh for providing drinking water. Horticultural operations were intensified and more than 3,000 trees planted in the campus.

A building to temporarily house the four Schools of Physics, Chemistry, Life Sciences and Mathematics costing about Rs. 8 lakh was almost complete. A shed-type building with a floor area of about 10,000 sq. ft. at a cost of Rs. 4 lakh was also nearing completion. Another building costing about Rs. 4 lakh to be used as research laboratory for the present was under construction.

The first batch of M. Phil. students admitted in November/December, 1975 completed their courses and examinations. The second batch of M.A. (English) students (26) were admitted in August, 1976. The University Executive Council decided that from the beginning of the next session (June/July 1977), the classes might be held in the available buildings.

The University purchased books and periodicals worth about Rs. 35 lakh.

During the year, the Finance Officer and the Registrar appointed by the Visitor took over charge. Out of twelve teachers appointed, six professors already joined.

The UGC had appointed a Visiting Committee to assess the requirements of the University during the Fifth Plan period. It visited the University on 24th-25th November, 1976 and made its recommendations.

North-Eastern Hill University, Shillong.—The current enrolment is 488 and the strength of the teaching staff 67. Added during the year were four departments/schools, namely, Department of Sociology and Anthropology, School of Environmental Sciences, Department of Physics and Chemistry, and Department of Educational Research and Studies.

The University initiated action towards restructuring the post-graduate courses giving greater scope for interdisciplinary work and providing greater interaction between its Departments and Schools. The semester system along with grading and continuous internal assessment, was introduced.

With it are affiliated 28 colleges in Meghalaya, Nagaland and Mizoram. Besides, it is designed to serve Arunachal Pradesh. Guidelines for restructuring the undergraduate courses in accordance with the 10+2+3 pattern were issued for adoption.

The Government of Meghalaya gave an area of 1,025 acres near Shillong for the Meghalaya campus, and work on its development started. It has been decided that the College of Agriculture and Veterinary Sciences should be located in Nagaland.

The University organised the following workshops, etc., during the year :

- (i) A workshop of 'Wild-life Studies in Universities',
- (ii) A conference of the principals of the colleges affiliated to the University,
- (iii) A conference of the vice-chancellors of hill universities,
- (iv) A Summer Institute of Applied Linguistics, and
- (v) A programme of national lectures.

Arrangements were made to supply consumer commodities, books and stationery items to students at controlled rates.

Important sports meets during the year were :

- (i) Inter-collegiate tournament in basketball for women, and
- (ii) Inter-collegiate tournament in various games that are played in north-eastern region.

The Students Union has been taking active interest in organising debates, publishing student magazines, organising cultural programmes and in the programmes of NSS and NIS.

Visva-Bharati, Santiniketan.—During 1976-77, the University undertook a few construction programmes such as :

- (1) Kala Bhavana Hostel for 100 students,
- (2) One 'B' type staff quarter,

- (3) Humanities building (1st Phase) structural position, and
- (4) Agronomy building.

The enrolment was 2,903 and the teaching staff strength 353. The University organised the following workshops, etc. :

- (1) A review workshop of the project on 'Curriculum Development in Work-Education'.
- (2) A series of three lectures on technology of teaching in institutions of higher learning, and
- (3) A three-day seminar on education of the under-privileged.

All members of the teaching staff are now enjoying the UGC pay-scales and about half of them are provided with quarters, while all enjoy free medical services. There are seven hostels for boys and 11 for girls. Students are supplied with stationery, etc. at controlled rates. A book bank was set up out of student Aid Fund. Schedule Caste/tribe students get priority in the distribution of awards, stipends and freeships. Health care service is available for the students.

C. INSTITUTIONS DEEMED TO BE UNIVERSITIES

During 1976-77, grants were paid to the following deemed-to-be-university institutions:

- (i) Gurukul Kangri Vishwavidyalaya, Hardwar ; and
- (ii) Gujarat Vidyapith, Ahmedabad.

These institutions are paid grant-in-aid to meet the deficit in their maintenance expenditure and to meet the matching share of the development grants approved by the UGC.

The responsibility for payment of maintenance as well as development grants in respect of two other deemed-to-be-university institutions, namely, Tata Institute of Social Sciences, Bombay,

and Jamia Millia Islamia (Higher Education Section), New Delhi was transferred to the UGC from 1976-77.

In August, 1976, the Gandhigram Rural Institute, Gandhigram, was declared as an institution 'deemed to-be-university' on the recommendations of the UGC.

D. SPECIALISED RESEARCH ORGANISATION

Indian Council of Social Science Research.—The major activities undertaken by the Indian Council of Social Science Research in terms of numbers during 1976-77 are :

1. Fellowships	176
2. Research projects	90
3. Training courses in research methodology	2
4. ICSSR Regional Centres	4
5. Conferences/Seminars/workshops	14
6. Publication grants	52
7. Grants to professional organisations of Social Scientists	12
8. Grant-in-aid to Social Scientists :	
(a) Indians visiting abroad	32
(b) Foreigners visiting India	25
9. Publications brought out	47

A National Register of Social Scientists is under preparation. Revised edition of the Directory of Social Science Research Institutions, Directory of Professional Organisations of Social Scientists, and the Directory of Social Periodicals were prepared on documentation cards. During the year, five new data archives sets were received. 2,500 periodical issues were received as gifts and 1,356 on deposit in the Inter-Library Resources Centre. The surplus copies of the Census of India 1961 reports and the Tariff Commission reports were distributed free to various institutions.

6 volumes of Union Catalogue of Social Science Periodicals and 9 volumes of Union Catalogue of Social Science Serials were published.

Besides the nine social science research institutes which were in receipt of grants-in-aid from the Government of India but now taken over by the Council, it has been decided to cover the following six institutes also under the scheme :

1. Sardar Patel Institute of Economic and Social Research, Ahmedabad
2. G. B. Pant Social Science Research Institute, Allahabad
3. Madras Institute of Development Studies, Madras
4. Indian Institute of Education, Poona
5. Centre for Policy Research, New Delhi
6. Giri Institute of Economic Development and Industrial Relations, Lucknow.

Besides the three Regional Centres earlier set up by the Council at Calcutta, Bombay and Hyderabad, two more Regional Centres were set up at New Delhi and Shillong. In addition to the Regional Centres, it was decided to establish 11 State Centres during the 5th and 6th Plan periods. A start has already been made with the establishment of a State Centre in Jammu and Kashmir.

The Council undertook some new projects on research, publications and seminars. These included the preparation and publication of :

- (a) A series of 5 volumes entitled "Women in a Changing Society" covering the fields of law, politics, social institutions, education and public opinion ;
- (b) A series of monographs entitled "Women in a Developing Economy" being micro studies of identifiable groups of women workers, particularly in the unorganised sector, to focus attention on the impact

of development and modernisation on their roles and status; and

- (c) A series of monographs on "Sources of Data for Research on Women" to review and evaluate both quantitative and qualitative sources to identify information gaps and conceptual ambiguities.

The Council collaborated with the Centre for Studies in Women's Development, Wellesley College, Massachusetts (USA) and the Institute of Development Studies, University of Sussex, in the organisation of an international conference on 'Women' and a study-seminar on 'Role of Women in Rural Development' by deputing eminent social scientists.

Indian Council of Historical Research, New Delhi.—The Council was set up in March, 1972 as an autonomous body to promote objective and scientific writing of history and to sponsor historical research programmes as well as inculcate an informed appreciation of the country's national and cultural heritage.

During 1976-77, the Council completed 12 research projects on various aspects of history, awarded 29 fellowships for research studies in different topics, brought out 14 publications of historical studies, offered financial assistance to 5 professional organisations of historians for organising seminars/symposia/conferences, etc. on subjects of historical significance, completed one survey of the work done in history during the last 25 years to identify emerging trends, published 27 volumes of source materials on various aspects of the freedom movement, and a number of journals, newsletters and other publications. 3 volumes on "Role of State Legislature in Freedom Struggle" were also brought out.

An "Indo-Soviet Symposium" was organised. 700 books and 80 current periodicals were acquired for its documentation-*cum*-Library Centre.

Indian Institute of Advanced Study, Simla.—The Institute was established in 1964-65 as an autonomous and residential institution to provide facilities for talented scholars to pursue advanced research in the humanities and the social sciences as well as in the history and philosophy of the natural sciences and the impact of science on society. The Institute seeks to analyse both traditional and dynamic elements of society. Through the promotion of multi and inter-disciplinary approach, the Institute attempts to relate intellectual endeavours to the full complexity of social values.

The Institute so far published about 80 books which have made an impact on the world of scholarship. Its efforts contributed towards the inner growth of individual disciplines covered by the Institute and promoted meaningful inter-disciplinary developments having considerable social relevance. During 1976-77, the Institute sent 20 books to the press.

During 1976-77, the following seminars were held :

- (a) Alternative Futures : The Framework of Values
- (b) Planning Conference : Ritual Status vs Economic Status in Indian Social System.
- (c) The Concept of Man : Perspectives from the Social Sciences
- (d) Alternatives in Education

With the support and collaboration of the Indian Council of Social Science Research, the Institute completed a 'Social Report on India : 1947—72' and a four-volume inventory on the scheduled tribes of India under the title, "The Tribal Heritage of India". The manuscripts of the Social Report and also the first two volumes of the inventory are in press. The first two phases of the scheme on 'Source Book of Indian and Asian Civilisation' were completed. One monograph based on this work was published. Two monographs and substantial Transactions Volume were in press.

National Staff College for Educational Planners and Administrators, New Delhi.—The National Staff College for Educational Planners and Administrators was set up mainly to improve educational planning and administrative services in the country. Its main objectives are to organise training courses, seminars, workshops and conferences of senior educational officers at the Centre and in the States, to conduct research and studies, to provide, on request, consultancy services, to collaborate with the national and international agencies and to act as a clearing house of information in the field of educational planning and administration.

The programmes undertaken during 1976-77 were as indicated in the paragraphs that follow :

Collaboration with Unesco, Bangkok.—The Staff College decided to host an Advanced Level Regional Workshop on Education for Rural Development. Five countries (Afghanistan, India, Nepal, Indonesia and the Philippines) were to participate in the Regional Workshop scheduled to be organised shortly.

As a part of preparations for the Regional Workshop, the Staff College organised a National Seminar on Education for Rural Development on December 15—20, 1976 and a National Conference on December 21—23, 1976. About 70 experts in the field of education, health, family planning, community development, etc., participated in the National Seminar. The recommendations of the National Seminar were further considered at a National Conference which was attended by 67 senior-level policy-makers from the Departments of Education in the States/ Union Territories.

New Programmes.—Until last year, the main focus of activities of the Staff College was on school education. During the year under review, the Staff College broke new grounds by organising training courses in the field of university and higher education.

Training Programme for Principals of Colleges in Jammu & Kashmir.—This programme in which 10 principals of colleges in Jammu & Kashmir participated, was organised at the request of

the State Govt. at New Delhi on August 2—13, 1976. The course contents were closely related to the day-to-day problems of the principals and their training needs, to acquaint them with current trends and main problems in the field of higher education in India and abroad, to give them a better appreciation of their role as a change-agent and to promote among them an awareness of modern management techniques and their application in the field of educational administration.

Training Programmes in Financial Management for Finance Officers of Universities in India.—The Staff College in collaboration with the University Grants Commission and the Faculty of Management Studies, Delhi University, organised two training programmes in financial management for finance officers of universities in India. The first course in which 23 finance officers of various universities participated was held on May 31—June 11, 1976. The second course was held on July 5—15, 1976 in which 24 finance officers participated. The main foci of the training programme were to enable the participants to appreciate the role of higher education in the socio-economic development of the country, to help them to appreciate the newer role and responsibilities of the financial function in university management and its impact on academic programmes, and to acquaint them with modern management techniques in general and modern financial management in particular.

Seminar of Education Secretaries/DPIs from North Eastern Region.—As a sequel to the three-month training course (January-March, 1976) in educational planning and administration for education officers of the North-Eastern Region (Arunachal Pradesh, Assam, Manipur, Meghalaya, Mizoram, Nagaland, Sikkim and Tripura), the Staff College organised a two-day seminar of the Education Secretaries/DPIs at New Delhi on August 27-28, 1976 to consider some of the important problems common to the region which came up for consideration during the three-month training course. The seminar was attended by 24 persons including Education Secretaries and DPIs, Vice-Chancellors, and

Chairmen, Boards of Secondary Education in the region and representatives of specialised organisations like NCERT, CBSE, Central Building Research Institute, Roorkee, Planning Commission, etc. The main themes considered included, among others, special problems of tribal education and school buildings in the region, introduction of 10+2+3 pattern, strategy for the development of non-formal education, identification of areas of joint or coordinated action in the region, etc.

Orientation Courses in Educational Planning and Administration for DEO's of Haryana and Rajasthan.—The Staff College organised two orientation courses in educational planning and administration for district and other senior education officers of Haryana (October 25 to November 3, 1976) and Rajasthan (November 8—20, 1976). 24 DEO's and other senior education officers participated in the Haryana programme and 26 in the Rajasthan programme. The main focus of both the courses was to acquaint the participants with concepts fundamental to educational planning and modernisation of educational administration with particular reference to the States concerned.

Training Programme in Educational Planning and Administration for the Heads of Secondary and Senior Basic Schools in Lakshadweep.—A short training programme from November 27 to December 2, 1976 for the headmasters of secondary schools and senior Basic schools in Lakshadweep was organised at Kavaratti, it was attended by 12 headmasters. The main objective of the programme was to make the participants aware of the basic concepts and practices of educational planning and administration, to make them better conversant with the financial and administrative rules of the Administration and to help them formulate institutional plans.

In-service Training Courses for Statistical Officers.—A short in-service training course for the statistical officers-in-charge in the Directorates of Education in various States/Union Territories was organised on June 21—26, 1976. The main objectives of the course, in which 26 statistical officers participated, was to

acquaint the participants with the main features of the revised proforma introduced by the Ministry of Education and Social Welfare from this year for the collection of annual educational statistics from the States/Union Territories.

All-India Survey of Educational Administration.—The work on the survey continued during the year. Reports on Andhra Pradesh, Andaman and Nicobar Islands, Arunachal Pradesh, Chandigarh, Dadra and Nagar Haveli, Delhi, Goa, Daman and Diu, Himachal Pradesh, Mizoram and Pondicherry were published. The reports on the remaining States were at different stages of processing.

E. BILATERAL/FOREIGN COLLABORATION PROGRAMMES

Shastri Indo-Canadian Institute, New Delhi.—Nine fellows/language trainees came to India during 1976-77 to conduct research in humanities or to study Indian languages under the Fellowship Programme of the Institute.

Under the Visiting Lectureship Programme of the Institute, which is intended to encourage dialogue between India and Canadian scholars in specialised fields to bring first-hand information about India and to assist in encouraging Indian studies programmes in Canadian universities, one Indian scholar was sent to Canada on a lecture tour during 1976-77.

A group of fifteen teachers/students came to India during 1976-77 for 6 weeks, under the Summer Programme of the Institute.

Indi-USSR Cultural Exchange Programme.—39 Russian teachers were appointed in various Indian universities/institutions during 1976-77 for teaching Russian language and literature.

United States Educational Foundation in India.—The United States Educational Foundation in India is a bi-national body established under an agreement between the Governments of India and the USA, aimed at the promotion of mutual understanding

between the peoples of India and the USA by a wider exchange of knowledge and professional efforts through educational contacts. Under the Foundation's programmes, American scholars and students come to India for research and studies in Indian universities/colleges and Indian scholars visit the USA for research and teaching, etc. 23 American scholars/students came to India during 1976-77 for teaching assignments and post-doctoral and doctoral research under the Foundation's auspices. A number of Indian scholars proceeded to the USA during 1976-77 for teaching and research work in universities and colleges in the USA.

Short-term Group Educational Programmes of US Universities/Colleges.—Under this programme, a number of groups of academics including professors, teachers, educational administrators from USA came to India to acquaint themselves with the latest development in the field of education and understand in depth the life and culture of India, the ultimate object being to dovetail the knowledge obtained on the Indian system of education, life and culture in the courses of study on India being taught in the US schools and colleges. These group programmes are organised in close collaboration and supervision of Indian universities/institutions of higher learning. During 1976-77, ten groups consisting of 20-30 members each, came to India for periods ranging 2-3 months.

Berkeley Professional Studies Programme in India.—Under this programme, the University of California at Berkeley deputed its students for study/internship in professional fields in Indian institutions. During 1976-77, 12 students from Berkeley came for study/internship in fields like medicine, law, engineering, textile designs, etc.

Indo-US Fellowship Programme 1976-77.—This programme was instituted following the constitution of Indo-US Joint Sub-Commission on Education. Under the programme, 10 US academics were awarded fellowships by the Government of India for research in India. Similarly, 10 fellowships were awarded to Indian academics by the Government of the USA for research in USA. The programme is operated by the UGC.

American Institute of Indian Studies.—28 senior fellows and 29 junior fellows came to India to do research work during 1976-77 under the Institute's Fellowship Programme.

The American Institute of Indian Studies was established in India in 1962 to encourage research in India in humanities and social sciences by doctoral and post-doctoral scholars in American universities.

American Studies Research Centre, Hyderabad.—The American Studies Research Centre, Hyderabad, is designed to make available its facilities to scholars and students from neighbouring Asian countries. A decision in principle has been taken to set up the centre subject to certain conditions including the proviso that US-held rupee funds in India are not utilised for the purpose.

F. OTHER ACTIVITIES

Revision of Scales of Pay of the University and College Teachers.—On the recommendations of the University Grants Commission, the Government of India had sanctioned a scheme for the revision of salary scales of teachers in universities and colleges with effect from January 1, 1973.

For implementing the revised scales, the State Governments were offered Central assistance to the extent of 80 per cent of the additional expenditure involved in giving effect to the revised scales. Central assistance for this purpose is available to State Governments from 1-1-1973 to 31-3-1979. The State Governments were given the option to introduce scales of pay different from those adopted by Central Universities after taking local conditions into consideration and also to introduce them from a date later than 1-1-1973.

The Governments of Bihar, Gujarat, Haryana, Himachal Pradesh, Maharashtra, Manipur, Meghalaya, Punjab, Uttar Pradesh and West Bengal have already introduced the revised scales of pay recommended by the Central Government. The State Governments of Andhra Pradesh, Jammu & Kashmir, Orissa, Nagaland and Rajasthan have also issued orders implementing the revised

scales of pay, which are under examination in consultation with the State Governments concerned. Similarly, the proposals made for the introduction of revised scales by the Governments of Assam and Madhya Pradesh are also under consideration. The Governments of Tripura and Tamilnadu have accepted the scheme in principle, but their proposals are still awaited. While the Government of Kerala have been requested to reconsider certain aspects of the modified proposals made by them, the scheme is still under the consideration of the Government of Karnataka.

Special Cell for SC/ST.—In pursuance of the recommendation of the Committee on the Welfare of the Scheduled Castes/Scheduled Tribes, contained in its 42nd Report, a separate cell has been set up in the University Division of the Ministry of Education and Social Welfare (Department of Education) to assist the Liaison Officer, in ensuring proper implementation of government orders on reservations for scheduled castes/scheduled tribes by the University Grants Commission/universities in the matter of appointments and admissions.

Rural Higher Education.—Central grant totalling Rs. 6,42,977.62 was released to the two Rural Institutes at Gandhigram and Coimbatore which are still with the National Council for Rural Higher Education, for meeting the Central share of expenditure during the year ending December, 1976.

698 students from the Rural Institutes took their examinations in various courses under the aegis of the National Council for Rural Higher Education held in April, 1976. Of these, 609 students were declared successful.

UGC Review Committee.—The Committee appointed to review the work of the University Grants Commission continued its work throughout the year and completed its report on 12th February, 1977, on which date it was submitted.

CHAPTER THREE

TECHNICAL EDUCATION

In the field of technical education, the following are the main programmes followed during the Fifth Five-Year Plan: (1) Development of postgraduate studies and research; (2) Establishing linkages between technical institutions and industry; (3) Linking technical education with manpower requirements; (4) Consolidation of existing engineering colleges and polytechnics; (5) Reorganisation of degree and diploma courses; (6) Faculty development through training programmes; (7) Curriculum development; (8) Diversification of courses; and (9) Development of management education.

As before, all these programmes continued to be carried out during the year through the engineering education complex permeating the entire country and consisting of institutes of technology, university departments of engineering and technology, the institutes of management, the specialised institutes of mining, architecture, industrial design and forge and foundry, the regional engineering colleges, the technical teachers' training institutes, other engineering colleges, and polytechnics, including women's polytechnics, a good number of which came into being as a result of planned development.

The year saw a further improvement in the over-all admissions. Against the actual admission of 22,454 into engineering colleges and 44,961 into polytechnics in 1975-76, the actual admissions in 1976-77 were 23,450 and 46,500 respectively. The out-turn of graduates and diploma-holders likewise was 15,500 and 23,500 during the year, against 14,019 and 18,000 respectively during 1975-76. As was advised by the All India Council for Technical Education, the Central Government requested the State Governments to restore the original admissions capacity that

was reached in 1966-67, wherever the demand so justified. Besides restoring the admission level in normal branches of engineering, a number of quality improvement programmes are being introduced especially to meet the demands of the industry. During 1976-77, expenditure in various development programmes of technical education was estimated to be of the order of Rs. 16.78 crore as against the original provision of Rs. 15.58 crore for all technical education programmes.

Consolidation and development of the existing facilities and reorganisation of degree and diploma courses with a view to improving the quality and standard of technical education and to meet the demands of industry by diversification of the courses continued to be the keynote of the activities in 1976-77. A number of programmes were undertaken to improve the quality of teaching by providing teachers with facilities for obtaining higher qualifications or conducting short-term courses in summer institutes or providing training in industry.

Efforts were continued to provide the new orientation to technical education facilities at all levels with an eye on the requirements of technical personnel, in terms of quality and training for industries. The programmes at postgraduate and research levels continued to be improved in consultation with the industry for producing highly specialised technical personnel for research, development and design. It was recommended to the State Governments that the salary scales for teachers in engineering colleges and polytechnics be revised to attract and retain competent faculty for them.

Many well-established institutions have developed expertise for consultation, undertaking research and fostering problem-solving capability relating to industry of their area. The institutions are also collaborating with R&D (research and development) and D (development) Committees set up by the Department of Science and Technology in 17 States to provide assistance and help to the small-scale industry.

Student Amenities.—Book banks are being established in engineering colleges and polytechnics as in other educational institutions. For this purpose, the All India Council for Technical Education recommended that each technical institution should set up a textbook library or a book bank to help poor students who are unable to purchase books from their own resources. For this purpose a provision of Rs. 20,000 per engineering college and Rs. 10,000 per polytechnic was recommended. Necessary action for the establishment of book banks was taken by most of the State Governments. In implementing another part of this programme, it was also suggested to the State Governments that co-operative stores should be established in all institutions to provide stationery and exercise books, etc. to the students at cheaper rates.

All the Central institutions like the Indian Institutes of Technology, Indian Institute of Science, Bangalore, etc. took up the programme and implemented it effectively. Multiple copies of the prescribed books for several courses and more particularly of the costlier books were placed separately in the Institutes' libraries. The students make easy use of these books in the ample study corners of the libraries. The number of such acquisitions has been increasing according to the need. The books are also loaned out to students, especially scheduled caste/tribe students for the duration of the course. Arrangements have been made to enable the students to get stationery items at reasonable rates. A concerted effort is being made to keep down the common expenditure in the students' messes by proper and optimal utilisation of the services of staff. Besides, wastage of materials is kept to the minimum, if not almost eliminated.

In all the Institutes of Technology and the Institute of Science, Bangalore, special coaching classes have been provided to all new scheduled caste/tribe entrants ; besides, they are being given free tuition, free hostel room and a scholarship of Rs. 150 per head per month for undergraduate courses. It may be added here that in regard to admission 20 per cent reservation was already introduced for scheduled caste/tribe entrants.

All India Council For Technical Education.—The All India Council for Technical Education at its meeting held on 21st May, 1976 at New Delhi made the following important recommendations in the field of technical education :—

- (a) *Duration of First Degree Course in Engineering.*—As a sequel to the introduction of the revised pattern of 10+2 education system, there should be a uniform pattern of four-year first degree course in engineering for all engineering colleges and institutions and the entry to this course should be after 12-year schooling.
- (b) *Duration of the Diploma Course in Engineering.*—As a sequel to the introduction of revised pattern of 10+2 education system, the duration of the full-time diploma course be normally three years and the minimum educational qualification for entry to the course be the completion of 10-year schooling.

Special Assistance for the Improvement of Engineering Colleges and Polytechnics.—The All India Council for Technical Education during its 21st meeting held on 22nd April, 1972, while considering the progress of the Fourth Plan schemes in the field of technical education, expressed concern that although the progress of the schemes in the Central sector had been satisfactory, there was a serious shortfall in regard to the scheme of consolidation of technical institutions and quality improvement in the State sector. The matter was examined and the Central Government made a provision of Rs. 1.5 crore to assist engineering colleges and polytechnics for their quality improvement. This provision of Rs. 1.5 crore was expected to be utilised during 1976-77.

Quality Improvement Programme.—Initiated in 1970-71, the programme provides for the improvement of quality and standard of technical education system in India. It aims at the improvement of the quality of technical teachers through programmes on faculty development, curriculum development, preparation of instructional materials, textbooks and laboratory development, etc., implemented through various agencies, like the IITs/IISc, Bangalore, Roorke University, TTTIs, ISTE and Allahabad Polytechnic.

The faculty development programme during 1976-77 envisaged training for 80 fresh teachers for M. Tech. and 100 for Ph.D. degree covering 1200—1400 teachers in the summer institutes and short-term courses for teachers at degree and diploma levels, as in the earlier year. The Curriculum Development Programme envisaged organising 14 groups to develop the curriculum.

Programme of Apprenticeship Training.—The apprentices Act, 1961 provides for the regulation and control of training of apprentices in trade and for matters connected therewith. Previously, the training of graduate engineers and diploma-holders was being arranged by the Ministry of Education under a voluntary scheme known as 'Programme of Apprenticeship Training'. The object is to provide practical training facilities to unemployed engineers and diploma-holders in order to condition them for gainful employment in the industry. The Apprentices Act, 1961, was amended by Apprentices (Amendment) Act, 1973, to provide statutory backing for the training of engineering graduates and diploma-holders.

The training programme in each region is looked after by the directors, boards of apprenticeship training located at Kanpur, Calcutta, Bombay and Madras. The boards are autonomous organisations and fully financed by the Central Government. The Apprentices (Amendment) Act, 1973 came into force from 1st December, 1974 and rules under the Act were notified by the Ministry of Labour on 27th May, 1975, while the Boards started functioning under the Act on 21st July, 1975 when their directors/training officers were designated as authorities under the Act.

The amended Act provides that the cost of stipend shall be borne by the Central Government and the employer in equal shares up to such limit as may be laid down by the Central Government and beyond that limit by the employer alone as against the entire cost of stipend being borne by the Central Government under the voluntary scheme. The minimum stipends per month per head provided under the Act are: (i) Graduate apprentices Rs. 280; (ii) Technician apprentices Rs. 180; (iii) Sandwich course

students from degree institutions Rs. 180 ; and (iv) Sandwich course students from diploma institutions Rs. 150.

The apprenticeship rules framed under the Act also provide for the reservation of training places for the scheduled caste/tribe apprentices.

Fresh stipendiary trainees during 1976-77 were of the order of 12,200, while 13,080 trainees were selected during 1975-76 whose training was due to be completed during the year under report.

Postgraduate Courses and Research Work.—For the development of postgraduate education and research in engineering during the Fifth Five-Year Plan, the Government of India provide 100 per cent Central assistance to State Governments and non-government engineering colleges in the country for buildings, equipment, maintenance, staff and scholarships at the rate of Rs. 400 per month per student to all students. Thirty-eight government and non-government engineering colleges with a total annual intake of 1200 students in various postgraduate courses are receiving such assistance.

Indian Institutes of Technology and Indian Institute of Science, Bangalore.—The five Institutes of Technology at Kharagpur, Bombay, Madras, Kanpur and Delhi and the Indian Institute of Science, Bangalore are autonomous statutory bodies of all-India character accorded with powers to frame their own academic policy, conduct their own examinations and award their own degrees. During the year under report, these Institutes continued to make significant contributions in promoting technological education and research. Apart from the training of scientists, engineers and technologists, these institutes are engaged in research and development activities in areas which are of crucial importance to industrial and economic development. Industrial training, industry-oriented research programmes, consultancy service, and training and placement coordination are some of the factors that give these institutes their distinctive character. The main aim of these institutes is to produce technologists and scientists comparable to the very best in the world with

the watchword, 'Pursuit of excellence'. The Institutes of Technology offer a five-year undergraduate programme leading to bachelor degree in technology in aeronautical, agricultural, civil, chemical, mechanical, electrical, metallurgical, mining, naval, architecture, textile technology, etc. In science discipline they conduct integrated master's degree courses of five years' duration in physics, chemistry and mathematics. The postgraduate study offers two years' course leading to M. Tech. degree in specialised areas in all these disciplines and one-year diploma course in a few selected areas. They also offer Ph.D. in all the branches of engineering, sciences, humanities and social sciences.

At the instance of the Department of Science and Technology, a Committee was set up under the chairmanship of Dr. Y. Nayudamma to identify the areas of excellence in each IIT which could be developed for advanced research in the context of the National Science & Technology Plan. As recommended by the Committee, the Council of IITs approved the setting up of the following centres :

IIT Kharagpur	Cryogenic Engineering
IIT Bombay	Resources Engineering
IIT Madras	Ocean Engineering
IIT Kanpur	Material Science
IIT Delhi	Energy Studies

The centres started working during the year under report.

The student population in the IITs during 1976-77 was :

IIT at	Under-graduate	Post-graduate	Research	Total
1	2	3	4	5
Kharagpur	1689	541	276	2506
Bombay	1292	354	249	1900
Madras	1226	481	353	2060
Kanpur	1160	425	362	1947
Delhi	1120	381	303	1804
TOTAL	6487	2182	1543	10217

A brief account of the important developments in the Institutes during the year is indicated below.

IIT Bombay.—The following new centres/schools/programmes of inter-disciplinary and inter-IIT research were started : (i) materials science and technology ; (ii) energy studies ; (iii) industrial consultancy centre ; (iv) resources engineering ; (v) earth sciences ; and (vi) environmental engineering.

IIT Kanpur.—The following new programmes taken up during the Fifth Plan were continued : (i) bio-engineering and bio-sciences ; (ii) energy studies ; (iii) engineering design ; (iv) environmental engineering ; and (v) laser applications, etc.

IIT Madras.—The following centres were established during the year ; (i) centre for energy research ; (ii) engineering design centre ; (iii) fibre reinforced plastics research centre ; (iv) material science research centre ; (v) regional sophisticated instrumentation centre ; and (vi) centre for ocean engineering.

IIT Kharagpur.—The Institute introduced several new post-graduate and research programmes, *e.g.*, dairy and food engineering, ship-building and construction, coal process engineering and computer engineering. A comprehensive plan for water use and management in the farmer's field in Midnapur district was started and a Jersey bull mother farm for improving the breed of cows in local villages was in the process of being established.

IIT Delhi.—The following new inter-disciplinary schools of research were established : (i) school of energy studies ; (ii) school of materials science and technology ; and (iii) school of systems and management studies.

In addition, an industrial consultancy and liaison centre was established. 20 summer/winter schools or short-term courses were organised by different departments for the benefit of engineers, teachers and researchers of other universities and organisations.

Indian Institute of Science, Bangalore.—With the accumulated experience of 65 years, the Institute has developed capabilities for a three-level functioning: as a centre for learning and research in branches of science and technology which are increasingly interpenetrative and inter-disciplinary ensuring growth of scientific manpower at the higher levels; as a centre for the application of science and technology problems of the country; and as a centre for intellectual renewal and rejuvenation for those who are already active in research, industry and education. Besides offering bachelor of engineering degree in eight branches including aeronautical engineering, chemical engineering, civil engineering, electrical communication engineering, electrical engineering, mechanical engineering, metallurgy and automation, the Institute offers M. Tech. degree in physical engineering, industrial management, molecular biophysics, and digital communication and data processing. It also offers Ph.D. degree in all these branches and in science subjects. A new diploma course in the centre for electronics and design technology was started during the year.

The intake and outturn of students during 1975-76 were :

	Enrolment	Outturn
Research	103	95 Ph.D. 2 M.Sc.
M.E./M. Tech.	212	184
B.E.	81	87
Diploma	33	22
Total	429	390

Regional Engineering Colleges.—The fourteen regional engineering colleges set up in various States are making satisfactory progress with regard to consolidation and development. While all offer first degree courses in civil, mechanical and electrical engineering, some offer architecture, metallurgy, electronics and chemical engineering. Ten of these colleges have since introduced postgraduate courses. Of these, nine are conducting industry-oriented postgraduate courses in specialised fields like design and production of high pressure boilers and accessories, heavy machines for steel plants, transportation engineering, industrial and marine structure, electronic instrumentation, integrated power systems, etc. The fifteenth college established at Silchar (Assam) is expected to start functioning from July, 1977.

As recommended by the All India Council for Technical Education in its meetings in May, 1974 and on 21st May, 1976, an advisory committee, consisting of all concerned interests including the industry and engineering profession, for all these colleges to advise on all policy matters and lay down guidelines for further development was set up during the year.

National Institute for Training in Industrial Engineering, Bombay.—Set up in 1967 with the assistance of UNDP to provide comprehensive training facilities in industrial engineering and allied fields, the Institute conducts a number of short-term courses for industrial executives and a postgraduate diploma course in industrial engineering besides consultancy work. The short-term courses include executive development programmes and unit-based programmes, etc.

The executive development programme courses conducted during the year totalled 64 and the unit-based programme, 12. The Institute admitted 57 students into its two-year residential postgraduate programme in industrial engineering.

National Institute of Foundry and Forge Technology, Ranchi.—The Institute was set up in 1966 with the assistance of UNDP/Unesco to provide facilities for (i) forge education and research in the form of full-time courses, vacation courses

and the like ; (ii) the training of senior executive personnel for foundry industry ; (iii) the training of suitably qualified personnel for industry in the latest production techniques and methods, design and development ; and (iv) conducting applied research in the field of foundry and forge technology.

During the year, the Institute conducted 6 refresher courses benefiting 108 participants from industry, a special course for 13 participants on foundry technology of iron and steel castings and a summer school for engineering college teachers. Twenty-two students were admitted into postgraduate programme and 44 into long-term advance diploma course.

School of Planning and Architecture, New Delhi.—The School is a premier institution established in 1959 with the object of providing facilities for training in rural, urban and regional planning and landscape architecture as also in other allied subjects. It conducts a five-year degree course in architecture and two-year postgraduate diploma courses in urban design, landscape architecture, pre-landscape architecture, and town and country planning. During the year the School admitted 57 students each in the undergraduate course in architecture and in various postgraduate diploma courses. The working of the school is presently being reviewed by a committee appointed by the Government.

Technical Teachers' Training Institute.—The Institutes at Madras, Calcutta, Bhopal and Chandigarh were set up in 1966-67 to (i) provide professional training for teaching engineering and technological subjects ; (ii) provide for instruction and research in branches of engineering and technology and for the advancement of learning and dissemination of knowledge in such branches ; and (iii) arrange for practical training in industries on a cooperative education plan. They run a 12-month course for degree-holders and a 18-month course for diploma-holders, besides organising short-term in-service training courses and curriculum development programmes under Quality Improvement Programme. During the year 194 teachers were admitted into various regular courses. The Institutes produced suitable material for curriculum

development in various fields, besides conducting about 200 short-term courses/workshops with the participation of about 2,000 teachers.

The Madras Institute set up an extension centre in Kerala for curriculum development. It also conducted a degree course, viz., "bachelor of technical education" of Madras University to which 19 polytechnic teachers were admitted.

The Bhopal Institute initiated 'Planned Change Experiment' in Madhya Pradesh and Gujarat. It also organised a country course in 'technician institution building processes and resource utilisation' in collaboration with the Colombo Plan Staff College for Technicians, Singapore, and a conference of senior administrators in the management of the polytechnics in the country.

A review committee appointed by the Government to evaluate the working of the Institutes submitted its report. The Committee *inter alia* observed that the Institutes had made a mark for themselves in the field of technician teacher education in the country.

Indian Institutes of Management.—The three Institutes at Ahmedabad, Bangalore and Calcutta set up respectively in 1961, 1962 and 1972 continued to provide facilities for training in management and improving management practices. Main developments in respect of the Institutes are given in the following paragraphs.

Indian Institute of Management, Calcutta.—The Institute continued to run its postgraduate programme where admission varies from 100 to 124, besides the fellowships programme at doctoral level, an executive development programme (E.D.P's) for public sector and private sector industrial organisations, and an extension programme in functional areas at various centres. It decided to create a centre for management and development studies (CMDS) to monitor and control all research efforts. During the year it shifted to its new campus at Joka (Calcutta).

Indian Institute of Management, Ahmedabad.—In its two-year postgraduate programme an increasing number of students of weaker sections specially from scheduled caste/tribe category and also from rural areas were admitted. The Institute arranged a remedial programme to improve their knowledge in mathematics and English.

The fellowship programme in management, an important contribution to the development of teachers and researchers in management, was strengthened during the year. The Institute initiated a six-month management education programme for the benefit of middle-level practising managers who are not able to spend two years at the Institute and it was well received; half of the participants were from public sector corporations and nationalised banks and other financial institutions.

Entrusted by the Cabinet Secretariat, the Institute also organises training programmes for the personnel engaged in planning, implementation, monitoring and evaluation, etc. of Plan projects in the Centre and States.

Indian Institute of Management, Bangalore.—The Institute continued its progress in its various programmes. Forty-eight students (including three scheduled caste students) completed the postgraduate programme during the year. They have secured permanent placements in various organisations with a salary between Rs. 1100 and Rs. 1950. Out of 103 students offered admission in 1976, 66 (including 14 SC/ST and 7 women) joined the course. Special tutorial sessions were held to improve the academic standard of scheduled caste/tribe students.

Under the fellowship programme, 8 students were enrolled in the first batch in various specialisations. In addition, 12 students from Tamilnadu Government are being trained as teachers.

The Institute conducted 8 management development programmes in which about 140 persons participated. It also conducted 12 organisation-based programmes in which over 280 participated. Another important programme was the programme

on management of sugar industries in Karnataka. This was arranged at the instance of Karnataka Government. At the instance of the Cabinet Secretariat it organises training of personnel engaged in planning and evaluation.

Grants to Non-Government Scientific and Technical Institutions for Development and Improvement.—Under this scheme, grants-in-aid are sanctioned to non-government engineering and technical institutions for their establishment and development of first degree/diploma level education and for various other schemes of technical education such as technical institutions for girls, junior technical schools, etc. Over 100 institutions have been established/developed since the commencement of the scheme during the First Plan period in accordance with the pattern of Central assistance laid down for the purpose. Grants paid to the institutions since the inception of the scheme total over Rs. 10 crore.

Loans for Construction of Students' Hostels in Technical Institutions.—For provision of hostel facilities for students in technical institutions loans are sanctioned both for government and non-government technical institutions to the extent of the cost on 50 per cent of the student population. Loans amounting to Rs. 19.38 crore have so far been sanctioned under the scheme. The non-government institutions represented that the income from hostel fees was too inadequate to repay the loan instalments and the loanees had no other resources to pay off the loan instalments. To ease the difficulties experienced by them, it was decided in 1973 that 50 per cent of the loans already given should be written off and the balance 50 per cent recovered in the remaining number of instalments. 90 non-government institutions have agreed to avail themselves of this offer. It was also decided that the balance of the approved loans would be given to these institutions in the form of 50 per cent grant and 50 per cent loan recoverable in 25 annual instalments.

Till 1975-76, 62,825 hostel seats had been provided through these loans. By the end of the 1976-77, 500 additional hostel seats were to be made available. The provision of Rs. 29 lakh

for 1976-77 included Rs. 10 lakh as loan for government institutions and Rs. 5 lakh as loan and Rs. 14 lakh as grant for non-government institutions.

National Council for Science Education, New Delhi.—On the recommendation of the conference of the working scientists, science educators and other experts in June, 1966, convened by the UGC to provide for a national forum for the improvement and development of education in science and technology in India, the National Council for Science Education was set up as an advisory council in the Ministry of Education and Social Welfare as a joint venture of UGC, NCERT and APTI (Association of Principals of Technical Institutions in India).

The NCSE's programmes during 1976-77 included contribution of Rs. 1.50 lakh to the Organising Committee of the NCST (Department of Science and Technology) for an international symposium on political implications of science and technology in developing countries.

Asian Institute of Technology, Bangkok.—The Asian Institute of Technology, Bangkok, set up in 1967, is an autonomous international postgraduate engineering institute devoted to the cause of advancement of education and research in engineering, science and related fields in Asia. It is governed by an international Board of Trustees whose members come from different Asian countries including India. The members from Australia, Canada, UK and USA serve on the Board in their personal capacities and not as official representatives. On a proposal received from the Institute for India's association with it, it was decided to extend assistance from India in the form of equipment and Indian experts against a total assistance of Rs. 8.50 lakh in the first instance. To fulfil the commitment during 1976-77 a provision of Rs. 1.25 lakh was made.

Foreign Experts and Delegations.—Under the UN Programme of Technical Assistance, the services of foreign experts were obtained for some non-government technical institutions. Initially

the expenditure on local costs was met by the Ministry of Finance (Department of Economic Affairs) and later reimbursed by the Ministry through book adjustment out of the budget provision made for the purpose.

Under Cultural Exchange Programme with various countries, foreign experts come to India and Indian experts go to other countries. They include incoming and outgoing delegations in the field of engineering and technology also, for which separate provisions are made year to year.

International Conference on the Education and Training of Engineers and Technicians.—An international conference on the Education and Training of Engineers and Technicians was organised by Unesco at New Delhi on April 20—26, 1976, in pursuance of resolution 2 : 152 adopted by the General Conference of Unesco at its 18th session. Most facilities and services required in connection with the conference were provided by the Government of India. The Conference was attended by 131 participants from 45 member-States and 30 observers. Inaugurated by the Education Minister of India, the Indian delegation was 30 strong.

The conference endorsed the specific recommendations of the seven commissions appointed to deal with various agenda items and adopted twelve general recommendations, addressed to the Director General of Unesco, covering the entire spectrum of education and training of engineers and higher technicians. The recommendations relate to : (a) Estimation of engineering manpower—both quantitative and qualitative for socio-economic development ; (b) Curricula design and evaluation ; (c) Social and environmental considerations in education and training ; (d) continuing education and relationships with initial education and with employment ; (e) education-industry inter-action in both industrialised and developing countries ; (f) Institution-building, student selection, guidance and motivation ; and (g) Cooperation at international, regional and country levels.

Equivalence of Degrees, Etc.—Two protocols concerning equivalence of certificates, degrees and diplomas awarded by the secondary schools, universities and other educational institutions have been signed with the Hungarian Peoples' Republic and the Socialist Federal Republic of Yugoslavia on 23rd October, 1976, and 12th November, 1976 respectively. A Board of Assessment under the chairmanship of the Chairman of UPSC consider all matters regarding the recognition of the degrees/diplomas, etc. awarded by institutions in India and other countries particularly in the professional and technical fields and also approve equivalence.

CHAPTER FOUR

SCHOLARSHIPS

By way of equalising educational opportunities and providing facilities for higher and specialised education and training to Indian nationals in this country and abroad a number of scholarships programmes are handled by the Ministry of Education, including those offered by other countries. The Ministry also handles quite a few programmes offering scholarships to nationals of other countries on a bilateral basis or otherwise. The programmes can be grouped in three broad categories, namely,

- (a) Scholarships for Indian Students for Study in India
- (b) Scholarships for Indian Students for Study abroad
- (c) Scholarships for Foreign Students for Study in India

A brief account of these programmes is given below.

A : SCHOLARSHIPS FOR INDIAN STUDENTS FOR STUDY IN INDIA

National Scholarships Scheme.—Started in 1961 with the objective of assisting poor but meritorious students to pursue their academic career, the scheme continued to make satisfactory progress from year to year. During 1973-74, 12,000 fresh scholarships were awarded on all India basis. The Sixth Finance Commission in its recommendations took into account the financial requirements of the States for scholarships under educational schemes (including this scheme) and provided requisite funds to them at the same level as reached at the end of 1973-74, as part of the committed expenditure of State Governments. During 1974-75 and 1975-76, the number of fresh scholarships was raised to 15,000. During 1976-77, 17,000 fresh scholarships were awarded.

National Loan Scholarships Scheme.—Started in 1963-64 with the object of providing financial assistance to needy and deserving students to complete their education, the scheme continued to make steady progress from year to year. In 1976-77, 20,000 fresh scholarships were awarded on all-India basis.

Under the rules of the scheme, scholars joining the teaching profession or as combatants in the Armed Forces, after completion of their studies, are not required to repay the loan while they continue to serve in these professions. In their cases the loan is reduced by one-tenth of the original loan for every year of service put in as a teacher/combatant until the entire amount of the loan is written off. This rule also applies to scholars who die or become incapacitated between or after completion of their studies.

On the recommendation of the Sixth Finance Commission, the recovery of loans given to scholars up to 31st March, 1974 will be shared equally between the Central and a State Government. Funds for meeting expenditure towards grants to be given to State Governments for their share of recoveries from scholars have been provided for 1977-78 to the extent of Rs. 22 lakh.

National Scholarships for the Children of Primary and Secondary School Teachers.—Started in 1961 as a token of recognition of the services rendered by school teachers to enable their meritorious children to pursue higher education, this scheme also continued to make valuable progress. In 1973-74, 500 fresh scholarships were awarded. In pursuance of the recommendations of the Sixth Finance Commission the State Governments were provided with funds for its implementation at the level reached at the end of 1973-74. In the first two years following 1973-74 only 500 scholarships (the level reached in 1973-74) were awarded by State Governments from the funds made available to them. In 1976-77, 250 fresh scholarships were awarded over and above the 500 awarded by the State Governments.

National Scholarships at the Secondary Stage for Talented Children from Rural Areas.—Started in 1971-72, the scheme aims to achieve greater equalisation of educational opportunities and to

provide a fillip to the development of rural talent. It also progressed satisfactorily from year to year. As in the schemes indicated earlier, the Sixth Finance Commission also took into account this scheme, while working out the financial requirements of the States for scholarships and provided funds for implementing it at the same level as was reached at the end of 1973-74 as part of the committed expenditure of State Governments. Under it about 10,000 fresh awards (at the rate of 2 scholarships per community development block were awarded each year up to 1976-77). The budgetary provision made for the scheme for 1976-77 represented expenditure over and above the level of expenditure of 1973-74 which had already been provided to the State Governments in pursuance of the recommendations of the Sixth Finance Commission.

Scheme of Scholarships for Students from Non-Hindi-Speaking States for Post-Matriculation Studies in Hindi.—The main object of the scheme is to encourage the study of Hindi in non-Hindi-speaking States and to make available to the Governments of these states suitable personnel to man teaching and other posts where knowledge of Hindi is essential. Under this, scholarships are awarded to students from non-Hindi-speaking States for pursuing post-matriculation studies provided Hindi is studied as one of the subjects in that course. Started in 1955-56, the scheme continued to increase in coverage from year to year. During 1976-77, 2300 fresh scholarships were awarded.

Government of India Scheme of Scholarships in Approved Residential Secondary Schools.—Intended to provide financial assistance to talented children whose parental income is less than Rs. 500 p.m. and therefore are unable to avail themselves of the opportunities of studying in good public/residential schools, 500 scholarships are awarded under the scheme every year to children of 11-12 age-group on the basis of their performance in two examinations, a preliminary examination conducted by the State or Union Territory Governments and an all-India final examination conducted by the Ministry of Education. During 1976-77, it was decided to award 461 scholarships to deserving children

out of which 87 scholars would belong to scheduled castes or scheduled tribes. Altogether 1886 scholars are or will be studying in 68 residential/public schools approved for the purpose of the scheme.

Selected scholars are entitled to full school fees (including board and lodging expenses) and other compulsory charges. Besides this, uniform/clothing, pocket and conveyance allowance are given to those scholars whose parents'/guardians' income is not more than 250 p.m.

3. SCHOLARSHIPS FOR INDIAN STUDENTS FOR STUDY ABROAD

National Scholarships for Study Abroad.—Intended to provide financial assistance to such students of merit as do not have the means to go abroad for further studies, 50 scholarships are earmarked every year under the scheme which are normally available for postgraduate studies leading to Ph.D. degree and post-doctoral research as well as training. A few scholarships are however reserved for undergraduate courses also.

Only those candidates whose parental income from all sources is less than Rs. 1000 per month are eligible for these scholarships. 38 students were selected for award during 1976-77. At present about 170 scholars are studying abroad. Each scholar is entitled to a maintenance allowance at \$ 3000 per annum in the USA and £ 1300 per annum in the UK and \$ 2600 in other countries. Besides, the Government of India also defray tuition fees, other compulsory charges, and cost of books and equipment.

Partial Financial Assistance Scheme.—The scheme provides for the grant of loan towards international passage costs to such academically distinguished students as have obtained admission in foreign universities, institutions, etc. for study in subject-fields which are of national importance to India or for which adequate facilities do not exist in India. Emergency loans to bonafide Indian students are also given by our Missions in the USA, UK and West Germany. During 1976-77, such loans were granted to 12 students.

Scholarships Under Commonwealth Scholarship/Fellowship Plan :

- (a) *Australia* 1977 : 5 nominations were sent.
- (b) *Canada* 1976 : 12 candidates were selected.
- (c) *New Zealand* 1977 : 1 candidate was selected, besides another who were nominated under the **New Zealand Medical Awards Scheme, 1976.**
- (d) *United Kingdom* : Under the 1976-77 Commonwealth Education Fellowship Scheme, 32 candidates were selected, out of whom 31 joined their studies in UK. 19 candidates were nominated under the Short-term Education Fellowship 1976-77 scheme. 24 candidates were selected under the Commonwealth Scholarships 1976 scheme.

Scholarships/Fellowships Offered by Foreign Governments/Organisations/Institutions :

- (a) *Austria* 1976-77 : 5 candidates were selected, against an offer of unspecified number of scholarships.
- (b) *Belgium* 1976-77 : Against an offer of 10 scholarships for postgraduate studies/research, Belgian Government finally accepted 5 candidates from India.
- (c) *Bulgaria* 1976-77 : 5 nominations were sent, against an offer of 3 scholarships.
- (d) *Czechoslovakia* 1976 : 5 candidates were selected.
- (e) *Denmark* 1976-77 : 6 candidates were approved by the Danish authorities, besides 3 for research in adult education.
- (f) *Federal Republic of Germany* : *German Academic Exchange Service Fellowships Scheme, 1977* : 16 nominations were sent.
- (g) *France* 1976-77 : Against an offer of 25 scholarships, 9 candidates left for France. Against another offer

of 6 scholarships for specialised training at IHPA, Paris, 3 selected candidates left for France.

- (h) *GDR 1976-77* : 12 candidates were nominated.
- (i) *Greece 1976-77* : Against an offer of 3 scholarships 3 were approved by Greek authorities. Against another offer of 2 scholarships from the Foreign Ministry of Greece, 2 were finally approved.
- (j) *Italy 1976-77* : 2 candidates were nominated for geothermics course. Another candidate was selected for training in cheese-making. Besides, 2 were approved for course at the ISVE, Italy.
- (k) *Japan 1976-77* : Against the Japanese Government offer of 8 scholarships, 7 scholars left for Japan. Besides, 2 were selected under the Japan Foundation Fellowships scheme.
- (l) *Netherlands 1976-77* : 17 candidates were selected. Besides, against an offer of 4 reciprocal fellowships, 3 scholars left for the Netherlands.
- (m) *Norway 1976-77* : Out of 17 nominations, 5 candidates were awarded fellowships by the Norwegian Government.
- (n) *Poland 1976-77* : Against an offer of 18 scholarships, 5 candidates were selected.
- (o) *Romania 1976-77* : 13 candidates were nominated.
- (p) *Sweden 1976-77* : 2 selected scholars left for Sweden for attending the International Seminar in Physics in the University of Uppsala, Sweden.
- (q) *Turkey 1976* : Against an offer of 4 scholarships, 1 was awarded the scholarship.
- (r) *United Kingdom 1976-77 and 1977-78* : 1 scholar selected under the Agatha Harrison Memorial Fellowship 1976 left for UK. 6 scholars selected under

British Council Scholarships 1976 left for UK. Against an offer of 5 scholarships under the Confederation of British Industry Overseas Scholarships 1976-77, one was accepted who left for UK. 9 nominations were sent against an offer of 5 scholarships for 1977-78. 1 scholar selected under the Nehru Memorial Trust (UK) Scholarship 1973, continued his studies in UK. Against an offer of 9 scholarships on 'global' basis under the Royal Commission Scholarships 1977-78, 3 nominations were sent.

- (s) *United States of America* 1976-77 : 3 scholars left for USA.
- (t) *USSR* 1976-77 : Under the scheme for postgraduate studies/research/higher specialisation, 68 scholarships were offered by the Soviet Government. Out of this, 10 scholarships were allocated for the children of Indian residents in USSR : 46 candidates were recommended against the remaining 58 scholarships, out of which 38 were approved by the USSR authorities. Against the 10 scholarships earmarked for the children of Indian residents in the USSR, 7 were approved for award. Against an offer of 17 scholarships by the Peoples' Friendship University, Moscow, 10 scholars left for Moscow.
- (u) *Yugoslavia* 1976-77 : Against an offer of 3 scholarships, 8 candidates were nominated.

C. SCHOLARSHIPS FOR FOREIGN STUDENTS FOR STUDY IN INDIA

General Cultural Scholarships Scheme.—Under the scheme, 180 scholarships are awarded every year to nationals of Africa, Asia and other countries. It was evolved to promote friendly relations between India and other countries and to provide for the nationals of selected countries all such facilities for higher education as are available in India. During 1976-77, 180

scholars were selected out of whom 151 scholars joined educational institutions in India. Scholarships were awarded in agriculture, engineering and technology, medicine, pharmacy, arts and humanities.

With effect from 1st July, 1976, the rates of maintenance allowance were enhanced from Rs. 350 p.m. to Rs. 400 p.m. at undergraduate level and from Rs. 450 p.m. to Rs. 500 p.m. at postgraduate level ; other allowances were also suitably enhanced.

Scheme of Scholarships and Fellowships for Nationals of Bangladesh.—Under this distinct scheme of assistance to Bangladesh, in operation since 1972-73, the Government of India provide facilities to Bangladesh nationals for study in certain specialised subjects in India. Against the offer of 100 scholarships for 1976-77, 45 scholars joined educational institutions in India, while 15 more were likely to join. Presently there are 195 scholars from Bangladesh in various educational institutions in India in the fields of medicine, engineering, technology, agriculture, fisheries and fine arts. Some were sponsored for specialised courses in institutions like the Indian School of Mines, Dhanbad, the Central Food Technological Research Institute, Mysore, the National School of Drama and Asian Theatre, Delhi, the Film and Television Institute, Poona, the Nctaji Subhas National Institute of ports, Patiala, the Technical Teachers Training Institute, Bhopal and the Indian Statistical Institute, Calcutta. The rates of maintenance and other allowances were raised as in the cases of scholars under the General Cultural Scholarships Scheme. Besides, the scholars who are employed in Bangladesh universities as lecturers and are already working in government or academic establishments are paid scholarships @ Rs. 1,000 p.m. generally and, in some exceptional cases like when they come for advanced research, are paid up to a maximum of Rs. 1250.

Special English Course for Foreign Students.—The Ministry of Education organises a special English course annually for such foreign students as are not sufficiently proficient in English. The

last such course conducted at the Regional Institute of English, Chandigarh from March to June, 1976, was for foreign scholars under General Cultural Scholarships Scheme, 1976-77 and some self-financing foreign students.

Construction of International Students House, Calcutta.—The estimated cost of Rs. 18 lakh for constructing the proposed International Students House, Calcutta is to be shared equally by the Government of India and the Government of West Bengal. Construction work is likely to start as soon as the International Students House Society, Calcutta, which has been entrusted with the task of supervising the work, is able to acquire land for the building.

Scholarships for Foreign Students for Study/Training in India :

- (a) *T.C.S. of Colombo Plan 1976-77.*—127 scholars came to India and joined their studies.
- (b) *SCAAP (Special Commonwealth African Assistance Plan) 1976-77.*—2 scholars came to India and joined their studies.
- (c) *Commonwealth Scholarship/Fellowship Plan 1976-77.*—31 scholars joined their universities/institutions in India.
- (d) *Commonwealth Education Cooperation Plan-Training of Craft Instructors 1976-77.*—One scholar came under the scheme.
- (e) *Reciprocal Scholarship Scheme 1975-77.*—15 scholars came under this scheme and joined their studies.
- (f) *Indo-American Fellowship Plan 1976-77.*—One scholar came and joined the University of Madras.
- (g) *Indo-ARE Cultural Exchange Programme 1976-77.*—6 scholars came under the scheme during the year. Besides, one scholar under the 1975-76 scheme also came this year and joined the Central Food Technological Research Institute, Mysore.

- (h) *Indo-Afghan Cultural Exchange Programme 1976-77.*—7 scholars came and joined their studies.
- (i) *Indo-Belgian Cultural Exchange Programme 1976-77.*—One scholar came and joined the Indian Institute of Technology, Kharagpur.
- (j) *Indo-FRG Cultural Exchange Programme 1976-77.*—6 scholars came and joined their studies.
- (k) *Indo-French Cultural Exchange Programme 1976-77.*—6 scholars came and joined their studies.
- (l) *Indo-GDR Cultural Exchange Programme 1975 — 77.*—One scholar came and joined the Forest Research Institute, Dehra Dun.
- (m) *Indo-Greek Cultural Exchange Programme 1976-77.*—Two scholars came and joined the Banaras Hindu University, Varanasi.
- (n) *Indo-Polish Cultural Exchange Programme 1976-77.*—One scholar came and joined the Vishva-Bharati University, Santiniketan.
- (o) *Indo-Soviet Cultural Exchange Programme 1976-77.*—13 scholars came and joined their studies.

CHAPTER FIVE

BOOK PROMOTION AND COPYRIGHT

Books have several major roles to play. There are school or university-level books which are functional tools specifically adapted to serve an educational purpose. Children's books play an educational role at a crucial formative age. There are books for general reading intended for adults and designed to foster the lifelong process of education. In the Indian context, there is the need to make books available at prices which the reading public in general and students in particular can afford. This need was underlined in the National Policy on Education and has been stressed in various welfare measures. The Ministry has been undertaking several programmes for the production of university-level textbooks and reference books, both of foreign and Indian origin, as well as good general reading material at low prices. The more important activities undertaken in this field during the year is given in this chapter.

National Book Trust, New Delhi.—The Trust was set up in 1957 with the objectives of producing good general reading material at moderate prices and of fostering bookmindedness among the people. The Trust brings out in Indian languages as well as in English, worthwhile reading materials for the general reading public, especially those who did not have the advantage of higher education. Designed to meet the general educational and cultural requirements of the people, the Trust publishes such books as may not be attractive to commercial publishers in well-conceived series, viz., 'India—The Land and People', 'National Biography', 'Popular Science', 'Outstanding Books of the World', 'The World of Today', 'Folklore of India', and 'Young India Library'. It also brings out a number of books of general nature, outside the above series. In addition, the Trust has been bringing out books under special *ad hoc* publishing projects such as various centenary programme publications, etc.

During 1976-77, 22 titles were brought out under the various series, bringing the total to 825.

To foster book-mindedness, the Trust organises regional book exhibitions and fairs, seminars, symposia, workshops and training courses on problems connected with the writing, translation, publication and distribution of books. It also organises National Book Fairs in cooperation with the book industry. Till the end of 1975-76, the Trust held seven National Book Fairs and more than 70 regional book exhibitions, besides two World Book Fairs, in 1972 and 1976, both at Delhi.

During October-November, 1976, four book exhibitions were organised—all in Andhra Pradesh. Some 3,500 selected books in Telugu, Kannada, Tamil, Malayalam, Urdu, Hindi and English published recently were on display. Also organised during the year was the Eighth National Book Fair at Ahmedabad on January 15—24, 1977, in collaboration with the Indian book industry. Over 100 publishers from all over the country participated in the Fair, displayed several lakhs of books and offered their books for sale on special discounts. A number of State Governments and some public-sector publishing agencies also participated in the Fair whose special feature was the display of nearly 4,000 selected books published in the country since January 1975 in a separate section, named the 'National Exhibit'. There were also separate sections of children's books and paper-backs. Synchronising with the Fair, the Trust organised (i) a seminar on 'Gujarati Publishing in the Next Decade', (ii) a symposium on 'The book I would like to write', and (iii) a workshop for illustrators of children's books.

In collaboration with the Akhil Bhartiya Hindi Prakashak Sangh, a three-day seminar on 'Hindi Publishing in the Coming Decade' was organised on May 18—20, 1976 at the India International Centre, New Delhi. About 50 well-known authors and publishers in Hindi participated in it, where papers on some vital problems facing contemporary Hindi publishing in the perspective of the coming decade were presented for discussion.

The Trust has continued to implement other schemes like *Aadan-Pradan*, subsidised publication of university-level books in English by Indian authors, science textbook programme, etc.

(a) *Aadan-Pradan*.—Initiated in 1969 to foster national integration and to build up a core of common books for the appreciation of Indian culture as a whole and to enable the readers in one linguistic region to understand and appreciate the way of life and creative works of other regions, the scheme is designed to bring out translated versions of up to ten representative and well-known books in each language in every other Indian language mentioned in the Eighth Schedule of the Constitution. During 1976-77, the Trust brought out 40 such books and about 20 more titles were in various stages of production. About 305 titles including translations have so far been brought out under the series.

(b) *Scheme of Subsidised Publication of University-Level Books in English by Indian Authors*.—To subsidise the production of good university-level books in English by Indian authors at reasonable prices and to encourage Indian authorship, the scheme has been in operation since 1970. It covers original books, published works as well as adaptations of foreign books by Indian authors. During 1976-77 the publication of 21 titles was subsidised, bringing the total of books so far brought out under the programme to 142.

(c) *Science Textbook Programme*.—Subsidised with the USAID funds, the Trust, since 1971-72, has been implementing this programme of publishing science and technology titles in English of Indian authorship and translations of American and Indian titles in regional languages. During 1976-77, 200 titles were subsidised, bringing the total number of books brought out under the scheme to 320.

Low-Priced Editions of Standard University-Level Educational Material Originating Abroad.—The Government of India entered into collaboration agreements with the Governments of the UK, the USA and the USSR in 1960, 1961 and 1965 respectively,

to make available standard university-level books originating in these countries to Indian students at such a price as would be within their easy reach, thus enabling them to keep themselves aware of developments in the advanced countries. Under the UK scheme (known as the English Language Book Society Series) and the Joint Indo-Soviet Textbook Programme, low-priced editions of selected titles, are reproduced in the UK and the USSR respectively, and marketed in India through normal commercial channels. Under the Joint Indo-American Standard Works Programme, the books are reprinted in India by Indian publishers with a subsidy from the PL 480 funds and sold at about one-fifth of the US retail price. Since 1970-71 under Indo-Soviet Textbook Programme, a few Indian scholars are being deputed each year to the USSR for 10-month training in translation techniques so as to increase facilities for bringing out translated editions of more Soviet books in English and Indian languages. So far about 25 Indian scholars have been deputed to receive the training.

The books under the three programmes are approved by the Government of India in consultation with expert agencies. The titles are normally evaluated from the point of view of their suitability and usefulness to students. As a general rule, if equally good books of Indian authorship are available, the foreign titles are not recommended for publication. Efforts are made to ensure that only the latest editions of the approved titles are republished. The titles so far brought out under the programmes number 640 British, 1,460 American and 230 Soviet books.

The Indo-Soviet Textbook Board which was set up in 1965 with the Union Education Secretary as chairman and 5 members each from Indian and Soviet sides, to lay down the broad policy for the implementation of the Programme, held its ninth meeting in Moscow in December, 1976. At this meeting, the Soviet side agreed, *inter alia*, to consider for publication, under the Joint Indo-Soviet Textbook Programme, books translated by Indian scholars trained in translation techniques, with scholarship provided by the Government of India. The Soviet side also accepted,

2 M of ESW/77—7

in principle, the offer of the Indian side to provide facilities for printing, in India on a commercial basis, of books which they wish to bring out under their programme of publication of their textbooks in Indian regional languages.

Procurement of Translation Rights.—As part of their programmes to produce university-level books in Indian languages, the State Governments have been bringing out translations into Indian languages of suitable foreign books. To facilitate the work of obtaining translation rights from foreign copyright-owners in regard to books selected by the State Governments and to provide coordination, the copyright licences are negotiated Centrally on behalf of the State Governments. During 1976-77, 32 contracts for translation rights were executed, bringing the total to 1395 contracts with the American and British publishers.

Import Policy for Books.—The import policy for books, journals, magazines, children's literature and other educational material is laid down by the Chief Controller of Imports and Exports in consultation with this Ministry.

The main features of the import policy are that individuals can import scientific and technical books for their own use up to the value of Rs. 1000 per year without an import licence; they can also import other books up to the value of Rs. 400 in each case against licences. Libraries and educational institutions can import scientific and technical books up to the value of Rs. 20,000 per year for their own use without a licence; for requirements exceeding Rs. 20,000 they can obtain import licences for the import of such books.

The established importers are allowed quota licences for import of books, non-technical journals, news magazines, etc. up to 100 per cent of their basic quota. They are also allowed supplementary licence at 250 per cent of their basic quota for import of educational, scientific and technical books. The quota and supplementary licences are made valid for import of scientific and technical journals on request. New-comers to the import

trade of books who had been in the internal trade of books for a minimum period of one full year and had an annual internal purchase turnover of Rs. 1 lakh are allowed import licences for import of educational, scientific and technical books up to the value of Rs. 4 lakh, depending upto the number of years that they have been in the internal trade and their annual internal purchase turnover. The State Trading Corporation which had, for the first time, taken up the import of scientific and technical journals in 1973-74 is assisting universities and other institutions of higher learning in arranging imports of such journals for their use. It not only plans to extend its services to cover a larger number of such institutions but also to undertake the import of low-discount books and such other books that the universities and similar institutions find it difficult to obtain through normal trade channels.

The policy for import of books was liberalised to ensure adequate supplies of educational, scientific and technical books in the face of general rise in prices of books, freight, insurance charges and the exchange rate. Such established importers and those holding new-comer licences for import of books as utilise their existing licences in full and in the prescribed manner are allowed additional licences to the extent required for the import of purely educational, scientific and technical books. Import of filmstrips with pre-recorded cassettes of an educational nature is also allowed against quota and supplementary licences for books against specific orders.

Established importers of books who have utilised their available entitlements for imports of microfiches in the prescribed manner, and who are not able to meet the needs of libraries, and educational and other research institutions are allowed to import microfiches to the extent required by them for supply to such institutions against their supplementary licences for books subject to certain conditions. On specific requests, new-comer licences are also endorsed for import of microfiches to meet the requirements of libraries and educational and other research institutions to the extent required for supply to such institutions subject to certain conditions.

Teaching aids including microfilms, filmstrips and microfiches are also allowed import up to 10 per cent of the value of quota licence for books. Import of more than 5000 copies of a single book during one licensing period by any established importer of books or holder of a new-comer licence for books is not permitted without specific permission of the Ministry of Education. This step has been taken to encourage indigenous production in cases where foreign books are in large demand. To ensure that imported material does not impede the development of indigenous books, the importers are exhorted not to import books of which Indian reprints are available.

Promotional Activities for Book Export.—India, one of the leading publishing countries in the world, has a growing potential for exporting books not only to established markets like the UK and the USA but to new markets in South-East, West Asia and Africa.

During 1976-77, arrangements were made to participate in the International Children's Book Fair, Bologna (Italy) in April 1976, 76th Annual Convention of the American Booksellers' Associations, an exhibition of books held in Chicago on June 6—9, 1976, book exhibition held in Mexico on the occasion of the International Congress on Human Sciences, Asia and Africa, on August 3—8, 1976, festival of books held in Singapore on August 26 to September 5, 1976, International Book Fair held in Frankfurt on September 16—21, 1976 and International Children's Book Exhibition in Ankara on November 8—14, 1976. Special exhibitions of Indian books were arranged in Basra (April 20—26, 1976), London (October 7—15, 1976) and Jakarta (November, 1976) with the assistance of the Indian Missions there. Books were sent for display in the Children's Books International, Boston (May 2—30, 1976), Exhibition of Best Designed Books, Leipzig (September 5—26, 1976) and Indian Trade Exhibition in Suva, Fiji (November 1976). Arrangements were also made to participate in the International Book Fair held in Cairo from January 26 to

February 6, 1977, the Indian Engineering Exhibition, Singapore (January 26—31, 1977), Book Expo in Kuala Lumpur (February 1977) and Indian Trade Exhibition at Kuala Lumpur in March, 1977. Arrangements were also being made to organise book exhibitions in Thailand and Hongkong in February, 1977. Besides, books were sent for presentation to the Government of Liberia (West Africa).

The Ministry continued to obtain market survey reports through the Indian Missions abroad which were circulated among various publishers and book-exporters. The Federation of Publishers and Booksellers Associations in India was assisted in the publication of a quarterly journal entitled, 'Books from India' for circulation abroad. A revised edition of the brochure 'Indian Books—How to Get Them' was brought out with the assistance of the National Book Trust and mailed to about 500 importers abroad.

Raja Rammohun Roy National Educational Resource Centre.—The Raja Rammohun Roy National Educational Resources Centre was set up in July 1972 to promote writing and production of indigenous university-level books. It aims at serving authors and publishers of university-level books as well as research workers, in the field of book production by way of intensive and extensive reference work and documentation services. It also serves university teachers and students. Its activities during the year are indicated below.

Maintenance of a Reference Library of University-Level Books.—The Centre maintains a Textbook Reference Library, primarily for the use of authors and publishers of university-level books. The library has a large selection of books by Indian authors in many disciplines in English and the regional languages of the country, as well as books published under the three collaboration programmes with UK, USA and USSR.

Exhibitions of University-Level Books.—The Centre organises, from time to time, exhibitions at university centres to bring

to the notice of students and teachers the advantages of university-level books published in the country. The number of such exhibitions during the year was 4 at the Universities of Gauhati, Jabalpur, Magadh and Dibrugarh.

Evaluation of University-Level Books.—The Centre also arranges evaluation by subject experts of selected books in different disciplines to assess their suitability for use in various universities, etc. so that they could be increasingly used instead of foreign or imported books. During the year 175 English, Hindi as well as regional language books were evaluated and 127 books were adjudged suitable for use.

Documentation and Statistical Analysis of Imported Documents.—To identify the areas where India is still largely dependent on foreign books and to ascertain the types of books and other literature being imported into India, a project for analysing the indents/invoices of imported books was undertaken by the Centre. In the first instance an analysis was undertaken of titles of which 200 or more copies were imported, by 10 large importers during 1975-76. The ultimate object of this project is to find out areas where books are being imported into India in large quantities so that measures could be taken to encourage Indian authorship and publishing in those fields or alternatively possibilities of re-printing those books in India could be explored.

National Catalogue of University-Level Books.—The Centre has been entrusted with the responsibility of keeping the 'National Catalogue of University-Level Books', brought out earlier by the Federation of Publishers and Booksellers Associations in India with financial assistance from this Ministry. The Centre brought out 3 combined issues covering the period from October, 1975 to December, 1976 to keep the catalogue up-to-date.

Annotated Catalogue of Low-Priced Publications and Core Books.—The Centre is bringing out an annotated catalogue of low-priced publications including core books published under the

collaboration programmes with the Governments of UK, USA and USSR. Three annotated issues of this catalogue were brought out in 1976-77.

Guide to Periodical Literature on Book Industries.—To keep authors, publishers, booksellers, etc. well-informed of the latest developments in the book world, the Centre brings out a 'Guide to Periodical Literature on Book Industries'. This Guide indexes articles and news events of interest appearing in selected English newspapers and periodicals published in India and abroad. Third and Fourth issues of this Guide were brought out in 1976-77.

Bibliography on Book Industry and Trade.—The Centre undertakes, on or in anticipation of demand, compilation of bibliographies on topics of interest to authors and publishers of university-level books. This bibliography is planned to be brought out in fascicules at regular intervals and cumulated and printed biennially. In 1976-77, the Centre brought out the 3rd and 4th fascicules of this bibliography.

NERC Newsletter.—The Centre brings out the NERC Newsletter to keep public informed of its diverse activities. Two issues of this Newsletter were brought out during 1976-77.

List of Additions.—It is a bi-monthly list of the university-level books added to the reference collection at the Centre. During 1976-77, 4 combined issues of this list, covering Nos. 3—6 of Volume 4 and Nos. 1—4 of Volume 5 were brought out.

Copyright.—The Copyright Board, re-constituted with effect from 24th September, 1976, in pursuance of Section 11 of the Copyright Act, 1957 (14 of 1957) with Justice Hardayal Hardy, retired Chief Justice, Delhi High Court, as its chairman, has the following members :

1. Shri S. Balakrishnan
2. Shri J. C. Mathur.

3 to 7. Law Secretaries of the States of Haryana, Maharashtra, West Bengal, Karnataka, and Andhra Pradesh.

8. Joint Secretary in the Ministry of Law, Justice and Company Affairs (yet to be nominated)

During 1976 (from 1st January, to 30th November) 3,089 works were registered in the Copyright Office for copyright out of which 2,784 were artistic and 305 literary works. In addition, changes in the Register of Copyrights were registered for 38 cases.

Over the last nineteen years some lacunae have been observed in the administration of the Act which have necessitated its amendment so as to remove the lacunae and also to take advantage of the facilities provided to developing countries in the International Copyright Conventions as amended in Paris in 1971. The draft amendments that are under finalisation are expected to be introduced in Parliament shortly.

CHAPTER SIX

YOUTH SERVICES, PHYSICAL EDUCATION AND SPORTS AND GAMES

In the proximate fields of youth services, physical education and sports and games, the Ministry continued to follow their programmes. These fall broadly under the following groups :

- (i) Participation of youth—student and non-student— in national and social services;
- (ii) Youth participation in National Integration;
- (iii) Promotion of sports and games in the country;
- (iv) Promotion of physical education and physical efficiency for all; and
- (v) Other schemes including the promotion of the spirit of adventure.

A brief account of the activities for the year follows.

A : YOUTH SERVICES

National Service Scheme.—To promote consciousness, responsibility and a sense of dignity of labour and discipline among college students, the National Service Scheme was initiated in 1969. Operated on a voluntary and selective basis, it has made steady progress during the years. Under it the enrolled students utilise their available time during a two-year period on social service and national developmental activities and thereby get an opportunity to become aware of the problems of society and to acquaint themselves with the requisite knowledge and skills to solve them.

The target of coverage for 1976-77 was 2.5 lakh students with 50 per cent participation in special camps, while the actual participation was about 2.78 lakh students during the year. The

coverage by the end of the Fifth Plan is aimed at four lakh, while it has been decided to introduce the scheme to cover also plus two stage of the new school system.

Large-scale special camping programmes of 10—12 days' duration during vacations are organised under NSS to meet some aspects of rural needs and promote students' involvement in constructive work. Held in selected villages or urban slums adopted by each NSS Unit, camps enable concerted action on specified projects to create tangible community assets. The activities in the camps are preceded and followed up during term-time. The camps organised in earlier years were on themes like 'Youth against Famine', 'Youth against Dirt and Disease' and 'Youth for Afforestation and Tree Plantation', while the theme of the camps for the year was 'Youth for Rural Re-construction' with an estimated participation of over 1.25 lakh students.

Emphasis from 1976-77 would be on programmes of rural reconstruction, aimed at improving the conditions of life of economically and socially weaker sections of the community. The broad areas and activities would cover : (i) *Land Reforms*, comprising items like, survey, monitoring and evaluation of land reforms, identification and demarcation of village common and forest lands, explaining and teaching improved agricultural practices, relief to the erstwhile bonded workers, legal aid and house-sites for the scheduled castes/tribe people ; (ii) *Non-Formal Education and Recreation*, comprising educational survey for literacy, literacy programmes, eradication of dowry and other social evils, rural libraries, indigenous sports, etc.; (iii) *Better Environment*, comprising environmental sanitation, construction of roads, streets and drains, drinking water-supply, etc.; (iv) *Afforestation and Tree Plantation*, comprising soil conservation schemes, tree plantation, weed control and the like; (v) *Economic Development*, comprising cooperative societies, soil-testing and soil-health care, and repairs of agricultural machinery; and (vi) *Family and Child-Care Programmes*.

During the year, orientation programmes for NSS teachers and other key personnel were further strengthened. The course

content, methodology and course duration for college NSS teachers were revised, while the key personnel for NSS were identified and for the first time an orientation programme for them was organised in February, 1977 at the National Staff College for Educational Planners & Administrators, New Delhi.

A programme for publishing brochures on various NSS programmes was also taken in hand.

National Service Volunteer Scheme.—It has been decided to launch a new scheme to be called 'National Service Volunteer Scheme', as an extension of National Service Scheme, from 1977-78. Under it, such students as desire to render social service after their graduation on a full-time basis will be enabled to do so, after a carefully planned training in programmes of national importance that may be organised by any Ministry of the Central Government, autonomous organisations or voluntary agencies. The programmes will include :

- (i) Assistance to weaker sections of the community in legal rights,
- (ii) Promotion of family planning, and vaccination and formation of squads against malaria, TB, etc.,
- (iii) Non-formal education and adult literacy,
- (iv) Organisation of pre-school programmes for children,
- (v) Promotion of physical education, rural sports and recreational activities,
- (vi) Organisation of co-operative societies, youth clubs, etc., and
- (vii) Other specialised jobs according to the educational background of the volunteers.

Each volunteer will get a stipend of Rs. 175 per month plus expenditure involved on travel and contingencies. To start with 500 volunteers are likely to be deployed under the scheme.

Planning Forums.—Planning Forums are functioning in universities and colleges to develop consciousness regarding planned

development of the country among the educated youth and through them among the general public.

A number of steps were taken during the year to activate the forums and make them more effective. The scheme was revised, financial provisions liberalised and the State Governments and universities requested to make it more vigorous.

A significant step in this direction was the holding of a National Conference of Planning Forums in New Delhi on December 10-11, 1976. About 200 persons representing the concerned Central Government departments, the State Governments, universities and the active planning forums participated in it that reviewed the progress during the last two years and discussed the role of planning forums in the developmental activities. The Conference recommended a number of measures for future implementation. Seven universities/institutions were sanctioned grants totalling over Rs. 70,000 during the year for holding seminars/conferences on various aspects of economic development.

Nehru Yuvak Kendras.—The non-student youth movement made significant strides through the Nehru Yuvak Kendras during the year under report. The programmes of non-formal education, vocational training, sports, games and physical education, social and community service and cultural activities constitute the core element in the activities of the kendras. On an average Rs. 20,000 are utilised annually by a kendra on the core programmes. During the year an additional amount of Rs. 10,000 was sanctioned to all but the newly established kendras not only to continue their on-going activities but also to undertake additional programmes.

On an average, 28,000 adults were enrolled by the kendras in their literacy classes and campaigns per month. The vocational training was organised in selected fields, viz., tailoring, knitting, embroidery, doll-making, radio-repairing, soap-making, pumpset-repairing, tractor-repairing, bicycle-repairing, plastic and cane-knitting, carpentry, and agricultural training comprising poultry and bee-keeping. About 14,000 youths were trained in these skills on an average per month.

In the field of sports, games and physical education, the kendras were able to mobilise nearly 48,000 rural youths in their programmes per month on an average. The number of youths mobilised through the cultural activities of the kendras, particularly folk-songs, rural theatre, etc. was of the order of 19,000 per month. The kendras continued to play the role of a major link between the youth and other sections of society through their programmes of social and community service, *viz.*: cleanliness drives, family planning campaigns, repair of roads, levelling of playfields, construction of soakage pits and eradication of social evils such as dowry, casteism, bonded labour, etc. On an average, nearly 26,000 persons were involved per month in these programmes. Efforts were made to create an awareness among the rural youths about the nationality accepted objectives such as pride in Indianess, self-reliance, secularism, socialism, democracy national integration and inculcation of a scientific outlook.

Steps were taken to strengthen and consolidate the programmes of the kendras. A proposal to establish a suitable organisational structure to supervise the expanding activities of the kendras has been under consideration.

Four-week training-cum-orientation courses were especially organised during the period between November 1976 and January 1977 for youth coordinators of the kendras at three different centres, *viz.*, Sewa Mandir, Udaipur (Rajasthan), Gram-sewak Training Centre, Ramakrishna Mission Ashram, Narendrapur (West Bengal) and Rural Institute of Higher Education, Gandhigram (Tamilnadu). The training programmes were designed to expose youth coordinators to various field situations and to inspire in them a sense of commitment and involvement in national development. The endeavour was to develop in them concerns for weaker sections of society. The feedback indicates that the programmes generated a new enthusiasm among youth coordinators for undertaking new and higher responsibilities.

130 kendras were functioning during the year as against 235 sanctioned in the various States and Union Territories. The

remaining will start functioning as soon as the selection of youth coordinators is completed. The number of kendras sanctioned during 1976-77 was 50.

Nanak Bhavans.—The setting up of six student service institutes called Nanak Bhavans was sanctioned for Gujarat, Karnataka, Rajasthan, Maharashtra, Orissa and Tamilnadu as part of the 500th birth anniversary celebration of Guru Nanak. The scheme aims at inculcating a spirit of self-help and self-reliance among students, using their spare time for activities useful to the nation, bringing the academic community to the service of the non-student community and encouraging and organising sports and literary activities.

The construction of the Bhavans was almost completed in Rajasthan, Orissa, Maharashtra and Tamilnadu. A number of activities laid down have been launched. The State Governments of Gujarat and Karnataka have acquired plots of land for the construction of Nanak Bhavans.

Training of Youth Leaders.—The scheme was broad-based and liberalised during the year. The objective of this scheme is to train the youth who can act as extension agents in rural reconstruction activities without having to leave their milieu. The agencies identified to organise these programmes are : State Governments and Union Territory Administrations, educational institutions, Nehru Yuvak Kendras, and registered voluntary organisations. These agencies will be responsible for the selection of trainees and for providing residential facilities for them. The pattern of financial assistance under the revised scheme is as follows :

- (a) Rs. 8 per diem for each trainee during the period of training;
- (b) Actual expenditure on travel, subject to a maximum of Rs. 50 per trainee ; and
- (c) Reimbursement to training institution covering contingency expenditure up to 25 per cent of the total amount incurred for board and lodging of the trainees.

During the year, about 5000 youths were trained under this scheme and about Rs. 6 lakh were spent.

Work Centres.—During the year, the scheme was revised to liberalise the terms and conditions and to specify the objectives more clearly. The basic objective of the scheme of work centres is to organise programmes having educational and training component through which the youths could acquire training in skills to ensure self-employment, get full-time employment, subsidiary occupation or improvement of their functional capabilities. The State Governments and Union Territory Administrations and registered voluntary organisations working in this field are eligible for central assistance under it. The projects are intended primarily for rural youths not attending schools on a full-time basis or have not gone beyond secondary stage. Under the revised scheme, the State Government/Union Territory Administration can be given financial assistance on 50 : 50 basis subject to a maximum of Rs. 1 lakh per project. The voluntary organisations, however, can be extended financial assistance up to 75 per cent of the total estimated project cost and in specially deserving cases up to 90 per cent of such cost subject to a maximum of Rs. 1 lakh per project.

During 1976-77, one project of work centre proposed by a voluntary organisation, namely, Social Welfare Research Centre, Tilonia, was approved and the Centre's share of Rs. 40,240 was placed at the disposal of the Government of Rajasthan for disbursement. There are three continuing projects, one at Calcutta, second at Port Blair and the third in Punjab set up under this scheme.

B. PROMOTION OF NATIONAL INTEGRATION

Camps for School Children.—The scheme aims at inculcating a feeling of national oneness among school children. Under it camps of 10—15 days' duration are held, 75 students and 15 teachers from five different States live together in a camp in

one of these States. Organised through the National Council of Educational Research and Training, these camps help create an awareness of the composite Indian culture with the underlying spirit of 'Unity in Diversity', and develop an understanding of the inter-dependence of the different parts of the country and their contribution to national development. 10 such camps were organised during the year.

Camps for School Teachers.—Introduced in 1974-75, this scheme comprises holding national integration camps for about a week exclusively for about 100 primary and secondary school teachers. These camps have multiplier effect in promoting the idea of national integration among youth students. One such teacher camp was organised through NCERT during the year.

National Integration Samitis.—Financial assistance was continued during the year to selected universities and colleges for activities of their National Integration Samitis. The Samitis were set up to familiarise students and teachers with the diverse perspectives of our composite culture and civilisation and undertake all such activities as directly promote the cause of national integration.

About 130 such samitis were functioning during the year; some, with considerable success, took up quite a few meaningful programmes; some organised discussions and seminars on the welfare programmes, besides their regular activities.

A committee was set up to review the working of these samitis and suggest measures to make their programmes/activities more meaningful. The Review Committee submitted its report and the recommendations were under consideration.

C. PHYSICAL EDUCATION AND EFFICIENCY

National Physical Efficiency Drive.—The scheme was introduced by the Central Government in 1959 to popularise among the people the concept of physical fitness and arouse their enthusiasm for higher standards of physical efficiency. It is implemented in collaboration with the State Governments, Union Territory Administrations and certain selected central agencies.

The 1975-76 Drive had reached an all-time record participation of about 16.5 lakh. The 1976-77 Drive was launched in different States and Union Territories during the period from October 1976 to January, 1977.

The XVI All India Competition for the National Awards in Physical Efficiency was held at the Lakshmibai National College of Physical Education, Gwalior, on 28th February and 1st March 1977. 132 competitors, both men and women, from different States and Union Territories participated in the Competition. 20 persons, including 10 women, won the National Awards.

Promotion of Popular Literature on Physical Education, Sports and Games etc.—The Sixth National Prize Competition for the Published Literature on Physical Education and Sports (1975-76) was organised through the Lakshmibai National College of Physical Education, Gwalior. Five books were selected for a National Prize of Rs. 1000 each.

The Seventh National Prize Competition for 1976-77 has also been organised and five books have been selected for a National Prize of Rs. 1000 each.

Bharatiyam—Mass Youth Rallies.—The scheme of Bharatiyam covering a 3-year cycle from 1977-78 to 1979-80, envisages organising mass youth rallies simultaneously all over the country at district/state/national level, in successive years, involving in all about 4 lakh youth in these rallies. The object of the scheme, to be implemented in collaboration with the State Governments, is to channelise the energy of the youth into purposeful and constructive directions and instil in them the importance of organised movement and disciplined behaviour. It is at present under consideration in consultation with the State Governments/Union Territory Administrations.

Promotion of Yoga.—The Kaivalyadham Shreeaman Madhav Yoga Mandir Samiti, Lonavla (Poona) and the Vishwayathan
2 M of ESW/77—8

Yoga Ashram, New Delhi and Katra Vaishnav Devi centres, continued to be assisted for their maintenance as well as their development as per the approved pattern of the scheme to assist the yogic institutions of all-India character for promotion of research and/or teacher training programmes.

The Society for the National Institutes of Physical Education and Sports (SNIPES) set up a Yoga Assessment Committee to review the existing programme of the Ministry of Education and Social Welfare for promotion of yoga and suggest ways and means to make it more broad-based.

Lakshmibai National College of Physical Education, Gwalior.—The College, which is one of the two national institutions established by the Government of India to produce high-calibre leadership in the field of physical education and sports, continued to maintain all-round improvement. In the academic year 1976-77 the total student strength of the College rose to 506 (including 100 women) from 484 in the preceding year. 158 students were admitted to the three-year bachelor's degree course in physical education and 27 to the two-year master's degree course. The College continued to attract students from all parts of the country including a few from abroad.

Besides its teacher training programme, the College continued to provide refresher/reorientation training facilities for the in-service personnel in physical education and sports. It also assisted the Ministry of Education and Social Welfare in the implementation of the scheme of National Physical Efficiency Drive and the Annual National Prize Competition for the Published Literature on Physical Education and Sports.

Society for the National Institutes of Physical Education and Sports.—The Board of Governors of the Society for the National Institute of Physical Education and Sports was reconstituted in June 1976. The reconstituted Board of Governors appointed several committees to look after coaching, appointments, sports medicine, nutrition and research, yoga, physical education and for the construction of the South Centre of the Netaji Subhas National Institute of Sports at Bangalore.

Some of the important decisions taken by the Board since its reconstitution are :

- (i) Publication of a regular monthly journal of SNIPES covering the general and technical aspects of physical education, sports and yoga;
- (ii) Publication of small pamphlets, one on each game, for mass circulation containing rules of the game as laid down by the respective international body with expert commentaries and illustrations;
- (iii) Publication of sequence charts on technical aspects of selected games for mass circulation.
- (iv) A special three-month course for the outstanding international players to attract them to the coaching profession; and
- (v) Gradation of all available coaches in the country into A B C & D categories, based on their sports distinction, coaching capacity, etc.

D : SPORTS AND GAMES

Sports Policy and Programme.—Vigorous efforts were made during 1976-77 to ensure speedy implementation of the consensus arrived at in the Conference of States Sports Ministers, Presidents of States Sports Councils and the President/Members of the All India Council of Sports held at New Delhi in November, 1974, as well as the guidelines evolved in August 1975, in consultation with a group of Members of Parliament interested in sports. The thrust in the consensus and guidelines is on broad-basing sports, particularly in rural and tribal areas. Five State Governments and two Union Territory Administrations reported that they had achieved the target of involving 1500 young boys and girls, in each development block, in sports, games and physical education on a sustained basis, while others were at varying stages of implementing the programmes. The other salient features of the agreed sports policy and programme

are making sports, games and physical education compulsory at the school level, providing physical facilities like play-fields, stadia, etc., where such facilities do not exist, establishing Rural Sports Centres, preserving open spaces particularly in urban areas, if necessary by introducing suitable legislative measures, giving incentives to promising sportsmen and women, giving preference to such games and sports as are popular in the area and are inexpensive and increasing the number and rate of scholarships under the Sports Talent Search Scholarship Scheme, etc.

Tangible steps were taken to improve the functioning of National Sports Federations/Associations in the country. Certain guidelines for observance by these federations/associations were laid down in 1975. The guidelines included regulation on the election of office-bearers of the federations so as to ensure that the same office-bearers did not continue ordinarily for more than 4 years and in no case beyond 8 years, maintenance and regular submission to the Government of their audited accounts, appointment of qualified national coaches, holding annual competitions for junior and sub-junior age-groups at inter-block, inter-district and inter-State levels and, above all, preparing and submitting to Government of short-term and perspective plans with clearly defined targets for the promotion of sports and games under their respective jurisdiction. During the year the implementation of the guidelines by the national sports federations was pursued and closely watched.

Bureau of Sports.—Considering the need for greater promotion of sports in the country and with a view to developing participation in sports into a mass movement and for improving the standards of achievement reached by our sportsmen and women in the field of competitive sports, a Bureau of Sports was set up in the Ministry to be headed by a Joint Secretary exclusively looking after the promotion of sports and physical education in the country. The Bureau will function in consultation with the All India Council of Sports.

All India Council of Sports.—The All India Council of Sports, an advisory body set up by the Government of India to advise on all matters relating to sports, was reconstituted in December, 1976. The Council consists of distinguished sportsmen and women, sports promoters, sports writers, educationists, Members of Parliament, representatives of the States Sports Councils and some officials.

International Conference on Physical Education and Sports.—The first International Conference of Ministers and Senior Officials responsible for Physical Education and Sports was convened by Unesco at Paris in April, 1976 to discuss the role of physical education and sports in the context of life-long education and strategy to be developed at the national level for promotion of physical education and sports as well as the scope for international cooperation in this field. A 4-member delegation led by the Union Minister of Education, Social Welfare and Culture, took an active part in the Conference and made effective and important contributions to its deliberations. A number of suggestions made by the leader of the Indian delegation were eventually accepted as recommendations. Arising out of the deliberations of this Conference, Unesco adopted at its General Conference held in Nairobi in October—November, 1976, a resolution for setting up an Inter-governmental Committee on Physical Education and Sports. India is one of the four Asian countries elected to the Inter-governmental Committee.

Netaji Subhas National Institute of Sports, Patiala.—The Institute which was set up to produce qualified coaches in various sports and games and provide coaching facilities to national sports teams, continued to make steady progress during 1976-77. By the end of the academic session 1975-76, the Institute had turned out 3179 qualified coaches in various games and sports, through its regular 10-month course. For the academic session 1976-77, 1230 applications were received for admission into the regular course at the Institute at Patiala and 135 for admission into its South Centre at Bangalore. Those finally admitted number 319 at Patiala and 79 at Bangalore.

The Services Sports Control Board and the Railway Sports Control Board sponsored a good number of sportsmen for the course; there are 12 foreign students. While the trainees admitted at Patiala hail from 23 States/Union Territories, the South Centre trainees belong to 15 States/Union Territories. The number of women trainees admitted this year is 33 at Patiala and 3 at Bangalore.

A large number of these admitted to the diploma course in coaching were participants in international/national-level competitions, while others had participated in inter-university meets, junior nationals, State meets, etc.

Besides its six-month condensed course, the Institute provides facilities for a diploma course in coaching in athletics, badminton, basketball, boxing, cricket, football, gymnastics, hockey, judo, lawn tennis, swimming, table tennis, volleyball, weight-lifting and wrestling. Judo has been a new addition during 1976-77 for which the services of an expert judo coach from Japan were specially requisitioned. The Bangalore centre offers coaching courses in athletics, basketball, football and volleyball. From the next academic year facilities for hockey, kabaddi and kho-kho will be made open to the trainees.

Besides regular and condensed courses, the Institute continued to conduct orientation courses for teachers and others during the year. A new course 'Certificate in Sports' was introduced from 1976 under the mass sports participation programme to produce 'bare-foot sports instructors' for rural areas. This course was conducted during May-June 1976 simultaneously at Patiala, Gwalior, Bangalore, Delhi and Gandhinagar and run at Gangtok and Jabalpur during January-February 1977. In all 706 sports instructors underwent this course.

The Asian Continental Course in Track and Field allotted to the Indian Olympic Association by the Solidarity Committee of the IOC in collaboration with the International Amateur Athletic Federation was held at the Institute at Patiala in March 1976. 33 coaches from Iraq, Sri Lanka, Brunei, Bangladesh, Malaysia

and India attended the course. 7 experts including 3 from India conducted it. Again, at the request of the IOA, a similar course in boxing was held in February 1977. Specialist training courses in other disciplines are proposed to be held at the Institute in future.

The Ministry allows up to 3 coaching camps, each of 3 weeks' duration, to prepare national teams for participation in international events. By and large all these coaching camps are held at the Institute at Patiala or Bangalore or in one of the Regional Coaching Centres, by the Institute. During 1975-76, 46 national coaching camps were held by the Institute in athletics, badminton, basketball, boxing, cricket, football, gymnastics, hockey, lawn tennis, swimming, table tennis, volleyball, wrestling and weight-lifting. For 1976-77 the number of such camps exceeded that of the previous year.

In collaboration with the State Sports Councils and the Nehru Yuvak Kendras, coaching centres were continued in the State capitals and district headquarters. Such centres continued to function at Gauhati, Patna, Madras, Hyderabad, Trivandrum, Jullundur, Delhi, Bangalore, Jaipur, Meerut, Bhopal, Gandhinagar, Nagpur, Srinagar/Jammu, Imphal, Panjim, Port Blair, Agartala and Chandigarh. Steps were taken to set up similar centres at Calcutta, Kohima and Shillong. In Haryana and Himachal Pradesh the centres do not function at any particular place, but the coaches work at district headquarters.

Grants to State Sports Councils.—The ceilings in Central Government grants to State Sports Councils for various purposes were raised as below :

S. No.	Item	Ceiling of Central Assistance as in force up to 31-3-76	Revised Ceiling of Central Assistance from 1-4-76 to End of V Plan
1	2	3	4
i.	Construction of utility stadia, swimming pools and indoor stadia	Rs. 50,000 or 50% of the cost, whichever is less	Rs. 1 lakh or 50% of the cost, whichever is less

1	2	3	4
2. Floodlighting play-grounds	Rs. 10,000 or 50% of the expenditure, whichever is less	Rs. 25,000 or 50% of the expenditure, whichever is less	
3. Holding annual Coaching camps	Rs. 25,000 or 50% of the expenditure, whichever is less, for States and Rs. 10,000 or 50%, whichever is less for Union Territories.	Rs. 50,000 or 50% whichever is less for States and Rs. 20,000 or 50%, whichever is less for Union Territories.	
4. Purchase of sports equipment of non-expendible nature	Rs. 25,000 to meet 75% of the cost in the entire Plan period.	Rs. 35,000 to meet 75% of the cost in the entire Plan period.	
5. Establishment of Rural Sports Centres	Rs. 220 per annum per centre for the first year and Rs. 170 for each subsequent year, subject to the State Government contributing matching share.	Rs. 380 per annum for the first year and Rs. 280 for each subsequent Plan year, subject to State Government contributing matching share.	
6. Construction of composite stadia for sports complex	No provision	Rs. 5 lakh or 25% of the cost of the project, whichever is less.	
7. Development of facilities in physical education training institutions			
(a) Construction of gymnasium hall	Rs. 50,000 or 50% of the cost, whichever is less.	Rs. 1 lakh or 50% of the cost, whichever is less.	
(b) Construction of swimming pool	-do-	-do-	
(c) Development of grounds	Rs. 20,000 or 50% of the cost, whichever is less.	Rs. 20,000 or 50% of the cost, whichever is less.	
(d) Purchase of sports equipment and books for library	Rs. 10,000 or 50% of the cost, whichever is less.	Rs. 15,000 or 50% of the cost, whichever is less.	

Grants totalling Rs. 20 lakh were released to State Sports Councils during 1976-77. These grants were given for the (i) construction of 18 stadia, (ii) construction of 3 swimming pools, (iii) floodlighting 2 grounds, (iv) establishment of 613 new rural sports centres, (v) holding of 10 coaching camps, (vi) purchase of sports equipment of non-expendible nature worth Rs. 2,26,290, (vii) improvement of facilities in physical education training institutions and (viii) development of 5 playfields. More proposals could not be covered due to limitation of funds

Grants to National Sports Federations.—During 1976-77, grants totalling Rs. 17.23 lakh (Plan) Rs. 9 lakh (non-Plan) were sanctioned to the national sports federations for the following purposes :

(i) Holding of annual championships	30
(ii) Participation in international sports events	20
(iii) Visit of Foreign sports teams to India	2
(iv) Payment of salaries of paid assistant secretaries to national sports federations/associations	12
(v) Holding of coaching camps	40
(vi) Purchase of sports equipment	Worth Rs. 16,336

(vii) Holding of a National Sports Festival for Women, etc.

Sports Talent Search Scholarships Scheme.—During the year, the Netaji Subhas National Institute of Sports, on behalf of Union Ministry of Education and Social Welfare, awarded 400 national-level scholarships of the value of Rs. 600 each and 800 State-level scholarships of the value of Rs. 300 each to students proficient in sports to help them in their studies, develop their talent in sports and enable them to have nutritious diet. In addition, 130 national-level and 300 State-level scholarships awarded in previous years were renewed. An amount of Rs. 1.68 lakh was spent on the scholarships during 1976-77. More than 50 per cent of scholarships are being enjoyed by girls.

All-India Rural Sports Programme.—The All-India Rural Sports Programme, which commenced from 1970-71 in a limited

way, gathered momentum in recent years and the annual participation in block, district and State-level competitions in 1975-76 was of the order of 12 lakh. During 1976-77 also it is estimated that the participants numbered 12 lakh. For the national-level competitions the participation during 1976-77 has been as under :

Name of the Game	Place where the Competitions were held	Participation
Swimming (for the children of fishermen and boatmen, etc.)	Patiala	178
Kabaddi, kho-kho, Indian-style wrestling and archery	Meerut	831
Athletic, hockey and basketball	Roopnagar (Punjab)	948
Football, volleyball and gymnastics	Kolhapur	100 (estimated)

This programme has been contributing considerably in broad-basing games/sports in rural and tribal areas and quite a number of boys and girls are joining the mainstream of competitions through participation in State and national-level championships. The junior hockey team from the tribal area of Khunti (Bihar) which won the final of the Jawaharlal Nehru Junior Hockey Tournament in November 1976 is an example of its usefulness.

Second National Sports Festival for Women, 1976.—Keeping in view the need to recognise the importance of women's contribution through sports and to popularise sports amongst women in the country, the Government of India decided to make the National Sports Festival for Women, first organised in 1975, as a part of the celebrations connected with the International Women's Year, an annual feature. Accordingly, the 2nd National Sports Festival for Women was held at New Delhi on November 19-23, 1976.

The number of participants from all the 22 States and 6 Union Territories and a contingent from Indian universities including officials was about 1800.

Sikkim, which participated for the first time, bagged the Trophy for the march-past. The over-all championship Trophy was won by Delhi, while Punjab were the runners-up. Five previous records were broken and the standard of the games in team events was better than the first festival last year. Another feature related to the addition of lawn tennis to the events of the first festival.

The inaugural function included colourful mass P.T. display of 5000 Delhi school girls which presented a most attractive and spectacular view. The march-past was led by Netaji Subhas National Institute of Sports women-trainees and coaches. All officiating (judging, refereeing and umpiring) was left to women.

India's Participation in International Events.---(i) The Indian cricket team toured New Zealand from 15th January to 20th February 1976 and was successful in effecting a draw in the Test series.

(ii) As mentioned earlier, the first Asian Continental Course in Track and Field was organised at Netaji Subhas National Institute of Sports, Patiala, on March 8—23, 1976.

(iii) A 19-member combined universities hockey team visited Portugal, Spain and West Germany from 7th to 22nd June, 1976. The team played 8 matches in all, won six, lost one and drew in one. The tour was sponsored by the Ministry as a part of the Cultural Exchange Programmes between India and those countries. On its way back the team played matches at Madrid (Spain), Frankfurt (FRG) and Paris.

(iv) On an invitation from the Amateur Athletic Federation of Iran, a 14-member Indian athletic team participated in an invitational athletic championship held at Tehran on June 9—14, 1976.

(v) Under the bilateral Cultural Exchange Programme an Indian badminton team visited Moscow during June 1976 for participation in training-*cum*-competitions there.

(vi) A football team of the School Games Federation of India participated in the 7th International Schools Soccer Competition held at Singapore from 24th July to 7th August, 1976.

(vii) India participated in the XXI Olympic Games 1976 held at Montreal. Teams for athletic, shooting, boxing, weight-lifting and hockey participated in the Games. The performance of the Indian athletes was the best amongst the Asian countries.

(viii) An Indian football team participated in the Merdeka Tournament 1976 held at Kuala Lumpur.

(ix) A 5-member yachting team visited the UK for participation in the World Enterprise Chairmanships held at Weymouth on September 5—10, 1976.

(x) A 5-member Indian polo team visited Australia to participate in the Victorian Polo Associations' Melbourne Show in September 1976.

(xi) An Indian football team participated in the 6th President's Cup Football Tournament held in Seoul, Korea, on September 11—25, 1976.

(xii) Under the bilateral programme, an Indian weightlifting team visited Turkey to participate in the 3rd International Pekunlu Tournament in Ankara on October 23-24, 1976. Thereafter the team proceeded to USSR for training in Latvia and for participation in the Heavy Athletic Championships of the Latvian Soviet Republic held on November 4—6, 1976.

(xiii) 4 Indian teams in hockey, badminton, basketball, and athletic participated in the Quaid-e-Azam Jinnah Centenary Tournament held in Pakistan in November-December 1976. The Indian athletic team won most of the medals.

(xiv) The fourth Asian Badminton Confederation Championships were held at Hyderabad from 29th October to 7th November, 1976 in which 13 Asian countries participated.

(xv) The Nehru Memorial International Badminton Tournament was organised in New Delhi in November 1976 in which leading players from 12 Asian and European countries participated.

(xvi) A cricket team from New Zealand visited India during October-November, 1976 and played test matches. India won the series.

(xvii) The MCC cricket team visited India during the period between November 1976 and February 1977 and played 5 test matches organised by the Board of Control for Cricket in India. India lost the series. The last test match was drawn.

(xviii) The Grand Prix Lawn Tennis Tournament was held at Bangalore on November 26-30, 1976. India's Shashi Menon reached the single's final.

(xix) An Indian bridge team visited Auckland from 27th November 1976 for participation in the 20th Far-Eastern Bridge Championships.

(xx) Under the Indo-Afghan Cultural Exchange Programme, an Afghan hockey team arrived in India in December 1976 for a two-week tour.

(xxi) 1977 Eastern Zone Davis Cup Tie between India and Japan was held in New Delhi on December 3-5, 1976. India won the tie.

(xxii) A judo team from Japan arrived in India in December 1976 for two weeks' tour to give demonstration at different places.

(xxiii) The Women's Football Federation of India was permitted to invite a women's football team from Sweden to play test and other matches in various parts of the country during December 1976 to January 1977.

(xxiv) The Women's Cricket Association of India sent a Women's cricket team to New Zealand for playing test and other matches during December 1976 and January 1977.

NSO Programme.—Introduced in 1969-70, the scheme of National Sports Organisation aims at improving the sports standards in universities and colleges and helping talented sportsmen/women to achieve excellence. The main items in the programme are :

- (a) Provision of physical facilities for sports for universities and colleges ;
- (b) Holding coaching camps for bright sportsmen/women in universities ; and
- (c) Award of scholarships to outstanding university sportsmen and sportswomen.

With the funds provided by the Ministry, the scheme for provision of physical facilities for sports is being operated by the University Grants Commission, while the programme of holding coaching camps and award of scholarships is implemented by the Association of Indian Universities (Inter-University Sports Board).

During 1976-77 a grant of Rs. 15 lakh was given to the UGC and of Rs. 5 lakh to the Association of Indian Universities. So far, under the scheme, 32 universities and 85 colleges have been given assistance for construction of gymnasium, and 43 universities and 306 colleges for playfields.

The usual coaching-*cum*-competition programme was arranged by the Association of Indian Universities in selected games of hockey, football, wrestling, athletics, volleyball and basketball. During 1976-77, 100 fresh scholarships of Rs. 100 per month each were awarded to the outstanding university sportsmen/women. In addition, 80 scholarships awarded in the previous year were renewed.

E : OTHER PROGRAMMES

Scouting and Guiding.—The basic object of this scheme is to help develop the character of boys and girls and to make them

good citizens by giving them training in scouting and guiding, thereby inculcating in them a spirit of patriotism and thoughtfulness for others.

The activities of Bharat Scouts and Guides for which grants were sanctioned, include : conference of the commissioners/secretaries of the Bharat Scouts and Guides, publication of basic books on scouting and guiding, training camps/courses/events/rallies, organisation of 8 national integration camps, international travel/internal travel and board and lodging of the foreign experts, who were associated in the orientation course, administrative and organisational expenses, holding Samagam/Utsav of cubs and buffaloes and development of camping sites at Ganganagar (West Bengal) and Acrey Colony, Bombay. A total grant of Rs. 4,98,582 was released to this organisation for these activities. The Bharat Scouts and Guides also organised 22 training courses in gramkeen roving in Bihar, Uttar Pradesh and West Bengal in cooperation with the Nehru Yuvak Kendras for which grants amounting to Rs. 81,600 was sanctioned/released.

The All India Boy Scouts Association, working in the field of scouting to cover non-student youth, organised 15 training courses for scout leaders in various parts of the country in cooperation with the Nehru Yuvak Kendras for which a grant of Rs. 84,000 was approved and released. Besides, grants of Rs. 4,200 on administration and Rs. 10,000 on organisational expenses were sanctioned to them.

Assistance for Promotion of Adventure Programmes.—The details of the scheme were formulated during the year for various adventure programmes like mountaineering, trekking, hiking, sailing, etc. Assistance up to Rs. 20 per day for lodging, board and contingency is allowed under it. Financial assistance is also provided for the establishment of training institutions and purchase of equipment. Rs. 16,500 were released to individuals to undertake activities like world cycle tour and to participate in Free Fall Parachuting Competition held in USSR, while Rs. 89,203 were spent towards mountaineering camps and promotion of adventure programmes. In addition, assistance is also given to

universities for mountaineering training camps, to the Himalayan Mountaineering Institute, Darjeeling and to the Nehru Mountaineering Institute, Uttarkashi (UP) for conducting adventure courses. Grants amounting to Rs. 27,230 were released on this account.

Financial assistance continued to be extended to the Indian Mountaineering Foundation, New Delhi, an autonomous organisation, to promote mountaineering, rock-climbing as well as other adventure programmes. The Foundation assisted 37 fully Indian and 2 collaborative mountaineering expeditions jointly with foreign countries during the year. A grant of Rs. 3 lakh was released to the Foundation.

The Himalayan Mountaineering Institute, Darjeeling, established to encourage and promote the science and art of mountaineering, continued to receive maintenance grant-in-aid both from the Central Government and the Government of West Bengal on a sharing basis, as below :

(1) For recurring and non-recurring expenditure (other than capital)	50% from Central Government and 50% from the Government of West Bengal.
(2) For capital expenditure	70% from Central Government and 30% from Government of West Bengal.

The Central Government grant is again shared between the Ministries of Defence and Education in the ratio of 2 : 1. A sum of Rs. 1.25 lakh was sanctioned to the Institute during the year.

Commonwealth Youth Programme.—India is participating in the Commonwealth Youth Programme, formulated by the Commonwealth Ministers at Lusaka in February 1973, and finalised in the meeting of Commonwealth Heads of Governments at Ottawa in August 1973. Under this programme, the Commonwealth Asia Pacific Regional Centre for Advanced Studies in Youth Work was established at Chandigarh. Two similar centres were started earlier under the Programme, in Lusaka (Zambia), and Georgetown (Guyana). The Chandigarh centre as well as

the other two centres were set up to meet the acute shortage of well-trained youth workers and youth leaders by providing for specialised education and training of those who are or are likely to become key personnel in youth service programmes throughout the Commonwealth. The second basic course in which trainees from different Commonwealth countries including six from India participated, started on 1st October, 1976.

India's annual contribution to the Commonwealth Youth Programme is Rs. 4 lakh, Rs. 2 lakh in foreign exchange and Rs. 2 lakh in Indian currency.

Assistance to Voluntary Youth Organisations Engaged in Youth Welfare Activities.—Under the revised scheme, financial assistance is available for an eligible voluntary body for (i) long-term-continuing projects; and (ii) short-term projects. The Government assistance covers up to 90 per cent of the expenditure subject to a maximum of Rs. 1 lakh per year in the case of (i) and to Rs. 20,000 per project in the case of (ii) above. As a result of the revision of the scheme many more voluntary organisations evinced interest in it and a framework was created for giving project-wise as well as long-term support to voluntary effort in this field.

CHAPTER SEVEN

LANGUAGES

The work on the promotion and development of Hindi and other Indian languages and Sanskrit as well as English and other foreign languages, was continued during 1976-77, on the lines followed in the previous year. The activities and programmes undertaken in the field of languages can be broadly grouped as :

- (i) Spread and development of Hindi ;
- (ii) Promotion of Indian languages ;
- (iii) Promotion of English and other foreign languages;
and
- (iv) Promotion of Sanskrit.

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

- (i) Central Hindi Directorate,
- (ii) Commission for Scientific and Technical Terminology,
- (iii) Kendriya Hindi Sansthan, Agra,
- (iv) Central Institute of Indian Languages, Mysore,
- (v) Central Institute of English and Foreign Language,
Hyderabad,
- (vi) Rashtriya Sanskrit Sansthan, New Delhi.

A : SPREAD AND DEVELOPMENT OF HINDI

Teaching of Hindi in the Non-Hindi-speaking States.---The Ministry continued to provide facilities for the teaching of Hindi

in non-Hindi-speaking States by : (i) providing financial assistance to the non-Hindi-speaking States for appointing Hindi teachers in their schools; (ii) providing assistance for the training of their Hindi teachers; (iii) awarding scholarships to students belonging to non-Hindi-speaking States for the study of Hindi beyond the stage of matriculation; (iv) assisting voluntary Hindi organisations financially to enable them to hold Hindi teaching classes and maintain libraries and reading rooms; (v) continuing and expanding the programme of Hindi correspondence courses conducted by the Central Hindi Directorate; (vi) providing books in Hindi to various organisations; and (vii) organising research on the methodology of teaching Hindi to different mother-tongue groups and allied matters through the Kendriya Hindi Sansthan, Agra.

Appointment of Hindi Teachers in Non-Hindi-Speaking States.—During the year, the budget provision of Rs. 190 lakh was fully utilised for giving grants to various non-Hindi-speaking States/Union Territories towards the expenditure on 2200 teachers appointed during 1974-75, 1300 teachers appointed during 1975-76 and 1350 teachers newly appointed during 1976-77. The scheme will continue in 1977-78.

Establishment of Hindi Teachers Training Colleges/Wings in Non-Hindi-Speaking States:—This scheme is being continued from the Fourth-Five Year Plan with some modifications. 16 Hindi teachers' training colleges/wings/centres are already in existence. Two more training colleges/in-service training centres at Warangal (AP) and Trivandrum approved during 1975-76, started functioning in 1976-77.

Prizes to Hindi Writers of Non-Hindi Speaking Areas.—To encourage Hindi writers of non-Hindi speaking areas whose mother tongue is not Hindi, 16 prizes, each carrying a cash prize of Rs. 1500, were announced during the year.

Award of Scholarships for the Study of Hindi.— About 2300 scholarships were offered during the year for the study of Hindi

at the post-matriculation stage for students belonging to the non-Hindi States. By the end of Fifth Plan, it is proposed to increase the number of scholarships to 2500 per year.

Financial Assistance to Voluntary Hindi Organisations.—During 1976-77, grants amounting to about Rs. 20 lakh were given to about 120 voluntary Hindi organisations for the spread and development of Hindi. These organisations have been running free Hindi teaching classes, Hindi typewriting classes, and holding conferences and seminars apart from bringing out Publications and running Hindi libraries.

Hindi-Medium Sections in Non-Hindi Speaking States.—Designed to help start Hindi medium sections in existing colleges in non-Hindi speaking States by providing grants to meet deficits, the scheme was launched and announced to the different non-Hindi speaking State Governments.

Development of the Hindi Library of Nagari Pracharni Sabha, Varanasi.—A grant of Rs. 1 lakh for the purchase of steel racks, furniture, etc. was released to the Sabha during the year.

Encouragement and Guidance to Non-Hindi Speaking Students and Writers of Hindi.—4 workshops were planned to encourage Hindi writers of non-Hindi areas engaged in creative writing through intensive orientation and by acquainting them with the latest trends in literature. This programme which is being implemented by the Central Hindi Directorate, New Delhi, also affords opportunities to non-Hindi speaking Hindi writers to come into contact with their counterparts elsewhere in the country.

Besides this programme, the Directorate also planned 10 lecture tours of Hindi scholars. Of these 10, five scholars from the universities of non-Hindi areas would lecture in the Hindi-speaking areas and five from Hindi areas in universities in non-Hindi areas. The Central Hindi Directorate is also to arrange educational tours of those students who are studying Hindi in B.A. and M.A. in non-Hindi-speaking areas. Two such tours were planned during the year and about

100 students from Non-Hindi-speaking areas were taken to the universities and voluntary Hindi organisations in Hindi-speaking areas.

Travel grants are given to scholars from non-Hindi-speaking areas pursuing postgraduate for research courses in Hindi in the universities in their areas to facilitate their contact with libraries and universities as also the scholars in the Hindi-speaking area pursuing post-graduate or research courses in Hindi in given such grants.

Popular Books in Hindi.—The Central Hindi Directorate has been implementing a scheme of preparation, translation and publication of popular Hindi books in collaboration with private publishers. This scheme is intended to foster the values of national integration, secularism and humanism, besides dissemination of scientific knowledge and promotion of a scientific temper. The books published under this scheme are also intended to improve the general knowledge of laymen particularly in the context of modern knowledge. During the year, 6 books were published, 8 publications printed and 10 others were at different stages of production.

Hindi books and magazines worth about Rs. 3.75 lakh were purchased under the Bulk and *Ad hoc* Purchase Scheme during the year for distribution in non-Hindi speaking areas of the country.

Hindi through Correspondence Courses.—During the year the Central Hindi Directorate continued to provide the facility of learning Hindi through correspondence courses. Over 14,000 students were enrolled for two-year general courses, Hindi Pravesh and Hindi Parichaya. The courses are intended for non-Hindi-speaking Indians and foreigners. It has met with notable success. Besides the two general courses, the Directorate also offers special courses like Prabodh, Praveen and Pragya for the benefit of those Central Government employees who cannot take advantage of the facilities offered by the Hindi teaching scheme of the Department of Official Language.

As part of the correspondence courses, the Directorate undertakes personal contact programmes in different parts of the country to train students in correct pronunciation, conversation, etc. The Directorate prepared lingua-records of a set of 32 lessons made up of 16 discs which proved very popular both in the country and abroad. Help books like 'Bilingual Conversational Guides' and 'Hindi Primer' were published to help students and tourists in their day-to-day conversation in Hindi.

The Directorate introduced teaching of Hindi through Tamil on an experimental basis with encouraging results. The other regional languages are likely to be introduced as media of instruction in due course.

Propagation of Hindi Abroad.—Second World Hindi Convention was held in Mauritius on August 28-30, 1976. The Convention was inaugurated by the Prime Minister of Mauritius and was presided over by Dr. Karan Singh. Delegates from foreign countries, besides India, such as Sweden, GDR, France, the UK, Hungary and Japan took part in its deliberations. An official delegation from India sponsored by the Department of Official Language and lead by Dr. Karan Singh, Union Minister of Health and Family Planning, attended it. Shri D. P. Yadav, Deputy Minister in the Ministry of Education and Social Welfare, was the deputy leader. Two officials from this Ministry were included in the delegation.

An exhibition of about 4000 Hindi books meant to highlight Hindi as vehicle of modern knowledge was held on the occasion. The books were donated on the conclusion of the Convention, to the Mahatma Gandhi Institute, Mauritius. The books included those published under different programmes of this Ministry, Ministry of Information and Broadcasting and other Ministries, besides books contributed by private publishers. Two Hindi typewriters were also presented to the Institute on behalf of the Government of India. Sets of prints of paintings prepared from the selections available in the National Museum, National Gallery of Modern Art and the Lalit Kala Academy were presented to the delegates who had come to attend the Convention. The

Ministry of Education and Social Welfare financed the visit of 10 Hindi scholars to attend the Convention and also deputed some officials for providing secretarial assistance.

The Convention enabled scholars and writers from different countries to exchange ideas on the place of Hindi in the international context. It underlined the need for developing Hindi as an international language and urged upon the participating nations to take steps to develop it.

Under the scheme for Propagation of Hindi Abroad, scholarships are awarded to foreign nationals to study Hindi at the New Delhi branch of the Central Institute of Hindi. During the year scholarships were granted to 17 foreign scholars from Fiji, Sri Lanka West Germany and Republic of Korea. The Ministry continues to maintain 3 Hindi lecturers working in the Caribbean countries and two part-time Hindi teachers in Sri Lanka.

To provide reading material to those who have already learnt Hindi, Hindi books are supplied to the Indian Missions abroad for setting up Hindi libraries. A Hindi library is functioning in Kathmandu under the charge of a full-time librarian working under the control of the Indian Embassy in Nepal. The proposal for appointment of a librarian in a few other Indian Missions is under consideration. Apart from books, Hindi Typewriters and other equipment are also supplied under the scheme, for promotion of Hindi abroad. The accessories of printing machine, such as paper-cutting machine, wire-stitching machine, composition machine, type cases, etc., of the value of about Rs. 40,000 were supplied to the High Commission of India, Port Louis, for the setting up of the Hindi printing press presented earlier by the Government of India, as a free gift to the Mahatma Gandhi Institute, Mauritius.

A working group of three experts was sent to the GDR for a period of 2 months in connection with the compilation of Hindi-German and German-Hindi dictionaries under the Indo-GDR Cultural Exchange Programme. A project for the preparation of

Hindi-Czech and Czech-Hindi dictionaries in cooperation with the Czechoslovak Government was finalised under the Indo-Czech Cultural Exchange Programme.

To create an atmosphere for learning Hindi in foreign countries, particularly in European and African countries, it is proposed to launch a vigorous programme for the popularisation and teaching of Hindi in those countries. For this purpose, it is proposed to send leading Hindi scholars to foreign countries for two to four weeks for delivering lectures, conducting seminars, etc. under the Cultural Exchange Programmes with foreign countries. Similarly, senior scholars of Hindi in foreign countries may be invited to India for the study of advanced Hindi in the Indian institutes. A study team of 2-3 scholars/officials is proposed to be sent to the Caribbean countries to review the programme undertaken under the scheme, 'Propagation of Hindi Abroad'.

Evolution of Scientific and Technical Terminology and Preparation of Dictionaries .—The Standing Commission for Scientific and Technical Terminology was reconstituted in August, 1975. After this reconstitution, the Commission took stock of the work already done in the field of preparation and dissemination of terminology in scientific and technical subjects and formulated its future programmes. The Commission embarked upon a programme of publication of definitional dictionaries relating to science, social sciences and humanities, the production of digests, review journals and monographs in various subjects, compilation of trilingual dictionaries, the publication of bilingual pocket dictionaries as also a dictionary containing meanings in all Indian languages. The project for the preparation of bilingual pocket dictionaries of Hindi and each Indian language was undertaken in pursuance of a decision taken by the Kendriya Hindi Samiti. 16,000 Hindi words were selected out of which 10,000 would be finally chosen by the experts. The Directorate was also working on the publication of Hindi-English administrative glossary containing 8,000 entries to suit the users in Government offices. The press copy of 45,000 words of civil, mechanical and electrical engineering was prepared which is under print.

Work on the evolution and finalisation of the terminology of architectural engineering, chemical engineering, mining engineering, metallurgical engineering and textile technology went on a pace.

A Hindi-English glossary of terms pertaining to medicine and a definitional dictionary on surgical terms were under preparation. One issue each of Medical Journal and Chikitsa Seva (Hindi) were published.

Definitional dictionaries of psychology and philosophy were printed and the work of preparing definitional dictionaries on other social sciences made considerable progress.

3 trilingual dictionaries, namely, Hindi-Gujarati-English, Hindi-Marathi-English and Hindi-Malayalam-English were ready. Work on other dictionaries Hindi-Kashmiri-English and Hindi-Sindhi-English has made progress.

Work on the preparation of Hindi-German and German-Hindi dictionaries progressed during the year and 21,000 entries for the Hindi-German dictionary were selected and sent to the GDR. Work on the compilation of definitional dictionaries, a revised and enlarged edition of Hindi-English dictionary, as also revised and enlarged glossaries of words common to Hindi and other Indian languages registered further progress during the year.

Departmental Terminology and Administrative Translation.— During the period under report, about 70 terms regarding defence organisations were finalised and final approval was given to 1200 terms received from the D.A.V.P. About 40 forms/proformas were translated into Hindi and about 100 telegraphic addresses in Hindi were approved.

About 1000 terms received from the Insurance Corporation and 1500 terms received from the Planning Commission, Statistical Department besides numerous telegraphic addresses and translation work, were expected to be finalised by March, 1977.

Kendriya Hindi Sansthan (Central Institute of Hindi), Agra.—The Kendriya Hindi Sansthan, established in 1961, was recognised as a centre of advanced study in teaching methods, applied linguistics and basic research as also a centre for Hindi teaching and training as a second or a foreign language. Apart from the main campus located at Agra and a branch campus functioning at New Delhi, two more centres were opened at Hyderabad and Shillong this year to cater to the growing demands of the southern and eastern regions of the country respectively. During the year, the Sansthan devoted its attention mainly to the eastern States, namely, Nagaland, Mizoram, Arunachal Pradesh and Meghalaya to raise the Hindi teaching standards of these areas to the level of other non-Hindi-speaking States. The Sansthan also prepared a special programme to provide oral and written teaching in the Hindi commercialese suitable for people engaged in diverse economic activities. A brief account of the main activities undertaken by the Sansthan during the year is given below.

Training Programmes.—During the year 596 persons underwent various Hindi teaching and training courses conducted by the Sansthan. At the headquarters, 12 scholars carried on their research for Ph.D. degrees of the Universities of Agra and Mysore under the guidance of the Sansthan. Twelve teachers took the Nishnat (equivalent to M.Ed.) examination of the Institute. Besides, 42 Hindi teachers from non-Hindi-speaking areas attended the Parangat (equivalent to B.Ed.) course of the Sansthan. The Sansthan started a four-year general Hindi training course for 10 students of the Hindi Training Sansthan, Dinapur. Eight foreign nationals attended the certificate/diploma courses for proficiency in Hindi. A Hindi training course was also organised for 15 bank officials. A training workshop was organised for 65 Hindi teachers working under the Hindi teaching scheme of the Ministry of Home Affairs. Short-term orientation course was also organised for 50 Hindi teachers deputed by the non-Hindi-speaking States.

At the New Delhi campus, 69 non-Hindi-speaking Central Government officials were given intensive Hindi training. 112

probationers deputed by the Institute of Secretariat Training and Management, New Delhi, underwent one month's intensive course conducted by the Sansthan. Twenty-eight foreigners, including 17 who were granted scholarships under the Scheme, 'Propagation of Hindi Abroad', attended the Hindi course specially designed for them. Nine persons attended a basic course in Hindi devised for non-Hindi-knowing Indians and foreigners. The Sansthan organised a summer language programme (the improved course for Hindi learners) in which 37 persons participated. 29 scholars attended the post-graduate diploma course in applied linguistics.

The regional centres at Shillong and Hyderabad started functioning during the year. While 33 Hindi teachers from the eastern parts of the country were trained at the Shillong centre, 77 Hindi teachers from Andhra Pradesh, Kerala and Karnataka availed themselves of the short-term orientation course organised at the Hyderabad centre.

Research and Material Production.—Audio-visual aids for different stages of Hindi teaching in the various linguistic regions were under preparation. The Sansthan also took up the preparation of Hindi teaching material on scientific lines for use by the students of the tribal areas of the eastern States, namely, Mizoram, Nagaland, Arunachal Pradesh, etc. The Sansthan was also preparing Hindi teaching material for use in the various universities located in the non-Hindi-speaking States, particularly those of the southern region.

During the year, book entitled, 'Karyalay Hindi', was published to serve as an aid for the progressive use of Hindi for official purposes. Books required for Hindi teaching under the Hindi teaching scheme of the Ministry of Home Affairs were prepared. A book to help teach Hindi to bank officials was published. The work of preparing Hindi teaching material for use by other professions was also taken in hand. Besides, 13 books were published and 3 others sent to press for printing.

Other Activities.—The Sansthan organised a two-day Hindi seminar in cooperation with the University of Jabalpur. It also

organised essay contests in Hindi on an all-India basis and elocution contests for the university students of non-Hindi-speaking States. The Sansthan continued to extend its assistance to the Education Departments of non-Hindi-speaking States and to the Hindi teaching and training institutions in the country.

B. PROMOTION OF MODERN INDIAN LANGUAGES

Production of University-level Books in Hindi and Regional Languages : The Main Scheme.—By the end of March, 1976 grants totalling Rs. 759.32 lakh had been released to the 15 participating States. During 1976-77 grants amounting to Rs. 100 lakh were proposed to be released. According to reports received from the State Governments, about 4000 books were produced under this scheme in Hindi, Urdu and regional languages. Of these, about 700 are translations and about 3300 original writing. Another 1600 books were under preparation. The total net sale proceeds of books produced under the scheme crossed the figure of Rs. 300 lakh.

Central Sub-schemes : Production of Books in Urdu.—The Bureau for Promotion of Urdu set up to function as the secretariat of the Taraqqi-e-Urdu Board took up the work of producing reference books, academic literature, college-level textbooks, school textbooks and children's literature in Urdu. About 550 titles were taken up for translation or original writing. Out of these, 80 books were published, about 70 manuscripts were in press and another 50 manuscripts in various stages of editing.

To impart training in the art of calligraphy, 3 calligraphy centres were set up in Delhi, Bombay and Hyderabad: two calligraphy centres located in Srinagar and Patna received assistance to the extent of 50 per cent of the total expenditure on these centres.

Production of Books in Sindhi.—The implementation of the scheme was entrusted to the Commission for Scientific and Technical Terminology. An Advisory Committee of Sindhi

Scholars was set up to formulate a programme of production of books in Sindhi. The Committee held two meetings and formulated a programme under which a number of books in different subjects were assigned to various writers.

Production of Core Books.—Under this programme, production of core books in history was entrusted to the Indian Council of Historical Research, New Delhi, and for the production of core books in medicine a separate cell was set up at the All India Institute of Medical Sciences, New Delhi under the guidance of the National Book Trust, New Delhi. In medicine, two books were published, one book was assigned to a publisher, 8 books were under preparation with authors/editors and five titles were under consideration. For production of core books in history the Indian Council of Historical Research had 557 manuscripts in hand in various Indian languages.

Award of Fellowships for Writing Manuscripts.—Under this scheme, teachers, researchers and scholars working in universities, colleges and non-university institutions/organisations are eligible for assistance from the University Grants Commission for the preparation of university-level books in English and regional languages. Up to March, 1976, 339 projects had been selected for preparation of books in various fields of science and humanities out of which 46 projects were completed and 248 projects were in different stages of progress. It was expected that by the end of March, 1977 the number of projects completed might rise to 90.

National Award of Prizes to Authors for Writing Original Standard Works of University Level.—The objective of the scheme is to promote Indian authorship in university-level books by conferring recognition at the national level to Indian authors producing outstanding works in Indian languages. For the first batch of 75 awards likely to be announced in 1977, 931 entries were under consideration of the University Grants Commission. Each award is of the value of Rs. 10,000.

Book Production in Hindi in Agricultural, Medicine and Engineering Subjects.—Under this programme, being implemented through the Commission for Scientific and Technical Terminology, 26 books in medicine, 24 in engineering and 51 books in agriculture were published by the end of 1976-77 and 64 books were made ready for press. Another batch of 762 books were under processing. Besides these books, journals/digests were also brought out.

Central Institute of Indian Languages, Mysore.—The Central Institute of Indian Languages, Mysore, was set up in 1969 with the object of promoting the study of modern Indian languages and through such activities creating an emotional empathy between the people from different regions of the country. The programmes of the Institute are geared to encourage the study of Indian languages by those who do not have that language as their mother tongue. This is to facilitate the implementation of the three-language formula. The main activities of the Institute are centred around language-teaching, linguistic research, preparation of teaching materials, study of tribal languages and socio-linguistic and psycholinguistic studies.

Language Teaching.—During the year, 288 teacher-trainees from 16 States underwent training in 13 languages at the language centres at Mysore, Poona, Bhubaneshwar, Patiala and Solan. The courses are designed to enable the teachers to gain competence for teaching a particular language as a second language. Refresher courses for the benefit of teacher-trainees were also held in 11 languages. Another important programme was the organisation of national integration camps for students. This enabled the students learning a particular language to live in the atmosphere of that linguistic area. Such students came from different parts of the country.

Teaching Materials and Publication.—The Institutes and its centres, through its publication unit and teaching materials unit, continued to bring out various texts, viz., phonetic readers' series, mother tongue series, grammar and common vocabulary series as well as State school readers. Mention may particularly be made

of the Kendriya Vidyalaya Sangathan series of textbooks in Oriya, Punjabi, Bengali, Marathi, Sindhi, Assamese, Urdu and Kannada. Materials under preparation were textbooks for Tamil, Telugu and Malayalam. Besides the above publications, State school readers from levels I to III in Kannada and Tamil were being brought out. Under the bridge-course series, selection and publication of Tamil and Hindi series was undertaken. A correspondence course in Malayalam through radio lessons and teaching kits was also introduced.

During 1976-77, phonetic readers in Ladakhi and Sema, research papers on socio-linguistics, munda numerals, kok-borok grammar, folk literature and miscellaneous texts on bilingualism were published. Other publications include AO-English dictionary, Oriya-Bengali dictionary, Hindi-Telugu common vocabulary series, Tamil-Marathi primer, books on phonemic and morphemic frequencies in Oriya, Malayalam, English and Kannada; text-script and copy series of books in Sindhi, Gujarati, Punjabi and Marathi, as well as texts on Kuvi and kok-borok and literature in these languages. The number of publications of the Institute so far has exceeded 130.

Tribal Languages.—The tribal languages section of the Institute as well the folklore unit continued to carry on important work involving more than 30 languages in the eastern, western, northern and southern regions of the country. The major emphasis of study involved the preparation of readers, primers, grammar books, phonetic readers and bilingual dictionaries with a number of tribal languages such as Ladakhi, kok-borok, Kuvi, Ao, Tangkhul-Naga, Bodo, Abhuj-madia, Matto, Bakti, Brokskat, Gojri, Sema, Angami, Khasi and Kota. At the instance of the Government of Karnataka, an integrated language-based plan for the Jenu-Kurubas was submitted. Bilingual primers in different tribal languages are already being used in Tripura, Orissa and Maharashtra. The activities are expected to contribute to the uplift of the weaker sections of the community by providing assistance for language studies.

Seminars and Workshops.—During the year, several seminars and workshops were conducted by the Institute and its centres. Prominent among these are the two advanced Summer Institutes of Linguistics at Poona and Shillong, which were organised in collaboration with the Universities of Poona and the North-Eastern Hill University respectively. A seminar of language teaching in collaboration with the Department of Education, Government of Assam, was similarly organised. Of the workshops, a folk-singers' workshop as well as one on material production on tribal languages in Jammu and Kashmir were organised. Several colloquia, symposia as well as orientation programmes involving several Indian languages were also organised.

The Institute, through its socio-linguistics research unit, data processing and documentation unit, reading and literacy unit as well as through its language-laboratory department, continued to carry on important programmes of study and research in respective spheres. Mention may be made of the comparative analysis of phonological systems of main 'Pahari' dialects of Himachal Pradesh, survey of multi-lingualism in the north-east region of the country, study on the impact of immigrants' languages on endemic languages with special reference to Punjabi on Delhi-Hindi, standardisation process in Indian languages with special reference to Marathi, and studies in variation of Ladakhi with reference to Zanskari-Ladakhi. The language laboratory by means of its equipment and the closed circuit television unit continued to produce audiovisual materials, particularly filmstrips, language tapes and other materials, to facilitate and modernise the teaching of languages.

Prizes to Authors for Writing Books in Indian Languages other than Hindi, Sanskrit and Their Mother Tongue.—This is another scheme for promotion of modern Indian languages by encouraging people to learn languages of other regions through award of prizes of the value of Rs. 2000 for original works and Rs. 1000 for translations. Under the scheme, 61 authors have so far been rewarded.

C. PROMOTION OF ENGLISH AND OTHER FOREIGN LANGUAGES

Central Institute of English and Foreign Languages, Hyderabad.—An autonomous body set up and fully financed by this Ministry, this Institute is deemed to be a university under the UGC Act. It has a regional Centre at Shillong to look after the needs of the north-eastern region. Another centre for the northern region is proposed to be established. During the year, the Institute went ahead with its teachers' training programme in English, French, German and Russian, research on the methodology of teaching, production of teaching materials and extension services. M. Litt. course in German was introduced during the year. Courses for M.A. in French and German are proposed to be added. Besides this, the Department of Arabic is also proposed to be set up. More than 400 teachers qualified for various certificates, diplomas and degrees in English, French, German and Russian during the year. A few of the dissertations for the M. Litt. course in English are as below :

- (i) The phonetics and phonology of Malayalam and its pedagogical implications—a generative phonological study
- (ii) Error analysis and its pedagogical implications
- (iii) The teaching of English in IITs
- (iv) The theme of untouchability in four Indian novels
- (v) The passive in English and Kannada : a cross linguistic study
- (vi) A phonological description of Rajasthani English
- (vii) Subjective reactions to regional and non-regional English accents in India
- (viii) Some aspects of the use of English for academic purposes : an empirical study of English-medium intermediate students of humanities and sciences
- (ix) Analysis of the technical register of defence service institutions and the development of language test based on this register

Radio lessons for various classes at school level were produced. The Institute held various short courses to meet specific demands and collaborated with the UGC and the British Council in organising the summer institutes in English. Some of the important courses organised by the Institute are mentioned below :

- (i) One-week workshop on examinations in English at the Institute to orient teachers from universities in South India and Maharashtra
- (ii) Three-day workshop on higher secondary/intermediate syllabi in English at the Institute
- (iii) Ten-day autumn institute in French, grammar at the Institute ; Mr. Debser, Director, BELC, Paris, conducted the workshop
- (iv) Ten-day course in English for teachers of Mahatma Phule Krishi Vidyalaya
- (v) Ten-day course in English for teachers of Marathwada Agriculture University
- (vi) A special need-based 12-week course in Russian at the Institute for engineers/translators for Hindustan Aircraft Ltd., Hyderabad
- (vii) Ten-week intensive course in English for French-speaking junior scientists from West Africa who received advanced training at the International Cross Research Institute, Hyderabad
- (viii) Course in spoken French for students of Osmania University ; third year advanced diploma in French
- (ix) General proficiency course in French for the benefit of M. Litt./Ph.D. candidates at the Institute
- (x) One-week refresher course in spoken English grammar and methodology at Shillong for high school teachers in Meghalaya
- (xi) Two-week intensive refresher course in spoken English and grammar for college and university teachers at Shillong from various States of north-eastern region

- (xii) 12-day intensive course in spoken English at Shillong for English teachers
- (xiii) Ten-day intensive course in spoken English for teachers of the Sainik School in Goalpara
- (xiv) Two-week refresher course for high school and middle school teachers of English at Port Blair in collaboration with Andaman and Nicobar Administration

D. PROMOTION OF SANSKRIT

Kendriya Sanskrit Parishad.—Kendriya Sanskrit Parishad, whose term was due to expire on 31st December, 1975 and which was extended by one year, met on 11th September, 1976. It discussed the ways of promoting Sanskrit in the light of new pattern of education and the plans for the survey and preservation of Sanskrit, Pali and Prakrit manuscripts.

Rashtriya Sanskrit Sansthan.—More than 1200 students were admitted into the vidyapeeths, controlled by the Sansthan for various courses. Besides, 1150 students were enrolled for the correspondence courses. The journal of the Sansthan, 'Sanskrit Vimarsha' was continued. 16 new publications from the Sansthan as well as from the vidyapeeths were expected to be published during the year. More than 800 scholarships were to be awarded to the students of the vidyapeeths under the Sansthan. Over 2000 students were to appear in the various examinations of the Sansthan.

Scholarships.—Research scholarships to 70 students of Sanskrit pathshalas were awarded during the year, besides 190 scholarships to Shastri and Acharya students and more than 310 scholarships for post-matriculation studies in Sanskrit.

Financial Assistance to Voluntary Sanskrit Organisations.—Grants amounting to about Rs. 23 lakh were likely to be released to about 600 voluntary Sanskrit organisations and 17 gurukulas by the end of the year.

Publication of Dictionary Based on Historical Principles.—The project is under implementation in the Daccan College, Post-graduate and Research Institute, Poona. Work on the preparation of the Critical Sanskrit Dictionary on historical principles made further progress and the college brought the first fascicule of 300 pages and completed the entire first volume.

Financial Assistance to Voluntary Organisations in the Field of Classical Languages.—Grants to the extent of Rs. 2.50 lakh to about 80 institutions were to be given in 1976-77 to the eligible voluntary institutions working in the field of classical languages.

Centrally Sponsored Schemes for Promotion of Sanskrit.—An amount of Rs. 20 lakh was paid as financial assistance to various State and Union Territory Governments for propagation and development of Sanskrit under the following five Centrally sponsored schemes :

- (i) Financial assistance to eminent Sanskrit pundits who are in indigent circumstances ;
- (ii) Award of scholarships to students of high/higher secondary schools studying Sanskrit ;
- (iii) Providing facilities for teaching of Sanskrit in secondary schools ;
- (iv) Modernisation of Sanskrit pathashalas ; and
- (v) Grants to State Governments for promotion of Sanskrit.

Production of Sanskrit Literature.—Under this programme, assistance is provided for the publication of original Sanskrit works, translations, etc. of important Sanskrit texts, preparation and publication of rare Sanskrit manuscripts, reprinting of out-of-print Sanskrit works and preparation and publication of catalogues of Sanskrit and Prakrit manuscripts. Financial assistance totalling about Rs. 6 lakh was paid under these schemes during the year. This also includes expenditure on purchase of copies of books

relating to Sanskrit language and literature. Under this programme five significant projects were also financed as below :

- (i) Preparation and publication of Tattvachintamani by Sanskrit Sahitya Parishad, Calcutta ;
- (ii) Preparation and publication of critical editions of Mahapuranas by the All India Kashiraj Trust, Varanasi ;
- (iii) Dharma Kosha by Dharam Kosha Mandal, Prajna Pathashalas Mandal, Wai (Satara) ;
- (iv) International project of preparation of Critical Pali Dictionary at Government Sanskrit College, Calcutta ; and
- (v) Preparation and publication of editions of Taittiriya Samhita, Shrauta Kosha and Avestan texts by Vedic Samshodhan Mandal, Poona.

All India Elocution Contest for the Students of Sanskrit Pathashalas.—Fifteenth all-India elocution contest for the students of Sanskrit pathashalas was held at Puri in December, 1976. Students from different States and Union Territories participated in it. From this year, two more subjects of Dharmashastra and Jyotish were introduced for the context. The first three winners in every event of the contest were awarded cash prizes and medals.

Sanskrit Day.—9th August, being Shravani Purnima, was celebrated as Sanskrit Day all over the country. A function was organised on that day by the Ministry in cooperation with the Rashtriya Sanskrit Sansthan.

CHAPTER EIGHT
**INDIAN NATIONAL COMMISSION FOR
COOPERATION WITH UNESCO**

A : INC ACTIVITIES

India has been a member of the United Nations Educational Scientific and Cultural Organisation since its inception in 1946. In accordance with the requirement of article VII of the Constitution of Unesco, an interim Indian National Commission for Cooperation with Unesco was set up in 1949 followed by a permanent Commission in 1951 which was last reconstituted in September, 1974. During the year the Commission continued to cooperate with Unesco in its efforts to promote international understanding and world peace through education, science, culture and communication.

Twelth Conference of the INC for Unesco.—Held at Vigyan Bhawan on August 21-22, 1976, the first plenary session of the conference was chaired by Dr. V. K. R. V. Rao, in the absence of the Education Minister who is the President of the Commission. After welcoming the delegates, the Secretary-General of the Commission read out the Education Minister's inaugural address.

The Education Minister drew attention to the powerful call for ushering in of a new International Economic Order free from exploitation and injustice. He spoke of the historic Summit Conference of Non-aligned Nations at Colombo where our Prime Minister had said : "Economic exploitation persists in old and new garbs. So do the technological disparities and psychological complexes bred by colonialism." Unesco, he went on to say, is deeply concerned with these matters. Its Charter enjoins on it to work for peace and cooperation amongst all and to flight colonialism, racialism, imperialism and injustice.

The Education Minister noted that there was an increasing awareness among developing countries that they could do much

by collaboration and cooperation among themselves. He referred to the Non-aligned News Agencies Pool as a concrete realisation of this desire and as representing a major break-through for the Third World in the sphere of communication.

Speaking of the spectacular developments in this country in building up a large and highly-trained pool of manpower in science and technology, the Education Minister stressed that the focus had rightly shifted in India to the use of science and technology for the solution of day-to-day problems, for bringing about radical improvements in the total quality of the life of people.

The Education Minister, however, cautioned that science alone would not solve the complex problems of society. There is increasing realisation of the need to advance on a broad front, taking due account of the imperatives of social and cultural developments as a whole. In all these matters, the programmes of Unesco are of particular interest to India and to other nations of the third world.

The Education Minister then spoke of the fundamental improvement in the climate of education in India and drew attention to the significant progress made in various spheres of education and youth programmes in the last two years.

During the same period, important changes have taken place in Unesco, including the appointment for the first time of a Director-General who hails from a developing country. He referred to Mr. M'Bow as 'a humanist devoted to the ideals for which Unesco stands'. He also spoke of the fresh initiatives taken by Unesco on global problems in all the areas under its competence, especially in attempting to focus attention on the needs of developing countries.

After the plenary session, the four Sub-Commissions on Education, Natural Sciences, Social Sciences and Humanities, and

Culture and Communications met separately and considered the following items :

- (1) Secretary-General's Report on the Activities of the Commission for 1974—76
- (2) Draft Programme and Budget of Unesco for 1977-78
- (3) Celebration of the 30th Anniversary of Unesco
- (4) Draft resolutions and amendments to the Programme Budget of Unesco for 1977-78 presented by India to the Director-General, Unesco.

The closing session, under the presidentship of the Education Minister, Prof. S. Nurul Hasan, adopted the reports of the Sub-Commission, which contained valuable recommendations on the items discussed. The meeting approved draft resolutions on physical education and sports, integrated rural development, science and technology, international conference on engineering and technical education, education for children, decentralisation in the functioning of Unesco, international economic order, paper shortage, national communication policies and performing arts for consideration at the 19th General Conference of Unesco. It also laid down guidelines for the Indian Delegation to the forthcoming General Conference of Unesco.

The Conference made a few significant recommendations with regard to the role and functions of the Indian National Commission for Cooperation with Unesco. It emphasised the need for more frequent consultations with the expert members of the different Sub-Commissions, on all important matters pertaining to their sphere of specialisation. Towards this end, a recommendation was made that the conference of the National Commission should be convened at least once a year.

The Conference also recommended that suitable steps might be taken to promote the sale of Unesco publications including the Hindi Edition of 'The Unesco Courier'.

The other recommendation was that Unesco Clubs movement in the country had to be strengthened. Although there were about 130 Unesco clubs, situated mostly in universities, they function more or less as information centres. The voluntary organisations functioning in the field of Unesco clubs should be encouraged.

The Conference also stressed the need for organising effective programmes all over the country to celebrate the 30th Anniversary of Unesco. Details of the celebration are given later in the chapter.

Sub-Regional Meeting of Unesco National Commissions.—

The INC for Unesco, with the support of Unesco under its Participation Programme convened the Sub-Regional Meeting of the National Commissions for Unesco in Asian Countries at Vigyan Bhawan, New Delhi, on September 7--10, 1976. Participants from Afghanistan, Bangladesh, Burma, India, Iran, Nepal and Sri Lanka attended it. Unesco was also represented at the meeting. Shri K. N. Channa, Education Secretary and Secretary-General of the INC, was elected President of the meeting. It *inter alia* considered the following matters : (i) Preparation for the 19th session of the General Conference of Unesco on areas of common interest ; (ii) Implementation of the recommendations of the VI Regional Conference of National Commissions for Unesco in Asia and Oceania held in November, 1975 ; (iii) Decentralisation of Unesco activities ; (iv) Programme for the celebration of the 30th Anniversary of Unesco ; (v) Review of Unesco projects in the sub-region ; and (vi) Giving special consideration to the needs of the least developed countries emphasising need for greater cooperation in the sub-region on social studies and need for development of studies on the status of women.

The discussion on the items led to a wide-ranging exchange of views and the meeting adopted several recommendations of great importance directed towards closer cooperation between the National Commissions, on the one hand, and the Unesco Secretariat, on the other.

The participants expressed their appreciation of the measures taken by the Director-General in formulating a comprehensive Draft Programme and Budget for 1977-78 in close consultation with the member-States and introducing for the first time a detailed Draft Medium-Term Plan (1977-1982) in which essential and critical problems of global concern were analysed and objectives identified. This would facilitate perspective planning and adjustment of plans and programmes to the changing needs and priorities of member-States.

The meeting symbolised the increasing involvement of National Commissions in the planning and formulation Unesco's biennial as well as medium-term plans. Unesco's desire to gear its future programmes to the solution of problems of real concern to the member-States in general and the developing countries in particular was noted with appreciation. At the same time, it was felt that this programme of action still fell short of the expectations especially of the developing countries. It was necessary to formulate programmes corresponding to the specific needs and situations obtaining at the regional and sub-regional level. This was particularly relevant to this region considering its social needs and priorities. The meeting therefore desired that a critical examination be undertaken of the activities and projects envisaged by Unesco.

Education for International Understanding.—The INC continued to operate the Associated Schools Project in Education for International Cooperation and Peace. The primary aim of the Associated Schools Project is to encourage experiments in education for international understanding. Apart from 33 educational institutions which are in direct contact with the Unesco Secretariat, the Commission continued to promote this project in 926 primary, secondary and teachers' training institutions under its expanded programme.

Thirtieth Anniversary of Unesco.—The Thirtieth Anniversary of Unesco which fell due on November 4, 1976 was celebrated throughout the country. The celebrations recalled the

work accomplished by Unesco in the broad field of ethical action, intellectual cooperation and aid to development during the three decades of its existence in the service of the international community. This stock-taking was the starting point for serious consideration concerning the form and substance of the Organisation's future activities. The INC brought out a brochure entitled, 'Thirtieth Anniversary of Unesco', which threw light on the activities and programmes of the institutions in India originally started with the help of Unesco.

Unesco Clubs.—The National Commission has been promoting the establishment of Unesco clubs in various centres including universities, libraries and educational and cultural institutions. So far 130 such clubs have been established throughout the country. These clubs undertake activities to disseminate information about the aims and the policies of Unesco, UN and similar bodies and arrange various programmes in education, science, culture, etc. to promote international understanding, cooperation and world peace. The clubs were asked to take up action programmes of utility to the surrounding communities. The Commission has been sending publications, periodicals and other materials received from Unesco or brought out by the Commission itself to all the clubs regularly. Special kits of material are sent to the clubs to enable them to celebrate UN Day and Human Rights Day in a befitting manner.

The Unesco Courier.—The INC for Unesco continued to get the Hindi and Tamil editions of 'The Unesco Courier' published through the National Book Trust, India, Publication Section of the Ministry of Education, and Social Welfare, Central Hindi Directorate and the Southern Languages Book Trust, Madras, respectively.

Unesco Coupons.—The Commission continued to operate the Unesco International Coupons Scheme designed to assist institutions and individuals working in the fields of education, science, culture and communication to import educational and scientific material from foreign countries on payment in Indian

rupees. Coupons worth \$ 1,36,246.41 were sold during the period between January and November, 1976.

Newsletter and World in the Classroom.—The Commission continued to bring out the quarterly 'Newsletter' to publicise information about the activities of the Commission and Unesco in India, and 'World in the Classroom', a special bulletin. The Library and Documentation Unit of the Commission continued to make available copies of the Unesco publications/periodicals including 'World in the Classroom' and 'Newsletter' to educational and research institutions/organisations all over India and abroad. Distribution of literature on a special basis was undertaken on the occasion of the 30th Anniversary of Unesco. The Unit continued to bring out a monthly annotated list (Current Awareness) of publications/periodicals/reports, received from Unesco headquarters/regional offices and other Unesco's research and planning institutions in member-States.

B. UNESCO ACTIVITIES ABROAD

First Conference of Ministers and Senior officials Responsible for Physical Education and Sports: In response to an invitation from Unesco, India participated in the Conference which was held at Paris on April 5—10, 1976. The 4-member Indian delegation was led by the Education Minister, Prof. S. Nurul Hasan and included President, Indian Olympic Association, Air Chief Marshal O. P. Mehra, Secretary of the INC for Unesco, Shri Tarun Roy and Director of the National Institute of Sports, Patiala, Shri R. L. Anand.

19th Session of the General Conference of Unesco : The 19th Session of the General Conference of Unesco was held at Nairobi (Kenya) on 26th October to 30th November, 1976. The Indian delegation was led by the Education Minister, Prof. S. Nurul Hasan and the Minister of Information and Broadcasting, Shri Vidya Charan Shukla and the Chairman, Policy Planning Committee of the Ministry of External Affairs, Shri G. Parthasarathi, acted as the Alternate Leader. The Delegation comprised two

more members, namely, Dr. S. Gopal, Professor, Jawaharlal Nehru University and Shri K. N. Channa, Union Education Secretary, while the alternate delegates numbered five with nine advisers.

The Education Minister of Kenya was elected President of the General Conference.

India was not elected one of the 21 Vice-Presidents of the Bureau of the General Conference, at her own instance and she offered to withdraw in favour of Sri Lanka. However, India was elected to the 25-member Drafting and Negotiation Group, which was a new innovation. As far as the Unesco General Conference is concerned, it proved to be one of the crucial committees. The main task of this Group was to examine controversial issues that confronted the session and to find a solution on the basis of consensus. The work of this group was praised immensely at the closing session of the Conference.

While participating in the General Policy Debate, the leader of the Indian delegation, Professor S. Nurul Hasan said : "A world of interdependence postulates a world based on equality, equity and justice. Unfortunately some influential and vociferous elements have started accusing this Organisation of getting improperly involved with political issues and when decisions are taken which are not to their liking, they do not hesitate to indulge in pressurisation to bend this great Organisation to their own will. I would like to submit respectfully that this Organisation constitutes a forum in which argument has to be met by argument and the veracity of all opinions tested by clear and fearless debate. The vision of a better world must never be blurred or dimmed."

The Education Minister condemned the intolerable practices of the apartheid and racial discrimination and hoped that the last vestiges of colonialism would be eliminated once for all and the people of Africa would receive the justice that had been their due for many years. The Education Minister cautioned the member-States to guard against the subtle and insidious nature

of cultural dominance and intellectual infiltration. He said, "Peace is not merely the absence of war, but active cooperation to work for survival and progress, to keep alive and provide opportunities for the unfolding of the human personality."

The Indian delegation moved a number of resolutions during the Conference pertaining to education, culture, natural sciences, communication and the administrative structure of Unesco.

The Indian resolution on Science and Technology for Development received considerable support and was combined with a similar resolution from the Soviet Union. It was adopted unanimously and dominated the discussion in the Commission on Natural Science.

In the field of Education, an Indian resolution on devising educational material for children evoked considerable interest. It was noted by the Commission but had the effect of initiating the UNESCO Secretariat into thinking of setting up a separate unit to deal with this subject.

The Indian resolution on Sports and Physical Education, reiterating, *inter alia*, the need for international competitions to be held on a basis of equality was noted by the General Conference and included in its Work Plans. The Indian resolutions elicited widespread support in the working session and many developed and developing countries, including the United States, Iran and Nepal supported the resolution.

The General Conference adopted the Indian resolution on Decentralisation of UNESCO's Activities. This resolution called upon UNESCO to assign some of the Organisation's activities to member-States, National Commissions and competent non-governmental organisations, entailing more staff transfers from UNESCO Headquarters to Regional Offices and giving adequate responsibilities and authority to take decisions to Regional Offices and National Commissions.

Regional Groups.—Israel was formally admitted as a member of the European Regional Group of UNESCO thus ending a controversial issue pending before the Organisation since the last General Conference. The refusal of the last General Conference held in Paris in 1974 to admit Israel to the European Group led to the United States withholding its financial contribution to UNESCO. The Arab countries did not oppose the move because they wanted the Nairobi Conference to succeed. In fact this Nairobi spirit was in evidence throughout the Conference and the African and Arab countries saw to it that nothing was done or said to mar the Conference.

Excavations in Jerusalem.—The General Conference condemned Israel's excavation and building projects in Jerusalem **which** would alter the historic character of the city. Israel's educational and cultural policies in occupied territory were also condemned because they amounted to 'cultural assimilation'.

UNESCO decided to block financial assistance for Israel. The Organisation will continue the 'no cash' policy approved at the last General Conference in 1974. 25 countries voted against the resolution.

Press Agencies Pool of Non-Aligned Nations.—UNESCO approved a resolution laying the foundation for a Third-World News Agency Pool which would serve non-aligned nations. This would help to redress the imbalance in the flow of information from rich and poor countries.

Election to the Executive Board.—Election to the Executive Board of UNESCO is held on the basis of geographical regions. **For the Asian region, there were two vacancies.** The General Conference decided on an increase in the number of members of the Executive Board from 40 to 44 with the result that the number of vacancies increased to 3. **Against the 3 vacancies, candidates were put forward by China, India, Indonesia, Pakistan, and Bangladesh.** Pakistan later withdrew in favour of Bangladesh. China with 103, India with 98 and Indonesia with 94 votes were elected to the Executive Board.

Tributes to Shri Parthasarathi.—Shri G. Parthasarathi, Chairman of the Policy Planning Committee of the Indian Ministry of External Affairs, who retired as the Indian Member of the Executive Board of UNESCO on 24th November, 1976, was presented with a medal and a scroll by the Director-General of UNESCO. The presentation was made at an impressive ceremony organised to bid farewell to retiring members and to welcome the new members. Speaking on the occasion, the Director-General referred to Shri Parthasarathi's brilliant career and described him as 'discreet, modest, but with a will always bent towards seeking solutions and capable of rallying all members of the Board even in the face of most complex problems'. Welcoming Dr. Gopal, the Chairman of the Board referred to the time when Dr. Gopal's father, late Dr. S. Radhakrishnan, former President of India, served on the Executive Board. He said that for the first time in 30 years a distinguished son of a most distinguished father had succeeded to the Executive Board.

30th Anniversary of UNESCO.—The 30th Anniversary of UNESCO was celebrated on 4th November 1976. The Director-General of UNESCO, the President of the 19th session, the Chairman of the Executive Board, the Foreign Minister of Kenya and the President of the Republic of Seychelles spoke on the occasion. The Director-General held a reception in the evening to which all members of the delegations were invited.

CHAPTER NINE
**NON-FORMAL EDUCATION AND ADULT
LITERACY**

The problems of non-formal education and adult literacy have continued to receive high priority during the year. The Conference of Education Secretaries held in July, 1976 discussed at length the concept and programmes of non-formal education and suggested strategies for their future development. The CABE Committee on Non-formal Education and the Standing Committee of CABE, which also met in July, 1976, discussed further the issue raised in the Education Secretaries Conference and made important recommendations. Along with selective programmes of non-formal education, emphasis was given to mass programmes of adult literacy through a larger involvement of students under NSS, and of teachers.

The Directorate of Non-formal (Adult) Education.—To provide technical support for the programmes of adult education, particularly to the State Governments and voluntary organisations, the Directorate of Non-formal (Adult) Education was established in 1971 by taking out the Department of Adult Education from the NCERT. Since then the Directorate has grown considerably in size and coverage and has expanded its activities to cover many aspects of adult education/literacy which were hitherto unexplored. It is now functioning as a national resource centre in the field of non-formal education and is providing useful assistance in planning programmes, training, preparation of teaching/learning materials, and evaluation and monitoring. Among the activities of the Directorate the following deserve special mention :

- (1) The Directorate helped the State Governments of Andhra Pradesh, Kerala and Tamilnadu in organising training courses for their non-formal education workers at different levels.

- (2) It prepared curricular guidelines for non-formal education programmes. The emphasis in these guidelines is on developing methodology of curriculum preparation and promoting efforts in developing diversified and need-based curricula with an inter-disciplinary approach.
- (3) It undertook a project to compile information in respect of various non-formal education activities organised by various Ministries/Departments of the Government of India under their programmes. This is being brought out in the form of a compendium that will help in co-ordinating the efforts in this field.
- (4) It brought out 34 publications on various topics relating to non-formal education under its normal publications programme. These publications helped in disseminating useful information and providing academic help in implementing the programmes.
- (5) It processed and supplied learning materials worth Rs. 4 lakh to various adult literacy programmes run by NSS, Nehru Yuvak Kendras and other organisations.
- (6) It provided professional guidance in planning and implementing the urban adult education programmes run by Shramik Vidyapeeths and Workers Social Education Institutes.
- (7) It continued and strengthened its documentation service under which bibliographies, abstracts, etc. were issued. The service has been extended to cover over 300 information cells for non-formal education located with different agencies all over the country. In addition, the service has also been extended to about 80 other national and international agencies identified as resource centres for non-formal education programmes.

- (8) It continued to function as an associate centre for the UNESCO's Asian Programme of Educational Innovations and Development.

In recognition of its contribution in the field of adult literacy, the Directorate was awarded an Honourable Mention of the Nadezhda K. Krupskaya Prize for 1976 by UNESCO.

Non-formal Education Programme for Youth in 15—25 Age-group.—Youth in 15—25 age-group constitute the most vital segment of the country's human resources. Since a majority of them are still illiterate or semi-literate, a comprehensive scheme of providing them non-formal education facilities was launched in 1975-76. The scheme which was expanded in its coverage and scope during the year, aims at providing functional literacy and non-formal education in the following areas :

- (i) Society and environment-position of the individuals, their civic orientation and their rights and duties;
- ii) Employment and vocational development;
- (iii) Food production, distribution and nutrition;
- (iv) Health, hygiene and family welfare planning; and
- v) Home and family life.

The programme is being implemented on a sharing basis by the Central and State Governments. The Central Government financed the programme in 25 districts in 1975-76 and extended it to 50 districts during 1976-77, each district having 100 centres with an approximate enrolment of 30 in each centre. The programmes of the States covered about 100 districts. About 3 lakh youth have benefited from the programme during the year.

To provide academic support to non-formal education programmes in the fields of training, material production, evaluation, etc., it is proposed to set up State Resource Centres in each State.

Three such centres, in Tamilnadu, Maharashtra and Rajasthan have already come into being and the Government of India have extended financial assistance to them.

Farmers' Functional Literacy Project : This project is a part of the integrated programme of Farmers Training and Functional Literacy being implemented jointly by the three Central Ministries, namely, the Ministry of Education & Social Welfare, the Ministry of Agriculture & Irrigation and the Ministry of Information & Broadcasting. The Ministry of Education and Social Welfare is responsible for the functional literacy component of the programme. The scheme had so far been confined to districts covered under high-yielding variety crop areas and covered 123 districts till 1975-76. During 1976-77, its coverage was extended to additional 21 districts. In each district the project is operated through 60 centres and each centre has an enrolment of about 30. The project covered about 2.5 lakh farmers during the year.

The scheme having demonstrated the benefits of an integrated approach to rural development, was diversified in its scope to provide linkages with other developmental programmes. In 1975-76 it was extended to cover one district under SFDA (Small Farmers' Development Agency) and during 1976-77 it was extended to cover one district under the drought prone areas programme and five districts under the integrated tribal development projects.

In operation for about a decade now, it has a fairly wide coverage. To evaluate the scheme and to advise on taking up similar other schemes, particularly in the context of the Sixth Five-Year Plan, a highpower committee of evaluation, under the chairmanship of Shri J. C. Mathur ICS (retd.) has been set up.

Non-formal Education for Urban Workers : Urban workers constitute an important segment of the population and their education is an important component of the overall efforts in adult education. Their educational programmes require to be linked

with their economic activities, on the one hand, and social and cultural responsibilities, on the other. Two types of programmes have been in operation for them. The polyvalent adult education programme, which is offered through the three shramik vidyapeeths at Bombay, Delhi and Ahmedabad, aims at providing basic knowledge and skills to urban workers related directly to their jobs. The educational programmes in these vidyapeeths are more functional and related directly to the participants' work. The other programme is offered through the workers social education institutes at Indore and Nagpur. The emphasis in these programmes is more on arousing a sense of social and civic responsibility and on stimulating a desire for knowledge in the working class.

To suggest future directions for the development and expansion of the urban adult education programmes and to reorient them in the light of past experience, a committee was set up to review the programmes of workers social education institutes, *vis-a-vis*, the programmes of the shramik vidyapeeths. The Committee, after studying different programmes offered by the two types of institutions, recommended a reorientation of workers' social education institutes on the pattern and approach followed by the shramik vidyapeeths. It further suggested that the social education aspect, expected to be the sole content of the workers' social education institutes, should be built into the shramik vidyapeeths and a network of such vidyapeeths should be set up all over the country in various urban and industrial centres.

Production of Literature for Neo-literates.—To encourage the production of reading material for neo-literates, the Government of India organise each year a prize competition of manuscripts for neo-literates. The 19th competition was launched in 1976-77 and its scope was enlarged because the Department of Family Planning had decided to collaborate in that project. From 1976-77, 65 prizes will be awarded for outstanding manuscripts written on various topics in different Indian languages, 25 of them being earmarked for manuscripts written on family

planning. Under the other part of the scheme, State Governments are provided grants-in-aid for producing and publishing better quality material for the neo-literates.

The Raja Rammohun Roy Library Foundation, which was established to strengthen library movement in the rural areas, further expanded its activities and covered 5800 libraries in rural and semi-urban areas. The Foundation decided to set up a committee to evaluate its working and undertake a review of the present status of rural libraries.

Assistance to Voluntary Organisations Engaged in Adult Education Programmes.—The voluntary organisations share a substantial part of the responsibility in the field of non-formal education and adult literacy. The Ministry of Education continued to extend financial and academic support to these agencies. Emphasis during the year was mostly on projects of an innovative nature and those which benefited the deprived sections of the society. Some of the voluntary agencies took up very significant projects which benefited particularly illiterate women, urban slum-dwellers and tribals. Over 50 voluntary agencies were assisted during the year and the total amount of assistance was nearly Rs. 20 lakh.

Cooperation with Unesco.—Greater cooperation with Unesco has been achieved during the year. The Directorate of Non-formal (Adult) Education with the cooperation of Unesco undertook three experimental projects of preparing curricula under different socio-economic settings. The emphasis was more on the development of methodology. The three projects involved preparation of curricula for rural women with the help of the Literacy House, Lucknow, for slum-dwellers with the help of Bengal Social Service League, Calcutta and for fishermen with the help of the Department of Adult Education, S. V. University, Tirupati. All the three projects were completed during the year and the report was submitted to Unesco.

The Government of India hosted the first phase of the Regional Mobile Field Operational Seminar organised by Unesco

in November, 1976, with the active help of the Directorate of Non-formal Education in which 42 persons participated and also deputed its officers to participate in similar seminars organised in Iran and Afghanistan.

Exchange of Experience with Other Countries.--Exchange of experience with other countries in the field of adult education was further strengthened during the year. A 5-member delegation of experts in adult education visited the Federal Republic of Germany in May, 1976 and studied the adult education programmes of that country for a period of two weeks. The Cultural Exchange Programme concluded by the Government of India with Hungary, USSR & Czechoslovakia *inter alia*, contained provisions for exchange of information, experience, personnel, etc. in the field of adult and non-formal education.

CHAPTER TEN

EDUCATION IN UNION TERRITORIES

Education in the Union Territories constitutes a special responsibility of the Central Government. The Territories of Goa, Daman and Diu, Pondicherry, Arunachal Pradesh and Mizoram have their own legislatures and exercise powers specified in the Government of Union Territories Act, 1963. Delhi has a Metropolitan Council and an Executive Council which functions according to the provisions of Delhi Administration Act, 1966. The other Territories, namely, Andaman and Nicobar Islands, Chandigarh, Dadra and Nagar Haveli and Lakshdweep have no legislatures. An account of the Educational facilities and activities during the year in respect of each of the Union Territories is given in this chapter.

A : ANDAMAN AND NICOBAR ISLAND

Educational Facilities.—There are 222 educational institutions in the territory comprising 1 government degree college, 1 teachers' training institute, 15 higher secondary schools, 2 high schools, 34 senior Basic schools, 156 junior Basic schools and 13 pre-primary schools, with a total enrolment of 31,032. The total number of teachers is now 1,637. School education in these islands is tuition free up to higher secondary stage. Free travel concession is given to students in middle and higher secondary stages who reside at a distance of more than 4 kilometres. Books are supplied free to those school students the income of whose parents is less than Rs. 4,000 per annum. Free uniforms are provided to students whose parent's income is less than Rs. 2,500 per annum. All scheduled tribe students are provided free stationery. Stipends are given to hostellers at the rate of Rs. 50 per month. An additional sum of Rs. 20 is paid

to each tribal boarder. Mid-day meals are supplied up to class VIII at 20 paise per head per working day. Post-higher secondary scholarships for higher education on mainland are given for those subjects for which facilities are not available in the Government College. The teachers in the Government Degree College, Port Blair, have been given the UGC scales of pay from 1st January 1973. Arrangements for reservation for seats in various institutions are also made by the Administration. Steps were taken to introduce 10+2 pattern of education in the Islands.

Girls' Education.—Girls' education is quite popular in these islands. The boy-girl ratio of enrolment is almost even at all stages. There are 601 women teachers and 13,498 girl students.

Teachers' Training.—There is one Teachers' Training Institute at Port Blair which provides a two-year instruction at the undergraduate level to train primary school teachers. Total strength of the institute is 153.

Co-curricular Activities.—Schemes of Scouts and Guides and NCC/NSS were further extended. A new Naval Wing of the NCC was established at Port Blair. Qualified physical education teachers were posted to all schools.

Student Amenities.—Book banks were established in the schools. Essential commodities were made available on whole-sale prices to hostellers through fair price shops and consumers cooperative stores. 2 lakh exercise books were distributed to students.

Non-formal Education.—20 centres were opened to provide facilities for non-formal education. Facilities for vocational guidance and career-counselling were also made available to youth.

B. ARUNACHAL PRADESH

School Education.—During the year, 12 pre-primary education centres and 88 primary schools were set up, 18 primary

schools and 1 middle school were upgraded, bringing the total number of pre-primary centres to 12 and primary schools to 710. There are 87 middle schools, 24 higher secondary schools, 1 college and one teachers' training institute offering educational facilities for 483 students at pre-primary, 39,848 at primary, 4,199 at middle, 1,285 at higher secondary and 1,833 at college levels. Besides these, voluntary organisations like the Rama-krishna Mission organised 3 schools with grant-in-aid from the Administration. It was proposed to introduce 10+2 pattern of education in selected 7 higher secondary schools during 1977-78. There are institutions for imparting necessary training to National Cadet Corps, and rural sports, vocational programmes and science education programmes.

Higher Education.—Apart from the J. N. College, Pasighat, which imparts college education up to 1st degree standard, 51 students were sent to institutions of higher learning in other States.

Teachers' Training.—The Teachers' Training Institute at Changlang imparts training for primary/middle school teachers. Training for other teachers, namely, 4 for B.Ed course, 9 for B.T., 83 for short-term English courses, 221 for science courses and 17 for training at the NEHU, Shillong, was arranged at various centres in the country outside the Territory.

Science Education.—To introduce new methodology of teaching science with Unicef-assisted science kit boxes in primary and middle stages, more science teachers were appointed and the Administration took steps to supply Unicef science kits to 300 primary schools during the period.

Student Amenities.—Textbooks, stationery items, clothings, guide books, reference books, work books were supplied to the students of primary, middle and higher secondary schools.

Female Education.—The programme of female education is also receiving due attention. One post of Inspectress of Schools was created and the post filled with a local lady. Residential

meritorious and keen girls were deputed for higher education to Banasthali Vidyapeeth of Rajasthan. More female teachers were recruited to promote female education.

C. CHANDIGARH

School Education.—The enrolment at various stages rose as compared to the previous year as under :

Stages	1975-76	1976-77	Increase
Classes I to V	36,300	37,900	1,600
Classes VI to VIII	15,300	16,200	900
Classes IX to XI	8,400	8,800	400

Two new government primary schools and a branch primary school were started. One government primary school was upgraded to middle standard and one government middle school to high school standard.

Three school buildings in Chandigarh city were completed and a sum of Rs. 19.47 lakh provided for completion of other school buildings.

Educational Facilities for Weaker Sections of Society.—An amount of Rs. 40,000 was sanctioned for grant of attendance scholarships @Rs. 4 p.m. and free stationery and books for about 2500 children.

Mid-Day Meals.—The programme was extended to other classes covering 2500 additional children. In all, 11,000 children were covered under the programme.

New Pattern of School Education.—Uniform pattern of education (10+2) was introduced and new courses started in the IX class. A sum of Rs. 1.50 lakh was sanctioned for equipment for the purpose.

College Education.—M.Sc. classes in foods and nutrition were started in the Government Home Science College, Chandigarh.

A sum of Rs. 1.40 lakh was sanctioned for equipment for new courses.

Sports and Youth Welfare.—A diploma course in yoga was started during the year.

Student Amenities.—Book banks were started in all colleges and secondary schools. Adequate funds were provided for the purpose. Stores on cooperative basis were started in all colleges, to enable students to get stationery and other things at cheap rates.

D. DADRA AND NAGAR HAVELI

School Education.—There are 4 pre-primary schools, 144 primary schools and 4 high schools and 1 higher secondary school in Dadra and Nagar Haveli. Education in all the schools upto higher secondary stage is free. Free mid-day meals are supplied to the pupils in all government primary schools including the pre-primary schools. The facility of free supply of textbooks, notes, slates, etc. to the pupils of primary and secondary schools was extended to the scheduled caste/tribe and economically backward class students in government schools. Clothes were supplied free to such students in government primary schools. Medical treatment is given free to pupils of primary and secondary schools after annual inspection. Hostel facilities are available for scheduled caste/tribe and economically backward class students. There are 9 government social welfare hostels with a total strength of 535 inmates (483 boys and 52 girls). The entire board and lodging expenses of the hostels are borne by the Administration. There are 2 public libraries.

Industrial Training Institute.—An Industrial Training Institute was started at Silvassa from August, 1976 with four wings offering wireman, welder, fitter and electrician courses.

Scholarships.—Post-matric/pre-matric scholarships were granted to scheduled caste/tribe and low income-group students. Loan scholarships under National Loan Scholarships scheme were also awarded.

Student Amenities.—All the scheduled caste/tribe and low income-group students were provided with textbooks, exercise/note books and other material free of cost.

Physical Education and Similar Programmes.—Physical education was introduced in all primary and secondary schools. There are 4 groups of NCC establishment in two secondary schools, each group having 65 cadets, both boys and girls.

Vocationalisation of Secondary Education.—Vocational, technical and agricultural subjects were introduced in all the four high schools. Agriculture, drawing, typewriting and tailoring are taught in high schools, besides workshop practices relating to electrical and mechanical engineering.

E. DELHI

There has been a further expansion of school education in Delhi to cater to the needs of the increasing population. 16 higher secondary schools, 13 middle schools and 56 primary schools were opened during the year. The percentage of enrolment has also risen up to 102 in 6-11 age-group, 89 in 11-14 age-group and 69.90 in 14-17 age-group.

University Education.—15 degree colleges are functioning under the Delhi Administration and all the eligible candidates were given admission in these colleges during the year.

Adult Education.—12 adult evening schools are run by the Delhi Administration and the enrolment of students getting education through this system and correspondence courses is 10,550.

Free Supply of Textbooks.—Book banks were established in 843 government and government aided schools in Delhi to provide benefit to students belonging to the weaker sections and children of parents whose income did not exceed to Rs. 500 p.m. Books worth Rs. 8.18 lakh were added to boost this drive.

Girls' Education.—The new higher secondary schools opened during the year were mostly for promoting girls' education. Out of the 16 such new schools, 5 are exclusively for girls and 9 co-educational schools. Free transport facilities for girl students living in rural areas was extended to cover 2,500 girls.

Science Teaching.—New textbooks of science were made available in schools where facilities for science teaching under the UNICEF scheme were provided. Facilities for education through television were also provided in many schools.

Scholarships.—The Delhi Administration proposed to spend Rs. 60 lakh as scholarships during 1976-77 for the benefit of 63,000 students.

Teachers' Welfare.—Every year 10 teachers with meritorious services are honoured by State Awards.

New Pattern of Education.—The Delhi Administration introduced the new 10+2 pattern of education from the academic year 1975-76 in all the higher secondary schools of Delhi. Funds to the extent of Rs. 30 lakh were provided to these schools for the purpose of science equipment and workshop material.

Student Amenities.—Book banks were established in 1144 government and government-aided secondary schools.

Grants for students for educational tours to various parts of the country were continued.

Essential commodities at controlled prices were supplied to student hostels. Stationery and exercise books were also made available at controlled rates through 90 cooperative stores and retail points.

F. GOA, DAMAN AND DIU

The Directorate of Education was reorganised during the year separating administration from inspection. The work of

administration and academic work was thus reorganised right from the lowest tier at taluka level up to the top tier at the Directorate level.

School Education.—During the year, the enrolment in primary, middle, secondary and higher secondary stages of education was as follows :—

<i>Stage</i>	<i>Enrolment</i>
Primary	1,42,449
Middle	46,512
Secondary	18,863
Higher secondary	3,688

College Education.—There are at present 9 arts, science and commerce colleges in the Territory, in addition to one post-graduate centre. The enrolment in these colleges was 6,092 during the year.

Enrolment in professional colleges like medical, pharmaceutical, law, engineering, polytechnic, fine arts and teacher training (elementary and secondary) was 2,302 as against 2,140 during the last year.

Teacher Training.—Out of 7,753 school teachers at various levels in position during 1976-77, the number of trained teachers was 5,486, or 70.7 per cent of the total.

Technical Education.—In the engineering college, 63 students were enrolled as against the sanctioned capacity of 60. Similarly, in the polytechnic the enrolment was 150 against the sanctioned capacity of 120. The Food Craft Institute continued to offer craftsmanship courses in cookery, bakery, reception, book-keeping, food preservation, etc. The enrolment in the Institute during the year was 46.

Social Education.—Two programmes, *viz.*, Farmers Functional Literacy Project and Non-Formal Education for the age-group 15-25 were implemented. There were 31 centres with 936 adult farmers. The enrolment in non-formal programmes was 587 in 20 different centres.

S.S.C.E. Examination—Goa Board.—The Goa S.S.C.E. Board, established during 1975 conducted its first examination in March-April 1976 and the supplementary examination in October, 1976.

Student Amenities.—A total of 850 book banks were established for the benefit of 17,000 students, as below :—

Primary schools	675
Middle schools	32
Higher schools	128
Higher secondary schools	10
Colleges	5
	850

Essential commodities at concessional rates were supplied to 25 student hostels, benefiting 2650 hostellers. Stationery and exercise books were also provided at controlled prices to students.

G. LAKSHADWEEP

School Education.—The number of educational institutions in Lakshadweep is 42. This includes one junior college, one higher secondary school, 7 high schools, 6 senior Basic schools, 18 junior Basic schools and 9 nursery schools with enrolments as below :—

Nursery schools	596
Primary schools	8,305
Secondary schools	2,459
Higher and technical schools	180

Special Facilities for Education of Girls.—Three senior Basic schools and one junior Basic school are functioning exclusively for girls. A separate girls section for high school classes is

functioning in the high school at Kalpeni. Two girls' hostels are run by the Administration at Kavaratti for college and higher secondary school students. Free board and lodging are provided in these hostels.

Facilities for Science Teaching.—General science is taught as a compulsory subject in all schools. The new syllabus which lays emphasis in teaching chemistry, physics and biology as separate subjects was introduced in the schools. The science teachers working in primary and secondary schools were given in-service courses arranged by the State Institute of Education, Kerala.

Vocational Education.—Typewriting was introduced in high schools. Fisheries technology is taught in two high schools. Facilities for teaching paper-mache craft and clay-modelling were introduced in 4 high schools.

Scholarships and Grants.—The scheme for granting scholarships to students in high/higher secondary and college classes was continued. Education is free at all stages in this Territory. The students desiring to take up higher studies in both academic and technical courses are admitted in institutions on the mainland against the seats reserved for them by the Administration. The number of scholarship-holders was 800 during the period under report. The students studying in an island other than their native one are provided with free board and lodging facilities in government hostels. In the case of students studying in institutions on the mainland, all expenses towards tuition fee and board and lodging expenses are met by the Administration. Scholarships are given to students in case hostel facilities are not available.

Facilities for Teachers Training.—There is no teacher training school or college in this Territory. Candidates are sent for teachers' training in institutions on the mainland.

Special Facilities.—The inhabitants of this Territory are Muslims who are classified as scheduled tribes. All facilities provided by the Administration are meant for them only.

Sports and NCC.—One senior division and 5 junior division NCC units are functioning in the junior college and five high schools respectively in the Territory. Facilities for sports in all schools were provided. Inter-island sports and games tournaments were conducted. Inter-junior basic schools sports and art festivals were also organised.

Social Education Programmes.—Social education centres and reading room-cum-library are functioning in all the islands of the Territory. Besides, there is a Central library at Kavaratti. Nine women village-level workers are engaged in adult literacy programme, women welfare activities and other programmes connected with health and hygiene among women and children. Mahilasamajams are also functioning in all the islands.

A state social welfare advisory board has been functioning smoothly.

Student Amenities.—Textbooks, writing materials, mid-day meals were supplied free to schools children.

H. MIZORAM

School Education.—The Directorate of Education has been running 442 lower primary schools, enabling children to have their schools within a walking distance of 1-2 Km. The earlier pupil-teacher ratio improved from 46:1 to 41:1, as a result of recruitment of 250 additional teachers during the year. There was substantial increase in enrolment registering a figure of 3500 during the year.

Out of 224 middle schools, 68 are run directly by the Administration, while 156 are government-aided private schools. 108 high schools, 10 government and 98 under non-government managements receiving government grants continued to function effectively with substantial increase in enrolment during the year.

College Education.—There are now 5 colleges in Mizoram, —2 government and 3 non-government. The non-government colleges were given substantial recurring and non-recurring grants to enable them to function effectively. All the colleges are affiliated to the North-eastern Hill University.

Adult Education.—2500 adults were made literate through 85 literacy centres, run by voluntary organisations with financial assistance from the Administration.

Teachers' Training.—A Mizorm Institute of Education with an annual intake of 50 graduate teachers from various high schools has been running successfully. Training for science teachers was started. Two elementary school teacher's training centres—one at Aizawl and the other at Lunglei with a total annual intake of 240 teachers from primary and middle schools continued to function effectively.

Propagation of Hindi.—There is a Hindi Teachers' Training Institute at Aizawl. It produced a good number of Hindi teachers for almost all middle schools and quite a few for high schools.

Science Education.—The Unicef-assisted pilot project has by now provided the much needed enrichment of the school curriculum in science as also expert guidance from the Science Promotion Wing of the Directorate of Education. This Wing was provided with a Science Promotion Officer and two science consultants and supporting staff.

Physical Education and Allied Programmes.—Activities relating to scouts and guides, youth welfare and physical education with a special officer forming a wing of the Education Directorate were substantially geared up. Football and hockey teams from high schools and colleges participated in various tournaments and competitions outside the Territory. Mizoram State Sports Council was formed under the chairmanship of the Education Minister.

Technical Training.—The Industrial Training Institute at Aizawl offers various trades like welding, fitting, wiremanship, mechanics, electricians, etc., with an intake of 82 trainees. Buildings and workshops of the Institute were completed.

Student Amenities.—Book banks were set up in almost all the primary, middle and high schools and colleges.

I. PONDICHERY

School Education.—Facilities for education at all levels were expanded during the year. One pre-primary school was opened. The enrolment figures at the pre-primary, primary and middle stages improved considerably. To achieve hundred per cent enrolment, some incentive schemes, viz., mid-day meals for poor children of classes up to V standard, free supply of stationery articles, etc. were introduced.

As regards secondary education 16 additional or next higher classes including one new high school were opened.

College and Professional Education.—The educational facilities in the existing colleges and polytechnics were expanded by providing additional staff, laboratory materials and library books.

Teachers' Training.—To improve the professional competence of teachers, refresher/reorientation courses were conducted. 15 school assistant Grade II teachers were deputed to attend the four-week summer institutes in physics, chemistry, biology and mathematics at Madras.

Scholarships and Other Concessions.—150 awards of Pondicherry state post-matriculation scholarships, 3 awards of national scholarships for the children of school teachers, 15 awards of national scholarships and 18 awards of national loan scholarships were sanctioned. The scheme of student aid fund was implemented in colleges.

National Service Scheme.—National Service Scheme was followed with an increased strength of 500 for normal activities and 250 for special camping programme during the year.

New Pattern of Education.—A committee was constituted to decide the policy on the introduction of 10+2+3 pattern of education in Pondicherry.

Library Facilities.—Public libraries were strengthened by adding new books. Four new branches were opened in rural areas.

Student Amenities.—Book banks were opened in all government middle schools, middle sections of high schools, colleges and polytechnics. Student cooperative stores were opened in six colleges and students hostels were covered under this Scheme. Exercise books were made easily available to students through consumer cooperative stores at controlled rates.

CHAPTER ELEVEN

ACTIVITIES IN COMMON AND CLEARING HOUSE FUNCTIONS

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

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

A : ACTIVITIES IN COMMON

Meetings of the Committees of the Central Advisory Board of Education and Conference of State Education Secretaries and Directors of Education.—The Standing Committee and the following other committees of the Central Advisory Board of Education met at New Delhi on 16th and 17th July, 1976 :

- (i) Universalisation of Elementary Education :
- (ii) Implementation of the 10 + 2 + 3 pattern :

- (iii) Non-formal Education ; and
- (iv) Youth Services.

The meetings were preceded by a Conference of the Secretaries and Directors of Education of States which was convened to discuss the agenda of the meetings of the committees of the CABE and place their recommendations before the committees. The Union Education Minister also held an informal meeting with the State Education Ministers on the evening of 16th July, 1976. A gist of the resolutions adopted is given in the following paragraphs.

Mid-term Appraisal of Fifth Plan.—The resolutions on mid-term appraisal of 5th Plan highlighted how the programmes in the various educational sectors had suffered on account of inadequate financial allocations. Nothing that the draft Fifth Plan document represented the first intensive effort made to implement the recommendations of the Education Commission (1964—66), the Committee went on to point out that the likely final outlay for Education in the Fifth Plan may not be very different from that in the Fourth Plan, and that, for this reason, the educational situation at the end of the Fifth Plan may well be a slide back over the situation recorded at its commencement. On a note of warning about the implications of this for the nation as a whole, the Committee urged enhancement of resources for education during the remaining two years of the Fifth Plan.

New System of Educational Statistics.—In this resolution the Committee emphasised the need for improving the situation in the collection of educational statistics.

Non-formal Education.—In this resolution, the Committee corrected certain conceptual misunderstandings prevailing in regard to non-formal education, and proposed four priorities, namely :—

- (i) Non-formal education support for Economic Programme ;

- (ii) Non-formal education for family planning efforts ;
- (iii) Programmes for children, youth and women to meet their minimum learning needs; those for youth paying special attention to employment preparation ; and
- (iv) Programmes for agriculturists, landless labourers, and industrial and rural workers, so that the country's balanced economic progress is accelerated.

The resolution called upon each State to prepare a plan of non-formal education, and to identify appropriate programmes at the district level so that the programme could be developed on a nation-wide basis in the Sixth Plan.

New Pattern of School and College Education.—The Committee noted that 12 States and seven Union Territories had so far implemented the 10+2+3 pattern of education, 7 States and two Union Territories proposed to adopt it in the next two years, and that the remaining three States had the matter under consideration. In view of the slow progress in implementation, the Committee recommended introduction of Central assistance in the remaining years of the Fifth Plan for implementing the new pattern to ensure that all the States effectively adopted it by the end of the Fifth Plan. The Committee further urged the States to take energetic and positive steps to vocationalise the higher secondary stage, and recommended that Central assistance proposed in the draft Fifth Plan be made available to the States.

Youth Programme.—The resolution on Youth Programmes laid special emphasis on the commitment of youth 'in national contingencies', and highlighted the important role assigned to the Nehru Yuvak Kendras in respect of the various youth programmes designed by the Centre and the States. The resolution recommended the continuance of the National Integration Samitis/Camps and Planning Forums which should be organised in a manner that they serve the objectives behind their establishment. The resolution also called for a high priority to be given

to physical education and sports, and recommended greater emphasis on popularisation and promotion of indigenous and inexpensive games and sports.

Elementary Education.—In this resolution the committee pointed out that the additional enrolment in elementary education during the first three years of the Fifth Plan were so low that they had not even kept up with the growth of the population. The bulk of the children now out of school consisted of girls, children of the scheduled castes and tribes, and children of weaker sections like the landless labourers. The efforts made in many states to provide non-formal education to children in the 6—14 age-group were still on a small scale and could not make any appreciable dent on this major problem. Besides, most of the funds made available for elementary education were utilised for programmes of expansion only, with the result that very little was being done for improving quality. The resolution accordingly urged that intensive steps be taken on both fronts during the remainder of the Fifth Plan so that the targets originally proposed could still be reached. The committee recommended that a Centrally-sponsored scheme for the promotion of elementary education be introduced without any delay.

Higher Education.—In this resolution, the Committee noted that in the Fifth Plan Period there had been considerable restraint on the expansion of enrolment in the field of higher education, and recommended that the allocations indicated in the Draft Fifth Plan for the UGC and the counterpart funds in the State Plans, should not be reduced, so that the programmes of quality improvement and of restructuring of courses which had been already initiated were successfully implemented.

Fifth Five-Year Plan and Annual Plans.—The Fifth Five-Year Plan was finally approved by the National Development Council in September, 1976. As against a total provision of Rs. 1726 crore for education in the Draft Plan, the outlay finally approved for education is Rs. 1285 crore which is 3.3 per cent

of the total Plan outlay for the country. The sector-wise distribution of the outlay is :

	(Rs. in crores)	
	Outlay	Percentage of Total
1. Elementary education	410	31.9
2. Secondary education	250	19.5
3. University Education	292	22.7
4. Special education	18	1.4
5. Other programmes	122	9.5
6. Technical education	156	12.1
7. Art and culture	37	2.9
	1285	100

Out of the total outlay, the provision for the Central sector is Rs. 405 crore and that for the State sector is Rs. 880.

For 1976-77, the total Plan outlay for the educational programmes was Rs. 252.81 crore of which the sum of Rs. 78.70 crore was for Central and Centrally sponsored schemes and an amount of Rs. 174.11 crore was provided for the State and Union Territory schemes. While the anticipated expenditure in the Central Sector was Rs. 86.19 crore for 1976-77, it was Rs. 183 crore in the case of State Plans. The major programmes included by the State Governments in the Plans for 1976-77 were the expansion of elementary education, the 10+2+3 pattern of education, vocationalisation, work experience, quality improvement programmes for secondary and higher education, programmes of youth services and non-formal education for the age-group 15—25.

Planning Commission approved an outlay of Rs. 315 crore for 1977-78. Annual Plan of which Rs. 218.5 crore will be in the States sector and Rs. 96.5 crore in the Central Sector. At the time of the review of the central budget, budget provision for Education including Culture in the central budget has been reduced to Rs. 91.6 crore. The Commission had approved an

outlay of Rs. 696.52 crore for education for 1977—79. The provision for 1977-78 forms 43.1 per cent of the approved outlay of Rs. 697 crore for the last two years of the Plan. In view of the limitation of the resources, expansion programmes at the elementary stage have been restricted to the barest minimum. Provision has been made for continuing schemes and for a few new programmes considered to be of a very high priority. Efforts have been made to provide funds in the State Plans for meeting their matching share in respect of the development programmes of UGC for universities and colleges in the States.

Budget Estimates : Department of Education.—The total budget provisions for 1976-77 and 1977-78 for the Department of Education in the Demands for Grants concerning the Department are as under :

Particulars	(Rs. in lakh)		
	Budget 1976-77	Revised 1976-77	Budget 1977-78
<i>Demand No. 26 (Renumbered 28)</i>			
Department of Education—			
Secretariat of the Department, including the Pay and Accounts Offices, hospitality and entertainment and discretionary grant of the Education Minister	143.41	147.62	157.59
<i>Demand No. 27 (Renumbered 29)</i>			
Education—			
Provision for general education, other revenue expenditure of the Department, including provisions for grants-in-aid to States/Union Territories on Central and Centrally sponsored Plan schemes and also provision for loans for construction of hostels, etc. and other educational loans for Central and Centrally sponsored scheme	16,812.48	16,706.13	18,779.11
TOTAL	16,955.89	16,853.75	18,936.70

To meet the excess expenditure in the Revised Estimates 1976-77 as against the Budget Estimates 1976-77 in Demand No. 26—Secretariat, a supplementary grant of Rs. 8.90 lakh

has been sought. Under the General Demand No. 27 also, a token supplementary grant of Rs. 1,000 each for the Indian Institutes of Technology and the Indian Institute of Management, Calcutta, has been asked for.

Budget Estimates : Department of Culture.—The budget provisions for 1976-77 and 1977-78 for the Department of Culture are as under :

Particulars	(Rs. in lakh)		
	Budget 1976-77	Revised 1976-77	Budget 1977-78
Department of Culture <i>Demand No. 101 (Renumbered 102)</i>	752.61	729.70	895.98
Archaeology <i>Demand No. 102 (Renumbered 103)</i>	605.09	586.99	679.99
TOTAL	1357.70	1316.69	1575.97

Audit Observations and Inspection Reports.—In accordance with the recommendations made by the Public Accounts Committee in its 215th Report on the Action Taken by Government on the Recommendations of the PAC contained in their 169th Report (5th Lok Sabha), the Ministry continued its concerted efforts to clear the outstanding audit observations and inspection paras. It also issued instructions to all subordinate formations in the matter of speedy clearance of outstanding audit observations and inspection paras and asked for quarterly progress reports indicating their disposal. As against 5,677 audit observations made up to March, 1974 but outstanding on 31st August, 1974, and 5,278 inspection paras which were included in the Comptroller and Auditor General's Report for the year 1973-74, the Ministry cleared 2788 audit observations and 3771 inspection paras till 31st March, 1975. Efforts are being continued to clear the remaining outstanding observations and paras.

Departmentalisation of Accounts.—In accordance with the policy of the Government, schemes for departmentalisation of accounts in the Departments of Education and Culture were introduced from 1st October, 1976. The major objective of departmentalisation of accounts is to improve the financial competence of the Ministries and to make accounts an effective tool of management, using the timely and accurate flow of financial and accounting information, for programming, budgeting and evaluation of various activities and for the optimum utilisation and efficient monitoring of resources, as well as effective exchequer control.

Similarly, in accordance with the accepted policy of the Government in this regard, the scheme of Integrated Finance was also implemented from 25th October, 1976 when the Integrated Financial Adviser joined the Ministry. This step is expected to improve the cohesion between the administrative and financial wings of the Ministry leading thereby to an increased tempo in the developmental activities of the Ministry.

Observance of Orders regarding Reservation in Services for Scheduled Castes and Scheduled Tribes.—A special cell functions in the Ministry to ensure that reservation orders relating to the appointment of members of the Scheduled Castes/Tribes in the Departments of Education and Culture are strictly observed. During the year under report, rosters were inspected by this cell to verify whether in accordance with the reservation orders vacancies were properly located and filled. Inspection reports were also drawn up in the prescribed form and copies sent to the Commissioner for Scheduled Castes and Scheduled Tribes. According to the procedure adopted in the Ministry, proposals for derereservation of posts require the specific approval of the Education Minister.

Progressive use of Hindi.—The Ministry including the Departments of Education and Culture regularly circulates to its officers and the various sections within its control, in addition to its attached and subordinate offices, the administrative instructions issued by the Government regarding the full implementation of

the official language policy and the statutory requirements relating to it. The Ministry keeps a regular watch on the progress of all the programmes in this regard.

Quarterly Progress Report.—Progress in 1976-77 was watched and reviewed, *inter alia*, through quarterly progress reports obtained from the various divisions and the attached and subordinate offices. The reports were scrutinised, consolidated, and sent to the Ministry of Home Affairs.

Correspondence in Hindi.—Under the administrative instructions, letters received in Hindi from individuals as well as from State Governments have been replied to in Hindi.

Noting and Drafting in Hindi.—According to the bilingual policy, every Central Government employéé is free to use Hindi or English for his official work. However, all the officers and staff in the Ministry and its attached and subordinate offices are requested from time to time to encourage their Hindi-knowing staff to use Hindi for their notes and simple drafts. About 80 per cent of the staff of the Department of Education has working knowledge of Hindi which is partially used in noting and drafting in 39 sections.

Translation of Statutory Manuals. Forms and other Procedural Literature.—So far, 187 forms and manuals of the Department of Education have been translated into Hindi.

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

Maintenance of Separate Registers for Letters Received in Hindi.—All sections in the Departments of Education and Culture maintain separate diary registers for letters received in Hindi and specific entries are made about the replies sent in Hindi. Where replies are not sent in Hindi or are not considered necessary, suitable explanation is given by the section concerned.

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

Issue of Bilingual Circulars in Hindi.—Special care is taken to see that letters received from Hindi-speaking States are invariably replied to in Hindi. Circulars meant for general information are issued bilingually.

Training of Employees in Hindi.—On a review made recently about the officers and members of the staff who either had Hindi as a subject in their higher secondary examination or had passed Pragma examination conducted by the Ministry of Home Affairs, it was found that approximately 80 per cent officers and staff belong to these two categories and have a working knowledge of Hindi. Besides, 34 persons were deputed for the various Hindi teaching classes. Special care is taken to see that the persons so nominated attend the classes regularly. Special attention is also being paid for the training of employees in Hindi typewriting and Hindi stenography.

Workshops.—Regular workshops are being conducted to impart training to Hindi-knowing employees of the Department of Education in noting and drafting in Hindi. Two such workshops were organised during 1976-77.

Setting up of Hindi Advisory Committee.—A Hindi Salahkar Samiti has been set up for the Ministry of Education and Social Welfare and the Department of Culture under the Chairmanship of the Union Education Minister, to advise the Ministry on matters relating to the progressive use of Hindi for official purposes. The Committee held its last meeting on 10th December,

1976 and received a report on the action already taken by the Ministry for the progressive use of Hindi and for ensuring compliance with the provisions of the Official Language Act, 1963, as amended by the Official Language (Amendment) Act, 1967.

Visit of the Sub-Committee of the Parliamentary Committee on Official Language.—The Sub-Committee of the Parliamentary Committee on Official Language visited the Department of Education during end of December, 1976 to review the progress made in the use of Hindi for official purposes of the Union and to submit a report to the President making recommendations thereon. The Department arranged two meetings on 29th and 30th December, 1976 with the members of the Committee in which the Education Minister, Deputy Ministers, Education Secretary and other senior officers participated.

Student Welfare Measures.—The two major aspects of these measures relating to the student community are : (a) supply of essential commodities at controlled prices to the students in hostels and approved lodgings; and (b) supply of textbooks and stationery to the students at reasonable prices and the setting up of book banks. During the year, sustained efforts were made to ensure their effective implementation.

Supply of Essential Commodities.—The programme for the supply of essential commodities at controlled prices to the university and college hostels has two essential elements, *viz.*, supply of foodgrains through the public distribution system and supply of other consumer articles through institutions at controlled and reasonable rates. The cooperative institutions have been making supplies of essential commodities to the university and college hostels. The essential consumer goods supplied by the cooperative institutions are foodgrains (non-controlled), pulses, spices, vanaspati and other edible oils, tea, coffee, sugar, washing soap, bread, eggs, butter, salt, controlled cloth, hosiery goods, paper and stationery, including exercise books, etc. The controlled items of foodgrains (wheat, rice, etc.) are supplied to the students' hostels through the public distribution system.

This scheme, which was originally intended for 43 selected cities, is now under implementation in students' hostels in all the States and Union Territories. 697 cooperative stores have been established to provide students' requirements for consumer articles, including books and stationery, in addition to a large number of consumer cooperative institutions in the States linked with the university/college hostels for supply of essential commodities at reasonable rates.

According to the reports received from States and Union Territories, arrangements are in operation for the supply of essential commodities to 4779 university/college hostels serving 3,67,662 hostellers. About 72 per cent of the estimated number of students in hostels and approved lodgings have thus been covered. 15 States/Union Territories, namely, Assam, Haryana, Himachal Pradesh, Jammu & Kashmir, Manipur, Meghalaya, Nagaland, Orissa, Tripura, West Bengal, Andaman and Nicobar Islands, Arunachal Pradesh, Chandigarh, Mizoram and Pondichery have reported full coverage of students in university/college hostels and approved lodgings benefiting 71,692 hostellers. The other coverages are : Andhra Pradesh 95 per cent, Delhi 93 per cent, Madhya Pradesh 92.5 per cent, Uttar Pradesh 91 per cent, Tamilnadu 87.5 per cent, Bihar 72 per cent and Goa 66 per cent. State Governments and Union Territories are continuing their efforts to bring under this programme as many hostellers as possible so that the benefit could be widely shared by the student community.

The scheme of supply of essential commodities through the consumer cooperative institutions now covers all the different types of students' hostels in the country and, according to available information, in all, 14,093 hostels have been covered benefiting 10,73,841 hostellers.

The supply of essential commodities at controlled and concessional rates to the student community has helped in the reduction of mess bills, the average reduction being about Rs. 10 per head per month.

The State Governments and Union Territories review the progress of implementation of this programme periodically, in order to bring in corrective measures to ensure speedy achievement of targets. Bihar, Maharashtra, Manipur, Nagaland and Orissa have reported setting up of implementation committees, while Haryana, Meghalaya, Tamilnadu, Uttar Pradesh and Madhya Pradesh have set up coordination machinery for reviewing the progress of implementation of programmes relating to students. Reports from the remaining States are awaited.

Supply of Books and Stationery at Controlled Prices.—Regular allocations of white printing paper at the concessional rate of Rs. 2,750 per tonne have been made to State Governments and Union Territories for the production of textbooks, reference and recommended books at all levels and instructions have been issued to them to ensure that the benefit of concessional price of paper is passed on to students in the form of reduced prices of such books. This, by and large, has helped the States to stabilise the prices of textbooks. Reduction in their prices has also been reported.

Allocations have been made for requirements of school examinations and printing of school and college journals. 1,20,000 tonnes of white printing paper have been annually earmarked for the educational sector. During the period July—December, 1976 a total of 52,263 tonnes of white printing paper were allocated to State Governments for educational purposes. 31,361 tonnes have been allocated for the quarter January—March, 1977. The remaining quantity will be allocated in the quarter, April—June 1977, to facilitate the timely production of textbooks and exercise books, so that these are available to students before the academic session commences in June-July, 1977. So far, since July 1975 and up to December, 1976, 1,74,179 tonnes of paper have been allocated to States and Union Territories for such educational purposes.

To ensure a fair and equitable distribution of concessional paper a two-tier system has been evolved. A Central Co-ordination Committee works out from time to time the basis and principles for distribution of paper for educational purposes. State-level committees for distribution of paper have been entrusted with the responsibility of distributing the allocated paper to the various consumers, such as nationalised textbook boards, exercise books manufacturers, publishers, universities and school examination boards. There are 24 State-level committees functioning at present. Problems relating to the distribution of paper are discussed and resolved at regional meetings of State Education Secretaries and conveners of the State-level committees. The State Governments are taking suitable action for timely and full utilisation of the white printing paper allotted to them.

As a result of the utilisation of the concessional paper, stabilisation of prices of books at the 1973 level, has been reported from Andhra Pradesh (up to classes I to X), Jammu & Kashmir (144 books for classes I to VIII), Karnataka (classes I to IX), Punjab (in the case of three-year degree course books).

Reduction in prices of textbooks ranging from 5 to 20 per cent has been reported from 15 States and 2 Union Territories, namely, Assam, Bihar, Himachal Pradesh, Haryana, Jammu & Kashmir, Kerala, Madhya Pradesh, Maharashtra, Manipur, Orissa, Rajasthan, Tamilnadu, Uttar Pradesh, Tripura, West Bengal, Mizoram and Delhi. In Nagaland textbooks are supplied to students at 50 per cent subsidised rates. The prices of some textbooks have also been reported to have been stabilised at July, 1975 level in Andhra Pradesh, Gujarat, Karnataka, Punjab, Jammu & Kashmir (in respect of 144 titles for classes I to VIII).

The Union Territories of Andaman & Nicobar Islands, Arunachal Pradesh, Chandigarh, Dadra and Nagar Haveli, Goa, Daman and Diu, Lakshadweep and Pondicherry prescribe the textbooks which are in use in their neighbouring States; they also use the school textbooks produced by the National Council of Educational Research and Training and the Central Board of

Secondary Education, the prices of which are fixed at reasonable levels.

White printing paper at concessional rate is also allotted for the manufacture of exercise books. The pattern of the exercise books has been standardised in consultation with the Federation of Exercise Books Manufacturers and Paper Industry. A new page and price schedule has been evolved under which prices of exercise books of different denominations have been fixed, which are generally less by 4 to 7 per cent than those that prevailed in July, 1975. This pattern which has been operating from 1st January, 1976 has been adopted by all States and Union Territories. The minimum price of 48-page exercise books is 25 paise and that of the 240-page exercise books is Rs. 1.30. Bihar has reported that prices of exercise books have gone down by at least 8 per cent as compared to July, 1975 prices. A reduction of 5 per cent was done as on 1st July, 1976. In the case of 64 and 96 page exercise books, the State has fixed prices at rates lower than the all-India rates. The prices of exercise books of different denominations in UP are lower than those fixed at all-India level.

Exercise books are now available in sufficient quantity and there is a general satisfaction in the student community regarding prices and ready availability.

Book Banks : Colleges.—The programme of setting up of book banks is an integral part of the programme for the supply of textbooks to students at reasonable rates specially for the benefit of the weaker sections of society. The University Grants Commission, who are assisting the colleges in setting up such book banks, in addition to the earlier relaxation by making colleges with an enrolment of 100 students in degree classes eligible for assistance, have extended the scheme to cover professional colleges also. Since July, 1975, 1450 book banks have been opened with the financial assistance of Rs. 1,38,04,398 made available by the University Grants Commission as against 851 book banks set up with UGC assistance of Rs. 97,21,687 for the period between 1st April 1974 and 30th June, 1975. Book

banks have also been set up in engineering colleges, polytechnics and technical institutions. In all the States the total number of colleges which are eligible for UGC assistance is 2866, and up to 30th November, 1976, 2301 colleges have been covered under the scheme.

The UGC is placing high priority for the clearance of requests from the universities/colleges for the setting up of book banks. Soon it should be possible to cover all the colleges eligible for assistance under this scheme. Some State Governments have assisted colleges that are not eligible for UGC assistance, out of the State's own resources.

Book Banks : Schools.—Establishment of book banks in schools has been comparatively a new experiment taken in hand. According to the latest reports, 1,69,256 book banks have been set up in the schools in the States of Andhra Pradesh, Assam, Gujarat, Haryana, Himachal Pradesh, Karnataka, Kerala, Madhya Pradesh, Manipur, Meghalaya, Nagaland, Orissa, Punjab, Rajasthan, Sikkim, Tamilnadu, Tripura, Uttar Pradesh, West Bengal, Delhi, Chandigarh, Goa, Mizoram and Pondicherry. The Government of Andhra Pradesh have issued instructions for setting up book banks in all secondary schools and in all junior and degree colleges where they have not been set up so far. Bihar, Jammu & Kashmir and Maharashtra have initiated action in this matter. Bihar proposes to establish 500 book banks in all government and selected non-government high schools in the State particularly in the tribal and backward areas in the first phase. All girls' schools are also likely to be provided with book banks in the first phase. The State Government also proposes to supply to selected primary schools bound volumes of textbooks at an estimated cost of Rs. 16 lakh.

Uttar Pradesh has made provision for the establishment of book banks in 1,989 intermediate colleges, 1701 high schools, and 942 junior high schools. A set of books is made available to 15 students per class in classes VI to VIII, 25 in classes IX and X, 30 in classes XI and XII. A nominal fee of approximately 15 paise per month in respect of students up to high school classes

is charged. It is expected that the publishers will give 20 per cent commission on books purchased for these book banks. The Union Territories of Andaman & Nicobar Islands, Dadra & Nagar Haveli and Lakshadweep have provision of free supply of textbooks to school children.

The State Governments are making sustained efforts to cover as many schools as possible under this programme. According to the information received so far, the number of students benefited by book banks have been : Assam—36,098, Haryana—1,65,902, Himachal Pradesh—11,892, Tamilnadu—5,87,676, Tripura—1,03,654, Chandigarh—5,007, Delhi—51,960, Pondicherry—9,042 and Rajasthan—7,59,373.

B. CLEARING HOUSE FUNCTIONS

Statistics and Planning Division Monitoring Cell.—A separate cell has been established in the Ministry of Education since June, 1976 for the monitoring and evaluation of educational programmes included under the tribal sub-plan for an integrated tribal development project prepared for the tribal areas. Under this programme the Research Officer in charge of the cell visited, during August and September, 1976, Rajasthan and Kerala. Suggestions based on the discussion held with the authorities of these States have been forwarded to the State Governments concerned for necessary action. During the remaining months of the year it was proposed to undertake a similar review of Maharashtra, Orissa and Goa, Daman & Diu.

The Division continued its work relating to collection, compilation and publishing of educational statistics during the year.

The following publications were brought out :

- (i) Expenditure on Education as shown in Central and State Annual Budgets, 1973-74 to 1975-76.
- (ii) Pay-scales of School Teachers in India—1974-75.
- (iii) Selected Information on School Education in India—1974-75.

- (iv) Selected Information on School Education in India—1975-76.
- (v) Pay-scales of School Teachers in India—1975-76.
- (vi) Expenditure on Education as shown in Central and State Annual Budgets 1974-75 and 1976-77.
- (vii) Selected Educational Statistics—1975-76.
- (viii) Education in Universities in India—1967-68.
- (ix) Education in India—1968-69.
- (x) Education in India—1969-70.
- (xi) Directory of Institutions for Higher Education—1973-74.

Publications.—The Publication Unit brought out, during the period between March 1976 and February 1977, 34 publications among which there were 5 bilingual (Hindi and English) ones. These include two English quarterly journals, 'The Education Quarterly' and 'Indian Education Abstracts'. 'The Education Quarterly' entered during the year into its 28th year of publication, while 'Indian Education Abstracts' into its 21st year of publication. Notable among the titles brought out during the year are :

- (i) 10+2+3—A Major Change in School Education.
- (ii) Resolutions of the Standing Committee of the C.A.B.E.
- (iii) Unesco and India—Three Decades of Cooperation.
- (iv) Kathakali.
- (v) Our Cultural Fabric—Indian Poetesses—Past and Present.

The Hindi publications brought out during the year number 15 including the quarterly issues of the two Hindi journals 'Shiksha Vivechan' and 'Sanskriti'.

Students Information Service.—The Students Information Service Unit compiles and disseminates information on higher

education in India and abroad for the benefit of the student community and attends to their enquiries on various subject-fields.

During the year, the Unit attended to 6196 enquiries pertaining to facilities for higher education in India and abroad. 2261 persons visited the Unit to get information personally and consult the Reference Library attached to the Unit containing calendars/handbooks/prospectuses and other informative literature on courses offered by Indian and foreign universities/institutions. 1503 additions were made to the Reference Library by way of latest calendars, prospectuses and other literature acquired from several universities/institutions.

41 compilations on different topics/subjects on higher education were brought out/revised during the year. Two handouts were prepared containing detailed relevant information in respect of medical and engineering first degree courses.

Students Advisory Bureau attached to universities were supplied with informative material to help them to deal with enquiries received by them from students.

DEPARTMENT OF CULTURE

CHAPTER ONE

CULTURAL AFFAIRS

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

- (1) Sahitya Akademi, Lalit Kala Akademi, Sangeet Natak Akademi and other institutions engaged in literary and cultural activities;
- (2) Propagation of culture including financial assistance for performing arts and cultural organisations;
- (3) Centenary celebrations;
- (4) Gazetteer work; and
- (5) Cultural agreements, cultural exchange programmes, in-coming and out-going cultural delegations.

A. THE AKADEMIS AND OTHER CULTURAL ORGANISATIONS

Sahitya Akademi, New Delhi.—The following programmes were organised towards the fulfilment of the Akademi's aims and objectives :

- (1) An all-India seminar on Saratchandra Chatterji, the eminent Bengali novelist whose birth centenary fell during the year, was held at the Regional Office of the Akademi at Calcutta on January 27-28, 1976.
- (2) A symposium on the Sources, Authorship and Early Development of the Ramayana was held in Calcutta on February 13, 1976.

- (3) A seminar on Baba Farid, the 13th Century Muslim Sufi-saint-poet was held under the auspices of the Akademi on February 22, 1976, at New Delhi.
- (4) A seminar on 'Saint Literature in the Various Indian Languages and Their Underlying Unity' was held at Bombay on February 21, 1976.
- (5) A writers' workshop was organised by the Akademi at Madras on March 22—27, 1976, in which writers from Kannada, Malayalam, Tamil, and Telugu languages participated.
- (6) A regional seminar on 'The Social Context of Saratchandra Chatterji's Fiction and Its Relevance to Modern Western Indian Literature' was organised at Bombay on August 1, 1976.
- (7) A writers' workshop was organised at Bhopal in which thirty poet-translators from seven north-Indian languages, Dogri, Hindi, Kashmiri, Maithili, Punjabi, Rajasthani and Urdu, participated. The week-long workshop was held on September 10—16, 1976.
- (8) A writers' workshop was organised at Bombay on September 20—25, 1976 in which twenty-one writers from Gujarati, Konkani, Marathi, and Sindhi took part.
- (9) A seminar on 'Reform in Bengali Type Faces' was organised at Calcutta on November 24, 1976.

Besides these seminars and workshops, 62 meetings of the Literary Forum were held in the four offices of the Akademi in which eminent writers, poets, novelists, short-story writers from almost all major Indian languages participated.

The Akademi also organised 14 exhibitions of its publications in New Delhi, Gandhidham, Bombay, Calcutta, Madras,

Pune, Kankavali, Bhopal, and Santiniketan, which included participation in the World Book Fair at New Delhi and other Book Fairs held during the period in the country.

Dr. R. S. Kelkar, Secretary, Sahitya Akademi, attended the 50th Annual Conference of the Union Académique Internationale at Brussels on June 13—19, 1976, where he moved a proposal for the preparation of an 'Inventory of Ramayana Literature'. The proposal was accepted in principle by the UAI.

The Akademi published 30 new titles in the various languages recognised by it. The Sahitya Akademi also undertook the preparation of an 'Encyclopaedia of Indian Literature' in two volumes during the Fifth Plan period. Considerable ground-work has already been done with the lists of topics, authors and books having been finalised in most of the languages recognised by the Akademi.

The 'Who's Who of Indian Writers', a valuable reference book published by the Akademi more than a decade back was being completely revised and the new edition is expected to go to press in 1977.

Under a new scheme launched under the current Five-Year Plan, a writer from each of the 22 languages recognised by the Akademi is given a travel grant of Rs. 1,000 to enable him to visit a region as different as possible from his own so that he may acquaint himself with another culture, language, and literature.

The Akademi announced its Annual Awards in 17 languages this year. The winners of the awards are :

-
- | | |
|--------------|--|
| 1. Asamese : | 'Sringkhal' (short stories)
by
Bhabendra Nath Saikia |
| 2. Bengali : | 'Na Hanyate' (novel)
by
Maitreyee Devi |
-

3. *Dogri* : 'Badnami di Chhan (short stories)
by
Ram Nath Shastri
4. *English* : 'Jawaharlal Nehru (1889-1947) (biography)
by
Sarvepalli Gopal
5. *Gujarati* : 'Aswattha' (poetry)
by
N. K. Pandya 'Ushanas'
6. *Hindi* : 'Meri Teri Uski Baat' (Novel)
by
Yashpal
7. *Kannada* : 'Manamanthana' (psychiatry)
by
M. Sivaram
8. *Kashmiri* : 'Machama' (plays)
by
Pushkar Bhan
9. *Maithili* : 'Sitayana' (epic)
by
Vaidhyanath Mallik 'Vidhu'
10. *Malayalam* : 'Jeevithappaatha' (autobiography)
by
Cherukat (C. Govinda Pisharoti)
11. *Manipuri* : 'Mamang Laikai Thambal Shatley'
(poems)
by
L. Samarendra Singh
12. *Marathi* : 'Samaran Gatha' (autobiographical novel)
by
G. N. Dandekar
13. *Oriya* : 'Thakura Ghara' (short story)
by
Kisori Charan Das
14. *Punjabi* : 'Ba Mulahaza Hoshiar (novel)
by
Narenderpal Singh
15. *Rajasthani* : 'Leeltans' (poems)
by
Kanhaiya Lal Sethia
16. *Sindhi* : 'Jee-a Jharoko' (poems)
by
Laxman Komal
17. *Urdu* : 'Khak-e-Dil' (poems)
by
Jan Nisar Akhtar

Lalit Kala Akademi, New Delhi.—Among the important exhibitions organised by the Akademi during the year, mention may be made of the following :

- (1) A travelling exhibition of works selected from the Akademi's permanent collection was shown in 5 cities of Gujarat, Panaji (Goa) and a couple of centres in Maharashtra.
- (2) An exhibition of copies of frescoes and murals in India was inaugurated in Moscow on 26th August, 1976, under the Cultural Exchange Programme with that country.
- (3) The Twentieth National Exhibition of Art was inaugurated on October 16, 1976 at New Delhi by the late President of India, Shri Fakhruddin Ali Ahmed.
- (4) In collaboration with the National Museum, New Delhi, a special function was organised on August 28, 1976 on the occasion of the centenary of Ananda Kentish Coomarswamy under the presidency of the Union Education Minister, Prof. Nurul Hasan. The exhibition of Coomarswamy's books and photographs along with a special exhibition of miniature paintings at the National Museum was held on the occasion.

The Akademi brought out the following two publications during the period under report :

- (i) Lalit Kala Contemporary No. 21, devoted to multimedia manifestations, covering collage, constructions in wood, metal and other materials like enamel, etc.; and
- (ii) Lalit Kala Contemporary No. 22, dealing with the linear mode.

45 paintings, 17 sculptures and 10 graphics and drawings, valued Rs. 137,972 were added to the Akademi's permanent collection.

Sangeet Natak Akademi, New Delhi.—Significant activities of the Akademi during the period under report are as follows :

The Akademi presented programmes of dance and music on behalf of the Ministry of External Affairs in honour of several visiting dignitaries, notably, His Excellency Mr. Amir Abbas Hoveyda, Prime Minister of Iran, Mr. Manea Manescu, Prime Minister of the Government of Socialist Republic of Romania, Mr. Todor Hivkov, President of the State Council of the People's Republic of Bulgaria, Mr. Pal Losonczi, President of the Presidential Council of the Hungarian's People's Republic.

The following programmes were expected to be organised before the end of the year :

- (i) Folk Arts Festival in Madras
- (ii) Festival of Contemporary Indian Ballet
- (iii) Round Table on "Theatre Workshop--As a Method of Training in Theatre"

Under the scheme of awards to artists cash awards are given each year to the outstanding artists. The value of each award is Rs. 5,000. 14 artists were proposed to be given awards during 1976-77. The Awards Presentation Ceremony is likely to be held shortly. A 5-7-day Festival of Music, Dance and Theatre will be organised on this occasion featuring some of the award-winning artists.

Several additions were made to the Akademi Tape Archives. The following films were also shot: 'Lai Harouba' at Manipur; 'Bhishma Vijaya' and voice-training demonstration by Professor Ashok D. Ranade.

Four issues of the Akademi's quarterly journal, 'Sangeet Natak'—Nos. 37, 38, 39 and 40 were brought out. Dr Kapila Vatsyayan's book, second edition of 'Classical Indian Dance in the Literature and the Arts' was under print.

182 gramophone records were added to the Disc Library of the Akademi. The Book Library also added 322 new volumes to its acquisitions.

The scope of the Plan scheme relating to Documentation, Research and Archives was extended to bring under its fold the dissemination of cultural knowledge amongst the general public by producing audio-visual materials like discs, slides-kits, photographic albums, monographs, etc. The Documentation Unit of the Akademi covered the following forms of folk and traditional performing arts, which were documented in the shape of 16 mm movie film, recording on audio-tapes and still photographs: Prahlad Nataka and Bharat Leela of Orissa; Lairik Thiba Haiba of Manipur; Chandayani of Madhya Pradesh; Folk Music of Himachal Pradesh; Lai Harouba of Manipur; Bhisma-Vijaya; Yakshagana Ballet; Interview with Professor Ranade on Voice-culture.

Besides documenting the above forms, the unit remained engaged in preparing two short films, namely, 'Chayanatak' and 'Tribal and Folk Dances of India' Part I using the archives material.

The major objective of the Plan scheme for Research Unit in the Science of Music is to conduct studies in the areas of musical scales and psychological responses to ragas. Further research is to be continued on tonal characteristics of musical instruments such as flute, sarangi, nagaswaram, mridangam and tabla. Research is also to continue in the physics, physiology and psychology of music. A symposium on Musical Scales was scheduled to take place in Bangalore. Research assignments were also worked out for carrying out research in the Laboratory of the Akademi on the Sruti Veena.

Fellowships were awarded for Dikshitar's compositions (Karnatak Music), Koodiyattam of Kerala and Bhagawata Mela of Tamilnadu.

Under the Plan scheme for Promotion and Preservation of Rare Forms of Traditional Performing Arts, assistance was

provided to the following forms: Chhau dance of Seraikella, Dhruwad singing of UP, Bhagawata Mela of Tamilnadu, Chhau-Jayani of Madhya Pradesh, Koodiyattam of Kerala and Pavallothu of Kerala.

Two new ballets were produced during the period by the Ballet Unit of the Kathak Kendra. The Ballet Unit of the Jawaharlal Nehru Manipur Dance Academy also produced two new ballets during the year.

National School of Drama.—The National School of Drama and Asian Theatre Institute, a constituent unit of the Sangeet Natak Akademi was registered as a new society known as the National School of Drama.

The objectives of the School are to maintain and develop studies and training in the fields of acting, direction and production of drama, conducting and promoting research and survey in classical, technical and modern drama, fostering culture and academic contacts within India as well as with other countries through exchange of personal and research material.

The School and its Repertory Company was engaged in a large number of productions. For the period ending November, 1976, the School and the Repertory Company gave more than 74 performances of their various productions. Over 35 performances were given by the School in which only students of the School were participating. Some of the important productions of the School and the Repertory Company were 'Nautanki', 'Laila Majnoon' (Hathrasi Swang Style), 'Surya Ki Antim Kiran Se Surya Ki Pahli Kiran Tak', 'Look Back in Anger', 'Aadhe Adhure', 'Chaar Yaaron Ki Yaar', 'The Lever', 'Chakra', 'Bichhhu', 'Danton's Death' and 'Charpai'.

The School also invited a number of eminent persons for delivering lectures and for giving demonstration for the benefit of its students.

Indian Institute of Advanced Studies, Simla.—The following publications of cultural importance were brought out by the Institute :

- (i) Indian Civilisations : the First Phase—Problems of a Source Book
- (ii) Understanding Indian Civilisation—A Frame-work of Enquiry
- (iii) Planning Conference Report on Dissent, Protest and Reforms Movements in Indian Civilisation.

Apart from the above, monographs by Dr. C. R. Deshpande and Dr. B. N. Saraswati and Proceedings of Seminar of Dissent, Protest and Reform Movements—1975 were in the press.

Indian Council of Historical Research, New Delhi.—The Council has been following the programme of publishing books of cultural interest. The Council was engaged in preparing a 'Source Book on Indian Culture' covering the ancient, mediaeval and modern periods of Indian history in three volumes. Vols. I and III were compiled and made ready for press. Vol. II was under compilation.

It was decided that an additional project on the 'Source Book on Indian Culture' in one volume covering important aspects of the three periods of history should be prepared for the use of foreign scholars in order to highlight the cultural heritage of India. This work is likely to be completed by June, 1977.

School of Buddhist Philosophy, Leh.—The School of Buddhist Philosophy, Leh, an autonomous organisation fully financed by the Government of India, was established in 1959 with the objective of containing the flow of lamas to Lhasa for training in Tibetan Buddhism. Its objectives include imparting education in modern and classical Tibetan courses on the monastic pattern and preparing the local youth for adjusting themselves with the modern trends. The School is managed by a board of management comprising scholars of Buddhist philosophy and Tibetan

language, a representative of the Government of Jammu and Kashmir, a representative each of the Ladakh Gumpa Association, Ladakh Buddhist Association as members with a senior officer of the Department of Culture as chairman.

Institute of Higher Tibetan Studies, Varanasi.—This Institute was established in November, 1967, by the Government of India for protecting the cultural life and the linguistic traditions of the Tibetan refugees. The institute receives an annual grant of Rs. 6.5 lakh for its over-all activities. It prepares its students for the following courses related to Tibetan Buddhism :

- (i) Purva Madhyama
- (ii) Uttar Madhyama
- (iii) Shashtri
- (iv) Acharya
- (v) Vishishtacharya
- (vi) Vidyavaridhi

At present there are about 250 students on the rolls of the Institute and 20 teachers including the principal. It was decided to register the Institute as a society and to affiliate it with the Sampurnanand Sanskrit University, Varanasi.

Sikkim Research Institute of Tibetology, Gangtok.—The Sikkim Research Institute of Tibetology, Gangtok, is engaged in research and development of Tibetology, i.e., Chhos. The Institute runs mainly on grants from the Government of Sikkim and the Government of India. Both contribute Rs. 1 lakh each annually for its maintenance. Besides the maintenance grant, the Department of Culture gave a grant of Rs. 1 lakh during 1976-77 for publication of the Tibetan manuscript, 'Rinchen Terzod'.

Daira-tul-Marrif-il Osmania.—The Daira-tul-Marrif-il Osmania, Hyderabad, is an institution engaged in the publication

of manuscripts in Arabic and Persian. The Department of Culture has been giving the institution a grant of Rs. 50,000 annually. This annual grant was increased to Rs. 90,000 on the recommendations of a Review Committee set up by the Department.

Abul Kalam Azad Oriental Research Institute.—This institute is financed by the Department of Culture for research in history, philosophy, culture, languages and other allied areas of study. It receives an annual grant of Rs. 18,000.

B. PROPAGATION OF CULTURE

Institutions and Organisations Engaged in Literary and Cultural Activities.—The Department of Culture has been assisting some important institutions like the Institute of Traditional Culture, Madras, Asiatic Society, Calcutta, Bhartiya Vidya Bhavan, Bombay, Numismatic Society of India, Varanasi, PEN All-India Centre, Bombay, Islamic Culture Board, Hyderabad, and Jullianwala Bagh Memorial Trust, Amritsar. The working of the institutions like Ramakrishna Mission Institute of Culture, Calcutta, Asiatic Society, Calcutta, and Indian Academy of Philosophy, Calcutta was reviewed by the visiting committees and they are being financed according to the reports of the visiting committees.

Financial Assistance to Professional Dance-Drama and Theatre Ensembles.—The objective of the scheme is to provide help to performing troupes in the country which have been working in the field through purely voluntary efforts over the last 10 to 15 years. 16 dance-drama and theatre groups were in receipt of grants under the scheme during the year.

Building Grants to Voluntary Cultural Organisations.—Under this scheme, a number of cultural organisations primarily working in the cultural fields of dance, drama, music, fine arts, indology, literature, (other than religious institutions), public libraries, museums, municipalities, schools and universities, were selected for grants for construction purposes and purchase of equipment during the year.

Scheme of Inter-State Exchange of Cultural Troupes.—The Department of Culture revived this scheme and had it included in the Fifth Five-Year Plan. Its implementation started from 1975-76. Its object is to enable people from different parts of India to know more about the culture of different regions and thereby promote emotional and cultural integration of the country. Under it, selected troupes of performing artistes visit States other than their own. The programme chalked out at the second conference of the liaison officers of the various State Governments/Union Territory Administrations, included visit of about 28 troupes during the year.

Assistance to Voluntary Organisations for Promotion of Indian Languages.—During the year about 85 organisations/individuals were given grants totalling Rs. 4 lakh under the scheme. About 4500 books in Urdu, English, Marathi, Bengali, Malayalam and Oriya were purchased. Financial assistance was also granted for running an Urdu Typing/Shorthand Centre for teaching South-Indian languages in Uttar Pradesh and Urdu in Kerala. Besides, there is a provision of Rs. 1 lakh for giving financial assistance to Anjuman Taraqqi-e-Urdu Hind, New Delhi for general maintenance, its library and for developing Urdu language and culture.

Financial Assistance for Persons Distinguished in Letters, Arts and Such Other Walks of Life in indigent Circumstances.—It is actually a continuance of the 1961 scheme that remained suspended from 1969-70. It was reactivated from 1975-76 so as to accommodate fresh cases and also enhancing the amount being received by old grantees. The expenditure is shared by the Central Government and the State Government in the ratio of 2:1. The entire expenditure in respect of cases from Union Territories is borne by the Central Government. Financial assistance up to Rs. 200 p.m. is granted under the scheme to such persons as are above 58 years of age and whose monthly income is below Rs. 400 p.m. About 430 persons were in receipt of assistance under it during the year.

Fellowships for Outstanding Artists in the Fields of Performing, Literary and Plastic Arts.—This scheme provides for two types of fellowships : senior fellowship of Rs. 1000 per month and junior fellowship of Rs. 500 p.m. for outstanding artists in the age-group of 26—60 for either very advanced training or individual creative efforts. The number of fellowships in the former category is four and in the latter eight. Fellowships are awarded by a selection committee under the chairmanship of the Education Minister.

Propagation of Culture among College and School Students.—The objective of the scheme is to expose teachers and students to the variegated facets of Indian cultural heritage. During the period under report, six orientation courses were organised for the teachers and teacher-educators at Bombay, Delhi, Lucknow, Goa and Chandigarh. About 300 teachers attended these courses. Besides, a special course was organised in Delhi for training selected persons drawn from different States as course-organisers.

Scholarships for Young Workers in Different Cultural Fields.—Under the scheme, 50 scholarships are awarded every year to young artists of outstanding promise in the age-group of 18—28 years for advanced training within India in the fields of Hindustani music, Karnatak music, Western classical music, classical forms of Indian dances, traditional theatre, drama, painting and sculpture. The value of a scholarship is Rs. 300 p.m. The duration of the scholarship is two years. In exceptional cases, the scholarship is extended by another year. 50 scholarships were awarded under this scheme during 1976. Applications received in response to advertisement for award of 50 scholarships for 1977 were being scrutinised.

Cultural Talent Search Scholarships Scheme.—This is a Plan scheme under which facilities are provided to outstanding young children of the age-group 10—14 years, studying in recognised schools, to develop their talents in various cultural fields, namely, traditional forms of Indian dances, music, and theatre as well as painting and sculpture. Up to hundred scholarships are awarded

every year out of which 25 are reserved for children belonging to 'Gharanas' and 'Sampradayas.' The scholarships are granted on year-to-year basis till the completion of secondary stage of education by the awardees or up to the age of 18 years, whichever is earlier. The value of a scholarship is Rs. 600 per annum, but where the child is required to shift to a new station for purpose of specialised training in the approved fields, the value is increased to Rs. 1,200 per annum. In both cases, the actual tuition fees paid for the specialised training is reimbursed to the scholarship-holder. 76 scholarships were awarded during the year, and 24 more were under consideration. The scheme for the award of scholarships for 1977 was circulated among all State Governments and Union Territory Administrations and they were making preliminary selections in their respective States.

C. CENTENARY CELEBRATIONS

During the period under report, the following important programmes of centenary celebrations were undertaken :

Birth Centenary of Saratchandra Chatterjee.—The birth centenary of Saratchandra Chatterjee fell on 17th September, 1976. To celebrate the occasion in a befitting manner, a year-long programme of celebrations of his centenary is being observed from 17th September, 1976 to 16th September, 1977 by holding seminars, exhibitions, special programmes on Radio, TV, etc. A commemorative postal stamp on Saratchandra Chatterjee was also released on September 15, 1976 by the DG P & T. All the State Governments and UT Administrations were requested to celebrate the occasion in a suitable manner.

Celebration of the 2600th Birth Anniversary of Lord Buddha.—The 2600th Birth Anniversary of Lord Buddha fell on 13th May, 1976. In view of the historic importance of the occasion, it was decided to celebrate the occasion in a befitting manner for a period of one year commencing from 13th May, 1976 at the national and State levels by organising exhibitions, seminars and bringing out publications, etc. It was also proposed to hold an International Seminar on Buddhism's Contribution to World

Culture and Civilisation, in Delhi, sometime during the Anniversary year. The seminar would be organised by the Mahabodhi Society of India in cooperation with the Government of India.

Birth Centenary of Ananda K. Coomaraswamy.—It was decided to observe the centenary of the birth of Ananda K. Coomaraswamy, an eminent linguist, philosopher and art historian, during the year 1976-77 by organising suitable programme befitting the occasion, such as exhibitions, lecture programmes, seminars, a commemorative volume, etc. An exhibition on Coomaraswamy's paintings and works was organised by the Lalit Kala Akademi in collaboration with the National Museum in August, 1976.

Birth Centenary Celebrations of the Mother.—In connection with the celebrations of the Birth Centenary of the Mother which falls in February 1978, a Working Group was set up to chalk out the plan of action under the chairmanship of Shri Kireet Joshi, Educational Adviser in the Ministry.

The first meeting of the Working Group was held on 24th April, 1976 when a number of programmes were recommended for consideration.

D. GAZETTEERS

District Gazetteers—The scheme on the Revision of District Gazetteers was taken up by all State Governments and Union Territory Administrations. The drafts of 252 district gazetteers were completed, of which 243 were approved for publication.

Gazetteer of India : Out of the proposed four volumes of the Gazetteer of India, Vol. I : Country and People, Vol. II : History and Culture and Vol. III : Economic Structure and Activities were published. Vol. IV : Administration and Public Welfare, the last volume in the series was under print. It is expected to be published shortly. As all the copies of Volume I were sold out, its reprint was brought out. Some of the chapters of

this volume such as People, Languages and Physiography which have a wider public appeal, were also brought out separately in the form of booklets.

Revision of State Gazetteers.—It was decided to publish one State Gazetteer for each State. The State Gazetteers are intended to replace the Provincial Gazetteers brought out during the British period.

Supplements to District Gazetteers.—The Supplements to District Gazetteers will update some of the material particularly economic data in the District Gazetteers which have become outdated. The supplements will be brought out in respect of those District Gazetteers which were published about 10 years back.

Who's Who of Indian Martyrs.—The project of 'Who's of Indian Martyrs' was completed and all its three volumes were published.

E. CULTURAL AGREEMENTS AND EXCHANGE PROGRAMMES AND BILATERAL CULTURAL ACTIVITIES

Cultural Agreements.—The following cultural agreements were concluded during the year :

(i) A Cultural Agreement between the Government of the Republic of India and the Government of Hashemite Kingdom of Jordan was signed on 15th February, 1976 at Amman. The Agreement was signed by Shri S. K. Singh, Ambassador, on behalf of the Government of India and by H.E. Mr. Zuqan Al-Hindawi, Minister of Education, on behalf of the Government of Hashemite Kingdom of Jordan. Negotiations for the ratification of the agreement were afoot.

(ii) The Indo-Algerian Cultural Agreement was signed on 1st June, 1976 at Algiers. The Agreement was signed by Shri Y. B. Chavan, Minister for External Affairs, on behalf of the Republic of India, and by Mr. Abdel Aziz Bouteflika, the Algerian Foreign Minister, on behalf of the Democratic and Popular Republic of Algeria. The Agreement was ratified. According to

Article 10 of the Agreement, proposals were invited from the Indian agencies for formulating a Cultural Exchange Programme.

(iii) A Cultural Agreement between the Government of the Republic of India and the Government of the Democratic People's Republic of Korea was signed in New Delhi on July 2, 1976. It was signed by Shri K. N. Channa, Secretary, Ministry of Education and Social Welfare and the Department of Culture, on behalf of the Government of India and Mr. Yu Song Jin, Ambassador Extraordinary and Plenipotentiary, on behalf of the Democratic People's Republic of Korea.

(iv) A Cultural Agreement between India and Cuba was signed by Shri K. N. Channa, Secretary, Ministry of Education and Social Welfare and the Department of Culture, on behalf of the Government of India and by H.E. Dr. Jose Lopez Sanchez, the Cuban Ambassador in India, on behalf of his Government in the presence of Prof. S. Nurul Hasan, Education Minister and H.E. Dr. Zoilo Marinello, President of the Cuban Academy of Sciences and Member of the Central Committee of Cuba.

(v) A Cultural Agreement was signed between the Government of India and the Government of the Kingdom of Lesotho on 5th October, 1976, at Maseru. The Agreement was signed by the Deputy Foreign Minister on behalf of the Government of the Republic of India and by the Minister of Foreign Affairs on behalf of the Government of the Kingdom of Lesotho.

(vi) A Cultural Agreement between India and Italy was signed at Rome on 9th November, 1976 by Smt. K. Rukmini Menon, Indian Ambassador, on behalf of the Republic of India and by Mr. Arnaldo Forlani, Italian Foreign Minister, on behalf of the Government of the Republic of Italy.

(vii) A Cultural Agreement between the Government of the Republic of India and the Government of the Socialist Republic of Vietnam was signed in Hanoi on 18th December.

1976. It was signed by Mr. Chinmaya Rajaninath Gharekhan, Ambassador of India, on behalf of the Government of the Republic of India and Mr. Yu Quoe Uy, on behalf of the Government of the Socialist Republic of Vietnam.

These Agreements envisage strengthening of relations with other countries in the fields of art and culture, education, including academic activity in the field of science and technology, sports, mass media of information, public health, etc. The Cultural Agreements pave the way for regular Cultural Exchange Programmes between India and the concerned countries comprising exchanges of visits of professors, writers, artists, grant of scholarships for higher studies, exchange of books, publications, art exhibitions, etc.

Cultural Exchange Programmes.—A number of cultural exchange programmes were finalised during the year :

(1) Indo-Romanian Cultural Exchange Programme for the years 1976, 1977 and 1978 was signed on 24th May, 1976, at New Delhi.

(2) Indo-Czechoslovak Cultural Exchange Programme for the years 1976, 1977 and 1978 was signed on 29th July, 1976, at Prague.

(3) Indo-GDR Cultural Exchange Programme for the years 1976-77 was signed on 5th August, 1976 at Berlin.

(4) Indo-USSR Cultural Exchange Programme for the years 1976, 1977 and 1978 was signed on 24th September, 1976 at New Delhi.

(5) Indo-Iraqi Cultural Exchange Programme for the years 1976 and 1977 was signed on 15th January, 1976 at New Delhi.

(6) Indo-Belgium Cultural Exchange Programme for the years 1976 and 1977 was signed at Brussels on 26th February, 1976.

(7) Indo-Turkish Cultural Exchange Programme for the years 1976 and 1977 was signed on 2nd March, 1976, at Ankara.

(8) Indo-Hungarian Cultural Exchange Programme for the years 1976, 1977 and 1978 was signed on 26th August, 1976 at New Delhi.

(9) Indo-Mexican Cultural Exchange Programme for the period between 1st September, 1976 to 31st August, 1978 was signed on 19th August, 1976 at Platelolco.

(10) Indo-Senegal Cultural Exchange Programme for the years 1976, 1977 and 1978 was signed on 14th September, 1976 at New Delhi.

(11) Indo-People's Democratic Republic of Yemen Cultural Exchange Programme for the years 1976, 1977 and 1978 was signed on 15th November, 1976, at New Delhi.

Cultural Delegations (Incoming).—To promote mutual understanding and goodwill and to foster closer relations with foreign countries, a number of cultural delegations and art exhibitions are invited to visit India every year under the various Indo-foreign cultural exchange programmes and the Cultural Activities Programme of the Department of Culture.

The cultural delegations invited to visit India from foreign countries consist of performing delegations, non-performing delegations like educationists, officials, musicians, writers, painters, scholars, indologists, etc., and art exhibitions comprising paintings, theatre art, photographs, graphic arts, posters, etc.

Till December 15, 1976, 10 cultural delegations (5 performing, and 5 art exhibitions) visited India under the various programmes. In addition, the Minister of Youth and Sports from Mauritius, the Minister of Higher Education from Senegal, the Education Minister from Hungary, the Minister of Culture from Czechoslovakia and the Secretary of State, Ministry of Culture, GDR, also visited India during this period.

Performing groups and ensembles—two from GDR and one each from USSR, Bulgaria and Yugoslavia visited the country and gave performances during this period.

Five art exhibitions from Afghanistan, USSR, Bulgaria, Yugoslavia and Hungary were also held during the period.

During the period between December 16, 1976 and March 31, 1977, the Minister of Culture from Burma, the Deputy Prime Minister for Social Development and Services from the Arab Republic of Egypt, the Director General of Cultural Division of the Ministry of Foreign Affairs from Turkey, the Federal Minister of Education and Science from the FRG, the Education Minister from the FRG, and the Education Minister from the USSR were expected to visit the country. In addition, 7 cultural delegations (4 performing—one each from USSR, Thailand, Australia and Poland and 3 art exhibitions—one each from Czechoslovakia, France and Turkey) were also expected to visit India.

It was decided in January, 1975 that the Department of Culture would look after the visits of VIP's like Ministers of Education and Culture, performing troupes and art exhibitions from abroad and the ICCR would look after the individual/non-performing delegations from abroad in the fields of art, culture and literature on behalf of and with financial assistance from the Department of Culture. The decision was implemented with effect from 1975-76. Hence, during the current financial year up to 15th December, 1976, 9 individual/non-performing cultural delegations (2 from Nepal and one each from GDR, FRG, Sri Lanka, Mongolia, Poland, Czechoslovakia and Afghanistan) were handled by the Indian Council for Cultural Relations on behalf of the Department of Culture. 10—15 more individual/non-performing cultural delegations from USSR, Yugoslavia, Bulgaria, France, Hungary, Romania, ARE, Iran, Belgium, Bangladesh, Australia, Japan, Mauritius, Iraq and Turkey were expected to visit India during the remaining period of the year, to be handled by the Indian Council for Cultural Relations

Performing Delegations Abroad (Outgoing).—Indian dancers/musicians participated in the following international festivals under various cultural exchange/cultural activities programmes :

(1) A 12-member delegation from Youth Puppet Theatre of Calcutta led by Shri S. K. Biswas visited Moscow and Poland during May, 1976 to participate in the International Puppet Festivals.

(2) A 13-member delegation led by Miss Shovana Narayan, a well-known Kathak dancer, participated in Sanskritik Festival of Arts, London, during June, 1976. After participating in the Festival, the delegation visited Switzerland for giving performances there.

(3) A 6-member Qawali group led by Shri Zafar Hussain Khan of Badaun visited Fiji during June, 1976.

(4) A 20-member troupe of Warananagar Children's Theatre participated in the Sibenik Children's Theatre Festival in Yugoslavia during June, 1976.

(5) Kumari Yamini Krishnamurthy, a well-known Bharatanatyam dancer, with 6 accompanists and a 13-member Naga folk dance troupe from Jawaharlal Nehru Manipur Dance Akademi, Imphal, led by Maharajkumari Smt. Binodini Devi visited Mexico during July-August, 1976. Later, the Naga dance troupe joined the main delegation which participated in the US Bicentennial Celebrations.

(6) An 18-member Kathakali troupe of Kerala Kala Mancalam led by Shri V. T. Induchudan participated in Istanbul Festival of Art during July, 1976. The delegation also visited Bulgaria, USSR and Hungary for giving performances there after their programme in Turkey.

(7) Ustad Rais Khan, Sitarist, along with a tabla player participated in Durham Oriental Music Festival during August, 1976. The group also visited Portugal for giving performances there before their visit to the UK.

(8) A 38-member troupe of performing artists and craftsmen participated in the Programme of 'Old Ways in the New World' organised by Smithsonian Institute, Washington, on the occasion of US Bicentennial Celebrations. The composition of the troupe was as below :

- (i) 13-member Naga folk dance troupe from J. N. Dance Akademi, Imphal, led by Smt. M. K. Binodini Devi,
- (ii) Folk dance troupe Rajasthan and Gujarat (9 members) led by Miss Pratibha Pandit,
- (iii) 2-member Bhangra group from Punjab,
- (iv) 3-member group of folk musicians of Rajasthan,
- (v) Bhajan singers from Madhya Pradesh (2 persons),
- (vi) 8-member craftsmen group from Handicrafts Board led by Smt. S. Prakash, and
- (vii) Miss Usha Bhagat (Coordinator).

The craftsmen team visited GDR after USA. The Naga folk dance troupe visited Mexico before joining the main delegation. After visiting USA, the whole delegation except craftsmen team visited Canada, FRG, Czechoslovakia, France and GDR.

Kumari Uma Sharma, a well-known Kathak dancer, with 4 accompanists visited Italy to give performance on the occasion of signing ceremony of Indo-Italian Cultural Agreement, during November, 1976.

Non-Performing Delegations.—Under the cultural exchange/cultural activities programmes of the Department of Culture, 30 eminent scholars, writers and musicologists were sponsored to visit other countries to attend meetings, conferences and congresses, and to exchange experiences with their counterparts in those countries.

A 7-member Indian delegation led by Dr. S. C. Sinha, Vice-Chancellor, Vishva-Bharati, Santiniketan, visited UK to attend a symposium on Rabindranath Tagore.

A 4-member team of experts led by Smt. Vijaya Mehta visited GDR to assist Weimar National Theatre in producing a Sanskrit play, 'Mudrarakshasa'.

A 14-member Indian delegation sponsored by the Department of Culture, University Grants Commission, Indian Council of Historical Research, Indian Council of Social Science Research, Indian Council for Cultural Relations, New Delhi, visited Mexico to participate in the 30th session of the International Congress of Human Sciences in Asia and North Africa. The delegation was led by Professor Satish Chandra, Chairman, University Grants Commission.

Travel Subsidy.—Fifty per cent travel subsidy was granted to the following :

- (1) Shri Reoti Saran Sharma of Bharatiya Natya Sangh, New Delhi, to attend III World Theatre Colloquy in Berlin (GDR) and
- (2) Shri V. P. Ramakrishnan Nair, Shri K. Shekhran and Sankaran to accompany Smt. Indrani Rehman to enable them to visit Brazil for dance performances there.

Exhibitions.—An exhibition of copies of murals and frescoes was displayed in USSR and Mongolia during August-September, 1976. The exhibition was accompanied by Miss Jaya Appaswami, Editor, Lalit Kala Akademi, New Delhi.

Plan Projects.—The work on the preparation of a Source Book on Indian and Asian Civilisation was going on at the Indian Institute of Advanced Study, Simla and the Indian Council of Historical Research, New Delhi.

Delegations sent by the ICCR.—As mentioned earlier, according to the division of work arranged between the Department of
2 M of ESW/77—15

Culture and the Indian Council for Cultural Relations, the following delegations were sent abroad by the Council during the year :

- (i) The Council sponsored the visit of a 15-member delegation of performing artists to Kabul in connection with Jashan Celebration from 15th to 24th July, 1976. The delegation consisted of Smt. Parween Sultana, well-known vocalist, Km. Uma Sharma, the well-known Kathak dancer and a small group of Rajasthani folk dancers from Jaipur. According to the Indian Ambassador in Kabul the performances given by the delegation were a great success, 'decidedly the best given in Kabul for a number of years'.
- (ii) The Council sent Km. Padma Subramanyam, Bharatanatyam dancer, and Smt. Kishori Amongkar, well-known vocalist, to Nepal to give performances for the celebrations on the occasion of Independence Day, at Kathmandu.
- (iii) The Council sent Km. Padma Subramanyam, archers to Bhutan to give performances on the Indian Independence Day Celebrations there.
- (iv) The Council sent a 25-member Bharatiya Kala Kendra troupe to Mauritius to give performances on the occasion of the World Hindi Sammelan. They also visited Kenya and Zambia, where their performances were well received. Their repertoires included Surdas, Urvashi, excerpts from the Ramlila ballet and folk dances of India.

Two more delegations of performing artists were to be sent to Nepal and Sri Lanka early 1977 to participate in the Indian Republic Day Celebrations in those countries.

Essay Competitions in Foreign Countries.—Prizes in the form of Indian handicrafts and books were despatched to the Indian

Missions in Madagascar, Argentina, Fiji, San Francisco, Tanzania, Australia, Zambia, Seoul (Korea), Bhutan, Chile, Ghana, Sudan and Uganda for presentation to the winners of the essay competitions on subjects relating to India organised through the respective Indian Missions in those countries.

Presentation of Books.—Under the presentation programme, books were sent to universities and institutions in the following countries : Afghanistan, Austria, Bulgaria, Fiji, USA, Switzerland, Hungary, Mauritius, the Philippines, Guyana, Indonesia, Mexico, Malaysia, Japan, Algiers, Muscat and Oman and Belgium.

Presentation of Art Objects.

- (i) One set of 12 dolls was sent to the Indian Mission at Washington for the International Children's Book Fair.
- (ii) One set of 4 dolls was despatched to the Indian Mission at Ankara for the Children Welfare Association there.
- (iii) One set of 10 L.P. records was despatched to the Indian Mission at Port of Spain for presentation purposes.
- (iv) One set of musical instruments, costumes and maps was despatched for the Indian Museum of Culture in Mexico.
- (v) Six dolls, one set of costumes and masks, were sent for presentation to the various institutions in Seoul.
- (vi) Peacock feathers were sent to Malaysia for presentation to Shivdas-Vatsals Dance Troupe, Kuala-Lumpur.
- (vii) One set of photographs on Indian dancing was sent to the Indian Mission in Mexico for the Indian Room, Museum of Culture, Mexico.

- (viii) One set of **puppets** was sent to **Paris** for exhibition, and presentation afterwards to the **Sender Des Arts Levesinet**.
- (ix) One set of musical instruments was sent to the **Indian Mission** at **Tokyo** for presentation to the **Indo-Japanese Association**.
- (x) One dozen **khartals** and **cymbals** were sent to the **USA** for presentation purposes.
- (xi) One set of **portfolios** of **Indian miniatures** was sent to **Panama** for exhibition purposes.

CHAPTER TWO

ARCHAEOLOGY

The Archaeological Survey of India, an attached office, continued during the year its activities in various fields like excavations, explorations, preservation of monuments, maintenance of gardens, publications enforcing the Antiquities and Art Treasures Act, 1972 and measures aimed at creating awareness about India's cultural heritage.

A. EXPLORATIONS

During 1976-77, a number of sites were explored and discovered in parts of Himachal Pradesh, Jammu & Kashmir, Madhya Pradesh, Maharashtra, Punjab and West Bengal, which cover various periods extending from the early Stone Age to the medieval times.

In the course of explorations along the hillslopes across the river, near the village of Kalaroo (Kuppavara tehsil, district Baramulla) in Jammu & Kashmir, nine trefoil-arched niches (in the case of one the arch has disappeared), cut into an escarpment of an elephant-shaped rock exposure, were noticed. The niches were devoid of any image or paintings and the only clue for their dating is provided by the shape of the trefoil-arch, which is available in all the early medieval temples of Kashmir. One of the niches has arrangement for wooden fixture above the arch, similar to structural triangular pediment provided to temples of the period of Lalitaditya (724—756 A.D.).

An important discovery is the location of a neolithic site, near the Bithal temple, Venkatapuram at Hampi, the capital of Vijayanagar rulers.

To explore the sites in Jammu and Punjab and, in particular, to investigate the extension of the late Harappan culture and Painted Grey Ware cultures, an extensive exploration was carried out in the area. In all, the expedition visited thirty sites, of which fourteen were new discoveries of significant archaeological interest. The sites varied from late Harappan period to medieval period. The most outstanding sites discovered are : Ghini Karanji Ka Ther, district Jullundur, revealing very extensive mound yielding Painted Grey Ware ; Malsian, district Jullundur, and Dadheri, district Ludhiana, with late Harappan and Painted Grey Ware cultures ; Mahsah, district Jullundur, Chak Zafar and Kane Chak, district Jammu, yielding Kushan and late pottery.

More than fifty painted rock-shelters have been discovered in Ahmadpur hill, 20 km from Vidisha (MP). The most outstanding feature of the site is its multistoreyed character due to the use of natural shelters in terraces. The colours used in paintings are red, black, green and, occasionally, white. The themes of the paintings include animals in groups and hunting scenes including the figures of a few species of animals which have become extinct from the area. The largest painted figure is that of an elephant measuring about 2 m × 1 m.

B. EXCAVATIONS

During the year, fourteen excavations were conducted. These cover various periods of history extending from the Stone Age to medieval period. Some of the large scale and important problem oriented excavations were at : (1) Mathura, district Mathura, Uttar Pradesh; (2) Antichak, district Bhagalpur, Bihar; (3) Piprahwa, district Basti, Uttar Pradesh; (4) Sittannvasal, district Pudukkottai, Tamilnadu; (5) Bhagwanpur, district Kurukshetra, Haryana; and (6) Dadheri, district Ludhiana, Punjab.

Mathura

More recently, excavations were taken up at Ambrish-Tila, Geeta Enclave and north-western edge of Katra mound at

Mathura and a sequence of cultures from the Painted Grey Ware levels through two major phases of the Northern Black Polished Ware culture to the Saka-Kushan period could be detected. Interesting antiquities, comprising beads of precious and semi-precious stones, coins, terracotta figurines, especially those of the Saka-Kushan period seals and sealings and an inscribed amphora handle were found. Besides, remains of mud floor, mud-platforms of the N.B.P. Ware phase and ring wells and structures of mud and brick of later phases were also found. At Katra, the raised edge of the mound on the western side appears to be a part of an inner fortification of the Saka-Kushan period.

Piprahwa

In the excavation at Ganwaria, adjacent to Piprahwa, a large number of Buddhist viharas have been exposed. The site has yielded terracottas, beads of semi-precious stones and punch marked coins.

Antichak

Excavations have been in progress at Antichak, district Bhagalpur, Bihar, since 1972. Earlier excavations were also carried out here by the Patna University which exposed the central stupa alone.

As a result of the recent excavations, a formidable monastic complex surrounding the central stupa has been exposed. The complex is provided with an entrance gateway, on the northern side, apart from a postern gate. The site is popularly associated with that of the famous ancient Vikramshila University. The central shrine is a structure cruciform on plan with two terraced *pradakshina* paths. The flanking walls of the terraces were decorated with terracotta plaques having animals, sacred symbols, Buddhist and Brahmanical details. It has four shrines facing the cardinal directions. The shrines contain images of the Buddha.

The entire central shrine complex is surrounded by a massive peripheral wall made of bricks with circular and rectangular projections at the rear at regular intervals. Built against the inner face of the peripheral wall, is the array of cells facing the expansive courtyard. Flanked by rooms, the entrance gateway is provided with porches having pillars of hard granite. An important architectural feature which has been noticed in the balconies of the central shrine and cells of the monastic establishment is the arched ceilings. This monastic establishment was perhaps built by Dharmapala (*Circa A.D. 770-810*) of the Pala dynasty. The inner area of the entire complex is about 330 square metres. Important finds include a large number of stone sculptures of Brahmanical and Buddhist deities, besides bronzes and terracottas. A bronze image of Vajrapani is, however, remarkable. The whole complex seems to have been destroyed by a fire as indicated by the ashy deposit.

Sittannavasal

At Sittannavasal three megaliths were taken up. Apart from this, a few transepted cists were cleared of debris which added new information on the construction and burial furnishings.

All the megaliths were of different types; Megalith I was a pit-burial encircled by a rectangular enclosure with a head stone on the south and a passage covered by a stone slab on the west. The pit, rectangle in shape, contained only pottery. This is unique in character, the type of which is not available anywhere in Tamilnadu, and one, excavated for the first time. Megalith II was an urn-burial circumscribed by the granite stone circle and covered by a capstone. Megalith III was a cist entombing two urns placed on their bellies, their mouths facing the eastern porthole which opened into a passage of slab. Besides pottery, usual to megaliths, viz., black-and-red, red-and-black-ware, iron objects were also found.

None of these revealed any skeletal remains. Only Megalith III yielded various objects, viz., sword, hoop, sickles, etc. On clearing the transepted cist in Megalith IV, it showed that on the

northern way, *i.e.*, where there was no bench, under a false floor there were served pots, pans, ringstand, etc. This is a new feature which is so far unknown in transepted cists.

Bhagwanpura

The Painted Grey Ware culture, supposed to have been associated with the eastward movement of the Aryans in India, has been found inter-locked with the last phase of the late Harappan culture at Bhagwanpura in district Kurukshetra, Haryana.

Such an evidence of overlap, noticed clearly for the first time, is of considerable significance, so far as the reconstruction of a continuous history of the Kurukshetra region from the middle of the second to the first few centuries of the first millennium B.C. is concerned. That there was a fusion of two cultures here is evident from the continuity of pottery types Painted designs and the art of terracotta figurines. Either of the cultures did not, however, yield any iron objects.

It was the late Harappans who first established their settlement over the alluvial deposit of the Saraswati. As a protective measure against floods, they raised two solid mud platforms in two successive phases. Yet the site was damaged twice by floods the last one taking place when the people using Painted Grey Ware had been living alongside the late Harappans.

The excavations at Bhagwanpura have revealed for the first time some important evidence on the house-types and the burial customs of the Painted Grey Ware culture. At first, the people were living in round or semi-circular huts, one such hut yielding four saddle guerns and pestles of different types. In the next stage, the houses were built of mud walls. A complete house-complex, consisting of thirteen rooms, with a courtyard on the eastern side, was unearthened. The rooms varied from 1.60 m × 1.60 to 3.35 m × 4.20 m in size. The finds obtained from their houses include animal bones, dishes and bowls of Painted Grey Ware, terracotta beads, bone styli and copper objects, besides a small percentage of the late Harappan pottery. The third

structural phase was associated with houses built of baked bricks of three different sizes. Two oval structures of burnt earth, probably of religious character, also came from this phase.

Two graves, one for an adult and the other for a child, were located in the habitation area itself. Both the skeletons, laid in north-south orientation, with head to the north, had no grave-goods unlike the Harappan tradition.

Dadheri

In the current excavation at Dadheri, 5 Km east of Govindgarh, district Ludhiana (Punjab), Painted Grey Ware culture, supposed to be associated with the eastward movement of the Aryans, has been found interlocked with the late Harappan culture. This phenomenon confirms the evidence of last year's excavation at Bhagwanpur, district Kurukshetra, Haryana.

At Dadheri, in a 6 m cultural deposit a three fold sequence of cultures was identified. Of these, the lowest, sub-period IA is represented by the pure late Harappan culture, closely followed by period IB wherein Painted Grey Ware and late Harappan pottery are found together. Evidence of a massive flood is recorded after the arrival of the people using Painted Grey Ware. In this sub-period, three structural phases have been recognised.

Other important finds from sub-period IA include a huge storage jar with late Harappan painting and incised wavy lines of pre-Harappan tradition, copper objects, terracotta beads, wheels and round cake, painted bull and faience bangles. Sub-period IB yielded Painted Gray Ware, black ware, grey ware and the Harappan pottery. Other finds from this sub-period include terracotta beads, copper ring, terracotta wheels and faience bangles.

The last period of occupation of the site belongs to the medieval times. The finds from this period include remains of a mud-wall, typical medieval painted and plain pottery, and terracotta figurines.

Other Excavations.—At Vidisha, district Vidisha, Madhya Pradesh, a stone fortification wall dating back to the second century B.C. has been found. At Kolhua, district Muzaffarpur, Bihar, a stupa of the Mauryan times has been exposed. At Sarai Mound at Nalanda, mural paintings of the Pala period have been discovered in the temple, exposed as a result of excavation. At Karwan, the ancient Kayavarohana, district Vadodara, a brick-built temple complex has been uncovered throwing light on the history of temple architecture of Gujarat.

At Ayodhya, district Faizabad, U.P., excavation work in the Janam Bhumī area and Hanuman Garhi, has been taken up jointly by the Archaeological Survey of India and the Indian Institute of Advance Study, Simla. Early historical levels belonging to 1st century A.D. have been exposed. Further work is in progress.

Excavation at Fatehpur Sikri, district Agra, U.P., a national project, has been taken up by the Northern Circle of the Survey.

At Panguraria, district Sehore, M.P., during the course of clearance work a stupa built of stones has been exposed at the cave site. A chhatra and an octagonal inscribed pillar assignable to the Sunga period have been an outstanding discovery.

C. PRESERVATION OF MONUMENTS AND MAINTENANCE OF GARDENS

Monuments and sites under the direct control of the Survey continued to receive attention. Major structural repairs were in progress to the monuments like Pathar Masjid at Srinagar and Avantiswami Temple at Aavantipur in Kashmir; group of temples at Puri. Sun Temple at Konark, group of temples at Bhubaneswar in Orissa; Humayun's Tomb, Khane-Khane's Tomb, Tuglakabad Fort, Qutab Minar, Tomb at Kotla Mubarakpur, Jantar Mantar, Red Fort and Roshanara Baradari in Delhi; Sun Temple at Modhera, Baba Lauli's Mosque at Ahmedabad in Gujarat; Buddhist Monastery at Antichack in Bihar; the Siva Temple at Bhojpur, the Bagh Caves, Monument at Mandu in Madhya Pradesh; Pattabirama and Vithala Temples at Hampi;

monuments at Aihole and Pattadakal; Nambinarayana Temple at Tonnur in Karnataka; monuments at Murshidabad in West Bengal; Ahom Raja's palaces in Assam; monuments at Lucknow, Taj and Red Fort at Agra in U.P.; Deeg palaces at Deeg, Fort at Bharatpur, structures within the Fort at Golkonda and Charminar in Andhra Pradesh.

In addition to the above, sculpture sheds for housing the loose sculptures are being constructed at Belgavi and Kamaipur in Karnataka.

The *Horticulture Branch* of Survey continued to maintain and attend to the gardens around the monuments and sites. New gardens have been laid around monuments at Sahet Mahet in U.P., Bhubaneswar in Orissa, etc.

The *Chemistry Branch* of the Survey attended to the preservation of paintings at Ajanta, sculptures at Ellora, Elephanta and Karala in Maharashtra, Bagh Caves in Madhya Pradesh, Kailasanatha Temple at Kanchipuram, Brihadeswara Temple at Tanjore in Tamilnadu, group of temples at Bhubaneswar in Orissa, etc.

In collaboration with different organisations like I.M.D., Neeri, M/s. Tecneco of Italy, the problem of air pollution on various monuments is being studied. Similarly, the assistance of the Survey of India, Central Building Research Institute and the Geological Survey of India has been enlisted in scientific studies of various problems for better preservation of monuments.

Preservation of Monuments outside India, Cooperation with the Government of Afghanistan : During the year the Survey continued work on the preservation of the Big Buddha (55 m high) at Bamiyan and of the Khwaja Parsa Mosque at Balkh in Afghanistan. At Bamiyan, the damaged east wall of the Buddha Shrine was repaired by constructing a masonry wall. This also facilitated easy approach to the cave at a higher level which contains beautiful stucco decorations. Necessary structural repairs

to the caves at the floor level were completed in all respects. Major cracks appearing on the right leg of the Big Buddha were filled in and the fabric strengthened by rock-bolting and grouting. The paintings on the walls and ceilings of the shrines were cleaned and preserved. Broken edges of painted surface were also filled. Paintings on the ceiling of the Buddha shrine were cleaned. The preservation work was in progress.

At Balkh, preservation of Khwaja Parsa Mosque was completed in all respects during the year and the monument handed over to the Afghan Government authorities. It was originally planned to complete the preservation works in three working seasons. However, at the request of the local people and the Afghan Government it was completed in two working seasons (1975-76). During the year, the blue-tiled dome was made watertight by restoring the disturbed and loose tile-work. For this purpose, blue tiles were manufactured locally. A preservative coat was also applied to the outer surface of the dome. The extensive work was appreciated very much by the Afghan people.

D. PRESERVATION OF ANTIQUITIES AND ART TREASURES

Several new measures were introduced by the Archaeological Survey of India during the year of which the most important was the enforcement of the Antiquities and Art Treasures Act, 1972, since 5th April, 1976 throughout India except Sikkim. This Act seeks to regulate the export trade in antiquities and art treasures and provides for the prevention of smuggling and fraudulent dealings in antiquities and compulsory acquisition of antiquities and art treasures for preservation in public places. Obtaining licence is now obligatory of all persons who intend to carry on the business of selling or offering to sell any antiquity. Persons or institutions (except those owned, controlled and managed by the Government) are required to register the notified categories of antiquities.

The original notification issued on 5th April, 1976 for the registration of antiquities was subsequently superseded by the

notification on 2nd July, 1976 under which the following items are to be registered, the intention being to extend the scope of registration progressively :

- (i) sculptures in stone, terracotta, metals, ivory and bone ;
- (ii) paintings (including miniatures and tankas) in all media, that is to say, paper, wood, cloth, skin, silk and the like ; and
- (iii) manuscripts, where such manuscripts contain paintings, illustrations or illuminations (that is, adornment with coloured lettering or illustrations).

An Ordinance amending certain sections of the Act was also promulgated on 4th June, 1976. This was later made into an Act—Antiquities and Art Treasures (Amendment) Act, 1976.

For the implementation of this Act, the Central Government provided, from its budget, expenditure for the setting up of the registration machinery which consists of 104 Registering Officers and attached staff who have been appointed in all the States and Union Territories, excluding Mizoram. Apart from this, 12 Licensing Officers, who are officers of the Archaeological Survey of India, have been appointed with defined jurisdiction who will be responsible for the licensing of dealers who intend to carry on the business of selling or offering to sell any antiquity.

The number of applications received so far for the registration of antiquities from the individuals, institutions and dealers in antiquities is about 1,50,000.

Under the Antiquities and Art Treasures Act, 1972, a notification was issued on 1st December, 1976 bringing the works of art of Rabindranath Tagore, Jamini Roy, Nandalal Bose and Amrita Sher Gill, under the regulatory provisions of the Act. This is for the first time that the Government have taken steps to check the export of works of art of contemporary artists, who are not alive.

A significant development was the ratification of the UNESCO Convention on the Means of Prohibiting and Preventing the Illicit Import, Export and Transfer of Ownership of Cultural Property. The Instrument of Ratification signed by the President of India was deposited with the UNESCO headquarters in Paris on 24th January, 1977.

A large number of non-antiquity certificates were issued to individuals and exporters by the Expert Advisory Committees for the export of non-antiquities functioning at Bombay, Bangalore, Calcutta, Cochin, Madras, New Delhi, Srinagar and Varanasi. During the year, assistance and advice was also given to the Customs and Police authorities for cases relating to theft and smuggling of antiquities. The Government have now taken a decision that all confiscated antiquities, when ripe for disposal, will be handed over to the Archaeological Survey of India by the Customs authorities free of cost.

Significant progress was made in the setting up of a Data Bank of Registered Antiquities and so far nearly 50,000 certificates of registration have been received along with photographs from Registering Officers from all over the country. It is also proposed to establish a documentation centre which would contain not only a Data Bank of Registered Antiquities but also documentation about the antiquarian wealth of this country for which the Survey has already launched a scheme for documentation of such sculptures and architectural fragments in the Centrally-protected sites and monuments, archaeological museums and sculpture sheds.

E. PUBLICATIONS

The following publications were brought out during 1976-77 :

- (1) Indian Archaeology—1966-67—A Review.
- (2) *Epigraphia Indica*, Vol. XXXVIII, Part V.
- (3) Guide to Konarak.
- (4) Picture Post Card set on Belur.

The following publications were in final stage of printing and were likely to be out by the end of 1976-77 :

- (1) Indus Script : Texts, Concordance and Tables by Shri I. Mahadevan.
- (2) Picture Post Card sets on Delhi-A, Delhi-B, Delhi-C, Kanchipuram, Pattadakal, Aihole, Badami, Nalanda and Gwalior.
- (3) Guide books on Khajuraho and Khajuraho Museum.

The following publications were in advanced stages of printing:

Corpus Inscriptionum Indicarum volumes on (i) Silaharas, (ii) Paramaras, (iii) Gupta Inscriptions ; An Architectural Survey of Temples—Kerala ; Excavation Reports on Lothal ; Guide books to Ajanta (Marathi), Avantipur—Martand and Pandarathan ; 50 individual Picture Post Cards ; Epigraphia Indica Vol. XXXVII Parts VI and VII ; South Indian Inscription Vol. Nos. XXII and XXIII ; Index to Annual Reports on South India Epigraphy 1936—1966 ; Annual Reports of Indian Epigraphy for the year 1967-68 and 1969-70.

F. PROGRAMME FOR CREATING AWARENESS FOR THE PRESERVATION OF CULTURAL HERITAGE

In connection with the programme for creating awareness among students and public for the preservation of cultural heritage, the Archaeological Survey of India, in collaboration with the State Departments of Archaeology, local colleges and universities, organised the following programmes in different parts of the country during the year :

- (1) Exhibitions were held at Bombay, Daimabad and Poona in Maharashtra ; Amravati, Chandragiri, Gudimallam and Tirupati in AP ; Madras and Tambaram in Tamilnadu ; Agra, Dehra Dun and Lalitpur in UP ; Nalanda and Kumrahar in Bihar ; Sanchi in MP ; Bhubaneswar and Konarak in Orissa ; and Barkura and Santiniketan in West Bengal.

- (2) Film shows were organised at Simla, Agra, Dehra-Dun and Sanchi.
- (3) Seminars were held at Sanchi, Bhubaneswar, Konarak, Madras and Nalanda.
- (4) NSS camps were held at 60 Centrally-protected monuments and, in these, the students from 75 schools, colleges and universities participated.

All the above programmes received an overwhelming response from the students and public.

Besides these programmes, the officers of the Survey rendered all assistance to the NSS students who held their camps in different Centrally-protected monuments all over India.

G. ARCHAEOLOGICAL MUSEUMS

In the year 1976-77, the *Museums Branch* of the Survey continued the reorganisation of the galleries in the Museums. Archaeological Museum, Hampi, Karnataka, was reorganised in the newly constructed building and was thrown open to public. The other Museums where similar work was in progress included those at Valsali (Bihar), Taj Mahal, Agra, and Bodh Gaya.

CHAPTER THREE

ANTHROPOLOGY

The Anthropological Survey of India continued during the year their various research and publication programmes. An account of their work is given in this chapter.

A. CULTURAL ANTHROPOLOGY DIVISION

Seminar on the Contemporary Tribal Movement.—A seminar was held in September, 1976 to discuss the origin, motivation and nature of the various ethno-centric, socio-economic and religious movements among the tribes of India. Besides the research workers of the Survey, several scholars from various universities and organisations also participated in it. About fifty papers were presented and discussed. The seminar proceedings, which were under publication, would throw light on the emerging socio-political developments in tribal India.

Seminar on the Study of Ethnic Groups on the Himalayan Border Area.—This seminar was held from 30th July to 6th August, 1976, to discuss the studies made by the research workers of the Survey on the ethnic groups in the northern Himalayan areas of Ladakh, Himachal Pradesh, UP hill districts, Darjeeling Himalayan areas and Arunachal Pradesh. Twentynine papers were read and discussed. A publication containing these papers was under preparation.

Colloquia Programme.—A systematic programme for holding colloquia on different aspects of anthropology and allied subjects was initiated. So far, more than fifty lectures and demonstrations were held at the headquarters and various regional offices of the Survey.

Ethnographic Studies on Tribes and Ethnic Groups.—Special studies were made on the Onge of Little Andamans, and on the surviving members of Great Andamanese with emphasis on the socio-economic and cultural conditions of these two peoples. Studies of the socio-economic problems of the Central Nicobarese and the Shompen of Great Nicobar were also made. The other studies include the Pengo, Saora and Mankidi of Orissa; Kharia of West Bengal; Wanchoo, Tangsa and Singhpho of Arunachal Pradesh; Chakma of Tripura, Kondakanna of Andhra Pradesh and Mala-Aryan of Kerala.

Besides these, field work on the Hill Sholiga of Mysore, Bhils and Garasia of Rajasthan, ethnic groups of Kuli and Chamba districts of Himachal Pradesh, Uttar Kasi and Chamoli districts of Uttar Pradesh was conducted. Field studies in connection with the area study for investigating the problems of various ethnic groups of Chattishgarh area of Madhya Pradesh were completed. A study on the effect of Islamisation on the Bhils of Central India has been made recently.

Studies on the Rural Problems.—The studies initiated by the Survey in this category include the following :—

- (a) Comparative study of ethnography and change in three villages in Goa, Daman, and Diu ;
- (b) Changing class structure, and social and cultural organisation of agriculture in two villages of West Bengal ;
- (c) Rural castes and community in lower Assam, socio-economic problems of a multi-ethnic village in Champaran district of Bihar ;
- (d) Socio-linguistic study of Scarrenger of Karnataka ;
- (e) Bonded labourers of Uttar Pradesh hills districts ; and
- (f) Folk dance of Varanasi district of Uttar Pradesh, a sacred socio-religious complex of rural West Bengal and Hindi translation of the folk tales of Maria Gonds of Baster.

Study on the Problems of Industrialisation and Urbanisation.—A report on the Santals living in the coal-field areas of Jharia and Raniganj of Bihar and West Bengal was prepared. A pilot study on the socio-economic condition of the tribal labourers of North Bengal and adjoining areas of Assam was also made.

On the problems of urbanisation, a study of the different aspects of society and culture of various communities of Calcutta was made, and a monograph was under preparation. Studies on the role of Hindu and Muslim women in a slum area of Calcutta, social organisation of a factory in the industrial suburbs of Calcutta, and development of public utility system of Mysore city were completed.

Study of Problems of Ethno-psychology.—Studies on problems of aptitude, abilities, cultural contact and personality formations were made on the Mizo tribal students of Shillong, Juangs of Orissa, Santals of Santal Parganas and Dhanbad district of Bihar, Oraons and Chamars of Ranchi district of Bihar, Riangs of Tripura State and slum-dwellers and mental patients of Calcutta.

Linguistic Studies.—Studies on the medium of cultural communication in Darjeeling Himalayan areas, in a village of Andhra Pradesh, status Tibeto-Burma languages of Uttar Pradesh hill districts, and inter-tribal communication in Orissa were conducted. Besides these, a descriptive study on the Wanchoo language of Arunachal Pradesh, Onge language of Little Andamans, linguistic sub-grouping of Manipur State and socio-linguistic survey of Tripura State were completed.

Studies of Ecological Problems.—Six reports were prepared on the land use patterns of selected places of Arunachal Pradesh and West Bengal. These studies give varying pictures of land utilisation between the hills and plane-areas of two different ecological environment. Sixteen maps and diagrams were prepared in connection with publication and research work of the Survey.

Printing and Publication.—12 books, monographs and bulletins were published and 9 were under printing. Sale of publications of the Survey yielded Rs. 7,000 during the year.

Collaborative Research Programme.—Six universities, namely, Punjab University, Utkal University, Karnataka University, Ranchi University, Gauhati University and Delhi University are participating the collaborative research programme of the Survey.

Museums.—A seminar was held at Calcutta in June 1976 in connection with the development of the regional museums of the Survey. A report containing information in collecting, preserving and displaying ethnographic specimens at the various regional museums was prepared.

A workshop on the National Museum of Man was organised at Simla, and tentative blue-print for the development of the Museum was drawn up.

The Government of India constituted a National Committee to organise the International Congress of Anthropological and Ethnological Sciences to be held in India in 1978. The first meeting of the National Committee was held at Delhi in September, 1976. Several functional committees were formed for drawing up the programme and for making other necessary arrangements.

B. PHYSICAL ANTHROPOLOGY DIVISION

Under the all-India bio-anthropological project started in 1972-73, four rounds of field surveys were completed by the end of 1976-77, covering 30,900 households sampled from 309 locations. Arrangements were under way to take up the fifth and final round of field survey. The transcription and analysis of data relating to the demographic characteristics of the Indian population, physical constitution of the people, the incidence of congenital and genetic defects, frequencies of disabilities, morbid conditions, etc., were in progress.

The processing of the all-India Anthropometric Survey data (south zone) was in the final stage. The transcription, scrutiny

and statistical analysis of the Survey material (north zone) were taken up.

An inventory of skeletal collections in the custody of the Anthropological Survey of India was under preparation. Reports on the Burzahom (Kashmir) and Kalibangan (Rajasthan) ancient human remains were being written.

Field investigation relating to the study of growth and development during adolescence was carried out among 1500 boys and girls of Midnapore district of West Bengal. Field work in a population showing stunted growth, goitre, mental retardation and deformities was completed in Siang district of Arunachal Pradesh. The longitudinal study of the eruption of deciduous teeth and the development of bones was continued in order to estimate the growth and maturity norms of Bengali boys and girls. Reports on inbreeding among Tamil Brahmins, the physique of Nicobarese women, and the Kota women were made ready for publication. A report of the problem of human adaptation with special reference of India was completed. The growth and development data collected from 950 Muslim girls of Murshidabad district of West Bengal, were partly analysed. Field work relating to the growth study of tribal children in Surguja district of Madhya Pradesh was completed. A book, 'Physical Anthropology of the Nicobarese' (Memoir No. 34 of the Anthropological Survey of India) was published. A blood group genetical survey was undertaken in four tribal populations, namely, the Korwa, Kaware, Nagesia, and Kharwar, in Surguja district of Madhya Pradesh. Population genetic research was in progress among the western Himalayan populations. The projects on blood group incompatibility, spontaneous abortion and congenital malformation were under way.

Dermatoglyphic research was conducted on the populations of West Bengal, Karnataka, Maharashtra, and Andaman Islands. Field work in connection with project 'Dermatoglyphics and Mental Disorders' was carried out in Tamilnadu and Kerala. A report on the demogenetics of cancer was prepared. Pedigrees and other

relevant information were obtained from diabetics and their relatives in order to elucidate the genetic component of diabetes mellitus.

A diet survey was conducted in Agathi and Minicoy Islands of Lakshadweep. Data on economic background, nutrition and anthropometry were collected. A report entitled 'Hunger and Nutritional Anthropometry of a Primitive Tribe showing Steady Population Decline' based on nutritional studies of the Juange of Keonjhar district, Orissa, was completed.

CHAPTER FOUR

ARCHIVES

The National Archives of India, besides continuing its normal programmes of activities during the year, made further strides in promoting archival development both at regional and international levels. An account of these activities is given in this chapter.

Participation at International Level.—Dr. S. N. Prasad, Director of the National Archives of India, attended the VIII Congress of the International Council on Archives held on 27th September—1st October 1976 at Washington. He was unanimously elected one of the two Vice-Presidents of the International Council on Archives. This is the first time that any archivist from the Third World was elected as an office-bearer of the Council. On an invitation of the Government of Saudi Arabia, Shri S.A.I. Tirmizi, Deputy Director of Archives visited Riyadh, Jeddah, Mecca and Medina to advise the Government in that country in planning its archival infrastructure. Shri R. C. Gupta, Deputy Director of Archives visited Kabul for 10 days in August 1976 to assist the Afghan Foreign Office in the selection of repair and preservation equipment for their archives.

Regional Archival Development.—To promote the archival development in the region through cooperative efforts, South and West Asia Regional Branch of International Council on Archives (SWARBICA) was inaugurated on December 11, 1976. In this connection a three days' conference (December 10—12, 1976) was held at New Delhi. The Regional Branch was joined by 5 countries, viz., India, Nepal, Bangladesh, Sri Lanka and Iran. Some more countries were expected to join before long. The conference was inaugurated by Prof. S. Nurul Hasan, the then Union Minister of Education and Social Welfare, on December 11, 1976.

Important Developments.—Another noteworthy event during this period was the creation of a full-fledged Institute of Archival Training. The Institute was formally inaugurated on December 11, 1976 by Prof. R. S. Sharma, Chairman of the Indian Council of Historical Research at New Delhi. It is of interest to note in this connection that training in archives-keeping has been imparted by the National Archives of India for more than three decades.

Five more new projects in the Fifth Five-Year Plan were sanctioned. These are : Correspondence Course in Archival Science ; Opening of Record Centre at Jaipur ; Instituting a State Unit of National Register of Private Records ; Expansion of Repair and Reprography Unit ; and Expansion of Record Management Programme.

Accession.—During April-November, 1976, the Department acquired 5,403 files of Crown Representatives of Gujarat State Agency and Rewā Kantha State Agency (1847—1947) ; 159 files of Foreign and Political Department; 65 files of the Ministry of Works and Housing; 3 volumes of Indices of Ministry of Home Affairs ; and 3,505 files of the Ministry of External Affairs (1936—49).

About 4,500 additional volumes were expected to be received by the end of 1976-77.

Of the more important papers acquired under the programme of acquiring private papers, mention may be made of the papers relating to the Punjab conspiracy case ; typescript of an interview with Sir Siṭa Ram and notes of his autobiography, a journal *Amar Shaheed Hari*, and a few photographs of freedom fighters connected with Lahore conspiracy case.

On the recommendation of the Historical Documents Purchase Committee, documents and papers (mainly in Hindi) relating to labour and kisan movement in erstwhile Gwalior State, a collection of 16 issues of *Larai Ka Akhbar* (1918-19) and 14 manuscripts and 160 documents (Persian) were in the process of being acquired.

In addition, the Department acquired 134 microfilm rolls of the Lord Linlithgow Papers (1936—43), 53 rolls of Sir George White Papers (1879—1912), one roll relating to importation of coolie labour into Queensland (1861—83), and one roll containing four books about Armenians.

Record Management.—Under its Record Management programme, the Department appraised 66,822 files belonging to the Central agency, Ministries of External Affairs and Defence, President's Secretariat, and Gwalior Residency, out of which 22,264 files were recommended for permanent retention.

The Committee on Record Management, constituted by the Government of India, completed collection of evidence of historians and archivists on the problem connected with record management and submitted its report to the Chairman of the Standing Committee of the Indian Historical Records Commission.

Preparation of Reference Media.—Summary inventory of records belonging to Foreign (Secret) Department (1799—1811) was under preparation. Subject-lists of the papers of the Departments of Finance, Commerce and Public Works and 11,319 letters from collections of Dr. Rajendra Prasad, B. D. Chaturvedi, P. K. Malviya, Dadabhai Naoroji, N. K. Bose, S. C. Dixit and Raja Mahendra Pratap were prepared during April-November, 1976.

Subject-list of about 4,800 letters of Private Papers, 19,477 files of various branches of Public Works Department and 38,941 manuscript pages of Foreign (Secret) were to be prepared by the end of the year. Under the compilation of *Guide to the Records in the National Archives of India*, the following series were completed : Education, Health and Lands (1864-1932) ; Department of Education (1945—51), Department/Ministry of Health (1945—47) ; Department/Ministry of Agriculture (1945—57) ; and Imperial/Indian Council of Agricultural Research (1929—57).

A new project for preparing the list showing gaps in the series of records in the National Archives with the purpose of obtaining their microfilmed copies from the India Office Library and Records was taken up. In this connection Shri S. A. I. Tirmizi, Deputy Director, visited the India Office Library for a month (20th October—22 November, 1976). After his return, another officer left for London (on December 1, 1976) to continue the work further.

Research and Reference Service.—About 328 Indian and foreign scholars were provided with facilities for research among records during April-November 1976. Approximately 225 research scholars more were expected to attend by the end of the year.

Repair and Reprography.—Besides attending to the normal activities relating to repair and reprography, two officers were deputed to the Parliament Secretariat Library to repair two calligraphic copies (English and Hindi) of the Constitution of India.

'Towards Freedom Project'.—The Unit examined the collection of B. D. Chaturvedi, M. R. Jayakar (1937—42), Bhulabhai Desai (1939—47), P. D. Tandon (1937—42) and Dr. Sampurnanand (1937—40). Besides, History of Freedom Papers (1937), and the records of the Department of External Affairs (1937—40), Crown President's Secretariat: Political (Secret 1939-40), Crown Representatives Records (1938—43) and the Viceroy's Executive Council (1937—42) were also examined. The microfilm rolls of Zetland Papers (1938—40), Linlithgow Papers (1938—43) and Erskine Papers (1938) were examined. About 5,461 pages of selected materials were typed.

A team of officers visited the State Archives of Bihar, Andhra Pradesh, Tamilnadu, West Bengal and Assam and examined their records with a view to select out material relevant to the project.

The Unit was to continue examination and selection of material from private papers as well as Government records. The Unit also was to select materials from State Archives of Jammu and Kashmir, Madhya Pradesh, Maharashtra, Kerala and Rajasthan.

Publications.—Vol. VII, and Vol. XVIII of the *Fort William—India House Correspondence*, Annual Report of National Archives of India for 1975, and *The Indian Archives*, Vol. XXIII, Nos. 1-2 (January—December 1974) were published. *Bulletin of Research Theses and Dissertations*, Vol. VII, was brought out in cyclostyled form.

National Register of Private Papers.—Vol. VII containing information received during 1965-66 from the State Archives of Andhra Pradesh, Assam, Bihar, Karnataka, Orissa, Punjab, Tamilnadu and Uttar Pradesh was brought out in cyclostyled form. Compilation of Vol. VIII was taken up.

Indian Historical Records Commission.—The forty-fourth session of the Indian Historical Records Commission was held on February 21-22, 1976 at Bikaner. The inaugural address was delivered by Shri Ram Kishore Vyas, Speaker, Rajasthan Vidhan Sabha. The printing of Vol. XLII of Indian Historical Records Commission proceedings was completed, while Vol. XLIII and XLIV were expected to come out shortly. Proceedings of National Committee of Archivists, Vol. IV, was brought out in cyclostyled form.

Library.—6,794 journals and periodicals were acquired.

Training in Archives—Keeping.—Under the one-year diploma course, 15 trainees (1975-76) completed their course and 20 candidates for 1976-77 were selected for the course. A special training programme of three months' duration in repair of records was organised for two trainees from the National Archives of Malaysia and Vrindaban Research Institute. Another short-term training of 7 weeks' duration was also conducted. In addition, a special training course in Archives Administration was also started for 10 Afghan trainees who came to this Department under the Indo-Afghan Cultural Exchange Programme.

Other Activities.—Dr. S. N. Prasad, Director of Archives, visited Darbhanga Raj Archives, Orissa State Archives and Maharashtra State Archives to advise them regarding reorganisation of

Archives and construction of new Archives building. Another officer visited Bombay to examine the records of the Tarriff Commission and to assist them in the preparation of record retention schedule. He also visited Bharatpur to examine the records of the erstwhile rulers of the State.

Exhibition.—On the occasion of the international seminar organised to mark the Seventh Centenary Celebrations of the great poet, Amir Khusrau, an exhibition of original documents, manuscripts and photographs, entitled, 'Amir Khusrau and His Legacy' was organised by the Department in February, 1976. Besides, on the occasion of the inauguration of the Regional Branch of International Council on Archives, covering South and West Asian countries, an exhibition of documents and contemporary photographs was also organised (December 11—18, 1976) depicting social, cultural and commercial contacts between the countries of the region, viz., Afghanistan, Bangladesh, Bhutan, Iran, Nepal, Pakistan, Sri Lanka and India.

CHAPTER FIVE

MUSEUMS AND LIBRARIES AND THEIR CONSERVATION AND DEVELOPMENT

The Government of India set up and have been administering a chain of museums and libraries, each with its distinguishing features. They have also been extending substantial financial assistance to a few others, considered to be of great importance. Besides, they have been following a few schemes relating to their conservation and development. An account of the activities in this field during the year is given in this chapter.

A. MUSEUMS

National Museum, New Delhi.—The National Museum as the premier museum in the country continued to develop its activities relating to acquisition, conservation, preservation, exhibition of art objects and provision of educational programmes.

Acquisitions.—While art objects worth Rs. 4.5 lakh were purchased by the Museum, 1267 objects were received as gifts from various sources. Significant among the gifts are three classical Gupta stone sculptures and one sculpture of medieval period from Smt. Pupul Jayakar, six inscribed guns from M/s. Delhi Armoury, two manuscripts, Tantransara diagrams and Devistotra (Bengali) from Shri H. N. Ray, three stone sculptures by Dr. Lokeshchandra, ten paintings from the Nawab of Loharu, and a large collection of stone sculptures, bronzes, coins, textiles, arms and paintings, etc. from Shri C. L. Bharany.

Exhibitions.—The following exhibitions were organised in the Museum :

- (1) Exhibition of miniature paintings in honour of the international seminar on Amir Khusrau ;

- (2) Exhibition of Rajput paintings and books on Dr. A. K. Coomaraswamy on the occasion of the centenary celebrations of Ananda Kentish Coomaraswamy, organised under the joint auspices of the Lalit Kala Akademi and the National Museum; and
- (3) 'Dig, Discover and Preserve 1976', organised by the Archaeological Survey of India in collaboration with the Museum.

Educational Programmes.—Under the Plan scheme, 'propagation of culture among students in schools and colleges', kits were prepared jointly by the National Museum and the University of Delhi. The kits were distributed among such educational institutions as had deputed their teachers to attend this refresher courses organised at different places in India on the appreciation of fine arts.

A large number of cultural educational programmes consisting of illustrated lectures, film shows, seminars and courses, etc. were organised at the Museum.

The mobile Exhibition Van mounted with an exhibition 'Architects of India's Glory', was circulated to a large number of schools and colleges in Delhi.

The modelling section of the National Museum continued to prepare replicas of master-pieces of Indian sculptures, bronzes and terracottas from the Museum collection for sale to visitors as well as supply to the educational and cultural institutions.

Conservation.—The central conservation laboratory of the Museum continued to advise and assist museums in India and abroad in conservation and preservation of art objects in their collections.

A nine-month training course on conservation of cultural property was organised from March, 1976 to November, 1976. Seven students participated in this course, including one from Malaysia and the other from Sri Lanka.

National Gallery of Modern Art, New Delhi.—During the year, 168 works of art were acquired and added to the collections of the National Gallery of Modern Art.

Educational Programmes.—4,000 students of different schools and colleges from all over India were provided planned guided tours of the galleries. During summer vacation, three art appreciation programmes for students and adults were arranged. The art appreciation programmes were also conducted for the benefit of the trainee-teachers of the two institutions, *viz.*, Manav Bharati Teachers Training Centre, and B.Ed. and drawing teachers of Jamia Millia Islamia, New Delhi.

A special art appreciation programme for art students was started this year on each Saturday from August onward.

Exhibitions and Seminars.—The exhibition titled, 'Selected Landscapes by J.M.W. Turner and John Constable' was displayed in the bus and sent to various schools.

The following exhibitions and seminars were arranged :

- (1) German Expressionist Original Graphics
- (2) Exhibition of Recent Gifts or Works of Art
- (3) Photographs by Henri Cartier Bresson
- (4) Sixty Works by Ram Kinkar Vaij
- (5) Exhibition of six original paintings by six well-known masters of British art
- (6) Exhibition of Paintings, Drawings and Graphics by Bulgarian artist, Boris Georgiev
- (7) Seminar on, 'German Expressionism and Its Impact on Modern Art'
- (8) Seminar on 'Photography as an Art and the Indian Situation'

Dr. Zakir Husain Memorial Museum, New Delhi.—Dr. Zakir Husain Memorial Museum was formally inaugurated by the President of India on 3rd May, 1976 in Jamia Nagar, New Delhi. The Museum contains, among other things, the personal belongings of the late President, Dr. Zakir Husain, including his collections of geological specimens. The museum started functioning under the over-all supervision of the National Museum, New Delhi.

Indian War Memorial Museum, Delhi.—The Indian war Memorial Museum, located in the Naubatkhana building of the Red Fort, Delhi, remained closed for the public during the current year due to major repairs of its building, undertaken by the Archaeological Survey of India. The repairs were nearly completed and arrangements were being made to re-display the exhibits of the Museum.

Nehru Memorial Museum and Library, New Delhi.—A new permanent pictorial and documentary display on the Indian struggle for freedom, covering the pre-Gandhian era, and pertaining to the intellectual, social and political ferment in the country between 1885 and 1917, was added to the Nehru Museum from 14th November, 1976.

There was a sizeable addition to the research resources of the Library during the period. The number of books added to the shelves of the Library was 2197, bringing the total holdings to 62,759 volumes, including 3957 volumes of old newspapers. The Library's microfilm collection was further enriched by the acquisition of 96 rolls of microfilm of the *Civil and Military Gazette* (1906-1924), the *Journal of Poona Sarvajanic Sabha*, (1876-79, 1890-97, 1916-18), 15 rolls of *India*, London (1890-1921), and ten microfilm copies of unpublished dissertations on modern Indian history. The Photo Library acquired 1890 new photographs. The collection of photographs as on 30 November, 1976, had 46,448 photographs.

Among the institutional records acquired during the period, notable were : papers of the Textile Labour Association, Ahmedabad, and the Indian Merchants Chamber, Bombay. Among the

private papers acquired were those of Jamnadas Dwarkadas, M.A. Master, Kamlashankar Pandya, S.A.S. Tyabji, Brij Krishan Chandiwala, Miss Padmaja Naidu, Pandit Din Dayal Sharma, Seth Sudarshan, Bejoy Krishna Banerjee, S. Nagasundaram and Krishna Kripalani.

The reports of the Millowners Association, Ahmedabad (1924-25) were microfilmed. Among the old newspapers micro-filmed for the Library were *Pioneer* (1896-1930), *Bande Mataram* (1920-1926), *Nation* (1948-1950), *Assamiya* (Weekly) (1926-1954), *Assamiya* (bi-weekly) (1930-1941), *Assamiya* (Daily) (1946-1949), *Maharashtra* (1936-1950), *Leader* (1957-1961), *Amrita Bazar Patrika* (1941-45), *Andhra Patrika* (1933-1940) and *Bhavishva* (1931-1932).

As part of the Oral History Project, 66 interviews with 20 persons were recorded. Among those interviewed were Sardar Hukam Singh, Shri Durga Das Khanna, Shri B. K. Acharya, Dr. C. L. Katial, Shri K. P. S. Menon and Shri Rakhal Chandra Dey. By the end of November 1976, 1981 interviews with 670 persons had been conducted.

A number of lectures and seminars bearing on the nationalist movement and the history of modern India were held. Two books, 'Indian Women : From Purdah to Modernity' and 'Science and Technology in India', were brought out. The Hindi translation of 'Jawaharlal Nehru : Thoughts on Women' was also published.

Gandhi Darshan Samiti, Rajghat, New Delhi.—The Gandhi Darshan Exhibition which was set up on the 2nd October, 1970, under the management of the Gandhi Darshan Samiti, continued to draw a large number of visitors.

A number of special programmes were organised on various occasions of national importance like, Gandhi Nirvana Day, Jallianwala Bagh Day, Gandhiji's birthday and Nehru Jayanti.

The following temporary exhibitions were also organised on various occasions :

- (1) Vaishnav Jan
- (2) Life and Work of Kasturba Gandhi
- (3) Jallianwala Bagh
- (4) The Fingers That Moved Millions

On-the-spot-essay competitions for the students of 8th, 9th, 10th and 11th classes were organised on 2nd October, 14th November and 12th December, 1976 respectively in which 1110 students from different schools of Delhi participated.

A number of books and publications by Dr. B. G. Kunte on Gandhiji were received as gifts from the Prime Minister's Secretariat.

Facilities were provided to the Indian Council for Child Welfare for holding their annual 'Learn to Live Together Camp' for children from all over the country, in Gandhi Darshan from 10th to 20th November, 1976.

A set of 70 photographs were prepared for an exhibition 'Non-Violent Resistance Movement (*Satyagraha*) launched by Mahatma Gandhi in South Africa and Freedom Movement in India', on a request from the Ministry of External Affairs. This exhibition would be put on display in Ghana.

Indian Museum, Calcutta.—The Indian Museum, Calcutta, which is administered by a Board of Trustees, comprises six sections of which three cultural sections, viz., Art, Archaeology, Anthropology are under the Museum Directorate and the remaining three scientific sections, viz., Geology, Zoology and Industrial (Eco-Botany) are under the administrative control of the respective surveys. Three new galleries, viz., (i) Chinese (ii) Japanese

(iii) Nepalese and Tibetan Art, taken up under the developmental plan scheme of the Museum, were almost ready and were to be made open to the public by the end of the year. Arrangements for a terracotta gallery were completed and this new gallery is also likely to be opened for the public in the near future.

Publications, *viz.*, picture folders, multi-colour picture cards, guide books, children's books series were brought out by the Museum. Two catalogues on Tibetan Tankas and Bidri objects were prepared. Notable among the publications undertaken by the Museum during the year are : (i) Second Supplementary Catalogue to Vol. I for Coins of Ancient India, and (ii) A monograph of Bharhut Railings, which were in the press.

The Museum supplied a number of photographs of objects of historical and cultural value to many educational and cultural institutions like Ashutosh Museum of Calcutta University. One complete roll of colour transparency was prepared for the Victoria and Albert Museum, London.

The Library of the Museum continued to develop as an eminent centre of research of art, archaeology, anthropology and related subjects. About 200 new volumes were added to the Library during the year.

As a part of the educational programme of the Museum, the exhibition bus of the museum took extensive tours throughout the State of West Bengal.

Victoria Memorial Hall, Calcutta.—The Memorial is well on the way to re-orientation as a Period Museum of Modern Indian History (1700—1900). In accordance with its intended new role, the Memorial was engaged in collecting original documents and papers with bearing on the period, and received from the High Court, Calcutta, Calcutta Corporation and Bar Library, Calcutta, original papers, reports and documents of immense historical value and, from individuals, rare paintings, books and manuscripts.

In addition to popular lectures, mostly on museum objects and relevant for the period, the Memorial, as part of its normal academic activities, organised special exhibitions, particularly meant to serve the needs and stimulate the interest of students at different levels of study. The exhibitions displaying (i) Select views of India as seen and drawn by W. Hodges and Daniell nearly two centuries back, and (ii) Glimpses of Sikh history with the aid of contemporary documents, paintings, engravings, reliefs and maps, were largely attended.

Steps were on for formulating research projects based on such untapped source-material as Justice Hyde's Notes and Reports (1775-96) and Notes and Reports on the cases heard before the Supreme Court (1796-98), recently acquired by the Memorial.

The publications selected for the year include Annual Bulletin, a brief Guide of the Memorial in English, coloured folio and picture post-cards and an illustrated and documented booklet on the Nawabs of Bengal.

A sub-committee of the Trustees was working on the detailed plan of re-modelling of galleries in the context of the recommendations of the Committee of Experts on the reorientation of the Memorial as a Period Museum.

The activities of the Memorial have thus been oriented so as to make it an active medium for stimulating interest in and knowledge of events and personalities of Indian history in the 18th and 19th centuries.

Salar Jung Museum, Hyderabad.—The most important event during the year was the Silver Jubilee Celebrations of the Museum on December 16-31, 1976. On the occasion, the All-India Museums Conference held its session in Hyderabad. A seminar on 'Cultural Assimilation in Art—East and West' and talks on the topic, 'Reminiscences on Nawab Salar Jung Bahadur' were organised.

The collection of the Salar Jung Museum consists of art objects drawn from all over the world. In this sense, the Salar Jung Museum is very different from other museums of India, which have largely Indian collections.

The Museum had already a gallery of fine arts of South India. From this year a gallery for the minor arts of South India was organised in the Museum. This gallery had on display wood carvings, metal work, bronzes, Kalamkari painting on cloth and silver wire work and ivory work for which South India is justly famous.

The Museum received some notable gifts during the year. These include a life-size image of the goddess, 'Saraswati' by an organisation of bamboo workers of Calcutta and 44 gifts from the collections of late Miss Padmaja Naidu.

The educational services of the museum continued to provide free guided tours to the visitors. An achievement of the educational services of the museum in 1976 was the training of lectures and teachers in museum subjects.

A temporary exhibition organised during the year consisted of 'Glimpses of Rajasthani Art', pertaining to the art objects of Rajasthani origin in the museum. An exhibition on the 'Ragmala Paintings' was also organised.

B : LIBRARIES

National Library, Calcutta.—The National Library, Calcutta, was established in 1903 as the Imperial Library. At present, the Library is a subordinate office of the Department of Culture. The National Library of India Act, 1976 (No. 76 of 1976) received President's assent and was expected to come into force shortly. The Act provides : (i) to establish an autonomous broad-based board for the administration of the Library, consisting of eminent persons holding high positions in academic and administrative fields of education and culture; (ii) to give the National Library a premier position as adviser on library matters to the

Central and State Governments and to other libraries in the country; and (iii) to re-name the Library as 'The National Library of India'.

To provide better services in the field of learning to readers and scholars of the Library, the following schemes included in the Fifth Five-Year Plan were approved for implementation during the year under review :

- (i) Bibliography of Indology Project
- (ii) Strengthening of Book Preservation Laboratory
- (iii) Programme for Foreign Languages Division
- (iv) Programme for Indian Languages Division
- (v) Retrospective Cataloguing of Indian Official Documents
- (vi) Construction of Boundary Wall
- (vii) Vertical Extension of Reader's Hostel
- (viii) Construction of Recreation Hall
- (ix) Construction of New Annexe Building.

This Library, which has exchange relations with 122 institutions in 43 countries, entered into exchange relations with 11 new institutions of different Asian and European countries. The Library thus acquired a considerable number of publications from foreign countries.

Central Reference Library, Calcutta.—The Central Reference Library has been publishing the Indian National Bibliography since the last quarter of 1957. During the year under review, the following various roman script issues were compiled and published :

- (i) 5 monthly issues July to December, 1975
- (ii) 8 monthly issues of 1976 from January to August, 1976
- (iii) 2 annual volumes, viz., Annual Volume 1968 and 1974 were cumulated.

Besides the roman script issues of the Indian National Bibliography, the Central Reference Library has been compiling the language fascicules of the Bibliography in respective language scripts in order to help the development of regional languages and the official language. The language bibliographies were being printed by the State Governments. During the year the following bibliographies were compiled and published :

- (a) Malayalam Bibliography 1975 (Desiya Granth Suchi Malayalam Vibhag 1975)
- (b) Marathi Bibliography 1969 (Rashtriya Granth Suchi Marathi Vibhag 1969)
- (c) Telugu Bibliography 1964 and 1973-74 (in one volume) (Bharatiya Grantha Suchi Telugu Vibhag)

The following three schemes included in the Fifth Five-Year Plan were approved for implementation

- (a) Compilation, printing and sale of the 'Indian National Bibliography'
- (b) Compilation, printing, and sale of 'Index Indiana'
- (c) Setting up of a 'Book Exchange Centre'

Delhi Public Library.—The Delhi Public Library was established in 1951 by the Government of India in collaboration with Unesco with a view to providing a public library service for the people of the Union Territory of Delhi and to act as a model for public library development in India and other countries. During the year, the Delhi Public Library celebrated its silver Jubilee from 27th October to 2nd November, 1976. The highlights of the programme were the laying of the foundation stone of Regional Library Building by the President of India at Saroini Nagar, a suburb of Delhi. The Library consists of a central library, 4 branch libraries, 17 sub-branches, 8 community libraries, 16 deposit stations and 5 mobile library vans serving 60 areas in Delhi once a week. The Library is thus providing library service at 99 points in the Union Territory of Delhi.

During the period under report, 32,890 volumes were added to the Library up to 31st December, 1976 raising the net stock to 5,40,504, out of which 2,98,273 are in Hindi, 1,40,179 in English, 65,814 in Urdu, 26,859 in Punjabi, 2,011 in Sindhi, 937 in Bengali and 6,431 in Braille.

The registered membership of the Library stood at 90,084 on 31st December, 1976. The total number of books issued during April-December, 1976 was 18,02,263. About 35,075 adults and 6,578 children participated in the cultural activities (e.g., lectures, discussions, dramas, film shows and television viewings, etc.) organised by the Library. The Library had 2,370 gramophone records which were borrowed about 32,952 times up to 31st December, 1976.

Khuda Baksh Oriental Public Library, Patna.—The Khuda Baksh Oriental Public Library, Patna, is an institution of national importance containing precious manuscripts and important printed books in oriental languages especially in Arabic and Persian languages. It has a world-wide reputation for its unique collection of manuscripts in Arabic and Persian languages, specimens of calligraphy and paintings. Therefore, the library's main activities are to preserve and enlarge the rare collections and provide research facilities to scholars and institutions.

During the year, the Library acquired 100 manuscripts and 1000 printed books. The Library hoped to acquire another 100 manuscripts by March, 1977.

Rampur Raza Library, Rampur.—Rampur Raza Library has a most valuable collection of about 1,500 manuscripts in Arabic, Persian, Urdu, Sanskrit, Hindi, Tamil and Turkish and about 30,000 printed books (including periodicals) in various languages. During the year, the Library acquired 2 manuscripts and 1325 printed books.

The Library has so far published 12 rare manuscripts and 5 volumes of the 'The Catalogues of Arabic Manuscripts' and one volume of 'The Catalogue of Urdu Manuscripts'.

Central Library, Bombay.—This is one of the three libraries which are at present authorised to receive books and newspapers published in the country under the Delivery of Books and Newspapers (Public Libraries) Act, 1954, as amended in 1956. The Central Government is assisting this Library to the extent of two-thirds of the non-recurring expenditure and half of the recurring expenditure on the DBA section of the Library. A committee was appointed jointly by the Government of India and the Government of Maharashtra to look into the needs and requirements of the Central Library and the Asiatic Society, Bombay. The report of the Joint Committee was under examination.

Central Secretariat Library, Shastri Bhawan, New Delhi.—The Central Secretariat Library and its branch at Ramakrishnapuram, New Delhi, continue to provide reference and lending facilities to the employees of the Ministries, Departments and attached and subordinate offices of the Government of India, employees of Delhi Administration, employees of autonomous organisations and the accredited correspondents. The Library has also been thrown open to the general public for consultation of the material on the premises. It has very much popularised the use of books with the general public.

During the period under report, 2800 new members were enrolled and 1,90,000 books were lent out for home-reading. 10,693 publications were added to the library including 8,414 books, 2,224 Indian official documents and 55 foreign official documents. The Library received 963 periodicals by way of purchase, gift and exchange.

The Regional Languages Library and the Central Hindi Library located in Bahawalpur House, New Delhi, are being further developed. During the year, 6092 books were added to the Regional Languages Library and 3652 books to the Central Hindi Library.

An exhibition of books on and by 'Nehrus—the Makers of India's Destiny' was organised in the main Library from 14th to 25th November, 1976.

Library of Tibetan Works and Archives, Dharmasala.—This Library was set up by the Council of Religious Affairs of His Holiness the Dalai Lama with the approval of the Ministry of External Affairs. The main objects of the Library are to acquire and conserve Tibetan books and manuscripts, to provide intensive reference services and to compile and publish bibliographies, documentation lists, etc. This Department is paying grant for recurring and non-recurring expenditure on the basis of the report of the Review Committee which visited the Library in June, 1976.

T.M.S.S.M. Library, Thanjavur.—The Library has a rich collection of over 40,000 manuscripts in Sanskrit, Marathi, Telugu, Tamil and other languages which cover a wide range of subjects such as the Vedas and Vedantic philosophy, fine arts, music, sculpture and medicine. A committee was set up to assess its financial requirements during the Fifth Plan period. The report of the committee was awaited. Pending the committee's views *ad hoc* grants were given annually on the recommendation of the State Government.

Indian Council of World Affairs Library, Sapru House, New Delhi.—As a result of the division of the Library housed in the Sapru House between the Jawaharlal Nehru University and the Indian Council of World Affairs and considering the importance and the need of continuing and developing a library at the Sapru House, it was decided to give assistance to this library during the Fifth Plan period. An expert committee was set up to assess its financial requirements. The committee submitted its report which was under consideration. Pending decision on the report of the committee, this Department sanctioned *ad hoc* grant of Rs. 1 lakh annually.

C. CONSERVATION OF CULTURAL PROPERTY

To have advanced facilities for research and training in conservation, the National Research Laboratory for Conservation of Cultural Property was set up as a Plan scheme. The main aims and objectives of the Laboratory are conducting and coordinating

research in all aspects of conservation problems, rendering technical help to the cultural organisations and agencies, providing training facilities in the field, documentation and promotion of international collaboration. With the appointment of the Project Officer in March, 1976, the Laboratory embarked on its various programmes, an account of which follow.

Administrative Steps.—Preliminary steps for the recruitment of staff, acquisition of special equipment needed for research, like emission spectrograph, flame photometer, electrolytic analyser, trinocular microscope, etc., and technical books and reprints of technical articles and preparation of a comprehensive bibliography on conservation of stone, were successfully taken.

Technical Programmes.—Complete synopses of research programmes with details of technical work to be undertaken were prepared. Detailed reports after on-the-spot study of the problems were prepared for setting up the conservation laboratories of the Indian Museum, Calcutta, Salarjung Museum, Hyderabad, and the State Museum, Lucknow, Wall paintings in the Cabinet Room of Rashtrapati Bhavan were examined and a report prepared for their conservation. On the request of the All India Handicrafts Board, wall paintings in the Akhand Chandi Palace, Chamba, were examined and a report prepared.

In discharging its responsibility of rendering technical advice, assistance was provided to many institutions including Central and State museums and archaeological departments and libraries.

Publications.—A manual entitled, 'Care and Preservation of Museum Objects' was ready for publication.

Training.—A Regional Conservation Workshop for South and Southeast Asia was held at New Delhi on January 3-11, 1977 in collaboration with the International Centre for Conservation, Rome. Delegates from Iran, Bangladesh, Nepal, Thailand, Singapore, Indonesia and Sri Lanka and representatives of various States in India attended it. A six-month course for conservators and scientists in the field of conservation of cultural property was

prepared. The course will start from 1st August, 1977. Programmes were prepared for training curators in the methods of maintenance of objects.

Promotion of International Collaboration.—A one-week conservation workshop was arranged at Manila on July 19-24, 1976. Participants from Singapore, Indonesia, Thailand and the Philippines attended it. There were 120 persons present.

On a request of the International Centre for Conservation, Rome, laboratories in Tehran, Japan, Indonesia, Thailand and Singapore were visited for rendering advice.

The Laboratory also participated in an International meeting sponsored by UNESCO for formulating a Conservation Training Course in April, 1976.

Shri O. P. Agarwal, Project Officer, was nominated by the Council of the International Centre for Conservation, Rome, to be the President of the General Assembly of the Centre to be held in May, 1977. He was elected President of the Indian Association for the Study of Conservation, New Delhi, for 1976-77 and Editor of the *Journal of Indian Museums*, published by the Museums Association of India, for 1977-78.

D : DEVELOPMENT OF MUSEUM AND LIBRARIES

Financial Assistance for Reorganisation and Development of Other Museums.—This is a continuing Plan scheme. Under it, *ad hoc* grants to private museums used to be given till 1975-76, for equipment, bringing out publications, minor extensions and repairs to the existing buildings. Its scope was widened to accommodate museums maintained by universities and colleges in the country and also requests for setting up new museums, *i.e.*, towards cost of constructing new buildings and purchasing art objects. The grants are given on the basis of applications received through the State Governments, Union Territory Administrations and the University Grants Commission. The scheme also provides for financial assistance to a few scholars in the field of museology. Besides grants to museums, it also provides for assistance

towards a better coordination of the museum movement by way of holding museum camps, meetings of the Central Advisory Board of Museums, and similar activities.

Grants to Voluntary Educational Organisations conducting Public Libraries/Manuscript Libraries.—This scheme provides for financial assistance to voluntary educational organisations for the development of libraries run by them. The assistance is given for purchase of books, furniture, equipment and construction of library buildings on the recommendations of the State Governments and Union Territory Administrations. The grants under the scheme are given on a sharing basis. The Central Government's share is 60 per cent of the expenditure on the purchase of books, furniture and equipment and 40 per cent of the expenditure on the construction of buildings for libraries subject to a maximum of Rs. 50,000.

Cultural Exchange Programmes relating to Museums and Libraries.—This scheme envisages exchange of roughly 2 librarians, 2 archivists and 2 museologists with their counterparts in foreign countries every year. It also covers exchanges of books, manuscripts, photo copies, microfilm copies of manuscripts, records, etc., under the cultural exchange programmes entered into by the Government of India with foreign countries.

IV. Financial allocations (in lakhs of rupees) of items discussed under various chapters

S. No.	Item	Budget Estimates		Budget Estimate 1977-78	
		1976-77 Original	Revised		
1	2	3	4	5	
Department of Education					
<i>School Education</i>					
1.	Unicef assisted Science Project	Plan	2.00	2.00	0.90
2.	Printing Presses	Plan	39.17	78.22	105.00
3.	Nehru Bal Pustakalaya	Plan	10.00	7.60	9.00
4.	NCC Junior Division Troupes in Public/Residential Schools	Non-Plan	4.35	4.00	4.00
5.	Bal Bhawan Society, New Delhi	Plan	2.00	3.00	4.00
		Non-Plan	9.50	9.80	10.25
6.	Educational concessions to the children of officers and Men of Armed Forces killed or disabled during hostilities	Non-Plan	1.00	1.00	1.00
7.	Financial assistance to voluntary educational organisations in school Education	Plan	3.50	9.75	4.00
		Non-Plan	0.11	0.11	0.11
8.	Extension Service Centres	Plan	1.00	1.00	0.10
9.	Vocationalisation of Secondary Education	Plan	20.00	6.88	70.00
10.	National Council of Educational Research and Training	Plan	150.50	161.23	180.00
		Non-Plan	353.91	353.91	349.39

1	2	3	4	5	
11.	Educational Technology Programme	Plan	50.00	50.00	60.00
12.	Kendriya Vidyalaya Sangathan		1432.48	1432.48	1621.00
13.	Central Tibetan Schools Administration		67.41	67.41	80.75
14.	National Awards to Teachers		1.82	1.82	1.82
15.	Moral and Spiritual Education		0.50	0.50	0.50
<i>Higher Education</i>					
1.	University Grants Commission	Plan	3883.85	3883.85	4797.00
		Non-Plan	3172.10	3206.71	3318.50
2.	Improvement of Salary scales of University and College Teachers	Non-Plan	825.00	805.00	900.00
3.	Indian Council of Historical Research, New Delhi	Plan	20.00	20.00	20.0
		Non-Plan	5.17	5.17	5.41
4.	Indian Institute of Advanced Study, Simla	Plan	4.50	4.50	5.00
		Non-Plan	28.96	29.54	30.00
5.	Institutions of Higher Learning of All India Importance	Plan	4.00	4.00	5.00
		Non-Plan	8.00	8.00	8.00
6.	Loans for construction of Hostels for affiliated/constituent Colleges	Plan	2.00	1.75	4.00
7.	Assistance to voluntary organisations in big cities	Plan	1.50	1.50	3.00
8.	Loan to Punjab University	Plan	15.00	15.00	20.00
9.	Centenary Awards at Presidency College, Calcutta and Gold Medals etc.	Non-Plan	0.03	0.03	0.03
10.	Grants-in-aid to Rural Institutes	Plan	1.00	1.50	1.32
		Non-Plan	8.50	8.50	8.50

11. Educational Conferences, Exchange of Professors and Delegations	Plan	0.75	0.50	1.00
12. Shastri Indo-Canadian Institute	Non-Plan	12.00	17.00	14.50
13. Association of Indian Universities	Non-Plan	0.77	0.80	0.90
	Plan	1.00	1.90	2.50
14. Grants to Deemed Universities	Plan	4.98	4.56	4.18
	Non-Plan	39.01	43.03	65.63
15. Grants to Delhi Colleges	Non-Plan	1.35	1.35	1.50
	Plan	10.00	2.42	10.00
16. Conversion of Loan into Grant	Non-Plan	..	..	17.75
<i>Indian Council of Social Science Research</i>				
1. Grants to the Council	Plan	60.00	60.00	65.00
	Non-Plan	33.75	33.75	34.48
2. Grants to Research Institutes	Plan	40.00	40.00	55.00
3. Publication of Selections from Educational Records	Plan	1.00	0.72	1.00
4. Assistance to Voluntary Professional Associations in Humanities and Social Sciences	Plan	0.50	2.2	1.50
5. Partial financial assistance to Social Scientists going Abroad	Non-Plan	0.15	0.20	0.20
6. Indian Council of Philosophy	Plan	..	0.50	1.00

1	2		3	4	5
	<i>National Staff College for Educational Planners and Administrators, New Delhi.</i>	Plan	12.00	12.00	15.00
		Non-Plan	3.26	3.26	3.40
	<i>Publications</i>	Non-Plan	4.00	4.00	4.50
	<i>Technical Education</i>				
	1. Quality Improvement Programme	Plan	230.00	230.00	234.00
	2. Apprenticeship Training Programme	Plan	105.00	105.00	130.00
		Non-Plan	40.00	40.00	40.00
	3. Development of Post-Graduate Courses and Research Work		105.00	100.00	152.00
	4. Indian Institutes of Technology	Plan	682.00	677.00	682.00
		Non-Plan	1450.35	1453.23	1653.77
	5. Regional Engineering Colleges	Plan	100.00	100.00	175.00
		Non-Plan	300.00	320.00	389.00
	6. National Institute for Training in Industrial Engineering, Bombay	Plan	19.00	11.24	20.00
		Non-Plan	35.13	26.63	38.22
	7. National Institute of Foundry and Forge Technology, Ranchi	Plan	12.00	8.00	14.00
		Non-Plan	23.11	20.52	21.40
	8. School of Planning and Architecture, New Delhi	Plan	7.00	3.01	9.00
		Non-Plan	38.35	36.66	40.46
	9. Technical Teachers Training Institutes	Plan	61.00	44.08	75.00
		Non-Plan	51.33	44.51	59.71
	10. Indian Institutes of Management -- (i) Calcutta	Plan	24.65	40.00	38.00
		Non-Plan	32.95	35.23	40.00
	(ii) Ahmedabad	Plan	41.90	45.00	33.00
		Non-Plan	52.42	52.33	57.14
	(iii) Bangalore	Plan	52.45	35.00	68.00
		Non-Plan	16.83	19.50	21.83

11. Grants to non-Government Scientific and Technical Institutions for Development and Improvement	Plan	15.00	15.00	23.00
12. Loans for the construction of Hostels in Technical Institutions		29.00	29.00	32.00
13. National Council for Science Education, New Delhi	Plan	6.00	4.92	7.00
14. Asian Institute of Technology, Bangkok		—	1.25	4.00
15. Local cost of Foreign Experts		1.00	1.00	1.00
16. Delegation in the field of Engineering & Technology		0.50	0.85	0.53
17. Boards of Apprenticeship Training	Plan	3.00	3.00	5.00
	Non-Plan	9.00	9.00	10.30

Scholarships

1. National Scholarships	Plan	108.00	108.00	150.00
	Non-Plan	4.41	4.41	4.41
2. National Loan Scholarships	Plan	90.00	90.00	90.00
	Non-Plan	332.07	332.07	332.07
3. Write off of Irrecoverable National Loan Scholarships	Non-Plan	6.00	6.00	22.00
4. National Scholarships for the children of Primary and Secondary School teachers	Plan	3.00	3.00	6.50
	Non-Plan	0.64	0.64	0.64
5. Scholarship at the Secondary Stage for Talented children from rural areas	Plan	40.00	40.00	75.00
6. Scholarships to students from Non-Hindi speaking states for Post-Matriculation studies in Hindi	Plan	12.00	12.00	15.00
	Non-Plan	20.00	20.00	20.00
7. Scholarships in Approved Residential Secondary Schools	Plan	25.00	16.40	35.40
	Non-Plan	30.00	30.00	30.00

1	2	3	4	5	
8.	National Scholarships for Study Abroad	Plan	35.00	11.00	30.60
		Non-Plan	30.00	30.00	30.00
9.	Partial Financial Assistance (loan)	Non-Plan	0.90	0.90	0.90
10.	General Cultural Scholarships	Non-Plan	34.00	41.00	41.00
11.	Scholarships/Fellowships for Bangladesh Nationals		12.00	12.50	12.50
12.	Special English course for Foreign Students	Non-Plan	0.10	0.10	0.10
13.	Construction of International Students House, Calcutta	Plan	1.00	..	5.00
14.	Scholarships to Foreign students for study in India	Plan	2.50	2.50	7.50
		Non-Plan	7.00	9.50	14.00
15.	Indian Scholars going Abroad against scholarships offered by foreign Governments/Organisations	Non-Plan	3.00	3.00	5.00
16.	T.A./D.A. to non-official members of Selection Committees	Non-Plan	1.00	1.00	1.00
17.	Scholarships and other educational facilities for children of Freedom Fighters	Non-Plan	4.00	1.00	1.00
<i>Book Promotion and Copyright</i>					
1. <i>National Book Trust</i>					
	(a) Maintenance and Normal Activities		14.10	15.28	16.44
	(b) Author and Designer		2.00	2.00	10.00
	(c) Scheme of subsidised publication of University level Books in English by Indian Authors		30.00	30.00	27.75
	(d) World Book Fair		1.00	0.50	5.50
	(e) Nehru Bhawan		..	..	4.50

2. *low-priced Editions of University level Education Material Originating Abroad*

(a) Payment of honorarium to evaluators/charges for Translation		0.50	0.50	1.50
(b) Meetings of Joint Indo-Soviet Textbook Board		0.50	0.50	0.75
3. National Book Development Board		2.00	1.00	2.00
4. Book Export Promotional Activities		2.75	2.75	3.00
5. TA for Non-Official Members of Copyright Board		0.30	0.30	0.30
6. Honorarium to Chairman and non-official members of the Copyright Board		0.45	0.45	0.45
7. Copyright office		0.20	..	..
8. Contributions to the International Union for the Protection of Literary and Artistic works		0.77	1.62	2.46

Youth Welfare, Sports and Games

1. National Service Scheme	Plan	100.00	100.00	175.00
	Non-Plan	17.50	15.00	18.50
2. National Service Volunteer Scheme	Plan	7.50	0.50	7.50
3. Planning Forums	Plan	2.50	2.50	4.00
4. Youth Welfare Boards and Committees	Non-Plan	2.50	1.30	0.50
5. Nanak Bhawans	Non-Plan	1.00	0.75	2.50
6. Nehru Yuvak Kendras	Plan	90.00	60.29	119.00
	Non-Plan	34.00	34.00	34.00
7. Lakshmbai National College of Physical Education, Gwalior	Plan	5.15	5.15	8.00
	Non-Plan	13.50	13.50	14.50

1	2	3	4	5	
8.	National Physical Efficiency Drive	Plan	4.00	2.78	2.00
9.	Promotion of Yoga	Plan	2.50	2.50	3.00
		Non-Plan	3.30	3.30	3.50
10.	Promotion of Literature on Physical Education and Sports	Plan	0.35	0.35	0.50
11.	National Institute of Sports and National Coaching Scheme	Plan	35.00	35.00	35.00
		Non-Plan	42.00	42.00	43.00
12.	Grants to Sports Federations	Plan	15.00	15.00	15.00
		Non-Plan	9.00	9.00	9.00
13.	Grants to National Sports Organisation	Plan	15.00	15.00	20.00
14.	Grants to State Sports Councils	Plan	20.00	20.00	25.00
15.	Sports Talent Search Scholarships	Plan	6.00	6.00	5.00
		Non-Plan	3.50	3.50	3.50
16.	Rural Sports Tournaments	Plan	9.00	9.00	9.00
17.	Development of National Sports Centre	Plan	1.00	1.00	1.00
				(Capital)	11.60
18.	Special Sports Schools	Plan	7.50	7.50	7.50
19.	Sports and Games (Arjuna Awards etc.)	Non-Plan	0.20	0.20	0.20
20.	Youth Leadership Training	Plan	6.00	6.00	8.00
21.	Scouting and Guiding	Plan	7.00	6.00	7.00
		Non-Plan	1.35	1.35	1.35
22.	National Integration Visit of students from one part of the country to another		4.00	4.00	4.00

23. Assistance for the promotion of Adventure facilities, Mountaneering including development of camping sites		10.00	7.00	13.00
24. Assistance to voluntary Youth Organisations engaged in Youth Welfare activities		2.00	2.00	3.00
25. Commonwealth Youth Programme		5.00	5.00	7.00
26. Exchange of Youth Delegations at the Inter-State and International levels		1.00	1.00	2.00
27. India's Contribution to ISVS		0.52	0.20	..
28. National Integration Samitis		4.00	4.00	4.00
29. Himalayan Mountaneering Institute, Darjeeling	Non-Plan	1.30	1.30	1.30
30. Miscellaneous Programmes for Youth Services (State)	}	5.00	5.00	7.50
31. Miscellaneous Programmes for Youth Services (Union Territory)				
32. Bharatiyam – Mass Youth Rallies	Plan	0.50	..	20.00

Languages

1. Appointment of Hindi Teachers in Non-Hindi Speaking States	Plan	190.00	190.00	225.00
2. Establishment of Hindi Teachers Training Wings/colleges in Non-Hindi Speaking States	Plan	10.00	8.00	10.00
3. Opening of Hindi Medium sections in the Existing Colleges	Plan	1.00	1.00	2.00
4. Assistance to voluntary Hindi Organisations	Plan	20.00	20.00	20.00
5. Award of Prizes to Hindi writers of Non-Hindi speaking States	Plan	0.40	0.40	0.40
6. Kendriya Hindi Sansthan, Agra	Plan	18.00	18.00	27.00
	Non-Plan	20.00	16.53	21.00

1	2	3	4	5	
7.	Schemes of Central Hindi	Plan Non-Plan	8.60 46.04	8.60 44.32	13.60 47.73
8.	Correspondence Courses	Plan	8.00	8.00	9.00
9.	Propagation of Hindi Abroad	Plan Non-Plan	5.00 2.00	5.00 2.00	5.00 2.00
10.	Scholarships for study of Hindi speaking States	Plan Non-Plan	12.00 20.00	12.00 20.00	15.00 20.00
11.	Library of Nagari Prachin	Plan	6.00	2.00	6.00
12.	Institute of Hindi Translation and Interpretation	Plan	1.00	..	2.00
13.	(a) Production of Books in Urdu (Tarraqui-e-Urdu)	Plan Non-Plan	15.00 6.00	15.00 6.00	16.00 6.30
	(b) Production of Books in Sindhi	Plan	2.00	0.25	1.00
14.	Production of core Books	Plan	8.50	8.50	8.00
15.	Award of Fellowships	Plan	12.00	12.00	12.00
16.	Grant-in-aid for production of university-level books	Plan	100.00	100.00	125.00
17.	Financing of Book Production through CSTF	Plan	8.00	8.00	9.00
18.	National Award of Prizes to authors	Plan	3.00	3.00	3.00
19.	Central Institute of English and Foreign Languages	Plan Non-Plan	22.00 23.15	19.65 20.50	32.00 25.00
20.	Central Institute of Indian languages	Plan	18.00	15.63	28.00
21.	Regional Language Centres	Non-Plan	40.27	39.74	42.75
22.	Appointment of Teachers in Modern Indian Languages	Plan	1.00	..	0.50
23.	Prizes to authors for writing books in Indian Languages other than Hindi, Sanskrit and mother-tongue	Plan	—	—	0.50

24. Voluntary Sanskrit Organisations	Plan	23.00	23.00	25.00
25. Production of Sanskrit literature	Plan	8.00	8.00	8.00
26. All India Sanskrit Elocution contest/Vedic convention	Plan	4.00	0.82	6.00
27. Centrally sponsored scheme	Plan	20.00	20.00	20.00
28. Rashtriya Sanskrit Sansthan	Plan	30.00	30.00	40.00
	Non-Plan	36.00	36.00	37.50
29. Scholarships to products or Sanskrit Pathshalas/Post-Matric—Sanskrit students/Shastri and Acharya Courses	Plan	6.00	5.00	6.00
	Non-Plan	4.00	4.00	4.00
30. Assistance to voluntary organisations and scholarships for Arabic and Persian	Plan	3.00	3.00	5.00

Unesco and its Indian National Commission

1. Grants for programmes of the Indian National Commission for Unesco—Expansion of the activities of the Indian National Commission	Plan	1.00	1.00	1.00
2. Expenditure of the Indian National Commission for Unesco for publication of the Hindi and Tamil editions of Unesco Courier.	Non-Plan	3.80	3.55	3.95
3. Grants to non-Government organisations for the programmes of Indian National Commission for Unesco	Non-Plan	0.50	0.50	0.50
4. Other items—Indian National Commission for Unesco	Non-Plan	1.00	1.00	1.00
5. Other Programme—Hospitality and entertainment on schemes connected with Unesco	Non-Plan	0.09	0.09	0.09
6. Other items—Deputations and Delegations Abroad	Non-Plan	5.00	5.00	1.00
7. Contribution to Unesco	Non-Plan	96.18	96.18	1,20.00
8. National Committee for Gandhi Centenary Celebrations	Non-Plan	3.00	0.05	1.00

1	2		3	4	5
<i>Non-Formal (Adult) Education</i>					
1.	Mass programme of Adult Education—Non-Formal Education	Plan	50.00	50.00	60.00
2.	Farmers Functional Literacy—				
	(a) Grants to States and Union Territories	Plan	65.00	65.00	74.46
	(b) Printing Press		2.75	1.75	2.82
3.	Establishment of Rural Libraries	Plan	4.00	..	5.00
4.	Adult Education through Universities	Plan	3.00	3.00	7.00
5.	Assistance to Voluntary Organisations	Plan	20.00	20.00	24.00
6.	Linking Literacy with Employment programme	Plan	1.00	1.00	3.00
7.	Production and Supply of Literature for Neo-literates	Plan	3.50	3.50	4.50
8.	Directorate of Non-Formal Education	Plan Non-Plan	6.25 7.75	6.25 7.75	9.18 9.07
9.	Shramik Vidyapeeths	Plan	5.00	5.00	7.00
10.	Workers Social Education Institutes	Plan	3.00	2.10	5.00
11.	National Board of Adult Education	Plan	0.50	..	..
12.	Grameen Vidyapeeths	Plan	1.00	..	..
13.	Raja Ram Mohan Roy Library Foundation	Plan	20.00	20.00	20.00

Department of Culture

1. Cultural Affairs

1.	Sahitya Akademi, New Delhi	Plan Non-Plan	7.50 14.38	7.70 14.38	10.00 15.50
2.	Lalit Kala Akademi, New Delhi	Plan Non-Plan	7.60 11.36	5.52 11.18	10.00 19.86

3. Sangeet Natak Akademi, New Delhi	Plan	12.75	5.96	7.50
	Non-Plan	30.85	22.85	25.00
4. National School of Drama	Plan	-	3.00	4.00
	Non-Plan	-	8.62	9.00
5. School of Buddhist Philosophy, Leh	Plan	0.90	0.90	2.00
	Non-Plan	4.50	5.60	4.45
6. Institute of Higher Tibetan Studies, Varanasi	Plan	0.10	0.10	1.50
	Non-Plan	6.50	6.50	6.54
7. Sikkim Research Institute, of Tibetology, Gangtok	Non-Plan	1.16	1.00	1.00
8. Daira-tul-Maarib-il-Osmania, Hyderabad	Plan	0.60	0.60	0.60
9. Abul Kalam Azad Oriental Research Institute, Hyderabad	Plan	0.18	0.18	0.18
10. Institutions and Organisations Engaged in Literary and Cultural Activities	Non-Plan	8.69	8.54	5.13
11. Financial Assistance to Dance, Drama and Theatre Ensembles	Plan	9.00	9.00	12.00
	Non-Plan	4.80	4.80	4.80
12. Building Grants to Voluntary Cultural Organisations	Plan	10.00	0.90	2.00
13. Inter-State Exchange of Cultural Troupes	Plan	4.00	4.00	5.00
14. Assistance to voluntary Organisations for Promotion of Indian Languages	Plan	5.00	4.25	4.50
15. Financial Assistance for Persons Distinguished in Letters, Arts and such other walks of Life in Indigent circumstances		3.00	3.00	3.00
16. Fellowships to Outstanding Artists of Performing, Literary and plastic arts	Plan	1.44	1.37	2.00
17. Propagation of Culture Among College and School Students	Plan	10.00	10.10	20.00
18. Scholarships to Young Workers in Different Cultural Fields	Plan	2.24	2.24	2.57
19. Cultural Talent Search Scholarships scheme	Plan	3.50	2.40	5.00
20. Centenaries and Anniversaries	Plan	30.60	30.68	35.72
	Non-Plan	5.50	2.55	1.00

1	2	3	4	5	
21.	Revision of Gazetteers	Plan	13.29	12.64	16.00
22.	Visits of Foreign Cultural Delegations—Performing and Non-performing	Plan	13.50	13.50	15.50
		Non-Plan	8.16	8.16	8.16
23.	Presentation of Books in Foreign countries	Non-Plan	2.00	2.00	2.00
24.	Essay competitions in Foreign countries	Non-Plan	0.50	0.50	0.50
25.	Inter-State Exchange of Cultural Troupes	Plan	4.00	—	4.00
26.	Strengthening of Existing Institutions and Establishment of new institutions in the fields of plastic and performing and Literary Arts	Plan	1.00	1.00	1.00
27.	Extra curricular Activities for Children	Plan	0.10	0.50	1.00
28.	Grant-in-aid to Indo-Foreign Friendship Societies		2.25	2.25	2.50
29.	Sanskritik Centre of Indian Arts, London		0.70	—	0.05
30.	Grants-in-aid to Cultural-cum-Language Organisations		1.50	1.00	1.50
31.	Navanalanda Mahavihara and Hicun-Tsang Memorial Hall	Plan	1.00	—	0.10
II.	<i>Archaeological Survey of India</i>	Plan	121.00	98.90	160.00
		Non-Plan	459.09	441.54	472.99
III. a.	<i>Anthropological Survey of India</i>	Plan	8.00	9.28	13.00
		Non-Plan	62.50	64.00	68.00
	b. National Museum of India.	Plan	1.00	0.33	6.26
IV.	<i>National Archives of India</i>	Plan	24.21	13.00	35.54
		Non-Plan	37.00	39.50	38.39
V.	<i>Museums and Libraries and their Conservation and Development</i>				
1.	National Museum, New Delhi	Plan	10.00	10.00	13.50
		Non-Plan	30.00	30.00	31.00

2. National Gallery of Modern Art, New Delhi	Plan	4.50	7.00	6.29
	Non-Plan	7.21	7.18	7.63
3. Dr. Zakir Husain Memorial Museum, New Delhi	Plan	0.50	0.58	0.72
4. Indian War Memorial Museum, Delhi	Non-Plan	0.61	0.82	1.07
5. Nehru Memorial Museum and Library, New Delhi	Plan	3.60	2.58	4.00
	Non-Plan	24.08	23.98	26.05
6. Gandhi Darshan, New Delhi	Plan	1.00	1.00	2.00
	Non-Plan	11.00	11.00	12.00
7. Indian Museum, Calcutta	Plan	7.00	7.00	7.00
	Non-Plan	15.00	15.00	16.00
8. Victoria Memorial Hall, Calcutta	Plan	3.50	3.50	3.50
	Non-Plan	7.51	7.48	7.81
9. Salar Jung Museum, Hyderabad	Plan	5.00	5.00	11.93
	Non-Plan	10.10	10.10	10.10
10. National Library, Calcutta	Plan	17.00	14.88	20.06
	Non-Plan	46.00	50.06	55.00
11. Central Reference Library, Calcutta	Plan	2.40	2.40	4.00
12. Delhi Public Library, Delhi	Plan	12.00	12.00	15.00
	Non-Plan	21.00	24.00	26.00
13. Khuda Bakhsh Oriental Public Library, Patna	Plan	3.00	3.00	3.00
14. Rampur Raza Library, Rampur	Plan	2.00	2.00	2.00
15. Central Library, Bombay	Non-Plan	1.50	1.60	1.60
16. Library of Tibetan Works and Archives, Dharmasala	Plan	2.60	2.58	2.00

1	2	3	4	5	
17.	T.M.S.S.M. Library, Tanjavur	Plan	4.00	3.00	4.00
18.	Indian Council of World Affairs, Library, New Delhi	Plan	1.00	1.00	1.00
19.	Central Research Laboratory for Conservation of Cultural Property	Plan	4.00	4.00	10.40
20.	Reorganisation and Development of Museums	Plan	8.00	8.00	8.40
21.	Grants to voluntary Educational Organisations Working in the field of Public Libraries	Plan	10.00	10.00	10.00
22.	Exchange of visits of Librarians, Archivists etc. under Cultural Exchange Programme	Plan	0.50	0.50	0.50

ADMINISTRATIVE CHART

DEPARTMENT OF EDUCATION

EDUCATION MINISTER

SECRETARY

ADDITIONAL SECRETARY

JOINT SECRETARY (A)

FINANCIAL ADVISER

JOINT SECRETARY (U)

JOINT SECRETARY (E)

JOINT EDUCATIONAL ADVISER (S)

DIRECTOR (L)

JOINT EDUCATIONAL ADVISER (T)

ADDITIONAL APPRENTICESHIP ADVISER

DEPUTY SECRETARY PLANNING

DEPUTY EDUCATIONAL ADVISER (BZ)

DEPUTY EDUCATIONAL ADVISER (S.C.)

CONTROLLER OF ACCOUNTS

DEPUTY FINANCIAL ADVISER

DEPUTY SECRETARY (U)

DEPUTY EDUCATIONAL ADVISER (N.F.E.)

DEPUTY SECRETARY (N.F.C.)

PROGRAMME ADVISER

DEPUTY EDUCATIONAL ADVISER (UT & P)

DEPUTY EDUCATIONAL ADVISER (E)

DEPUTY SECRETARY (E)

OFFICER ON SPECIAL DUTY (SITE)

DEPUTY SECRETARY (ES)

DEPUTY EDUCATIONAL ADVISER (NS)

DEPUTY EDUCATIONAL ADVISER (BP)

DEPUTY SECRETARY (UNESCO)

DEPUTY SECRETARY (L)

DEPUTY SECRETARY (SPORTS)

DEPUTY EDUCATIONAL ADVISER (T)

DEPUTY EDUCATIONAL ADVISER (T)

DEPUTY EDUCATIONAL ADVISER (T)

PLANNING DIVISION

STATISTICS & INFORMATION DIVISION

PUBLICATION UNIT

PAPER UNIT

STUDENTS CELL

STUDENTS INFORMATION SERVICE

PAY & ACCOUNTS OFFICE

INTEGRATED FINANCE DIVISION

UNIVERSITIES & HIGHER EDUCATION DIVISION

NON-FORMAL EDUCATION DIVISION

NATIONAL FITNESS CORPS CLOSURE CELL

NON-STUDENT YOUTH DIVISION

UNION TERRITORIES EDUCATION DIVISION

SCHOOL EDUCATION DIVISION

SITE

EXTERNAL SCHOLARSHIPS DIVISION

NATIONAL SCHOLARSHIPS DIVISION

BOOK PROMOTION DIVISION

UNESCO DIVISION

EXTERNAL ACADEMIC RELATIONS

LANGUAGES DIVISION

SANSKRIT DIVISION

SPORTS & PHYSICAL EDUCATION DIVISION

TECHNICAL EDUCATION DIVISION

ADDITIONAL APPRENTICESHIP DIVISION

177-19

ADMINISTRATION
UNIVERSITIES & HIGHER EDUCATION
TECHNICAL EDUCATION
STUDENTS CELL

DE.A.(B.P.) HOLDING CONCURRENT CHARGE OF PUBLICATION UNIT.

LEGEND
 NFE.....NON-FORMAL EDUCATION
 NFC.....NATIONAL FITNESS CORPS
 NY.....STUDENT YOUTH
 NSY.....NON-STUDENT YOUTH
 UT & P.....UNION TERRITORY & POLICY
 SITE.....SATELLITE TELEVISION EXPERIMENT
 S.....SCHOLARSHIPS
 ES.....EXTERNAL SCHOLARSHIPS
 NS.....NATIONAL SCHOLARSHIPS
 BP.....BOOK PROMOTION
 SP.....SPORTS

AS ON 31.3.1977