

ANNUAL REPORT

1982-83

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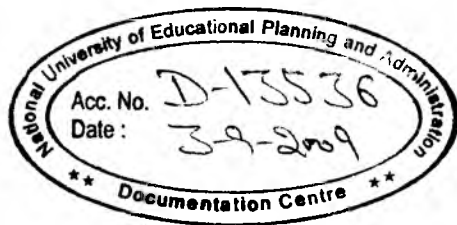


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सत्यमेव जयते

GOVERNMENT OF INDIA
MINISTRY OF EDUCATION AND CULTURE
(Department of Education and Department of Culture)
NEW DELHI



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DEPARTMENT OF EDUCATION

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DEPARTMENT OF EDUCATION

INTRODUCTORY

Policy and Approach

The year 1982-83 was marked by the efforts to implement the new 20-point programme in the field of education in addition to other programmes of prime importance. A conference of Education Secretaries of States and Union Territories was held in New Delhi on January 5 and 6, 1983 to review the progress in this regard as well as review certain priority programmes like Population education, Introduction of ideas of values to students, Review of textbooks from the point of view of national integration etc. It considered indepth some new dimensions in the problems of universalisation of elementary education and adult education, such as, to interlink these programmes with rural development, social forestry, handlooms and handicrafts. The 10+2 pattern of education which forms the basis for Inter-State Mobility of students and teachers was recommended to the State Governments for uniform adoption. Stress was also laid on the introduction of vocationalisation of secondary education for which greater utilisation of the facilities and the services available with the NCERT and the NIEFA were recommended. The management and planning aspects of the implementation of the primary educational programmes was impressed upon the States and the services of NIEPA were offered towards this end. The State Annual Plan Programmes for 1982-83 were reviewed as well as the provisions for 1983-84, so that adequate resources for the implementation of the Point No. 16 of the 20-Point Programme were ensured.

Planning and Monitoring

The monitoring of point No. 16 of the new 20-point programme relating to the Universalisation of elementary education and Adult education programmes was a new and special feature of the Ministry's activity during the year. For this purpose the Bureau of Planning, Monitoring and Statistics of the Ministry prepared a format and submitted periodical reports to the Planning Commission after collecting the same from various States/Union Territories. In addition, it continued to discharge its functions of coordination of the Annual Five Year Education Plans and monitoring the progress of the schemes in the Central and State Sectors.

Annual Plan 1982-83 and 1983-84

The Annual Plan for 1982-83 was finalised and a sum of Rs. 522.22 crores (Rs. 138.00 crores in Central Sector and 384.22 crores in States Sector) was provided for the development of education. For the year 1982-83, the Plan outlay for education constituted 2.48% of the total plan outlay of the country (1.25% of the Central Sector outlay and 3.81% of the State Sector).

On Education, the proportion of 1982-83 plan outlay to the total Sixth Plan outlay worked out as 20.7% (18.8% of the Central Sector outlay and 12.48% of the State Sector).

For 1983-84, as against the Ministry proposals for an outlay of Rs. 250 crores (inclusive of Rs. 10 crores for science and technology special programmes) an outlay of Rs. 155 crores has been agreed to. This is inclusive of Rs. 5 crores for science and technology special schemes and constitute in all of the Sixth Plan outlay.

Special Component Plan for Scheduled Castes and Tribal Sub-Plans

For the educational development of Scheduled Castes and Scheduled Tribes the Ministry have proposed to provide above 14% of the divisible outlay for Special Component Plan for Scheduled Castes and 7% of the divisible outlay for the Tribal Sub-Plan areas for the year 1983-84. The corresponding percentage in 1982-83 plan of the Ministry were 12.4 and 6.1 respectively.

Educational Statistics

The High Level Committee which was set up by the Ministry to review the entire educational statistical system in the country in March, 1981 has submitted its report.

The major development in elementary education has been its inclusion in the new 20-Point Programme of the Government as point No. 16. The target-year for reaching the Constitutional goal of universal elementary education under the new 20-Point Programme is 1989-90, in line with the educational objective of the Sixth Plan. Besides, elementary education continued to be an essential component of the Minimum Needs Programme of the Plan.

The programme of universalisation has been pursued during the year with greater vigour, both in the Ministry of Education and in the State/Union Territory Education Departments. The following constitute the main steps taken in this regard :

Holding of regional conferences of State Education Secretaries, to take stock of the present position, identify problems and decide on the steps needed for fulfilling the targets. Three such conferences were held during the year : at Gauhati for the North-Eastern Region on February 5-6, 1982; at Chandigarh for the Northern Region on February 11, 1982; and at New Delhi for the Central Region on May 3, 1982.

Holding of a Conference of Education Secretaries at New Delhi on February 17, 1982, to consider steps needed for the operationalisation of primary curricular reform projects with UNICEF assistance. Holding of a National Conference of the Education Secretaries at New Delhi on January 5-6, 1983 in which, among other items, elementary education was considered in great depth.

Convening of the second meeting of the National Committee on Elementary Education at New Delhi on May 12, 1982.

Designating high-level officers of the Ministry as area officers for the 20-Point Programme, i.e., elementary education and adult education.

Meeting of the State Task Force on Elementary Education in each of the nine educationally backward States.

Mounting of a National Campaign on Universalisation of Elementary Education during the period between the Teachers' Day (5th September, 1982) and the Children's Day (14th November, 1982) for intensive efforts for increasing enrolment and retention at the elementary stage. The Campaign, designed to create a climate for nationwide involvement, was concentrated on actions related to increase enrolment, monitor attendance, fill up vacancies of teachers, recruit woman-teachers and to popularise non-formal education for elementary age-group children. Follow-up action was proposed throughout the academic year.

According to available reports, additional enrolment during 1982-83 in classes I-VIII has been of the order of 40.36 lakh against the target of 40 lakh under the 20-Point Programme. Emphasis under the current Plan is on the primary stage; it will shift to the middle stage during the next Plan period. Against 117 lakh of additional enrolment during 1980-85 at the primary stage, the achievement during the first three years of the Plan is estimated to be of the order of 65.91 lakh. Against the target of 633 lakh of additional enrolment at the middle stage, the corresponding achievement is of the order of 41.80 lakh. Comprehensive measures have also been afoot towards reducing the high drop-out rates at the elementary stage and for improving the retention rates.

In addition, during 1982-83 the total coverage of children under the alternate supportive system of non-formal education was of the order of 23.58 lakh in a total number of one lakh centres, both at primary and middle stages. The nine educationally backward States had a total coverage of 21.02 lakh through 91,000 centres.

The programme of Universalisation is target-group-oriented. Almost all States/Union Territories have quantified the size of their problems relating to the enrolment and coverage of Scheduled Castes and Scheduled

Tribes with special emphasis on girls' coverage. For this purpose, many of the States/Union Territories have identified the backward areas/pockets for special intensive efforts, as for the country as a whole, nine States were identified as educationally backward for special Central assistance.

The major steps taken for intensive efforts in the educationally backward States are as follows :

A National Committee on Elementary Education was constituted in August, 1980 under the chairmanship of the Union Education Secretary with Education Secretaries of these States, Education Adviser of Planning Commission, Director, NCERT and Director NIEPA as members, with Joint Secretary (Schools) in the Ministry of Education as the Member-Secretary.

State Task Force on Elementary Education has been constituted in each of these states under the chairmanship of the State Education Secretary, with members drawn from concerned high officials of the State and representatives from the Government of India in the Ministry of Education, Planning Commission, NCERT and NIEPA. The educationally backward States are being provided special central assistance for the development of their non-formal education programmes under a centrally sponsored scheme on equal sharing basis. The total amount of grant given during the year was Rs. 4.62 crore. The total assistance received by these States since 1980-81 is of the order of Rs. 8.82 crore.

Voluntary educational organisations running non-formal centres in the educationally backward States and academic institutions in any State/Union Territory taking up innovative and experimental non-formal education project are given central grant, on the recommendation of the State Governments. A total grant of Rs. 10.62 lakh has been given during the first three years of the current Plan including Rs. 9.26 lakh during 1982-83 to 24 voluntary organisations and one academic institution. The number of non-formal centres being run by the voluntary organisations for which grants have been sanctioned is 905.

A conference of officers-in-charge of non-formal education in the nine educationally backward States was held at New Delhi on August 5-7, 1982, to make a realistic appraisal of the progress achieved, difficulties encountered and steps necessary to put non-formal education programme in full gear in these States.

A total quantity of 7200 metric tonnes of three varieties of paper have been supplied so far to 22 States and five Union Territories having non-formal education programme for production teaching-learning materials. This quantity constituted the requirements for three years, 1979-82. Besides, action for procuring and supplying 5450 metric tonnes of paper as the requirement for 1982-83 was initiated during the year. This paper is being supplied with Swedish cash assistance under an Indo-Swedish agreement signed on 20th January, 1980.

Negotiations in securing external assistance in limited projects have been in progress. These are primary school building project with U.K. assistance in one State, primary education (including school building) project with Danish assistance in another State and setting up of workshops for producing elementary science kits with FRG assistance in two or three States. Final decisions were yet to be taken.

Educational Technology Programme

In the context of the INSAT programme, it was decided to take over educational television programmes. For this purpose, production centres are being set up in the six INSAT States. The Centre for Educational Technology is being strengthened to take on prototype production and training responsibilities.

Population Education Programme

The Population Education Programme launched from April, 1980, with the objective of creating in the younger generation an adequate awareness of the population problems and realisation in this regard of their responsi-

bility towards the nation, has entered its third year. While 18 States are implementing this programme in the first two phases, 9 more States and Union Territories have joined this programme during 1982-83.

Value Orientation in Education

It is proposed to give a greater stress to value orientation in our educational system by highlighting, apart from conventional values, like nationalism, secularism, knowledge of freedom struggle, pride in heritage, composite culture and harmony with nature. For this purpose, NCERT has developed a syllabus for the elementary classes. They are in the process of developing supplementary readers. A new Scheme of giving financial assistance to voluntary organisations for taking up responsibility for training of teachers in this area has been launched. A scheme to establish resource centres for imparting value oriented education is also being developed.

Physical Education

A significant development in Youth Services, Sports and Physical Education was the creation of the Department of Sports in September, 1982. The Department of Sports is responsible for games, sports, boy scouts, girl guides, National Discipline Scheme etc. and youth welfare activities (excluding youth hostels), youth festivals, work camp etc. The work relating to physical education remains with the Department of Education in the Ministry of Education and Culture.

The two-fold objective of the current programme of Physical Education and Sports of the Central Government is participation in the main-stream of internationally current programmes of physical education and sports simultaneously with the broad-based mass participation and promotion of the country's traditional and indigenous activities in the field. While formulating programmes for the promotion of physical education and sports, the complementary nature of competitive sports aimed at excellence and high achievement on the one hand and broad-based mass physical education and sports programmes on the other have been kept in view.

Higher Education

The increase in enrolment in 1981-82 which was 7.3 per cent was substantially higher than the average annual rate of growth of 4 per cent registered in the previous decade. The Visiting Committees appointed by the UGC have started visits to various universities to assess their financial needs for various development programmes in the Sixth Plan. Consolidation of the facilities already created in the universities, optimum utilisation of the existing facilities, programmes for linking education with development, restructuring of courses, introduction of courses in new and emerging areas, etc., will receive special attention for financial support. The urgent development programmes of 82 universities have been approved by the Commission pending assessment of their needs by the Visiting Committees. The Commission has so far provided assistance for purchase of books and equipment to 1711 colleges. Over 600 colleges were sanctioned development grants for under-graduate education of which 32 were from tribal areas.

Technical Education

The Technical education system of the country is designed to meet the technological needs of economy both on short-term and long-term basis. The development of technical education is, therefore, regarded as areas of high priority in economic planning. In order to meet the urgent requirements of the nation each Five Year Plan of Technical Education is characterised by major stress on certain specific aspects. In the Sixth Plan period, major emphasis would be on (a) consolidation, (b) optimum utilisation of existing facilities, (c) expansion of facilities in areas where weakness exists, (d) creation of infrastructure in areas of emerging technologies vital for the development of the country, (e) improvement of quality and standards of education, and (f) furtherance of national efforts to develop and apply science and technology as an instrument of the country's socio-economic progress. This approach seeks to ensure the completion of development programmes initiated in the earlier plans and institution of new schemes, wherever essential to meet the latest challenges in the field of technical education.

Adult Education

Adult Education Programme continued to be a priority programme. Apart from its inclusion in the Minimum Needs Programmes of the Sixth Five Year Plan, it also stands included in the 20-Point Economic Programme. The Government have accepted the recommendations of the

NAEP Review Committee by and large. With a view to achieving the cent per cent coverage of adult illiterates in the age-group 15-35 by the year 1990, as envisaged in the Sixth Five Year Plan, the Government have formulated new policies and strategies. Accordingly, emphasis will be laid on the coverage of districts having literacy rate below the national average and the other target groups of women, Scheduled Castes, Scheduled Tribes, migrant labourers and other weaker sections of society. Voluntary organisations which have no communal leanings will be extended financial support for carrying out their programmes in the field of adult education. Larger participation of students in the programme will be enlisted. The National Board of Adult Education has been reconstituted under the Chairmanship of Minister of State for Education and Culture to advise the Government for formulation of policies and programmes of adult education and for coordination in their implementation. Nearly 1.28 lakh centres were functioning in the country during the year 1982 with a total enrolment of 36.68 lakh. During 1982-83 it is expected to reach the target of 45 lakh.

Under the project for Non-Formal Education for women and girls undertaken by the Directorate of Adult Education with assistance from UNICEF, first instalment has been released to 8 States/Union Territories for setting up of child care centres along with on-going women centres for adult literacy. Sanctions have also been issued to certain State Resource Centres for the preparation of prototypes of learning and teaching materials, specially suited for the women and girls literacy programmes.

Scholarship

The Ministry continued to implement various schemes in National and External Scholarships. The over-riding consideration has been to enable brilliant students to pursue their studies both at the school level and at the higher level irrespective of their economic disadvantage. The other consideration has been to bring about greater opportunities of educational equalisation with particular reference to weaker sections and potential talents in rural areas. The Ministry also continued to provide scholarship facilities for higher and specialised education to nationals of other countries.

Book Promotion

The Ministry continued its activities to produce good literature at moderate prices, encourage writers and foster reading habits among the people both in urban and rural areas. The programmes of Aadan Pradan and Nehru Bal Pustakalaya were particularly aimed at the promotion of national integration. The National Book Trust continued to organise book festivals at international, national and regional levels. An outstanding event of the year has been the organisation of a Children's Book Festival which was inaugurated by the Prime Minister. The National Book Trust has also initiated a number of promotional and publishing programmes to mark the Silver Jubilee lectures on "Books which have influenced me". During 1982-83, the liberalised import policy was continued, enabling import of educational scientific and technical books and journals, news magazines and recorders for learning. The Copyright Board registered 3417 Works during the year. The Copyright Amendment Bill has been introduced in Rajya Sabha on November 5, 1982.

Languages

The policy of Government of India is to encourage the development of all Indian languages including classical, modern and tribal. The activities and programmes undertaken during the year under report were intended to achieve the desired objectives with the emphasis on training of teachers in the scheme of the three languages formula and the production of University level textbooks with a view to media switch over from English to regional languages. Without intending to impose Hindi in any form, the facilities for the teaching of Hindi in Non-Hindi speaking States were continued through financial assistance for the appointment of Hindi teachers in their schools; assistance for establishing Hindi Teachers Training Colleges; award of scholarships to students in these States for the study of Hindi beyond the matriculation stage; financial assistance to voluntary Hindi organisations to enable them to hold Hindi teaching classes; organisation of correspondence courses for teaching Hindi; conducting research on the methodology of its teaching and providing Hindi books to various organisations. In addition to the existing 10 Calligraphy Centres at Delhi,

Bombay, Hyderabad, Bhopal, Bangalore, Patna, Srinagar, Tonk, Nagpur and Madras, it has been decided to open new centres at Allahabad, Patiala, Jaipur, Lucknow, Varanasi, Aligarh and Calcutta. 640 Secondary School teachers in Urdu have been trained by Central Institute of Indian Languages, Mysore. Under the Indo-Foreign Cultural Exchange Programmes, German-Hindi and Hindi-German; Czech-Hindi and Hindi-Czech; Hungarian-Hindi and Hindi-Hungarian dictionaries/conversational guides are also being prepared by the Central Hindi Directorate, New Delhi. Under the scheme of 'Propagation of Hindi Abroad', foreign students are provided facilities for studying Hindi on Government of India scholarship. Hindi teachers are deputed in foreign countries and Hindi books are distributed through our Embassies/Missions abroad. Grant-in-aid to various voluntary organisations were also provided for promotion and development of all Indian languages.

Unesco

India continued to play a leading role in matters relating to UNESCO and participated in many important international conferences and meetings organised under the auspices of UNESCO.

The Indian National Commission for Cooperation with Unesco held its fifteenth and sixteenth conferences on the June 10 and October 18, 1982, respectively, at Vigyan Bhawan, New Delhi. The conferences were presided over by Smt. Sheila Kaul, Minister of State for Education, Culture and Social Welfare, in her capacity as the President of the Commission.

A six-member delegation led by Smt. Anna R. Malhotra, the then Education Secretary, participated in the World Conference on Cultural Policies, held in Mexico City from July 26 to August 6, 1982. Besides the statement made by the leader in the Plenary session of the conference which was very well received, the Indian delegation sponsored three draft recommendations about (i) sharing of experiences for preservation of cultural properties, (ii) strengthening of international programme for development of communication; and (iii) calling for support to the International Fund for Promotion of Culture. The three draft recommendations sponsored by India were adopted unanimously by a consensus.

A high-powered delegation, led by Smt. Sheila Kaul, Minister of State for Education, Culture and Social Welfare, attended the Fourth Extraordinary Session of the General Conference of Unesco, held at Paris, from November 23 to December 3, 1982. The main agenda of the conference was to consider and adopt the Draft Second Medium-Term Plan for 1984-89. India was elected as one of the Vice-Chairmen of the Conference and also a member of the Drafting and Negotiating Group. Smt. Sheila Kaul, as leader of the Indian delegation, made a comprehensive statement covering all areas of Unesco's competence, emphasising the needs of developing countries in respect of various programmes envisaged in the field of education, culture, communication, science and technology. The members of the Indian delegation participated in the discussions relating to all the Major Programmes proposed under the Medium-Term Plan, while contributing significantly to the final consensus which was reached in the Drafting and Negotiating Group.

In Conclusion

There is no denying the fact that education is the most important single factor in achieving rapid economic development and technological progress as also in creating a social order founded on the values of freedom, social justice and equal opportunity. It is one of the aims of the Government to intensify its efforts in this direction so that education becomes the focal point of planned development envisaged by the nation.

CHAPTER 1

ORGANISATION

The Ministry of Education and Culture comprises two departments *viz.*, the Department of Education and the Department of Culture, both under the charge of the Minister of State assisted by a Deputy Minister.

Consequent on the creation of a new Department of Sports under the Government of India Allocation of Business (155th Amendment) Rules, 1982, the relevant items of work pertaining to Sports and Youth Welfare activities have been transferred to that department.

The Secretariat of the Ministry is headed by the Secretary. The Ministry has one Additional Secretary and two Educational Advisers who work to the Secretary. The Ministry is organised into Bureaus, Divisions and Desks, Sections and Units. Each Bureau is under the charge of a Joint Secretary/Joint Educational Adviser assisted by Divisional Heads. The set-up of both the Departments is indicated in the Administrative Charts appended to the report. The Archaeological Survey of India is an attached office under the Department of Culture, and is headed by the Director-General, who is responsible to the Additional Secretary.

Attached and Subordinate Offices/ Autonomous Organisations

The Ministry has two attached offices *viz.*, National Archives of India and the Archaeological Survey of India under the Department of Culture. Over the years a number of subordinate offices and organisations have come up under the Ministry. For coordination and determination of standards in higher education, the University Grants Commission was set up under Parliament legislation. Besides, a number of organisations have been set up to discharge specific responsibilities. Among them is the National Council of Educational Research and Training which strives to promote the qualitative aspects of School Education throughout the country. The other important ones are :—

- (i) The National Institute of Educational Planning and Administration, New Delhi;
- (ii) Indian Institute of Advanced Study, Simla;
- (iii) Kendriya Vidyalaya Sangathan, New Delhi;
- (iv) Central Board of Secondary Education, New Delhi;
- (v) Central Hindi Institute, Agra;
- (vi) Central Institute of Indian Languages, Mysore;
- (vii) Central Institute of English and Foreign Languages, Hyderabad;
- (viii) Rashtriya Sanskrit Sansthan, New Delhi;
- (ix) National Book Trust, New Delhi;
- (x) Lakshmbai National College of Physical Education, Gwalior.

In the field of Technical Education there are five Indian Institutes of Technology; the Indian Institute of Science, Bangalore; fifteen Regional Engineering Colleges; three Indian Institutes of Management; four Technical Teachers' Training Institutes; Indian School of Mines, Dhanbad; School of Planning and Architecture, New Delhi; National Institute of Training in Industrial Engineering, Bombay; and National Institute of Foundry and Forge Technology, Ranchi.

The Indian Council of Social Science Research and the Indian Council of Historical Research promote research in their respective fields.

Functions

Some of the functions of the Department of Education are to evolve educational policy in all its aspects and to coordinate and determine standards in higher education and technical education, to administer the Copyright Act, to improve the quality of textbooks; to administer scholarships and other schemes; to coordinate programmes of assistance and other activities with UNESCO, to develop and coordinate research in social sciences, to foster and encourage studies and research in Sanskrit and other classical languages, to develop activities in the field of non-formal education and to promote Adult Education.

SCHOOL EDUCATION AND PHYSICAL EDUCATION

SCHOOL EDUCATION

The main programmes in the field of School Education include :

- (i) Universal, free and compulsory elementary education;
- (ii) Vocationalisation of higher secondary education;
- (iii) Improvement of quality;
- (iv) Intensification of the programme in educational technology in the context of INSAT;
- (v) Introduction of Population Education Programme; and
- (vi) Programmes carried out through National Council of Educational Research and Training.

Other programmes concern the provision of schooling facilities to children of transferable Central Government employees and of Tibetan refugees in India; women's education; recognition of school teachers through National Awards, welfare of teachers in indigent circumstances; provision of extra curricular activities to children through Bal Bhavan Kendras; educational concessions to children of defence personnel; and implementation of cultural exchange programmes in the field of school education.

Universalisation of Elementary Education

One of the main objectives of educational development of the Sixth Plan (1980-85) is "to ensure essential minimum education to all children up to the age of 14 years within the next ten years". This is with a view to realising the Constitutional goal of universal elementary education as in Article 45. Accordingly, elementary education was accorded a very high priority in the Sixth Plan with a total Plan outlay of Rs. 905 crore (Rs. 851 crore in the State sector and Rs. 54 crore in the Central Sector) or 36 per cent of the total outlay of Rs. 2524 crore for education. Besides, elementary education as a whole constituted an essential component of the Minimum Needs Programme (MNP) of the Plan.

The major development in elementary education during the year has been its inclusion in the new 20-Point Programme of the Government as point No. 16. The target year for realising the Constitutional goal under the new 20-Point Programme is also 1989-90, i.e. the end of the next Plan period. On the basis of 1981 census estimations, for universalisation, the total enrolment in 1989-90 would be 16.30 crore. According to available reports, the total enrolment in classes I—VIII by the end of 1982-83 has touched the figure of 10.12 crore.

In the context of the 20-Point Programme, quite a few significant steps have been taken to gear up the programme of universalisation in the country. Firstly, regional conferences of State Education Secretaries to take stock of the present position, to identify problems and to decide on the steps needed for fulfilling targets were planned. Three such conferences were held viz. North-eastern Regional Conference at Gauhati on February 5-6, 1982; Northern Regional Conference at Chandigarh on February 11, 1982; and Central Regional Conference on May 3, 1982.

Secondly, two national conferences of Education Secretaries were held during the period. To consider steps needed for the operationalisation of primary curricular reform projects with UNICEF assistance, a conference was held on February 17, 1982 at New Delhi. The second such conference was held on January 5-6, 1983, in which, among other items, elementary education was considered in great depth. Thirdly, the second meeting of the National Committee on Elementary Education

was convened at New Delhi on May 12, 1982 to consider the detailed measures needed in the nine educationally backward States to accelerate the implementation of elementary education programme. Fourthly, the State Task Force on Elementary Education in each of the nine educationally backward States met. It was recommended by the National Committee on Elementary Education, on May 12, 1982, to consider the specific problems in the State Task Force. Four States, namely, Andhra Pradesh, Assam, Bihar and Orissa met once; four other States, namely Jammu and Kashmir, Madhya Pradesh, Rajasthan and Uttar Pradesh met twice; and, West Bengal met thrice during the year. Fifthly, to help monitoring and resolution of specific difficulties in the implementation of the 20-Point Programme (Elementary Education and Adult Education) high-level officers of the Ministry were designated as Area Officers who undertook extensive tours during the period. Lastly, a National Campaign on Universalisation of Elementary Education was mounted in the country during the period between the Teachers' Day (September 5, 1982) and the Children's Day (November 14, 1982) for intensive efforts for increasing enrolment and retention in the elementary stage. The campaign, designed to create a climate for nationwide involvement was concentrated on actions related to increase enrolment, monitor attendance, fill up vacancies of teachers, recruit women teachers on a large scale, popularise non-formal education and increase enrolment in the NFE centres and ensure intensive implementation of the primary curricular reform projects with UNICEF assistance.

Free Education

According to the Constitutional directive in Article 45, education in all schools—Government, local bodies and aided—at the primary stage (classes I–V) and at the middle stage (classes VI–VIII) is free in all States and Union Territories except for boys at the middle stage in Uttar Pradesh.

Compulsory Education Acts

Legislation for compulsory education, as per Constitutional directive, exists in 16 States and three Union Territories, namely, Andhra Pradesh, Assam, Gujarat, Haryana, Himachal Pradesh, Jammu and Kashmir, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Orissa, Punjab, Rajasthan, Tamil Nadu, Uttar Pradesh, West Bengal, Andaman and Nicobar Islands, Chandigarh and Delhi. In Himachal Pradesh, the Act covers the entire elementary stage (classes I–VIII), while in the remaining States/Union Territories it covers only the primary stage (classes I–V).

Enrolment—Targets and Achievements

In the base-year of the Sixth Plan, i.e., 1979-80, enrolment at the primary stage stood at 710.02 lakh or 83.72 per cent of 6-11 age-group population and 194.01 lakh at the middle stage or 40.16 per cent of 11-14 age-group population. The targets of additional enrolment during the Sixth Plan are 180 lakhs of 6-14 age-group population—117 lakh at the primary stage and 63 lakh at the middle stage. If achieved, enrolment at the end of 1984-85 would rise to 95 per cent and 50 per cent respectively at the primary and middle stages, based on the age-group population projections according to 1971 census figures. Available reports indicate a steady and sure progress towards achieving the enrolment targets under the Sixth Plan, as the following table would show:—

	(Figures in Lakhs)				
	(Figures within brackets indicate 1979-80 (Actuals))	1980-81 (Achievements)	1981-82 (Achievements)	1982-83 (likely achievements)	1984-85 (Targets)
Age-Group 6-11					
Enrolment : Classes I-V	710.02	727.16	753.25	775.93	836.77
Enrolment as percentage of age-group population	(83.72)	(85.23)	(87.76)	(89.87)	(95.73)
Age-Group 11-14					
Enrolment : Classes VI-VII	194.01	204.31	218.13	235.81	272.37
Enrolment as percentage of age-group population	(40.16)	(41.72)	(43.96)	(46.90)	(53.23)
Age-Group 6-14					
Enrolment : Classes I-VIII	904.03	931.47	971.38	1011.74	1109.14
Enrolment as percentage of age-group population	(67.91)	(69.36)	(71.71)	(74.05)	(80.04)

As per present indications, additional enrolment target of 180 lakhs of children at the elementary stage is likely to be exceeded by 25 lakh children of 6-14 age-group by the end of current Plan period. What is more, the enrolment ratios in primary, middle and elementary stages will exceed what were originally targeted for under the Sixth Plan.

Non-formal Coverage

In addition to the enrolment position through the formal system indicated above, it is estimated that, for the country as a whole, coverage under the non-formal system is likely to be about 60 lakhs by the end of the current Plan period. Out of this the nine educationally backward states would account for a 53 lakh coverage. If achieved, the total additional coverage at the elementary stage is likely to be of the order of 265 lakhs.

The enrolment targets—both in figures and percentages—indicated earlier are based on 1971 census population projections. To achieve the same percentage of enrolment, *i.e.*, 95 per cent at the primary stage and 50 per cent at the middle stage, according to 1981 census estimations, the minimum enrolment should be 264 lakhs. The position given earlier would indicate that the percentage targets of enrolment, even according to 1981 census population projections, are within the realm of achievement.

Enrolment and Retention Strategy

The elementary age-group out-of-school children, more particularly primary age-group, belong to weaker sections including Scheduled Castes and Scheduled Tribes. Such children are concentrated in the backward states and backward areas/pockets of each state. Further, about 70 per cent of the out-of-school children are girls including Scheduled Caste and Scheduled Tribe girls. The programme of universalisation is, therefore, target-group-oriented with concentrated efforts in the backward states and backward areas/pockets in a state. In this backdrop, the following steps have been taken as the basic strategy :—

- (i) In the country as a whole, nine states have been identified as educationally backward. They are : Andhra Pradesh, Assam, Bihar, Jammu & Kashmir, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal.
- (ii) Sixteen states and two Union Territories have identified the backward areas/pockets for concentrated attention. 19 states and three Union Territories have 6-14 age-group Scheduled Castes children of more than 5,000 population. Out of these, 19 states and seven Union Territories have quantified the sizes of non-enrolled Scheduled Castes and Scheduled Tribes children and fixed year-wise targets for enrolment. Effort generally, is to achieve same percentage enrolment as for 'all children'. Inputs from outlays for elementary education both under the Central and State Sector into the Tribal Sub-Plan and Special Component Plan for Scheduled Castes have been quantified.
- (iii) Special efforts are being made by the states/Union Territories for accelerated coverage of girls including Scheduled Caste and Scheduled Tribe girls.
- (iv) Effort is also being made by the states to increase the coverage under the incentive programmes like provision of free textbooks and stationery, free supply of uniforms particularly for girls, attendance scholarships particularly for girls and midday meals programme for the benefit of children of the weaker sections.

Comprehensive measures for reducing drop-out rates have been suggested to states. These include ungraded school system including 'No detention' up to class VIII, conversion of single-teacher primary schools into two-teacher schools, provision of schooling facilities in all habitations with viable population, setting up of early childhood (pre-school) education centres in rural areas as adjuncts of primary schools, promotion of girls' education, curricular reform projects, improving physical

facilities, improving teacher competence, community participation and, above all, large non-formal part-time education programmes for children who cannot join and attend formal schools due to socio-economic reasons.

Non-formal Part-time Education for Elementary Age-group Children

All the states and five Union Territories are having non-formal education programmes for out-of-school children including non-starters and drop-outs. Non-formal education is being developed as a massive alternate supportive system to formal schooling. The thrust and extent of coverage is in the nine educationally backward states. Special central assistance is being given to these states under a centrally sponsored scheme of non-formal education for elementary age-group children. Started in the last quarter of 1979-80, the cost of the scheme is being equally shared by the Central and State Governments. During the year, a total grant of Rs. 4.62 crore was given to these states under the scheme. The total assistance received by the states since 1980-81 is of the order of Rs. 3.82 crores out of the Sixth Plan outlay of Rs. 25 crore. In addition to this, an amount of Rs. 2 crore was received by the states for this programme in the last quarter of 1979-80.

Voluntary educational organisations in the nine educationally backward states running non-formal education centres on the State Government pattern and academic institutions, Government or private, in any State/Union Territory taking up innovative and experimental non-formal project are given central assistance on the recommendation of the State Governments. So far, 24 voluntary organisations and one academic institution have been sanctioned grants totalling Rs. 10.62 lakh, out of which the grant given during the year amounted to Rs. 9.26 lakh.

Non-formal programme has gained a good momentum, particularly in the nine educationally backward states. During 1982-83, the total non-formal coverage in the entire country has been of the order of 23.58 lakh through a total number of more than one lakh non-formal centres. The nine educationally backward states had during the year a total coverage of 21 lakh through 91,000 centres. Besides, the number of non-formal centres being run by voluntary organisations with central grant is 905 with an estimated coverage of 22,600.

To operationalise the non-formal programme in the nine educationally backward states two significant measures were taken during the year. Firstly, the norms and pattern of central assistance were revised in the light of experience gained during the three years of its operation. Under the original pattern, administrative and academic inputs according to the approved norms were given on a 100 per cent basis and the cost of running centres was shared between the Centre and the State in the ratio of 3 : 5, in order to maintain equal sharing basis. Under the revised pattern, the entire estimated cost according to the approved norms will be shared equally by the Centre and the State. The norms have been made simpler and more rational, increasing them in some respects like contingencies and teaching materials and allowing supervisory cost under the revised norms. Secondly, a conference of officers-in-charge of non-formal education in the nine educationally backward States was held at the NCERT, New Delhi on August 5-7, 1982 to review the progress, consider bottlenecks and prepare action plans.

Central Paper Assistance for Non-formal Education

To help the production of teaching-learning materials, guide-books, etc., for the massive non-formal education programme in a majority of the States/Union Territories, the Ministry has been giving commodity assistance in the form of paper. Sweden, under an Indo-Swedish agreement signed on January 28, 1980 for a five-year period 1979-84, is giving cash assistance for India's non-formal education programme to the tune of 75 million Swedish Kronor or Rs. 14 crore. So far, a total quantity of 7200 metric tonnes of paper (3200 mts. for 1979-81 and 4,000 mts. for 1981-82) have been procured and supplied to the states. The State Trading Corporation of India has been given the responsibility of procuring three varieties of paper through global enquiries including India. During the year, action for procuring another 5450 mts. of paper as the requirement for 1982-83 was taken.

Central Grant for Early Childhood Education Centres

Early Childhood Education (pre-school) (ECE) in rural and backward areas specially for first-generation learning families was suggested under the Sixth Plan as a distinct strategy for reducing drop-out rate and improving retention. ECE centres are accordingly being set up as adjuncts or primary and middle schools. The drop-out rate in the case of children of the weaker sections is highest in the first two classes of the primary stage. ECE for such children is designed towards improving their communication (language) and cognitive (social, emotional, intellectual and personality development) skills as a sure preparation for entry into primary schooling. Such centres as adjuncts of schools, will also enable their caretakers, usually girls, join and attend schools leaving their siblings in the care of the centres. Both these objectives would contribute greatly towards reduction in drop-out rates.

A scheme for giving central assistance to voluntary organisations for running such ECE centres in rural and backward areas was framed with a total Sixth Plan outlay of Rs. 1 crore and applications invited. Applications from various organisations have been received. Release of sanctions was held up because of a proposal to revise some norms. Final decisions have now been taken and the pending applications are likely to be considered soon.

Curricular Reform Projects with UNICEF Assistance

The primary education curriculum is mostly knowledge-oriented and, therefore, not interesting and relevant to the needs and life-situations of children in diverse areas of the country. This constitutes another potent reason for high drop-out rates. To make primary curricula decentralised and relevant to local situations and life-needs of children, five projects have been undertaken with UNICEF assistance. These are : (1) Nutrition/Health Education and Environmental Sanitation (NHEES) (formal), (2) Primary Education Curriculum Renewal (PECR) (formal), (3) Developmental Activities in Community Education and Participation (DACEP) (non-formal), (4) Comprehensive Access to Primary Education (CAPE) (non-formal) and (5) Early Childhood Education (ECE) (non-formal). Curricular reform is mainly academic work. The Central level implementing agency is its counterpart organisation, SCERT/SIE. All the projects are in their experimental phase of implementation and one, in some states, is in the wider infusion phase during the current MPO (Master Plan of Operations) period, 1981-83, of UNICEF assistance. Significant progress has been made during the year. A major event during the year has been the Conference of Education Secretaries at New Delhi on February 17, 1982 for considering and deciding the steps needed for the operationalisation of primary curricular reform projects with UNICEF assistance.

Nutritional / Health Education and Environmental Sanitation

Strated in 1975-76 with five regional centres the NHEES project under the current MPO period was proposed to be taken up in 14 additional States/Union Territories covering about 1400 primary schools for experimentation. Under this project, curriculum package bearing on nutrition and health education and environmental sanitation is developed for pupils, after survey of the area around an experimental school. The project also involves orientation/training of teacher-educators and supervisors. The five regional centres together implemented it in 2295 primary schools covering 2.80 lakh children. During the current MPO period, the additional experimental schools in the new states were to be 1400 primary schools. Out of 14 additional States/Union Territories, agreements for implementing the project were executed by 12 States/Union Territories.

Primary Education Curriculum Renewal

Initiated in 1975-76, the pilot phase implementation of PECR project covered 13 states and two Union Territories till 1980 involving 450 experimental primary schools and 45 teacher training institutions. Presently, it is being implemented by all States/Union Territories except one Union Territory, involving 180 TTIs, 2465 primary schools, 11000 teachers and four lakh pupils. Designed to produce decentralised and relevant curricula for as many diversities as exist in a State/Union Territory, curricula and teaching materials prepared under the project are tried out in the experimental primary schools, refined on the basis of try-out and feedback and taken up for wider infusion in the entire State/Union Territory. The project work also involves socio-economic and educational survey of the area, training of key and project personnel of various levels, development of

curriculum plans and books and guides. After successful experimentation, the question of wider infusion has been taken up in a few States/Union Territories like Maharashtra, Nagaland, Orissa, Rajasthan, Tamil Nadu, Uttar Pradesh, Andaman and Nicobar Islands and Mizoram.

Developmental Activities in Community Education and Participation

The DACEP project was also initiated in 1975-76 along with the PECR project in the same number of States and Union Territories. Presently, the project is under implementation in all the States/Union Territories except one Union Territory, as in the case of PECR project. Under the pilot phase 1975—1980, only two centres for participating State/Union Territory were set up. During the MPO period it was proposed to set up 102 community education centres out of which 98 have already been established. Curricular materials for non-formal education of the age-groups 3-4, 6-14 and 15 and above are being developed to meet the educational needs of the total community in the project area. The enrolment presently covers 4840 out of which 1388 are in the age-group 3-6, 1494 in the age-group 6-14 and 1958 in the age-group above 15.

Early Childhood Education

The forerunner of ECE project is the Children's Media Laboratory (CML), a central-level activity started in 1977 in NCERT. Under the present MPO period, ECE project has two components, namely, continuation of activities under the CML and taking up the project in its experimental phase in 11 States/Union Territories. Under the first component, play materials, picture books, graphics and radio and audio-visual materials for pre-school age-group children are developed. Under the second component, efforts are being made to develop new capacity for the training of pre-school teachers, extension of research and developing activities and development of model pre-school centres.

While the CML activities have been continued during the present MPO period, the project was offered to 11 States/Union Territories for participation. Out of these, seven states have executed agreements, and agreements were awaited from four including one which has decided to participate. The project is being implemented in one teachers training institute and 65 ECE centres in each of these states. Five one-month training programmes for teacher-educators were conducted involving 136 teacher-educators in total. Besides, three orientation programmes for State-level resource persons on children's media were conducted.

Comprehensive Access to Primary Education

The project CAPE, taken up for implementation in 29 States/Union Territories, is aimed at preparing relevance based learning materials (episodes) for use in the network of non-formal learning centres around a TTI. Decentralised curricula according to the local situations and life-needs of out-of-school children are developed through the introduction of training-cum-production mode as a compulsory part of the training programmes in the TTIs like practice teaching. The project is being carried out in three phases. The first phase covers activities relating to the development and production of learning episodes in sufficient quantity and variety. The second phase includes activities on the establishment/adoption and running of non-formal learning centres. The third involves activities leading to the establishment of evaluation centres and accreditation services. The progress has not been uniform in all the States/Union Territories, but substantial work has been done. A series of orientation/training courses and workshops for the team members of the State-level implementing agencies, principals of training institutions, teacher-educators and education officers have been conducted. 15 States and four Union Territories have introduced the training-cum-production mode in their TTIs and tryout of learning episodes. So far, about 10,000 draft learning episodes have been developed by the teacher-educators and teacher-trainees. Out of these, 2800 have been screened and selected for further processing and 400 modules processed for publication. 50 learning episodes have already been published in four States, namely, Bihar, Madhya Pradesh, Tamil Nadu and Uttar Pradesh. Besides, 28 sample learning episodes have been published by the CAPE Group, NCERT. While fully developed in all the States/Union Territories, it is expected, the content and methodology of non-formal education curricula will undergo a substantial change.

Improvement of Physical Facilities

Elementary education system in the country is severely handicapped owing to grossly inadequate physical facilities involving school buildings, minimum furniture including mats for children and blackboards. The available resources are too inadequate to wipe out the deficiencies. While the states have been making some efforts within the limitation of resources, for the construction of durable school structures and providing mats, furniture and blackboards, the Government of India have been exploring the possibility of getting external assistance for primary school buildings. Negotiations during the year were carried on particularly with two countries, namely the U.K. and Denmark, for a limited project in one state each. Good progress has been achieved in getting assistance from the U.K. for the purpose. An appraisal Mission visited India in this connection in July-August, 1982.

Scheme of Integrated Education for Disabled Children

The Scheme of Integrated Education for Disabled Children provides education for handicapped children in ordinary schools started in 1974 by the Department of Social Welfare. The scheme has been recast in 1981-82 with liberalised and enhanced benefits to the teachers as well as the students. In the revised Scheme, 100 per cent assistance is available to the State Governments and Union Territory Administrations as against 50 per cent available earlier. For effective implementation, the scheme was transferred to the Ministry of Education and Culture in October, 1982 with the budgetary control remaining with the Ministry of Social Welfare.

In addition to the grants to the State Governments and Union Territories it is proposed to give grants to institutions of higher education to start courses in special education in certain selected institutions for providing a well trained cadre of teachers with special training in teaching disabled children and for having a steady flow of such trained teachers so as to meet the future expansion programme.

The scheme was circulated to all States/Union Territories. 14 States and the Union Territory of Delhi have started integration of disabled children's education in normal schools; five states are formulating their proposals.

The NCERT has set up a special cell to provide academic guidance. The Regional Colleges of Education are preparing to establish training facilities for teachers to look after disabled children in normal schools.

Value Orientation in Education

In the context of growing concern for value orientation of education, the Ministry appointed two Working Groups—one to review the teacher training programmes, particularly, with a view to inculcating moral and social values in the students, and the other to consider setting up of some 'model schools' which will impart moral education as part of general education on a totally restructured basis. The reports of the two Working Groups have since been received and are being examined. The Ministry intends to tackle the value orientation in education on three fronts :—

- (i) Preparation of new instructional materials;
- (ii) Special preparation of teachers for introducing Value-orientation in education; and
- (iii) Setting up of special institutions to give a practical shape to this effort.

Schemes for achieving these objectives are being finalised in consultation with the Planning Commission.

The NCERT has also initiated a number of programmes in this direction. Some basic issues concerned with the programme of moral education were discussed in a high-level seminar on moral education organised by NCERT at Simla in May, 1981. They have also been working on model curriculum in Moral Education. A national workshop was organised at Bangalore in November, 1981, for the development of guidelines for curriculum in moral education. A guide for the development of curriculum in moral education at different school stages has already been prepared. The work of developing stagewise syllabi in moral education, has been initiated. Authors for writing supplementary books in moral education for secondary classes have been commissioned.

10+2 Pattern of School Education

The new system of school education has so far been adopted by 16 States and 8 Union Territories and also by the schools affiliated to the Central Board of Secondary Education. The State of Meghalaya and the Union Territory of Mizoram have pre-university stage of 2 years after class X. Though they have 12 years of schooling structure, they have yet to revise their curriculum in accordance with the new pattern of education. The states of Haryana, Himachal Pradesh, Madhya Pradesh, Punjab and Rajasthan, are still continuing a 11-year school system though they have agreed in principle to adopt the new pattern.

Vocationalisation of Higher Secondary Education

Six States and 5 Union Territories viz. Andhra Pradesh, Gujarat, Karnataka, Maharashtra, Tamil Nadu, West Bengal, Andaman and Nicobar Islands, Delhi, Goa, Daman and Diu, Dadra and Nagar Haveli and Pondicherry, have introduced vocational courses at the plus 2 stage of the 10+2 system of school education. The Government of Jammu and Kashmir proposes to conduct a vocational survey to identify the vocational subjects to be introduced at the plus 2 stage. The Government of Orissa is taking necessary steps for the introduction of vocational courses from the academic session 1984-85.

As vocationalisation of education constitutes a major segment of school education, all the States have been requested to earmark adequate funds in their Annual Plans.

The NCERT is engaged in providing technical support to the action programmes of the State Governments to introduce vocationalisation at + 2 stage by way of development of curricula and materials, teacher orientation, developing model surveys on the basis of the programme in Andhra Pradesh, Gujarat, Karnataka, Maharashtra West Bengal and Delhi to help them identify difficulties faced by the Institutions and to take necessary follow-up action.

Educational Technology Programme

The Educational Technology Programme, launched in 1972-73 as a centrally-sponsored scheme, is continuing in the Sixth Plan. The objective is to bring about a qualitative improvement and widen access to education through an integrated use of all instructional technology, including radio and television. The scheme is implemented through educational technology cells in the states which are established, equipped and maintained with central assistance for a period of five years after which they become the responsibility of the State Governments. Educational technology cells have been set up in 21 states. For 1982-83 nine states are eligible for Central assistance under this programme. At the Central level the programme is implemented through the Centre for Educational Technology in NCERT.

ET CELLS

The Educational Technology Cells have increasingly involved themselves in planning educational broadcasts. In several states committees have been set up to finalise the schedule for the educational programmes, as also their content. Script-writers training programmes, both for radio and television have also been organised. Teacher training programmes continue to be organised through radio and support material in several States.

In Meghalaya the ET Cell has undertaken a programme of training of teachers through radio in subjects like English, Science, Geography and Mathematics. About 100 schools have been given radio sets to enable the teachers to listen to the radio broadcasts. A pilot project has also been started for the promotion of primary education. The "Teaching English—Learn English Programme" continues to be implemented in Gujarat. With the introduction of English in Class V, the ET Cell has undertaken the preparation of material for the use of teachers of Class V. The ET Cell in Maharashtra continues to collaborate with Doordarshan, Bombay, in the preparation and transmission of television programmes for classes V & VI in English, for class VIII in Science and also programmes for teachers. Television sets are also being supplied to the schools and other educational institutions. So far, about 900 TV sets have been supplied. In Nagaland the ET Cell has taken the responsibility of purchasing and distributing radio sets to schools to ensure the utilisation of the educational broadcasts. An

in-service teacher training course was organised for middle school teachers in Science through radio-cum-enrichment materials. This has helped the teachers who had no science background to teach science which has been made a compulsory subject in schools. The ET Cell in Haryana is working in close collaboration with AIR in planning the school educational broadcasts. The Topics for radio programmes have been selected. A large number of workshops and contact programmes have been organised for the teachers to familiarise them with educational technology and to develop low cost teaching aids.

In order to carry further these achievements, and to consolidate the impact of the programme, it has been decided to strengthen ET Cells in all the states and to set up ET Cells in the Union Territories. A revised Educational Technology Scheme has been formulated under which limited production facilities are proposed to be given to ET Cells along with the necessary staff. This revised scheme has been circulated to the states for sending proposals for consideration. Central assistance under this scheme will be available for a period of five years. All States (except the 6 INSAT States) and Union Territories will be eligible for central assistance under the revised Scheme.

Centre for Educational Technology

The Centre for Educational Technology continued to help the state ET Cells in organising various training programmes, particularly for script writers, and also in implementing various other programmes.

The main focus of CET activities has been the production of programmes and the organisation of training courses for user-teachers/custodians in the context of INSAT. Key personnel from Andhra Pradesh and Orissa were oriented in the effective utilisation of the television service. These key personnel in turn trained the user-teachers/custodians in their respective states. The CET will produce about 50 prototype programmes for primary schools of Andhra Pradesh and Orissa. A large number of programmes have already been produced and programme capsules prepared consisting of programmes produced by CET, Doordarshan and Space Application Centre. The programme capsules are sent to the Doordarshan Kendras in Hyderabad and Cuttack for transmission. Teacher guidance notes for the television programmes are also being prepared and sent to SCERTs concerned for translation and distribution to the TV villages.

INSAT

In pursuance of the decision to take over the responsibility for the production of educational television programmes it is proposed to set up production centres in the states in a phased manner. To begin with, the 6 INSAT states are to be covered, namely, Andhra Pradesh, Orissa, Maharashtra, Gujarat, Uttar Pradesh and Bihar. In addition, a new Central Institute of Educational Technology is being developed under NCERT. The non-INSAT states and Union Territories are being prepared to take over the production responsibility through the revised ET Scheme.

UNDP assistance amounting to \$ 2 million is available for implementation of this project. This amount is proposed to be utilised for setting up of the Central Institute of Educational Technology. Bilateral assistance from other countries is being explored for the establishment of Production Centres in the INSAT states as part of State Institute of Educational Technology.

It would be relevant to state that notwithstanding the failure of INSAT-1A it is proposed to go ahead with the implementation of the INSAT Programme because of the basic decision to take over the responsibility for the production of educational television programmes. Irrespective of the transmission mode which is the responsibility of Doordarshan, educational programmes will have to be produced. Though INSAT-1A is no longer in operation, INSAT-1B will become available by the middle of 1983. Besides, terrestrial transmission facilities and micro-wave links are also available. A number of low power transmitters have been set up by Doordarshan in the context of ASIAD. Television facilities are also proposed to be expanded by Doordarshan as part of their normal activities. Thus a large amount of transmission facilities are available for the educational programmes that will be produced by CIET and the State Production Centres.

Utilisation of Radio broadcasts for education

Planning for the systematic utilisation of radio broadcasts for education has also started. A Study Group on Radio Utilisation for Education has been set up to consider the matter in detail. The Study Group has set up four Sub-Groups to examine specific aspects and to come up with recommendations. The Sub-Groups are on :—

- (i) Programme Utilisation and evaluation
- (ii) Policy, Planning and Coordination
- (iii) Hardware
- (iv) Staff and training.

As was done for TV, here again a detailed project for educational radio broadcasts will be formulated on the basis of the report that this Study Group will submit.

NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

National Council of Educational Research and Training (NCERT) functions as an academic adviser to the Ministry in implementing its policies and major programmes in the field of education particularly school education. For realization of its objectives, the Council undertook a variety of research, development, training and extension programmes in school education. It collaborated with State Departments of Education and state-level institutions for the implementation of innovative projects which are expected to provide experiences useful for educational development. Under the auspices of its Educational Research and Innovations Committees it supported research in identified areas of priority. It published textbooks, supplementary readers, research monographs and journals. It has established linkages with the states, the UNESCO and other international organisations for exchange of expertise and information.

NCERT maintains four Regional Colleges of Education at Ajmer, Bhopal, Bhubaneswar and Mysore where among others, four-year integrated courses leading to the B.A./B.Sc.Ed. degree and two years M.Sc.Ed. degree in Physics, Chemistry, Mathematics and Life Sciences are being provided for prospective teachers.

Sixteen Field Units at Ahmedabad, Allahabad, Bangalore, Bhopal, Bhubaneswar, Calcutta, Chandigarh, Gauhati, Hyderabad, Jaipur, Madras, Patna, Pune, Shillong, Srinagar and Trivandrum maintained close liaison with State departments of education and such state level institutions as State Councils of Educational Research and Training and State Institutes of Education. This helped the Council to identify the requirements of the states and develop materials in relation to their specific programmes.

The highlights of the programmes and activities undertaken by the Council are as follows :—

Universalisation of Elementary Education

The Council continued to implement with the collaboration of the states and with the assistance of UNICEF various innovative projects in curriculum renewal, comprehensive access to primary education, community education, nutrition/health education and environmental sanitation and early childhood education which are expected to help in the early realisation of the goal of universal elementary education. Under these projects syllabi and instructional materials have been prepared for the formal school in relation to the diverse socio-economic conditions of specific communities. Learning materials, dealing with problems faced in specific communities have also become available for use in learning centres for out-of-school children. Prospective teachers of teacher training institutions have been trained in the development of learning episodes.

With a view to determining the factors which prevent the enrolment of girls in elementary schools, who constitute about seventy per cent of the non-enrolled children of the age group 6-14, a survey has been initiated in eight educationally backward states of Andhra Pradesh, Bihar, Jammu and Kashmir, Haryana, Madhya Pradesh, Orissa, Rajasthan and Uttar Pradesh.

Tools for monitoring and evaluation of universalisation of elementary education programme were developed and a pilot try out conducted in Uttar Pradesh, Andhra Pradesh and Gujarat. These tools are now proposed to be experimentally tried out in Jammu and Kashmir, Rajasthan and Orissa. They cover both the formal and the non-formal systems of education.

Education for the Disadvantaged Sections of the Society

The Council continued to organise activities which help in promoting education among the disadvantaged, particularly the Scheduled Castes and Scheduled Tribes. Orientation courses and training courses were organised for key personnel, teacher-educators and district education officers working in non-formal sector of tribal areas. Meetings were held to develop curriculum for Scheduled Castes/Scheduled Tribes and to prepare instructional materials for Santal children. Curriculum of primary level in Andhra Pradesh was analysed and a primer for Saora children of Class II prepared.

Early Childhood Education

The early childhood education programmes provide for the training of personnel, development of materials and research with a view to developing indigenous approaches to pre-school education. Training programmes in early childhood education were organised for pre-primary teacher-educators of Bihar, Karnataka, Maharashtra, Orissa, Rajasthan and Tamil Nadu. Orientation programmes were organised for state level resource persons from Bihar, Karnataka and Tamil Nadu. These covered different aspects of children's media. Other activities during the year included the development of play materials, children's literature, prototypes of games and a book of reading, the determination of the procedure for monitoring of radio/television programmes and organisation of toy competitions, etc.

Socially Useful Productive Work and Vocationalisation

In the implementation of the programmes of Socially Useful Productive Work (SUPW) and Vocationalisation of Education the Council assists the states in a variety of ways like orientation/training of key persons, assistance for the development of courses and textual materials, evaluation of programme implementation etc.

During the year orientation of key persons was organised for the states of Gujarat, Maharashtra, Madhya Pradesh, Lakshadweep, Kerala, Tamil Nadu, Andhra Pradesh and Karnataka. Similarly, orientation programmes on vocationalisation of education were organised for the principals and key-personnel of the state of Gujarat, Delhi, Andhra Pradesh and Tamil Nadu. Short-term teacher Training Programmes in vocational subjects were also organised in Tamil Nadu, Maharashtra, Karnataka, Andhra Pradesh, and Goa. These programmes covered Technology, Commerce, Agriculture and para-medical fields.

National Integration

In pursuance of the recommendations of the National Integration Council and the Minorities Commission, the programme of evaluation of textbooks from the stand-point of national integration was taken up. The programme has initially been confined to the scrutiny of school textbooks in the subjects of History and Languages. A decentralised approach is being followed. The evaluation is done by the agencies designated for the purpose by states and union territories on the basis of the guidelines and tools prepared by NCERT which is also coordinating the programmes.

A joint meeting of the Heads of State Agencies responsible for the programme and the members of the steering committee was held at Amritsar during September 3-4, 1982. The meeting reviewed the progress of the work done in various states and made recommendations to serve as guidelines for future work.

A national conference on school textbooks held at Gandhinagar, Ahmedabad during December 7-9, 1982 urged that more positive effort to develop textual materials which promoted national integration has to be made.

The Council also organised twelve national integration camps for school children and teachers. More than one thousand students and teachers from different states participated in these camps, thus getting the opportunity to know the diversities of culture and life styles of the country. Supplementary reading materials prepared in relation to various aspects of national integration were distributed among campers.

In pursuance of the directive of the Prime Minister to develop community singing as a mass movement, NCERT initiated a number of activities. Among others these included selection of songs of different regional languages with national integration being the predominant theme in them, preparation of cassettes of the songs and organisation of camps in collaboration with All India Radio for teachers for training them in community singing. Cassettes of the songs have already been made available to the states and it is hoped that they will, in their turn, duplicate them and distribute them to their schools. The states are also expected to organise training programmes for teachers in community singing.

Value Orientation

Following the seminar on moral education organised in Simla in May, 1980, a draft curriculum in moral education for primary school children is being developed. Two authors have also been commissioned to write books on moral education for the use of children enrolled in the primary schools.

Population Education

The national population education programme entered its third year. Besides doing original work, the Council assisted the states/Union Territories which are implementing this programme in the preparation of textual materials on population education and its inclusion in various subjects, training of key persons and teachers in dealing with various components of population education.

Under the inter-country study tours an eight-member delegation from Philippines and seven-member delegation from the People's Republic of China visited India to study the various aspects of the population education project.

Teacher Education

The universities of Nagpur, Aurangabad and Bombay were assisted in revising their B.Ed. syllabus in the light of the Teacher Education Curriculum—A Framework of the National Council of Teacher Education. The fourth conference of the State Boards of Teacher Education was organised at Bhopal under the auspices of the NCTE for which NCERT provides the Secretariat. Unesco Regional Seminar on the introduction of productive work in education, was organised.

Continuing Education Centres in states which were started in 1978-79, continued to work towards updating the professional competencies of secondary school teachers, teacher-educators of teacher training schools. Each of these centres caters to the professional needs of teachers/teacher-educators of three to four districts. While the establishment of 150 centres by the end of the Sixth Five Year Plan has been approved, nearly 90 centres are at present functioning.

National Science Exhibition

The National Science Exhibition was organised at Calcutta from November 10 to 16, 1982. The theme for this year's exhibition was "Science and Community Development". More than 420 school children and teachers participated in the exhibition. Some 160 models were exhibited. The emphasis on the exhibition was on electronics, satellites, science models, space exploration, etc.

Environmental Education

The programmes in this area included orientation workshops for teaching science through environment effectively, a seminar on environment management organisation, development of a textbook on environmental studies and the development of display materials on environmental education.

National Talent Search

Every year, NCERT awards 550 scholarships including 50 for students belonging to Scheduled Castes/Tribes on the basis of an all India examination. Tests are administered in all the languages recognised in the Constitution. Final Year students of classes X, XI, and XII take these tests in May every year in more than 400 centres. Awardees can pursue studies up to Ph.D. in Sciences, Mathematics and Social Sciences or take up professional courses in areas like Engineering or Medicine. This year 84000 students appeared in the National Talent Search examination for classes X(47000), XI(9000) and XII(28000).

Examination Reform

NCERT offered assistance to the states of Madhya Pradesh, Orissa, Sikkim and Tamil Nadu and to Central Board of Secondary Education in using most modern techniques of evaluating students' performance. Publications on Criterion Reference Testing, Evaluation in Elementary Schools, Readings in Evaluation and on Practical Examinations were developed. Brochures on Unit Tests in History and Geography have been printed. A study on open-book Examination was also completed.

Educational Technology

NCERT developed 50 prototype educational television programmes for primary school teachers of rural areas. These programmes are of 20 minutes duration each. Originally meant for being beamed through INSAT, the programmes are now being beamed through ground stations to selected villages in Andhra Pradesh and Orissa. On an average, 600 villages in each of the states are benefited by these programmes. Scripts for films and video programmes for INSAT were developed.

A film on "Micro Teaching" was released. It depicts the process through which one teaching skill is taught at a time. This film is likely to be helpful in the training of teachers by informing them of the concept of micro-teaching.

Survey and Data Processing

The main report of the Fourth All-India Educational Survey was received from the press and distributed to state Governments and other organisations. The report provides detailed information for different states and Union Territories on existing educational facilities, enrolments and teachers for the different stages of school education for the year 1978-79. The information on habitations where schooling facilities are not available within reasonable walking distance of children will help states to establish schools on the basis of more rational criteria. District educational plans on the basis of the fourth All India Educational Survey data have been developed.

A study supported by USAID on impact of mid-day meals programme on enrolments at the primary level was undertaken. All the thirteen states where the mid-day meals programme is in operation, are being covered in this study.

Educational Guidance

The 21st diploma course in educational and vocational guidance, was completed by 33 trainees. Seven of these trainees belonged to Scheduled Castes who were awarded a stipend of Rs. 250/- per month. "A study of the educational and vocational planning, academic achievement and selected psychological and home background variable of tribal high school students in and around Shillong (Meghalaya)" was initiated.

Educational Journals

NCERT brought out the journals of

- (i) Indian Education Review (4 Quarterly issues)
- (ii) Journal of Indian Education (6 Bi-monthly issues)
- (iii) Primary Teacher (4 Quarterly issues each in English and Hindi).
- (iv) School Science (4 Quarterly issues); and has started.
- (v) Bhartiya Adhunik Shiksha.

Publications

The Council published over 250 titles of reprints or first editions of textbooks, research monographs and workbook/supplementary readers. Andhra Pradesh, Bihar, Jammu and Kashmir, Maharashtra, Punjab and Orissa have adapted/adopted some of NCERT publications.

CENTRAL BOARD OF SECONDARY EDUCATION

The Board of High School and Intermediate Education Rajputana including Ajmer, Mewar, Central India and Gwalior was established in 1929 by a resolution of the Government of India. In 1952 the Board was given its present name "The Central Board of Secondary Education". From time to time its constitution was changed and jurisdiction extended so that the Board could play a useful role in the field of secondary education, to make its services available to various educational institutions in the country and to meet the education needs of students who have to move from State to State. It was reconstituted in July 1962. The schools of the Board are located in all parts of the country and even abroad giving the Board a place of pride in the field of school education. The schools affiliated to CBSE are expected to provide uniform school education cutting across state borders and linguistic areas. The underlying idea is to promote national integration through inter-State mobility of students. This arrangement also helps children of transferable persons to pursue uninterrupted studies.

The Board operates under the overall supervision of the controlling authority which is vested under the Education Secretary to the Government of India, Ministry of Education and Culture. The Board functions through a number of committees. There are 7 major committees of the Board which have different functions catering to the needs of the Board.

The Central Board is not merely an examining body. It is an educational board. Its jurisdiction extends to the whole of the country. Some of the main roles and functions of the Board are to affiliate institutions from all over the country for the purpose of its examinations, arrange inspection of schools for granting affiliation, conduct examinations, prescribe courses and syllabi, organise orientation programmes, undertake development and publication of textbooks when found necessary and to submit to the Government of India its views on educational matters and policies.

In the meeting of the Governing Body of the Board held in October, 1981, the question of curriculum structure both at the secondary and senior secondary level was discussed in its entirety and it was decided that the new syllabi and courses may be introduced in a staggering manner from 1986 examinations.

Publications

The Board undertakes publications of a few textbooks and occasional reports. As regards the textbooks the role of CBSE in the area is limited and may be viewed as a pace-setter to quality books. In the year 1982 the Board prescribed a new set of Course "A" English course textbooks for Class X. The textbooks for the Course "A" were brought out by the Board. These books were prepared in joint collaboration of the Central Institute of English and Foreign Languages, Hyderabad and the NCERT, and include a variety of themes drawn from the working of Indian and foreign authors. CBSE is in the process of developing its Course "A" and Course "B" books for classes IX and X under the overall guidance of the Committee of course. Hindi. At the instance of the Committee out-

side experts in the subject have been associated with the purpose of ensuring that the books are of quality and serve initially the needs of the groups namely those offering Hindi Course 'A' and Course 'B' at the secondary level. Secondary level science books for Physics, Chemistry and Biology are being developed under the overall guidance of each convener. Experts from NCERT have been associated with the task. The three science books will be in one volume and serve as pace-setter to others interested in science education. The special feature of the volume will be new approach of the subject treatment and its presentation.

Reports published include (a) 'Science Project Report' (b) 'Effective School Management' and (c) 'The Third Dimension of Education (SUPW) Its scope and Outreach'

Workshops and Seminars

(a) Mathematics Workshops

This year the Central Board of Secondary Education conducted two Mathematics Education Workshops in collaboration with the British Council. One Workshop was held in Vidya-Niketan, Birla Public School from August 30 to September 3, 1982 and the second in Tibetan Central School, Darjeeling from 7 to 11 September, 1982.

The British Council provided the consultancy services of two experts, namely, Prof. A. C. Bajpai and Mr. Arm Strong both from Loughborow, U.K. They were assisted by Mr. Soorre who also attended the two workshops as a resource person.

Vocational Education

A three-day seminar on Vocational Education was held in collaboration with the NCERT in August, 1982 with the objective of discussing and clarifying the various issues involved in the scheme of vocationalisation of education to provide up-to-date literature for the guidance of the schools, to get a feed-back on the implementation of the programmes from those schools where the vocational courses have been introduced and to share experience particularly with a view to sorting out problems of bottlenecks in the way of wider implementation and to identify and suggest corrective measures in the CBSE scheme of vocationalisation.

In 1982 the Board conducted 9 examination and awarded 67 merit scholarships for different streams/examinations.

As on September 30, 1982 the Board had 1526 schools affiliated to it.

CENTRAL TIBETAN SCHOOLS ADMINISTRATION

The Central Tibetan Schools Administration was set-up as an autonomous organisation in 1961 under the Societies Registration Act (XXI of 1860). The objective of the Administration is to run, manage and assist institutions for the education of children of Tibetan refugees in India. The work of the Administration is managed by the Governing Body.

The Administration runs residential schools at Dalhousie, Darjeeling, Mussoorie and Simla and day schools at Bylakuppe, Kollegal, Gothangaon, Kharepathar, Mirik, Ghook, Chowkur, Chandragiri, Dholan-ji, Miao, Gurupure, Kalimpong, Kurseong, Mainpat, Mundgod, Sonada, Tenzingaon and Tezu.

The total number of students studying in the schools run or aided by the Administration is 12,000 approximately out of which 1800 are boarders and 10,200 day scholars. The number of boarders also includes 1442 India-born Tibetan children admitted as boarders on payment of Rs. 117/- p.m. as board and lodging charges in accordance with the decision taken by the Governing Body. In residential schools, apart from board and lodging, daily necessities and medical facilities are also provided free. Mid-day-Meals, free textbooks and stationery etc., are also provided to all students including those studying in day schools. The Administration has 450 employees which includes 350 teachers. The Administration also awards 15 scholarships to Tibetan students for prosecuting higher studies every year. These scholarships are tenable for 3 years.

These schools impart education through common media, syllabi and textbooks. Schools having Class IX and above are affiliated to the Central Board of Secondary Education and prepare students for All India Secondary School Examination and All India Senior School Certificate Examination. The curricula courses and textbooks up to class VIII are those prepared by the National Council of Educational Research and Training. In addition to English, students are taught Hindi and Tibetan languages. The result of Tibetan schools in the Secondary School Examination held by Central Board of Secondary Education in 1982 was 80.6% and for All India Senior School Certificate Examination was 69.23%.

For promoting cooperation between parents and teachers, parent-teacher associations have been functioning in the day schools. To facilitate smooth running of schools, local advisory committees have also been set up in a number of schools. A seminar on Tibetan languages was organised in October, 1982 at the Central Institute of Higher Tibetan Studies, Sarnath/Varanasi with the help of the Central Board of Secondary Education.

KENDRIYA VIDYALAYA SANGATHAN

With the idea of encouraging the growth of secondary schools having a common syllabus and medium of instruction and for providing uniform educational facilities throughout the country for the children of transferable Central Government employees including Defence personnel, the scheme of Central Schools was approved by the Government of India in November, 1962. To start with 20 Regimental Schools were taken over as 'Central Schools' or 'Kendriya Vidyalayas' during the academic year 1963-64, giving birth to Kendriya Vidyalaya Sangathan.

The number of Kendriya Vidyalayas has since multiplied very fast and was 403 during 1982-83, registering an increase of 37 from 1981-82. The total enrolment as on April 30, 1982 was 2,77,081. The total number of teaching and non-teaching staff in all Kendriya Vidyalayas was 17,878.

The Sangathan is, at present, divided into 12 regions located at Ahmedabad, Bhopal, Bombay, Calcutta, Chandigarh, Delhi, Gauhati, Hyderabad, Lucknow, Madras, Patna and Roorkee. Each region is under the charge of an Assistant Commissioner with appropriate administrative staff. In some of the regions, an Education Officer is also posted to assist the Assistant Commissioner in the performance of his academic duties. The Sangathan has continued making concerted efforts to improve the professional competence of all categories of teaching and supervisory staff in Kendriya Vidyalayas by organising in-service courses for them. The courses for the Education Officers, Principals, Vice-Principals, Post-Graduate teachers and trained graduate teachers were organised by the Headquarters of the Sangathan whereas those for primary teachers were organised by the Assistant Commissioner in their respective region. All these courses were organised in collaboration with CBSE, NCERT, IITs, NIEPA and universities. Four hundred post-graduate teachers, 1100 trained graduate teachers, 1980 primary teachers, 350 principals and 140 directors, resource persons, etc. attended the various courses. Members of the teaching staff were deputed to various institutions within the country and also overseas for higher training. About 300 teachers were sponsored to workshops/seminars organised by the CBSE, NCERT, Delhi Administration, NIEPA, NIS Patiala, Laxmibai National College of Physical Education and Centre for Cultural Resources and Training. Two principals and 3 PGTs were sent abroad for higher training.

Continuous efforts are being made by the Sangathan to help the backward children to come up and bright children to achieve academic excellence. As a result of these efforts, the pass percentage in the Central Board, All-India Secondary School Examination 1982, of Kendriya Vidyalayas was 90.8% as against 83.5% for all the schools affiliated to the CBSE. The corresponding figure in the All-India Senior School Certificate (Class XII Examination), 1982 were 87.2% for the KVS as against 78.6 for all the schools affiliated to the Board. In the science stream of the All India Senior School Certificate Examination, 1982 the students of Kendriya Vidyalayas occupied a number of positions in the merit list. In the humanities and commerce streams also students got good merit positions. Even in various

competitive examinations for admission to engineering and medical colleges and national defence academy, students of Kendriya Vidyalayas have done exceedingly well.

Besides academic excellence, Kendriya Vidyalayas emphasise on games, sports and other activities for an all round growth of the personalities of their students. Various games and sports events at school, regional and national levels were organised. The Sangathan also organised coaching camps for the students.

The growth and development of the scouts and guides is yet another activity on a two-year plan prepared by the Sangathan. This plan envisages registration of over 33,000 scouts and guides and an equal number of cubs and bullbuls.

Efforts have also been made to spread the importance of environmental education. Students of Kendriya Vidyalayas participated in environmental improvement programme.

As a step towards promoting international understanding and world peace, an exhibition was organised. The exhibition was visited by the heads of mission of various countries.

Yoga Education has also been introduced on an experimental basis for one year.

Bal Bhavan Society

Bal Bhavan Society is an autonomous organisation, registered in 1956, under the Societies Registration Act, 1860 and is fully financed by the Government of India. It affords opportunities to children for education through creative, recreational and physical activities that inculcate in them such values as would help them to develop a modern Indian personality with a scientific temper. Amongst its various objectives, it aims to act as National Training Resource Centre for Creative Education and to make available to the nation a prototype comprehensive children's institution through Art and Science experience and help children to grow towards national aspirations.

Bal Bhavan celebrated Silver Jubilee in 1982-83 which highlighted its contribution to develop facilities for creative education and recreation for children between the age group of 5—16 through its multi-media activities. In the year 1982-83 over 6,000 children were enrolled as its members. In addition, over 1,000 children from different schools participated in its activities every week to school contact programmes.

During the period under report, integration camps were arranged for blind children, mentally retarded children, deaf and dumb etc. About 200 children participated in a Tribal Children's camp organised in July with the participation of tribals from Assam, Orissa, Himachal Pradesh, Tamil Nadu, Karnataka, Gujarat, Rajasthan, West Bengal and Bihar.

During Summer, two day camps were organised for children from different groups such as artists, sportsmen, scientists and performing artists. A unique convention of young futurists with a theme "Building for better tomorrow" was organised and was attended by eminent personalities and futurologists from all over the country. In a Bal Sahitya Sabha, 80 children participated and presented pieces of prose and poetry and interacted with well-known writers, poets and editors. In the Annual National Children's Assembly organised in November about 120 children participated. Creative art workshop, science workshop, games, fair, creative camps, a historian's function besides field trips were the main attractions of the Assembly. These assemblies and camps afforded a good opportunity to children to interact and exchange learning experience and appreciate each other's thought, ideas and expression to help develop the sense of national integration.

Through its 15 Bal Kendras, over 15,000 children are catered in providing the educational and recreative facilities. During the year, two Bal Bhavan Kendras were added.

Two Bal Bhavan Children were included in a group of students to this year's international children's assembly in Sophia called "Banner of peace", 1982.

Art and Science workshops were organised in different areas for the benefit of children, teacher trainers and Bal Kendras staff. Over 12,000 trainees had the benefit of such workshops during the year.

Population Education Programme

The National Population Education Programme launched on April 1, 1980 is designed to create in the younger generation, an adequate awareness of the population problems and realisation in this regard of its responsibilities towards the nation. It is now being implemented in 27 States/Union Territories. Efforts are being made to bring the remaining States/Union Territories within the ambit of this programme. All the States/Union Territories implementing the programme, have been asked to reschedule their activities under the programme so as to make them co-terminus with the Sixth Five Year Plan i.e. 1980—85.

The NCERT provides technical advice for the implementation of this programme. They have conducted workshops for training of teachers and for sensitising the textbook writers. Besides conducting baseline surveys, they developed proto-type materials and helped in their try-out. They have also provided guidance to the states in the revision of textbooks. 15 states and Union Territories developed curriculum in population education. They have started developing instructional materials.

The Government of India have set up a National Steering Committee with overall authority for coordination as well as implementation of the programme. In their 4th meeting held on August 17, 1982 it was decided that the programme should be developed in the non-formal sector also.

Project Progress Review and Tripartite Progress Review meetings of representatives of the Ministry of Education, NCERT, and UNFPA officials, have been held from time to time to assess the progress of the programme. The UNFPA has been appreciative of the implementation of the programme and has, accordingly, decided to increase its share of assistance by US Dollars 7,50,000.

Under UNESCO-sponsored Inter-country Study Tour Programmes, delegations from the Philippines and the Peoples Republic of China visited India in September, 1982 to study the Population Education Programme.

Review of School Textbooks

It has been decided to undertake an immediate review of school textbooks in all states/Union Territories from the point of view of national integration. To begin with, textbooks in History and Languages are to be evaluated followed by a similar review in other subjects. The attempt is to bring out revised textbooks from the 1983-84 academic session.

In view of the enormity of work involved, the programme is being implemented on a decentralised basis. The NCERT have prepared the tools and guidelines for the State Governments/Union Territories. All the State Governments have set up review committees for the evaluation of school textbooks, except the State Government of West Bengal. The Union Territories of Chandigarh, Pondicherry, Lakshadweep and Arunachal Pradesh are following the textbooks of their neighbouring states. The work of evaluation is at various stages of progress in the states/Union Territories.

Evaluation of NCERT textbooks in Hindi, English, Sanskrit and History has also been undertaken and the finalised reports are being implemented.

At the National level, the Government of India has set up a National Steering Committee for evaluation of textbooks which will, among others, consider the evaluation reports from the State Evaluation Groups/NCERT, review the progress of this programme and indicate policy guidelines for future action.

Training Awards under the British Technical Cooperation Training Programme

Under the All India Mathematics Education Project 23 fellowships were available this year for training teachers in Advanced Mathematics at the Centre for Advancement of Mathematical Education and Technology, Loughborough, England. 10 teachers each were selected from Kerala and Uttar Pradesh and 3 from K.V.S. The teachers have already proceeded to UK for the training.

15 Awards are available under the All India Science Education Project. Since the project was converted into an All India Project last year, the Chelsea Institute, where the training is given, was facing some difficulties in meeting the varied needs of the teachers from the states. In view of this it was decided that during 1982-83 only 3 awards would be utilised for sending teachers to complete the teacher guides at the Chelsea Institute. NCERT have prepared the course outline for training under this project. The details are being worked out. This will enable the Chelsea Institute to organise the training according to requirements from 1983-84. The balance of 12 awards are being utilised during the current year for training in educational technology.

In order to meet the training requirements for educational technology, the British Council have provided 15 awards for the purpose. In addition, there are the 12 awards transferred from the All India Science Education Project. So far 10 persons have undergone training in educational technology. Several nominations are presently under consideration of the British Council and they are likely to be finalised early next year.

National Awards to Teachers

The scheme of National Awards, introduced in 1958-59, was continued. The award consists of a silver medal, a certificate, and a cash amount of Rs. 1,500/-.

The function for the distribution of the 1981 National Awards to Teachers was held on Teachers' Day i.e. September 5, 1982 when the President gave away the Awards. 100 teachers were selected for the National Awards from all over the country. Of these 39 were secondary school teachers, 58 were primary school teachers and 3 were teachers of Sanskrit Pathshalas.

From 1982 the number of awards have been increased from 116 to 124. The smaller states and Kendriya Vidyalaya Sanghthan which were entitled to only one award have now been allocated two awards each, one for primary and the other for secondary school teachers. So far, 96 teachers have been selected for the 1982 National Awards. Of these 55 are primary school teachers, 40 are secondary school teachers and 1 is an Arabic/Persian Teacher.

N.C.C. Junior Division Troops in Central, Public and Residential Schools

The Ministry continued to share the expenditure with the Ministry of Defence on a 40 : 60 basis for this activity. An amount of Rs. 3.50 lakhs has been released to the Directorate General, NCC, for this purpose. The Ministry of Defence have enhanced the honorarium payable to the NCC part-time officer. In view of this, the Ministry's share of expenditure has increased by Rs. 2.00 lakhs. The Budget provision for this purpose has, therefore, been increased.

National Foundation for Teachers' Welfare

The National Foundation for Teachers' Welfare was set up in 1962 under the Charitable Endowments Act, 1890 with the object of promoting welfare of teachers generally and providing relief to teachers and their dependents in indigent circumstances. In order to give a sound financial standing to the foundation, a decision was taken to build a Corpus of Rs. 5 crores with the intention to provide steady finance to the teachers' welfare schemes out of the interest accruing on the Corpus. The target of Rupees five crores has since been achieved and the funds of the Foundation have exceeded Rupees seven crores. The matter regarding utilisation of the Corpus money and interest accruing thereon is under consideration of a Committee set up for the purpose.

The Corpus of the Foundation is comprised of the contributions made by the Union and State Governments/Union Territories as also 20% of the collections made by the states/Union Territories; retaining the remaining 80% for financial assistance to teachers and their dependents in indigent circumstances in their state/Union Territory. A campaign for the collection of funds is organised by the Education Ministry and the states/Union Territories on the Teachers' Day, which is celebrated on September 5 each year throughout the country. As usual collection drive was launched by the Education Ministry and the state/Union Territory Governments on September 5, 1982.

The Foundation gives an award comprising a certificate and cash prize of Rs. 500/- every year to three teachers for their long and meritorious service of not less than 30 years to commemorate the memory of the late Prof. D. C. Sharma, a renowned educationist and a member of the General Committee of the Foundation. For 1980, three teachers were selected for grant of this award.

Cultural Exchange Programmes in the field of School Education

The programme is being implemented by the Ministry in collaboration with the National Council of Educational Research and Training, State Governments etc.

Recently, the strategy to be adopted for including items in the various Indo-Foreign Cultural Exchange Programmes concerning school education in general and National Council of Educational Research and Training in particular was considered and the following decisions taken.

Exchange of Materials/Publications etc.

Exchanges should be on a selective basis and it should be limited to the extent facilities are available for translation. Preference should be given for exchange of audio visual materials such as films, tapes, cassettes etc. with dubbing rights. Exchange of scientific kits and models will also be preferred.

Exchange of Visits

Both outgoing and incoming visits should be on a selective basis restricted to 10—15 days and attachment to institutions should be preferred to general purpose visits covering a number of places. Exchanges should be proposed in different areas and not necessarily in the same areas i.e. the two groups exchanged need not study the same aspects.

Several visits have been exchanged during 1982. A 4-member Iraqi delegation visited India from February 2 to 15, 1982. A 5-member Vietnamese delegation visited India from February 13 to 27, 1982. A two-member Russian delegation visited India from October 27 to November 6, 1982. A 3-member Indian delegation visited USSR from September 14, 1982 for a period of two weeks. It is also proposed to send another 5-member delegation to the USSR in different fields of school education.

Educational Concessions to Defence Personnel

The Ministry continued to operate the Scheme under which educational concessions are offered to children of defence personnel and para-military forces killed or permanently disabled during Indo-China hostilities and Indo-Pak hostilities in 1965 and 1971. During 1981-82, 35 students received such concessions.

PHYSICAL EDUCATION

Physical Education Policy and Programmes

A significant development in the Youth Services, Sports and Physical Education was the creation of the Department of Sports in September 1982. The Department of Sports is responsible for Games, Sports, Boy scouts, Girl guides, National Discipline Scheme etc. and Youth welfare activities (excluding Youth hostels), Youth festivals, Work camp etc. The work relating to physical education remains with the Department of Education in the Ministry of Education and Culture. The Secretariat of the Society for National Institutes of Physical Education and Sports, which is the Governing Body both for Lakshmbai National College of Physical Education, Gwalior and Netaji Subhas National Institute of Sports, Patiala, continues to be located in the Department of Education. The programme of Government of India for promotion of Physical Education and Sports during the year continued to be implemented within the broad framework of the guidelines laid down in the National Policy on Education as adopted by Parliament in 1968. The two-fold objective of the current programme of the Central Government is participation in the main-stream of internationally current programmes of physical education and sports simultaneously with the broad-based mass participation and promotion of country's traditional and indigenous activities in this field. While formulating programmes for promotion of physical education and sports the complementary nature of competitive sports aimed at excellence and high

achievement on the one hand and broad-based mass physical education and sports programmes on the other have been kept in view. Taking cognizance of potentialities of Yoga as a traditional physical fitness activity, teacher training and research programmes in Yoga also continued to be encouraged.

Lakshmi Bai National College of Physical Education

The primary object of the College, which is one of the two National Institutes established by the Government of India in the field of Physical Education and Sports, is to provide facilities for training of high calibre leadership in physical education for educational institutions and other organisations. During the year the College continued to discharge its primary responsibility of providing teacher training facilities at the graduate and post-graduate levels. Since 1957, when the College was set up, it has produced 2077 Physical Education teachers at the graduate and post-graduate levels including 376 women.

The year 1982-83 is significant year in the history of the College as it has been granted the status of an autonomous college with the approval of the University Grants Commission and the Ministry of Education and Culture.

During the academic session 1982-83, the total strength of students of the College was 354 including 70 women in the graduate as well as post-graduate courses.

Besides, its regular Teacher Training Programme, the College continued to provide extension services and refresher courses for the inservice personnel in physical education and sports. Further, it continued to implement on agency basis the Central Programmes like National Physical Fitness Programme, National Prize Competition for the published literature on physical education and sports on behalf of the Ministry of Education and Culture.

Grants to Physical Education Teacher Training Institutions

This scheme is a continuing scheme from the Second Five Year Plan Period and provides for financial assistance to Physical Education Teacher Training Institutions, both Government as well as non-Government, through the State Governments, to cover 50% of the expenditure on specific projects for improvement of physical facilities in these institutions. The scheme is being implemented in consultation with the Society for the National Institutes of Physical Education and Sports (SNIPES) which is also functioning *inter-alia* as an advisory body at the national level in matters pertaining to physical education and yoga. With a view to making the nature and scope of the scheme more broad-based and its implementation more effective, the pattern of assistance of the scheme has been modified in consultation with the SNIPES, so as to provide more liberal financial assistance to the institutions with special emphasis on promotion of research at the post graduate level. The revised pattern now provides for assistance for some new projects like—hostel, administrative block, research laboratory and also enhancement of ceilings of Central Government contributions therefor. It also provides for financial assistance for promotion of research programmes in physical education at individual and institutional level.

Promotion of Yoga

Taking cognizance of potentialities of yoga in promotion of physical fitness, the Central Ministry of Education and Culture has been implementing since the Second Five Year Plan the Scheme for Promotion of Yoga as a part of the Ministry's overall programme for development of physical education and sports. It provides for financial assistance to yoga institutions of an all India character for maintenance as well as developmental expenditure on promotion of basic research and for teacher training programmes in the various aspects of yoga, other than the therapeutical aspects. Financial assistance to yoga institutions for promotion of yoga therapy is extended by the Ministry of Health and Family Welfare.

The Kaivalyadharm Shreeman Madhava Yoga Mandir Samiti, Lonavla (Pune) continued to be assisted under the scheme for its maintenance and developmental expenditure for research and teacher training activities in the field of yoga.

The recommendations made by the Review Committee set up some time back to assess the working of the Samiti and to make recommendations with regard to its projected developments during the subsequent years have since been implemented by the Government. These include *inter-alia* revision of pay scales of the staff and strengthening of research and teacher training programmes of the Samiti.

Society for the National Institutes of Physical Education and Sports (SNIPES)

The Society for the National Institutes of Physical Education and Sports (SNIPES), set up in 1965 as an autonomous body to look after the maintenance and administration of the two National Institutes of Physical Education and Sports namely—the Netaji Subhas National Institute of Sports, Patiala and the Lakshmbai National College of Physical Education, Gwalior—and also to initiate steps for raising the standards of games and sports through the national coaching scheme and Regional Coaching Centres continued to function during the year. The SNIPES held six meetings during the year.

On the expiry of the three year term, the SNIPES was reconstituted for a period of three years with effect from August 1, 1982 under the Chairmanship of Shri Vidyacharan Shukla, Member of Parliament.

HIGHER EDUCATION AND RESEARCH

Maintenance and determination of standards in higher education is a subject in the Union List and is a special responsibility of the Central Government. This responsibility is discharged mainly through the University Grants Commission which was established under an Act of Parliament. Seven Universities are, at present, functioning under Acts of Parliament. Besides, the Central Government have established agencies for promotion and coordination of research efforts in specialised fields. There are three such national agencies, at present, mainly, the Indian Council of Social Science Research, the Indian Council of Historical Research and the Indian Council of Philosophical Research. The Central Government have also been implementing a number of schemes in the field of higher education and research particularly relating to academic collaboration between India and other countries.

A. UNIVERSITY GRANTS COMMISSION

Trends and Growth of Higher Education

The enrolment in the Universities and Colleges increased from 27.5 lakhs to 29.52 lakhs in 1981-82. The percentage increase was 7.3 against 3.9 during 1980-81. Four universities viz., Madras, Calcutta, Rajasthan and Bombay, each had more than 1.00 lakh students in the University Departments and Colleges during the year. The number of students in the University Departments was 3.24 lakhs and the enrolment in colleges was 26.28 lakhs.

The student enrolment in the Faculty of Arts constituted 40.3 per cent of the total enrolment. In the Faculties of Science and Commerce the percentage was 19.6 and 21.3 respectively. Compared to 1980-81, the increase in enrolment in various faculties was only marginal except in Commerce where it showed a marked upward trend.

The enrolment at the first degree level was 25.89 lakhs (87.7%), at the post-graduate level 2.86 lakhs (9.7%), Research level 0.34 lakhs (1.2%) and at the Diploma and Certificate level 0.43 lakhs (1.4%). Compared to 1980-81, the major increase in enrolment was only at the first degree level.

The number of teachers in the university and colleges was 2 lakhs in 1981-82 of which 0.42 lakhs were in the University Departments/University Colleges and the rest in the affiliated colleges. Of the 42,000 teachers in the Universities, 4,170 (9.9%) were Professors, 9,299 (22%) Readers and 26,648 (63.2%) Lecturers and the rest Demonstrators, Tutors. Of the teachers in the affiliated colleges, 15,600 (9.9%) were in senior grade, and 1.34 lakhs (85%) were in the Lecturer's grade.

During 1981-82, 4 new universities were established. These are Bharthiar and Bharathidasan Universities in Tamil Nadu State, Jammu and Kashmir University of Agricultural Science and Technology in Jammu & Kashmir State, and an Open University in Andhra Pradesh. The number of affiliated colleges increased from 4722 in 1980-81 to 4886 in 1981-82. The number of post-graduate colleges increased from 612 in 1980-81 to 804 in 1981-82.

The number of post-doctoral degrees awarded in the year increased from 5076 in 1979-80 to 6080 in 1980-81. 2792 of these degrees were in Science, 2246 in Arts and 466 in Agriculture faculties.

Programmes for Scheduled Castes and Tribes

The Central Government has decided that the quantum of reservation in admission to universities and colleges will be raised from the present 20% to 22.5% (15% for Scheduled Castes and 7.5% for Scheduled Tribes Candidates). The University Grants Commission has conveyed this decision to the State Governments and the Central and other Universities for implementation.

The Commission has finalised a Special component plan for Scheduled Castes and a Sub-Plan for Scheduled Tribes which envisage an outlay of 4625.50 lakhs for Scheduled Castes and 2467.75 lakhs for Scheduled Tribes, under various programmes during the Sixth Plan period.

The Commission had decided to provide financial assistance to universities for creation of special cells for planning, evaluation and monitoring of programmes for Scheduled Caste/Scheduled Tribe candidates on hundred per cent basis during the current Plan period. So far 53 universities have decided to set up such special cells.

The Universities have been requested to give special emphasis to courses which take into account the individual and social needs of Scheduled Caste and Scheduled Tribe communities while submitting proposals for restructuring courses.

Development of Higher Education among women

The Commission continued to give priority to the development of higher education among women. The number of women students increased from 7.5 lakhs in 1980-81 to 8.17 lakhs in 1981-82. Women enrolment during the year was 27.7% of the total enrolment, as compared to 27.2% during the previous year. The percentage was highest at the post-graduate level viz. 28.6%. The percentage of women students to the total enrolment is the highest in Kerala (48.1) followed by Punjab (41.4) and Delhi (40.5).

Activities during 1982-83

The programmes implemented by the Commission broadly fall into 4 major categories :

- (1) Special Programmes for Improvement of Quality.
- (2) Support for Research.
- (3) Development of Universities.
- (4) Development of Colleges.

Special Programmes for Improvement of Quality

(a) Centres for Advanced Study and Departments of Special Assistance

The Commission had provided assistance to 18 Centres of Advanced Study and 31 Departments of Special Assistance in Science including Engineering and Technology and 10 Centres of Advanced Study and 18 Departments of Special Assistance in Humanities and Social Sciences. Centres of Advanced Studies which have been assisted for a period of 15 years will now receive assistance for specific and well-formulated projects. Such assistance has been approved in the Linguistics Departments of Annamalai University and Sociology Department of Delhi University. The Commission had accepted in principle the recommendation of various panels and standing committees for assistance under the scheme to 54 Science Departments and 15 Humanities and Social Science Departments in various Universities.

(b) Departmental Research Support

Thirty one Science Departments are being assisted under this programme. Proposals from 6 University Departments of Humanities and Social Science are under consideration.

(c) College Science Improvement Programme (COSIP), College Humanities and Social Science Improvement Programme (COHSSIP); and University Leadership Programme (ULP)

The Commission has assisted 184 colleges under COSIP and 168 colleges under COHSSIP. Forty University Departments are being assisted under ULP in Science and 14 Departments under ULP in Humanities and Social Sciences.

(d) *Merit Promotion Scheme*

During the year the Commission finalised the guidelines for introduction of Merit Promotion Schemes for university and college teachers. The Schemes envisage that teachers who have completed 8 years of service could be given the next higher grade after assessment of their merit. The Scheme visualises such merit promotions to one-third of eligible teachers in the universities and colleges. The Commission has also agreed to assist the universities and colleges by meeting an expenditure up to Rs. 600 per annum per teacher during the Sixth Plan period for implementation of the Merit Promotion Scheme.

(e) *Panels in Science and Humanities and Social Sciences*

Nineteen Panels in Humanities and Social Sciences and 9 in Science including Engineering and Technology were set up by the Commission to advise it on various steps which may be taken for improvement of teaching and research in universities and colleges. The panels are expected to prepare status reports and identify major thrust areas in their respective disciplines. During the year, status reports in English, Linguistics, Political Science, Law, Journalism and Communication have been prepared and printed.

(f) *University Service Instrumentation Centres*

Two new universities were brought under this programme during the year. The total number of such centres is now 57. Two Regional Instrumentation Centres, one at Bangalore and another at Bombay, are also being assisted by the Commission for organising training programmes for the staff of the University Centres.

(g) *Variable Energy Cyclotron and Nuclear Science Centre (VEC)*

The Commission has assisted 13 Research projects recommended by the VEC users which are being taken up by utilising facilities at VEC, Calcutta. An expert Committee has been constituted for setting up Nuclear Science Centres in the Universities.

(h) *Wild Life Studies*

The programme of Wild Life Study is being undertaken in cooperation with the Department of Environment, Forest Research Institute, Dehradun, etc. The Commission has identified a few universities for undertaking teaching programmes in wild life.

(i) *Environmental Studies*

Specific programmes are being formulated for the development of teaching, research and extension work in Environmental Science in universities and colleges. Five studentships for post-M.Sc. Diploma courses in Environmental Science have been instituted at Andhra University.

(j) *Area Studies*

Under this programme the Commission continued assistance to existing 16 Centres on the basis of the recommendation of Assessment Committees. The Commission has formulated revised guidelines under which a Centre of Area Study has to function on multi-disciplinary basis with a proper structure.

(k) *Correspondence Courses*

The Commission has prepared new guidelines on correspondence courses to improve the functioning of these courses. Almost every State in the country has at present facilities for correspondence courses.

(l) *Restructuring of Courses*

The Commission reviewed the guidelines for restructuring of courses and circulated the same to the universities for implementation during Sixth Plan. 54 colleges have so far been assisted under this programme.

(m) *Seminars, Symposia, Summer Institutes.*

During 1982-83, 148 seminars, symposia, workshops, refresher courses and short-term institutes were approved in humanities and social sciences and 92 in science. In addition, the Commission provided assistance for hosting 166 International/All India/Regional/State level Conferences.

(n) *Fellowship Programme*

Six teachers have been awarded National Fellowship this year bringing the total number of awardees at present under this scheme to 15.

(o) *Bilateral Exchange Programme*

Under various exchange programmes 50 teachers from Indian Universities went abroad and 20 foreign scholars came to India. Commission also selected 85 teachers from Indian universities and colleges for Lecture-cum-study, exchange of views and developing contacts with various institutions abroad. Three joint Seminars were held on :

- (i) Socio-economic determinants of agricultural productivity held in USSR in May, 1982 in which 5 Indian scholars participated;
- (ii) Bronze Age Culture organised at Allahabad University in which 10 scholars from USSR participated; and
- (iii) Australian literature at CIEFL, Hyderabad in which 4 Australian scholars participated.

Ten Fellowships and 15 scholarships in French languages and literature and civilisation, 12 fellowships under FRG Programme for advanced research work, 4 Fellowships for post-doctoral research work under Indo-Polish Cultural Exchange Programme, 6 fellowships for post-doctoral work under Indo-Hungarian Exchange Programme and 12 Fellowships for Post-Doctoral Research work under Indo-GDR Exchange Programme were availed of during the year.

Foreign language teachers were provided to universities in India in Russian, French, German, Romanian, Polish, Serbo-Croatian and Hungarian languages. The Commission identified 5 areas and institutions in India for Canadian study programmes.

Five Indian teachers have been nominated for visit to the USA under Indo-US exchange of scientists programme.

Under "Academic links inter-change scheme" proposed by British Council 18 areas have been identified in which collaboration could be developed with institutions in the UK.

Research Support

(a) *Major Research Projects*

During the year the Commission approved 286 Major Projects in Science and 25 such projects in Humanities and Social Science costing Rs. 227.77 lakhs.

(b) *Minor Research Projects*

798 minor projects in Science and 223 such projects in Humanities and Social Science were approved costing Rs. 53.50 lakhs.

(c) *Scholarships and Fellowships*

The Commission continued to operate the Scheme of Fellowships, Research Associateships and National Associateships including those Fellowships which have been instituted for physically handicapped persons and Scheduled Caste and Scheduled Tribe students. Selections for the current year for these awards are likely to be made shortly.

Development of Universities

In pursuance of the Commission's decision to approve scheme of urgent nature within 40% to 50% of the allocation made to a university on the basis of discussions with the Vice-Chancellors, schemes of 82 universities were approved on the basis of such discussions and a total grant of Rs. 4142.15 lakhs was approved for implementing such schemes pending assessment by the Sixth Plan proposals by the Visiting Committees.

The Commission has also constituted Visiting Committees which have started their visits to the universities. It is expected that these visits will be completed by the end of the current financial year. In engineering and technology, the Commission has so far assisted 30 university departments, and has also approved a total grant of about 2.4 crores for these departments. This is in addition to the basic grant for books and equipment amounting to 1.54 crores approved for 24 universities.

College Development

The guidelines for providing assistance to Arts, Science, Commerce and Multi-faculty colleges during the Sixth Plan period were circulated last year and proposals have started coming in from the colleges. The Commission has so far provided basic assistance for purchase of books and equipment to 1711 colleges and to 577 colleges for development of undergraduate education. In addition, 32 colleges in tribal areas have been sanctioned assistance for development, while basic assistance for books, equipment and faculty improvement has been provided to 20 single faculty colleges.

B. CENTRAL UNIVERSITIES

Aligarh Muslim University, Aligarh

The Academic Session 1982-83 commenced on September 16, 1982. The disruption in the studies earlier during the year resulted in holding the examinations later than the scheduled time. However, all these examinations have since been completed and 1982-83 academic session is now in full swing.

The total number of students had come down in 1982-83 as a result of vigorous steps taken by the university to weed out persons who have unauthorisedly gained entry in various hostels. The university still faces a serious shortage of hostel accommodation. In December 1982, construction of a new hostel project costing Rs. 1.50 crores, sanctioned by the UGC to accommodate about 500 students, had started. Besides, construction of a building for 150 additional beds for the Jawaharlal Nehru Medical College and accommodation for the Computer Centre and a Guest House has started.

During the year a Nursing School was started and the Chemical Engineering Department was added to the Engineering College. A course in Urdu Calligraphy founded by Taraqqi-i-Urdu Board was introduced. A post-M.Sc. Diploma Course in Computer Science and Application has been approved by the UGC besides a Master's Degree Programme in Computer Science. An Archival Cell is being added to the Sir Syed Academy.

An important decision during the year was the introduction of 10+2+3 Scheme in the university. Establishment of a new Department of Museology was approved during the year. It was also decided to abolish the existing Department of Unani Tib and Surgery and open in its place three new Departments, namely, Department of Kulliyat (including Tashrih and Hifzane Sahet), Department of Molijat (including Niswan wa Atfal), and Department of Jarahiyat.

In pursuance of the amendment to the Aligarh Muslim University Act, the Executive Council was reconstituted. The Court of the University has also been partially reconstituted, which met on December 20, after an interval of 17 years.

During the year the university held a series of meetings in the town and different localities for promotion of national integration.

A large number of teachers attended International Conferences abroad and presented their papers. "Professor Mohd. Shafi, Chairman, Department of Geography was awarded a Gold Medal for his paper on "Contribution of Arabs to Scientific Knowledge" at a Conference held in Damascus. Prof. M. Arif Siddiqi, Chairman, Department of Medicine was elected the Fellow of Royal College of Physicians of London. Dr. S. K. Tyagi, Reader, Department of Pathology was awarded M.R.C. (Path.) by the Royal College of Pathologists, London. The Department of Zoology and the Women's College of the University celebrated their Platinum Jubilee.

During the year, 127 research scholars were awarded Ph.D. degrees which is a record number. One D.Sc. was also awarded. The Centre of Continuing and Adult Education organised and implemented Adult Education Programme at 60 Centres, half of which are exclusively for women in the backward localities. A massive programme of plantation was initiated during which 11,150 trees were planted.

University of Delhi, Delhi

During 1982-83, the total student enrolment in regular courses was 87,933. Besides about 9500 students are enrolled in Correspondence Courses; 6,782 are enrolled as non-Collegiate Women and about 13,444 as private candidates. 1878 students are enrolled for Ph.D. courses and 764 for M.Phil. programmes.

During the year 1982, the total number of teaching staff was 635; 116 Professors, 281 Readers, 224 Lecturers and 14 Research Associates.

During the year, the University had decided to introduce a Diploma Course in Forensic Science of one-year duration. A Master of Computer Applications Course of three years has already started. The university has also decided to introduce D.M. Course in Gastroenterology, M.D. Course in Psychiatry and M.Ch. Course in Neurosurgery.

The College of Pharmacy has been permitted to start M. Pharm. Course in Hospital Pharmacy from the year 1982-83.

The Institute of Economic Growth which had been granted temporary recognition has now been granted further recognition with effect from 1982. The university has instituted new medals, fellowships and scholarships donated by individuals and organisations.

The university had the honour to confer the degree of Doctor of Laws (LL.D.) (honoris causa) on H.E. Mr. Yoshio Sakurauchi, Foreign Minister of Japan.

The university organised several lectures during the year by eminent scholars both from India and abroad. Several teachers of the university were honoured by professional organisations in their respective fields.

The university provided facilities for the IX Asian Games. Archery and Handball for Men were the events held on the university campus.

Hyderabad University, Hyderabad

During 1982-83, student strength increased from 548 to 668. A special advertisement exclusively for admission of Scheduled Castes/Scheduled Tribes was issued at the beginning of the year. Twenty five candidates belonging to Scheduled Castes/Tribes were admitted to various programmes. Physically handicapped students were also given special consideration and 4 such students were admitted. Special classes were arranged for students of weaker sections wherever found necessary. 1468 students completed their M.A., M.Sc. courses and 38 students completed M. Phil. courses. The university awarded 3 Ph.D. degree in Science during the year.

The teaching strength of the university was 94 with 18 Professors, 32 Readers and 44 Lecturers. The University continued to encourage its teachers to undertake collaborative research work with scholars and scientists from other institutions and universities. Dr. E. D. Jemmis of the University was honoured with the prestigious young Scientist award, for 1981 by the Indian National Science Academy.

The Physics School organised a Winter School on "Stochastics Processes Formalism and Application". A three day workshop sponsored by the University Grants Commission was organised jointly with the Osmania University at the School of Chemistry in November, 1982.

The University continued to give financial assistance, merit scholarships, merit-cum-means scholarships and freeships to students of M.A., M.Sc. in addition to 50 M.Phil. Fellowships. Of the 121 candidates registered for Ph.D., 88 were getting Fellowships from institutions like the UGC, CSIR, and ICMR, etc.

The second block of the teachers hostel consisting of 8 units has been completed and occupied. The Lecture Hall Complex in the Campus consisting of an auditorium, two large halls and six big rooms has been completed. The guest house at the campus has also been commissioned. A 53-seater women's hostel was completed and occupied.

Jawaharlal Nehru University, New Delhi

During the year the total student enrolment in the university was 3260. The total number of students registered for M.Phil. and Ph.D. was 1250. The total number of teachers in the university was 316 of whom 65 were Professors, 107 Associate Professors and 144 Assistant Professors. Nine eminent scholars from India and abroad were offered visiting assignment for periods ranging from one to six months on the faculty of various schools of studies.

About 100 research projects sponsored by various national and international agencies are in various stages of implementation while work on 35 projects was completed.

Fifty Faculty members were sanctioned various kinds of leave to enable them to accept invitation, fellowship, visiting assignment in institutions in India and abroad.

The university has hosted the prestigious "Tanner Lectures" for the year 1982-83 established for the advancement of scholarship and understanding in the field of human values. Accepting the invitation, Nobel Laureate Prof. Ilya Prigogine delivered these lectures from December 18—24, 1982.

Two Ph.D. scholars of the School of Life Science have been selected to present research papers at the VII International Course of Radiation Research at Amsterdam. 1222 students of the university successfully completed their courses in the university during the year. Of these 50 received Ph.D. degree, 171 M.Phil. degree. 579 cadets of National Defence Academy, Khadakwasla and 107 cadets registered at the Army Cadet College, Dehradun received various degree and diploma in the university.

More than 50% of the full-time students/scholars received financial assistance from the university/outside sources in the form of Fellowship or Freeship.

Nearly 10,032 volumes were added to library stock, the total collection being 2,72,308.

About 30 Sports and Cultural clubs functioning in the university provide opportunities for a number of students for participation in activities according to their talents and aptitude.

During the year, construction of 40 Type I and 20 Type II quarters and two residences for Kendriya Vidyalaya were completed.

Banaras Hindu University, Varanasi

During 1982-83 there were about 16000 students enrolled in various courses offered by the University. The Faculty strength was about 1400.

For some time past, the academic session of the University has been behind schedule except in the Faculties of Engineering and Technology, Medicine, Indian Medicine and the Performing Arts. The University has been making efforts to regularise the academic session and to hold examinations. For this purpose a parallel academic session was introduced in several Faculties. As a result the Faculty of Education has now been running as per normal schedule.

The University introduced a one-year link course for B.A. (Pass) and B.Com. (Pass) students, to bring them at par with students of the Honours Course for purpose of admission to post-graduate courses. Courses leading to M.Tech. in Systems Engineering and M.Tech. in Indus-

trial Management have been introduced in the Institute of Technology. The Faculty of Languages has been re-organised into separate departments for Germanic Studies, French Studies, Telugu, Marathi and Linguistics besides the Department of Foreign Languages and the Indian Languages. The composite Department of Sanskrit and Pali has been bifurcated into two Departments, namely Department of Sanskrit and the Department of Pali and Buddhist studies.

The University organised 24 seminars/conferences in various departments during 1982-83. The Mahila Mahavidyalaya of the University celebrated its Golden Jubilee. The 34th Indian Pharmaceutical Conference was held during the occasion of the Golden Jubilee Celebrations of the Department of Pharmaceutics. Professor T. R. Anantharaman, present Director of the Institute of Technology was awarded the Shanti Swarup Bhatnagar Medal for his outstanding contribution in the field of Physical Metallurgy. The Department of Paediatrics of the Institute of Medical Science was awarded a Gold Medal by the Indian Academy of Paediatrics in December, 1982.

The National Service Scheme did valuable work for the expansion of adult education among the villagers of Tikri and Chrai Gaon. Students of the University participated in various inter-University sports tournaments. The Bharat Kala Bhavan of the University organised a special exhibition on 'Ramayana in Paintings'. A special folder entitled "Games in Indian Miniatures" based on collections of the Kala Bhavan was brought out on the occasion of IX Asiad.

**North Eastern Hill University,
Shillong**

The University was established in 1973 for the intellectual, academic and cultural advancement of the people of the hill areas of the North Eastern Region. The jurisdiction of the university extends to the States of Meghalaya, Nagaland and Union Territory of Mizoram. Besides the headquarters at Shillong, the university has established two campuses in Nagaland and Mizoram. At the headquarters there are 16 post-graduate departments, while the Nagaland and Mizoram campuses have 3 post-graduate departments each.

During the year, there were 1079 students including 174 research scholars. Besides, the university has 38 affiliated colleges and 2 constituent colleges. The College of Agriculture at Medziphema is one of the constituent colleges situated in Nagaland and the Pachhunga College is the other situated in Mizoram which offers courses in Arts and Science.

The university has switched over to the 10+2+3 pattern beginning with the academic year 1982-83. New programmes of Certificate and Diploma Courses are being formulated to improve the knowledge of students who have had no opportunities for higher education. In order to strengthen under-graduate and post-graduate teaching, special courses and workshops are being organised. Non-traditional courses like Electronics, Horticulture and Fishery have been introduced in some under-graduate courses.

At its 4th convocation held in May, 1982, the university awarded 17 Ph.D., 12 M.Phil., 46 M.A. M.Sc. and M.Ed., and 233 Bachelor's degrees. During the year the university appointed 5 Professors, 8 Readers and 10 Lecturers for three campuses. One Pro-Vice Chancellor each was also appointed for the campuses in Nagaland and Mizoram.

The university has launched a crash construction programme at the permanent site at Shillong and also at the Pachhunga campus of the university near Aizawl in order to provide the physical facilities for speedier development of the university.

Visva Bharati, Shantiniketan

The Samsad (Court) of the Visva Bharati elected Shrimati Indira Gandhi as the Acharya (Chancellor) of the Visva Bharati for a period of three years.

The total student strength in the university during the year under report was 3189. The total strength of the teachers was 424 of whom 25 were Professors and 70 Readers.

A series of lectures in the seminars organised by the Departments of Chemistry, Biology and Botany was delivered by Dr. Tibee Farkas of the

Institute of Bio-Chemistry, Hungarian Academy of Science who visited Visva Bharati as a Visiting Scientist in January, 1982. An illustrated lecture on "Brancusi and India" was delivered by Prof. Florance M. Hetzler of Fordham University of the USA. Mr. Herbert Fisher, an associate of Mahatama Gandhi, gave a talk on Mahatama Gandhi at Cheema Bhavan.

Teachers attached to different faculties of the university attended a number of conferences and meetings in India and abroad.

The rural library service of the university rendered library service in collaboration with Raja Ram Mohun Roy Library Foundation and State Social Education Directorate. The Granthana Vibhaga of the university participated in various book exhibitions. Several seminars were organised during the year as part of the celebration to commemorate the sixtieth year of the university's establishment.

C. SPECIALISED RESEARCH ORGANISATIONS

**Indian Institute of Advanced Study,
Simla**

The Indian Institute of Advanced Study, Simla was established in 1965 as an autonomous residential institution to provide facilities for senior scholars to pursue advanced research in Humanities, Social Science and allied fields.

Following the decision of the Government that the Institute should continue to function in a restructured form, an Expert Committee was appointed in September, 1980 to recommend details for reorganisation and restructuring of the Institute. The Committee submitted its report in April, 1981.

The reorganisation scheme formulated on the basis of the recommendation of the Expert Committee has been accepted and is in the process of implementation. During the year 1982, the Institute had on its strength only two Fellows. Work on the national archaeological project "Archaeology of the Ramayana Sites" was continued at the Institute of Sringaverapura near Allahabad in collaboration with the Archaeological Survey of India.

**All India Institutions of Higher
Learning**

The Government have been providing financial support to certain voluntary organisations which are offering programmes of higher education outside the university system. Institutions which are offering programmes different from the normal and established pattern of education, and are engaged in innovative experiments are assisted under the scheme. At present, four institutions namely Sri Aurobindo International Centre for Education, Pondicherry; Tilak Maharashtra Vidyapith, Pune; Lok Bharati, Sansara and Kanya Gurukul Mahavidyalaya, Dehradun are receiving assistance under this scheme.

**Indian Council of Social Science
Research**

The Indian Council of Social Science Research was established in 1969 to promote and coordinate social science research in the country. The programmes and activities initiated by the Council were continued during the year under report.

Forty two new Research projects were approved till September, 1982. During the same period the Council received completed reports in respect of 38 projects sanctioned earlier. Till September 1982 the Council had sanctioned 78 fresh awards under Fellowship Schemes and 50 contingency grants. Completed reports were received in respect of 29 awards made earlier. The Council continued its support to two sponsored research programmes viz: "Research on Entrepreneurship" and "Research on North East India". The Council also rendered financial assistance for holding 28 Seminars/Workshops/Conferences and assisted 9 professional journals.

During the year, the Council continued to assist 17 research institutes in the field of Social Sciences. In addition, the Council continued its support to 6 Regional Centres.

7708 Social Scientists from all over the country utilised library facilities under the documentation programmes of the Council. 1358 publications including 190 Ph.D. theses and 111 research reports were acquired. Under Retrospective Indexing Project, 5 journals were completely indexed while indexing of 26 journals is in progress. Under Area Study Bibliography Project, material in regional languages has been collected on 6 Indian States/Union Territories and one Union Territory in English Language.

Bibliographies of Social Science research material in four Indian languages are in progress. 200 scholars were sanctioned study grant to use research material available in Social Science Documentation Centre and in libraries of the Research Institutes. Ten organisations were sanctioned financial assistance for bibliographical and other research projects.

During the period, six data sets in machine readable form were acquired. Fifteen research scholars and 3 research institutes got their data prepared and processed by the Data Archives branch.

Seven new publications have been brought out by the Council. The Council sanctioned grants for the publication of two sets, in addition, 7 doctoral theses were published. Till October 1982, 8 issues of ICSSR journals in different disciplines have been published and 9 more volumes are expected to be brought out before March, 1983.

The Council continued its programme of co-operation and collaboration with Social Science Research Institutes outside India. Under the Indo-French Cultural Exchange Programme, 6 French scholars visited India and 2 scholars from India visited France. In addition, 3 Indian scholars who were nominated for post-doctoral Fellowship continued their research in France. Twenty two Indian scholars visited various countries for data collection. The council hosted the UNESCO meeting on Women studies and social science which was held at New Delhi from October 4-8, 1982. This was attended by the representatives from India and abroad. Under Indo-Dutch Collaboration programme two more projects (one Indian and one Dutch) were approved. A seminar on New International Economic Order was held in New Delhi from December 16—20, 1982 which was attended by Dutch and Indian scholars. A meeting of the two Co-Chairmen of the Indo-Soviet Joint Commission for Co-operation in Social Science was held in September, 1982 at Moscow. A 10-member delegation led by Shri G. Parthasarathi, Chairman, ICSSR visited China from October 17—30, 1982.

Indian Council of Philosophical Research

The Indian Council of Philosophical Research was set up in March, 1977. The Council was however, activated only in July, 1981 and reconstituted with Prof. D. P. Chaitopadhyaya as its Chairman. A campus of the Council is being located at Lucknow, for which facilities have been provided by the Government of Uttar Pradesh. The activities at this campus will include the establishment of a library, a permanent exhibition on philosophical themes, and holding of seminars. The Council has so far awarded 12 Fellowships of various categories and have organised five seminars. Financial assistance was provided to individual scholars and organisations for holding seminars. During 1982-83, such grants have been given to 3 organisations and 8 individual scholars. The Council has also given travel grant to philosophers for going abroad for research. With a view to identifying talent within the age group of 20—25 an Essay Competition on the theme "Philosophy, Science and Values" was held during the year.

D. BILATERAL/FOREIGN COLLABORATION PROGRAMMES

Shastri Indo-Canadian Institute, New Delhi

Nine Fellows/language trainees came to India during 1982-83 to conduct research in Humanities or to study Indian languages under the Fellowship Programme of the Institute. The Institute also arranged a summer programme for Canadian scholars in India in which 15 scholars participated. Travel grants were awarded to four Canadian scholars to participate in the Canadian literature workshop held in Karnataka University in 1982.

Indo-USSR Cultural Exchange Programme

Forty nine Russian teachers were assigned to various Indian Universities, Institutions for teaching Russian languages and literature.

Berkeley Professional Studies Programme in India

Six scholars came for study/internship in the field of medicine, law, engineering, textiles, architecture, agriculture and health.

American Institute of Indian Studies, New Delhi

The Institute was established in 1962 to encourage research in India in Humanities and Social Sciences by pre-doctoral/doctoral/post-doctoral scholars from America. The Institute awarded Fellowships (Faculty/Junior/ad-hoc short-term and languages) to 101 scholars during the academic year 1982-83 for undertaking research in India.

United States Educational Foundation in India, New Delhi

Thirty two American Scholars/students came to India during 1982-83 for doctoral and post-doctoral research under the Foundation's programmes

and also for assignment as Visiting Professors in Indian Universities. Similarly, 44 Indian scholars were awarded Lecturer/Research/Student Fellowships to U.S.A. 45 Indian scholars were awarded short term grants under East West Centre programme.

Eight short-term groups consisting of 118 academics including professors, teachers, educational administrators from the USA came to India for 2-3 months to acquaint themselves with the latest developments in the field of educational life and culture in India. These group programmes are organised in collaboration with the Indian Universities.

**American Studies Research Centre,
Hyderabad**

The American Studies Research Centre, Hyderabad extends facilities to Indian Scholars and students in American Studies. The Centre has been permitted to allow scholars from neighbouring Asian countries also to avail themselves of these facilities at the Centre.

**Foreign Scholars visiting India for
Research**

Research projects of 47 foreign scholars from the USA, UK, France, Japan, the FRG, the GDR, Netherland, Srilanka, Nepal, Bangladesh and Australia, who applied for undertaking research in India on their own or on grants from their universities, etc. were approved.

E. OTHER ACTIVITIES

**Revision of scales of pay of University
and College Teachers**

The Government have recently agreed to upgrade the scales of pay of the Librarians and Directors of Physical Education in universities and colleges with effect from April 1, 1980 so as to bring them at par with the teachers. Financial assistance to the extent of 80% of the additional expenditure involved will be available to the State Governments for implementation of the upgraded scales from April 1, 1980 to March 31, 1985. The Scheme has been communicated to the State Governments on December 15, 1982 for consideration and implementation.

Dr. Zakir Husain College, Delhi

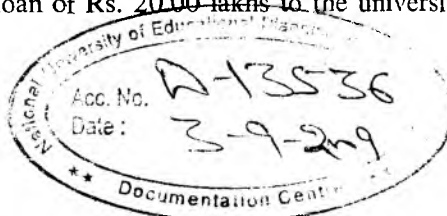
The Government had established in 1973 the Dr. Zakir Husain Memorial College Trust to take over the responsibility for the management and maintenance of the Delhi College, with which the late President Dr. Zakir Husain was closely associated. The objective is to develop the College as a Memorial to Dr. Zakir Husain. A major programme proposed to be implemented by the Trust is to shift the college from its present site to a new location where further development is possible. Plans and estimates for construction of the first phase of the building of the college have been finalised. The construction programme has been entrusted to the C.P.W.D.

Association of Indian Universities

The Association of Indian Universities is a voluntary federal body of the universities in the country. In recognition of the useful functions performed by the Association by providing a forum for universities to discuss their common problems and find solutions to them, the Government has been sanctioning a token grant towards its maintenance expenditure every year. In addition, the Government has agreed to finance a small Cell in its office as a Core Research Resource to initiate and implement research activities in areas of common interest to the universities. The Research Cell had taken up studies in the areas of examination reforms and economics of education. Question banks in 16 major subjects included in the curriculum of university-level courses were prepared and published. Besides, workshops and training programmes were organised for university and college teachers to acquaint them with the question banks, and new evaluation methods. A large number of monographs and papers have also been brought out on various aspects of question banks, grading system, internal assessment, semester system, university finances, unit cost etc.

Panjab University, Chandigarh

Following the re-organisation of the State of Punjab in 1966, the Panjab University was declared as an inter-State Body Corporate under the provisions of the Punjab Re-organisation Act, 1966. The maintenance expenditure of the university is being shared at present by the Government of Punjab and the Union Territory of Chandigarh in the ratio of 40 : 60. The developmental expenditure of the university is met substantially from the grants sanctioned by the University Grants Commission. The matching share to such grants, as well as expenditure on development programmes which do not qualify for grants from the Commission are met by the university from an annual loan sanctioned to it by the Central Government. During 1982-83, the Ministry released a loan of Rs. 20.00 lakhs to the university for this purpose.



**Scheme of National Research
Professorship**

The Scheme of National Research Professorship was instituted in 1949, to honour distinguished academics and scholars in recognition of their contribution to knowledge, in their respective fields. Till 1965, nine National Professors were appointed under this scheme in various disciplines. Owing to various reasons, no appointments were made thereafter till 1981. The Scheme which was in abeyance for the last many years, has now been revived with the appointment of two National Professors—Dr. Saïim Ali and Prof. T. M. P. Mahadevan.

**Financial Assistance to Professional
Associations**

In the Sixth Five Year Plan, the Government have included a Scheme for providing financial assistance to Professional Associations working in the field of Physical and Natural Sciences, Social Sciences and Humanities for organising conferences, seminars etc., so as to bring about better communication among those who are engaged in teaching, research or independent scholarly pursuits by giving them opportunities to come together, exchange views, discuss new developments and share new discoveries and additions to knowledge.

The scheme has been finalised and circulated to Universities/State Governments/Ministries etc. in August, 1982.

**Special Cell for Scheduled Castes/
Tribes**

In pursuance of the recommendations made in the 42nd Report of the Committee on the Welfare of Scheduled Castes and Scheduled Tribes, a Special Cell was set up in the Ministry in January, 1977. This Cell is responsible for review of the policy regarding reservation in admission. The Cell also functions as a liaison unit for furnishing information regarding reservation to the Commissioner for Scheduled Castes and Scheduled Tribes and Parliament. Representations received from Scheduled Caste/Scheduled Tribe students in Universities are also examined by this Cell and taken up with the concerned authorities wherever necessary.

During 1982 it was decided to raise the quantum of reservation in admission for Scheduled Castes and Scheduled Tribes from 20% to 22½% (15% for Scheduled Castes and 7½% for Scheduled Tribes). The University Grants Commission has already conveyed this decision to the State Governments and the Central and other Universities for implementation. Fortyfive representations/complaints were received by the Cell during the year from various individuals and associations. Most of these related to State Universities. These representations were taken up with the State Governments, University Grants Commission and the Central Universities for appropriate remedial action.

TECHNICAL EDUCATION

The technical education system of the country is designed to meet the technological needs of economy both on short-term and long-term basis. The development of technical education is, therefore, regarded as areas of high priority in economic planning. In order to meet the urgent requirements of the nation each Five Year Plan of Technical Education is characterised by major stress on certain specific aspects. In the sixth plan period, major emphasis would be on (a) consolidation, (b) optimum utilisation of existing facilities, (c) expansion of facilities in areas where weakness exists, (d) creation of infrastructure in areas of emerging technologies vital for the development of the country, (e) improvement of quality and standards of education and (f) furtherance of national efforts to develop and apply science and technology as an instrument of country's socio-economic progress.

This approach seeks to ensure the completion of development programmes initiated in the earlier plans and institution of new schemes, wherever essential to meet the latest challenges in the field of technical education. During the year 1982-83, the following schemes/activities were undertaken either as continuing programmes or new schemes as explained under each.

Quality Improvement Programme

(a) The programme of quality improvement was initiated in the year 1970-71 with a view to improving the quality and standards of technical education system in India. The scheme continues to play its important role in the faculty development and curriculum development in the technical institutions. The quality improvement programme consists of the following schemes :—

- (i) Faculty Development which includes;
 - Two-year M. Tech. Programme;
 - Three-Year Doctoral Programme;
- (ii) Short-term Courses at quality improvement programme centres;
- (iii) Summer Institute programmes through Indian Society for Technical Education; and
- (iv) Curriculum Development which includes preparation of instructional material, text-books and laboratory development.

M. Tech and Doctoral programmes are implemented by the five Institutes of Technology, University of Roorkee and Indian Institute of Science, Bangalore, Banaras Hindu University, a few Regional Engineering Colleges, College of Engineering, Guindy and Jadavpur University. The Programme relating to short-term courses is implemented through various selected centres which include Indian Institutes of Technology, University of Roorkee, Indian Institute of Science, Bangalore. Technical Teachers' Training Institutes and Allahabad Polytechnic, Allahabad. The programme of short-term training in industry is organised by the Regional Offices of the Ministry. The Summer and Winter Schools as well as short-term courses for teachers in Engineering Colleges and Polytechnics are also organised through the Indian Society for Technical Education.

During the period 1970-71 to 1980-81 about 650 teachers were trained for M. Tech. Course and 690 teachers for Ph. D. Course. About 460 short-term courses were organised by Q.I.P. Centres at degree level in which 7,000 teachers participated. At diploma level 950 courses were

organised and about 16,600 teachers participated. Under short-term programme in industry, 1,450 teachers at degree level and 3,100 at diploma level were benefited. Besides, 740 summer/winter schools were organised by I.S.T.E. wherein 15,600 teachers participated.

In 1982-83, the target was to train 95 fresh teachers in M. Tech. and 110 teachers for Ph.D. in addition to those continuing from the previous years. Under Summer School Programmes, 1,500 teachers were expected to be benefited. Curriculum Development Programmes were conducted by 14 groups at Quality Improvement Centres. About 1,400 Degree/Diploma holder teachers were expected to be trained in Industry under the programme relating to short-term training in industry.

Direct Central Assistance

The scheme which was started in the year 1976-77 continued in the year 1982-83 also, to extend special direct central assistance to the selected engineering colleges and polytechnics for development of identified laboratories relevant and important for improvement of quality and standards of technical education. The National Expert Committees set up to identify technical institutions both at degree and diploma level and the areas suitable for assistance under the scheme for the year 1982-83 selected 12 engineering colleges and 22 polytechnics for grant of assistance under the scheme. The total expenditure involved in the implementation of these recommendations was to the order of Rs. 111 lakhs.

Community Polytechnics

The scheme was instituted in the year 1978-79 under which 36 polytechnics were selected to be developed as community polytechnics. The scheme continued in the year 1982-83. In addition to offering diploma courses in different branches of engineering and technology, these polytechnics are required also to interact with environments and serve as focal points to promote transfer of technology to the rural sector.

During the year under report, the pace of implementation of the scheme was accelerated and the various community polytechnics intensified their activities. The necessary grants in accordance with the approved norms were released to the various community polytechnics to meet their requirements for the year 1982-83.

Advanced Technician Course

On the recommendation of the All India Council for Technical Education, a scheme of Advanced Technician Course has been started from 1981-82. The main objective of this scheme is to provide avenues of advancement to Diploma-holders and also to provide higher courses at advanced level to enable the technicians to advance professionally in their own lines. The Scheme is being implemented in the first instance, at the following Centres :—

- (i) Y.M.C.A. Institute of Engineering, Faridabad.
- (ii) C. M. Kothari Technological Institute, Madras.
- (iii) Bhagubhai Mafatlal Polytechnic, Bombay.
- (iv) Institute of Engineering and Rural Technology, Allahabad.

During the year under report, the scheme made good progress. Based on the experience of these few selected institutions, it is proposed to select a few more institutions to undertake this important task.

Institutional Net Work Scheme

The new plan scheme called Institutional Network Scheme in 1981-82, was instituted effectively in the year under report. Under the scheme an institutional network and internal assistance programme was continued between the Indian Institutes of Technology and the Regional Engineering Colleges in the areas of (a) laboratory development, (b) faculty exchange, (c) faculty development and (d) research participation. The main emphasis was however on laboratory development.

Under this programme 10 Regional Engineering Colleges identified 24 laboratories for development. The total expenditure involved would be Rs. 60 lakhs. The amount of Rs. 62.50 lakhs was released during 1981-82 for 25 laboratories in 13 Regional Engineering Colleges.

Expansion of facilities in areas where weakness exists

A new scheme to strengthen and expand the facilities in the areas where weakness exists was implemented with effect from the year 1981-82. The scheme continued for the year 1982-83 also and a provision of Rs. 220 lakhs was made for the purpose. The scheme will develop facilities and improve situations in areas of computer science, electronics, maintenance engineering, design, manufacture, instrumentation, product development, bio-sciences and management sciences.

Creation of Infrastructures in areas of emerging Technologies

The scheme was instituted in the year 1981-82 and continued in the year 1982-83 also. Under the scheme, it is proposed to create and develop facilities for research, education and training in areas of new emerging technologies vital to the development of the country. These include microprocessor application, remote sensing, laser technology, atmospheric sciences, environmental engineering, energy sciences, water resources management, transport engineering etc. The strengthening and creation of facilities in these areas would have far reaching consequences in accelerating the pace of development in the country. A budget provision of Rs. 350 lakhs was made for the purpose for the year under report.

Modernisation of Engineering, Laboratories and Workshops

The scheme was instituted in the year 1981-82, and continued also in the year 1982-83. To meet the challenge of evolving trends of technology, there has been a definite shift in the approach towards the aims of laboratory instructions. Also a good amount of laboratory equipment has become obsolete in view of these curricular changes. To meet the requirements of changing situations in industry and the curricular changes, the laboratories need to be modernised with more relevant and useful equipment. The scheme thus instituted will go a long way to improve the situation. During the year under report, an amount of Rs. 120 lakhs was provided for the purpose.

Other New Schemes

During the Sixth Five-Year Plan, the major emphasis has been laid on consolidation, optimum utilisation of existing facilities, improvement of quality and standards of technical education, identification and furtherance of national efforts to develop and apply science and technology as an instrument of country's socio-economic progress besides strengthening the areas of weakness, creation of infrastructure in emerging technologies and modernisation of laboratories and workshops. With this end in view, a number of other important schemes have also been approved by the Planning Commission, which are summarised as below. The details of the schemes are in the process of being finalised and most of the spade work has already been done in the year under report :

1. New Quality Improvement Programmes
 - (a) Degree Courses in Engineering for diploma holding polytechnic teachers;
 - (b) Postgraduate industry-oriented courses for the polytechnic teachers;
 - (c) Fellowship in institutions for personnel from industry and residency for institutional faculty in industry;
 - (d) Learning Resources Centres.
2. National Manpower Information system.
3. New Scheme of Continuing Education.
4. Technical Institutions—Society Interaction.
5. Special Model Projects on Correspondence Courses.
6. Support to scientists and programme to take advantage of advanced facilities created in technical institutions.
7. Development of self-reliance and product development.

Programme of Apprenticeship Training

The programme of apprenticeship training for engineering graduates and diploma holders continued to be implemented through the four Boards of Apprenticeship training located at Kanpur, Bombay, Calcutta and Madras. As on December 31, 1982, 11,500 trainees, about 3,500 engineering graduates and 8000 diploma holders were in position. A number of supervisory development programmes, workshops and seminars were also organised by all the four Boards during the year with a view to improving the quality of apprenticeship training being imparted to the apprentices.

Educational Consultants India Limited

The first public sector undertaking of this Ministry, Educational Consultants India Limited, was incorporated under the Companies Act, 1956 on 17-6-1981 with the main objective to offer educational consultancy service to a number of agencies and foreign Governments and educational institutions in the fields of general, medical, agricultural and technical education and training. Appointment of full-time Managing Director, a Company Secretary and other supporting staff was made during the year and the Corporation has started negotiations with international/national agencies.

Indian Institutes of Technology

The five Indian Institutes of Technology at Kharagpur, Bombay, Madras, Kanpur and Delhi were established as premier centres of education and training in engineering and applied sciences and to provide adequate facilities for post-graduate studies and research. As these Institutes grew in stature, they have diversified their sphere of activity to provide for quality improvement programmes, curriculum planning, faculty development, inter-disciplinary research, inter-institutional collaboration and consultancy services.

The Institutes conduct under-graduate programmes leading to Bachelor's Degree in Technology in various fields of engineering and technology. They also offer integrated Master's degree courses of five years duration in Physics, Chemistry and Mathematics, Two year M. Tech. degree courses in various specialisations and one year post-graduate Diploma Courses in selected areas. In addition, the Institutes offer Ph.D. Programme in different branches of engineering, science, humanities and social sciences. There are also advanced Centres of Training and research in each Institute in identified areas of specialisation.

The student strength and out-turn of the five institutes during 1982-83 were as given below :—

IIT	Enrolment			Total	Out-turn
	Under Graduate	Post Graduate	Research		
Kharagpur	1415	928	328	2671	667
Bombay	1473	463	606	2542	602
Madras	1202	539	691	2432	597
Kanpur	1088	413	290	1791	509
Delhi	1125	891	763	2779	432
Total :	6303	3234	2678	12215	2807

During the year 1982-83, the Institutes expanded their infrastructure facilities and made substantial progress in acquiring new sophisticated research equipment, starting new Inter-disciplinary academic programmes and pursuing research and consultancy services. The Institutes also intensified their activities in the area of continuing education by organising a large number of short-term courses, long term courses, symposia and workshops for the benefit of students, working engineers, technologists and scientists from all over the country.

Regional Engineering Colleges

Fourteen Regional Engineering Colleges were set up one each in the major states during the second and third plan periods to enable the country to meet the increased need for trained personnel during subsequent plan period. The fifteenth college at Silchar (Assam) admitted the first batch of students in November, 1977. While all the colleges offer first

degree courses in Civil, Mechanical and Electrical Engineering, some of them also offer courses in Chemical, Metallurgical, Electronics, Mining and Architecture Engineering. Thirteen of these colleges are also conducting post-graduate courses. Of these nine are conducting industry-oriented courses in specialised fields, like design and production of high pressure boilers and accessories, heavy machines for steel plants, transportation engineering, industrial and marine structures, integrated power system, etc.

The development of the Regional Engineering Colleges during the Sixth Plan period lays emphasis on the consolidation of existing facilities, establishment of computer centres at selected colleges, modernisation of laboratories including replacement of obsolete equipments and development of student activity centres in all the colleges. During the year under report the Regional Engineering Colleges made considerable progress in the implementation of their development plans.

Development of Post-Graduate and Research Work

The Government of India is directly assisting 11 State Governments and 15 Non-Government institutions for the development of their post-graduate courses as a part of the continuing scheme under the scheme of Development of Post Graduate courses and Research Work in Engineering and Technology.

The High Power Review Committee on Post-Graduate Education and Research in Engineering and Technology set up under the Chairmanship of Dr. Y. Nayudamma submitted its report in June, 1980. The Committee, *inter alia*, recommended restructuring and organisation of Post-graduate courses, identification of emerging areas, revision in the norms of assistance, faculty improvement, etc. The recommendations of this committee have already been considered by the Empowered Committee consisting of the Secretaries of the concerned Ministries/Departments. The Empowered Committee had recommended to the Government the acceptance of the recommendations of the Review Committee with minor modifications. Major suggestions and recommendations of the Empowered Committee were processed for implementation during the year under report.

Colombo Plan Staff College for Technician Education in Singapore

This college has been established by 27 member countries for developing technician education programmes in the Region. India is one of the contributing countries and besides providing annual contribution of its share (This is provided by the Department of Economic Affairs) has provided two faculties.

This college conducts programmes, seminars, workshops, etc. for the benefit of the Senior Administrators, Head of Polytechnics, Directors of Technical Education and the Faculty of Technicians Institutions. The Ministry makes nominations for the various programmes being conducted at this college after inviting proposals from the State Governments and Institutions.

Technical Teachers' Training Institutes

There are four Technical Teachers' Training Institutes at Madras, Calcutta, Bhopal and Chandigarh. These institutes were set up in 1966-67 to provide long term training programmes for the diploma and degree holding teachers of engineering colleges and polytechnics extending over a period of 18 months for teachers with a degree in engineering and 24 months for teachers with diploma in engineering. Subsequently, the duration of these courses was reduced to 12 and 18 months respectively. The institutes also offer short-term programmes in a number of disciplines and areas. Besides, the Institutes also undertake research in various branches of engineering and technology for the advancement of learning and dissemination of knowledge in the respective branches and arrange for practical training in industry on a co-operative education plan. The Institutes also do a lot of work on curriculum development for the polytechnic diploma courses.

The Institutes are fully financed by the Central Government and these have been set up as autonomous bodies registered under the Societies Act. The administration of each institution rests with a Board of Governors consisting of representatives from the Central Government, State Government, Industry and other interests concerned.

In the recent past, the Institutes have started providing facilities for the training courses on the basis of the modules. The trainees select the modules from among a comprehensive list and undergo the training in the module they like to study. A suitable combination of different modules lead to a diploma or a certificate of the Institute.

Besides training teachers of polytechnics through long-term and short-term courses, the institutes are also undertaking diverse activities to promote innovations and improve standards and quality of polytechnic education. In the recent past in accordance with agreement entered into by the Government with UNESCO, the Institutes have taken up various UNDP proposals like Educational Film Production, National Testing Service, Educational Research, Development of Multi-Media Learning/ Instructional Packages etc.

During the year under report the Institutes intensified their activities in the above fields and also organised various specialised programmes at the request of UNESCO, Universities, Institutions etc. A National Seminar on Technician Education was organised jointly by I.S.T.E. and T.T.T.I., Madras.

**School of Planning and Architecture,
New Delhi**

The School established in 1959, provides Bachelor's degree course in Architecture. It is also providing Master's degree course in Landscape Architecture, Housing, Urban and Regional Planning, Transport Planning, Urban Design and Building Engineering and Management with effect from December 3, 1979. The School has been given the status of Institution Deemed to be University under the UGC act. With a view to further broadening its academic programmes relating to human settlements and the environment and also to promote research and extension, the School carried on effectively all its activities/programmes during the year.

**National Institute for training in
Industrial Engineering, Bombay**

The Institute was set up in 1963 with the assistance of UNDP to provide facilities for training in Industrial Engineering and allied fields. The Institute conducts (a) Executive Development Programmes (b) Unit-based Programmes (c) Post-graduate Programme in Industrial Engineering (d) Consultancy services (e) Research Programmes and (f) Seminars and Conferences.

**National Institute of Foundry and
Forge Technology, Ranchi**

The Institute was set up in 1966 with the assistance of UNDP/UNESCO to provide requisite trained personnel in Foundry and Forge Technology. The Institute conducted (a) Short term refresher courses, (b) diploma course and (c) Research Programmes during the year. Besides, the institute also undertook a number of Research and Development projects and offered consultancy services to public sector undertakings like HEC Ltd., M/s Ordnance Factory, Muradnagar and M/s Maharashtra Minerals Corporation Limited, Ratnagiri.

Indian Institutes of Management

The three Institutes of Management at Ahmedabad, Bangalore and Calcutta were set up in 1962, 1972 and 1961 respectively with the objective of providing facilities for training young men and women for management careers, conduct research in management techniques and for the development of teachers engaged in the field of management practice. The institutes continued their post-graduate programmes and fellowship programmes and other research and development activities with vigour. The out turn of the three institutes for the post-graduate diploma and fellowship diploma were as given below :—

Indian Institute of Management	Post-Graduate Diploma	Fellowship Diploma
Calcutta	77	1
Ahmedabad	164	4
Bangalore	83	1

**Administrative Staff College of India,
Hyderabad**

The College was set up in 1957 as a joint venture of Government of India and the Industry in the public and private sectors. A distinctive feature of the college is its concentration on post-experience management development programmes in general management as well as in functional

areas like production, marketing, finance, personnel, material management and investment planning. The college successfully organised nearly sixty programmes with participation of about 1800 persons in the year.

Board of Assessment for Educational Qualification

The Board of Assessment for Educational Qualification under the Chairmanship of the Chairman, Union Public Service Commission advises the Government of India, in all matters relating to the recognition of degrees/diplomas (Indian and Foreign) for the purpose of recruitment to posts and services under the Central Government.

Management Education

The identified institutions approved for conducting management courses were given assistance, as per approved norms.

UGC Schemes

The University Centres/Departments for engineering and technology education have continued their efforts towards consolidation and modernisation. The necessary grants were released by the UGC for the implementation of the development projects already instituted.

CHAPTER 5

ADULT EDUCATION

The Adult Education Programme was accorded high priority by its inclusion in the new 20-point economic programme and the minimum needs programme as a component of elementary education in the 6th Five Year Plan, with an outlay of Rs. 128 crores, including Rs. 60 crores in the Central Sector and Rs. 68 crores in the State Sector. The 6th Five Year Plan document envisages coverage of the entire adult illiterate population which is estimated to be around 11 crores, by the year 1990.

The Government has broadly accepted the recommendations of the NAEP Review Committee which reviewed the various aspects of the programme to suggest ways and means to make its implementation more effective and meaningful. The following decisions have been taken regarding the policies and strategies to be adopted by the Government for better implementation of the Adult Education Programme :

- (1) to continue to provide grants-in-aid to voluntary organisations working in the field of adult education which have no communal leanings;
- (2) to enlist larger participation of students in the adult education programme as envisaged in the new 20-point economic programme;
- (3) to cover districts having literacy rate below the national level and give priority to the target group of women, Scheduled Castes, Scheduled Tribes, migrant labourers and other weaker sections of the society, to improve their literacy position;
- (4) to strengthen post-literacy programmes to avoid relapse into illiteracy by the neo-literates;
- (5) to utilise the potential of electronic media in context of INSAT programmes.

The programme continued to be implemented through various agencies such as State Governments/Union Territories, Voluntary Agencies, Universities/Colleges, Nehru Yuvak Kendras etc. 1,29,413 centres were being run by different agencies with or without financial assistance of the Government of India as shown below :

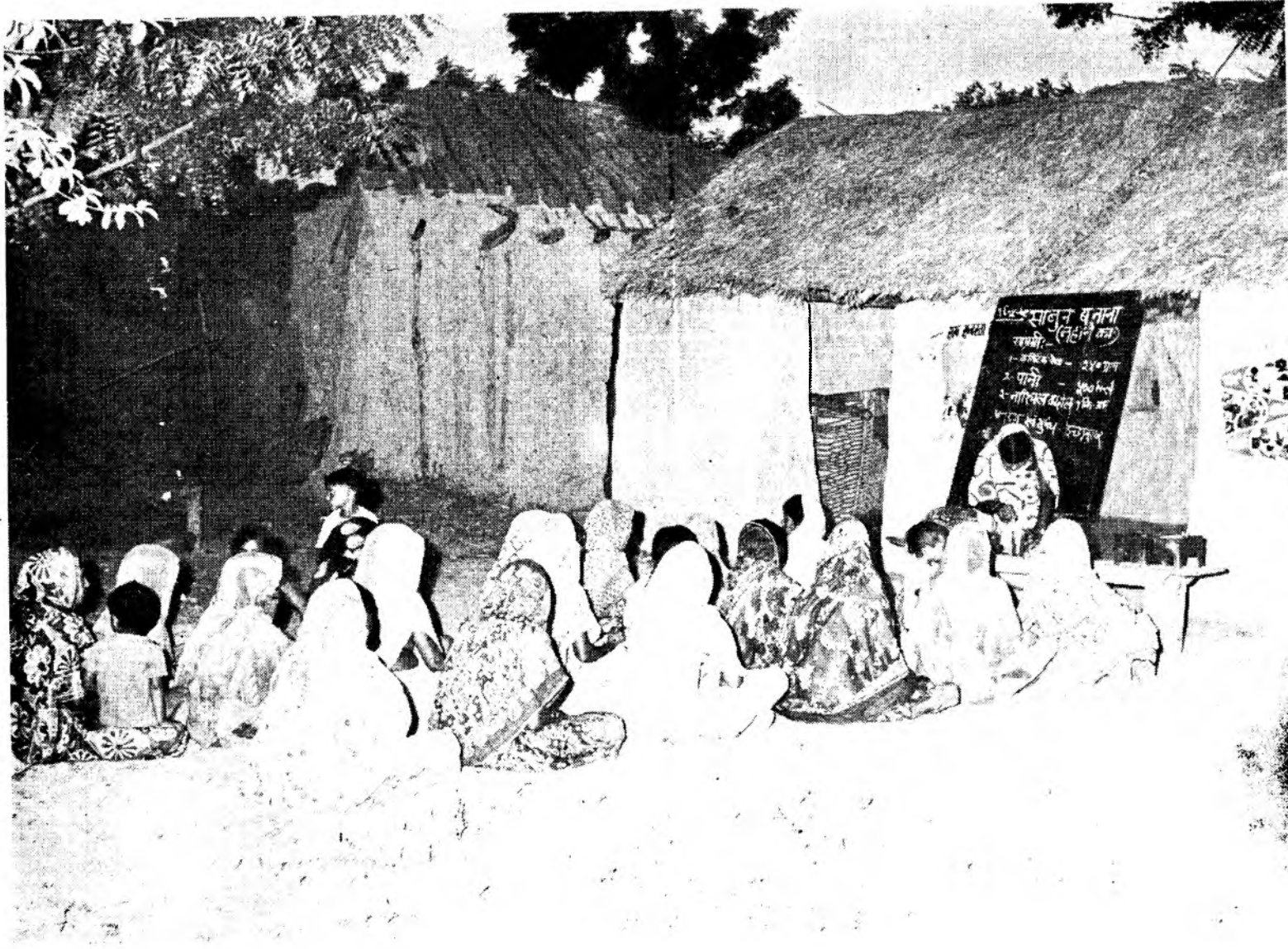
(i) Rural Functional Literacy Programme	63,602
(ii) State Government Projects	59,840
(iii) Voluntary Agencies with Central Assistance	822
(iv) Nehru Yuvak Kendras	1,519
(v) Universities/Colleges	899
(vi) Others	1,662
Total	1,28,344
Himachal Pradesh*	1,069
Total No. of Centres	1,29,413

*Scheme-wise break-up is not intimated by the Government.

The total enrolment in these centres was 36.68 lakhs. Of this, 21.42 lakhs were men and 15.25 lakhs women. Of the total enrolment, 10.03 lakhs were Scheduled Castes and 6.24 lakhs were Scheduled Tribes.

Strengthening of Administrative Structure in the States/Union Territories at State Head Quarters/District Level

During the year an amount of Rs. 59.77 lakhs was sanctioned to 16 States/Union Territories for the creation of Administrative Structures at the State as well as district levels for implementation of the Adult Education Programme.



*Soap Making Demonstration at the Women Adult Education Centre, Village
Bhadasi, District Pratapgarh*

Rural Functional Literacy Programme

During 1982-83, 316 districts were covered under the scheme. Of these, 199 are located in districts having literacy rate below the national average.

Scheme of Assistance to Voluntary Agencies Working in the Field of Adult Education

The scheme was revised in the light of the provisions of the new 20-point economic programme as well as the minimum needs programme. Fresh applications were invited through the State Government/Union Territory Administrations from this year under this scheme. During this year 70 voluntary agencies have so far been approved for running adult education programme. Grants amounting to Rs. 72.27 lakhs for running 3,905 centres in addition to projects of publication, post-literacy and follow-up programme have been approved.

Adult Education through Colleges/Universities

Involvement of Students

The new 20-Point Programme envisages greater involvement of students in the programmes for eradication of adult illiteracy. The University Grants Commission has constituted a Working Group of Adult Education and Extension Programme to review the existing Adult Education and Extension Programmes being implemented through the universities and colleges all over the country with a view to evolving a meaningful and effective programme of removal of illiteracy through the help of students and teachers of universities and colleges. The first meeting of the Group took place on October 23, 1982.

Adult Education Programme through Nehru Yuvak Kendras

During 1982-83 approximately 4900 Chetna Sanghs/Adult Education Centres with an enrolment of 1.47 lakh persons were established through Nehru Yuvak Kendras in various parts of the country.

Shramik Vidyapeeths

Shramik Vidyapeeths continued to function at Ahmedabad, Ajmer, Bangalore, Bombay, Calcutta, Delhi, Faridabad, Guntur, Hyderabad, Indore, Jamshedpur, Kanpur, Madras, Nagpur and Surat. New Shramik Vidyapeeths have been sanctioned in Kota and Rourkela. A number of polyvalent adult education programme for workers and their families based on curricula suited to their needs were organised. A training seminar for Directors/Programme Officers of the Shramik Vidyapeeths and Regional Directors of Workers' Education working under the Central Board of Workers' Education was organised at Bangalore from August 20 to 24, 1982.

State Resource Centres

Financial assistance was continued to the various State Resource Centres set up in various States for providing training facilities and production of teaching and learning materials for Adult Education Programme. State Resource Centres at Angul, Calcutta, Delhi and Pune were sanctioned funds for setting up twenty experimental centres. Special cells to develop materials for the weaker sections and women were opened in the State Resource Centres at Angul, Calcutta, Madras and Pune.

Evaluation

In order to study the strengths and weaknesses of the adult education programme, appraisal studies were conducted in respect of Rajasthan, Gujarat, Bihar, Tamil Nadu and Maharashtra through eminent institutions of Social Science Research. Follow-up discussions on these studies were held with the representatives of the concerned State Governments, researchers, project evaluators, state resource centres and other agencies to initiate suitable measures for improving the programme, implementing process in the light of the findings of the studies.

Directorate of Adult Education

During the current financial year the following main activities were undertaken by the Directorate of Adult Education which acts as the academic and technical wing of the Ministry and as the National Resource Centre.

Teaching, Learning and Follow-up Materials

- (i) A book entitled 'How to Write Primers for Adults' was edited and printed.
- (ii) A prototype Primer for Women based on Functional Literacy for Adult Women under ICDS was drafted for pre-testing.

- (iii) A draft curriculum along with the contents for preparing Post-literacy Readers was prepared on the basis of guidelines developed earlier in a workshop. Based on these contents a draft prototype reader for the second stage of the programme was developed in another workshop organised at Bhopal.
- (iv) A National Seminar on Problems of Adult Education for Linguistic Minorities and Tribal Population was organised at Xavier Institute of Social Service, Ranchi with a view to assessing the available materials for this section of the society and formulate guidelines for development of the suitable materials etc.
- (v) A manuscript in Hindi on 'Organising a Rural Library' was finalised and is under print.
- (vi) Four manuscripts of supplementary readers, viz. Kisan Ke Paltu Pashu, Sanchari Rogon Ki Pahchan Wa Unsc Bachav, Sita Ka Pota and Andhi Duniya in Hindi were finalised.
- (vii) Quarterly Reports on the working of the fifteen State Resource Centres (functioning in the country at present) were brought out for dissemination of information relating to the type of resource support provided to the programme.

(a) *Population Education*

Workshop, Seminars, Conferences and Training Programme

A 8-day National Workshop on Population Education was organised in which the UNESCO Regional Office, Bangkok also provided technical assistance. Based on the deliberations of the workshop, guidelines for training the Project Officers, Supervisors and Instructors for the Population Education Component to be built in the Adult Education Programme were evolved.

(b) *Environmental Education*

In collaboration with the Indian Adult Education Association, the Directorate organised a workshop on Environmental Education with a view to identifying those areas of environmental education which need to be integrated with the adult education programme.

(c) *Software on Adult Education for INSAT*

A workshop for developing guidelines for preparation of software on Adult Education for use through INSAT was organised in collaboration with the State Resource Centre, Orissa.

(d) *Strategies for Post-Literacy Programmes*

A national Seminar on Strategies for Post-Literacy, Follow-up and Continuing Education was organised in Hyderabad in collaboration with the State Resource Centre, Andhra Pradesh with a view to examining the 6 models suggested by the J.P. Naik Committee and the three-year package programme of adult education presented by the Kothari Committee from all angles and formulating ways for their operationalisation.

(e) *Resource Support for Adult Education Programme*

With the objective of identifying the gaps in the different areas of resource support in the adult education programme, specifically in the context of the inclusion of adult education in the minimum needs programme and the new 20-Point Programme of the nation and to discuss ways and means of bringing them, an All India Conference of State Resource Centres was organised in collaboration with the State Resource Centre, Maharashtra.

(f) *Orientation of Personnel connected with Education of Urban Workers*

Two training programmes, one for the Programme Officers and the other for Directors of Shramik Vidyapeeths, were organised. The Programme also aimed at developing mecha-

nisms of relationship between the Shramik Vidyapeeths and the Central Board of Workers' Education the representatives of which also participated in the programme.

A Progress Report for the quarter ending June 1982 on the functioning of Shramik Vidyapeeths was brought out which gives an idea of the number and types of courses being organised and the persons benefiting from them. A report on the functioning of different Shramik Vidyapeeths since their inception was also prepared.

Monitoring, Evaluation and Statistics (i) *National Workshop on Monitoring and Evaluation*

With the main purpose of reviewing the monitoring system and streamlining it further in view of the emphasis laid on monitoring of the Adult Education Programme as part of the 20-Point Programme, a National Workshop was organised. The workshop was geared to review the data gaps and identify problems in quick flow of information for improving the feedback aspect and ensuring reliability of the information supplied. Besides preparation of training modules for monitoring personnel at the State/Project level, steps needed for monitoring the post-literacy and follow-up programmes and phasing of norms for learner evaluation at different stages were also covered.

(ii) *Annual and Quarterly Monitoring Reports*

An Annual Report (1981-82) and quarterly reports for the quarters ending September and December, 1981 and March and June, 1982 were brought out.

(iii) *Planning and Statistics*

(a) State-wise and year-wise phasing of targets for the age-group 15-35 was done so as to cover the entire illiterate population in 15-35 age-group by 1990 as envisaged in the new 20-Point Programme.

(b) High-level Committee on Collection of Educational Statistics was provided professional assistance relating to the programme.

(iv) *Visual materials for dissemination of information*

—A chart on percentage of literates to total population (State-wise position on Map of India)—1981.

—A chart on Districts having literacy rate above and below the national average of 1981.

—A chart on Growth of literacy during 1961 and 1981.

—A chart on Growth of total population and literate population (1901-1981).

— A folder on Evaluation in Hindi and English for demystifying the concept of evaluation.

Regional Conferences of Education Secretaries

During the year, the Union Education Secretary held a series of Regional Conferences with the Education Secretaries/Directors of Public Instruction of the States/Union Territories in order to ensure effective implementation of the various schemes including Adult Education. Notes on specific issues, statistical abstracts and detailed profiles of the programme in operation in the States/Union Territories of the region concerned were prepared.

Appraisal Studies

Evaluation Reports received from the Institutes identified for evaluation of the programme in Bihar, Gujarat, Orissa, Maharashtra, Rajasthan and Tamil Nadu were studied and follow-up action was taken in the meetings held by the Directorate of Adult Education with the evaluators, the evaluated agencies, State Governments, and State Resource Centre nominees and others.

Research Studies

Two research proposals approved under the scheme—'Research in Adult Education' were assisted financially and steps were taken to ensure their progress. Two more studies were approved this year for financial assis-

tance. Negotiations are continuing with the institutions undertaking these studies for release of funds. Other proposals are being examined.

Publications and use of Mass Media

- (i) Shri Rajeev Gandhi, M.P., formally released three books published by the Directorate and prepared in collaboration with the Nehru Yuvak Kendra, Dehradun for use of neo-literates of Garhwal region;

- Jago Jago Dhoom Machae Do (A book of poems in Garhwali)
- Raibar (A book of prose in Garhwali)
- Ek Ped Dus Putra Saman (A booklet on use of trees in Hindi).

- (ii) The Directorate published the following materials :

(a) *Follow-up materials*

- Swasthya Suvidhaen Aap Ke Darwaja Per (A booklet on primary health care in Hindi)
- Ek Nayi Jankari (A booklet on prevention of Lathyrism in Hindi)
- A set of Flash-cards on Eye-care in Hindi and English
- A folder on Nutrition in Hindi and English

(b) *Reference materials*

- Adult Education in India—A Bibliography in English
- Annotated Catalogue of Prize-winning books in Hindi under the National Prize Competition Scheme for literature for neo-literates, 1976-81 in Hindi
- Annotated Catalogue of Prize-winning books in Urdu under the National Prize Competition Scheme for literature for Neo-literates, 1960-80 in Urdu
- Catalogue of Directorate of Adult Education Publications in English
- How to Write Primers for Adults in English
- Resource Support to Adult Education Programme in India in English
- A Folder on Directorate of Adult Education in English

(c) *Publicity materials*

- A set of Cartoon Posters titled Dewar Ke Us Paar in Hindi
- A poster titled Literacy Helps Individual and the Nation in Hindi and English
- A poster titled Progress through Adult Education in Hindi and English.

(d) *Newsletter*

A bi-monthly periodical Directorate of Adult Education NEWSLETTER was brought out regularly.

(iii) *Radio Spots*

With the objective of motivating adult learners a radio spot of 30 seconds duration was broadcast over the All India Radio Network in different languages/dialects of the country from July, 1982.

(iv) *Film on Non-formal Education for Workers*

A two-reeler colour film in 16 mm on Non-formal Education for Workers through Shramik Vidyapeeths was produced. It is aimed at stimulating the employers and trade union organisations etc. for providing on-the-job and in-service training opportunities to all workers.

National Prize Competition Scheme for Literature for Neo-Literates

The 23rd National Prize Competition for producing literature for Neo-literates was organised this year. In all 65 manuscripts in fourteen regional languages including Hindi were awarded prizes. 40 prize-winning

manuscripts related to topics on general education and 25 others to those on family welfare. Announcement for holding 24th National Prize Competition was made and entries received for the competition are being processed.

Visit by the Members of the Committee of Parliament on Official Languages

A team of five Members of Parliament belonging to the Sansadiya Rajbhasha Samiti (Committee of Parliament on Official Languages) visited the Directorate on December 8, 1982. The Committee was appraised of the progress in the use of Hindi in the official work of the Directorate. The Committee was satisfied with the work being done in the Directorate and offered suggestions for improvement.

International Collaboration

(a) Visits abroad

(i) One of the Joint Directors participated as a Resource Person in the Planning and Development meeting of English-speaking African countries in Berlin from October 18 to 22, 1982. The main purpose of the meeting was to identify the training needs of different African countries. He also participated as a Resource Person in the International Conference and general meeting of the ICAE in Paris where the Udaipur declaration passed earlier this year for eliminating illiteracy from the world by 2000 A.D. was endorsed.

(ii) On an invitation from Unesco Institute for Education, Hamburg to participate in the Exploratory Study on Monitoring and Evaluation of Literacy Programmes, a Deputy Director was deputed for the Planning Meeting organised in October, 1982. During the meeting, guidelines for preparing the National Case Study were evolved.

(iii) In the Unesco sponsored programme of Study/Orientation on production and use of educational media for adult education, a Deputy Director was attached to the Asia Pacific Institute for Broadcasting Development at Kuala Lumpur (Malaysia) for a period of 3 weeks in September-October, 1982.

(b) Unicef assisted project

Under the UNICEF assisted project on Non-formal Education for Women and Girls concerning Mothers and Child Care, 20 institutions including the State Resource Centres are being provided equipment and paper for production of materials. Supply of materials is to be undertaken through State Governments, to 3857 Child Care Centres attached to adult education centres for women. 11 Projects for developing visual materials on various topics have been approved for financial assistance.

(c) Visitors from abroad

- A three-member Chinese Educators delegation visited India to study adult/non-formal education programme.
- A five-Unesco-fellows team from Afghanistan visited India to study adult/non-formal education programme.
- Mr. Peter M. King, Educational Media Consultant, Asia-Pacific Institute for Broadcasting Development, Kuala Lumpur, Malaysia visited Directorate to discuss his experiences on the use of media for adult/non-formal education programme.
- A three-member high level delegation from the Office of the President and Cabinet, Department of Community Services and Ministry of Education, Government of Malawi visited India to study adult/non-formal education, rural development and rural housing programme in India.

EDUCATION IN THE 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. According to Delhi Administration Act, 1966, Delhi has to have a Metropolitan Council and an Executive Council. The other territories, namely, Andaman and Nicobar Islands, Chandigarh, Dadra and Nagar Haveli, and Lakshadweep have no legislature. An account of the educational facilities, and activities undertaken during the year in respect of each of the Union Territories is given in this chapter.

1. ANDAMAN AND NICOBAR ISLANDS

During the year under report, at the primary stage, additional enrolment of 2411 children in class (I to V) has been achieved by opening of additional 6 primary schools and opening of 35 additional primary sections. In the middle school stage Class VI to VIII an additional enrolment of 5080 has been achieved. In the Union Territory, free education up to senior secondary level is being imparted. Textbooks are also supplied to the children whose parental income is less than Rs. 4,000 per annum. Mid-day-meals are being arranged free for the children in Class I to VIII. Hostel facilities are being provided to rural school children in nearby hostels. 110 students are being provided hostel stipend at the rate of Rs. 60 in the headquarters and Rs. 75 for outlying areas. The number of students provided free textbooks in the year has been 17,000. 1400 children are availing themselves of free travel concession. In tribal areas, 120 students have been enrolled in class I to V, 2 primary schools have been opened and 4 additional sections have been added.

In the non-formal education, 10 centres are working.

To improve quality of teaching, teachers are being given training in the Teachers' Training Institute.

Scholarships are also being given to local students for higher education in such subjects in which facilities do not exist in the local Government college.

2. ARUNACHAL PRADESH

The Department of Education, Arunachal Pradesh, established in September, 1947 inherited only two primary schools from the British Regime. Since then there has been a phenomenal expansion of the educational facilities for the benefit of the long neglected local people. Within a span of 35 years the total number of educational institutions has gone up to 1227 with a total enrolment of 90,069 speaking of a spectacular progress in this field. 1227 educational institutions in the Union Territory of Arunachal Pradesh comprise 99 pre-primary schools, 930 primary schools, 123 middle schools, 34 secondary schools and 18 Higher Secondary schools besides 23 other mission schools, aided institutions, Kendriya Vidyalayas etc. 23 institutions were given financial aid by the Union Territory Administration. To meet the increasing demand for higher education, 8 primary schools, 4 middle schools and one secondary school have been upgraded to middle school, secondary school and higher secondary school respectively. An increase in enrolment by 19.8% over the last year has been achieved.

Life being very hard in this track, the parents compel their children to help them in earning livelihood. This result in very heavy drop-outs also. To attract more and more children to schools without causing financial burden to the parents, the scheme for awarding stipend at the rate of Rs. 90 per month per student of classes I to X and at the rate of Rs. 100 per month for the students of classes XI and XII residing in hostels attached to the schools has been introduced. The total number of beneficiaries both under plan and non-plan sectors is 14861. Looking over to the last year's number of beneficiaries i.e. 10438, the increase has been substantial, which clearly shows that the scheme has been very well taken up by the people and will go a long way to help spread the cause of education.

Apart from free education at the school stage for tribal students, textbooks are also being distributed to the students free of cost in addition to the free supply of stationery and also school uniforms. There is a provision of free mid-day meals both under plan and non-plan sectors. Under non-plan sector a sum of Rs. 5,89,915 has been sanctioned for the purpose to cater to 15,440 children of primary schools for 150 days during the current session. To inculcate in the students good habits and infuse in them the sense of discipline a lot of attention is being paid to games, sports and other activities like N.C.C., etc. Under the scouting and guiding, there are 3,312 boys and girls enrolled. Free medical aid is being provided to all the students in schools.

Special attention is being paid to the teaching of science and mathematics more effectively in schools of all categories and to improve the teaching learning material. A workshop in collaboration with NCERT was organised to finalise draft books on English for class I and II. The books are being prepared keeping the background of the children in view. A State Institute of Education has been established in this Territory.

During the current year, 20 more adult education centres have been opened raising the number of these centres to 268; 5425 adults benefiting from the scheme.

With the purpose of encouraging voluntary organisations to open good schools in the Territory grant-in-aid is being sanctioned to some of them. There are two degree colleges in the Territory with the enrolment of 437 students.

3. CHANDIGARH

Chandigarh is the only Union Territory in India where universalisation of education at primary stage has been achieved. At present, enrolment at primary stage is 102% and at middle stage it is 97%. In the year under report, 2 nursery schools and 2 middle schools were opened and 2 middle schools were upgraded to high schools. A few sections in the existing schools have been added to cope up with the rush of students as it is not possible to open any more new schools for want of proper land in existing sectors.

Various incentives have been provided to children belonging to Scheduled Castes and other weaker sections of society. This has proved helpful in achieving universalisation targets and all the more these are required to retain universalisation and increase qualitative improvement. Uniform and stationery have been supplied to students belonging to Scheduled Castes/Scheduled Tribes and weaker sections of society. Textbooks have also been provided free to these students.

Under the adult education programme 106 centres exist.

The number of beneficiaries belonging to Scheduled Castes of various incentives/concessions is 7,000. 25,000 children have been provided books and stationery free and 31,000 have been provided with mid-day-meals.

In 7 non-formal education centres, 100 students are being covered.

The Union Territory has a State Institute of Education which is catering to the quality improvement in education at school stage.

In order to accelerate struggle against poverty, illiteracy and ignorance and for ensuring a better future for those who are still deprived of the basic

minimum needs of life, the adult education programme is gaining momentum in the Territory. During the year under report there were 4060 learners in the 160 centres.

Adequate attention is being given to sports and other activities amongst the students.

4. DELHI

The Directorate of Education, Delhi has to cater to the additional enrolment of about 25,000 to 30,000 students every year. To meet the additional enrolment 483 sections have been added during the year 1982-83 to the existing 14,923 sections by opening of a new Government Middle Schools, bifurcation of 9 Government schools, upgradation of 9 Government secondary schools and upgradation of 16 secondary schools to senior secondary schools.

A large number of facilities aiming to provide better opportunities, incentives and educational aids, to the children of the weaker sections of the society are also being given by the Department. Some of these are free transport for girls in rural areas (2800 beneficiaries), free supply of uniform (2500 beneficiaries), free supply of textbooks (1200 beneficiaries), promotion of sports, merit and open merit scholarships to Scheduled Castes/Scheduled Tribes (2800 beneficiaries) and remedial coaching for students of Scheduled Castes/Scheduled Tribes and other weaker sections of the society (1000 beneficiaries). In addition to the above, free distribution of exercise books, mid-day-meals have also been undertaken to encourage students from weaker sections of the society to get enrolled in the schools and remain enrolled. Books prescribed for Class I to VIII were got published from Delhi Bureau of Textbooks, an autonomous organisation under the Directorate of Education and made available to the students in adequate number on the opening day of the academic session 1982-83. Similarly the process of fabrication and distribution of exercise books made out of the concessional papers allotted to the Union Territory was streamlined and for the first time adequate number of exercise books were made available to the students through the heads of institutions at the beginning of the academic session. For the students not studying in the recognised educational institutions, a sizeable quantity of exercise books was released for sale in the open markets through Super Bazars, Delhi Consumer Co-operative Whole Sale Store Ltd., Delhi State Civil Supplies Corporation Ltd., etc.

Due emphasis has been laid on science education in school and there is a Science Branch of the Department looking after this. Not only does it look after the needs of the school and the areas for science education, it also continuously evaluates school problems, curriculum etc. and imparts in-service training to teachers through long term and short term courses. Television lessons are given through the T.V. Branch of the Directorate of Education. Schools are gradually being equipped so that more time becomes available on the television for giving lessons under various subjects. The All-India Radio, in collaboration with Education Department broadcasts regularly enrichment lessons and general information talks for school children. Besides, qualitative improvement, there has been quantitative improvement also in the field of education from year to year. Many students have secured merit positions both in secondary and senior secondary examination of 1982-83 of Central Board of Secondary Education.

Intensive efforts are being made to increase the number of beneficiaries under the adult education and non-formal education programme in the 1600 adult education/non-formal education centres run by the Directorate of Education. The enrolment rose from 29,415 in 1981-82 to 34,500 in 1982-83 while the number of Scheduled Caste adults in these centres rose from 3904 to 6200 in the same year.

The Directorate of Education has also been running a Teachers Training Institute which prepares teachers for primary schools. Teachers for middle, secondary and senior secondary schools are trained by the Central Institute of Education under the University of Delhi. There is a correspondence course school also run by the Department for secondary and senior secondary examinations. This year the enrolment has gone up to 12,000.

With a view to universalising elementary education, efforts are being made to impart non-formal education to such children in the age-group of 8 to 14 years who do not attend regular schools due to various socio-economic factors. For this purpose, 24 centres are functioning and 685 children are deriving benefit therefrom. Under the Plan scheme additional schooling facilities and new schools are opened in the resettlement/J.J. colonies under both Minimum Needs Programme (MNP) and non-MNP. This is done in order to provide educational facilities to the children belonging to economically backward sections of society nearer to their places.

Great emphasis has been laid on physical education and sports. A number of sports facilities have been created for school-going children.

More than 2500 teachers have undergone short term/long term orientation refresher course training in various subjects in the State Institute of Education. In addition, the Institute has taken up many other projects for curriculum development, preparation of resource material, promotion of audio-visual etc. in the teaching of various subjects. Educational and vocational guidance facilities are also available in schools specially those located in resettlement/J.J. colonies.

Special attention is also being given to the welfare of the physically handicapped. There are, at present, 5 schools specially equipped to impart education to physically handicapped children.

5. GOA, DAMAN AND DIU

In the Union Territory, most of the schools at the primary level are being run by the Government whereas at the secondary level most of the high schools are being run by private management with financial assistance from the Government. There are no schools run by the local bodies. There is no education act in operation at the moment but an Education Bill has been placed before the Legislative Assembly and the same has been referred to the Select Committee of the House.

There has been a good achievement as far as the enrolment of students in primary, middle and secondary schools is concerned in the year under report. During the year, enrolment in classes I-II is 1,37,180 as compared to 1,33,623 during 1981-82. Enrolment in classes V-VII is 74,510 as compared to 72,250 during 1981-82, while in secondary education, it is estimated to be 51,100 as compared to 48,102 during 1981-82. 21 higher secondary schools and 19 colleges are imparting education to the students. In the year 1982-83, the enrolment of students in the colleges is 12,600 as compared to 12,547 during the last year. A State Institute of Education is also working for improving the quality of education. The Union Territory has also an examining board called the Goa, Daman and Diu Board of Secondary and Higher Secondary Education.

Universalisation of pre-primary education is the goal of the Union Territory. Under the scheme it is envisaged to improve the non-formal, pre-primary education to children in the age group of 3-6 years. Two ashram-shalas have also been constructed for providing educational facilities to tribal children who will be provided with free boarding and lodging.

Under the adult education programme, 308 centres have been opened with an enrolment of 589 adults.

Mid-day meals are provided to school going children of the age group of 6-11 years. Education is free in the Union Territory from Classes I to X to all the students. Education is also free to students in Classes XI and XII to those students whose parent's annual income is up to Rs. 4,800 per annum. 9230 girl students were given monetary incentives whereas 6030 students will be granted financial aid during the period under report.

6. PONDICHERRY

Though no major changes have been introduced in the educational system during 1982-83 in the Union Territory of Pondicherry, Department of Education has taken all possible steps to achieve the physical target set out under various schemes and necessary steps have been taken for the provision of better educational facilities to all specially those belonging to the weaker sections of the society and for those in rural areas. At the elementary stage of education the additional enrolment achieved in the age groups of 6-11

and 11-14 was 1,18,969. At the secondary stage the enrolment of students is 13,506 and at the higher secondary stage two higher secondary schools have been opened. The enrolment of students in the higher secondary school is 4,208.

Under university education, the courses already opened so far have been consolidated and maintained with improvement to the existing facilities. Apart from this, one new course in M.A. Economics has been started. There are two technical institutions offering courses in technical education.

To ensure cent per cent achievement in the target fixed, incentive schemes namely supply of mid-day-meals to poor children studying in classes I to V, free supply of textbooks and stationery has been taken in hand. The poor children are also being supplied uniforms free. Poor girls studying in the middle schools are awarded scholarships at the rate of Rs. 20 per month, the number of beneficiaries is 500. Under a new scheme of awards of retention scholarship to Scheduled Caste/Scheduled Tribe students in primary schools, scholarships are being given to ensure the attendance in the schools. To help the poor and meritorious students to enable them to prosecute higher studies, 150 awards of Pondicherry State Post-Matric Scholarships, 3 awards of National Scholarships to children of teachers and 18 awards of National Loan Scholarships are being sanctioned. Political sufferers scholarships scheme is also continued. In addition to the above, it is proposed to award 50 scholarships to students prosecuting technical and professional courses every year.

To enable the students of Union Territory to prosecute higher studies 59 seats in engineering faculty, 20 seats in agriculture faculty and 43 seats in other general education courses have been obtained from the neighbouring State for students, since such courses are not offered in the colleges of the Union Territory.

Physical education is made compulsory in all the schools. Physical education schemes are being continued.

All the 148 centres opened during 1978-79 for adult education are maintained.

Under the scheme of scouts and guides, three additional scout troops, one guide company and two cub packs have been introduced. Under the Bal Bhavan, Pondicherry, 1010 children have been enrolled as members during the year.

All out efforts are made by the Administration to see that there are no drop-outs and no wastage at the primary level.

7. DADRA AND NAGAR HAVELI

There are 141 Government Primary Schools and 14 Government Aided Mission Primary Schools and 1 Unaided Mission Primary School in the Union Territory. The total enrolment in the Primary Schools (Standard I to VIII) is 16,962. Six high schools are located in different parts of the Union Territory. The total enrolment in the Primary Schools (Standard Naroli. There is one Aided Mission High School at Khanvel. The total enrolment in the High Schools and Higher Secondary is 1893. Vocational and technical as well as agricultural subjects have also been introduced in the 4 High schools.

Free education is provided up to High Secondary stage. Mid-day-meals are being provided to all the students in pre-primary and primary schools. In addition to this, notebooks and stationery items are being supplied free to all the Scheduled Castes/Scheduled Tribes and other economically backward communities. Students belonging to Scheduled Castes/Scheduled Tribes are also being provided with a pair of uniform free of cost.

During the year under report cash awards will be granted to students for regular attendance and merit in annual examinations. Scholarships have also been awarded to talented students belonging to Scheduled Caste/Scheduled Tribe students in the age group of 11-17 years. To enable the bright students to pursue higher studies in nearby States, National Scholarship is

being given to the students. Seats have been reserved for students of this Territory for pursuing various diploma and degree courses in colleges/institutions located in other States. In the 9 social welfare hostels for boys and girls students belonging to Scheduled Caste/Scheduled Tribe and economically backward communities are provided with free board and lodging facilities.

8. LAKSHADWEEP

Facility for primary school education exists in all the habitable islands of Lakshadweep. During 1982-83 the enrolment at the primary stage has reached 9,215. In the secondary schools in the Union Territory there has been an appreciable rise in the number of students.

Education is free in the islands at all levels. Textbooks and stationery are being supplied to all school-going children. Free mid-day-meals are supplied to students in nursery, primary and middle schools. In High schools and colleges, scholarships are also being awarded to the students. In the case of students staying in the Government hostel, mess charges are met by the Administration. For higher studies for which facilities are not available in the islands, seats are reserved for the students in the institutions on the mainland and the students selected to pursue higher studies are paid scholarships, lump-sum grant and other educational concessions by the Administration. Vocational education is also being imparted in the high schools. Adequate attention is being paid to sports and other activities. Boy scouts and girl guides units are also there in the islands.

9. MIZORAM

Significant progress has been made in the field of education in the Union Territory of Mizoram. The enrolment of students at the primary, middle and secondary stages is continually increasing. There are 803 primary schools, 360 middle schools (including 65 unaided middle schools), 141 high schools (including 14 unaided high schools), 12 colleges (including unaided colleges). The intake capacity of the Teachers Training Institute has also been increased and in the Institute for Training of Hindi Teachers, Hindi B.Ed. has also been opened to facilitate training of the Hindi teachers for High schools.

The main thrust is on the universalisation of elementary education comprising education for the age group of 6 to 14 years. The new pattern of education has been introduced in Mizoram from 1982-83 in the elementary education specially at the middle and primary school levels. With the implementation of new pattern of education, heavy incidence of wastage and stagnation in primary schools is now gradually minimised as a result of introducing age restriction (6 plus) in the lower classes.

Adequate attention is being paid for improvement and re-organisation of science education. Various programmes of activities have been taken up which include supply of improved textbooks, supply of textbooks, training of science teachers, organisation of science seminars, science fairs, supervisory work, etc.

The Department has taken up schemes for non-formal education for children in the age group of 9-14 years and so far 20 non-formal education centres have been opened with the target enrolment of 2,000 for the current year.

Great stress is being laid on the training of teachers in the various teacher training institutes. The intake capacity of the Institute for Graduate Teachers Training has been increased from 100 to 110. Steps are also being taken to clear the backlog of untrained primary and middle school teachers.

Facility for physical education, sports and other allied activities are also being increased. The scouts and guides movement has also been given considerable importance amongst the programmes for youth activities.

Merit scholarships for post-matric students (15 in number) and scholarships stipend for post-matric Education and Research Fellowship (6 for each) are being awarded to the meritorious students. There is a proposal for provincialisation of aided Aizwal College (enrolment 1600). The existing colleges and Polytechnic offer limited opportunities to students desirous of seeking higher education.

CHAPTER 7

SCHOLARSHIPS

The Ministry administers a number of scholarships programmes including those offered by other countries with a view to equalising educational opportunities as also providing facilities for higher and specialised education and training to Indian students. The Ministry also provides scholarships to nationals of other countries on a bilateral basis or otherwise. A report on the important schemes is given below :

National Scholarships

Under this scheme, scholarships are awarded on merit-*cum*-means basis. It is being implemented through the State Governments/Union Territory Administrations. The number of scholarships has been raised from 24,000 in 1981-82 to 25,000 in 1982-83. The rates of scholarships have also been increased, with effect from July 1, 1981 and vary from Rs. 60/- p.m. to Rs. 120/- p.m. for day scholars and Rs. 100/- p.m. to Rs. 170/- p.m. for hostellers depending upon course of study.

National Loan Scholarships

Under this scheme 20,000 scholarships have been awarded in 1982-83. The scholarships are awarded on merit-*cum*-means basis. The scheme is being implemented through the State Governments/Union Territory Administrations.

Scholarships in approved Residential Secondary Schools

The scheme is intended to provide educational facilities to meritorious children of lower income groups, who are otherwise unable to avail themselves of the opportunities of studying in good residential schools. Every year 500 candidates of 11-12 year age and with the income of parents/guardian not exceeding Rs. 6000/- per annum are selected on the basis of two examinations—preliminary and final—for awards. The scholarship is tenable up to secondary education including +2 stage of education and includes school fee (including board and lodging expenses) books and stationery allowance, uniform and clothing allowance, pocket money, travelling allowance and other compulsory charges which are paid through the school authorities.

Scholarships to students from non-Hindi speaking States for post-matric studies in Hindi 1982-83

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 scheme, scholarships are awarded to students from Non-Hindi Speaking States for pursuing post-matric studies provided Hindi is studied as one of the subjects in that course. During 1982-83, 2500 fresh scholarships were allocated to various Non-Hindi Speaking State Governments/Union Territory Administrations. It is a Non-Plan Scheme and is being administered by the State Governments/Union Territory Administrations. In the case of Tamil Nadu payment of scholarships is being made by the Ministry through the Institutions in that State.

Research Scholarships to Products of Traditional Institutions engaged in the study of Classical languages other than Sanskrit like Arabic and Persian

Twenty scholarships are awarded every year under this Scheme. In 1981-82, 20 candidates were selected for this award.

National Scholarships at Secondary stage for Talented Children in Rural Areas

The number of scholarships has been increased from 25,000 in 1981-82 to 28,000 in 1982-83. The break up of these scholarships is given below :—

(a) General Category	3 Scholarships per Community Development Block	15,000
(b) Children of landless labourers	1 scholarship per Community Development Block	5,000
(c) Scheduled Caste Children	1 scholarship per Community Development Block and one additional scholarship per Community Development Block having 20% or more Scheduled Caste population	6,500
(d) Scheduled Tribe Children	3 scholarships per Tribal Community Development Block	1,500

The scheme is being implemented through State Governments and Union Territory Administrations.

Scholarships for Study Abroad

Under this scheme 50 Scholars were to be selected but only 44 Candidates have been selected for award of scholarships in 1982-83. The scholarships are available for post-graduate studies in Naval Architecture and doctoral and post-doctoral studies in Humanities, Science and Technology. Only those candidates the income of whose parents from all sources is Rs. 1000/- per month or less are eligible for these scholarships.

General Cultural Scholarships

Under this scheme, 180 scholarships are awarded every year to the nationals of selected African, Asian and other countries for higher education in India. The scheme has been evolved to promote friendly relations between India and foreign countries to provide for their nationals all such facilities for higher education as are available in India. While a majority of the scholarships are earmarked for foreign students of indigenous origin, some are awarded to students of Indian origin domiciled in these countries who have acquired the nationality of these countries.

The value of scholarships is Rs. 500/- p.m. for under-graduate courses and Rs. 600/- p.m. for post-graduate courses. In addition the students are paid Rs. 500/- p.a. as summer vacation allowance as admissible under the terms and conditions of the scheme. A lump-sum of Rs. 400/- per scholar per year in respect of Ph.D., Medical and Engineering courses and Rs. 300/- per scholar p.a. for other courses is paid towards the cost of books and instruments. The expenditure incurred by the scholars on their medical treatment and study tours are also reimbursed as per rules of the scheme.

Scholarships/Fellowships for the Nationals of Bangladesh

Under this scheme 100 Scholarships are awarded every year to the nationals of Bangladesh. The selection for scholarships is made by the Government of Bangladesh in consultation with Indian High Commission in Dacca.

The value of a scholarship is Rs. 500/- p.m. for under-graduate courses and Rs. 600/- p.m. for post-graduate courses. In addition, the students are paid Rs. 500/- p.a. as summer vacation allowance and a lump-sum of Rs. 400/- per scholar per year in respect of Ph.D., Medical and Engineering courses and Rs. 300/- per scholar p.a. for other courses towards the cost of books, instruments. The expenditure incurred by the scholars on their treatment and study tours are also reimbursed.

Scholarships/Fellowships offered by Foreign Governments/Organisations/ Institutions

Under this scheme nominations made by the Ministry have been accepted by the following countries :

Greece 3, Finland 1, Sweden 3, Netherland 11, Japan 10, France 30, Poland 5, Mongolia 1, the U.S.A. 6, New Zealand 2, Agatha Harrison Memorial Fellowship, the U.K. 1, British Technical Cooperation Programme—U.K. 3, Federal Republic of Germany 6 and Austria 1.

Approval to nominations is awaited from the following countries :

Bulgaria 4, Yugoslavia 5, Netherlands (reciprocal) 4, Poland (Practical training) 6, Czechoslovakia 6, Arab Republic of Egypt 8, Australia 2, Nigeria 2, Jamaica 2, Trinidad and Tobago 2, Denmark 30, the U.S.S.R. 51, the U.K. (Science Research and Royal Commission for Exhibition of 1851) 5, Belgium 10, Austria 18, Turkey 4, JN Memorial Trust (UK) 4, German Democratic Republic 13, Ireland 5.

Commonwealth Scholarships and Fellowships offered by the Government of UK/Canada

Out of 97 nominations made approval of 53 candidates has been received so far and of whom 32 candidates have already left for the UK/Canada.

Partial Financial Assistance Scheme

Under this scheme, financial assistance in the form of loan to the extent of Rs. 6,000/- is given to Indian students/academics desirous of going abroad to attend seminars/conferences, etc. and who have already obtained scholarship/financial assistance from other sources but are short of funds. During the period under report 3 candidates were given assistance under this scheme.

**Scholarships for Foreign Students
for Study/Training in India**

During the year under report, India offered 233 scholarships to the following countries for studies in various fields under bilateral Cultural Exchange Programme :—

Senegal, France, Federal Republic of Germany, the U.S.S.R., Philippines, Belgium, Norway, Iraq, Arab Republic of Egypt, Poland, Turkey, Czechoslovakia, Mexico, Afghanistan, Greece, Somalia, Italy, Yugoslavia, Syria, People's Democratic Republic of Yemen, Hungary, Mongolia, Vietnam, Romania, Bulgaria, Tunisia, Cuba, Portugal, Malaysia, Qatar, Sri Lanka, Bahrain, Burma, Iran, Kenya, Democratic People's Republic of Korea, Mauritius, Japan, Algeria, Australia, United Arab Emirates, Cyprus, Barbados, Sudan and Venezuela.

Commonwealth Scholarships/Fellowship Plan/Commonwealth Education Plan

Under the Plan, 50 scholarships are offered to various scholars coming from the following countries viz. Australia, Barbados, Canada, Cyprus, Botswana, Fiji, Ghana, Kenya, Lesotho, Malaysia, Mauritius, Nigeria, New Zealand, Sri Lanka, Sierra Leone, Seychelles, Swaziland, St. Lucia, Grenada, Dominica, Tanzania, Tonga, Neora, Malawi, Papua New Guinea and other South Pacific islands, excluding Western Samoa, Trinidad and Tobago, the United Kingdom, Uganda and Zambia.

Dr. Amilcar Cabral Scholarship

Offer of one scholarship has been made under Dr. Amilcar Cabral scholarship to an African student.

Dr. Aneurin Bevan Memorial Fellowship

Offer of one scholarship has been made to the United Kingdom under Dr. Aneurin Bevan Memorial Fellowship Scheme.

Technical Cooperation Scheme of the Colombo Plan

Under this scheme assistance has been offered for placement of scholars coming from the following countries :—

Afghanistan, Burma, Bangladesh, Bhutan, Fiji, Iran, Indonesia, Laos, Malaysia, Maldives, Nepal, Philippines, Papua New Guinea, Korea, Sri Lanka, Singapore and Thailand.

Special Commonwealth African Assistance Plan

Assistance offered to scholars coming from foreign countries under the Special Commonwealth African Assistance Plan included those from Botswana, Zambia, Ghana, Lesotho, Malawi, Mauritius, Nigeria, Sierra Leone, Tanzania, Uganda, Swaziland, Seychelles, Zambia and Zimbabwe.

Reciprocal Scholarship Scheme

Under the scheme, 25 scholarships have been offered for 1981-83 to the following sixteen countries :—

Australia, Argentina, Brazil, Chile, Denmark, Finland, Netherlands, Norway, Panama, Paraguay, Peru, Spain, Sweden, Switzerland, Uruguay and Venezuela.

Commonwealth Education Co-operation Plan for the training of Craft Instructors

Under this scheme, 10 Bursaries have been offered to the nationals of Commonwealth Countries in Asia, Africa and Latin America for the training of Craft Instructors in various trades at different institutions under the control of Directorate General Employment and Training for a period of one year. These bursaries are not earmarked for any particular country.

CHAPTER 8

BOOK PROMOTION AND COPYRIGHT

Books are an essential tool of education. The steps taken by the Ministry for book promotion are related to producing good literature at moderate prices, encouraging writers and popularising the reading habit. Some of the important programmes undertaken in this regard are briefly described in the following paragraphs.

NATIONAL BOOK TRUST

The National Book Trust was set up in 1957 as an autonomous organisation with the objective of producing and encouraging production of good reading material at moderate prices, and fostering book mindedness among the people. In furtherance of these objectives, the Trust has been producing good books, in Indian languages and English, in well conceived series as well as organising and participating in book fairs (in India and abroad), exhibitions, seminars, symposia, etc. Furthermore, the Trust also operates a scheme of Subsidised Publication of University level books in English by Indian authors with a view to making them available to the students at low prices.

Publishing Programme

Some of the important series under which the Trust publishes books are : India—The Land and the People, National Biography, Young India Library, Folklore of India, Popular Science and World of Today. Since its inception the Trust has brought out 1092 titles (341 in English and 751 in Indian languages) under these series. During 1982-83, the Trust proposes to bring out 37 titles, of which 12 titles were published by the end of November, 1982.

Besides the above series, the Trust has also two major publishing programmes for promotion of national integration, namely, Aadan Pradan and Nehru Bal Pustkalaya. Under its Aadan Pradan series, the Trust has so far brought out 551 titles in various Indian languages. During the current year 29 more titles are proposed to be brought out. Under the Nehru Bal Pustkalaya series, 802 titles have been brought out so far, of which 34 were published during April-November, 1982 and 72 more titles are expected to be published by March, 1983.

Rural Publishing

In pursuance of its scheme of publication of reading material for the rural areas (launched in 1980) the Trust's third pilot project was undertaken in November, 1982 in Hayatnagar in the Rangareddi district of Andhra Pradesh. This included an on-the-spot survey leading to identification of topics for reading material and a workshop for authors and illustrators. Seven topics have been finalised for publication in the form of booklets.

Subsidised publication of University level books

The broad objective of the scheme which the Trust has been implementing since 1970 is to make available to students university level standard books at reasonable prices. The total number of books subsidised by the Trust since the inception of the scheme (till March, 1982) is 439. Twenty books were subsidised during April-November, 1982. It is proposed to extend the scope of the scheme to include university level books in Hindi and technical books at diploma level in both English and Hindi.

Book Fairs

The Trust has also been organising book fairs and book festivals at national and regional levels. The Trust has so far organised 10 National Book Fairs in important metropolitan cities of India and over 100 regional book exhibitions. The 11th National Book Fair will be organised at Chandigarh from February 25 to March 7, 1983, in collaboration with the Indian book trade and the various book trade federations.

A Children's Book Festival, inaugurated by the Prime Minister, was organised in collaboration with the Jawaharlal Nehru Memorial Fund and the book trade from November 14 to 23, 1982 at Teen Murti. Important high-lights of this Festival were a 5-day workshop for children's book illustrators, cultural programmes for children and a survey on the reading habits of children. An exhibition of children's books was also organised at Swaraj Bhavan, Allahabad, from December 24 to 28, 1982.

NBT Silver Jubilee

National Book Trust completed 25 years of its existence on July 31, 1982. To mark its Silver Jubilee, the Trust has initiated a number of promotional and publishing programmes, some of which are :

- (i) A concise and comprehensive volume on the literature of Modern India
- (ii) A life of Mahatma Gandhi.
- (iii) A history of printing and publishing in India
- (iv) A survey on reading habits in India
- (v) Silver Jubilee lectures on "Books which have influenced me"
- (vi) A Dictionary of Indian Literature
- (vii) An essay competition for school children in Delhi on the subject "Why I read a book and what I like to read"

The first three Silver Jubilee titles have since been brought out.

As part of the Silver Jubilee celebrations, the National Book Trust, in collaboration with the book trade federations, sponsored a National Book Week from December 14 to 20, 1982 throughout the country, during which a minimum discount of 10% was allowed by booksellers.

Publication of low priced university level books and publication of foreign books

To make low priced editions of standard university books and reference material of foreign origin available to the Indian university students, the Ministry has been operating three programmes in collaboration with the Governments of the UK (English Language Book Society Series, since 1960), the USA (Joint Indo-American Standard Works Programme, since 1961) and the USSR (Joint Indo-Soviet Textbook Programme, since 1965). Latest editions of books are considered for coverage under these programmes and are assessed by expert agencies from the stand-point of their suitability for Indian students and non-availability of comparable books by Indian authors. So far, 715 British, 1620 American and 430 Soviet books have been published under these programmes.

A proposal is under consideration to evolve a similar Indo-GDR programme for translation and low-priced publication of university level books and teaching aids and materials, especially in the fields of natural sciences and technology.

Procurement of Translation Rights

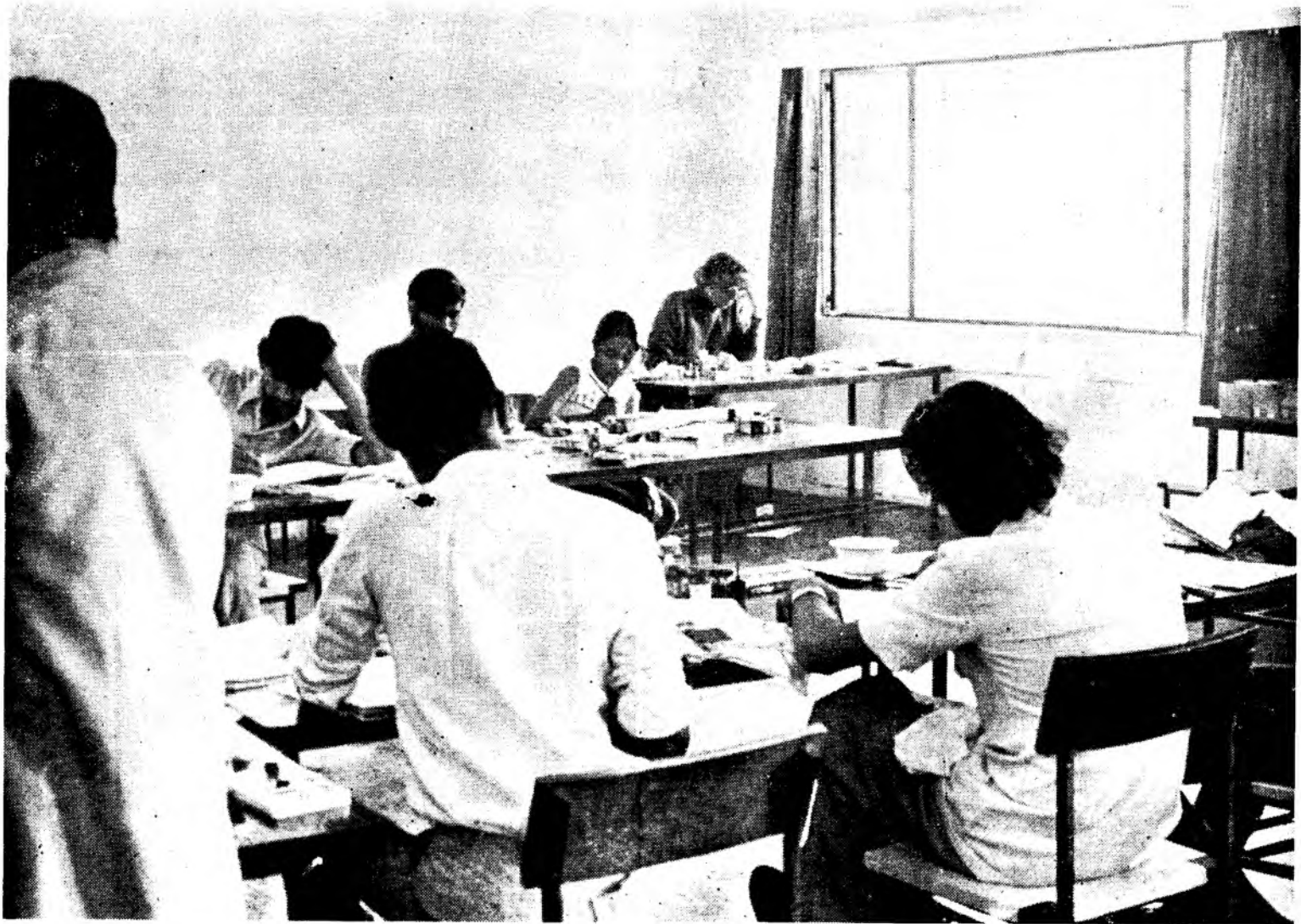
As part of their programmes to produce university level books in Indian languages, the State Government have been bringing out translations of suitable foreign books into Indian languages. To facilitate and coordinate the work of obtaining translation rights from foreign copyright owners in regard to books selected by the State Governments, the copyright licences are negotiated centrally on behalf of State Governments.

Book Development

To promote book development the Ministry keeps in constant touch with professional associations of authors, publishers and organisations concerned with the book industry. This Ministry has been giving a substantial amount every year to the Authors' Guild of India to convene its national conventions. Similarly, the India International Centre has been organising, with financial assistance from the Ministry, workshops for the encouragement of writers, especially young writers and editors. Assistance is also given to the Federation of Publishers for holding workshops and seminars and training courses for the book industry personnel.

One writer-delegation from France visited India from October 6 to 10, 1982 under the Indo-French Cultural Exchange Programme, 1981-82.

A three-member Soviet delegation of writers visited India from December 18—30, 1982 under the Indo-Soviet Cultural Exchange Programme 1982-83.



A view of the Children Illustrators' Workshop organised by National Book Trust during the Children's Book Festival

IMPORT AND EXPORT OF BOOKS

Import Policy of Books 1982-83

During 1982-83, the liberalised import policy was continued and import of educational, scientific and technical books and journals, news magazines and newspapers and recorders for learning of languages was allowed under Open General Licence. This facility was subject to the grant of permission by this Ministry in cases where more than 1000 copies of a single title were proposed to be imported. Recognised institutions could import teaching aids, microfilms and micro-fiches of educational nature under Open General Licence. Import of foreign editions of books for which editions of Indian reprints are available was not allowed.

Dealers in books with a purchase turnover of Rs. 3 lakh or more, were eligible to apply for import licences on the basis of 10% of their purchase turnover for the import of books other than those covered by Open General Licence. In addition, recognised schools, colleges and libraries were allowed to apply for import licences up to a value of Rs. 25,000 per institution for the import of licenceable items.

The concession for the release of post-parcels containing books, magazines and periodicals without the importers having to produce the import licences continued to be available during 1982-83.

Book Export Promotional Activities

India is one of the ten major book producing countries of the world and ranks third in the production of English titles. To promote Indian books abroad and sale of translation/reprint rights and securing printing jobs from abroad, steps are being taken to publicise our books through participation in international book fairs and organising special exhibitions of Indian books, conducting market studies and commercial publicity through annotated catalogues, brochures, etc.

In 1982-83, India participated in the international book fairs/national book fairs held in Thailand, Leipzig, Singapore, Frankfurt, Ghana, Bahrain, Manila and Cairo and in the Third Annual International Exhibition of Books on Islam and the Muslim World held in London.

During the year, special exhibitions of Indian books were organised with the assistance of Indian Missions abroad in Kenya, Fiji, Nepal and Thailand. A book exhibition was also organised as part of Festival of India in London. Book exhibitions are also proposed to be organised in Hanover, Mauritius, Jakarta, Hongkong, Nigeria and Teheran.

As a result of the efforts made for providing book exports, our export of books including periodicals and journals for the year 1981-82 is valued at about Rs. 100 million.

RAJA RAMMOHUN ROY NATIONAL EDUCATIONAL RESOURCES CENTRE

The Centre was set up in 1972 to act as an Information-cum-Research Centre to encourage Indian authorship and indigenous book production at university level. For this purpose the Centre has, under one roof, a large collection of university level books produced in the country since 1965 in all languages, in various disciplines. It also issues periodical supplements to keep up-to-date the national catalogue of university level books and bibliographies on topics of interest to authors and publishers of university level books, etc. The Centre conducts sample surveys on various aspects of production and use of indigenous university level books. With a view to publicising the availability of the indigenous books, the Centre holds exhibitions of selected books at different universities so that books found to be standard are brought to the notice of universities for being increasingly used instead of foreign books.

During 1982-83, the Centre has organised one exhibition of university level books at Jadavpur University, Calcutta in September 1982 and brought out a combined issue of the supplement to the National Catalogue of university level books (covering the period April to September 1982) as well as a volume of annotated catalogue of low-priced publications and core books.

The Centre has recently undertaken an analysis of the important documents for books to help in arriving at a meaningful policy for books. The Centre has been designated as the national agency for the introduction of the International Standard Numbering System in India.

The Centre brings out the NERC NEWSLETTER annually in order to keep the public informed about the diverse activities of the Centre. The issue for 1981-82 has been brought out.

COPYRIGHT

A Copyright Office is functioning in the Ministry since 1958, mainly to register works in which copyright exists so that the owners of copyright in such works can have a prima facie evidence of their ownership under the Copyright Act, 1957. The Copyright Office also functions as the secretariat for the Copyright Board which has been set up in pursuance of Section 11 of the Copyright Act, 1957. The Copyright Board was reconstituted on April 1, 1981. During the year the Copyright Office registered 3417 works.

India is a member of two International Conventions on Copyright, namely, the Berne Convention (1948) and the Universal Copyright Convention (1952). These Conventions were revised at Paris in July 1971 whereby special concessions were given to the developing countries to enable them to issue compulsory licences for reproduction, translation of books of foreign origin, in the event these rights could not be obtained on freely negotiated terms under certain conditions. The Indian Copyright Act, 1957 is being amended in order to take advantage of these concessions and to remove the lacunae that have been observed in the administration of the Act during the last 25 years.

During the year 1982, India participated in the following meetings:—

- (i) Meeting of the Governmental Experts on the Intellectual Property aspects of Folklore Protection held at Geneva from June 28 to July 2, 1982.
- (ii) Meetings of Governing Bodies of WIPO held at Geneva from November 22—26, 1982.
- (iii) Meetings of the Working Group on the formulation of guiding principles governing the problems posed by the practical implementation of the procedures for translation and reproduction under the copyright conventions held at Paris from December 6 to 10, 1982.

Under the WIPO/UNESCO Fellowships Programme for 1982, two officers from this Ministry participated in:

- (i) The Copyright training course for nationals of Asia and Pacific States held at Paris from September 27 to October 1, 1982; and
- (ii) Training Course in the field of copyright and neighbouring rights held at Hungary, West Germany and Switzerland from October 18 to November 23, 1982.

India received one trainee from Bangladesh for training in copyright and related fields from November 24 to December 4, 1982 under the Annual Copyright Training Programme of WIPO, 1982.

At the invitation of the Government of India, the meeting of WIPO Permanent Committee for Development Cooperation related to Copyright and Neighbouring Rights will be held at New Delhi from January 25 to 29, 1983. The meeting will be followed by a UNESCO/WIPO Joint International Seminar on Protection of Folklore from January 31 to February 2, 1983.

PROMOTION OF LANGUAGES

The activities and programmes undertaken in the field of languages can be broadly grouped as under :

- A. Promotion of Hindi (as envisaged under Article 351 of the Constitution).
- B. Promotion of Modern Indian Languages (as provided in the National Policy on Education, 1968).
- C. Promotion of English and other foreign languages (as provided in the Education Commission's Report).
- D. Promotion of Sanskrit and other classical languages, such as, Arabic and Persian.

Apart from the schemes directly executed by the Ministry, the following institutions/organisations set up by the Ministry pursued the implementation of the various programmes in the field of languages :—

1. Central Hindi Directorate, New Delhi.
2. Commission for Scientific and Technical Terminology, New Delhi.
3. Kendriya Hindi Sansthan, Agra.
4. Central Institute of Indian Languages, Mysore.
5. Central Institute of English and Foreign Languages, Hyderabad.
6. Bureau for Promotion of Urdu, New Delhi.

A. PROMOTION OF HINDI

The Ministry continued to provide facilities for the teaching of Hindi in non-Hindi speaking states by (i) providing financial assistance to non-Hindi speaking states for appointment of Hindi teachers in their schools; (ii) providing financial assistance to voluntary organisations to enable them to hold Hindi teaching classes, maintaining libraries and reading rooms; (iii) providing assistance for establishing Hindi teachers' training colleges; (iv) award of scholarships to students belonging to non-Hindi speaking states for the study of Hindi beyond matric stage; (v) conducting and expanding programmes of organising correspondence courses for teaching of Hindi; (vi) providing Hindi books to various organisations; and (vii) organising research on methodology of teaching Hindi through Kendriya Hindi Shikshan Mandal, Agra.

Appointment of Hindi teachers in Non-Hindi Speaking States/Union Territories

Central aid on 50 : 50 sharing basis is given to non-Hindi speaking States/Union Territories for appointment of Hindi teachers under this Central Plan Scheme for the propagation of Hindi. Against the total Budget provision of Rs. 27.00 lakhs for the year 1982-83 an amount of Rs. 25.23 lakhs has already been released as on date.

Opening of Hindi Teachers' Training Colleges in Non-Hindi Speaking States/Union Territories

Central assistance on 100 per cent basis is given under this scheme to non-Hindi speaking states and union territories. Against the total budget provision of Rs. 10 lakhs for the year 1982-83, cases for the release of Rs. 7.30 lakhs have already been processed as on date.

Financial Assistance to Voluntary Hindi Organisations

Over the years the number of organisations seeking financial assistance under the scheme is progressively increasing. With Government assistance, some of these organisations have grown into gigantic institutions operating simultaneously in more than one State. While in the earlier years, grants

were generally sought for running Hindi classes, conducting courses in Hindi typing and shorthand, establishment of libraries and reading rooms etc., quite a number of organisations are now coming up with requests for grants for training of teachers, publication of Hindi journals, conducting Hindi examinations, instituting prizes as well as for advance work in Hindi. Hindi is, thus, catching up well in the non-Hindi speaking regions.

During the year 1982-83 financial assistance to the extent of Rs. 47 lakhs will be rendered to about 130 voluntary Hindi organisations including an amount of Rs. 6.30 lakhs to the Rashtrabhasha Prachar Samiti, Wardha for organising the third Vishwa Hindi Sammelan during the current year.

Central Hindi Directorate

The Central Hindi Directorate is engaged in the implementation of the schemes pertaining to propagation and development of Hindi such as teaching of Hindi through correspondence courses to the non-Hindi speaking Indians and foreigners, preparation of bilingual and trilingual dictionaries of Indian languages and of foreign languages and conversational guides etc. The Directorate has also taken up various schemes of extension programmes.

The progress made in the implementation of these schemes during 1982-83 is as under :—

Teaching of Hindi through correspondence courses

The work of teaching Hindi through correspondence courses was started in the year 1968. It was mainly meant for Indians from non-Hindi speaking areas and for foreigners, who are not in a position to learn Hindi through regular classes. The medium of instruction of these courses was English in the first instance and subsequently Tamil, Malayalam and Bengali have also been introduced. During the period under report, 6939 students were enrolled under this scheme. Out of these, 2086 were enrolled under medium of English, 4284 through the medium of Tamil, 446 through the medium of Malayalam and, 123 through the medium of Bengali. There are two preliminary courses of two years' duration each viz. 'Hindi Pravesh' and 'Hindi Parichaya'. A special course is being conducted for Government servants and arrangements have been made to teach Hindi for three Hindi examinations viz., 'Prabodh', 'Praveen' and 'Pragya', conducted by the Ministry of Home Affairs. All these courses are of one year duration each. The number of students enrolled under these courses for this year is 3983. Only a nominal fee of Rs. 30/- a year is charged from the Indian students and Rs. 416.50 a year from the foreign students. During the year under report, a sum of Rs. 2,43,199.61 was collected as fees in Indian currency in addition to \$ 732 and £ 207 received in foreign currency.

The Directorate is holding personal contact programmes in different parts of the country for familiarising the students with pronunciation, spellings of Hindi etc. These programmes are necessary to supplement the main scheme of teaching Hindi through correspondence courses. During the year under report, 18 programmes were held-Durgapur (3), Bhilai, Madurai, Tiruchirapalli, Calcutta, Coimbatore, Salem, Trivandrum, Cochin, Madras (2), Bangalore, Asansol, Bombay, Pondicherry and Tirunelveli.

The Directorate has also prepared three sets of Hindi records with English, Tamil and Malayalam commentary. These records help in the proper picking up of pronunciation and accent of spoken Hindi. Bilingual Conversational Guides, bilingual self-taught books and Primer for foreigners have also been published by the Directorate. Prizes are also being given to those who secure high positions in the examinations. Help literature is also being provided to students, who are enrolled for these correspondence courses. During 1982-83, 1820 students appeared in the examination held in December 1982 and the result is still awaited.

Extension Programmes

These programmes are organised to reach the Hindi students, Hindi writers, Hindi scholars and the research students of non-Hindi speaking areas. Under these programmes, workshops for neo-Hindi writers of regional languages are organised, study-tours for Hindi students of non-Hindi speaking areas, lecture tours for professors of Hindi in Hindi speaking and non-Hindi speaking areas are arranged. Prizes are given to Hindi writers of non-Hindi speaking areas.

During the year under report, five workshops of neo-Hindi writers have already been organised in different parts of the country. In these workshops 125 trainees and 20 eminent scholars took active part.

One study tour of Hindi students of non-Hindi speaking areas has been conducted in which 49 students in all took part. A travel grant of Rs. 300/- is given to each student.

Lecture tours of prominent Hindi scholars from Hindi speaking universities to non-Hindi speaking universities and vice versa have to be organised during the year under review. Such tours facilitate to help them in understanding the progress of development as well as the problems of each other.

Prizes to Hindi writers of non-Hindi speaking areas

With a view to encouraging Hindi writers of non-Hindi speaking areas, whose mother tongue is not Hindi, prizes of Rs. 2,500/- each are given under the scheme.

Recognition of Hindi Examinations

A number of voluntary organisations are engaged in the propagation of Hindi. They also conduct examinations. In order to promote their activities and assist these organisations, their examinations are given recognition by the Ministry. This Ministry, with the concurrence of the Department of Personnel and the Union Public Service Commission have granted recognition to Hindi examinations, conducted by 17 voluntary Hindi organisations. Most of the examinations have been granted permanent recognition on the condition that these institutions will be inspected regularly every year. These inspections are conducted by the Central Hindi Directorate through regional offices located at Hyderabad, Madras, Calcutta and Gauhati. During the year 1982-83, 4 voluntary Hindi organisations were inspected.

Publications

The Directorate is bringing out one quarterly journal 'Bhasha' and the monthly journal 'Unesco Doot' which is the Hindi version of 'Unesco Courier', published in all the prominent languages of the world. A series of books, under the scheme of "Bharatiya Sahitya Mala" are being published. Under this scheme, 'Bharatiya Bhasha ka Itihas', 'Bharatiya Kahaniyan' have been published and 'Bharatiya Nibandh' is under printing. The manuscript of 'Bharatiya Kavita' is under preparation. During the period under review, all the issues of 'Unesco Doot' and all the issues of 'Bhasha' were duly brought out.

Publication of Popular Books in Collaboration with Publishers

Under the scheme, 374 books have been published so far. During the period under review, four books were brought out and eight books are in the press.

Exhibition of Hindi Books

During the period under review, one exhibition of Hindi books was organised where books brought out by the Directorate and Hindi Granth Akademies were exhibited.

Purchase of Hindi Books and Magazines for free Distribution

Hindi books and magazines are purchased every year for free distribution to the schools, colleges and public libraries in the non-Hindi speaking States, as also to our missions abroad. The scheme is intended to cater to the needs of Hindi knowing people and to acquaint them with the latest trends and the richness of Hindi as also the progress made by the language in different fields.

Production of Dictionaries

Twentysix bilingual dictionaries are under preparation. Manuscripts of 12 such dictionaries have been made press-ready and work on the remaining dictionaries is in progress.

Trilingual Dictionaries

Twenty four trilingual dictionaries are under preparation. Complete manuscripts of 10 such dictionaries have been received.

Bharatiya Bhasha Kosh

The manuscript of this dictionary is ready for press.

Publication of German-Hindi and Hindi-German Dictionaries

The exchange of delegations of experts engaged in the project between India and the GDR took place during the year under report. Hindi equivalents of all the 45000 German entries have been coined and 17,000 entries have been finalised so far.

Publication of Czech-Hindi and Hindi-Czech Dictionaries

Hindi equivalents of all the 15,000 Czech entries have been coined and are being finalised. A delegation of two experts from India has recently visited Czechoslovakia in connection with the finalisation of Czech-Hindi Dictionary.

Scheme of preparation and publication of bilingual Conversational Guides

In pursuance of the scheme approved by the Ministry of Education and Culture, 26 bilingual conversational guides, Hindi-Regional Language and Regional Language-Hindi are to be prepared and brought out. Each guide will comprise approximately 800 sentences followed by useful glossaries, of common words. Tamil-Hindi guide has been published and Hindi-Tamil, Hindi-Malayalam, Hindi-Bengali, Hindi-Telugu, Hindi-Kannada, Hindi-Assamese and Hindi-Kashmiri guides are ready for press.

Czech-Hindi and Hindi-Czech Conversational Guides

The work on Czech-Hindi guide has been completed during the visit of Indian delegation to Czechoslovakia. Hindi-Czech conversational guide is under preparation by the Czech side.

Hindi-Hungarian and Hungarian-Hindi Conversational Guides

Draft manuscripts of both the guides were prepared and sent to the Hungarian side for their comments which are still awaited.

Hindi-Russian and Russian-Hindi Guide

The Russian-Hindi conversational guide is under print in the USSR and the manuscript of the Hindi-Russian guide has been sent to the USSR for their comments.

Production of Standard Literature in Sindhi

The objectives of this scheme, which was started in 1975, are production of standard literature in Sindhi including re-printing of rare books, classics and educational text books of secondary and university levels. Under this scheme, seven books have been published, nine books allotted for printing and manuscripts of thirteen have been made press ready.

Commission for Scientific and Technical Terminology

The progress made by the Commission for Scientific and Technical Terminology in the implementation of various schemes during 1982-83 is as follows :—

Production of University level books in Hindi

Books of university level in Hindi are being published by the five Hindi Granth Akademies, Universities of Pant Nagar and Hissar, and Cells at Banaras Hindu University and Delhi University. So far, 1,332 (417 translations and 915 original books) have been published in various disciplines. During the year under report, 75 books have been published.

Production of books in Agriculture, Medicine, Pharmacy, Nursing, Veterinary Sciences and Engineering

Commission for Scientific and Technical Terminology is dealing directly with the production of books in Agriculture, Medicine, Engineering etc. So far, 71 books have been published in Agriculture 23 manuscripts are in press; 42 books have been published in Medicine. Pharmacy and

Nursing and 22 manuscripts are in press; 9 books have been published in Veterinary science and 7 are in press; 43 books have been published in Engineering and 15 manuscripts are in press.

The Commission is bringing out a magazine under the title "AYURVIGYAN PATRIKA" for the benefit of persons engaged in the medical profession.

Procurement of Copyrights

The Commission has been assigned the work of obtaining copyrights of books being translated by the Granth Akademies, the Commission and Book Production Boards. So far, 1540 copyrights have been obtained. During the year under report, translation rights of about 30 books are under negotiation and in the final stage of procurement. The prescribed period for translation was got extended in about 100 cases and 250 books are under negotiation for extension. Demand for obtaining copyrights for 50 books has been received from the Akademies and State Boards and this is being processed.

Definitional Dictionaries

Fifteen dictionaries pertaining to physics, chemistry, mathematics, botany, zoology, geology, medicine, engineering, home science, geography, agriculture, physical anthropology, sociology, architecture and pharmacy are in various stages of preparation and printing. Consolidation and co-ordination of basic definitions in science subjects is in progress.

Digests/Readings/Glossaries

Physical Science Digest II, Earth Science Digest II, Biological Science Digest II and Botany Reading III are in press. Printing of a Comprehensive Glossary of Technical Terms in Social Sciences and Humanities (Hindi-English) has been completed and is due to be released shortly. A similar Hindi-English Glossary in Agriculture, Medicine, Engineering and Physical Anthropology is being prepared and is likely to be sent to the press within the current year.

Coordination and simplification

A separate Unit has been set up to coordinate and simplify the terms evolved by the Commission so far. Under this project, one seminar was held at Indore where terms requiring coordination under alphabet 'A' were considered and their equivalents finalised.

Pan-Indian Terminology

So far, 13 workshops have been organised for identifying/evolving Pan Indian Terminology in various subjects. During the year under report, 4 workshops were held at Siliguri, Hyderabad and Amritsar in which 450 terms pertaining to Physics, 350 terms pertaining to Geology, 400 terms pertaining to Education, Psychology and Psychiatry, 250 terms pertaining to Sociology and Cultural Anthropology were discussed and their Pan-Indian equivalents identified.

Compilation of medical terms

The work pertaining to the compilation of medical terms and phrases in common use in the South Indian languages has been initiated in Malayalam and Tamil and in this connection, two meetings were held, one each at Trivandrum and Madras.

**Kendriya Hindi Shikshan Mandal,
Agra**

Kendriya Hindi Shikshan Mandal, Agra was set up in 1961 as an autonomous body to manage and supervise the affairs of the Kendriya Hindi Sansthan (Central Institute of Hindi), an apex institution working in the area of teaching, training and research in Hindi, specially as a second language and foreign language. The Sansthan has its main Campus at Agra and branches at Delhi, Hyderabad and Gauhati.

Teaching and Training Programmes

About 328 Indians and foreigners were admitted in different courses during 1982-83. The Sansthan conducts 15 regular full session courses which include Hindi Shikshan Nishnat (equivalent to M.Ed.), Parangat

(equivalent to B.Ed.) and Post M.A. Diploma and also Advanced Diploma in Applied Hindi Linguistics and Diploma in Translation. Teaching of Paragat course by correspondence-cum-contact has been started since last year and 179 trainees have joined the course.

The Sansthan conducts short-term Orientation Course, remedial courses and special need-based courses which include courses for Hindi teachers working in universities, training colleges and High/Higher Secondary Schools of non-Hindi speaking states. Under these programmes 282 teachers have been trained this year up to October and another 250 will be trained by the end of this year.

Research in Methodology of Teaching Hindi and Material Production

The Sansthan organises research programmes for the development of techniques of Hindi teaching and training at different levels. During 1982-83, Sansthan prepared 15 books for use of the elementary schools of the tribal areas of M.P. following bilingual transfer model at the request of the Government of Madhya Pradesh.

Research on Functional Hindi Registers

The Sansthan has undertaken a research project on the nature and development of the scientific registers of Hindi. Work has also been initiated on determining the nature and linguistic characteristics of the Pan-Indian Hindi vis-a-vis Hindi as a regional language.

Extension Service Programme

During 1982-83 ten members of the teaching staff participated in lectures, seminars, discussions and for offering consultancy services to State Governments.

All India Competitions

To encourage original Hindi writing by non-Hindi speaking persons, the institute organises an All-India Hindi Essay Competition every year. The Institute also conducts annually an All-India Hindi Debate (in two categories) for the teacher-trainees of Hindi Teachers Training Colleges of the non-Hindi speaking areas.

Publication

The new publications of the Sansthan have come out this year. Two volumes of the Research Journal 'GAVESHNA' and four volumes of the News Bulletin of the Sansthan have been published.

Library

1314 new books have been acquired in the Institute's Library. The library has about 26,548 books and subscribes to 134 journals and magazines at present.

Faculty Improvement

Seven teachers of the Sansthan have been awarded Ph.D. degrees and three have submitted their theses for Ph.D.

Seminar, Workshop and Extension Lectures

The Sansthan organises seminars, workshops and extension lectures on areas relating to the fields of its activities. This year, the Sansthan is organising two seminars : one on Multi-Lingualism and Problem of Translation and the other on Bilingual Transfer Model of Language Instruction. Besides, a seminar-cum-workshop is being organised on Communicative Grammar and Discourse Analysis.

Under the annual extension lecture series, the Sansthan is holding extension lectures by Prof. Ashok Kelkar, Poona University on Linguistics, Prof. Naresh Guha, Jadavpur University on Comparative Literature (specially in the context of the Unity in the Indian Literatures) and Prof. S. Adaval, Allahabad University on Language Teaching on Pedagogy and Language Teaching.

Propagation of Hindi Abroad

The scheme to promote Hindi abroad is in operation mainly in Caribbean countries, countries of South-East and West Asia and in the advanced countries like the UK, the USA, the USSR, France, West Germany and Japan.

The scheme has a provision of awarding 50 scholarships every year to the students of different foreign countries for study of Hindi at Central Institute of Hindi, New Delhi. During 1982-83, 45 students were selected out of whom 25 students joined the Institute. Some students have also been admitted on self-financing basis. The selected scholars are entitled to Rs. 500 per month as scholarship and air-fare from their home country to New Delhi and back. During 1983-84, it is expected to admit 35 students for study of Hindi at Central Institute of Hindi, New Delhi.

The Ministry continued to maintain three Hindi lecturers at Surinam, Trinidad and Guyana, two part-time teachers in Sri Lanka and one full-time librarian in the Embassy of India at Kathmandu. Under the Cultural Exchange Programme a two-member Indian delegation was sent to Prague (Czechoslovakia) in September 1982 in connection with the work relating to the compilation and preparation of Hindi-Czech and Czech-Hindi dictionaries etc.

B. PROMOTION OF MODERN INDIAN LANGUAGES

Production of University level Books in Hindi and Regional Languages

The programme for production of University-level Books was launched in 1968-69 with a view to facilitating early adoption of the Indian Languages as media of instruction in various disciplines at the university stage. Under the programme, 5960 books have been published as on December 1, 1982 out of which 1400 are translations. A large number of books are in the various stages of production.

Core Books Production Programme

Core books on medicine are being brought out with the cooperation of National Book Trust. In medicine, 4 books have been published. The colour atlas of tropical dermatology, the production of which was taken up in 1980-81 has been completed. 3 more books on medicine are under preparation.

Assistance to Voluntary Organisations and Educational Institutions for Promotion of Regional Languages

Under this scheme financial assistance is given to voluntary organisations/educational institutions for promotion and development of Indian languages. The scheme is being continued under the Sixth Plan. It has proved to be very useful as it not only enlists cooperation of, but also helps those engaged in the propagation and development of Indian languages. The term "Indian languages" includes all the languages, other than Hindi and Sanskrit, as set out in VIII Schedule of the Constitution and other recognised languages (including tribal languages) used in India.

Production of Books in Urdu

The Tarraqi Urdu Board was set up in 1969 with the Education Minister as its chairman to advise the Government on the production of academic literature in Urdu. Fresh nominations to the new Board were made in 1981. In 1977 the Board was declared as a subordinate office of the Ministry of Education and Culture and has recently been given permanent status.

Under the guidance of the Board, 370 books (including 71 NCERT textbooks) were prepared and published which include university-level books, popular science, children's literature, general books and reference books. More than 600 titles are under various stages of translation and original writing. The 5-volume English-Urdu Dictionary is under printing and the 12-volume encyclopaedia will also be assigned to the press shortly. A total of 1.2 lakhs technical terms have been finalised and 10 multi-disciplinary panels have been evolved.

In addition to the 10 calligraphy centres at Delhi, Bombay, Hyderabad, Bhopal, Bangalore, Patna, Srinagar, Tonk, Nagpur and Madras, it has been decided to open new centres during 1981—83. The centres are to be located at Allahabad, Patiala, Jaipur, Lucknow, Varanasi, Aligarh, and Calcutta.

The Solan and Patiala centres for training of Urdu teachers under the Central Institute of Indian Languages, Mysore have trained 640 secondary school teachers in Urdu.

It is proposed to start a research journal in Urdu. Financial assistance is also given to voluntary organisations and educational institutions engaged in the promotion of all Indian languages including Urdu. During the year under review, 3000 books in Urdu have been purchased involving an expenditure of Rs. 1.50 lakhs.

Urdu books worth Rs. 11.75 lakhs have been sold.

Promotion of Books in Sindhi

Started in 1975 the objective of the scheme is to bring educative books in Sindhi for the benefit of Sindhi students. Under the scheme two reference works, namely, Sindhi-English dictionary and Sindhi grammar have been printed. Five children's books (published by the Children's Book Trust) have been translated and printed in 'Sindhi. These are Episodes of the Wonders of Mohenjodaro, story of Sarijutra, our neighbours, historical stories and Dangerous Journey to Himalayas.

In addition, twelve manuscripts are ready for the press and work is in progress on a number of other titles.

The cash award to Sindhi writers has been raised from Rs. 1500/- to Rs. 2500/- each from the year 1981-82. There will be five recipients. A new scheme for bulk purchase of Sindhi books for free distribution to various Sindhi educational institutions/libraries has been finalised. It has also been decided to hold a Writers' Workshop for Sindhi language teachers in Nagpur. A seminar of Sindhi language and literature was also held at Bombay University. A symposium was organised on the light works of Dr. Guru Bakshani, an eminent Sindhi literateur.

Separate panels of experts for both the Humanities and Science Groups have been finalised and the work of translation of terminologies has been taken in hand.

Tribal and Border Languages

Central Institute of Indian Languages, Mysore, and Regional Languages Centres

The work completed by the end of September 1982 included the following :—

Gojri grammar and Brosbat grammar completed earlier were published this year. Acoustic characteristics of Kannada written by the staff of this unit were also published during this year.

Field work was undertaken for the study of Monpa, Bison Horn Maria, Santali, Car Nicobarese, Mao and Hmar. Field work will be done in the remainder of the year on Paie, Dimase, Adi and Nishi.

Grammars of Nishi, Mishmi, Dorli were completed. It was decided to merge the phonetic readers with the grammar. Dictionary of Karbi was completed.

In the remainder of the year, grammars of Bhutia, Bhujij, Gutob and Monpa and the dictionary on Wagdi will be completed. Other linguistic works on the tribal languages under study will be at different stages of progress. In a comprehensive dictionary of Garo, 1000 entries have been made and this work will continue.

The Expert Committee Meeting on development of tribal languages was organised in May and this committee made recommendations for the development of tribal languages particularly in the field of education. A workshop for a national framework for bilingual education for tribal children was organised in September and a national framework was evolved.

In addition, this workshop prepared guidelines for material producers in tribal languages and an inventory of cultural concepts in tribal communities for use in instructional materials.

The workshop for adult literacy teachers of Arunachal Pradesh to evaluate the first level bilingual literacy primers prepared by the Institute and to finalise the second level primer will be held in October. Training in Basic linguistics will be given in a four weeks course for officers working in tribal cells of various states in October-November.

A seminar on what should go into a grammar and a seminar on Causatives and Passives in Indian languages will be conducted in December and March respectively. Acoustic Phonetic Study of Mizo, Consonants and vowels has been made and additional languages will be studied in the remaining months. It is planned to bring out a work book in Phonetics and work book on phonology and morphology based on Tibeto-Burman data. A volume on field method employed by the CIIL field staff and a volume on grammatical aspects of Tibeto-Burman will be prepared. A volume on Phonetic study of Arunachal Pradesh to establish the affiliation and sub-grouping of the languages spoken in that Union Territory will be undertaken.

Special first level primers in Jenukuruba and Soliga, two tribal communities in Mysore District, were prepared to go into a bilingual education programme for them. The teachers of the schools in these tribal areas were given orientation to these materials and educational programmes for a week in September.

Materials Production

Materials completed by September 1982

Preparation

1. Tamil Pictorial Dictionary
2. An Intensive Course in Punjabi
3. State School Reader in Kashmiri II Level

Materials under preparation and to be completed by March 31, 1983

1. A research monograph on Simultaneous Acquisition of Kannada and Kodagu.
2. A research monograph on the language on the Hearing Impaired.
3. A research monograph on Aspects and Determinants of Children's Literature in Kannada.
4. Sarala Samskrita for Kannada Speakers Book II.
5. Kannada language textbook for K.P.S.C. Kannada examination.
6. Exercises and Drills : An advanced guide for learners of Tamil.
7. Kannada Pictorial Dictionary
(to be completed by April 30, 1983).
8. Tamil Verb Dictionary.
9. Verb Dictionary in Malayalam
(to be completed by April 30, 1983).
10. Intermediate course in Malayalam
(to be completed by April 30, 1983).

Courses

- (i) Radio-cum Correspondence Course in Malayalam for standards 1 and 2.
- (ii) Radio-cum-Correspondence Course in Tamil for Standard 6.
- (iii) Kannada lessons on Common Errors for AIR Bangalore, in the series 'Shikshaka Vedike'.

Training Programmes

- (i) Training programme for State Government Key Personnel engaged in the implementation of Administrative Language Scheme.

(ii) Three orientation programmes for Secondary School Mother Tongue teachers of Kannada.

(iii) Orientation programmes for Tamil teachers and Teacher Educators of Tamil Nadu.

Sociolinguistics

In the area of studies in Pidgin and Creoles, the standardised grammar of Naga Pidgin is expected to be completed by mid November. Thereafter passages based on this grammar would be prepared and tried out in different parts of Nagaland for its acceptability and comprehensibility. The desk work for another study on 'Language convergence and Language Variance' with reference to Sadari has been completed.

The study of Konkani in Karnataka is expected to be completed in another month's time.

The final report of the pilot survey of the slums conducted during 1981-82 is completed. As a follow-up action of the survey of these two slums in Bombay and Pune a detailed study of the Dharwai Slum of Bombay with specific reference to the languages of wider communication has been taken up. The desk work has been completed and the first field work would commence from next month. The preliminary report of the study is expected to be ready by March, 1983.

As a follow-up action of the study on language contact and convergence with specific reference to Kasargod, a study on communication patterns in a multilingual stable interior border has been initiated.

Five major studies have been undertaken under the Bangalore Sociolinguistic Project. Two of them pertain to interaction and networks in industries and three to the study of minority communities.

The preliminary field work on the project on Linguistic Repertoire, communication and interaction networks in a public sector undertaking at Bangalore was conducted and on the basis of it seven modules for data collection have been prepared. The first phase of this study would be completed by March 1983.

Aspects of differential communicative inter-action : Studies on communication in a private sector undertaking at Bangalore. The report on the exploratory survey conducted earlier was prepared and a detailed tool for administering in the next field work has been written up.

The preliminary report of the study of Attitude and language use of the Tamil Iyengars in Bangalore was written and the analysis of another study of 'Linguistic convergence with reference to Tamil spoken by Iyengars in Bangalore' is complete and the report is being written. The transcription of the part of the data collected for the study on 'Who learns/speaks whose language and why' sociolinguistic interaction among Punjabi, Hindi, Urdu and Kannada children in Bangalore city is completed and the preliminary analysis of the Punjabi data is in progress.

Folklore

A Study of Folklore : An Introduction has been completed.

A study of Marwari folklore in Bangalore, which is a component of the Bangalore Sociolinguistic Project, has been initiated. A preliminary field work was conducted and the data are being analysed. The report of the preliminary field work would be ready by March 1983 and on the basis of the same follow up action would be initiated.

Reading and Education

Last year a project on Construction and Standardization of Reading Comprehension Test based on close procedure for classes 8, 9 and 10 was undertaken to meet the urgent need of scientifically constructed and standardized tools for assessing the reading comprehension of school students. A unique feature of the present study is making available a comparative set of scores on close as well as on multiple choice items test.

This year previously devised tests were modified in the area of the administration of the tests, fixing time limit etc. on the basis of administering the tests in the actual classroom settings on a selected sample. There-

after the final test forms were got printed. These were administered to a large representative samples of students in different classes in Mysore.

Interpretation of the scores, tabulation, analysis of data etc. are in progress. The final manual of the test would be ready by March 1983, after administering the reliability test some time in January 1983.

Adult Education

The field work, data collection and analysis for the project on rural communication patterns have been completed and the final report is under preparation. This unit proposes to hold a seminar on the simplification of language for neo-literates in December 1982. The project on 'A study of take off stage in literacy' is taken up from October 1, 1982.

Cartography

The project of current patterns and the communication potential among the tribes of Madhya Pradesh and Assam has been completed. The second project, i.e. Incidence of Bilingualism among the tribes of India is taken up. In addition to these projects the Cartography Unit has prepared an outline map of Punjab for use in the CSO book of Punjabi, one book on Acoustic Study of Kannada, five page layout of sonograms and apoctogram for the book on Acoustic characteristics of Kannada and one map of Kasargod Taluk with an inset map of location of Kasargod—for the report of language contact and language convergence, a case study in Kasargod.

Publication

This unit has so far published 7 publications—these are, Broskat Grammar, the Acoustic Characteristics of Kannada, Tangkhul folk literature, Kannada copy book (Reprint), Lok Sahitya Swaroop Evam Sarvekshana, Morpho-phonemic Analysis of Kannada language, Gajri Grammar. In the next two quarters it is proposed to publish 13 books.

Lexicography

A school dictionary in Khasi was completed and scrutinised. A project on the study of folklore terms 'myth' and 'folk' is undertaken. A school dictionary in Garo is under preparation.

Educational Technology

Script of the Kannada TV programme entitled 'Gender in Kannada' has been revised. Production is awaited. Of the three TV scripts for language teaching, one script in Telugu has been prepared. Scripts of other two languages have to be prepared.

In addition to this, video coverage of health education through yoga-sanas and of a programme on national integration entitled "Truth is One" have been completed. These need to be edited and commentaries have to be added.

This unit has also abstracted and indexed 570 tapes, 641 slides, 101 film strips and 809 microfiche cards. The Reprography Unit has micro-filmed 26 volumes, has enlarged nearly 200 microfiche enlargements, about 200 photo enlargements besides taking about 300 photos of various seminars and workshops and visits of the VIPs.

Psycholinguistics

The year started with the session of the Science Congress held in Mysore in the first week of January. Several psychologists from all over the country visited the Institute and had discussions with the members of the psycholinguistic unit.

The project on compatibility of language use in school level textbooks was completed and 322 typed pages report was submitted. This study conducted a detailed content analysis of 16 textbooks of 5th and 6th standards of Karnataka State Schools and Central Schools covering the language subjects for second and third languages, the non-language subjects—social studies (Kannada Medium) and Science (English Medium) under languages Kannada, Hindi and English. The textbooks of language subjects were analysed for four types of contents, normally lexical, grammatical structure, thematic and the discourse forms. The result showed that the lexical contents were highly incompatible but the other three types of contents were not so.

The project on 'A study of the effect of medium of instruction SES and sex on academic achievement, intelligence, creativity and self-concept of 8th and 9th standard students in the trilingual media schools of Kanyakumari

district', made good progress. The first stage of the field work for this study was completed. This included administration of several tests on a sample of 3000 students and collection of their six consecutive examination marks from 12 trilingual media schools of Kanyakumari district. Out of the sample of 3000, finally 2152 students were selected for scoring of their SES scales and processing of their four consecutive examination marks for five academic subjects. The data have been analysed by computer. The second and the final stage of field work has started and would be completed by the second week of December 1982. This includes the administration of five tests on the sample. These tests are on intelligence, creativity, self-concept and academic motivation. As a by-product of this study an annotated bibliography on bilingualism and medium of instruction has been prepared. This bibliography abstracts 600 titles on the subject. The medium of instruction project will continue in 1983-84.

In December, the unit will be organising a seminar on psychological and linguistic approaches to the study of language learning. This would be an inter-disciplinary seminar attended by experts from the areas of psychology, linguistics, educational sciences and speech therapy and language teaching.

The unit, as usual, indulged in several academic activities for example—attending workshops and seminars organised by other institutions, vetting research proposals sent by other institutions, guiding doctoral research work and other such academic activities.

Documentation and data processing

Documentation work

Language related debates

Organisation of microfiling of language related debates of the Karnataka State Assembly and Legislative Council: The volumes obtained from various sources were scanned in order to identify matters pertaining to languages and the relevant materials were microfiched. This work for the Karnataka State has been completed. Microfiling of language related debates of Maharashtra Assembly has also been done.

Compilation of classified state-wise Bibliographies of linguistic and language related research on Indian languages

It has been proposed to bring out the bibliographies in five volumes covering all the states and union territories in India. Preparation of the first volume of the state-wise bibliographies series pertaining to Hindi speaking states has been finalised with about 4000 entries. Compilation work for two more volumes (i) India as a whole (ii) North-eastern region, Bengal and Orissa, is being carried out.

Documentation and data processing

Inter and Intra-Tribal communication potential

The study has been undertaken in collaboration with cartography unit. The progress is reported under that unit.

Incidence of Bilingualism

A case study of Tribals in India—It is a study taken up in collaboration with the cartography unit.

Books under Preparation

A book is being prepared on sampling methods for linguistic research. It will deal with different methods of sampling like simple random sampling, systematic sampling, stratified sampling, etc. and it will discuss the suitability or applicability of each sampling method in different fields of linguistic research. The preliminary draft of the first three chapters will be ready by the end of March, 1983.

A book is being prepared on statistics for linguistic research. The purpose of this book is to present to linguists the basic concepts and techniques in statistics. A preliminary draft of the book will be submitted in March 1983.

Seminars/Workshops

A seminar on Computers for Linguistic Research is being organised during the month of October, 1982.

Data processing work for the projects undertaken by the units other than DDPU

Computerised statistical analysis has been carried out of the data from the Bangalore Socio-linguistic Survey of Minorities—A case study of Tamil.

Data processing and statistical analysis are being carried out for the data obtained by the psycholinguistic unit on the project on Mother-tongue and Medium of Instruction Analysis, using the computer, for the first set of data (obtained so far) will be over during the quarter October-December 1982.

Processing of the data collected by the reading unit on the project : Construction and Standardization of Reading Comprehension Tests. The Unit has been assisting in scoring, tabulation and analysis of the data.

The RLC's Unit

The RLC's Unit of the Institute is entrusted with the task of organizing in-service training programme for the secondary school teachers in a language other than their mother-tongue through its five regional language centres at Mysore (Telugu, Tamil, Malayalam, and Kannada), Bhubaneswar (Bengali, Oriya and Assamese), Poona (Gujarati, Marathi, Sindhi), Patiala (Punjabi, Urdu and Kashmiri) and Solan (Urdu). The training involves a ten-month intensive language teaching programme from July to April each year.

The year started with the graduation of the 1981-82 teacher-trainees. In all 365 have graduated in thirteen different languages and of them 82 with distinction.

During the current academic year the Institute has admitted 345 teachers in different languages.

To improve language proficiency of the past teacher-trainees the Institute organises Refresher Courses and National Integration Camps. The latter one involves the assembly of not only ex-teacher-trainees but also the children who are learning the language at a place where the language is spoken for a period of ten days. During 1982-83 seven Refresher courses in Kannada, Telugu, Assamese, Bengali, Oriya, Urdu and Telugu were conducted.

The Assamese National Integration Camp is scheduled for later during the academic year.

The Institute organises additional courses on demand and undertakes research projects to evaluate its programmes. In June 1982 the Institute wanted to study the difference in performance and achievement of Urdu trainees in Himachal Pradesh who underwent five-month training and a ten-month training at different times at UTRC. On the basis of the findings the Institute has recommended to the Ministry to convert the five-month programme at Solan to a ten-month programme on par with the other Centres since the results showed that the trainees with a ten-month programme fared better. The Institute, at the request of the Administrative Training Institute, gave a one-month language teaching programme in Kannada to I.A.S. Probationers. In addition the faculty members of the Regional Language Centres undertake individual research projects on error analysis, language teaching methods, the influence of cognate language in learning, etc.

The Regional Language Centres have conducted the following seminars in this year.

- (i) Workshop on Development of Curriculum for Teaching Indian Languages to School children (WRLC, March 1983).
- (ii) Seminar on Assamese as first and second languages (ERLC, June 1982).
- (iii) Seminar on Stylistics and Language Teaching (NRLC, August 1982).

The following seminars would be conducted in this year :

- (i) Seminar on Communication and Language Teaching (WRLC).
- (ii) Workshop on Error Analysis and Preparation of Remedial Materials (ERLC).
- (iii) Seminar on Learning Kannada (SRLC).
- (iv) Workshop on Assessment and Testing in Second Language Teaching (SRLC).
- (v) Seminar on Teaching of Urdu to Hindi speakers and non-Hindi speakers (UTRC).
- (vi) Seminar on Development of Reading skills (NRLC).

In addition to the above, the Institute deputed its faculty members to seminars/workshops conducted by other sister institutions. This year the Institute deputed the faculty to the following seminars :

- (i) Problems of Telugu Linguistic Minorities in other States organised by the Inter-national Telugu Institute, Andhra Pradesh.
- (ii) Workshop on training Urdu teachers organised by the State Institute of Education, Kerala.
- (iii) Seminar-cum-workshop on Lexicography organised by Jawaharlal Nehru University, Delhi.
- (iv) Seminar on Development of Urdu Literature organised by the University of J&K at Srinagar.
- (v) Summer Institute in Applied Linguistics held by Madurai University.
- (vi) Summer Institute in Linguistics at Kurukshetra.

The faculty of the Regional Language Centres are also engaged in preparing (a) Intensive courses, (b) State School Readers, (c) Language Laboratory Lessons, (d) TV Courses for Language Learning, and (e) Need-based courses. During 1982-83 the Intensive Courses in Punjabi, Kannada and Kashmiri have been finalised and sent to the Press. The Institute is also preparing a film strip and a self learning phonographic set for Kannada.

The Institute also organises evaluation tours by the faculty to study the performance, problems and facilities of the teacher-trainees occasionally. To help sustain the proficiency and active interest of the teacher-trainees and their language learning children the Institute provides Book Corners (Mini Libraries) to select schools containing books worth about Rs. 500/-. These books deal with language teaching, dictionaries, story books, etc. The Institute encourages the teacher-trainees to undertake translation work also. The Institute has plans to establish 100 Book Corners in the year 1982-83 in different languages around the country in addition to the 500 already established.

C. PROMOTION OF ENGLISH AND OTHER FOREIGN LANGUAGES

**Central Institute of English and
Foreign Languages, Hyderabad**

The Central Institute of English and Foreign Languages has been striving to improve the standards of teaching and learning English and Foreign Languages and their literatures in India. The Institute continued these activities through teacher training, research, materials production and extension and consultancy services. The Institute has been providing guidance to the State educational authorities in revising syllabuses, preparing instructional materials and organising pre-service and in-service training courses for teachers.

The Institute has been conducting post-graduate diploma courses in the teaching of English and in English studies besides the research degree courses leading to M. Litt. and Ph.D. The post-graduate certificate and diploma courses through correspondence-cum-attendance have made it possible to

impart training to a larger number of teachers without taking them away from their place of work. The Institute has also been conducting a series of two-week training courses-cum-workshops for B.Ed. college lecturers.

Under the scheme of financial assistance for setting up of district centres for English, proposals have been invited from the State Governments. The Institute has also designed a correspondence-cum-contact course for training the school teachers. It has also launched a programme of training the resource persons required to administer this course in different states.

As part of its efforts to utilise the mass media for the teaching and learning of English, the Institute has been producing radio programmes for school students. A five-year integrated programme of 'English by Air' prepared by the Institute is being broadcast by 25 AIR stations all over the country.

The Institute continued to provide extension and consultancy services to the English language teaching institutes and the State education authorities for assigning syllabuses, preparing/adopting suitable teaching materials, devising tests, training resource persons and conducting short-term training courses.

In foreign languages, the Departments of Arabic, French, German and Russian have been conducting post-graduate diploma, M.Litt. and Ph.D. courses, besides preliminary proficiency courses. The Departments of French, German and Russian have also been conducting M.A. Courses, through correspondence-cum-contact. Postgraduate diploma courses in translation and interpretation in German and French are also being offered. The foreign language departments have also been organising short courses, seminars and workshops and have embarked on the production of instructional materials to suit the needs of Indian learners.

The Institute's regional centres at Lucknow and Shillong have been conducting short courses, workshops and seminars. Several courses were organised at these regional centres.

D. PROMOTION OF SANSKRIT AND OTHER CLASSICAL LANGUAGES, SUCH AS ARABIC AND PERSIAN

Rashtriya Sanskrit Sansthan

The Sansthan is an autonomous organization under the Ministry exercising academic and administrative control over six Kendriya Sanskrit Vidyapeethas. Besides, 15 institutions in the country are affiliated to it for purposes of examination. The Sansthan conducts examinations right from Prathma to Vidya Varidhi and Vachaspati (Ph.D and D.Litt.) respectively. It also conducts teachers training programme at graduate and post-graduate levels 2800 students are at present on the rolls of the Sansthan's Vidyapeethas. 511 are given scholarships for their studies and 270 are provided with hostel facilities. All these candidates are expected to appear for the different examinations during this year. The Vidyapeetha at Allahabad has launched a massive programme for collecting manuscripts from private sources and 50,000 manuscripts have been collected during the last one and a half years.

The Vidyapeethas have also brought out 120 publications during this year.

The scheme for financial assistance to voluntary Sanskrit organizations envisages financial assistance up to 75% towards payment of salary, scholarships and books etc. to more than 500 voluntary institutions in the country which conduct courses on traditional Sanskrit education.

About 25 voluntary organizations engaged in the preservation of the oral tradition of vedic studies are being assisted all over the country. Each teacher is ensured a monthly salary of Rs. 100/- p.m. About 700 students are being benefited under this scheme.

Aware of the roles that Sanskrit and other classical languages have to play in promoting international understanding and national integration, schemes already in operation for propagation of studies of Sanskrit and other classical languages like Arabic and Persian were continued by the Ministry of Education during the year 1982-83.

The high-lights of these schemes are : strengthening of the autonomous body called the Rashtriya Sanskrit Sansthan with its six Kendriya Sanskrit Vidyapeethas for post-graduate studies and research; establishment of a dozen Adarsh Sanskrit Mahavidyalayas with greater financial support from the Government; editing and publication of rare unpublished manuscripts; preservation of the oral tradition of vedic studies; publication of critical dictionaries and catalogues of manuscripts and financial assistance to larger number of Madrasas and Maqtabs for study of Arabic and Persian.

During the year under review, a crash programme has been initiated to reprint all important out of print Sanskrit texts by Photo-offset process and preparation of a critical edition of the manuscript of a monumental work on islamic law has also been started, besides initiating a national survey of traditional Arabic and Persian teaching institutions.

The details of the schemewise progress may be seen below :

As a special incentive to preserve the oral tradition of vedic studies, six scholars are being assisted to coach their own sons or near relations below the age of 12 and each scholar is paid Rs. 700/- p.m. and each student Rs. 150/- p.m. Two more such units are to be established during the current year.

An annual Vedic Convention is held under the auspices of the Ministry where about 100 scholars in different sakhas are invited with a view to identifying the rare vedic sakhas and their repositories and also to devise ways and means of preserving the original traditions.

Such of the institutions among the voluntary organizations which have potentiality for greater development are identified and brought under the scheme of Adarsh Sanskrit Mahavidyalayas and they are assisted to the tune of 95% towards recurring items of expenditure. There are two more institutions being brought, under this category during this year in addition to the existing ten.

Assistance is being provided to Deccan College, Pune for preparing a Sanskrit Dictionary based on historical principles which will help the research scholars in the interpretation of old and difficult Sanskrit texts. The work is making steady progress and the first volume (three parts) and volume II (part I and II) have already been brought out.

Financial Assistance to Eminent Sanskrit Scholars in indigent Circumstances

Eminent Sanskrit Scholars in indigent circumstances are being helped to the extent of Rs. 3000/- each per year less their annual income. Under this scheme, for the current year, about 1500 scholars all over the country are receiving this assistance.

Award of Certificate of Honour to Sanskrit, Arabic and Persian Scholars

This scheme envisages giving of President's award of certificate of Honour to eminent Sanskrit, Arabic and Persian scholars on August 15, which includes grant of Rs. 5000/- each per year for life and the Robe of Honours at the investiture ceremony. Recently the number of scholars has been, increased from six to ten for Sanskrit alone. About 130 scholars are getting this award during this year.

Production of Sanskrit Literature

The Government of India is assisting contemporary authors of Sanskrit works in publishing their books, to the tune of 60% of the total expenditure. Research institutions and established departments of universities are also assisted to prepare and publish critical editions of rare manuscripts. Under this scheme, besides assisting the printing and publication, the editors of the manuscripts are given an honorarium of Rs. 7/- per printed page. About 16 publications have so far come out with Government assistance and 10 more are likely to come out this year. In order to encourage private efforts, the Government also makes bulk purchase of such publications for free distribution to Sanskrit institutions. Well established research institutions are assisted to prepare and publish descriptive catalogues and the entire expenditure is borne by the Government of India. Well established

research institutions like All India Kashiraj Trust, Varanasi and Vedic Samshodhana Mandala (Poona) are also assisted to bring out critical editions of vedic and persian text. Critical editions and English translation of Varaha Parana and Taittiriya Sakhita (Volume II) have come out this year. A critical Pali dictionary is also being prepared with Government assistance at Government Sanskrit College, Calcutta.

A massive programme has been launched to bring out reproduction of important out-of-print Sanskrit books at reasonable price through the commercial publishers. In the first phase such of those publications of the erstwhile Nirnaya Saugar Press, Bombay which have gone out of print have been taken up and 16 publications have already come out. A similar programme is being launched for the re-publication of 48 Puranas which were originally brought out by M/s. Venkateshwara Steam Press, Bombay and six of them are expected to come out this year.

Schemes for Arabic and Persian

As against 118 voluntary institutions/organisations engaged in propagation and development of Arabic and Persian that were assisted during last year, about 150 institutions are expected to be benefited this year. Twenty scholarships were given to products of Madrasas/Maktabs for research and this year it is expected to increase by five. Preparation of critical edition of Fatwa-Al-Tatar Khania of Alim ABN Bruhan, monumental work on Islamic Law has been started this year at a cost of Rs. 4500/- per month. National Survey of traditional Arabic and Persian teaching institutions is being conducted during this year and is expected to be completed by the end of 1983.

INDIAN NATIONAL COMMISSION FOR COOPERATION WITH UNESCO

Cooperation between India and UNESCO

India is one of the founder-members of the United National Educational, Scientific and Cultural Organisation (UNESCO) which was established with Headquarters in Paris in November, 1946. During the year under report, India continued to play a leading role in matters relating to Unesco and participated in the following major Unesco conferences :

Second Conference of the Ministers responsible for Application of Science and Technology to the Development of Asia (CASTASIA-II)

A five-member delegation participated in the second CASTASIA conference held in Manila from March 22-30, 1982. The conference highlighted the progress made by the Asian countries in the development of Science and Technology since 1968, when the first conference on the application of Science and Technology in this region was held at New Delhi. It also focussed attention on issues relating to the global scene for science and technology cooperation, guidelines for scientific and technical cooperation at the national and international levels, sharing of knowledge and skills amongst the developing countries and related problems.

World Conference on Cultural Policies

UNESCO organised a World Conference on Cultural Policies in Mexico City from July 26 to August 6, 1982. A six-member delegation led by the Education Secretary, Smt. Anna R. Malhotra, participated in this Conference. The other members of the Delegation included (i) Shri Mir Nasrullah, Additional Secretary, Department of Culture; (ii) Shri Inam Rahman, Deputy Permanent Representative to Unesco at Paris; (iii) Shri B. K. Thapar, former Director-General, Archaeological Survey of India; (iv) Kumari Savitri Kunadi, Director, Ministry of External Affairs; and (v) Shri Ajay Prasad, Deputy Secretary, Ministry of Information and Broadcasting.

One hundred and twenty-nine countries participated in the conference. India was represented on the Drafting Group for Mexico City Declaration. Smt. Anna R. Malhotra, the leader of the Indian Delegation, made her statement in the Plenary session which was very well received and many delegations complimented India for it. Apart from some ideological and conceptual problems of cultural society, such subjects as cultural identity, inter-cultural relations, themes like democratisation of culture, and cultural rights, substantive issues dealing with preservation and presentation of cultural heritage, stimulation of artistic creativity, links between the policies in the field of culture, education, communication, etc., the cultural goods, services and administrative planning and finance, were also discussed.

The Indian delegation sponsored three draft recommendations about (i) sharing of experiences for preservation of cultural property; (ii) strengthening of the International Programme for Development of Communication to build up media infrastructure in developing countries as a protection against cultural domination of foreign material; and (iii) calling for support to the international Fund for Promotion of Culture, while suggesting that soft loans may be provided by this Fund. The three draft recommendations sponsored by India were adopted unanimously by consensus.

Fourth Extraordinary Session of General Conference of Unesco held in Paris from November 23 to December 3, 1982

The fourth extraordinary session of the General Conference of UNESCO was held from November 23 to December 3, 1982, at Unesco Headquarters in Paris. The main agenda of the Conference was to consider and adopt the draft Second Medium Term Plan for 1984-89. The Indian delegation to the Conference was led by Smt. Sheila Kaul, Minister for Education, Culture and Social Welfare. Shri T. N. Kaul, India's representative on the Executive Board of Unesco, was the deputy leader. The other delegates to the conference comprised Dr. (Smt.) Madhuri R. Shah, Chairman, University Grants Commission; Smt. Serla Grewal, Education Secretary; and Shri G. Ram Reddy, Vice-Chancellor, Open University, Hyderabad.

The alternate delegates to the Conference included Shri Kireet Joshi, Educational Adviser, Prof. C. S. Jha, Educational Adviser (Technical), Ministry of Education and Culture; Shri Inam Rahman, Deputy Permanent Representative of India to Unesco; Dr. F. J. Lavakare, Project Coordinator, Department of Science and Technology; and Kumari Savitri Kunadi, Director, Ministry of External Affairs.

India was elected as one of the Vice-Chairmen of the Conference. India was also elected as a member of the Drafting and Negotiating Group set up by the Conference. Smt. Sheila Kaul, leader of the Indian delegation, made a comprehensive statement on Unesco's Medium-Term Plan. Smt. Kaul referred to major programmes included in the Draft Plan and emphasized the need of developing countries concerning programmes relating to education, culture, communication, science and technology. In this context, she observed that "While the centre of Unesco is education, and the centre of education is youth, we do not seem to place youth in the centre of our attention". She also urged Unesco to intensify its efforts towards the objective of raising the status of women. She pointed out that in India universalisation of elementary education and adult education have been given a prominent place in our 20-point programme. She said, "We are deeply engaged in devising new ways and methods to reach our goals as expeditiously as possible". She called upon Unesco to formulate programmes of massive dimensions in this field. She also urged Unesco to play a major role in furtherance of peace and human rights and in the process of development.

The head of Indian delegation presided over one of the Plenary sessions in which general debate on the Plan document was held. In Commission I and Commission II, members of the Indian delegation participated in the discussions relating to all Major Programmes. Formal statements were made during the discussions by Shri T. N. Kaul, Smt. Seta Grewal, Dr. (Smt.) Madhuri R. Shah, Prof. G. Ram Reddy, Shri Kireet Joshi and Prof. C. S. Jha. The Indian delegation also contributed significantly to the final consensus which was reached in the Drafting and Negotiating Group.

Meetings of the Executive Board of Unesco

Shri T. N. Kaul, India's member on the Executive Board of UNESCO, participated in the three meetings of the Executive Board of UNESCO held during 1982. He was assisted by Shri Narender Singh, Ambassador of India to France and Permanent Representative of India to UNESCO, Shri Inam Rahman, Deputy Permanent Representative of India to UNESCO, and Shri G. V. Rao, Honorary Adviser to the Permanent Representative. Among the various items that came up for discussion in the meetings, holding of World Conference on Cultural Policies in Mexico, adoption of Medium Term Plan of UNESCO for 1984-89 and holding of the Fourth Extra-ordinary Session of Unesco General Conference in Paris, were the most important. Shri T. N. Kaul took an active part in the deliberations of the Executive Board projecting the point of view of the developing countries.

Extraordinary Session of the Council of International Bureau of Education

Shri Baldev Mahajan, Deputy Secretary, Ministry of Education and Culture and Secretary, Indian National Commission for Cooperation with Unesco attended the extra-ordinary session of the Council of International Bureau of Education, held on November 20 and 22, 1982, for making recommendations to Director-General of Unesco for selection of suitable candidates, for the post of Director of the I.B.E.

Fifteenth Conference of the Indian National Commission

The Fifteenth Conference of the Indian National Commission for Cooperation with Unesco was held at Vigyan Bhawan, New Delhi on June 10, 1982. Smt. Sheila Kaul, Minister of State for Education, Culture and Social Welfare and President of the Commission, presided. The Conference was attended by 29 individual members and 30 representatives of the institutional members.

The conference noted with appreciation the work done by the Indian delegation to the 21st Session of the General Conference of Unesco held at Belgrade in September-October, 1980 and by the Commission in promoting closer cooperation between India and Unesco during the previous two years.

The Conference took special note of the following three major conferences to be convened under Unesco's auspices during 1982 and made several recommendations regarding India's view-point to be projected by the Indian delegation to these conferences :—

- (i) World Conference on Cultural Policies (Mexico City, July 26 to August 5, 1982);
- (ii) Fourth extra-ordinary session of the General Conference of Unesco to consider and adopt Unesco's Second Medium-Term Plan covering the period (1984-80) (Paris, November 23 to December 3, 1982); and
- (iii) Inter-governmental meeting on Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms with a view to developing a climate of opinion favourable to the strengthening of security and disarmament (Paris, December 7-14, 1982). The meeting was later postponed.

Sixteenth Conference of the Indian National Commission

The Sixteenth session of the Indian National Commission for Co-operation with Unesco was held at Vigyan Bhawan, New Delhi on October 18, 1982. The meeting was attended by 31 individual and 22 institutional members of the Commission. The meeting was presided over by the Minister of State for Education, in her capacity as the President of the Commission. Education Secretary, who is also the Secretary-General of the Commission, welcomed the participants.

This meeting was held to discuss the draft Second Medium-Term Plan, for 1984-89, of Unesco and to seek advice of the members of the Commission so that the Indian delegation to be sent to the Fourth Extra-ordinary Session of the General Conference of Unesco, could be briefed on the strategies and stand to be taken in the Conference. More than 20 Members participated in the discussion and made many valuable suggestions in the fields of education culture, science and technology, communication, social sciences, etc. In addition to making general comments on Unesco's Draft Medium Term Plan, several members spoke at length on the subjects of their specialization and the programmes suggested in the document, commenting on the order of priorities allotted, need to include some new programmes, resource indications, etc.

Meeting of the Culture Sub-Commission of the Indian National Commission

A meeting of the Culture Sub-Commission of the Indian National Commission for Cooperation with Unesco was held on July 13, 1982. In the meeting the members of the Sub-Commission discussed the approach, stands and strategies which may be adopted by India at the World Conference on Cultural Policies organised by Unesco at Mexico from July 26 to August 6, 1982.

Strengthening the Activities of the Indian National Commission

In order to enable the Indian National Commission to discharge its functions and responsibilities in an adequate manner, a plan scheme for strengthening the activities of the Commission with a total outlay of Rs. 25 lakhs has been included in the Sixth Five Year Plan. Out of the total outlay, a provision of Rs. 6 lakhs has been included in the budget estimates for 1983-84. A proposal is under active consideration to set up a Unesco House in New Delhi for the execution of Unesco activities in this country, such as organising exhibitions, coordinating the work of Unesco Clubs, publishing literature relating to Unesco for wide circulation in order to create a better awareness of world problems amongst the youth of the country. If this proposal materialises, Unesco House will be the principal executive organ of the Indian National Commission.

Participation in Unesco Meetings and other activities

As in previous years, the Secretariat of the Indian National Commission continued to nominate experts to participate in national, regional and international meetings convened by or on behalf of Unesco, to coordinate the Unesco Club Movement in the country, and to publish Hindi and Tamil editions of Unesco magazine "The Courier". The Secretariat of the Commission also *inter-alia* sanctioned grants-in-aid to voluntary organisations interested in spreading the message of Unesco.

Unesco Coupons

The Commission continued to operate the Unesco International Coupons Scheme designed to help educational and research institutions and also individuals working in the fields of education, science and culture to import their bonafide requirements of educational publications, scientific equipments, educational films. etc. from abroad without undergoing the foreign exchange and import control formalities.

Newsletter

The Commission brings out a quarterly "Newsletter" to publicise information about the activities of Unesco and the Commission in India. This is circulated widely in the country and abroad.

OTHER ACTIVITIES

In this chapter are described mainly those programmes of the Ministry which represent its coordinating role and the clearing house functions of the Union Government in the field of education. With such programmes are grouped some that do not strictly fall in with the nature of activities described in earlier chapters.

ACTIVITIES IN COMMON

Policy and Approach

The year 1982-83 was marked by the efforts to implement the new 20-Point Programme in the field of education in addition to other programmes of prime importance. A Conference of Education Secretaries of all States and Union Territories was held in New Delhi on January 5 and 6, 1983 to review the progress in this regard as well as to review certain priority programmes like Population Education, Introduction of Ideas of Values to students, Review of textbooks from the point of view of National Integration etc. It considered in depth some new dimensions in the problems of universalisation of elementary education and adult education, such as, to interlink these programmes with rural development, social forestry, handlooms and handicrafts. The 10+2 pattern of education which forms the basis for Inter-State Mobility of students and teachers was recommended to the State Governments for uniform adoption. Stress was also laid on the introduction of vocationalisation of secondary education for which greater utilization of the facilities and the services available with NCERT and NIEPA were recommended. The management and planning aspects of the implementation of the primary educational programmes was impressed upon the States and the services of NIEPA were offered towards this end. The State Annual Plan Programmes for 1982-83 were reviewed as well as the provisions for 1983-84, so that adequate resources for the implementation of the Point No. 16 of the 20-Point Programme were ensured.

Planning and Monitoring

The monitoring of Point No. 16 of the New 20-Point Programme relating to the Universalisation of Elementary Education and Adult Education Programmes was a new and special feature of the Ministry's activity during the year. For this purpose, the Bureau of Planning, Monitoring and Statistics of the Ministry prepared a format and submitted periodical reports to the Planning Commission after collecting the same from various States/Union Territories. In addition it continued to discharge its functions of co-ordination of the Annual Five Year Education Plans and monitoring the progress of the Schemes in the Central and States Sectors.

Annual Plan 1982-83 and 1983-84

The Annual Plan for 1982-83 was finalised and a sum of Rs. 522.22 crores (Rs. 138.00 crores in Central Sector and Rs. 384.22 crores in States Sector) was provided for the development of Education. For the year 1982-83, the Plan outlay for education constituted 2.48% of the total plan outlay of the country (1.25% of the Central Sector outlay and 3.81% of the State Sector).

On Education, the proportion of 1982-83 plan outlay to the total Sixth Plan outlay worked out as 20.7% (18.8% of the Central Sector outlay and 12.48% of the State Sector).

For 1983-84, as against the Ministry proposed outlay of Rs. 250 crores (inclusive of Rs. 10 crores for science and technology special programmes an outlay of Rs. 155.30 crores has been agreed to. This is inclusive of Rs. 5 crores for science and technology special schemes and constitutes in all 1.12% of the Sixth Plan outlay.

Special Component Plan for Scheduled Castes and Tribal Sub-Plans

For the educational development of Scheduled Castes and Scheduled Tribes the Ministry have proposed to provide about 14% of the divisible outlay for special component Plan for Scheduled Castes and 7% of the divisible outlay for the Tribal Sub-Plan Areas for the year 1983-84. The corresponding percentage in 1982-83 plan of the Ministry were 12.1 and 6.1 respectively.

Monitoring of Special Programmes

During the year, special efforts were made for Monitoring of Selected Plan Programmes regarding (i) Elementary Education; (ii) Adult Education; and (iii) Vocationalisation at Higher Secondary stage for the year 1982-83.

Central Advisory Board of Education

The Central Advisory Board of Education, which has been in existence since 1935, is the highest planning and policy-making body in the field of Education. The Government of India has now reconstituted this Board so as to make it a more broad-based national level advisory body on all educational matters. It may advise the Central or any State Government or Union Territory on any educational question either *suo moto* or on a reference made to it. To discharge such functions the Board may call for information and comments concerning educational developments of special interest and value to India from any Government institution or organisation, either from within or outside the country.

The reasons, which prompted the Government to reconstitute the Board, are mainly educational developments of far reaching consequences in different directions which has taken place since the Board was last reconstituted in 1975, like 'Education' being brought within the *Concurrent* list of the 7th Schedule of the Constitution, etc. It has also been considered necessary to create an appropriate forum for discussing the strategies for implementation of the programmes of universalisation of elementary Education and removal of Adult illiteracy, which constitute an important point in New 20-Point Programme. It has also become necessary to further develop the linkages between education, employment and development for which C.A.B.E could become an effective instrument.

The National Commission on Teachers

The Government of India, after consulting the various State Governments and Union Territories, decided to set up two National Commissions on Teachers, one for the school stage and other for higher education stage to consider different aspects relevant to the teaching community. The decision was announced on the Teacher's Day i.e. 5th September, 1982.

Scheme of Assistance for Research Studies/Projects in Educational Policies, Planning, Management and Evaluation

The Scheme aims at resolving problems relating to formulation, implementation and evaluation of educational development programmes and entitles institutions/organisations to undertake short duration action-oriented studies, which have a direct bearing on policy, planning and management of educational system. The topics/Research studies are scrutinised/approved by a Screening Committee comprising Inter-Departmental officers. A number of important projects have been undertaken under this scheme.

National Institute of Educational Planning and Administration, New Delhi

The National Institute of Educational Planning and Administration was set up mainly to improve the educational planning and administrative services in the country. Towards the achievement of this objective, it organises training courses, seminars, workshops and conferences of senior education officers at the Centre and in the States, conducts research and studies, provides on request, consultancy services, collaborates with the national and international agencies and acts as clearing house of information in the field of educational planning and administration.

Training Programme :—The Institute organised (i) Pre-Departure Orientation Programme for College Principals under USEFI's University Administrator Project (March 29-April 1, 1982); (ii) National Programme in Planning and Management of Population Education for District Adult Education Officers : A UNESCO/UNFPA Co-sponsored project (May 3-6, 1982); (iii) Workshop on Exposure of Scheduled Castes/Tribes to ITI Facilities and In-depth Study of Ashram Schools (May 10-18, 1982); (iv) Fourth Correspondence Course in Educational Planning and Management (May 24-29, 1982); (v) Study Visit of IIEP Trainees from Asia (May

31-June 6, 1982); (vi) Orientation Programme in Educational Planning and Administration for College Principals of Haryana (June 14-23, 1982); (vii) Workshop in School Management for Heads of Schools (Margao : June 18-26, 1982); (viii) First Six-months Pre-Induction Programme for District Education Officers (July 1-December 31, 1982); (ix) Workshop in Indian History and Culture for Social Studies Supervisors and Curriculum Consultants from the United States of America (July 1-16, 1982) and (August 5-7, 1982); (x) Seminar-cum-Workshop for Liaison Officers and District Education Officers (July 19-21, 1982); (xi) Seminar on Mobilisation of Additional Resources for Education (July 27-31, 1982); (xii) Planning of Pre-Service and In-Service Teacher Education Programme in India for Mr. Taye Demissew, Head, Supervision and Education Division, Ethiopia (August 1-16, 1982); (xiii) Training Programme in Educational Planning and Administration for Officers from Papua New Guinea (August 1-October 30, 1982); (xiv) Planning and Financing of Projects for Second Level Educational Facilities in India for Mr. Siyoum Goshu, (Expert for Second Level Schools Construction and Manager, EEC Projects, Ministry of Education, Ethiopia) (August 9-21, 1982); (xv) National Orientation Seminar on Management and Monitoring of Population Education (August 30-September 2, 1982); (xvi) Input Output Workshop with Special Reference to Educational Planning (September 22-24, 1982); (xvii) Workshop for Evolving Tools for Research Project on Optimum Teacher Pupil Ratio for Schools (September 29, 1982); (xviii) Consultative Meeting on the Proposal of National Merit Examination (October 7, 1982). Further, the Institute proposes to organise the following programmes in the ensuing months :

Orientation Programme for Principals of Colleges of Bombay University at Lonavala (November 1-10, 1982); (ii) Orientation Programme for College Principals (in collaboration with UGC) November 8-27, 1982); (iii) Seminar on some Aspects of Manpower Planning (in collaboration with IAMR) (November 12-13, 1982); (iv) Workshop on Management of Administrative Problems of Educating Handicapped Children (November 22-24, 1982); (v) Workshop on Case Studies (November 22-26, 1982); (vi) Training Programme for Officers of Sri Lanka (ten-weeks) (November 29-December 31, 1982); (vii) Orientation Programme for College Principals (in collaboration with UGC) (December 2-22, 1982); (viii) Workshop on Perspective Planning in Education for Education Officers of Municipal Corporations of Metropolitan Towns of India at Bombay (in collaboration with Municipal Corporation of Greater Bombay) (December 6-11, 1982); (ix) Training Programme in Financial Administration for Senior Officers of Directorates of Education (December 6-16, 1982); (x) Orientation Programme for Senior Administrators (December 6-24, 1982); (xi) Programme to encourage innovative practices in Educational Planning and Administration of DEOs (December 9-10, 1982); (xii) International Seminar on Education Futures (December 27-31, 1982); (xiii) Training programme for Officers of Sri Lanka (January 1-31, 1983); (xiv) Orientation Programmes for Principals of Colleges of Dibrugarh University at Dibrugarh—2 weeks (January, 1983); (xv) 2nd Phase of Pre-Induction Programme for DEOs (January 24-28, 1983); (xvi) National Meet for awardees of Innovative Practices (January 29-31, 1983); (xvii) Training Programme for Officers of Sri Lanka (February 1-4, 1983); (xviii) Training Programme in Financial Management for University Finance Officers (February 7-16, 1983); (xix) Orientation Programme for Senior School Administrators (February 7-25, 1983); (xx) Orientation Programme in

Management and Administration of Adult Education for District Adult Education Officers (February 14-18, 1983); (xxi) Workshop on Interpersonal Relationship (February 14-18, 1983); (xxii) Training Programme for DEOs and School Principals of Assam in collaboration with Dibrugarh University (6 days) (February, 1983); (xxiii) Training Programme for Officials of Colleges and Universities dealing with Statistics and Accounts, in collaboration with Dibrugarh University (6 days) (February, 1983); (xxiv) Orientation Programme in Population Education for University personnel (March 1-4, 1983); (xxv) Orientation Programme for College Principals in collaboration with UGC (March 4-25, 1983); (xxvi) Seminar on Effective Educational Leadership (March 7-9, 1983); (xxvii) Training Programme in Educational Planning for Officers of Ministry of Education of Afghanistan for 2 months from March 15 (Tentative); (xxviii) Orientation Programme in Educational Management for Officers dealing with Education of Handicapped Children (March 21-25, 1983); (xxix) Seminar on Indicators of Equity in Education (March, 1983); (xxx) pre-departure Orientation Programme for College Principals (USEFI) (March 28-31, 1983).

Research Studies :—The Institute took up a number of research studies besides completing those already in hand. The research studies completed/undertaken by the Institute during the year are listed below :—(1) Population Education Activities in NIEPA; (2) Cost Study of Education in Gurgaon, (3) In-depth Analysis of Ashram Schools; (4) Exposure of the Scheduled Castes and Scheduled Tribes to the ITI facilities; (5) Study of Inspection Practices and Proformae in some Educationally Advanced and Backward States; (6) Study on Mobilisation of Resources for Education in India; (7) Study on Regional Disparities in Educational Development in India and Atlas of Indian Education; (8) Study for developing a model Financial Code for the University System; (9) Study on Codification and Revision of Educational Rules; (10) Organisational History of the Ministry of Education; (11) Study on Optimum Teacher-Pupil Ratio for Schools; (12) A Study on Organisational set-up and system of educational planning, monitoring and statistics in States/Union Territories; (13) Study on Development of Educational Norms for Haryana; (14) The Secondary School Head in Comparative Perspective; (15) Aspiration and Action for Better Quality of Life; (16) Educational Expenditure in India—A Regional Analysis; (17) Comparative Policy Study on Educational Planning and Equity in two states of India; (18) A Comparative Study of some Experiments in the Component and Relationship of Education for Rural Development: Planning and Administration Mechanisms; (19) Rethinking Development; (20) An In-depth Study of Financing of Higher Education in Indian States; (21) Autonomy of the University Community; An Investigation into the State of dysfunctionality in the present University Organisation and Management in India; (22) Project on Education Financing and Equality of Opportunity with special reference to Kerala.

Advisory, Consultancy and Support Services

The Institute took up a number of research studies and programmes as already indicated at the instance of and in collaboration with the Ministry of Education and Culture, Ministry of Home Affairs, State Governments/Union Territories, Universities and other international organisations. Besides, the Institute continued to provide academic and professional guid-

ance to Central, State Governments, institutions and personnel involved in educational planning and administration. The Institute participated in various high level conferences, committees, and working groups at the central and state levels.

DEPARTMENT OF EDUCATION

Budget Estimates

The total budget provisions for 1982-83 and 1983-84 in respect of this Department are as under :—

(Rs. in Lakhs)

Particulars	Budget Estimates 1982-83	Revised Estimates 1982-83	Budget Estimates 1983-84
<i>Demand No. 24</i>			
Department of Education			
Secretariat of the Department, including the Pay and Accounts Offices, hospitality, and entertainment	2,32.76	2,44.56	2,25.96
<i>Demand No. 25</i>			
Education			
Provision for general Education, other Revenue expenditure of the Department including provisions for grant-in-aid to States/Union Territories on Central/Centrally Sponsored Schemes (Plan) and also provision for loans for construction of hostels etc. and other educational loans for Central and Centrally Sponsored Schemes	292,81.59	315,41.01	344,11.98

DEPARTMENT OF CULTURE

The budget provisions for 1982-83 and 1983-84 for the Department of Culture are as under :—

(Rs. in lakhs)

Particulars	Budget Estimates 1982-83	Revised Estimates 1982-83	Budget Estimates 1983-84
<i>Demand No. 26</i>			
Department of Culture			
<i>Demand No. 27</i>			
Archaeology	7,99.48	8,56.69	884.63

Audit Observations and Inspection Reports

The Ministry continues its concerted efforts to clear the outstanding observation and Inspection Paras. As against 2946 audit observations made upto March, 1981 but outstanding on 31st August, 1981 and 3670 inspection paras which were included in the Comptroller and Auditor General's Report for the year 1980-81, the Ministry cleared 321 audit observations and 397 inspection paras till 31st March, 1982. Efforts are being continued to clear the remaining outstanding observations and paras.

Observance of Orders Regarding Representation in Posts and Services for Scheduled Castes and Scheduled Tribes

A special cell exists in this Ministry to watch the interests of members of Scheduled Castes and Scheduled Tribes for appointments in the Government. A separate unit also exists in universities and colleges in respect of the concession given to students. The Director of Administration in this Ministry acts as Liaison Officer to watch the interests of Scheduled Castes and Scheduled Tribes. All Heads of Subordinate Offices have been requested to nominate their Senior Officer as Liaison Officer to maintain proper Rosters. The reservation rosters of Subordinate Offices are checked in this Ministry by the Liaison Officer. Various returns and statements regarding representation of Scheduled Castes and Scheduled Tribes are supplied to the Department of Personnel and Administrative Reforms and Commissioner of Scheduled Castes and Scheduled Tribes periodically. All cases of de-reservation of reserved vacancies for Scheduled Castes and Scheduled Tribes are examined properly before obtaining the approval of Liaison Officer.

Arrangement for Implementing the Official Language Policy of the Government

Progressive Use of Hindi

Adequate arrangements exist for implementation of the provisions of the Official Languages Act, 1963 (as amended) and the Official Language (Use for the Official purposes of the Union) Rules, 1976, as well as the various orders and instructions issued by the Department of Official Language, Ministry of Home Affairs, from time to time including the translation from English to Hindi and *vice versa*. A strict watch is kept in various Sections etc. of the Department to ensure compliance with the orders issued by the Government from time to time for the progressive use of Hindi.

Translation of Standard English Drafts and Forms

To help and encourage the employees to use Hindi in their day to day work all the standardised English drafts and forms have been translated into Hindi and are available in bilingual form.

Providing help Literature and Guidelines to the Staff

Necessary guidelines as to where both Hindi and English are to be used and where Hindi alone can be used, have been circulated among the staff and the Officers of the Department. Circulars containing the constitutional provisions regarding Hindi and Official Languages Act, Official Languages (Use for Official purposes of the Union) Rules, 1976 and other relevant orders and instructions regarding use of Hindi together with definitions of General Orders etc. have been circulated among the Officers and Sections of this Department. Help literature prepared by Kendriya Sachivalaya Hindi Parishad has also been provided to the Officials of the Department.

Exclusive use of Hindi in some Sections

A beginning has already been made to introduce exclusive use of Hindi for Official work in the Department. Efforts are being made to issue all orders regarding leave, appointment, postings advances as also entries in Service Books in respect of group 'C' and 'D' employees in Hindi.

Publications in Hindi

All publications are being brought out by the Ministry both in Hindi and English simultaneously. "Sanskriti" a quarterly magazine is being published in Hindi only.

Receipt and Issue Section of the Ministry has been functioning as an effective check point to ensure that all outgoing communications to Region-'A' and Region-'B' States are issued in Hindi and addresses on the envelopes thereof, are written in Hindi only. However, communications to non-Hindi Speaking States (Region-'C'), are being issued bilingually.

Inspection of Attached and Subordinate Offices

Attached and Subordinate Offices of the Ministry are also inspected in accordance with a phased programme to ensure the implementation of the policy of the Government regarding the progressive use of Hindi in these offices. Efforts are also being made to strengthen the Hindi staff in these offices where necessary.

Notification of Offices under the Official Language (use for Official purposes of the Union) Rules, 1976

The following offices have already been notified in the Official Gazette of India in pursuance of Sub-rule 10(4) of the Official Language (Use for Official purposes of the Union) Rules, 1976, as more than 80% of the staff thereof have acquired the working knowledge of Hindi :

- (i) Department of Culture
- (ii) Central Hindi Directorate

- (iii) Adult Education Directorate
- (iv) Northern Regional Office, Ministry of Education and Culture, Kanpur.
- (v) National Service Scheme, Headquarter, New Delhi.
- (vi) National Service Scheme, Regional Office, Patna.
- (vii) National Service Scheme, Regional Office, Bhopal.
- (viii) National Service Scheme, Regional Office, Jaipur.

Training of Employees under the Hindi Teaching Scheme

The employees of the Department of Education who do not possess working knowledge of Hindi are being released for the various Hindi courses training under the Hindi Teaching Scheme.

Official Language Implementation Committee

An Official Language Implementation Committee is functioning in the Department of Education and Department of Culture to review the progress made in the use of Hindi. Such Committees have also been set up in the Attached and Subordinate Offices under the Department of Education and the Department of Culture. Representatives of the Departments concerned also participate in the meetings of the committees constituted in these offices and the proceedings of the Committees are scrutinised by the concerned Departments and suitable suggestions given to give filip to the progressive use of Hindi in these offices.

Hindi Salahkar Samiti

The tenure of the Hindi Salahkar Samiti of the Ministry had expired on November 2, 1981 and the new Salahkar Samiti has been constituted and is being notified in the Gazette of India.

CLEARING HOUSE FUNCTIONS

Educational Statistics

The High Level Committee which was set up by the Ministry to review the entire educational statistical system in the country in March, 1981 has submitted its report.

The Pilot Project "Collection of Educational Statistics on Sample Basis" has been progressing fast. This project has been undertaken by the Statistical Unit collaboration with the Survey & Data Processing Unit, NCERT in respect of four States—Bihar, Haryana, Maharashtra and Tamil Nadu. The data for the Pilot Project has already been collected in the prescribed questionnaire and at present the data is being coded so as to get it processed on computer.

Publications :—The following study reports/publications were brought out during the course of the current year :—

1. Analysis of Sixth Five Year Plan (1980-85) and Annual Plan (1982-83).
2. Analysis of Budgeted expenditure on Education, 1980-81 to 1982-83.
3. "District-wise Educational Statistics 1976-77 Vol. XVII Karnataka"—(Mimeographed).
4. Progress of Education of Scheduled Castes and Scheduled Tribes—1973-74 (Under print).
5. A card showing "Selected Statistical Information on Education—1947 and 1981".

Publication Unit

The Publication Unit brought out during 1982, 25 publications in English including 4 bilingual (English and Hindi) titles and the two quarterly journals "The Education Quarterly" and the "Indian Education Abstracts". The Journal of Education Quarterly entered its 34th year of publication. A monthly resume "Educational and Cultural Developments at the Centre and in the States" with restricted circulation is brought out every month both in English and in Hindi.

The Ministry participated in the India International Trade Fair, 1982 and put up an exhibition "A Philosophy of Education for the Contemporary Youth—Learning to be".

The Ministry also displayed the Unesco Travelling Exhibitions (1) "Paintings : 1900-1925" and (2) "Women of Asia" at various places in the country.

The Hindi Publication Unit brought out during the same period 23 titles including the two Quarterly Journals "Shiksha Vivechan" and "Sanskriti".

Students Information Service Unit

The Students Information Service Unit collects, compiles and disseminates information on higher education in India and Abroad for the benefit of the students and attends to their enquiries on various subject-fields. During the year under report, it attended to 2695 enquiries relating to facilities for higher education in India and abroad. 3347 persons visited the Reference Library attached to this Unit to consult the calendars, handbooks, prospectuses and other bulletins of information on various courses offered by Indian/Foreign Universities/Institutions. 1587 additions were made to the Reference Library of the Unit by way of the latest calendars, prospectuses and other relevant literature acquired from Universities/Institutions.

Specific requests for the procurement of educational certificates from Pakistan and Bangladesh were taken up with our Mission in those countries.

Attestation work of educational certificates for Indian students going abroad was done for 3574 persons.

Deputations/Delegations sent abroad of Government Officials and Non-Officials during the year 1981-82

No. of Delegations	No. of persons included in the delegations/deputations	Total expenditure incurred thereon	
		Indian Rupees	Foreign Exchange
72	99	Rs. 5,08,259	£ 900 \$ 3000

DEPARTMENT OF CULTURE

INTRODUCTORY

The Department of Culture continued its programme of preservation and conservation of cultural heritage through the institutions in the fields of archaeology, archives, museums, anthropology, performing arts and plastic arts, through libraries, akademies and Governmental or voluntary institutions.

A major event during the year was the Festival of India in the U.K. organised jointly by the Government of India and Government of Great Britain. The Prime Ministers of India and the U.K. were the patrons of the Festival. The Festival was inaugurated on March 22, 1982 in the presence of His Royal Highness Prince of Wales when both the Prime Ministers were present. The Festival presented a number of exhibitions/events of performing arts and was one of the finest examples of cooperation between the scholars in India and Great Britain.

In the field of museums, the emphasis continued to be on documentation of the collections in the museums. The National Museum coordinated the collection of exhibits for the Festival of India and on its own sent an exhibition of Indo-Arabic art to Saudi Arabia to coincide with the visit of the Prime Minister. The Museum also sent material from its own collection and from others to the exhibition of 'Silk Route & Diamond Path' and 'Exhibition of Textiles' to the U.S.A. The National Gallery of Modern Art received a major exhibition of 80 works of German expressionist paintings; loaned works of art to the Tate Gallery, London and to the Exhibition of Contemporary Art sponsored by the Festival Committee for London. The Gallery also sent an exhibition of modern Indian paintings to the U.S.A. to coincide with visit of Indian Prime Minister. Under the Cultural Exchange Programme, the Gallery organised a major exhibition of Rodin comprising 170 works.

Under the scheme of financial assistance for the reorganisation and development of other museums assistance continued to be given to private museums for documentation purpose of equipment, publication of catalogues etc. During the year the following catalogues were published: "Woollen Textiles and Costumes" by Bharat Kala Bhavan, Banaras Hindu University, Varanasi; A catalogue by Rahul Sankrityayan Sanshodhan Puratattva Sangrahalaya, Gorakhpur, U.P.; "Brief Directory of Museums" and "Journal of Indian Museums" by Museums Association of India, New Delhi; "An illustrated MSS of Tarif-i-Hussain Shahi" by Bharata Itihasa Samshodhaka Mandal, Pune and a folder on "Development of Museum and its Collection" by Gandhi Smarak Sangrahalaya, 24-Parganas.

A major programme undertaken during the year related to a national project to study the effect of air pollution on cultural property by the National Research Laboratory for Conservation of Cultural Property, Lucknow.

The Libraries continued to consolidate their existing programmes of printing of catalogues and preservation of manuscripts.

The Sangeet Natak Akademi arranged a number of festivals under its various programmes. The Akademi organised Silver Jubilee exhibition in August 1982. It also sent musical instruments for an exhibition in Bristol, the U.K. The Akademi organised Festival of Tribal Arts of Maharashtra at Kinwat in collaboration with the Indian National Theatre, Bombay. The Sahitya Akademi continued its programme of publications during the year. The Lalit Kala Akademi had organised a number of exhibitions during the year. It coordinated collection and presentation of Exhibition of Contemporary Art in the U.K.

The National School of Drama troupe visited the U.K. to present two plays as a part of Festival of India. The School introduced specialisation course in acting and production. The Centre for Cultural Resources and Training continued its programme of training of teachers by holding orientation courses, refresher courses, workshops and seminars and courses in puppetry for education. The Centre organised 14 courses under these categories.

Under the scheme of scholarships/fellowships the Department continued to provide opportunities for talented children, youngmen and outstanding scholars to pursue creative and critical studies under various programmes/schemes. The emphasis is on the study of rare forms in the field of performing arts.

Financial support was continued to the institutions in the field of Buddhist and Tibetan studies, viz. School of Buddhist Philosophy, Leh, Central Institute of Higher Tibetan Studies, Varanasi, Sikkim Research Institute of Tibetology and Library of Tibetan Works and Archives, Dharamsala for preserving Buddhist traditions.

ARCHAEOLOGY

The Archaeological Survey of India is responsible for the protection and conservation of ancient and historical monuments and archaeological sites and remains of national importance. Its activities also include explorations, excavations, maintenance of archaeological site-museums, architectural survey of temples and buildings, epigraphical research, running of a school of archaeology and publications, besides regulating export trade in antiquities and art treasures.

I. PROTECTION OF MONUMENTS AND SITES

The total number of Centrally-protected monuments and sites under the charge and maintenance of the Archaeological Survey as per protection notification entries is 3483; the number exceeds 5000, since some of the groups of monuments are listed as single units. In addition to these, the Survey has taken under its protection during 1982-83 Gauri Sagar Tank at Sibsagar (Assam), Darapur Gate, Kalupur Gate, Premabhai Gate and Sarangpur Gate at Ahmedabad (Gujarat), Ancient site at Banwali Sotra (Haryana), Ancient Palace at Leh (Jammu and Kashmir), Siva temple at Chemmathala, Siva temple complex at Tiruvanchikulam, Siva temple complex at Peruvanam and Tenkailashnath temple at Trichur (Kerala), Rock-cut caves at Panhale Kazi (Maharashtra), Ancient mound at Gilund (Rajasthan), Megalithic burials at Mottur (Tamilnadu), Talib Khan's Tomb, Tomb of the grandson of Abdul Gafur Shah and Mosque and Tomb of Abdul Gafur at Azampur (Uttar Pradesh).

II. CONSERVATION

The conservation work carried out during the year 1982-83 has been eventful. The Survey completed its part in beautification of Delhi for the IX Asian Games by extensive systematic structural conservation and chemical treatment of monuments and landscaping, apart from floodlighting of the monuments at Jantar Mantar, Lodi Tomb complex and Safdarjung Tomb. The Survey also conserved fully and made in a presentable position the three dilapidated monuments which are under the Delhi Administration and situated in the vicinity of Jawaharlal Nehru Stadium. The facelifting work was completed right in time. The next important event during this year is launching of conservation of the well-known Bagh Caves in Madhya Pradesh which are in a decayed state due to leakage of water and weathering action. Rotary drilling and then grouting the drill holes with liquid cement are being carried on the periphery of the caves. The work is in progress.

Apart from these, the Survey continued to maintain, preserve and carry out major structural repairs to centrally-protected monuments during the year 1982-83. The well-known monuments undergoing major structural repairs are : Rambagh Gate at Amritsar in Punjab; Buddhist site at Harwan, Sankaracharya temple, temples at Avantipur, Wangath and Pandrethan in Jammu and Kashmir; Jagannatha temple at Puri and temples at Bhubaneswar in Orissa; Siri Fort near the ASIAD Village Complex, steps at Qutab Minar, Yantras at Jantar Mantar, Humayun's Tomb, Lodi Tomb and Purana Qila in Delhi, Taj Mahal and monuments in Agra fort, Sikandara and Fatehpur Sikri complex, Chaurasi Gumbad at Kalpi, Rani Lakshmi Bai Palace at Jhansi and Nirvana Stupa at Kushinagar in Uttar Pradesh; Dwarakadhish temple, Baba Lauli Mosque and fort wall at Champaner in Gujarat; the famous churches at Goa; temples and fortification wall at Chittorgarh Fort in Rajasthan; Bibi-ka-Maqbara, Raigarh fort and Kondivte caves in

Maharashtra; fortification wall at Bekal, St. Francis Church and Mattancherry Palace at Cochin in Kerala; Cave temples at Kunnakudi, Thenkaialasanatha Swamy temple at Gangaikondacholapuram, Chandramoulesvara temple at Natteri and Venkaramana temple at Gingee in Tamilnadu; Papanatha temple at Pattadakal and Kesava temple at Nagamangala in Karnataka; Gopalji temple at Kalna and Hazarduari Palace at Murshidabad in West Bengal, Shershah Suri Tomb at Sasaram, excavated remains at Antichak in Bihar; and fort-wall at Burhanpur and Stupa at Sanchi in Madhya Pradesh.

Large-scale horticultural operations have also been carried out to monuments at Delhi, Hampi, Agra, Sarnath, Bharatpur and Srirangapatna.

Extensive chemical preservation such as cleaning, treating of murals and strengthening of paintings have been carried out at Bagh Caves, temples at Khajuraho, Diwan-i-Khas, Rang Mahal, Janiar Mantar and Lodi Tomb complex in Delhi and the churches at Goa. The Survey has also set up its monitoring station and chemical laboratory in Agra to combat air-pollution in and around Agra.

III. EXPLORATIONS AND EXCAVATIONS

Explorations

In the course of explorations in parts of Andhra Pradesh, Bihar, Gujarat, Haryana, Jammu and Kashmir, Madhya Pradesh, Maharashtra, Karnataka, Kerala, Punjab, Rajasthan, Tamilnadu, West Bengal, Pondicherry and Sikkim, a large number of sites representing various periods from Lower Palaeolithic Age to the medieval times have been discovered. The most outstanding discoveries are the find of 36 rock-shelters containing paintings ranging from prehistoric time to medieval period at Kishanbilas (District Kota, Rajasthan), a Neolithic site near Chemakurthi (District Guntur, Andhra Pradesh), late Harappan sites at Kholaj and Methi (District Dhule, Maharashtra), a cluster of megalithic burials at half-a-kilometre away from Karempudi-Peddakodamagundla Road (District Guntur, Andhra Pradesh), a Buddhist complex at Bineka on Bhopal-Hoshangabad highway in Madhya Pradesh and seven rock-cut caves belonging to early centuries of Christian era at Nayasimar village in Diu (Union Territory of Goa, Daman and Diu).

Excavations

During 1982-83 further excavations have been carried out at Fatehpur Sikri (District Agra, Uttar Pradesh), Gufkral (District Pulwama, Jammu and Kashmir), Hampi (District Bellary, Karnataka), Hulas (District Saharanpur, Uttar Pradesh), Ramapuram (District Kurnool, Andhra Pradesh), Sarai Mound at Nalanda (District Nalanda, Bihar), Semthan (District Anantnag, Jammu and Kashmir), Khajuraho (District Chhatrapur, Madhya Pradesh) and Sringaverpur (District Allahabad, Uttar Pradesh).

These excavations have brought to light a house complex including living rooms, kitchen, courtyard doorways, shops and *hamam* of the medieval period at Fatehpur Sikri; a three-fold sequence of cultures having three sub-periods in the earliest period with a well-defined aceramic neolithic level at Gufkral; a huge structural complex with pillared corridor and other impressive structures at Hampi; a mud brick wall along with successive mud-brick floors and steps made of wedge-shaped burnt bricks besides some painted pot-sherds having pre-Harappan tradition at the easternmost site of Harappa culture at Hulas; a rare evidence of brick structural complex at Khajuraho; six-fold sequence of cultures having the find of post-Harappan ceramic traditions at Semthan; enclosure wall running along a circumbulatory path and a number of sculptures at Sarai Mound, Nalanda; a massive burnt brick tank, 198 metre in length, with a channel cut in the natural soil, besides plan of a medieval township with streets running in north-south direction and residential complex at its either side at Sringaverpur; Phase III at Ramapuram is marked by the introduction of iron technology and different burial customs, i.e. (i) single urn, (ii) double urn, (iii) oblong cist and (iv) pit burial.

Village to Village survey of the antiquarian Remains

In continuation of last year's work, the Archaeological Survey of India and various universities carried out explorations in 24 districts in different States.

Exhibitions

An exhibition entitled 'Village to City in Ancient India' was put up in the British Museum during the Festival of India, 1982.



General view of excavated temple Complex-Khajuraho, District Chhatarpur, Madhya Pradesh

IV. ARCHAEOLOGICAL MUSEUMS

The Museums Branch of the Archaeological Survey of India looks after site-museums built in different parts of India. This Branch with its headquarters at Calcutta functions through four Regional Offices located at Delhi, Madras, Sarnath and Velha Goa. Recently, the Branch has initiated the programme of setting up four more museums—Aihole and Badami in Karnataka, Mattancherry Palace at Cochin in Kerala and Kalibangan, the Harappan site, in Rajasthan. Of the four museums mentioned above, the work at Badami and the Mattancherry Palace has already started. Thus, with the addition of these four museums, the number of site-museums under the Survey will come to twenty-five. The work of constructing the museum-building at Ratnagiri in Orissa has also commenced.

During the period under review the Taj Museum at Agra and five galleries of the Indian War Memorial Museum at Red Fort have been thrown open to the public. The work of setting up the Archaeological museum at Lothal in Gujarat is in its final stage. Furthermore, a new gallery has been set up in the Fort Museum at Madras displaying the prints drawn by English artists in the eighteenth-nineteenth century. Similarly, the gallery No. 2 is being organized at the Archaeological Museum at Vaishali. The part of the original railings of the Bodh-Gaya temple has now been arrayed in the inner courtyard of the Archaeological Museum at Bodh-Gaya. The programme of documentation of museums' collections made considerable progress, while steps have been taken to organize regularly various education programmes at selected museums.

V. ARCHITECTURAL SURVEY

The two branches for architectural survey of temples of the north and south and another branch for the survey of secular and domestic architecture are carrying out their work. So far the work has been completed in respect of Cave Temples of the Pallavas, Temples of Kerala, Cave Temples of the Deccan and Temples at Khajuraho. The two Temple Survey Branches are currently engaged in finalising reports on the Ganga temples of Karnataka and Partihara temples of Central India.

VI. EPIGRAPHY

There are two wings of the Epigraphy Branch, one for Sanskrit and Dravidian inscriptions and the other for Arabic and Persian inscriptions. The Branch is engaged in copying, deciphering and editing the epigraphical material throughout the country.

VII. SCHOOL OF ARCHAEOLOGY

The School of Archaeology with one-year post-graduate diploma course under the Archaeological Survey of India is having its 24th session since its opening in 1959. The aim of the School, with an emphasis on practical training, is to provide a sound footing to those interested in archaeology as a profession. In addition to fresh post-graduate students from the universities, the School also imparts training to in-service personnel, both in the States as well as in the Centre. Short-term courses on conservation of monuments are also organised by the School to develop adequate expertise amongst the officials of the State who are engaged in the work of conservation. The same course is also meant for special refresher training to the officials of the Survey.

The School has been of special attraction to specially-sponsored trainees from the neighbouring countries.

VIII. EXPEDITION ABROAD

A team of nine members from the Archaeological Survey of India visited Kampuchea in February, 1982, to prepare a project report on the conservation of monuments. The team had also to establish two laboratories, one chemical and the other photographic, for which equipments and materials had already been sent by India. During the period of its stay in Kampuchea for four months the team concentrated its attention

on the temple of Angkor Wat, which is of international importance. A comprehensive report on the preservation of the monument, both structural and chemical, has been prepared by the team.

Besides a report on conservation, the team also availed itself of the opportunity to prepare photographs of a good number of monuments in Kampuchea. The two laboratories were also established and the officials of the chemical and photographic branches imparted training.

IX. PUBLICATIONS

The Archaeological Survey has a long tradition of bringing out authentic and well-illustrated publications incorporating the latest researches in different fields of archaeology, art, architecture and epigraphy. These publications are brought out departmentally. Scholarly memoirs and journals apart, publications on important archaeological sites, monuments and museums for knowledgeable public, both in English and Hindi are brought out. Steps have also been initiated to bring out their translations in other Indian languages. To cater to the demand of tourists and visitors, coloured and black-and-white picture-postcards and folders on important monuments and museums are brought out. During the IX ASIAD the Survey brought out a multi-coloured pictorial map of Delhi showing its important monuments.

During the period under review, the Survey brought out three parts of Volume XXXVIII and two parts of Volume XXXIX of the *Epigraphia Indica*, besides reprinting five issues of its earlier volumes (Volumes XI to XV). The *Annual Report on Indian Epigraphy* for 1971-72 and 1972-73 and Volume XXIV on *South Indian Inscriptions* have also been published. The issue for 1974 of the *Epigraphia Indica-Arabic and Persian Supplement* has been released for sale. In the *Memoirs* series, Volume I of *Ratnagiri (1958-61)* was printed off, while Kaye's *Astronomical Observatories of Jai Singh* was reprinted in view of the selection of the Jantar Mantar as the logo of the IX ASIAD. Of the guidebooks printed during the period, special mention may be made of the *Delhi and its Neighbourhood*, Old Goa, Mandu, Dig and the Taj Museum. The Hindi versions of the *Archaeological Works Code* and the *Conservation Manual* came out during the period.

Among the publications which are in the press are : *Karandai Inscriptions of Rajendra Chola*, Volume II of *Ratnagiri (1958-61)*, Volume II of *Lothal, Indian Archaeology 1979-80—A Review*, Part 2 of *Paramara Inscriptions*, *Annual Report on Indian Epigraphy 1973-74* and 1974-75, *Epigraphia Indica—Arabic and Persian Supplement 1975*, parts of Volumes XXXIX and XL of the *Epigraphia Indica* and Volumes XXII, XXV and XXVI of *South Indian Inscriptions*.

X. ANTIQUITIES AND ART TREASURES

The Antiquity Section is mainly concerned with the implementation of Antiquities and Art Treasures Act 1972 and allied matters. Registration of antiquities was carried out in the country through Governments of the States and Union Territories besides the Archaeological Survey of India as in the previous years.

During the year, i.e., till October 1982, 15164 certificates of registration of antiquities were issued and 8769 applications for registration of non-registered antiquities were received.

The Experts Committees appointed by the Archaeological Survey at various places, the Director-General and other officers of the Survey examined numerous objects, including gems and jewellery, weapons, paintings, sculptures and other items suspected to be antiquities. Out of such items only non-antiquities were permitted to be exported.

Antiquities, including an excellent bronze figure of Nataraja and a fine Ardhanari-Vishnu image, portraits and paintings, coins and old swords, which were confiscated by Customs for illegal attempt to export, were distributed to different museums and institutions.

Temporary export permits were issued in respect of antiquities and art treasures sent abroad for exhibitions.

MUSEUMS

The Museum as repositories of cultural, historical, technical, industrial or other kinds of materials for preservation against decay and for transmission to posterity as records for history and audio-visual means of education are an important aspect of education. The development of museums in all their ramifications is considered important as on the one hand they promote national integration and on the other international understanding.

The Constitution of India makes the States primarily responsible for setting up and maintenance of museums, the Central Government has however, set up a number of important museums and through its scheme of financial assistance provides funds for the development of private museums, university museums, etc. Great emphasis is laid on the documentation of the existing collection in the Government and private museums, preservation of the collections by using latest scientific aids and publication of catalogue of collection. Keeping in view the financial resources available it would be the endeavour of the Department of Culture to encourage construction of museums buildings to house the antiquities available in the various regions.

In the field of Indian art and archaeology, the Central Government has established the National Museum, New Delhi, Indian Museum, Calcutta, and Salar Jung Museum, Hyderabad. In the contemporary history and art, Victoria Memorial Hall, Calcutta, National Gallery of Modern Art, New Delhi and the Nehru Memorial Museum and Library are the three museums financed by the Government of India. The work done by the museums during the year is given briefly in subsequent paragraphs.

(i) MUSEUMS OF INDIAN ART AND ARCHAEOLOGY

National Museum, New Delhi

The main activities of the Museum are in the fields of acquisition, exhibitions, publications and conservation.

Acquisition

The Museum enlarged its collections by acquiring besides paintings and decorative pieces of art, the following outstanding objects during the current year :—

- (1) A fine Tripurantaka of the Chola period 11th Century, a Chandrasekhara, 12th-13th Century, a gilt bronze figure of Maitreya 12th Century Nepal and Pala Vishnu 10th Century, A.D.;
- (2) Ninth Century Pala Buddha, two Kashmir sculptures of the same period and three Chandella sculptures of the 10th Century A.D. from Khajuraho;
- (3) Fine Kashmir shawls and embroidered Gujarat spreads.

Exhibitions

During the year the Museum, compiled and sent the following exhibitions to the U.K., the U.S.A. and Saudi Arabia :

I. U. K.

(For participation in the Festival of India, Exhibition at London)	1. In the Image of Man	Hayward Gallery, London
	2. The Art of Book in India	British Library
	3. The Indian Heritage	Victoria and Albert Museum.

II. SAUDI ARABIA

Indo-Arabic Art Exhibition : A special exhibition was sent to Saudi Arabia to coincide with the visit of the Prime Minister, Smt. Indira Gandhi to Saudi Arabia in April, 1982. The exhibition was held in Riyadh, Jeddah University and in the Indian Embassy, Jeddah.

III. U.S.A.

- (i) Exhibition of 'Silk Route and the Diamond Path' despatched in October, 1982.
- (ii) Exhibits were sent for the 'Exhibition of Indian Textiles' to Washington.

Publications

Besides many publications which are in the Press, the Museum brought out a catalogue of special exhibition on Indo-Arabic Art, to coincide with the Prime Minister's visit to Saudi Arabia. A number of publications in connection with IX ASIAD 1982 and the special exhibitions on Krishna of the Bhagavat Purana, Geeta Govinda and other texts were also brought out during the year. The portfolios with reproduction of miniatures and folders containing monochrome illustration etc. were also prepared.

Conservation

In addition to the care of the objects of the National Museum, the Museum also treated many art objects from other Museums which were sent for exhibitions in other countries. It also assisted other museums/institutions in the matter of treatment of objects. The chemist of the Museum participated in the International Seminar arranged by the Tokyo National Research Institute and UNESCO at Tokyo on conservation of wooden cultured property in November 1982.

Other Activities

The Museum conducted training courses in general Museology. A training course entitled "Training on Conservation of Museum material and Textile" was also held.

To strengthen the security arrangements Electric points were provided outside the galleries of the Museum. Also construction has been started for a boundary wall with railings in front of the museum building. The Museum also procured equipment of 'Walki Talkee' from M/s. Electronics Corporation of India Ltd., Hyderabad.

The Museum continued to make progress in the field of acquisition, publication, lectures and seminars and exhibitions. The main activities can be summarised as under :—

Exhibitions

- (i) An exhibition captioned "Paintings by Nandlal Bose" in the Indian Museum was organised on the occasion of the birth centenary of this great artist of the modern Indian Art. A film show on Nandlal Bose was also organised.
- (ii) An exhibition entitled 'Museum Collection through Gifts (1972—82)' was organised to show 131 selected objects donated to the Museum during a decade which contain coins, stone sculptures, manuscripts, textiles, paintings and drawings, dolls and crafts, tribal artifacts and confiscated antiquities.
- (iii) An exhibition entitled 'Indian Museum in News' covering its history from 1839 to 1981 through archival materials like newspapers clippings and photostat copies, cartoons etc. was organised to coincide with a seminar on Museo-News and two hundred years of Newspapers in India.
- (iv) An exhibition of 20 scroll paintings collected by the Art and Anthropology sections of the Museum between 1964 and 1981 was organised by the Education Unit of the Indian Museum.

Under the title "exhibit of the month" objects of typical interest were displayed at the entrance hall. These objects were changed every month.

Acquisitions

- (i) A copper celt belonging to the later half of the 2nd millennium B.C. discovered from Perua, Midnapur was acquired. Besides, a stone image of Chamunda ascribable to 15th Century A.D. was also collected.
- (ii) Some Ivory carvings of the late 18th century depicting Krishna dancing. Shale Vanjika, Power-box etc. of Rajasthan and Murshidabad, Paintings of Bamapada Banerjee, Jamini Roy and Gopal Ghosh and a 175-year old Jhul or elephant's back cover were acquired for the Art Section.
- (iii) 80 artifacts of Rabha tribe of North Bengal, 30 wooden dolls and wood carvings were acquired for the Anthropology Section.
- (iv) 120-year old Pandan and an eighty year old nakshikantha red Kashmiri shawl, oval shaped marble tray, sari, a chess set made of match sticks and a Kalighat painting were received as gifts

Publications

The following publications were printed :

- (i) Black and White Picture Post-Card Archaeology-1st.
- (ii) Indian Museum Bulletin, Vol. XV Pt. 1-2.
- (iii) Annual Report 1980-81 (English).
- (iv) Annual Report 1980-81 (Hindi).

Besides, a number of other publications were in the process of printing.

Other Activities

The Museum Bus was visited by 4,15,600 people at 20 centres in the course of its coverage of 3,079 km. 153 educational Films were screened during the exhibitions. A number of lectures, seminars and Gallery Classes were launched by the Museum. Notable among these were :

(1) a lecture on "Shakuntala" (2) "Meghdoot" and (3) 'Master pieces of Indian Miniatures' in Bharat Kala Bhawan.

The 1st Asian Conference on Literature, Biographical and Memorial Museums was organised by the Museum along with Rabindra Bharati and Viswa-Bharati University for promoting human values.

Reorganisation of Galleries

The Marble Gallery of the Museum is being reorganised with a view to safeguarding the exhibits from being touched. For this purpose show cases of special size are under preparation and metallic railings have been provided on both sides of the Galleries. The Museum proposes to re-organise the Ivory Gallery also. A thorough check was exercised in respect of 46,445 index cards, 5,682 art objects and 3,033 printed books. The Museum also completed the following on documentation side :

- (a) 3000 photographs of Manuscripts have been pasted in the Master ledger.
- (b) 139 English printed books were checked and classified.
- (c) 1309 catalogue cards of English printed books were prepared.

Educational Activities

Three lectures and seven gallery talks were delivered during this period. Four temporary exhibitions were conducted. Birthday celebrations of Salar Jung III were celebrated from August 5 to August 11, 1982. On this occasion, the Chairman, Salar Jung Museum Board distributed Best Worker Awards for Class III and Class IV staff. A practical demonstration course was conducted from 7 to 23 September, 1982 in Lapidary, the art and craft of working gem stones, taking rough, jagged fragments of rock and smoothing and polishing them to produce beautiful, shapely stones.

The mobile exhibition on 'Indian Paintings through the Ages' was arranged in the mobile van with blow up photographs in 20 show cases. Labels in 4 languages were also displayed. The exhibition along with replicas was sent to various schools, colleges and institutions of Hyderabad and Secunderabad.

Other Activities

The Museum has sent to the Press a publication entitled 'Guide Book' on Salar Jung Museum. 20 art objects were acquired at a cost of Rs. 51,500/- and added to the collection.

Scheme of Financial Assistance for the Reorganisation and Development of other Museums

The objective of the scheme is to give financial assistance for developmental purposes to different museums such as Tribal Art Museums, Crafts Museums, Ethnological Museums, Paintings and Photographic Museums, Children's Museums etc. which are owned and managed by voluntary institutions, societies, trusts, colleges, universities, Municipal Corporation etc. i.e. all Museums except those directly managed by the State Government or the Central Government. The grant is given for the following purposes :—

- (i) Establishment of Museums, construction of buildings, minor extensions, repairs, purchases of art or other objects for the museums.
- (ii) Purchase of equipment of display, storage and photography.
- (iii) Publication of catalogues of Museum's collections. Guide Books, Photo Index Cards, Picture Post Cards, etc.
- (iv) Strengthening of existing Conservation Laboratories of the Museums.
- (v) Purchase of books on Art & Culture, racks, shelves for the Libraries of the Museums.

Applications under the scheme are invited every year through the State Government, and are scrutinised by an Expert Committee which allocates grants.

II. MUSEUMS OF CONTEMPORARY HISTORY AND ART

Victoria Memorial Hall, Calcutta

The Museum is being reoriented as a period Museum of Indian History. The emphasis is on the period 1700 A.D. to 1900 A.D. and to achieve this aim, materials and data have been/are being collected so as to set up an extensive gallery for projecting Tribal and Peasant Movement of the 18th and 19th Centuries.

The normal activities like lectures on modern history and culture, conservation, treatment of art objects and restoration of old oil paintings were continued during the year.

National Gallery of Modern Art, New Delhi

The Gallery continued to enrich its collections by adding 479 works of art to its reserve collection which includes 369 works of late Ram Kinkar Vaij, and two important prints portfolios (i) XI Commonwealth Games 1978 print portfolio containing 12 prints of outstanding artists of different countries and (ii) 10 Litho prints "Mother and Child" "A Tribute of Mother Teresa" by M. F. Hussain.

Exhibitions

Under special Exhibition Programme, a most prestigious exhibition of 80 works of German Expressionist painting was displayed in the Gallery from February 12. to March 24, 1982. The exhibition was extremely well attended and students of Art institutions from different places in India visited it in large numbers.

For the Festival of India organised in the United Kingdom this year, the Gallery loaned 49 works from its collections to different institutions. 34 works were sent to Tate Gallery, London, one work to Museum of Modern Art, Oxford and 14 works to Lalit Kala Akademi for contemporary Indian Art Exhibition held at the Royal Academy of Arts, London.

An exhibition of "Modern Indian Paintings" containing 50 outstanding works was organised at the Hirshhorn Museum and Picture Gallery, Washington D. C. during July-August, 1982 to coincide with the visit of the Prime Minister to the U.S.A.

The Gallery also received 170 works of Rodin from Rodin Museum, Paris which were shown in an exhibition held up to the middle of December, 1982.

During the period under review, besides the general public, 4568 school children and 2363 foreign visitors visited the Gallery and were provided guided tours of the Gallery. 150 film shows were held for public and schools during this period.

251 books on art were purchased and 89 books were received as gift for the Reference Library.

The Restoration Laboratory handled 107 art objects during this period. Restoration report for the works sent abroad or received from outside were prepared by the Laboratory.

The catalogue of the exhibition German Expressionist paintings, the catalogue of the exhibition Modern Indian Paintings and colour reproductions were also brought out.

Nehru Memorial Museum and Library, New Delhi

The Museum continued to maintain its popularity and attracted a large number of visitors every day. The average daily attendance was 2,835 and on Sundays and holidays on an average 3,288 persons visited the Museum. The on-going project of lecture-cum-tour of the museum arranged with a view to creating an awareness of the struggle for freedom in India and the role of Jawaharlal Nehru as an architect of modern India, among the younger generation especially in the age-group of 11-15 was continued. During the period more than 1,000 students drawn from different schools in Delhi attended the lectures and were conducted round the Museum. This programme has been organised in collaboration with the Directorate of Education, Delhi. The permanent display on the story of Indian National Movement remained popular with the visitors for its educative value. The film shows on the life of Jawaharlal Nehru and other great national leaders continue to be regularly screened for the benefit of the visitors.

The research resources of the library were further augmented. In all 2,670 books were added to the library, raising the total number of books on shelves of the library to 81,600. Besides purchase, valuable publications were received as gift from the Prime Minister's House, Prime Minister's Secretariat, Lok Sabha Secretariat and National Library, Calcutta.

The library resources on microfilms and microfiche have been further enriched. At present the library has 6,039 rolls of microfilms and 10,615 microfiche plates which are being increasingly consulted by students working on the study on modern Indian History. The library continues to be profitably used by scholars from India and foreign universities on account of the availability of excellent source materials and service through qualified staff. A total of 323 new scholars were registered during the period bringing the total to 4,172 scholars enrolled since January 1974 when the Library shifted to its new building. The library of photographs now has 57,966 photographs on the national movement and its leaders which continue to be increasingly drawn upon by authors and various agencies engaged in organising exhibitions and for making documentary films.

The acquisition of private papers and records of non-official organisations continued to make progress. Among the notable collections acquired during the period, mention may be made of the papers of Bhimsen Sachar, Ameo Kumar Das, Pushpa Lata Das, Debeshwar Sarmah, Dr. Mohan Singh Mehta, M. A. Candeth, Verrier Elwin, Syed Mohd. Saadullah, Bisnuram Modhi, Justice P.B. Gajendragadkar, G. L. Mehta, Gokul Lal Asawa, Sumangal Prakash, C. Y. Chintamani, Jaisukhlal Hathi, Munshi Premchand.

and Kamalashankar Pandya. In addition, the records of the Assam Pradesh Congress Committee were also acquired. Noteworthy collections of papers microfilmed were the papers of the Bengal Coal Company, Madan Mohan Malviya, Gyani Pratap Singh and Surendra Nath Dwivedy.

The microfilming of the old newspapers and periodicals continued to make significant progress. Among the materials microfilmed during the period mention may be made of 'Gujaratmitra and Gujaratdarpan', 'Swadesamitran', 'Vigil' and 'Praja Mandal'.

Under the Oral History project, 45 sessions of interviews with 15 persons were recorded. The nine new interviewees included Shri Durga Das Sehgal, Shri Amar Nath Malhotra, Shri Raja Ram Shastri, Dr. Anand Prakash Bnayana, Shri Nalin Bhanja, Smt. Subhadraben, Shri Vadilal Lalubhai Mehta, Shri Dhanwantbhai Oza and Shri Vajubai Shah. Some of the interviews were conducted at Ahmedabad and Vadodra. Transcripts of interviews of four interviewees were finalised during the period bringing the total number of such transcripts to 377.

The lectures having a bearing on modern Indian history and Indian Nationalism continued to be arranged under the auspices of the Nehru Memorial Museum and Library. The speakers included Prof. Gautam Mathur, Prof. John Broomfield, and Prof. V. B. Damle. A seminar on "The Structure of the Empire : Architecture and Migration in the late nineteenth Century" was arranged during the period. On the eve of the Gandhi Jayanti a symposium on "Mahatma Gandhi : An Historical Assessment" was organised. Lectures are proposed to be arranged on Prem Chand, Jawaharlal Nehru and the Land Problem in India and two Padmja Naidu Memorial Lectures. Efforts are under way to organise a seminar on 'Social Transformation and the Creative Imagination', in which scholars from various universities will participate.

The first volume of the *Selected Works of Motilal Nehru* covering the period 1899-1918 was released and work on the second volume covering 1919-25 is in progress.

III. MUSEUMS OF SCIENCE AND LABORATORY

**National Council of Science Museums,
Calcutta**

The National Council of Science Museums administers and manages the following Museums/Centres.

- (1) Birla Industrial & Technological Museum, Calcutta (BITM)
- (2) Visvesvaraya Industrial & Technological Museum, Bangalore (VITM)
- (3) Nehru Science Centre, Bombay (NSC)

✓ Shrikrishna Science Centre, Patna, functions as an institutional project of the BITM. Besides these, NCSM is engaged in setting up of four District Science Centres at Purulia (West Bengal), Gulbarga (Karnataka), Dharampur (Gujarat), and Tirunelveli (Tamil Nadu) on permanent footing. An experimental District Science Centre is also run by the BITM at Malda (West Bengal). A Planning Cell is also functioning in New Delhi under the Council.

The National Council of Science Museums is primarily engaged in the task of popularising science and technology among the students in particular and the mass in general through a wide range of programmes.

The Museums/Centres in Calcutta, Bangalore, Bombay, Patna, Purulia, Malda and Gulbarga were visited by a large number of persons during the year 1982-83. Six 'Muscobuses' each carrying a series of working exhibits on a specific theme held exhibitions at 139 places all over the country. About 2,24,748 people visited the Mobile Science Exhibition Units. Besides, 32,000 people attended the scientific film shows held at different rural sites. The Science Park which was set up in the District Science Centre at Purulia was visited by 25,000 people. The District Science Centre at Purulia, Gulbarga and Malda continued their regular extension activities to cater to the needs of the local people and students in particular. Shrikrishna Science Centre at Patna added many exhibits in its Science Park and

permanent exhibition gallery. The Centre was visited by 1,45,362 people. The Museums/Centres organised Science Fairs/Camps in Calcutta, Bangalore, and Bombay. Other regular features like holding of scientific film shows, science quiz competition, training programmes on amateur radio activities etc. were also organised in all Centres. Temporary Exhibitions on 'Space and Mankind' 'Personal Transport', Vintage Car, 'The work of Feri Otto' and Trees and Environment, 'Techno Art' were organised in different Museums and Centres during the period. In order to commemorate the 25th Anniversary of Launching of Man's First Artificial Satellite, the Council took up a year-round programme to mark 1982 as Year of Space. Seminars, Essay Competition, Poster Competition, Quiz Contest, Exhibition and so on, all on the subjects 'Space & Mankind' were organised for youngsters. Miss Saira P. Kurup, a school student of Delhi was adjudged one of the runners-up for her essay on the topic 'How Space Activities could Transform my country and the World', by the United Nations. This is the first time the Council undertook the programme of organising a competitive Science Seminar for school students at National, district and State levels to create interest on Space Science amongst the school children. Participants from all States and Union Territories assembled in New Delhi at Vigyan Bhavan to deliver their essays on the subject on October 4, 1982.

Science Demonstration Lectures for school students were arranged at various places in West Bengal and Karnataka. 124 lectures were attended by 11282 students during the period. 125 teachers were trained under the Teachers' Training Programme to provide the science teachers of high school with short term training in handling some of the basic and important tools and also to fabricate easy and low cost scientific models and teaching aids for their day-to-day class room teaching. Telescope Making Programme was organised at the Nehru Science Centre, Bombay for interested persons. A 6" dia Newtonian reflecting-type Telescope was prepared by the local enthusiasts and it was found to be comparable to commercial ones. Popular Lectures on contemporary scientific topics were organised in all the constituent Museums/Centres of the Council. The Visvesvaraya Industrial and Technological Museum, Bangalore organised a multi-media programme on Life and Works of Sir M. Visvesvaraya for school students during the period. 150 students attended the multimedia show which was developed by the Museum. A National Students Design Contest was also held where 98 entries were received from all over India. A Seminar for college students on 'Impact of Technology on Environment' was attended by 10 colleges in and around Bangalore. To create a harmonious synthesis of thought and expression between art and technology, a 'Techno-Art-Camp' was organised at the Visvesvaraya Industrial and Technological Museum, Bangalore from June 20-30, 1982. The camp was attended by eleven reputed sculptors of the country.

Science Museums all over the world are switching over to participatory exhibits so as to make it more interesting and educative. Conceptual development of participatory exhibits needs a special kind of exposure and training. With a view to facilitating such training, the National Council of Science Museums arranged an Indo-US Workshop on 'Conceptual Development of Participatory Exhibits' for the Science Museum Personnel from November 15, 1982. The Workshop was followed by an intensive project work for development of participatory exhibits and compilation of design data for a book on such exhibits. Sixteen Indian participants from existing Science Museums and four U.S. experts joined the Workshop.

The National Council of Science Museums has launched a new programme for publication of a series on 'Animation Techniques' which gives an idea about some of the participatory exhibits developed by the various units of the Council. Three such volumes have already been published with full illustration and have been circulated to other Science Museums and allied institutions as source book. Besides the following publications were also brought out during the period :

- (1) Souvenir on Student Science Seminar.
- (2) Museum Programme of Events.

- (3) Souvenir on National Science Seminar,
- (4) Brochure on Techno-Art Camp,
- (5) Souvenir on Personal Transport Exhibition,
- (6) Leaflets on Energy,
- (7) Folder on Transformation of Energy,
- (8) Folder on Man and Machines,
- (9) Folder on Space and Mankind,
- (10) Science Club Newsletter.

**National Research Laboratory for
Conservation of Cultural Property,
Lucknow**

There are a number of activities of research, technical assistance to various institutions, training as well as conservation programmes in which the laboratory is involved. The main activities have been :

Research Projects

During 1982-83 following were the main research projects :

(i) Metallurgy of iron in ancient India : Objects from Kausambi and Hellur have been examined; (ii) Metallurgy of copper in ancient India : Micro-structure of objects belonging to important sites in Uttar Pradesh and Maharashtra have been studied; (iii) Identification of dyes in medieval textiles; (iv) Identification of materials of miniature paintings; (v) Consolidation stone; (vi) Use of anion exchange resins for removal of salts from metal objects; (vii) Techniques of conservation of birch bark manuscripts; (viii) Evaluation of the durability of Nepalese tissue paper; (ix) Survey of fungi growing on paper materials in Indian museums; (x) Evaluation of copper corrosion inhibitors, and (xi) Evaluation of strength of adhesives.

A national project to study the effect of air pollution on cultural property has been prepared for future implementation. Several institutions are collaborating in this project. The emphasis will be on :

- (a) Monitoring of pollution level
- (b) Effect of pollutions on materials and
- (c) Preventive measures.

A meeting of the various institutions was held to plan the programme.

Advanced Equipment

The Laboratory has acquired and standardised some important advanced equipment. The main are :

- (i) X-Ray Fluorescence Spectrophotometer
- (ii) Atomic Absorption Spectrophotometer
- (iii) Micro-hardness Tester
- (iv) B. O. D. Incubator

Technical Advice and Assistance

The Laboratory gave technical advice and assistance to different cultural institutions in the country. The objects were received for treatment in the Laboratory as well as teams were sent out for *in situ* conservation.

Training

A six-month Conservation training course was held from November 2, 1982 in collaboration with UNESCO. Eight trainees including four from countries of Southeast Asia participated.

Seminars/Conferences

A high level meeting of the Directors of Archaeology and Museums in India was held at Lucknow to frame a document for conservation policy in India. The document has been printed and circulated to all institutions for guidance and action.

Mr. O. P. Agarwal, Project Officer of the Laboratory coordinated a Conservation Workshop on the Effect of Air Pollution on Cultural Property arranged in the U.S.A. under the Joint Committee on Museums of the Indo—U. S. Sub-Commission on Art and Culture.

Publications

The new series of publications entitled "Technical Notes" has been started. The first note in the series is entitled "Field Conservation of Archaeological Objects."

Library and Documentation

A number of bibliographies concerning conservation and technical studies were prepared by the Library.

Photographic Documentation

More than 1000 photographs of objects received in the Laboratory for treatment were prepared.

CHAPTER 3

INSTITUTIONS OF ANTHROPOLOGY AND ETHNOLOGY

The Anthropological Survey is a subordinate office of the Department of Culture with its headquarters at Calcutta. It is a specialised agency for conducting advanced scientific research in anthropology. It conducts study and surveys of the tribes and other communities of India. It acts as a clearing house and coordination centre at national level for all agencies in the field of anthropology.

The National Museums of Man has been set up as a subordinate office where man and his activities from the earliest pre-historic times to present day shall be dealt with taking into account the biological and cultural development of man, considering man in the total perspective of mankind.

Two Advisory Committees have been set up to advise the institutions.

**Anthropological Survey of India,
Calcutta**

The anthropological Survey of India started functioning as an independent unit since December 1, 1945, under the administrative control of the then Department of Education, Government of India. At present it has seven regional offices and one sub-regional office located at different parts of the country with headquarters at Calcutta. Since its inception it has been conducting researches to record and understand the bio cultural diversities of Indian population and to serve as information bank for national planning and development. It further endeavours to unearth, preserve and study the ancient skeletal remains in the context of bio cultural history of Indian population. The Survey also carries out field and laboratory based investigations among the Indian population with emphasis on tribes and weaker sections on the problems of contemporary relevance. It organises training courses, acts as a Clearing House and publishes the result of the researches. The Survey also collects, documents and displays ethnographic materials through its museums located at the headquarters and Regional and Sub-Regional Offices.

Physical Anthropology

The research activities of physical anthropology division were several and varied. During the year under review the skeletal remains obtained from Maski, Ujjain and Kausambi were chemically treated for preservation. Skeletal remains from Kalibangan, a site of Ganganagar district, Rajasthan, were studied in the osteological Laboratory. The data on ethnicity, language, state, origin, height, and chest girth were partly analysed in consultation with all India Bio-anthropological Survey.

The Collaborative project 'Portrait Building System' was taken up with the Bureau of Police Research and Development (Ministry of Home Affairs) for developing kits for identification on the basis of morphological traits. Under this project field work was undertaken in Jammu and Kashmir, Uttar Pradesh, Rajasthan, Gujarat, Madhya Pradesh, Tamilnadu, Mizoram and Manipur to collect photographs of front and profile views from different populations of the country. Field investigations were undertaken in Assam, West Bengal and Bihar under the project "Biological Studies for Migrant population" to study the environmental effect on human physique. The first phase of field work has been completed among the individuals of Nicobar Islands who were studied 22 years ago to assess the effect of ageing of human body. Studies on growth and development were conducted among the tribes of Madhya Pradesh (Children only), Orissa, Chota-Nagpur, Tribals settled in Andamans, Mopla Muslims and rural and urban girls of lower Assam. Investigations were conducted on different blood group system, haemoglobin

variants, colour vision deficiencies of various castes, tribes and communities from different parts of India to study the diverse nature of physical characters. A study was completed on the incidence of breast cancer among the patients of cancer hospital, Calcutta.

Effect of parental consanguinity on dermatographic characters were studied among the selected population of Andhra Pradesh. Demographic researches were conducted among the population of Uttar Pradesh, Madhya Pradesh, West Bengal, Orissa, Minicoy Islands, Andaman and Nicobar Islands, Rajasthan, Maharashtra and Andhra Pradesh. Investigations on nutritional studies among the Dubla and Kokni of Gujarat, the Kavar and Bhil of Madhya Pradesh were completed and research reports were under preparation. The second round of field investigations were conducted among the Nokte, Digaru Mishmi, Khamti, Singpho, Wancho and Idu Mishmi of Arunachal Pradesh under the project "Survey of Indigenous Health Practices".

Cultural Anthropology

During the year under review, research activities of Cultural Anthropology Division were centred round three all India projects, namely (1) Ethnography; Structure and Process, (2) Weaving in India and (3) Tribes in Contemporary India and three regional projects, namely, (a) Kareas of Middle Andamans and their habitat, economy and society, (b) Habitat, economy and society of the Malwa Region in the Upper Chamba Valley and (c) Agrarian Situation in Karnataka. These apart, researches were conducted on eighteen individual projects, three of which were collaborative in nature. Field investigations in connection with the project "Ethnography: Structure and Process" were completed on eighteen ethnic groups from ten states and a comprehensive report was under preparation. After completion of field work on fifteen ethnic groups over ten states in connection with the project "Weaving in India", data were being analysed and the report writings were in progress. Researchers of this Division also conducted field investigations on ten tribes in connection with the project "Tribes in Contemporary India". Nine regional studies including those on the Onge, Karen, Naga and the Gond were in progress. Data on "Culture trait and culture area survey" were being analysed. Eighteen research papers were submitted by the members of this Division, out of which sixteen were presented to the seminar on "Environmental Anthropology" at North Western Region, Dehra Dun organised by the Survey.

Report on "Shifting Cultivation in India" was completed and it was being edited. Field investigations were conducted among different ethnic groups of Jammu and Kashmir, Sikkim, Himachal Pradesh and Arunachal Pradesh in connection with the project "Human Adaptation in Extreme Climate" to evaluate the relation between environment and human activities. Field work in connection with the project "Cognitive style and Personality Dimension of Bhatra and Gond" of Chindawara Madhya Pradesh was completed and the report was under preparation. A report on the project "Origin and the Etymology of the Bhil" was completed.

Museum

Preservation, maintenance and documentation of ethnographic materials of the central and zonal anthropological museums were done. An exhibition was arranged on the life and culture of the Minicoy Islanders by Zonal Museum of Southern Regional Office at Mysore during the 69th Session of Indian Science Congress Association.

Library

During this year 510 books, 1789 issues of journals and 97 reprints were added to the Library. Reference and information service was rendered to research scholars. About 1000 clippings were added to free files which were regularly consulted for research work. Four bibliographies were completed such as (1) Bibliography of the Rabha (2) Bibliography of Dr. D. K. Sen, (3) Bibliography of Dr. Panchanan Mitra and (4) Bibliography of Anthropological researches in India. Four retrospective bibliographies were under preparation.

Printing and Publication

During the year under review five books including one Hindi and four numbers of the bulletin were published through printing and publication section. These apart, one booklet on environmental anthropology seminar (abstract volume) and one Newsletter of the Survey were brought out.

Fellowship Programmes

During the year 1982-83 the Survey awarded one Fellowship, two Senior Research Fellowships and Fourteen Junior Research Fellowships to the scholars to conduct research in Anthropology and allied disciplines.

Other Activities

The Survey organised a three-day Seminar on "Environmental Anthropology" at the North Western Regional Office, Dehra Dun from September 8 to 10, 1982. The purpose of the Seminar was to bring together information on the bio cultural diversities of man in relation to his environment. The Seminar entailed a Multi-disciplinary approach and papers were presented from different fields such as Physical Anthropology, Cultural Anthropology, Palaeoanthropology, Demography, Human Geography, Linguistics, Psychology etc. All aspects of environment i.e. biotic and cultural environment were considered.

National Museum of Man, Bhopal

The National Museum of Man is a Subordinate Office of the Department of Culture. This institutions was set up in 1977 to deal with man and his activities from his earliest pre-historical times, with its main focus on topics like (a) Evolution of Man and Human Variation (b) Man and Culture (c) Material Culture, Indian unity and diversity.

In January, 1982 the Advisory Committee of the National Museum of Man decided to have a second look at the Plan outline drawn in 1977, with the assistance of a sub-committee of experts in the fields of Anthropology and related disciplines. The Experts Sub-Committee while endorsing the broad framework, emphasised the uniqueness of the Museum as an institution having been conceived as an organic whole; growing as a movement to tell the story of humankind, highlighting human (a) biological and (b) cultural evolution with particular reference to India.

Within the framework of the Plan it was decided to organise the under-mentioned exhibitions as a first step towards operationalisation of the Museum :

1. Exhibition of Tribal Habitat.
2. Exhibition of painted Rock-shelters within the site of the Museum
3. Exhibition of Extinct Hominids.
4. Exhibition of a few pre-historical sites specially one neolithic and one megalithic, by transplantation.

The activities of the Museum were therefore oriented towards the achievement of the above task. Various Tribal Research Institutes were contacted to assist in organising the Tribal Habitat Exhibition and in two cases the material for the construction of dwelling types has been received. There are already 3 dwellings and one camping hut constructed as part of the planned exhibition. Field parties have conducted ethnographic documentation among the Tharu and Raji of U.P. Hills and collected few ethnographic specimen.

Archaeological excavation in one of the rock-shelters in the site was carried out. The excavated area would be preserved as such as in evidence of occupation of the rock-shelters by pre-historic people. A field party was also sent to the neolithic site of Gufkral in Kashmir valley, where excavation is being conducted by Archeological Survey of India, with a view to transplanting the site as an exhibition in the site of the Museum with the assistance of Archeological Survey of India.

The Museum continued the work of plantation and restoration of the vegetation in the site as part of the programme of environmental and landscape preservation.

Planning of indoor-galleries in the rented accommodation presently housing the Museum has also been taken up so that thematic exhibition could be arranged as a part of operationalisation programme of the Museum. One small exhibition on musical instruments had been arranged.

Selection of an architect and the finalisation of the concept and objective were two important accomplishments during the year, since translating the concept and objectives into an integrated architectural and landscape master-plan would be the first basic requirement for the Museum to arrive at the take off stage.

CHAPTER 4

ARCHIVES AND RECORDS

Under the Government of India (Allocation of Business) Rules, the work pertaining to the Central Libraries of national importance, the Delivery of Books Act and publication of rare manuscripts is assigned to the Department of Culture. The Central Government cannot make a law for a library system of the country as a whole as the subject "Libraries" is included in the State List. The Central Government has jurisdiction only over libraries established by the Central Government and institutions of national importance declared so by the Central Government. However, it takes initiative to secure the voluntary cooperation of the State Governments and to promote a coordinated development of national, State and other Libraries. Funds for such an integrated development form part of Central and State Five Year Plans. The Central Government also provides financial assistance to libraries in various parts of the country for certain approved purposes like purchase of books, furniture and equipment and construction of buildings.

Manuscripts constitute an important part of the rich Indian Cultural Heritage. These are the major repositories of the contribution that our predecessors made in the diverse fields of religion, philosophy, astronomy, literature, history, medicine and science. They constitute the primary source of reconstruction of India's past.

The Department has introduced a scheme of financial assistance to voluntary organisations, educational institutions, libraries, museums and universities for preservation, listing, cataloguing, evaluation, publication etc. of manuscripts. The Department of Culture has also taken over under Act of Parliament, the Rampur Raza Library, Rampur and Khuda Bakhsh Oriental Public Library, Patna which contain a rich collection of manuscripts in Arabic, Persian and Urdu. In addition, proper care of manuscripts is also being taken in museums, libraries and other such institutions which are under the control of Central and State Governments.

National Archives of India, New Delhi

The National Archives of India is the biggest repository of Government records and other archival material in the country. It receives public records of any public office or organisation or papers of historical value. It tends advice and assistance to various State Archives for the proper maintenance and preservation of valuable documents and records and provides research facilities to scholars. It also imparts training in Archives through its Archival Training School. The main activities are described below :

Accessions : Important accessions include (i) Swami Shradhanand papers (1100 items approx.); (ii) Correspondence relating to J. C. Bose's Scientific experiments; (iii) 5 rolls and 1 strip of records of Indian interest from Director of Czech Archives.

Records and Archives Management : (a) The ninth report of the Director of Archives on the implementation of Archival Policy Resolution was printed. (b) Background notes on the proposed public Records Act were prepared. (c) 23,805 files of different Ministries were appraised and retention schedules of six creating agencies were vetted.

Reference Media : 10 groups of records from public and private records were listed.

Publications : *The Indian Archives* (Vol. XXX, No. 2), Annual Report (1981), National Register of Private Records (Vol. XII), Research Bulletin (Vol. XI), Guide to Records (Part VI and VII). Proceedings of the Seminar on Disposition of Government Records, Catalogue of MRIO Misc. Maps of Survey of India, Calendar of

Acquired Documents (1402—1719), Catalogue of seals (foreign Vol. I) and North Western Frontier and British India (1839—42), Vol. II were published.

Committees and Conferences : The 48th session of the Indian Historical Records Commission was held on June 5-6, 1982 at Gandhinagar (Gujarat). Select Judicial documents were displayed on the occasion. The 32nd meeting of the National Committee of Archivists and 2nd meeting of the Religious Records Committee were held along with the session.

Archival Training : 14 candidates secured one year Diploma in Archival studies (1981-82 session) while 11 Indian and 9 foreign students have joined the 1982-83 session. Short term training continued to be imparted to various Government nominees.

'Towards Freedom' Project made steady progress in selection of materials from public and private records and microfilms (1937—47).

Technical Service : Nearly 70,000 sheets were repaired and rehabilitated and 2,60,520 exposures of microfilms and 50,644 xerox copies were prepared.

Archives Week was celebrated (November 1—7, 1982) with an exhibition of documents on 'Games and Sports', Open House programme and a workshop on conservation and reprography.

Public Relations : An album of Archives of Saudian interest was prepared for presentation to Prince Fahad of Saudi Arabia.

Regional Branch : Department's offices at Bhopal, Jaipur and Pondicherry continued their normal activities.

Khuda Bakhsh Oriental Public
Library, Patna

One of the richest collections of Arabic and Persian manuscripts and Mughal and Central Asian paintings—presently possessing some 78,500 printed books and 14,000 manuscripts and 2,000 paintings—the Khuda Bakhsh Library is fast becoming a centre for preserving and dissemination of knowledge in its special fields of Arabic and Persian learning and Islamic and Medieval Indian Studies.

Founded in 1891 by Khuda Bakhsh and taken over by the Government of India in 1969, the Library is now functioning in five different dimensions : (i) Reference Service is well organised, the average for the year reaching around 600 postal and 5000 spot replies; (ii) A concerted effort to obtain the fast perishing manuscript's wealth continues, the acquisition figure reaching around 65 this year; (iii) Preservation of the holdings is being performed by trained hands through mechanical, chemical, physical and binding processes. In the last named process, hand lamination is being done by trained personnel; (iv) Towards disseminating knowledge, the time honoured 75 years old project of descriptive Cataloguing of the manuscripts preserved in the Library is in progress and the compilation of the 35th and 36th volumes of the Descriptive Catalogue has been finalised this year. Of the earlier 34 volumes, two out of print volumes have been reproduced last year with necessary additions and corrections bringing the total of revised editions to eight; (v) The manuscripts are being critically edited and published; and rare material of the Library is being introduced through the Library's quarterly journal. So far, 20 issues of the Journal have been printed which are spread over 4,000 pages.

Lastly, to house the growing organism as the Library is, the present building is being extended, and a three floor extension has already been completed. A Publication Unit has been established to supervise the various programmes of publications. After completion of the extension work of the building, a preservation laboratory will be started, which would work full-fledged; preliminary work has been started and one Assistant Librarian (Preservation) has been appointed.

The Tanjore Maharaja Sarfoji's Saraswati Mahal Library was described by Dr. Burnell "to be the best and most important in the World". It has its roots in the time of the imperial Cholas and was subsequently revived by the

T.M.S.S.M. Library, Thanjavur

Thanjavur Naiks of the Vijayanagar Empire, and was greatly developed in the early part of the nineteenth century by Maharaja Sarloji. The Government of Madras took possession of the Library in October, 1918 under the Charitable Endowment Act and formed a committee for its management. The Library has rich collection of about 40,000 manuscripts in Sanskrit, Marathi, Tamil, Telugu and other languages, besides a collection of over 23,000 books in the Indian and European languages covering various disciplines. The Government is actively engaged in considering all possible solutions to achieve fuller development of Library. The Central Government is at present giving plan grants in pursuance of the recommendations of the committee set up in 1977.

The Central Government is in negotiation with the Government of Tamil Nadu to convert the Library into a Registered body. It is hoped that by the end of the year 1982-83, the Library will be Registered body and management will be more effective in the hands of both Central Government and the Government of Tamil Nadu.

Rampur Raza Library, Rampur

This Library has one of the richest collections of India with holdings of 15,000 manuscripts, 30 miniature paintings and quite a large number of rare and out of print material in the form of books and journals. The Library is famous throughout the world of Oriental and Islamic Scholarship due to its rare manuscripts and because of the facilities and hospitalities rendered to the scholars during their stay and study at Rampur.

The Library is fully financed by Central Government. It also receives an annual grant of Rs. 48,000/- from Government of Uttar Pradesh. The Library was declared as an "Institution of National Importance" through an Act of Parliament in 1975. A special grant of Rs. 5.00 lakhs over and above the normal allocation of Rs. 3.00 lakhs is proposed to be released during the current financial year for special repairs of Hamid Manzil/Rang Mahal in which the Library is housed. This is in pursuance of the estimates of Rs. 10.50 lakhs prepared by C.P.W.D.

Preservation of Manuscripts

The Scheme of financial assistance for preservation of manuscripts, launched from 1980-81, has been continued in the current year. It provides financial assistance to voluntary organisations, Universities including deemed Universities/Libraries, Museums, etc. for cataloguing, editing, preservations, publication etc. of rare manuscripts. The main objective of the scheme is to preserve the rich cultural heritage of India in the form of rare manuscripts.

Approximately, 70 applications have been received during the year. Besides, grant to certain Institutions is to be extended during current year also on the basis of their projects approved last year to spread into a couple of years. The current year's provision of Rs. 15.00 lakhs is expected to be fully utilised by disbursing grant in the ratio of 75 : 25 subject to maximum grant being Rs. 2.00 lakhs for each approved project.

Fellowships covering different disciplines and Fields including Epigraphy, Paleography, Extinct Languages, Ancient Scripts and Numismatics

The Scheme has been introduced to promote the study of extinct languages and scripts in which the expertise is fast dwindling. Fellowships under the scheme of the value of Rs. 600/- per month tenable for 2 years are awarded to 10 scholars every year for higher studies/research in Epigraphy, Paleography, Extinct Languages, Ancient Scripts, Numismatics etc.

Asiatic Society of India, Calcutta

The Asiatic Society, Calcutta was founded in 1784 with the object of enquiring into the history, the antiquities, arts, sciences of literature of Asia. The Institute has proved to be the fountain-head of all library and scientific activities in India and the parent of all other Asiatic Societies. Its declared objects are to conduct research into matters which are largely cultural and sociological with special bearing on Indology.

CHAPTER 5

INSTITUTIONS OF TIBETAN, BUDDHIST AND OTHER HISTORICAL STUDIES

Many centuries ago, Indian scholars took arduous journeys across the Himalayas to Tibet and with them they carried Indian philosophy and thought. The evolution of Tibetan thought and culture was a consequence of this interaction.

Nearly two decades ago, many human repositories of this great tradition travelled to India from Tibet. At the initiative of Shri Jawaharlal Nehru a number of Buddhist Institutions were started, in India. Amongst them were the School of Buddhist Philosophy, Leh and the Central Institute of Higher Tibetan Studies, Varanasi, which are fully financed by this department. The main objectives of these institutions are preservation of Tibetan culture and tradition and imparting of studies in ancient and traditional subjects through a modern university framework and conducting research in Tibetan studies. Besides, Government gives grants to Sikkim Research Institute of Tibetology, Gangtok and Library of Tibetan Works and Archives, Dharamsala.

Central Institute of Higher Tibetan Studies, Varanasi

The Institute of Tibetan Studies was established in Varanasi as a constituent wing of Varanaseya Sanskrit Vishwa Vidyalaya. It became a fully autonomous organisation in 1977 and was renamed as the Central Institute of Higher Tibetan Studies. The main objectives of the Institute are :

- (a) Preservation of Tibetan Culture and Tradition;
- (b) Restoration of ancient Indian Science and Literature preserved in Tibetan;
- (c) Providing opportunities to border students who formerly availed themselves of higher education in Tibet; and
- (d) Imparting teaching of ancient and traditional subjects through a modern university educational framework and conducting research in Tibetan Studies with a view to awarding degrees in these disciplines.

For the achievement of the above objectives, the Institute has a planned programme of training, research and publication which would bring to light the Tibetan heritage, particularly a body of knowledge of the Indian heritage which was lost to Sanskrit and Pali but was preserved in Tibet. The Institute prepares students for courses of the Sampurnanand Sanskrit Vishwa-vidyalaya in Purva Madhyama, Uttar Madhyama, Shastri, Acharya etc. having emphasis on Tibetan Buddhist Philosophy and studies. The present strength of students is 230 in the teaching departments and 15 researchers who are working on projects. About 25 important lost Sanskrit texts have been put under restoration through comparative techniques facilitating equitable Tibetan-Sanskrit and multilingual versions which are being processed along with a Tibetan-Sanskrit Dictionary.

A building complex consisting of building for the Institute, hostel for students, staff quarters etc. is under construction. The Hostel Block to accommodate 300 inmates has, however, been completed and handed over to the Institute by the C.P.W.D.

It is fully financed by the Department of Culture and is managed by a Board of Management consisting of representatives of Ministries of External Affairs, Finance, Education and Culture, Sampurnanand Sanskrit Vishwa Vidyalaya, a few scholars in the field, etc.

School of Buddhist Philosophy, Leh

The School of Buddhist Philosophy, Leh was established in 1959 with a view to imparting education in classical and modern Buddhist Studies on Monastic patterns to the students belonging to Ladakh along with studies of modern subjects. The School is affiliated to the Sampurnanand Sanskrit Vishwavidyalaya, Varanasi and prepares students for Purva Madhyama, Uttar Madhyama, Shastri etc. of the Vishwavidyalaya. It has an approved strength of 150 students which is now proposed to be increased to 165. The School is rapidly expanding as an Institute of Buddhist Studies and is being renamed as Central Institute of Buddhist Studies, Leh.

There is a proposal to construct a new complex consisting of staff quarters, students hostel, teaching and administrative block. A plot measuring 208 Kanals 7 Marlas has been allotted for the purpose by the State Government.

The School is fully financed by the Department of Culture and is managed by a Board of Management consisting of representatives of the Ministries of External Affairs, Education and Culture, etc., Government of Jammu and Kashmir, Deputy Commissioner, Leh, Sampurnanand Sanskrit Vishwavidyalaya, a few scholars in the field, etc.

SIKKIM RESEARCH INSTITUTE OF TIBETOLOGY, GANGTOK

The Institute is an autonomous organisation of the State Government of Sikkim and has been set up for Research and Studies in Tibetology. The Institute has done significant work in promoting research in 'CHHO' (Tibetan for Dharma) and associate subjects like iconography, medicine, astrology, history, etc. It has a special research and publication programme. It publishes a Quarterly Journal, a Bulletin of Tibetology covering the history, art, culture of Tibet etc. It also provides research facilities to scholars in Tibetology and allied subjects.

Library of Tibetan Works and Archives, Dharamsala

The aims of the Library are to acquire and conserve Tibetan books and manuscripts to provide intensified reference service to act as a reference centre for queries on Tibetan source material etc. It has a rich collection of Tibetan manuscripts, paintings and object d' arts.

The main activities of the Library are : providing research facilities; acting as a referral centre through the collections of all the Tibetan manuscripts, texts, documents and written materials; running of regular courses on Buddhist Philosophy and Tibetan Language Classes; running of schools of Tibetan traditional wood-carving and Thangka painting; filming documentation of all the aspects of Tibetan civilisation under its Oral History Project; publishing and reprinting of Tibetan texts, research papers, translations of important Tibetan works including Tibet Journal and Tibetan Medicine Series; and conducting lectures and seminars from time to time etc.

The Library has a collection of 49,000 volumes, 22,000 Tibetan manuscripts, and some of 2000 entries and Tibetan documents dating back to 10th century AD. The Museum section houses 500 priceless images and scroll paintings many of which date back to the 12th century. About 40 scholars and students come to Library from within India and different countries of the world every year to attend its courses and use its research facilities.

The Library is functioning as a registered voluntary society and is managed by a Board of Governors with H.H. the Dalai Lama as its Chairman. It is fully financed by the Department of Culture.

Indian Council of Historical Research, New Delhi

Indian Council of Historical Research continued its activities towards the promotion and facilitating of historical research which included extension of grants, sources programme, execution of special projects, holding of seminars, publication of the Council's journal, International collaboration in the field of historical research. About 80 applications for different schemes of the grants-in-aid were received and processed. Besides this, the decision of the Research Projects Committee of the Council taken in December, 1981 to sanction grants to 151 scholars/institutions was taken up for implementation after the minutes of the meeting were approved by the Council in September, 1982. These grants include 12 research projects, 51 fellowships, 61 study/travel/contingent grants, 3 foreign grants, 16 publication subsidies and 8 grants to professional organisations of historians.

Under the sources programme, the first volume of a *Topographical List of Inscriptions of Tamil Nadu and Kerala* was under publication and the remaining nine volumes in the series were being processed for the same. Four volumes of inscriptions of India and *A Dictionary of Indian Archaeology*, the latter edited by Mr. A. Ghosh, were also being processed for publication. The work of compiling 11 volumes of inscriptions under the Inscriptions of India Programme of the Council was continuing. Among the source volumes relating to the medieval period of Indian History volumes like *Ghahiyatul Mania*, *Sirajul Hidayah*, *Waqiate Mushtaqi*, *Mankutuhul Ragadarpan* and *Lahjaat-e-Sikandar Shahi* were being processed for publication. The Council received five volumes of sources relating a Labour Movement in India. A Survey report on *Historical Geography (Ancient)* prepared under the Survey Programme of the Council was being edited.

Among the projects being executed by the Council substantial progress was registered in the Towards Freedom Project, aiming at the collection and publication of sources relating to the freedom struggle during 1937—47. The material collected included those from unofficial sources like private papers of national leaders, contemporary newspapers and periodicals and organisational papers. The work of preparing a detailed Chronology of developments in the provinces and at the Centre on the basis of the records already collected was also started. Regarding the project on 'The Role of State Legislatures in the Freedom Struggle', volumes relating to Punjab and Bengal were in the press. Work in respect of the other volumes was under progress.

A lot of material for the project on 'Praja Mandal Movement' has been collected. A qualified scholar has been engaged to scrutinise the material and thereafter to write the text of the book on this project. The entire work is expected to be completed by April 1984.

The Biannual journal of the Council *The Indian Historical Review*, Volume VI, Nos. 1-2 was brought out. Two publications, *A Study of Legislative Politics and Freedom Struggle in the Punjab : 1897—1942* and *Bengal Electoral Politics and Freedom Struggle 1862—1947* were under production.

Under the Indo-Bulgarian Cultural Exchange Programme, the Council organised a symposium on 'George Dimitrov's Contribution to Struggle for Freedom, Democracy and Social Progress' from June 11 to 16, 1982. Smt. Sheila Kaul, Minister of Education and Culture, inaugurated the symposium in which sixteen papers on different aspects of George Dimitrov's contribution were presented by the Indian and Bulgarian scholars. About sixty-five scholars participated in the proceedings.

The Council will also be processing all the manuscripts received for publication and would continue activities under international collaboration.

CHAPTER 6

LIBRARIES

Libraries are the keepers of our history and culture. The development of the library system is an important component of the scheme of non-formal education and continuing education. Constitutionally the subject 'Libraries' is included in the State List. The Central Government has jurisdiction only over libraries established by the Central Government and Institutions of national importance as declared by the Central Government. However, the Central Government takes initiative to secure the voluntary co-operation of the State Governments and promote coordinated development of national, and State Library system. Funds for such an integrated development forms a part of Central and State Five Year Plans.

The Central Libraries, Libraries of National importance and the Delivery of Books Act come under the Department of Culture. A separate Libraries Section was created in the Department to look into overall development of the Libraries. Apart from maintaining and developing the libraries of national importance the Central Government is giving financial aid to libraries sponsored by voluntary organisations throughout the country. The Ministry of Education and Culture has been taking keen interest in the country's public library movement programme by providing full financial support. The Raja Rammohun Roy Library Foundation, Indian Library Association, Indian Association of Special Libraries and Information Centres, Government of India, Librarians Association etc. are some of the pioneer professional bodies whose library movement programmes are given support and encouragement.

Delhi Public Library has been declared as the fourth recipient Library, under the Delivery of Books Act, 1954.

National Library, Calcutta

The National Library serves as a permanent repository of all reading and information material produced in India as well as for all printed material written by Indians and concerning India written by foreigners, wherever published and in whatever language. In addition, it has a rich collection of Sanskrit, Persian, Arabic and Tamil manuscripts and also of rare books. It is a recipient Library under the Delivery of Books Act, 1954. It has exchange relations with 144 foreign countries.

The set-up of the Library broadly consists of Technical Divisions which look after acquisition, processing, reader's services, conservation etc. and the Administrative side concerned with personnel, maintenance of buildings, security etc.

The biggest problem facing the Library is acute shortage of shelf space for accommodating new acquisitions. This problem is being tackled by taking both long-term and short-term measures. As a long term measure a Second Annexe consisting of sixteen storeys is to be constructed. To obviate the problem immediately, a three storey Building with pile foundation at a cost of Rs. 1,11,47,000/- is to be started during the current financial year. As a short term measure additional space has been created in Processing Division, Laboratory Division, Stack Division etc. to accommodate about one lakh books. The top two posts of Librarian/Director lying vacant since 1980, are likely to be filled up during the current financial year. Further addition has been proposed in the Reader's Hostels, Guards Barracks during the Sixth Five Year Plan.

Central Library, Bombay

This Library is one of the four recipient libraries authorised to receive books, newspapers etc. published in India under the Delivery of Books and Newspapers (Public Libraries) Act, 1954. The Library is assisted by

Central Government and the Government of Maharashtra on a sharing basis in so far as non-recurring expenditure on maintenance of Delivery of Books Act Section of the Library is concerned. The Central Government's contribution is limited to the extent of two thirds of the non-recurring expenditure and one-half of the recurring expenditure on the Delivery of Books Act Section. Besides, the Central Government has also been giving grants for the development of the library. Grants are released subject to recommendations of the State Government.

Central Reference Library, Calcutta

The Central Reference Library located in the National Library premises is mainly responsible for the implementation of the following schemes :

- (i) Compilation, editing, printing and sale of Indian National Bibliography. This is a monthly/annual bibliography containing the entries of current Indian Publications in Major Indian Languages and in English received in the National Library under the Delivery of Books (P.L.) Act, 1954;
- (ii) Setting up of a Book Exchange Unit to serve as National Book Exchange Centre; and
- (iii) Compilation, editing, printing and sale of Index Indiana. This is a quarterly Index to articles appearing in current Indian periodicals in major Indian Languages.

Indian National Bibliography

The Indian National Bibliography was being published as the monthly issues upto 1977 with its annual cumulation issue of 1977 published during the year 1980. In order to bring the Bibliography upto-date within the shortest possible time, it has been decided to publish the Indian National Bibliography 1978 and onwards as Annual Volumes only. The periodicity will again be changed to monthly as soon as the Government of India Presses will be able to print the Bibliography upto-date and bring out regularly in time.

The position of Annual Volume of the Indian National Bibliography is given below :

- (1) Annual volume of 1976 has been published. Annual Volume of 1968, 1977 and 1978 are in the press of which 1977 is expected to be published by March, 1983.

After final editing Annual Volume of 1979 is ready for the press.

Compilation of Bibliographical entries upto August, 1982 of the Indian National Bibliography has been done.

One Photo-composing machine is being imported from USA to get the matter composed at the Central Reference Library so that the Government of India Presses may print each issue more expeditiously.

Apart from the Roman script issues of the bibliography mentioned above, Language fascicules are published in respective language scripts.

The following language bibliographies (in respective language script) are in the press :—

Assamese	1968-70
Hindi	1971
Gujarati	1962-71
Marathi	1970

Sanskrit fascicule 1971—80 (Ten year Cumulation) has been published. Malayalam Bibliography 1971—80 is expected to be published by March, 1983.

Index Indiana

One quarterly issue of the Index Indiana October—December, 1977 covering six languages viz. Bengali, Hindi, Gujarati, Marathi, Malayalam and Tamil has been published. It has been decided to publish the Index Indiana in printed form instead of cyclostyled form. This will be published annually from 1981. Annual Volume 1981 has been compiled and made ready for the Press.

**Indina Council of World Affairs
Library, New Delhi**

This Library is meant to provide research facilities on international and area studies. It has the richest collection of books, documents, periodicals and press clippings on international relations. It has also a good collection of microfilms and maps. Its collection includes 1,05,300 books and documents, 16,75,000 press clippings, 11,200 microfilms. It has since been decided that the Central Government would meet the annual deficit of the Library by providing a sum of Rs. 2.00 lakhs annually during the VI Plan period.

During 1981-82, apart from annual grant of Rs. 2.00 lakhs, an *ad hoc* special grant was also given to the Library to meet expenses on purchase of special essential books and development of the Library. During 1982-83, a grant of Rs. 2.00 lakhs is being released.

Delhi Public Library, Delhi

The Delhi Public Library which has been providing free library service to the citizens of the Union Territory of Delhi since its establishment in 1951, has grown into a metropolitan public library system consisting of Central Library, 4 Branches, 20 Sub-branches, a Braille Department for the blind, 11 Deposit Stations and 5 book-mobiles serving 52 areas.

The Library has been declared by the Government of India as the fourth Recipient Library under the Delivery of Books and Newspapers (Public Libraries) Act. By virtue of this, the Library would be receiving free of cost one copy of all books, newspapers etc. published in India in different languages.

The Library has a net collection of 6,64,761 volumes and 94,502 registered borrowers at the end of the year. It issued 24,65,657 volumes during the year.

**Raja Rammohun Roy Library
Foundation, Calcutta**

Raja Rammohun Roy Library Foundation is an autonomous organisation sponsored by the Department of Culture, Government of India to support and promote library services in the country with a view to developing reading habit among the people.

Established in May, 1972 the Foundation completed a decade of service to the people in 1982. A new Foundation was constituted and started functioning during the year.

The Foundation continued to render assistance to the public libraries in different States and Union Territories under five schemes :

- (1) Assistance towards building-up of adequate stock of books and reading and visual materials.
- (2) Assistance towards development of rural book deposit centres and mobile library services.
- (3) Assistance towards binding and preservation of rare books, journals and manuscripts.
- (4) Assistance towards organisation of library workshops, seminars and book exhibitions.
- (5) Assistance towards storage of books.

During the period under report the Foundation rendered assistance worth Rs. 33 lakhs approximately to 6,676 libraries all over the country. Over a decade the value of assistance amounted to Rs. 277 lakhs and the number of libraries covered exceeded 16000 at different levels.

The Foundation is not merely grant giving body; it promotes library service in different other ways. A pilot survey of public library services in Karnataka was sponsored through the Department of Library Science, Mysore University. The Foundation continued the series of lectures started in the previous year on different aspects of librarianship by some eminent scholars of the country. A conference of the Conveners of State Library Committees was organised to discuss the problems and prospects

of library development with particular emphasis on library statistics. The Foundation has also undertaken an important project to draft a 'National Policy of Library and Information System'. In short, the Foundation's programmes and activities have been oriented towards both quantitative and qualitative development of library services in the country.

Central Secretariat Library, New Delhi

The Central Secretariat Library complex continued to provide research, reference and lending facilities to Government Organisations, registered members, general public and scholars during the year under report.

The Library enrolled 4087 members. Over 9000 new books in Hindi, English and regional languages were added to its collection. In addition, about 25000 official documents including Gazettes, Legislative Acts, Reports etc. were received in the Library. About 900 periodicals and 41 newspapers in Hindi, English and other regional languages are regularly received in this library. About 2 lakhs books were lent out to the members during the year.

Under the Staff Development Programme which has been introduced from this year, the Library organised following programmes :

- (1) Workshop on Anglo-American Cataloguing Rules-II for two
- (2) Workshop on PRECIS during August 23—27, 1982.
- (3) Tape Slide Shows on Library Services on September 8, 15, 22 and 29 and October 21 and 22, 1982.

The Central Secretariat Library conducted its User's Survey during the months of July and August, 1982.

A Seminar on the 'Use of Computer in Major Government of India aided Libraries' was also organised by the library on March 15, 1982.

Under the extension activities, the Central Secretariat Library organised the following book-exhibitions/symposia :

- (i) Exhibition of books written by Non-Hindi speaking Indian Authors in February, 1982.
- (ii) Exhibition of Hindi books acquired from Hindi Bhavan, Delhi from August 7 to 10, 1982.
- (iii) Symposium and book exhibition on 'Contemporary, Gujarati Literature' on December 22, 1982.

Financial Assistance to Voluntary Organisations Working in the field of Public Libraries/Manuscript Libraries

Under this scheme, financial assistance is given on a sharing basis to voluntary educational bodies which have established public libraries, and which function as registered societies or trusts. Assistance is provided for the purchase of books, furniture and equipment in the ratio of 60 : 40 (Central Government's Assistance restricted to 60%) and for the construction of new buildings or extension of the present buildings in the ratio of 40 : 60 (Central Government's Assistance restricted to 40%) subject to maximum of Rs. 50,000/-

Grants are released on the basis of recommendations of a Grants Committee. It is expected that current year's provision of Rs. 12.00 lakhs will be fully utilised since more than 100 applications have already poured in.

CHAPTER 7

AKADEMIES AND NATIONAL SCHOOL OF DRAMA

For preserving, fostering and developing the creative arts—literary, performing and plastic arts—the Government of India has set up three National Academies, viz. Sahitya Akademi, Sangeet Natak Akademi, Lalit Kala Akademi and the National School of Drama. The main activities undertaken by these organisation during the year are give below :

Sahitya Akademi, New Delhi

The main activities of the Sahitya Akademi are : popularising writers and language-literature beyond their language boundaries through translations, literary awards to outstanding books of literary merit and fellowship honours and through its publication programme; assessing literary trends and encouraging experiments in the various Indian languages through its various journals; encouraging younger generation writers through its various workshops; travel grants and other schemes. The Akademi is now compiling a detailed Encyclopaedia of Indian Literature with the help of over 1000 writers belonging to the 22 recognised languages.

During the year the Akademi organised three seminars and two workshops :

1. Premchand International Seminar

The International Seminar to mark the birth anniversary of Munshi Premchand, which was held in New Delhi from March 26 to 28, 1981, was concluded at Varanasi from July 29 to 31, 1981.

2. National Seminar in honour of Bulleshah

A National Seminar was organised on September 14 and 15, 1981 at Chandigarh on the theme 'Sufism and Bhakti in Mediaeval Indian Poetry'.

3. National Seminar on Puran Singh

A National Seminar in honour of the Modern Punjabi pioneer Puran Singh was organised on September 15 and 16, 1981 at Chandigarh on the theme 'The Search for National Identity in Early Indian Poetry'.

A Writers' workshop on Criticism of Fiction was organised at Aurangabad from January 17 to 21, 1982 in which writers in Gujarati, Konkani, Marathi and Sindhi participated.

Another Writers' workshop on Criticism of Fiction was organised at Calcutta from March 23 to 26, 1982, in which writers in Assamese, Bengali, Manipuri and Oriya participated.

The Akademi published several new titles in its 'Makers of Indian Literature' series and translations of these and earlier monographs were published in major languages. Seventy new publications are likely to be brought out in 1982-83.

Six issues of Indian Literature (English Journal) and four issues of Samkaleen Bharteeya Sahitya (Hindi Journal) were also published during this period.

Sangeet Natak Akademi, New Delhi

The Sangeet Natak Akademi is a National institution set up for promotion of performing arts. It acts at the National level for promotion and growth of Indian music, dance and theatre arts, maintenance of standards of training in the field of performing arts, to revive and preserve, document and disseminate classical, tribal and folk art forms of music, dance and drama and to give recognition and award to outstanding artistes. The Akademi has two constituent units namely, (1) Kathak Kendra, New Delhi and (2) Jawaharlal Nehru Manipur Dance Academy, Imphal where training is imparted in Kathak Dance and Manipuri Dance respectively.

Cultural Programmes

One of the items of work undertaken by the Akademi for promotion of performing arts is through cultural programmes. The important programmes organised/planned for 1982-83 are as under :

- (i) Khyal festival held at Dundlod in cooperation with Rajasthan Sangeet Natak Akademi in April, 1982.
- (ii) Conferred Fellowship on Dr. V. K. Narayana Menon.
- (iii) Special ceremony for awarding scroll of honour to 26 veteran gurus of Manipur in July 1982.
- (iv) Festival of Maharas presented in temples of Delhi in collaboration with Delhi Sahitya Kala Parishad in August 1982.
- (v) An exhibition of Indian musical instruments and photographs was sent to Bristol, the U.K. in July/August 1982.
- (vi) Silver Jubilee Exhibition was inaugurated by Chairman in New Delhi on August 24, 1982. This exhibition will go to other important cities in the near future.
- (vii) A festival of tribal arts of Maharashtra at Kinwat to be organised in collaboration with Indian National Theatre, Bombay.
- (viii) Dhrupad Mela to be held in Ambajagoi, Maharashtra.
- (ix) A festival of light classical music presented in Delhi in October 1982 in collaboration with Geetika.
- (x) Annual awards ceremony and festival of music, dance and drama by the awardees for 1982.
- (xi) A festival of Byalatta/Bhakti festival.
- (xii) (a) Maharaja Kalka Bindadin Kathak Mahotsav,
(b) Students presentation of Kathak Dances and
(c) Dance Drama 'Hori Dhoom Machori' by Kathak Kendra.
- (xiii) Shadow theatre workshop-cum-festival at Bangalore in collaboration with Crafts Council, Bangalore.
- (xiv) Puppet festival in Delhi.
- (xv) Two zonal drama competitions comprising 8 theatre groups.

The Akademi also organises five music festivals in different states under the scheme of organising Music Festivals.

Cultural troupes are sent to different states throughout the country under the scheme of Inter-State Exchange of Cultural Troupes in collaboration with various State Governments/Akademies.

The Akademi has for the first time identified 74 institutions for giving block grants for the ensuing five years with effect from year 1982-83 and till 1986-87. In addition, grants have been sanctioned to 187 institutions/State Akademies on ad hoc basis during the current year.

A new scheme of grants to institutions dealing with folklore has been approved by the Department of Culture with a budget provision of Rs. 1.00 lakh for the years 1982-83 and 1983-84.

It is proposed to hold two zonal drama competitions during 1982-83 under the scheme of Assistance to Young Theatre Workers.

Fellowships/Training Programmes

The Akademi offers fellowships to outstanding students in the fields of performing arts for advance training under eminent gurus/institutions. Fellowships awarded and training programmes undertaken are given below :

Koodiyattam training under guru Mani Madhava Chakiar and Ammannur Madhava Chakiar.

Dhrupad training under Pt. Siyaram Tiwari, Ustad N. A. Daggar and Shri Ramchatur Malik.

Sarangi training under Shri Ram Narain.

Been training under Ustad Asad Ali Khan.

Pakhawaj training under Purushottam Das Ji.

Aribapala training under supervision of Jawaharlal Nehru Manipur Dance Academy.

Training in Ashtapadi singing under supervision of Shri G. Sankara Pillai.

Training in Bhaona and Deodhani, Adyatma Ramayana and Nav-Janardanam under Shri Natraj Rama Krishna.

Panchmukhavadyam—Percussion instruments of Himachal Pradesh under supervision of Shri S. S. S. Thakur.

Training in Temple dance, Mysore tradition under supervision of Dr. Smt. Venkatalakshamma.

The Akademi has been imparting specialised training in the fields of Kathak and Manipuri dances through its two constituent units. These are continuing programmes.

Documentation and Dissemination

The important recordings/documentation done during 1982-83 are as under :

Video documentation of Tanavarnam by Ms Leela Ramanathan.
Recording of Pt. Amar Nath.

Recording of Shri K. K. Kumaraswamy, Shri Ramnad Eswaran and awardees for 1982 and 1983.

The Akademi proposes to make two films—one on Krishnattam by Sanjeev Prakash and the other on Bhoota Nritya by Shri B. V. Karanth.

The Akademi is also planning to produce LP records and cassettes.

The Akademi has added a large number of disc records and books to its collection of music, dance and drama and allied subjects.

All the important events being organised by Akademi directly or in collaboration with State Akademies/Governments or institutions are being documented for enrichment of Akademi Archives.

Publications

During 1982-83 the Akademi has so far brought out two issues of Sangeet Natak (Nos. 59 and 60) and a special issue 'Silver Jubilee Commemorative Volume'. It is proposed to bring out at least 4 more journals during this period so that the publications may be up to date. The publications brought out/under print by the Akademi are :

Himachal Ke Lok Sangeet by Keshav Anand

Who's Who of Indian Musicians

Pushti Sangeet Prakash

Mridang Tabal Vadan Paddhati

Monograph on Bhaona by Prof. Neog

Sangeet Natak Bulletin

The Akademi will also publish monographs on Pabiji Ki Parh, Tolpava Koothu, Krishnaparijat, Shadow puppets of Karnataka and Andhra Pradesh, Kala Sutra of Maharashtra, Marathi Stage Sangeet, Terukoothu, masks in Indian theatre, Koothambalam by Shri G. Panchal and Mridang Vadan Nathdwara tradition by Shri Purushottam Dasji.

In addition, the Akademi assisted publication of books on music, dance and drama by giving financial assistance for which 16 institutions/authors have been identified for the year 1982-83.

The Akademi is also assisting publication of (i) Companion to Indian Music, (ii) Dictionary of Music under supervision of Banaras Hindu University.

General

The Akademi has initiated training programmes, renovation of puppet sets and repertoire, organisation of festival-cum-workshop on puppet theatre and experimentation in contemporary puppet theatre. Training programmes are conducted for the following traditional puppet theatre forms so that the traditions do not die out :

Tolpava Koothu, Ravanchhaya, Kundhai Natcha, Sakhi Kundhai, Gome-atta, Tholu Bommalata, Togonalu Gombe-atta.

Lalit Kala Akademi, New Delhi

The activities of the Lalit Kala Akademi cover organisation of art exhibitions, publication of art books, journals, multicolour reproductions, monographs and prints, holding of artists camps, fellows Ceremonies, Lecture and Films/Slides presentations.

Exhibitions

1. During March-April the Akademi organised the Fifth Triennale-India of Contemporary World Art in which, besides India, 44 countries participated.
2. Second Rashtriya Kala Mela was organised during March-April. 179 stalls were provided for different categories.
3. During March-April the Akademi organised its 25th National Exhibition of Art 1982.
4. The Fourth World Exhibition of Photographs in collaboration with the Max Mueller Bhavan.
5. An Exhibition of Historical Miniatures by Veneta Simenova in collaboration with the Bulgarian Cultural Centre.
6. Exhibition of Morphologic Studies in collaboration with the Max Mueller Bhavan and Bharatiya Vidya Bhavan.
7. An Exhibition of 450 photographs by 132 photographers collected by the photo artists presented by the Lalit Kala Akademi.
8. Exhibition of Graphic Works of Bulgarian artist Yuli Minche.
9. An Exhibition of prints by William Daniell entitled 'A Voyage around Great Britain' in collaboration with the British Council.
10. The Akademi sponsored an exhibition of Madhava Menon by providing all facilities free of charge.
11. The Akademi sponsored an Exhibition of Gopesh Chakravarty by providing all facilities to the artist free of charge.
12. An Exhibition of Graphics by 16 artists was sent to Cuba accompanied by Shri Jyoti Bhatt.
13. The Akademi organised an Exhibition of art works from its permanent collection in the India International Trade Fair from November 1—14, 1982.
14. The Akademi organised an Exhibition of its publications and multicolour Reproductions at the Asiad Village in connection with the IX Asian Games.
15. An Exhibition of paintings by Yadamsuran from Mongolia was presented by the Lalit Kala Akademi under Cultural Exchange Programme. After Delhi, the Exhibition has been sent to Chandigarh.

Camps

1. The Akademi proposes to hold a Painters Camp at Trichur during the month of January/February 1983.

Publications

The following publications were brought out during the year :

1. Lalit Kala Ancient No. 20
2. Paintings from the collection of Los Angeles Museum
3. South Indian Bronzes
4. Rama in Exile (Chamba Ramayana) is in its final stages and is expected to be out soon.

The following multicolour reproductions are expected to be out soon :

1. Himmat Shah
2. Surya Prakash
3. Sunil Das
4. Redappa Naidu
5. Paritosh Sen

Hindi Publications

The following publications in Hindi have already come out :

1. Monographs on Ram Kinkar Vaij
2. Monographs on Binode-Behari-Mukherjee
3. Hindi Journal 'Samkaleen Kala'
4. New Issue of Information Release in Hindi

Lectures

1. The American Artist, Cleave Gray delivered an illustrated lecture on 'Post Realism'.
2. The French Sculptor Claude Visseux projected two films on his work and showed 200 slides of his sculptures.
3. Andrew Logan, British Pop Sculptor, showed a film on his performances with People and Objects.
4. Professor Roy Crevan, Director of the Florida University Art Gallery, gave an illustrated talk on 'Indian Artefacts in Florida Collections'.

Films

1. The Akademi commissioned to shoot one 16mm film as well as a Video Film of 20 minutes on the Fifth Triennale—India of Contemporary World Art.
2. Film on Showmen of Rajasthan has already been completed.

Regional Centres

1. The construction of building for Regional Centre at Lucknow is almost complete and the Akademi proposes to start operating the workshop very soon.
2. The construction work of the building in the second phase in Madras has already been commenced.
3. The land and the studies at Keytala Lane for establishment of a Regional Centre at Calcutta has already been transferred in favour of the Lalit Kala Akademi. The Regional Centre at Calcutta will start functioning very soon.
4. The land for the Regional Centre at Bhubaneswar has since been transferred in the name of the Lalit Kala Akademi.

The National School of Drama was established with the object of promoting in India a vibrant theatre movement of contemporary relevance which would take root in the traditions and the cultural diversities of the country. Today, the School is linked to comparative theatre developments in the world. It teaches a three year Diploma Course in Dramatic Arts to talented and enthusiastic young theatre workers.

The School has on its rolls 68 students besides the teaching, technical and administrative staff.

From the current academic session, School has introduced specialisation viz. Acting and Production. During the first 18 months of the three years course, students are expected to undergo general training in dramatic arts. For the remaining 18 months, students are expected to go in for specialisation. In this context, 15 students are undergoing training in acting specialisation and 8 students are doing specialisation in production. In order to augment the specialisation, a number of visiting experts are invited from all over the world. Shri Roshan Seth has done a specialisation course in Voice and Speech whereas Shri Warner Khun has conducted a course on Acting Process and Movement in the School. Similarly, Acting Oriented production is in progress under the direction of Prof. Fritz Benniwitz, an expert who has visited the School under the Indo-GDR Cultural Exchange Programme. In addition, the following special courses were organised by the School during the current academic session :

- (1) Special Course in Mechanical Drawing under the direction of Shri Dev Mohapatra.
- (2) Workshop on Speech and Acting under the direction of Shri Panchanana Pathak.
- (3) Training in Martial Arts under the direction of Shri Singhjit Singh.
- (4) Kathak Bhavabhinaya Lecture-demonstration by Guru Birju Maharaj.
- (5) Workshop on Puppet making under the direction of Shri A. P. C. Arakhel.
- (6) Training in Chchau movements under the direction of Shri Krishna Nayak.
- (7) Training in Kathakali Facial Expressions and Movements under the direction of Shri Balakrishnan.

The activities of the School are also exhibited through its extension programmes. Under this programme, Repertory Company of the School has produced plays like "Mahabhoj" under the direction of Smt. Anal Allana, "Tughlaq" under the direction of Shri Prasanna and later under the direction of Shri E. Alkazi, Ex.-Director of the School and "Jasma Odan" under the direction of Miss Shanta Gandhi. "Jasma Odan" and "Tughlaq" have been sent to London as one of the entries for participation in the Art Festival of India being held at London. On its way to London, the Repertory Company gave the performances of the play "Jasma Odan" in the GDR and on its way back to India, it will give the performances of the plays at Poland. During the Asian Games, the Company repeated the performances of its plays. From January—May, 1983, the Repertory Company shall produce two new plays—one under the direction of Shri Richard Sochechner from the USA and the second under the direction of an Indian expert.

During the period under review, the School has started a new project entitled "Pilot Project for one year towards evaluating a system for the discovery of "INDIANNESS" in Theatre". The project is being started in collaboration with the School of Drama, and Calicut University. To begin with, work will be done on the popular forms of Kerala "THEYYAM" and "MUDYETTU". Four Apprentice Fellows shall be participating in the project besides the local groups and the experts.

PROMOTION AND DISSEMINATION OF CULTURE

(i) *Promotion and Dissemination*

Centre for Cultural Resources
and Training

The Centre for Cultural Resources and Training was set up in 1979 as an autonomous organisation fully financed by the Government of India. The Centre has taken over the scheme of Propagation of culture among College and School students, which was being implemented by Delhi University from 1970 onwards.

The broad objective for which the Centre has been established is to revivise the educational system by creating an understanding and awareness among the students about the plurality of regional cultures of India and integrating this knowledge with the curriculum subjects. To fulfil its objectives, the Centre organises a number of training programmes for the benefit of inservice teachers drawn from primary-high/higher secondary schools in different parts of the country. In the year 1982-83 the following training programmes were organised :

1. Orientation Course on the Appreciation of the Arts.
2. Refresher Course for trained teachers.
3. Workshops and Seminars on different facets of Indian Culture.
4. Course on Puppetry for Education.

During the period under report, the Centre organised 14 Orientation/Refresher Courses and Workshops ranging from two to six weeks duration each at New Delhi, Udaipur, Madras, Pune, Soan, Mysore and Mitrapuram. These Training programmes are designed to create an awareness of the fundamental principles underlying development of Indian Culture in the fields of Architecture, Sculpture, Paintings, Literature, Dance, Music, Theatre, Folk Arts, Handicrafts etc. The training programmes consist of lectures and lecture-demonstrations, practical training in these art forms, seminars and discussions etc. In addition, four courses on Puppetry for Education were also organised at New Delhi.

In order to fully realise the objectives of the training given to the teachers and to foster an understanding and appreciation of culture among school children, an educational kit consisting of audio-visual materials is provided to the institutions from where the teacher has been trained in the Orientation/Refresher Course. During the year 1982-83, 400 educational kits are expected to be produced for distribution to these institutions. The Centre continued the publication of its quarterly journal entitled 'Newsletter' which provides a platform for dialogue amongst trained teachers working in different regions to exchange views on Education and Culture. The Centre undertook the production of Books on the Arts of India.

The work relating to the production of films on art and culture of the various regions in the country was speeded up. These films will be of 20-25 minutes duration and are intended to document some of the traditions prevalent in the different regions of the country. Field trips to the rural and tribal areas of Gujarat, Rajasthan, Bengal and Himachal Pradesh were organised with a view to collecting audio-visual resources on the Plastic and "Permanent and Semi Permanent Masks from Kerala" will be completed. Two other films "Tapestry that is Kashmir" and "Permanent and Semi Permanent Masks from Kerala" will be completed in the current year.

Under this scheme grants are given to voluntary cultural organisations including those run by local bodies, municipalities/corporations working primarily in the cultural fields of dance, drama, music, fine arts, indology.

Cultural Organisations

ntary

literature, other than religious institutions, public libraries, museums, municipalities, schools, universities, institutions fully financed by Central/State Governments for construction purpose and purchase of equipment. Grants were given to 29 institutions during the year.

Financial Assistance to Dance, Drama and Theatre Ensembles

Under the scheme of financial assistance to eminent institutions in the field of Performing arts, assistance is provided to well established institutions of national or regional importance which have been doing good work in the field of performing arts with a view to helping them become national or regional resources centres in their respective fields. 21 institutions received financial assistance under the scheme.

Under the scheme of financial assistance to professional groups and individuals for specified performing art projects, financial assistance is provided to dramatic theatre groups, music ensembles, orchestra units, children's theatres, puppet theatres, solo artists etc. for approved projects. About 60 projects were recommended for grant under the scheme.

Festival of India, U.K.

In the year 1978 the British Government proposed the possibility of organising in London 2 large-scale exhibitions of Indian Classified Art. The Government agreed to collaborate in this venture.

Keeping in view the magnitude of the Project, the Government of India appointed an Indian Advisory Committee under the Chairmanship of Smt. Pupul Jayakar. The exhibition was conceived as a most comprehensive and ambitious manifestation of India's past and present undertaken anywhere since independence. The aim was to give an opportunity to people of Indian origin settled there to add the richness and variety of the cultural heritage of India and to know the progress and development which India had made in the fields of science, industry and technology since independence.

The Festival of India was inaugurated on March 22, 1982 at the Royal Festival Hall, London with the beat of Ranjeet Nagara followed by fanfare of trumpets by the President's Bodyguards, a concert by Smt. Subbalakshmi and Ravi Shankar on Sitar with Zubin Mehta conducting the London Philharmonic Orchestra. The two other programmes of exhibitions which opened in the presence of the two Prime Ministers Smt. Indira Gandhi, Prime Minister of India and Rt. Hon'ble Mrs. Margaret Thatcher, Prime Minister of Great Britain, are :

1. March 23	Hayward Gallery, Belvedere Road, London SE 1	IN THE IMAGE OF MAN : The Indian Perception of the Universe through 2000 years of Painting and Sculpture.
2. March 24	Science Museum, South Kensington, London SW 7	Science, Technology and Medicines of India.

The Festival ended on November 14, 1982 with a programme of folk dances from Himachal Pradesh, Rajasthan and Orissa.

The total expenditure for the Festival of India, London for 1981-82 and 1982-83 is Rs. 99.26 lakhs. This expenditure is being met from the Government budget and from donations. These donations have been used to sponsor programmes in the field of performing art, contemporary art and exhibition of Master Weavers and Aditi.

Grants to Cultural Organisations

Financial assistance is being given to institutions of all India character, which are engaged in the development of cultural activities to meet part of their expenditure on maintenance and developmental activities. The institutions covered include PEN, All India Centre, Bombay, Ramakrishna Mission Institute of Culture, Calcutta, Asiatic Society, Calcutta, Institute of Historical Studies, Calcutta, Numismatic Society, Varanasi, Bharatiya Vidya Bhavan, Bombay and Institute of Traditional Culture, Madras.

Cultural Talent Search Scholarship (ii) Schemes for Training and Research Scheme

The main objective of the scheme is to spot talent within the age-group of 10-14 years and to award them scholarships with a view to developing their talents in different cultural fields. The scheme provides for 100 fresh scholarships every year including 25 reserved for children belonging to families of traditional artists. The scholarships are tenable up to the age of 20 years or completion of first degree stage of education, whichever is earlier. With effect from 1982-83, the implementation of the scheme has been transferred to the Centre for Cultural Resources and Training, Bahawalpur House, New Delhi, an autonomous organisation fully financed by the Ministry of Education and Culture. The total number of scholars who are receiving stipends under the scheme at present is 575.

Scheme for the award of Scholarships to Young Workers in different Cultural fields

The objective of the scheme is to give financial assistance to Young artists of outstanding promise for advanced training within India in the fields of music, dance, drama, painting, sculpture, book illustration and design, wood-craft etc. The scholarships are given to candidates in the age group 18—22 years. The duration of scholarships is two years, but in exceptional cases, it may be extended by another year. The value of scholarships is Rs. 350/- p.m. The emphasis is on award of scholarships in fields which are in danger of getting extinct. From 1980-81 onwards the number of scholarships have been increased from 50 to 75. About 235 young artists were receiving scholarships during the year.

Scheme for the Award of Fellowships to the outstanding Artists in the fields of the Performing, the Literary and the Plastic Arts

The scheme provides for award every year of 15 Senior Fellowships of the value of Rs. 1000/- per month each and 35 Junior Fellowships of the value of Rs. 500/- per month each. The main objective is to provide basic financial support to outstanding men in the fields of the literary, the plastic and the performing arts in the age group of 25—65 years, for very advanced training or individual creative efforts or for revival of some of our traditional forms of arts. Nearly, 160 fellows received financial support during the year under report.

Reactivation of the 1961 Scheme of financial assistance to persons distinguished in Letters, Arts and such other walks of life who may be in indigent circumstances

The scheme provides for financial assistance to persons distinguished in letters, arts etc. who may be in indigent circumstances and who are above 58 years of age and in certain cases, to their dependents who are left unprovided for. Under the scheme, expenditure is shared by the Government of India and the respective State Governments on 2 : 1 ratio; in exceptional cases the entire expenditure is borne by the Government of India.



Mrs. Indira Gandhi, the Prime Minister of India and Mrs. Margaret Thatcher, Britain's Prime Minister, studying a bronze statue, entitled 'The Lord of the Dance', at London's Hayward Gallery during the Festival of India, London

CHAPTER 9

MEMORIALS

Gandhi Darshan Samiti, New Delhi

Gandhi Darshan Samiti Exhibition was set up during 1969 with a view to propagating the life and ideas of the Father of the Nation through visual displays and exhibitions, seminars, cultural and educational programmes, besides maintaining and running the pavilions.

Visitors

The number of visitors to Gandhi Darshan during the period from April 1, to October 10, 1982 on an average comes to about 530 persons per working day. On special occasions like Gandhi Jayanthi Day or on the day of conferences etc. the number goes up in thousands.

Pavilions

As in the past, more emphasis was given to keep the exhibits and the surroundings neat and tidy and offer good guide services to the public. The sound system in each pavilion was, wherever necessary, got repaired.

In the 'India of My Dream' pavilion, old and faded photographs were replaced by new ones and also some new exhibits/appropriate photographs were added. New display boards were installed on the walls. Some of the pavilions were also provided with the new electricity light fittings and ceiling fans.

Taking Gandhi to School Unit

With a view to enabling the school students, not only to read/study Gandhiji's autobiography, but to get a fairly good knowledge and glimpse of the places closely associated with Bapu's life the "Gandhi doot" students are taken on an 'Orientation-cum-excursion' camp every year, to one of such places. This year, the group consisting of fifty-five students (both boys and girls), five teachers and five workers of Gandhi Darshan was taken to the Aghakhan Palace, Pune, where Bapu was kept under detention from 1942 to 1944, for an eight day camp from June 4 to June 13, 1982. The group on reaching Pune on June 5 were indeed thrilled to see the Palace. This camp was organised with the help of Smt. Shobhana Ranade, Secretary, Gandhi National Memorial Society, which runs and maintains the Palace, the Samadhis of Kasturba and Mahadevbhai Desai and carrying on other constructive activities.

The camp programme was chalked out in consultation with Smt. Shobhana Ranade and eminent educationists, social workers, freedom fighters were invited to address the campers. Among them, prominent were Shri V. N. Gadgil, M.P. who inaugurated the camp on June 6, Shri Yadunath Thatte, Shri Popatlal Shah, Shri Shriram Baldevadi, Inspector-General of Prisons, Maharashtra, Smt. Sere Mahajan, Shri Rajaram Bapu, Smt. Pankere Chandra, Smt. Kusumtai Mahendale, Shri Ratnakar, Vice-President, Pune Red Cross Society and Kumari Sarika Fernandes, Principal, Kasturba Women's Training College, Pune.

The campers were also taken to the Yervada Central Prison on a pilgrimage to see the sacred room where Gandhiji was put behind the bars on various occasions. The prison authorities were very kind to allow the students to see the register of prisoners which consisted Bapu's signature and remarks as a State Prisoner. The students had also the opportunity to see the adjoining cells where Motilal Nehru, Jawaharlal Nehru and Subhash Bose were detained.

Students Rally on Gandhi Jayanthi Day

A new programme of organising a students rally was launched on Gandhi Jayanthi—2nd October, 1982. The purpose of the Rally was to encourage students not only to imbibe good values themselves but inspire others also to tread the same path. About a thousand students, all girls from 20 schools, joined the rally—and holding in their little hands beautifully 3-colour printed placards bearing select quotations from Gandhiji's writings, marched through Chandni Chowk, Fountain, Red Fort, Netaji Subhash Park, Netaji Subhash Road, Daryaganj and to Gandhi Darshan campus. It was a silent march with no slogans to be shouted on the way.

Earlier, the Rally was flagged off by Shri B. N. Pande, MP working Chairman of the Samiti at the Gandhi Statue behind Town Hall. The Rally covered a distance of about 4 kms. in about 2 hours.

The concluding function of the Rally was held at Gandhi Darshan Campus. Hon'ble Shri H. K. L. Bhagat, Minister of State in the Ministry of Works and Housing blessed the Rally participants. Shri B. N. Pande, MP was present on this occasion.

New Project of "Community Singing"

It was decided to initiate a new project of "Community Singing" for school students with the active help of the Gandharva Mahavidyalaya.

In order to give shape to this project, schools, nearabout the Gandhi Darshan campus were contacted and their views and help sought in this project. To begin with, two schools—one Middle School of the Municipal Corporation in Ferozeshah Kotla and the Government Higher Secondary School at Bela Road sent their students to attend the Music classes which commenced from August 17, 1982. The classes are held every Tuesday and Friday. The number of students—both boys and girls, who are attending classes is 36.

Youth Training Centre Unit

- (i) Two ten-day camps, one for girls and one for boys students from local colleges were held in Gandhi Darshan campus in collaboration with the NSS of the University of Delhi from June 5-24, 1982. In all 107 students and 11 teachers participated in the above two camps.
- (ii) Three one-day camps were held in which 39 students of Kirorimal College took part, while in the camp held on October 10, 1982, 40 students of Shriram College of Commerce participated.
- (iii) On Gandhi Jayanthi Day—2nd October a new yet interesting programme was chalked out for the college students. That was the "Prashnottari Manch" (Quiz). Under this scheme the students were asked to study biography of Gandhi by Shri B. R. Nanda, Prof. Krishna Kripalani and Shri D. G. Tendulkar. Each college was requested to send a team of 3 students to participate in this Quiz programme.

CENTENARIES AND ANNIVERSARIES

The Department of Culture observed Centenaries of distinguished personalities who have contributed towards cultural heritage, development of thought and reform of social systems. Normally year-long programmes are drawn up for major centenaries which are observed at national level. The programmes which are recommended by High-Powered Committees, set up for each such Centenary include various types of activities and are implemented by various Ministries/Departments of Government of India including Department of Education and Culture under their normal and 'on going' schemes. However, programmes which cannot be covered under any existing schemes are implemented by the Centenary Cell for which 'Ad-hoc' provisions are made under 'Plan' budget. These programmes normally include organisation of National and International Seminars, functions, publications, exhibitions, memorials etc.

Celebrations of 1400th Anniversary of the Hijra Era

Shri M. S. Sathyu, an eminent producer, has been entrusted with the work of production of a Documentary Film on 'Islamic Heritage of India'. The cost of the film will be Rs. 14.00 lakhs.

Subramania Bharati Centenary Celebration

Presently the Department is celebrating birth Centenary of Tamil Poet Subramania Bharati, which falls in December 1982. For this purpose an All India Committee has been formed with Shri Kamalapati Tripathi as its Chairman. The Committee has made a number of recommendations which are being pursued with concerned Departments/organisations. The concluding function was organised during January 8-10, 1983.

Jayaprakash Narayan Memorial

A Jayaprakash Narayan Memorial Committee has been set up under the Chairmanship of the Prime Minister to suggest programmes for perpetuating the memory of late Shri Jayaprakash Narayan. The Committee made some recommendations which are being pursued with Government of Bihar and other organisations/individuals.

Other Programmes

Financial assistance has been provided for Centenary Celebrations/anniversaries celebration for organising the fifth death anniversary of the late President Shri Fakhruddin Ali Ahmed, Publication of a commemorative volume on Quin-Centenary of Poet Surdas, Centenary Celebration of Dhrupad Samrat Shri Chandanji Chaturvedi, Publication of Delux Library Edition-Pictorial, Biography of Bhagvan Shri Ramana Maharishi.

It has now been decided that proposals to celebrate centenaries of eminent personalities should be mooted by non-official quarters and Government may supplement the voluntary efforts to the extent necessary.

CHAPTER 11

CULTURAL RELATIONS

Cultural Agreements/Cultural Exchange Programmes

Exchanges in education, the arts, science, technology and information are a potent vehicle for inculcating a spirit of international understanding between people and nations. There is an increased recognition among countries about the importance of cultural and educational exchange in building a stable world community and supporting social and economic development. This makes the role of international cultural cooperation significant.

The Ministry has been actively pursuing a policy of cultural relations with many countries in the world and this forms an essential and valuable part of India's total international effort. From a mere 21 Cultural Agreements signed with foreign Governments until 1970, the number has increased to 65 at present including three agreements signed this year with Mozambique, Nigeria and Spain. This is visible evidence of progress in our external cultural relations. Cultural agreements make for the establishment of new relationships, strengthening of historic relationships and even for re-orienting the existing relationships.

The Cultural Agreements lay down the broad principles of cooperation and are implemented through cultural exchange programmes which specify the details of exchanges. These programmes are formulated and reviewed every 2-3 years. A sustained effort has been made to develop within the framework of Cultural Agreements regular programmes of exchanges with a number of countries, 35 at present including four Cultural Exchange Programmes signed this year with Hungary, Cyprus, Iraq and Algeria. In respect of countries with which regular programmes of cultural exchanges have not so far been evolved, bilateral cultural relations are maintained on the basis of ad-hoc cultural activities such as visit of performing troupes, offer of scholarships etc.

Cultural presentations through performing delegations, exhibitions and exchange of scholars have played an important role in cultural projection and in creating favourable environment in our overall relations with various countries. However, our exchange programmes are now exploring new avenues and are not restricted to the standard pattern of 'student, teacher, art' exchanges. Many more areas of cooperation viz. sports, mass media avenues and are not restricted to the standard pattern of 'student, teacher, cooperation, are a language study programmes, exchange of specialists, participation in conferences, professional and technical training, archaeology etc. have been included. These programmes are proving valuable in providing new dimensions to our international cultural relations.

Goodwill Visits/Official Delegations

In the development of cultural relations, goodwill visits at the highest level have been historically important. During the year, the Education Minister, Smt. Sheila Kaul, led delegations to the U.K., Cyprus, Nigeria and Spain. Cultural agreements were signed during visits to Nigeria and Spain. The Deputy Minister of Education, Shri P. K. Thungon, visited Sri Lanka to attend the World Buddhist Conference. Delegations led by the Hungarian Minister of Education and Culture (H.E. Mr. Emre Pozsgay), the Kenyan Minister of Basic Education (Hon'ble Mr. J. K. Ng'eno), the Zambian Minister of State for Education (H.E. Mr. A. D. Chilimboyi) and the Sri Lanka Deputy Minister of Higher Education (H.E. Mr. A. M. R. B. Attanayake) visited India. Besides ministerial visits, an off-

cial Indian delegation was sent to Algeria to finalise and sign a Cultural Exchange Programme. Official delegations from Hungary and Iraq visited India for negotiations and signing of Cultural Exchange Programme.

While the Ministry develops and coordinates the International Cultural Policies (including formulation, negotiation and signing of cultural agreements; ministerial and official level visits etc.) the actual implementation of cultural programmes is handled by the concerned ministries/departments and other institutions like the University Grants Commission, Indian Council of Cultural Relations, Archaeological Survey of India etc. which are specialised in handling projects in their fields. This decentralised operation of cultural programmes was continued during the year.

Presentation of Books, Art objects and Essay competitions

Books, art objects and essay competitions being important media for promotion and better understanding of life and culture of India, the Ministry continued to provide funds to the Indian Council of Cultural Relations for presentation of books and art objects to foreign governments, organisations, libraries and individuals and for organising essay competitions abroad through the Indian missions.

Assistance to Indo-Foreign Friendship Societies

The Indo-Foreign Friendship Societies provide useful avenues for the promotion of Indian Culture abroad. These societies organise cultural activities such as lectures, festivals, exhibitions and performances of Indian artists. Some of these societies also maintain small libraries and reading rooms. The Ministry has been extending financial assistance to these societies on the recommendation of the concerned Indian missions abroad. The programme was continued during the year.

Besides assistance to these societies, grants were given to a few selected Indian missions for the encouragement of cultural activities among the local population of Indian origin.

**FINANCIAL ALLOCATIONS (IN LAKHS OF RUPEES) OF ITEMS
DISCUSSED IN VARIOUS CHAPTERS**

Sl. No.	Item	Plan/ Non-Plan	Budget Estimates 1982-83		Budget Estimates 1983-84
			Original	Revised	
1	2	3	4	5	6
DEPARTMENT OF EDUCATION					
School Education					
1.	Kendriya Vidyalaya Sangathan	Non-Plan	2500.00	2975.00	3490.00
2.	Central Tibetan Schools Administration	Non-Plan	105.22	100.20	112.75
3.	Bal Bhavan	Non-Plan	22.66	23.68	24.14
		Plan	10.00	10.00	22.00
4.	Cultural Exchange Programme in the field of school education	Non-Plan	1.00	0.75	1.00
5.	Educational Concessions to Defence Personnel	Non-Plan	1.50	1.70	1.70
6.	Population Education Programme	Plan	150.00	113.00	150.00
7.	N.C.C. Junior Division Troops in Central Public & Residential Schools	Non-Plan	3.50	5.50	5.50
8.	National Awards to Teachers	Non-Plan	3.15	2.91	3.15
9.	Educational Technology Programme	Plan	200.00	196.00	500.00
10.	National Council of Educational Research and Training	Plan	275.00	353.00	310.00
		Non-Plan	628.70	640.00	800.00
11.	Non-Formal Education	Plan	500.00	500.00	650.00
12.	Early Childhood Education	Plan	15.00	15.00	15.00
13.	Mid-day Meals Programme	Plan	—	810.00	—
14.	Central Commodity Assistance to the States in the form of Paper for Non-Formal Education	Plan	565.00	565.00	550.00
15.	Assistance to voluntary organisations in the field of school education	Plan	3.00	2.50	10.00
		Non-Plan	0.26	0.26	0.13
Physical Education					
1.	Lakshmi Bai National College of Physical Education, Gwalior	Plan	16.00	16.35	14.00
		Non-Plan	23.60	27.55	27.80
2.	Grants to Physical Education Training Institutions	Plan	5.00	5.00	6.00
3.	Promotion of Yoga	Plan	10.00	6.00	10.00
		Non-Plan	5.85	6.50	6.75
Higher Education and Research					
1.	University Grants Commission	Plan	47,00.00	47,00.00	57,22.00
		Non-Plan	67,68.42	76,00.00	80,00.00
2.	Association of Indian Universities	Plan	5.50	5.37	15.00
		Non-Plan	1.45	1.45	1.52
3.	Zakir Husain College, Delhi	Plan	5.00	4.80	5.00
		Non-Plan	1.95	1.95	2.00
4.	Institutions for Higher Learning	Plan	5.00	5.00	5.00
		Non-Plan	9.50	9.50	10.00

1	2	3	4	5	6
5.	Loan to Panjab University	Plan	20.00	20.00	25.00
6.	Indian Council of Social Science Research	Plan	100.00	100.00	135.00
		Non-Plan	128.00	138.00	145.00
7.	Jamia Millia Islamia, New Delhi	Plan	10.00	10.00	15.00
		Non-Plan	22.00	26.05	27.81
8.	Assistance to Professional Organisations	Plan	5.00	5.00	5.00
9.	Indian Council of Philosophical Research	Plan	15.00	15.00	25.00
10.	Shastri Indo-Canadian Institute	Non-Plan	16.00	17.12	18.90
11.	Revision of scales of pay of University & College teachers	Non-Plan	250.00	250.00	200.00
12.	National Research Professors	Non-Plan	1.00	0.58	1.40
13.	Indian Institute of Advanced Studies	Non-Plan	35.00	32.49	35.00

Technical Education

1.	Quality Improvement Programme (Direct Central Assistance and Community Polytechnics)	Plan	150.00	150.00	150.00
		Non-Plan	75.00	75.00	78.00
2.	Programme of Apprenticeship Training	Plan	81.00	22.57	40.00
		Non-Plan	148.45	150.45	163.35
3.	Indian Institutes of Technology	Plan	750.00	738.10	700.00
		Non-Plan	2581.40	2846.68	2998.82
4.	Regional Engineering Colleges	Plan	250.00	250.00	200.00
		Non-Plan	572.00	625.50	676.95
5.	Development of Post-Graduate courses and Research	Plan	80.00	65.00	70.00
		Non-Plan	150.00	130.00	130.00
6.	Central Institutes (Technical Teachers Training Institutes, School of Planning and Architecture, New Delhi, National Institute of Training in Industrial Engineering, Bombay and National Institute of Forge and Foundry Technology, Ranchi)	Plan	125.00	111.11	125.00
		Non-Plan	265.94	265.11	296.74
7.	Indian Institutes of Management	Plan	200.00	200.00	200.00
		Non-Plan	276.72	292.58	311.90
8.	Administrative Staff College, Hyderabad	Non-Plan	2.50	2.50	2.50
9.	Management Education	Plan	15.00	15.00	15.00
10.	U.G.C. Schemes	Plan	660.00	660.00	600.00
11.	New Schemes	Plan	389.00	389.00	1,000.00
12.	Educational Consultants India Ltd.	Plan	14.00	14.00	8.00

Adult Education

1.	Rural Educational Literacy Projects	Plan	1200.00	1200.00	2500.00
		Non-Plan	130.00	130.00	130.00
2.	Directorate of Adult Education (including Printing Press)	Plan	25.00	24.50	25.00
		Non-Plan	23.17	24.00	24.78
3.	Assistance for Voluntary Agencies Working in the field of Adult Education	Plan	75.00	130.00	135.00
		Non-Plan	7.50	7.50	7.50
4.	Strengthening of Administrative Structure at the State and District Level	Plan	110.00	107.00	—
5.	Shramik Vidyapeeth	Plan	15.00	14.00	—
		Non-Plan	21.39	19.78	21.23

1	2	3	4	5	6
Scholarships					
1.	National Scholarships Scheme	Plan	242·00	242·00	400·00
2.	(a) National Loan Scholarships Scheme	Non-Plan	400·00	300·00	400·00
	(b) Write-off of irrecoverable loans and Advances	Non-Plan	8·00	8·00	8·00
	(c) 50% share of the State Governments in respect of recoveries made from scholars for pre-1974 consolidated loans	Non-Plan	16·00	16·00	16·00
3.	Scholarships in approved Residential Secondary Schools	Non-Plan	100·00	100·00	105·00
4.	National Scholarships Scheme at Secondary stage for Talented Children from Rural Areas	Plan	181·00	130·11	148·50
5.	Grant-in-aid of scholarships to students from Non-Hindi speaking states for Post-Matric studies in Hindi	Non-Plan	33·00	33·00	33·00
6.	Research Scholarships to Products of Traditional Institutions engaged in study of classical languages other than Sanskrit e.g. Arabic and Persian	Plan	1·00	1·00	1·00
7.	National scholarships for study Abroad	Non-Plan	80·00	80·00	80·00
8.	General Cultural scholarships scheme	Non-Plan	50·00	50·00	60·00
9.	Scholarships for Nationals of Bangladesh	Non-Plan	35·00	30·00	35·00
10.	Special English Course for foreign Students	Non-Plan	0·10	0·10	0·10
11.	Indian Scholars going Abroad	Non-Plan	9·50	7·50	7·50
12.	Partial Financial Assistance to scholars going Abroad	Non-Plan	0·40	0·40	0·40
13.	Scholarships to Foreigners for Studies in India	Plan	1·00	0·10	—
		Non-Plan	24·00	24·00	24·00
Book Promotion and Copyright					
1.	National Book Trust				
	(a) Normal Activities	Non-Plan	32·91	32·91	32·91
	World Book Fair	Plan	23·55	23·55	32·16
		Plan	0·25	—	23·00
	(b) Aadan-Pradan	Plan	6·00	4·85	5·65
	(c) Nehru Bal Pustakalaya	Plan	13·00	13·00	26·05
	(d) Scheme of Subsidised Publication of University Level Books	Plan	20·00	20·00	44·96
	(e) Nehru Bhawan	Plan	12·00	12·00	25·00
2.	Publication of Low Priced University Level Books of Foreign Origin	Plan	1·00	0·50	1·00
3.	National Book Development Board	Plan	3·20	2·34	3·00
4.	Book Export Promotional Activities	Plan	6·00	6·00	7·00
5.	Contributions to the International Union for the Protection of Literary and Artistic Works and CEP	Non-Plan	6·84	7·62	10·00
6.	T.A./D.A. for Non-Official Members of the Copyright Board	Non-Plan	0·20	0·20	0·20
7.	Honorarium to Chairman and other Non-Official Members of the Copyright Board	Non-Plan	0·40	0·40	0·40
8.	Purchase of special paper, cards, steel cabinets, etc.	Non-Plan	0·20	0·20	0·50
9.	Grant to Netaji Subhash Chandra Bose Research Bureau for collected Works	Non-Plan	1·28	0·50	0·78
10.	Raja Rammohun Roy National Educational Resources Centre—Office Expenses	Plan	1·85	1·85	1·40

1	2	3	4	5	6
Promotion of Languages					
1.	Appointment of Hindi Teachers in Non-Hindi speaking states	Plan	27.00	27.00	27.00
2.	Opening of Hindi Teachers Training Colleges in non-Hindi speaking States/Union Territories	Plan	10.00	10.00	10.00
3.	Financial Assistance to Voluntary Hindi Organisations	Plan	35.00	35.00	35.00
		Non-Plan	12.00	12.00	12.00
4.	Central Hindi Directorate	Plan	16.36	15.23	42.74
		Non-Plan	34.25	34.25	44.88
5.	Correspondence courses in CHD	Non-Plan	9.00	10.00	10.50
6.	Award of Prizes to Hindi Writers of Non-Hindi Areas	Plan	0.40	0.40	0.40
7.	Purchase of Books for CHD Library	Non-Plan	0.40	0.40	0.40
8.	Commission for Scientific and Technical Terminology	Plan	5.60	5.58	6.00
		Non-Plan	16.15	16.15	16.15
9.	Kendriya Hindi Shikshan Mandal	Plan	30.00	30.00	35.00
		Non-Plan	40.17	40.17	43.07
10.	Propagation of Hindi Abroad	Plan	8.00	8.00	8.00
		Non-Plan	4.79	4.79	4.79
11.	Production of University level books in Regional Languages	Plan	70.00	50.00	70.00
12.	Production and Translation of core books	Plan	3.00	3.00	3.00
13.	Assistance to Voluntary Organisations and Educational Institutions for Promotion of Regional Languages	Plan	4.50	7.00	5.00
14.	Central Institute of Indian Languages, Mysore	Plan	7.00	11.00	25.65
		Non-Plan	25.50	27.21	35.00
15.	Regional Language Centres	Plan	8.00	5.65	29.54
		Non-Plan	49.14	49.71	55.44
16.	Central Institute of English and Foreign Languages, Hyderabad	Plan	40.09	--	56.09
		Non-Plan	76.60	--	82.00
17.	Production of Books in Urdu	Plan	23.65	18.90	24.00
		Non-Plan	9.41	9.00	11.81
18.	Production of Books in Sindhi	Plan	6.00	4.50	6.00
19.	Rashtriya Sanskrit Sansthan	Plan	65.00	57.47	75.00
		Non-Plan	66.60	67.07	75.88
20.	Scholarships to Post-Matric students, Shastri and Acharya Courses, and Research scholarships	Non-Plan	9.50	9.50	9.50
21.	Financial Assistance to Voluntary Sanskrit Organisations	Plan	40.00	40.00	40.00
22.	Adarsh Sanskrit Pathshalas	Plan	18.00	18.00	22.50
		Non-Plan	2.00	2.27	2.31
23.	Grant in aid to Deccan College, Poona	Plan	1.00	1.00	1.00
		Non-Plan	6.70	6.70	6.90
24.	Financial Assistance to Voluntary Arabic/Persian Organisations	Plan	10.00	8.00	9.00
25.	Development of Sanskrit Education	Plan	38.00	38.00	38.00
26.	(i) Production of Sanskrit Literature	Plan	3.50	3.50	4.50
	(ii) Purchase of Sanskrit Books	Plan	2.00	2.00	4.50
	(iii) Publication of Sanskrit manuscripts	Plan	1.50	1.50	2.00

1	2	3	4	5	6
27. Other Schemes for Promotion of Sanskrit :					
(i) All India Elocution Contest	Plan		0.50	0.50	0.50
(ii) Vedic Conventions	Plan		0.50	0.50	0.50
(iii) Preservation of Vedic recitation	Plan		1.00	1.00	1.50
28. Award of Certificates of Honour to Sanskrit, Arabic and Persian Scholars with Monetary Grant	Non-Plan		6.00	6.00	6.00
29. Utilisation of Services of Senior eminent Sanskrit Scholars to impart indepth study in Shastras	Plan		6.00	6.00	10.00
30. Special Orientation courses to post-graduate students in the vocational disciplines like Paleography, Epigraphy etc.	Plan		2.00	2.00	2.00

Indian National Commission for Co-operation with UNESCO

1. Contribution to Unesco	Non-Plan		160.95	156.45	118.05
2. Deputations and Delegations Abroad	Non-Plan		2.50	2.50	5.00
3. Documentation-cum-Distribution and other Schemes of Unesco	Non-Plan		0.50	0.50	0.70
4. Grants to Non-governmental organisations	Non-Plan		0.36	0.36	0.36
5. Other programmes, Hospitality	Non-Plan		0.10	0.10	0.10
6. Expenditure of Indian National Commission for Cooperation with Unesco for Publication of Hindi and Tamil editions of Unesco Courier	Non-Plan		6.10	6.10	6.50
7. Reorganisation of INC Library into a full-fledged Library	Plan		2.50	2.50	2.50
8. Holding of meetings, Conferences and organisation of exhibitions	Plan		2.50	2.50	2.50
9. Strengthening of Voluntary organisations engaged in Unesco's Programme and activities	Plan		1.00	1.00	1.00

Other Activities

1. Publication	Non-Plan		8.00	8.00	8.00
2. Educational and Cultural Themes Pavilion at Pragati Maidan	Non-Plan		10.00	10.00	10.00
3. National Institute of Educational Planning and Administration	Plan		30.00	30.00	45.00
	Non-Plan		23.00	28.00	28.90

DEPARTMENT OF CULTURE

1. Archaeological Survey of India	Plan		88.00	88.00	120.00
	Non-Plan		711.48	768.69	773.13
2. Scheme of financial assistance to Institutions/Bodies for preservation of monuments, etc.	Plan		2.50		1.50
3. National Museum, New Delhi	Plan		30.00	29.37	30.00
	Non-Plan		51.50	53.50	57.70
4. Indian Museum, Calcutta	Plan		8.00	8.00	10.00
	Non-Plan		30.53	32.26	34.20
5. Salarjung Museum, Hyderabad	Plan		13.00	13.00	15.00
	Non-Plan		15.51	17.10	17.61
6. Victoria Memorial Hall, Calcutta	Plan		20.00	17.21	19.00
	Non-Plan		10.88	12.00	12.36
7. National Gallery of Modern Art, New Delhi	Plan		20.00	20.00	21.00
	Non-Plan		9.70	10.57	10.88
8. Scheme of financial assistance for re-organisation & development of other museums	Plan		10.00	10.00	10.00

1.	2.	3.	4.	5.	6.
9.	Nehru Memorial Museum & Library, New Delhi	Plan	29·15	27·00	20·00
		Non-Plan	38·14	44·00	49·00
10.	National Research Laboratory for Conservation of Cultural Property	Plan	16·00	16·00	18·00
11.	National Council of Science Museums, Calcutta	Plan	90·00	90·00	129·00
		Non-Plan	73·74	80·07	82·47
12.	Anthropological Survey of India	Plan	4·00	2·20	4·25
		Non-Plan	90·50	102·30	—
13.	National Museum of Man	Plan	12·00	12·00	12·00
14.	National Archives of India	Plan	40·00	39·02	43·00
		Non-Plan	56·63	48·21	49·65
15.	Khudabakhsh Oriental Public Library, Patna	Plan	13·00	13·00	20·14
		Non-Plan	4·12	4·65	5·00
16.	T.M.S.S.M. Library, Thanjavur	Plan	5·00	4·06	6·00
17.	Rampur Raza Library, Rampur	Plan	3·00	8·00	8·00
18.	Preservation of Manuscripts	Plan	20·00	15·00	15·00
19.	Fellowships covering different disciplines & fields including epigraphy etc.	Plan	2·00	0·50	1·40
20.	Asiatic Society, Calcutta	Non-Plan	3·96	—	—
21.	School of Buddhist Philosophy, Leh	Plan	7·00	7·02	6·00
		Non-Plan	9·29	13·51	12·30
22.	Central Institute of Higher Tibetan Studies, Varanasi	Plan	70·00	74·00	60·00
		Non-Plan	15·16	16·00	17·50
23.	Sikkim Research, Institute of Tibetology, Gangtok	Non-Plan	2·00	2·00	2·00
24.	Library of Tibetan Works and Archives, Dharamsala	Plan	4·00	4·35	4·00
25.	Indian Council of Historical Research, New Delhi	Plan	15·00	15·00	20·00
		Non-Plan	31·90	—	—
26.	National Library, Calcutta	Plan	30·00	30·00	30·10
		Non-Plan	77·33	85·00	89·71
27.	Central Library, Bombay	Plan	2·75	2·75	2·75
		Non-Plan	3·00	3·00	3·00
28.	Central Reference Library, Calcutta	Plan	10·00	9·00	9·00
		Non-Plan	8·85	9·85	10·15
29.	Indian Council of World Affairs Library, New Delhi	Plan	2·00	2·00	2·00
30.	Delhi Public Library	Plan	13·00	13·00	14·00
		Non-Plan	33·68	37·00	41·35
31.	Central Secretariat Library	Plan	8·00	6·35	6·82
		Non-Plan	1·34	1·34	1·34
32.	Raja Rammohun Roy Library Foundation	Plan	23·00	23·00	28·00
		Non-Plan	4·20	4·48	4·61
33.	Financial Assistance to voluntary educational Organisations conducting Public/Manuscript Libraries	Plan	12·00	12·00	12·00
34.	Sahitya Akademi	Plan	17·00	17·00	16·00
		Non-Plan	23·10	23·10	27·65
35.	Sangeet Natak Akademi	Plan	37·40	37·40	35·00
		Non-Plan	37·70	40·70	41·44
36.	Lalit Kala Akademi	Plan	22·50	22·50	21·50
		Non-Plan	27·60	28·70	30·16

1	2	3	4	5	6
37.	National School of Drama	Plan	25.00	21.46	24.00
		Non-Plan	26.30	23.65	27.10
38.	Centre for Cultural Resources and Training	Plan	28.00	28.00	27.00
		Non-Plan	11.40	11.61	12.00
39.	Building grants to voluntary Cultural Organisations	Plan	10.00	10.00	10.00
40.	Financial assistance to Dance, Drama & Theatre Ensembles	Plan	25.00	25.00	30.00
		Non-Plan	4.80	4.80	4.80
41.	Festival of India	Plan	35.00	35.00	8.00
		Non-Plan	2.00	2.00	2.00
42.	Grant to Cultural Organisations	Non-Plan	7.13	9.83	9.83
43.	Cultural Talent Search Scholarships Scheme	Plan	6.00	5.40	7.00
		Non-Plan	3.75	3.50	3.75
44.	Scholarships to Young Workers in different Cultural Fields	Plan	6.50	5.40	7.00
		Non-Plan	3.06	2.31	3.06
45.	Award of Fellowships to Outstanding Artists in the fields of the performing the literary and plastic arts	Plan	7.70	6.12	8.00
		Non-Plan	2.87	2.63	2.90
46.	Scheme of financial assistance to persons distinguished in letters, arts and such other walks of life who may be in indigent circumstances	Plan	5.00	1.65	3.00
		Non-Plan	3.40	3.30	3.40
47.	Gandhi Darshan Samiti	Plan	1.00	1.00	1.00
		Non-Plan	16.00	16.00	16.00
48.	Centenaries and Anniversaries	Plan	26.00	26.00	10.00
49.	Cultural Relations	Plan	4.50	4.50	1.50
		Non-Plan	21.80	21.55	21.80
		Plan	3.00	2.80	3.00
50.	Secretariat of the Department of Culture	Non-Plan	56.59	56.49	60.86

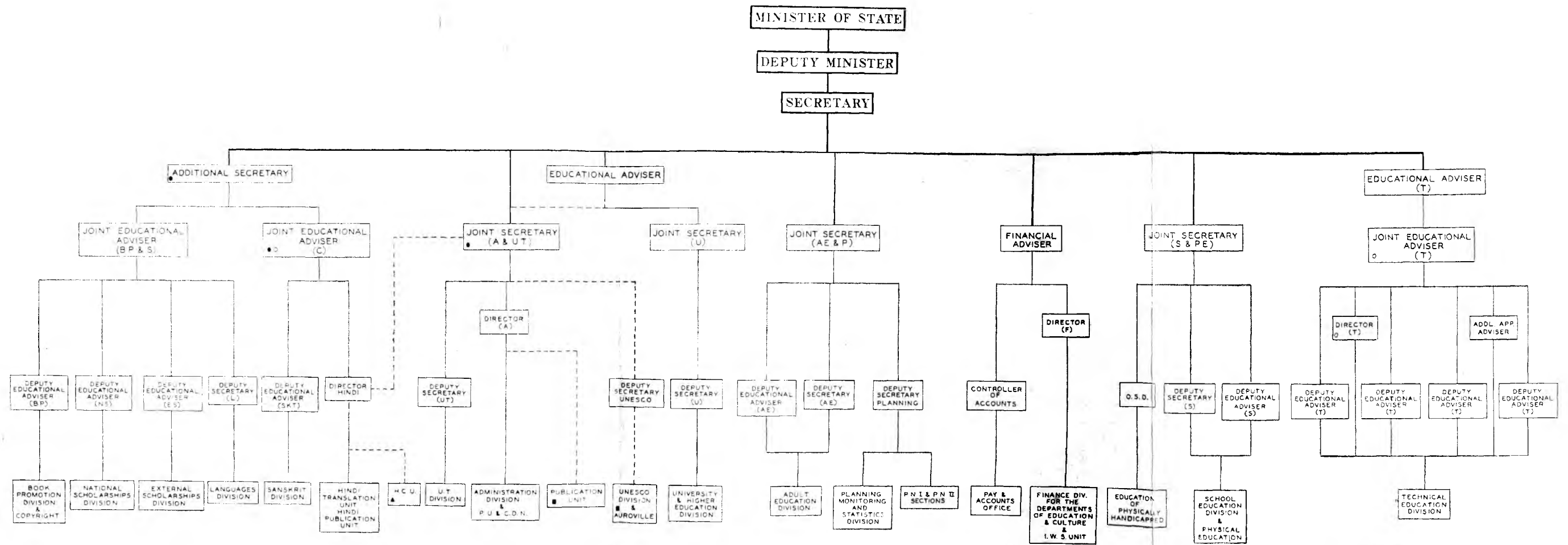
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ADMINISTRATIVE CHART

DEPARTMENT OF EDUCATION



LEGEND

- A ADMINISTRATION
- BP&S BOOK PROMOTION & SCHOLARSHIPS
- NS NATIONAL SCHOLARSHIPS
- ES EXTERNAL SCHOLARSHIPS
- PN POLICY NORMS
- HCU HINDI COORDINATION UNIT
- U UNIVERSITIES
- COMMON FOR THE DEPARTMENTS OF EDUCATION & CULTURE
- VACANT

NOTE-

- THE OS (SHRI MAUSHAL) ASSISTS THE MS IN THE WORK RELATING TO PARLIAMENTARY BUSINESS
- ▲ THE WORK OF HCU IS BEING LOOKED AFTER BY JS (A) THROUGH DIRECTOR (H)
- THE WORK OF PUBLICATION UNIT, UNESCO & AUROVILLE IS BEING LOOKED AFTER BY EA THROUGH JS (A & UT)

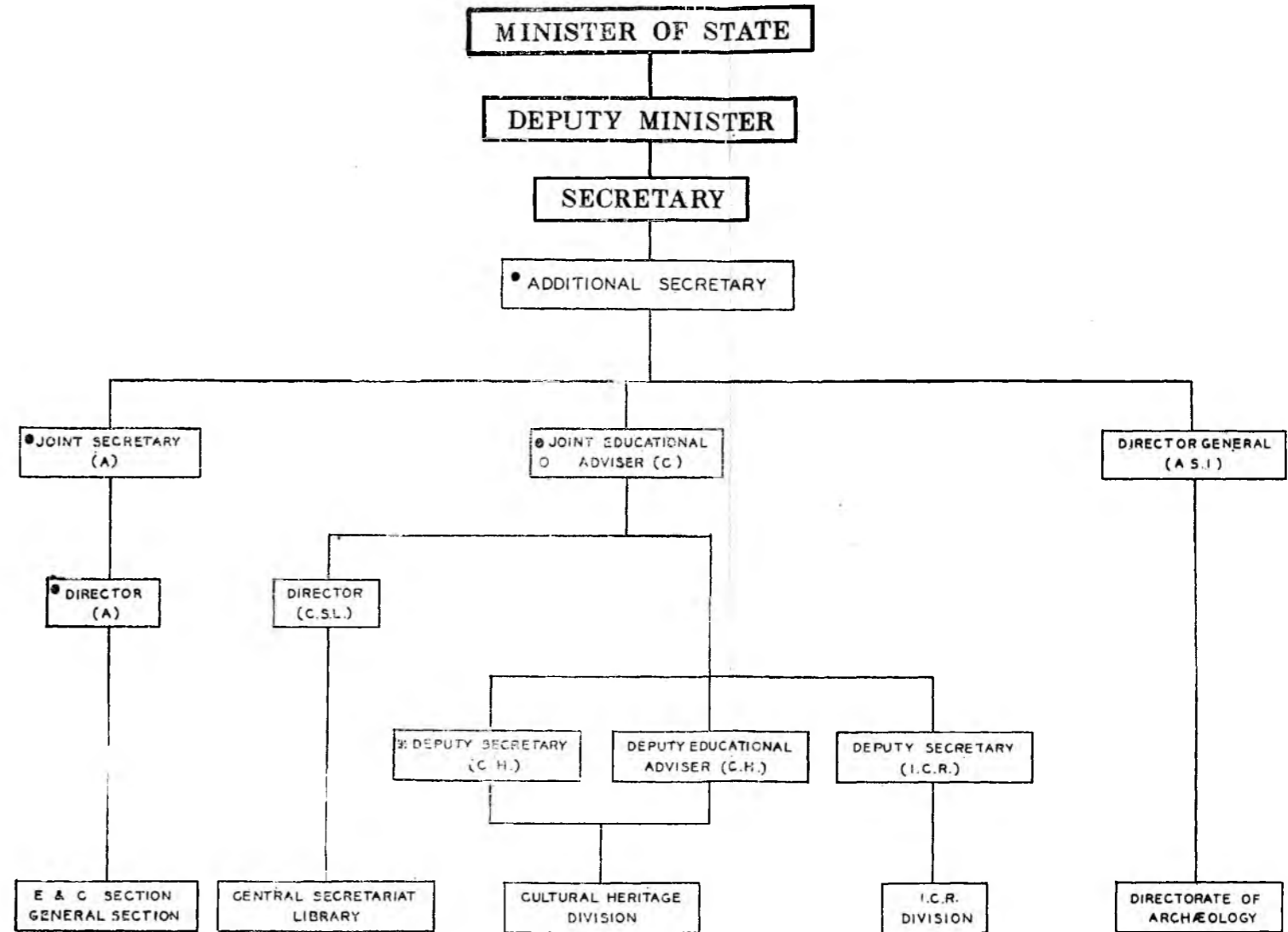
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LEGEND

- AE ADULT EDUCATION
- S SCHOOLS
- L LANGUAGES
- T TECHNICAL EDUCATION
- CDN COORDINATION
- C CULTURE
- PU PARLIAMENT UNIT
- F FINANCE
- P PLANNING
- UT UNION TERRITORIES
- OSD OFFICER-ON-SPECIAL DUTY
- PE PHYSICAL EDUCATION
- IWS INTERNAL WORK STUDY

ADMINISTRATIVE CHART

DEPARTMENT OF CULTURE



LEGEND

A ADMINISTRATION
 E & C ESTABLISHMENT & CASH
 C CULTURE
 # ALSO CO-ORDINATOR OF FESTIVAL OF INDIA

LEGEND

• COMMON FOR THE DEPARTMENTS OF EDUCATION & CULTURE
 CH CULTURAL HERITAGE
 ICR INTERNATIONAL CULTURAL RELATIONS
 O VACANT
 A.S.I. ARCHÆOLOGICAL SURVEY OF INDIA