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CONTENTS

DEPARTMENT OF EDUCATION

<i>Chapters</i>	<i>Pages</i>
INTRODUCTORY	(vii)
1. ORGANISATIONAL STRUCTURE	1
2. SCHOOL EDUCATION	3
3. HIGHER EDUCATION AND RESEARCH	18
4. TECHNICAL EDUCATION	34
5. SCHOLARSHIPS	39
6. BOOK PROMOTION AND COPYRIGHT	43
7. YOUTH SERVICES	46
8. PHYSICAL EDUCATION AND SPORTS	50
9. LANGUAGES	58
10. INDIAN NATIONAL COMMISSION FOR COOPERATION WITH UNESCO	68
11. ADULT EDUCATION	71
12. EDUCATION IN THE UNION TERRITORIES	75
13. ACTIVITIES IN COMMON AND CLEARING HOUSE FUNCTIONS	80

DEPARTMENT OF CULTURE

INTRODUCTORY	(xv)
1. ARCHAEOLOGY	91
2. MUSEUMS	95
3. INSTITUTIONS OF ANTHROPOLOGY AND ETHNOLOGY	103
4. ARCHIVES AND RECORDS	106
5. INSTITUTIONS OF TIBETAN, BUDDHIST AND OTHER HISTORICAL STUDIES	110
6. LIBRARIES	112
7. AKADEMIES AND NATIONAL SCHOOL OF DRAMA	116
8. PROMOTION AND DISSEMINATION OF CULTURE	119
9. MEMORIALS	122
10. CENTENARIES AND ANNIVERSARIES	123
11. CULTURAL RELATIONS	124
FINANCIAL ALLOCATIONS OF ITEMS DISCUSSED	127
ADMINISTRATIVE CHARTS	

DEPARTMENT OF EDUCATION

INTRODUCTORY

Policy and Approach

The year 1981-82 was marked by efforts to translate into action policies and approaches and to give a meaningful orientation to the educational efforts of the Government. The important goals and tasks to which these efforts were directed included, *inter-alia*, achievement of universal elementary education through formal and non-formal education; removal of illiteracy in the age-group 15 to 35; expansion of population education programmes on a priority basis in the States and Union Territories; strengthening of programmes for quality improvement in higher education; creation of infrastructure in areas of emerging technology in the field of technical education; introduction of new schemes to provide opportunities for the youth of the country to develop their total personality.

A Conference of Education Ministers of States and Union Territories was held on June 2, 1981. The focus of discussion in the Conference was on the implementation of the educational development perspectives and programmes as incorporated in the Sixth Plan document, which had received the approval of the National Development Council early in that year. The Conference *inter-alia* endorsed the plan to achieve in a 10-year period universal elementary education through formal and non-formal education with emphasis on primary stage in the Sixth Plan, and middle stage in the succeeding Plan. It called for an early completion of the process of change over to the 10+2 pattern of school education and emphasised the need to carry out expeditiously the review of textbooks from the angle of national integration.

Planning and Monitoring

A sum of Rs. 422.33 crores (Rs. 107.11 crores in the Central Sector and Rs. 315.22 crores in the State Sector) was provided for the development of education for the year 1981-82, which constituted 2.4% of the total plan of the country. For 1982-83 an outlay of Rs. 158 crores has been provided for in the central sector. For the educational development of Scheduled Castes and Scheduled Tribes, the Ministry proposes to provide 12.4% of the divisible outlay for the Special Component Plan for Scheduled Castes and 6.1% for the tribal sub-plan areas.

Elementary Education

As an essential component of the Minimum Needs Programme, Universalisation of Elementary Education has been assigned a very high priority under the Sixth Plan and allocated a Plan outlay of Rs. 905 crores or 36 per cent of the Plan outlay of Rs. 2524 crores for Education as a whole. The programme of Universalisation of Elementary Education has been pursued during the year with a greater thrust with a view to operationalising it in all its aspects. A National Committee on Elementary Education was constituted under the Chairmanship of Union Education Secretary, with Director, National Council of Educational Research and Training (NCERT), Director, National Institute of Educational Planning and Administration (NIEPA), Adviser (Education), Planning Commission and Education Secretaries of the nine educationally backward States as members and Joint Secretary (Schools) in the Ministry as member-Secretary. The Committee met for the first time on July 6, 1981, and on its recommendation, State Task Force on Elementary Education has been constituted in each of the nine educationally backward States. The first meetings of the six State Task Forces were held during the period. The review of the present position and difficulties encountered in each State in the context of physical targets, was made in each of the meetings and measures needed to overcome them were decided upon. The Ministry of Education, Planning Commission, NCERT and NIEPA are represented in each of the State Task Forces.

Non-formal Education

Concerted efforts were made to set up non-formal educational centres both at primary and middle levels, particularly in the educationally backward States. Under the Centrally sponsored scheme of Non-formal Education for elementary age-group children, a total sum of Rs. 3.44 crores was given to eight out of nine educationally backward States. The total

amount so far given to the States for this programme is Rs. 6.05 crores. Till 1981-82, 51,712 centres have come into position in eight States with a total coverage of 11.50 lakh children. According to the proposals so far received, the number of centres by the end of the current Plan period will be 1,28,905 with a total coverage of 34.8 lakh children. The non-formal education programmes in the various States/Union Territories including the educationally backward States were also taken up for special review in the Annual Plan discussions for 1982-83 and it has been urged upon the States to take on increased coverage under the non-formal channel and to develop this as a complementary supportive channel for the realisation of the goal fixed by the Constitution. With Swedish assistance, 3200 metric tonnes of paper has been given to all States and Union Territories as Central Commodity Assistance for producing books, guides and other teaching/learning materials for the non-formal education programme. The overwhelming emphasis in all the schemes under the Central and State Sectors has been on increasing the enrolment of girls and children belonging to weaker sections including Scheduled Castes and Scheduled Tribes.

Early Childhood Education

Under the Sixth Plan, a modest programme of Early Childhood Education (ECE) has been introduced to broadbase the programme of Universalisation. Designed to start in a meaningful way, in rural areas, mainly in the State Sector, ECE centres in the form of pre-schools will be set up as adjuncts of primary schools. With a Central Sector outlay of Rs. 1 crore, a scheme of giving assistance to voluntary organisations for running such ECE Centres was finalised and put into operation during the year. Besides, with UNICEF assistance, an Early Childhood Education project has been taken up for implementation in 11 States/Union Territories during the period, 1981-1983. This project aims at developing new capacity for the training of pre-school educators, extension of research and developing activities and development of model pre-school centres.

Educational Technology Programme

In the context of the proposed launching of INSAT, it has been decided to take over the responsibility for the production of educational material and films for the educational television programmes. For this purpose, production centres are being set up in the six INSAT States and the Centre for Educational Technology is being strengthened to take on prototype production and training responsibilities. Guidelines for Educational Broadcasting, developed at a National Workshop in December 1980, are being finalised in consultation with the States for formal adoption.

Review of Textbooks

Based on the recommendations of the National Integration Council, a programme for the evaluation of school textbooks from the point of view of national integration has been taken up. The review is being undertaken on a decentralised basis. All school textbooks for classes I to XII will be taken up for review. To begin with, however, the evaluation will be confined to History and Language textbooks. Tools and guidelines for undertaking such evaluation developed by the National Council of Educational Research and Training have been sent to all the State Governments.

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 responsibilities towards the nation, is being implemented on a priority basis in 17 States and 2 Union Territories. Necessary curriculum for introducing population education in the formal education system is being developed at National and State levels. It has been decided that the programme will be expanded to cover the remaining States and Union Territories as well.

Higher Education

The stability in the growth of enrolment in higher education achieved during the previous decade was maintained during 1980-81. The total enrolment increased by 3.9% in 1980-81; this was well within the average annual rate of growth of 4% reached during the decade 1971-80. Four new universities were established during 1981-82. The University Grants Commission finalised their guidelines for providing development support to universities and colleges during the Sixth Plan. These place special emphasis on consolidation of the facilities already created in the universities, and ensuring their optimum utilisation. Programmes for linking education

with development, restructuring of courses, and introduction of courses in new and emerging areas will receive special attention. Colleges will be provided basic assistance for books, journals and equipment. The criteria for determining the eligibility of colleges for the development support have been revised. Special consideration will be given to the academic viability of colleges. Special assistance will be provided to colleges located in tribal areas and those located in districts which have no viable colleges, even if they do not fulfil the eligibility criteria. Programmes for quality improvement like Centres of Advanced Study; special assistance to selected departments; programmes for improvement in teaching of Science and Humanities in the colleges are being expanded and strengthened. The Aligarh Muslim University Act was comprehensively amended in 1981 with a view to restoring the original character of the University.

Adult Education

Adult Education Programme has been included among the Minimum Needs Programme as a component of Elementary Education in the Sixth Five Year Plan. Pending decision on the report of the Review Committee on the National Adult Education Programme and the empowered Committee, the adult education programme was continued at the 1979-80 level. The programme continued to be implemented through various agencies, which run 92045 centres with or without financial assistance from the Government of India. The ten Shramik Vidyapeeths continued to function. Those at Calcutta, Kanpur and Madras are also being operationalised and new Shramik Vidyapeeths have been sanctioned for Surat and Faridabad. The Directorate of Adult Education has undertaken a project for non-formal education for women and girls concerning mother and child care with the assistance of UNICEF.

Technical Education

During the year under report, the Indian Institutes of Technology expanded their infrastructure, made substantial progress in acquiring new sophisticated research equipment, in starting new interdisciplinary programmes, in promoting research and consultancy services and in intensifying activities in the area of continuing education. The Regional Engineering Colleges made considerable progress in the implementation of their development plans particularly with reference to consolidation of their activities and modernisation of equipment. The other Central institutions including Technical Teachers' Training Institutes, NIFFT, NITIE, School of Planning and Architecture and All India Institutes of Management also made significant contribution in their respective spheres and carried on their assigned role in an adequate and effective manner. The Scheme of Direct Central Assistance provided considerable help to the selected engineering colleges and polytechnics in developing their identified laboratories. The Scheme of Community Polytechnic made significant contribution in promoting interaction between these technical institutions and the environment.

In order to achieve the main objectives of the Sixth Five-Year Plan, a number of new schemes were also formulated. These included the schemes pertaining to filling the gaps in areas where weaknesses exist; creation of infrastructure in areas of emerging technology vital to the development of the country; modernisation of laboratories and workshops in existing engineering colleges and technological institutions; introduction of Advanced Technician Programmes; promotion of institutional development through internal assistance programmes for developing a network in well developed institutions like Indian Institutes of Technology, the Regional Engineering Colleges and other engineering colleges and technological institutions; promotion of interaction between the technical institutions and society; establishment of National Manpower Information System and a few others. The Schemes of Institutional Network and Advanced Technician Programme have already been implemented and the three major schemes for filling the gaps, creating facilities in areas of emerging technology and for modernisation of engineering laboratories would also be implemented by the end of the year.

Languages

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 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 seven Urdu Calligraphic Centres, including three at Bangalore and Bhopal, it has been decided to open six new Centres which will be located at Allahabad, Nagpur, Madras, Patna, Jaipur and Lucknow. Six Kendriya Sanskrit Vidyaapeeths are functioning under the aegis of the Rashtriya Sanskrit Sansthan in which 2000 students are studying various courses of traditional learning. Among the other classical languages that receive the attention of the Government, Arabic and Persian have special importance in so far as their cultural aspect is concerned. With a view to propagating and developing these languages financial assistance is extended to more than 150 institutions (Madarasas) and other traditional type of Arabic and Persian institutions.

Unesco

The Indian National Commission for Cooperation with Unesco was reconstituted in November, 1981, and its functions enlarged to include *inter-alia* the encouraging of participation of national governmental and non-governmental institutions, other institutions and individuals in the formulation and execution of Unesco programmes so as to secure all the intellectual, scientific, artistic or administrative assistance that it may require. The membership of the Commission now consists of two categories, *viz.*, individual and institutional, on the five sub-commissions, *viz.*, Education, Natural Sciences, Social Sciences and Humanities, Culture and Communication. A new scheme has been formulated for (1) the reorganisation of the Commission's library with a full-fledged documentation and reference centre for publication in India; (2) holding of meetings and conferences and organisation of exhibitions; and (3) strengthening of voluntary organisations engaged in Unesco programmes and activities through subsidies/subventions. A high powered delegation led by the Minister of State for Education and Social Welfare participated in the 38th Session of the International Conference on Education held at Geneva from November 10-19, 1981. India also collaborated with Unesco in organising an international meeting of experts on the Role of Women in the Education of Young People for Peace, Mutual Understanding and Respect for Human Rights, at New Delhi, from December 7-11, 1981, which was inaugurated by the Prime Minister.

Book Promotion

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. The National Book Trust, besides organising special exhibitions of books and participating in international book fairs to foster book-mindedness and to promote the export of books, organises a World Book Fair once every two years. An outstanding event of the year was the Fifth World Book Fair held at New Delhi from February 5-15, 1982. The scheme of publication of reading material for the rural areas, launched in 1980, made further progress during the year. The liberalised import policy was continued and import of educational, scientific and technical books and journals, news magazines and records for learning of languages was allowed under Open General Licence. The Copyright Board was reconstituted on April 1, 1981, and the Copyright Office registered 4779 works.

Youth Services

Youth programmes in India have been formulated and are being implemented keeping in view the absolute necessity to provide opportunities to the youth for involvement in programmes and activities which could develop their total personality and make them functionally efficient, economically productive and socially useful. The National Service Scheme is being implemented in almost all the States and Union Territories covering about 5 lakh students in 3400 colleges. A new dimension has been added to the scheme this year, known as "Youth for Eco-development" with a view to creating an awareness among the students about the aims and nature of the ecological problems mankind is facing today and the measures necessary to restore the ecological balance. An exhibition-cum-cultural meet was organised at New Delhi from November 14-16, 1981, in which 1500 non-student youths drawn from different parts of the country participated. This programme was the first of its kind and highlighted the

activities of Nehru Yuvak Kendras. To promote a spirit of national integration amongst the youth of different parts of the country, a new scheme known as "Exhibitions on Education and Culture" has been formulated for implementation in 1982-83. The scheme envisages organisation of exhibitions on various themes of education and culture and other national and/or international themes.

Physical Education and Sports

The two-fold objective of the current programme of Physical Education and Sports of the Central Government is the 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.

Asian Games

In pursuance of India's decision to give financial and other support to the Indian Olympic Association to host the IX Asian Games, 1982, follow-up action was taken during the year by the Government as well as the Special Organising Committee set up by the Indian Olympic Association, to oversee the construction of new stadia and renovation of the existing stadia for staging 21 games/sports selected for inclusion in Asiad '82, and for making arrangements for organising and holding the Asian Games, as per schedule. Simultaneously, action was also taken in consultation with the concerned National Sports Federations and the National Institute of Sports, Patiala, in the preparation of Indian teams and competitors for participation in the Asian Games, 1982.

Scholarships

In the field of scholarships the Ministry continued to implement the various schemes with the two main considerations in view, viz., that these will enable the brilliant students to pursue their studies irrespective of their economic disadvantage and that such assistance will lead to greater equalisation of educational opportunities by assisting potential talents from the weaker sections and rural areas.

Conclusion

The year has been an eventful one marked by intense activity to give a positive and meaningful orientation to the efforts of the Government in the field of education.

CHAPTER 1

ORGANISATIONAL STRUCTURE

The present Ministry of Education and Culture comprises two separate departments *viz.*, the Department of Education and the Department of Culture. Both the Departments are under the charge of the Minister of State who is assisted in the discharge of her functions by a Deputy Minister.

The Secretariat of the Ministry is headed by a Secretary, who is a senior member of the Indian Administrative Service. The Ministry has one post of Additional Secretary and two posts of Educational Advisers, who are working 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 who is assisted by Deputy Secretary/Deputy Educational Adviser, each holding charge of a Division. The officers of both the Departments are borne on a common cadre. 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. It is headed by a Director-General who is responsible to the Additional Secretary, and through him, to the Secretary.

Attached and Subordinate Offices/ Autonomous Organisations

To carry out its responsibilities, the Ministry has two attached offices *viz.*, National Archives of India and the Archaeological Survey of India which form part of the Department of Culture, and has, during the years, built up a number of subordinate offices and organisations. For coordination and determination of standards in higher education, Parliament enacted legislation for setting up of the University Grants Commission. Besides, a number of organisations have been set up to discharge specific responsibilities. The most important 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 more important amongst others are: the National Institute of Educational Planning and Administration, New Delhi; Indian Institute of Advanced Study, Simla; Central Schools Organisation, New Delhi; Central Board of Secondary Education, New Delhi; Central Hindi Institute, Agra; Central Institute of Indian Languages, Mysore; Central Institute of English and Foreign Languages, Hyderabad; National Sanskrit Institute, New Delhi; National Book Trust, New Delhi; Lakshmi Bai National College of Physical Education, Gwalior; and Netaji Subhas National Institute of Sports, Patiala. In the field of technical education there are five Indian Institutes of Technology, the Indian Institute of Science, Bangalore, fifteen regional engineering colleges, three institutes of management, four technical teachers' training institutes, Indian School of Mines, Dhanbad; School of Planning and Architecture, New Delhi; National Institute for Training in Industrial Engineering, Bombay; and National Institute of Foundry and Forge Technology, Ranchi. While scientific research is promoted in a chain of specialised research laboratories under the Council of Scientific and Industrial Research set up by Central Government and in the Universities, the Indian Council of Social Science Research and Indian Council of Historical Research have also been set up to promote research in social science and history.

Functions

With the 42nd Amendment of the Constitution, education has become a subject in the Concurrent List, except certain entries in the Union List. The necessity to assign a more positive role for the Central Government in the field of educational development, and more pointedly to the achievement of the goals set forth in the Directive Principles of the Constitution and the National Policy on Education, 1968, were some of the basic considerations which prompted transfer of the subject from the State to the Concurrent List. Thus the powers, which were formerly enjoyed by the State Governments

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alone are now being enjoyed by the Union and the State Governments concurrently. This has created a new possibility for the Centre to bring about desired changes and reformation in the field of education. However, it is the considered opinion of the Education Ministry that the State Governments ought to continue to shoulder responsibility for educational development and that nothing should be done through legislation which will have the effect of diluting or abridging the developmental responsibility of the States. Though the Centre may justifiably intervene to ensure coordination and maintenance of standards of education to take care of matters which are of national importance like promoting national integration through education, promoting the growth of national institutions of quality, ensuring adherence to the National Policy and providing correctives in cases of substantial departures. Because of these considerations, the Ministry discharges such functions as are fundamental and essential to the growth and development of education in the country in all its aspects excepting medical and agricultural education. This includes maintenance of standards in higher education, technical education, promotion of research relating to higher education, elementary and secondary education, adult education, Hindi, Indian languages and Indian classical languages, promotion of games and sports, scouts and guiding programmes, yoga and other programmes of physical fitness, encouraging reading habits and production of books in Hindi and regional languages, especially books in regional languages at university level, administering scholarships programmes at national level to promote equality of educational opportunities, arranging for exchange programmes with foreign countries in the field of education and research, administering the Copyright Act, Central Schools Organisation, Central Universities and Institutions of national importance.

Some of the activities of the Ministry having more direct bearing on social welfare are : (i) Mid-day meals programme for children in primary schools to help improve enrolment and retention of children in schools; (ii) the national adult education programme which aims not only at providing literacy skills but also relates it to the needs of learners for development of self reliance in working and living; (iii) programmes for student youth such as National Service Scheme, Special Camping Programme, National Service Volunteer Scheme and Planning Forums; (iv) Programmes for Non-student Youth such as Netai Yuvak Kendras, Training of Youth Leaders and Assistance for Promotion of Adventure Programmes; (v) National Foundation for Teachers' Welfare set up in 1962 for providing financial assistance to teachers and for their dependents in distress.

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

This forms an essential component of the Minimum Needs Programme and has been accorded a very high priority in the field of education with a Sixth Plan outlay of Rs. 905 crores (or 36% of the total plan outlay of Rs. 2524 crores for Education)—Rs. 851 crores in the State sector and Rs. 54 crores in the Central sector.

Much progress has been made in enrolment through the years of planned development. The main drawback of the elementary education system relates to huge drop-out rates at the end of primary (class V) stage and at the end of middle (class VIII) stage. Attempts under the Sixth Plan are being made to remove the infrastructural deficiencies and the two-pronged attack is directed towards :

- (i) achieving an additional enrolment of 180 lakhs of children in classes I–VIII, and
- (ii) reducing the drop-out rates drastically.

Many administrative measures to operationalise the programme of universalisation in all its aspects were taken during the period. A National Committee on Elementary Education was constituted under the chairmanship of Union Education Secretary, with the Director, National Council of Educational Research and Training (NCERT), Director, National Institute of Educational Planning and Administration (NIEPA), Adviser (Education), Planning Commission and Education Secretaries of the nine educationally backward States as members and Joint Secretary (Schools) in the Ministry as member-secretary. The Committee met for the first time on July 6, 1981 and, on its recommendation, State Task Forces on Elementary Education were constituted in all the educationally backward

States. Till December 1981, the first meetings of six State Task Forces were held. The meetings made a review of the present position, problems and difficulties encountered in a State in the context of the Sixth Plan physical targets and decided upon measures needed to overcome them and modifications needed in the various schemes taken up and special measures necessary to realise the targets. The Ministry of Education, Planning Commission, NCERT and NIPDA are represented in each of the State Task Forces.

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. Till September 30, 1980, Orissa also did not provide free education for boys at the middle stage.

Compulsory Education Acts

Legislation for compulsory primary education exists in 16 States, namely, Andhra Pradesh, Assam, Gujarat, Haryana, Himachal Pradesh, Jammu and Kashmir, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Orissa, Punjab, Rajasthan, Tamil Nadu, Uttar Pradesh and West Bengal. Among the Union Territories, such legislation is in force in Andaman and Nicobar Islands, Chandigarh and Delhi. In Himachal Pradesh, the Act covers the entire elementary stage (classes I–VIII).

Enrolment Targets

In the base-year of the Sixth Plan, i.e. 1979-80, enrolment at the primary stage was 709.50 lakh or 83.6% of the 6-11 age-group population; it was 194.83 lakh at the middle stage of 40.2% of the 11-14 age-group population. The targets of the additional enrolment during the Sixth Plan are 180 lakh of the 6-14 age-group population—117 lakh at the primary stage and 63 lakh at the middle stage. If achieved, the 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 projections made on the 1971 census figures. The 1981 census figures show that the actual number of children to be enrolled would be much more than the numbers assumed in the above forecast. Substantial progress has, however, been achieved at the primary stage and the emphasis of the Sixth Plan is on further substantial improvement of enrolment in the primary stage which will shift to middle stage in the next plan period. The following table indicates the position and enrolment targets at the elementary stage :

	1950-51	1979-80	Target 1984-85
Age-group 6—11 :			
Enrolment: Classes I—V	191.55	709.50	826.50
Enrolment as percentage of age-group population	42.6	83.6	95
Age-group 11—14 :			
Enrolment: Classes VI—VIII	31.20	194.83	257.83
Enrolment as percentage of age-group population	12.7	40.2	50
Age-group 6—14 :			
Enrolment: Classes I—VIII	222.75	904.33	1084.33
Enrolment as percentage of age-group population	32.4	67.2	77

Enrolment Strategy

The hard core of non-enrolled children, particularly at the primary stage, belong to weaker sections including Scheduled Castes, Scheduled Tribes, agricultural labourers and slum-dwellers. More than two-thirds of the non-enrolled children are girls. More than 80 per cent of the non-enrolled children are in nine educationally backward States, namely, Andhra Pradesh, Assam, Bihar, Jammu and Kashmir, Madhya Pradesh, Orissa,

Rajasthan, Uttar Pradesh and West Bengal. The programme of Universalisation, therefore, is target group-oriented. Special steps taken are as under :

- (i) Concentrated attention in the backward States and in the backward and low literacy areas of each State/Union Territory.
- (ii) Identification of the size of the various target groups in each State and quantification of inputs for Scheduled Castes and Scheduled Tribes both under the tribal sub-plan and special component plan for Scheduled Castes, under the Central and State sector schemes for elementary education.
- (iii) Increase in coverage under the incentive programmes like provision of free textbooks and stationery, free supply of uniforms, attendance scholarships particularly for girls and mid-day meals programme for the benefit of children of the weaker sections.

Reduction in the Drop-out Rates

The problem of drop-outs at the elementary stage has been reducing the significance of increase in enrolment. Comprehensive measures for reducing drop-out rates have been suggested to States. These include ungraded school system including the '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

Almost all the States and Union Territories have taken up non-formal part-time education programmes for out-of-school children including non-starters and drop-outs. Under a centrally sponsored scheme with a central sector plan outlay of Rs. 25 crores, special central assistance is being provided to the educationally backward States. So far, a total sum of Rs. 6.05 crores has been given to the States for this programme on equal sharing basis including Rs. 3.44 crores during 1981-82 (till January 15, 1982). Grants, out of this scheme, are also given to voluntary agencies in the educationally backward States for running non-formal centres on State Government pattern and to academic institutions, Government or private, in all States and Union Territories for experimental and innovative projects of non-formal education.

With Central assistance, non-formal education has picked up its momentum in eight educationally backward States. During the year under report, 51,712 centres were functioning in the eight States with a total coverage of 11.50 lakh children. According to the proposals so far received, the number of centres by the end of the current Plan period is expected to be 1,28,905 with a total coverage of 34.80 lakh children in these eight States.

Central Paper Assistance for Non-formal Education

Under a central sector scheme with a plan outlay of Rs. 28 crores, commodity assistance in the form of paper is being extended to all States and Union Territories for producing books, guides and other teaching/learning materials. The plan outlay covers the cost of paper from any country of the world and import duty thereon including handling and like charges. This has been possible with Swedish cash assistance of the order of 75 million Swedish Kronors or Rs. 14 crores. 20,000 metric tonnes of paper are to be imported over a period of 5 years, 1979-84, according to an Indo-Swedish Agreement signed on January 20, 1980. 3,200 metric tonnes of paper representing the requirements for 1979-81 were imported through the State Trading Corporation and transported from the ports to the State storing points by February, 1982. Action for procuring 4,000 metric tonnes of paper constituting the requirement for 1981-82 was also initiated for effecting shipments by the end of the financial year.

Grants for Early Childhood Education Centres

A modest programme for Early Childhood Education (ECE) has been proposed under the Sixth Plan by way of broadbasing elementary education. Pre-schools, as adjuncts of primary schools, in rural areas, for 3-6 age-group children of the disadvantaged sections, envisaged under the programme also aim at enabling out-of-school children to attend schools, thus removing one of the causes for non-enrolment and drop-out. While it has been recommended to the States to implement early childhood education programmes in a meaningful way during the Sixth Plan, under a central sector scheme with a plan outlay of Rs. one crore, voluntary organisations will receive financial assistance from the Central Government for running ECE centres in rural areas. In addition, certain inputs of the ECE programme receive UNICEF assistance, the details about which are given later.

Primary Curriculum Reform/Projects with UNICEF Assistance

The main thrust for improving the quality of elementary education is in the State sector. Under central initiative, a few innovative projects have been in operation to improve the school curriculum. Under such projects, relevant, interesting and useful curricula are being attempted on a decentralised basis suiting the needs and life-situations of children in diverse social, economic, cultural and geographical areas of the country, within a broad national framework. These programmes are being assisted by UNICEF and implemented in conjunction with the States and Union Territories.

For the period 1981-83, a Master Plan of Operations (MPO) for UNICEF assistance in the field of education was drawn up comprising continuation of the earlier projects, as also initiation of new projects. These are: (1) Nutrition/Health Education and Environmental Sanitation (formal/on-going), (2) Primary Education Curriculum Renewal (formal/on-going), (3) Developmental Activities in Community Education and Participation (non-formal/on-going), (4) Comprehensive Access to Primary Education (non-formal/new), (5) Early Childhood Education (non-formal/new). All these projects are in wider implementation or experimental phase. The central-level implementing agency is the National Council of Educational Research and Training (NCERT) and the State level agency is its counterpart, State Council of Educational Research and Training (SCERT)/State Institute of Education (SIE).

Nutrition/Health Education and Environmental Sanitation

Started during 1975 in a pilot phase in five regional centres at Baroda, Calcutta, Coimbatore, Jabalpur and Ludhiana, the project in its experimental phase during 1981-1983 is being extended to 14 additional States/Union Territories. Of the States that were invited to participate in the project, agreements from ten States/Union Territories were received by January 1982. They are: Andhra Pradesh, Assam, Bihar, Haryana, Kerala, Maharashtra, Mizoram, Orissa, Rajasthan and Uttar Pradesh. Agreements from the remaining States/Union Territories were awaited. Curricular materials on nutrition, health and sanitation habits have been and are being developed for primary stage, according to the objective conditions in diverse areas. The project includes try-out of materials, training of teachers, teacher-educators and supervisors for introducing such curricula on a wider scale.

Primary Education Curriculum Renewal

Implemented since 1975 in 15 States, in 30 primary schools in each State, the project, Primary Education Curriculum Renewal, aims at a qualitative adjustment of the formal primary curriculum to the life styles of the children and to the socio-economic opportunities available in the areas of the project schools. During the MPO period, this project is being extended to another 100 schools in the earlier 15 States/Union Territories. The project has, besides, been extended to another 15 States/Union Territories in its experimental phase. The project involves detailed survey to locate representative experimental areas according to as many diversities as there are in a State, developing innovative decentralised curricula and instructional materials and training of teachers, teacher-educators and administrators. The decentralised curricula developed in various States/Union Territories are subjected to evaluation with reference to Minimum Learning Continuum that has been developed by NCERT listing the gradewise minimum competencies to be achieved under the formal system.

Hopeful signs about the usefulness of the project have already come to light. Enrolment and attendance in the project schools have increased:

for instance in Rajasthan and Mizoram. On the basis of the proven results through try-outs, a few States/Union Territories like Maharashtra, Mizoram, Tamil Nadu and Orissa have decided to extend the curriculum, or syllabus or Minimum Learning Continuum or textbooks for introduction in schools other than the project schools.

Developmental Activities in Community Education and Participation

Implemented along with primary education curriculum renewal project, the Developmental Activities in Community Education and Participation was initiated in 1976. Till 1980, the experimental phase was in operation in 15 States with each State running 2 centres. The project aims at developing non-formal educational programmes for various target groups particularly for out-of-school children and adults. During the current MPO period, the number of community centres is being increased to 102. Its main emphasis is to involve the total community in the project areas in educational activities.

Comprehensive Access to Primary Education

The project, Comprehensive Access to Primary Education (CAPE), has been taken up for implementation in 29 out of 31 States/Union Territories, with a view to decentralising the curriculum according to the needs and life-situations of out-of-school children. Under this project, relevance-based learning materials (episodes) are being developed through the introduction of training-cum-production mode as a compulsory part of the training programmes of elementary teacher training institutions, like practice-teaching. The learning materials (episodes) so developed, after refinement, will be utilised in the net-work of non-formal learning centres. The project is being implemented in a chain of resource centres linking NCERT at the Centre to the field-level learning centres through SIE/SCERT at the State level and the teacher training institutions as well as in-service teacher training centres at the district and block level. Work done during the period on the project comprise training/orientation on the methodology of developing and processing learning episodes. During the period 1068 team members, teacher-educators and in-service teachers were covered. Besides, 900 education officers and 334 principals, TTIs, were oriented to planning, management and administrative aspects. Other programmes include introduction of training-cum-production mode in teacher training curricula in 14 States/Union Territories and the development of 1600 learning episodes out of which 300 were processed and refined for publication.

Early Childhood Education

Early Childhood Education (ECE) project with UNICEF assistance during the present MPO period has two components, namely, continuation of the activities under the earlier project of Children's Media Laboratory, at the NCERT, New Delhi and taking up of an experimental ECE project in 11 States/Union Territories. Under the first component, play materials, picture books and graphics and radio and audio-visual materials for pre-school age-group children are developed. The second component aims at developing new capacity for the training of pre-school educators, extension of research and developing activities and development of model pre-school centres.

The activities of CML during the period comprised survey of low-cost play materials and games in 4 States, publication of teacher manuals of play materials of 2 States, development of 10 books on colour and form, printing of two form books, a book on children's games, a set of 40 playing cards having five categories of objects and two board games designed to enhance number skills and good habits of health and hygiene. In addition, 38 prototypes of audio programmes, 10 in Hindi and 7 each in Oriya, Bengali, Kannada and Punjabi were developed, a seminar for educators and producers of audio-programmes was held and two slide-cum-tape programmes on 'water play' and 'little fingers' were prepared. Out of 11 States that were invited to participate in this experimental project, agreements were received from five States, namely, Bihar, Karnataka, Maharashtra, Orissa, and Rajasthan by January, 1982. Agreements were awaited from the remaining States.

Integrated Education of the Disabled

IYDP 1981 has resulted in a new awareness about the need for bringing disabled children into the education system. The Working Group on the Education of the Disabled Child, constituted on the recommendation of the National Committee on IYDP 1981, submitted its report early January, 1981, suggesting action programme under the Sixth Plan. Its main recommendation related to expansion and intensive implementation of the scheme of Integrated Education of the Disabled in regular schools for normal children. Following the report, it has been decided that the Ministry of Education should take up the implementation of the scheme on transfer from the Ministry of Social Welfare and implement it from the beginning of 1982-83. This Centrally sponsored scheme is implemented through the State Education Departments which are concerned with education in regular schools for normal children. It has been decided that NCERT should set up special cells in its headquarters at New Delhi and in each of its regional colleges of education for promoting teacher education for integrated classes in the regular schools.

10 + 2 Pattern of School Education

The new system of school education has already been adopted by 15 States and 8 Union Territories and also by the schools affiliated to the Central Board of Secondary Education. The Government of Haryana has decided to introduce the pattern from the academic session 1982-83. The Government of Madhya Pradesh has decided to implement this new system in a phased manner from the year 1982-83. The State of Meghalaya is taking steps to revise the school curriculum and will introduce the new system as soon as certain administrative and legal problems are settled. Preparations are being made by the Government of Uttar Pradesh to introduce the new curriculum with effect from 1983 in phases. All primary schools in the Union Territory of Mizoram will adopt the new curriculum from the academic session 1982. The States of Himachal Pradesh, Punjab and Rajasthan have also accepted the new system in principle, but have yet to determine the date of its adoption. The Conference of Education Ministers held on June 2, 1981 has resolved that 'the States/Union Territories which have not yet switched over to this pattern should do so without any further loss of time'.

Vocationalisation of Higher Secondary Education

The States of Andhra Pradesh, Gujarat, Karnataka, Maharashtra, Tamil Nadu and West Bengal and the Union Territories of Delhi, Goa, Daman and Diu and Pondicherry have introduced vocational courses so far at the +2 stage of the 10 + 2 system of school education. The Conference of Education Ministers, held at New Delhi on June 2, 1981 noted that 'only a few of the States and Union Territories have introduced vocational courses at the +2 stage. Adoption of new pattern, in the absence of vocationalisation of education at the +2 stage, will not be effective in bringing about the desired reform in education. All the States/Union Territories shall, therefore, speedily introduce vocational courses at the +2 stage. A time-bound programme shall be evolved for the conduct of surveys, preparation of curricula, institution of courses, opening of institutions, etc., so as to maximise the results in the minimum possible time'.

Educational Technology Programme

Educational Technology Cells : The Educational Technology Programme, an on-going one in the Central Sector, has acquired significance in the context of facilities to be made available under INSAT in 1982. The programme is implemented through a Centre for Educational Technology in the NCERT and Educational Technology Cells in the States. So far ET Cells have been set up in 21 States, the only uncovered State being Tripura. Ten Educational Technology Cells are entitled to receive financial assistance during this year. The remaining are now functioning with the support of the State Governments.

Teacher training programmes have been organised through radio and television particularly in Andhra Pradesh, Assam, Gujarat, Maharashtra, and Tamilnadu. A number of workshops for the training of scriptwriters for radio and TV broadcast programmes have been held by the ET Cells. Television lessons have been telecast for primary and middle school

students. Nearly 4,00,000 students are taking advantage of these programmes in Maharashtra State alone. 2500 radio sets and 4208 transistors have been supplied to the Primary/Middle Schools in the States of Assam and Tamil Nadu respectively by UNICEF. Efforts are being made by the State Institutes of Educational Technology in Tamilnadu and Manipur to establish video facilities and sound studios for production of educational programmes.

INSAT : The availability of the first Indian National Satellite (INSAT) in early 1982 will bring about a tremendous expansion of broadcasting facilities, making it technically possible for radio and television communication to reach all parts of the country. To begin with, however, INSAT facilities will be utilised in six States viz., Andhra Pradesh, Bihar, Gujarat, Maharashtra, Orissa and Uttar Pradesh. In this context the Ministry of Education has decided to take on the responsibility for the production of educational television programmes. For this purpose it is proposed to set up Production Centres in the six States in a phased manner and to strengthen the Centre for Educational Technology into a Central Institute of Educational Technology (CIET). The production centres will cater to the needs of all levels of education and also keep in view the major priorities of educational programming.

The Government of India attaches great importance to the INSAT project as these facilities will be used as an aid to economic and social development and benefit a large population, particularly in rural India. For the Sixth Plan period a sum of Rs. 11.59 crores has been approved.

Assistance has been sought under the UNDP Country Programme to implement the INSAT Project. UNDP assistance amounting to US \$ 2 million is being made available for the project.

NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

The National Council of Educational Research and Training (NCERT) undertook a variety of research, development, extension and training activities for the qualitative improvement of school education in the country. The highlights of these programmes and activities are as under :

Universalisation of Elementary Education : Major efforts in this regard have been invested in developing strategies, which may help in accelerating the pace of progress in realisation of the Constitutional directive of universalisation of elementary education.

The ongoing projects of Comprehensive Access to Primary Education, Primary Education Curriculum Renewal, Community Education and Non-formal Education were further strengthened and streamlined on the basis of past experience. Under the programmes for non-formal education of out-of-school children, a multi-media package, guidelines for the writers and evaluators of instructional materials, and instructional material for tribal children have been developed. A status study of non-formal Education Centres run by field units and Regional Colleges of Education is in progress.

Environmental Education : Textual and other supplementary reading material has been developed by the various constituents of the Council to provide education through environment. School teachers and teacher-educators were oriented for the teaching of science through environment, particularly at the primary level.

National Integration : This year also a number of national integration camps and orientation meets for students and teachers were organised at different places in the country. An Inter-state Student-Teacher Camp was organised at Bal Bhavan, New Delhi.

Women's Education : A survey of the educational backwardness of girls has been taken up in the educationally backward states. Information Guide on Women Education in India is also being prepared. Remedial programmes for girls' education are being developed.

National Talent Search Scheme : About 84,000 candidates appeared in the National Talent Search Examination this year. 50 additional scholarships have been introduced for students coming from Scheduled Caste Scheduled Tribe communities. Thus, the total number of scholarships has been increased to 550.

Science Exhibition : The 11th National Science Exhibition for children was held at Bangalore from November 18 to 25, 1981. About 200 prize winning exhibits from 22 States, Union Territories and Kendriya Vidyalaya Sangathan were displayed and more than 400 students and teachers participated.

Vocationalisation of Education and SUPW : Efforts for strengthening the programmes related to vocationalisation of education and socially useful productive work (SUPW) continued and a number of States were offered assistance in this regard.

Toy-making competition : National and State-level competitions in toy-making with waste materials were organised for pre-school and Primary School Teachers.

Educational and Vocational Guidance : Consultancy and orientation in guidance constitutes a major part of the programme for which the facilities available at the NCERT Guidance Laboratory were utilised. The Council continued the one-year course leading to Diploma in Educational and Vocational Guidance.

Examination Reforms : Activities undertaken under this programme consist of studies, investigations and extension programmes at State, national and international levels, development of conceptual literature and sample evaluation material and provision of consultancy services to various agencies and institutions.

Teaching Aids and Kits : The Council has been intensively pursuing its efforts in the preparation of low-cost teaching aids, science kits, equipment and exhibits for science exhibitions. Electronic kits are also being developed.

Teacher Education : Persistent efforts were made to promote the adoption of the curriculum framework developed by the National Council for Teacher Education (NCTE) to upgrade the quality of teacher education. The Department of Teacher Education organised workshops for the modification of B.Ed. curriculum in the Universities of Garhwal and Kumaon.

Intensive Teacher Education Development Programme (ITEDP) is being pursued in Tamil Nadu, Haryana, Punjab, West Bengal, North-Eastern Hill University and at the elementary education level in Gujarat and Uttar Pradesh.

Teacher Training Curriculum has been developed for elementary and secondary education in Tamil Nadu. It is being developed for the North-Eastern Hill University with special emphasis on understanding the tribal-culture and its educational problems. Besides, a number of textbooks for teacher-trainees are being developed at different levels.

Journals : "The Primary Teacher"/"Primary Shikshak" "Indian Educational Review", "The Journal of Indian Education" and "School Science" continued to be published with improved quality.

Regional Colleges of Education (RCEd) : Innovative teacher training programmes are being continued in the four Regional Colleges of Education at Ajmer, Bhopal, Bhubaneswar and Mysore. Training in Community Education and the organisation of SUPW is an important feature of these courses. Four-year integrated courses have been reintroduced in the Regional Colleges at Ajmer, Bhopal and Bhubaneswar in view of their intrinsic utility.

The Field Units : The Field Units of the Council continued to maintain active and useful liaison between the NCERT and State Education Departments and to provide feedback on the programmes of the Council with respect to their implementation in States.

It has been decided to undertake an immediate review of school textbooks prescribed/recommended 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. Textbooks in other subjects will be taken up for similar review in later phases. The programme is being undertaken on a time-bound basis and the attempt is to bring out revised textbooks, wherever necessary, from the 1982-83 academic session.

In view of the enormity of the work involved, the programme is being implemented on a decentralised basis. The NCERT have prepared the tools and guidelines on the basis of which the evaluation work is being undertaken by the State Governments/Union Territories. These tools and guidelines were vetted by Expert Committees constituted for the purpose, and finalised at a workshop organised by the National Council of Educational Research and Training in September, 1981. The Workshop was attended by representatives from 18 State Governments where it was also explained to them in detail the procedure to be adopted for evaluation. The tools and guidelines have been approved and sent to the State Governments.

The State Education Ministers' Conference held in June 1981, *inter alia*, resolved, that the review should be made on a time-bound basis so that necessary corrections in the textbooks can be carried out before the commencement of 1982-83 academic year; and that appropriate safeguards should be provided so that such a scrutiny in future is made at the time of prescription of textbooks. The Education Committee of the National Integration Council has also emphasised the importance of the programme.

The Education Secretary as well as the Education Minister have written to the State Governments, emphasising the significance of the programme and the need to ensure that it is taken up on a priority basis.

The State Governments have been advised to set up review committees for this purpose, and to identify the agencies which will undertake the evaluation work. All the State Governments have set up review committees for the evaluation of school textbooks, except the State Governments of West Bengal and Sikkim and the Union Territories of Andaman and Nicobar Islands and Dadra and Nagar Haveli. The Union Territories of Chandigarh, Pondicherry, Lakshadweep and Arunachal Pradesh are following the textbooks of their neighbouring States, and hence there is no need to set up separate review committees.

At the National Level, the Government of India has set up a National Steering Committee for evaluation of textbooks which will, among others, examine the evaluation reports from the State Governments and assist them in this programme.

CENTRAL BOARD OF SECONDARY EDUCATION

During the year under report the Board conducted four annual and four compartmental examinations under the 10+2 scheme. The secondary and senior school certificate examinations under the Delhi and All-India schemes were held in March/April, 1981.

Curriculum Development and Re-construction : As a part of the programme of curriculum development and renewal, the syllabi and courses prevalent at the secondary and senior school certificate levels were reviewed by the Committee of Courses of the Board for its examinations up to 1985. The syllabi and courses for these examinations were brought out in time and communicated to the schools.

A special working group was set up by the board consisting of curriculum experts and educationists to undertake a comprehensive review of

the existing scheme of studies at the secondary as well as senior secondary levels and suggest appropriate measures in relation to the 1986 examinations. The Working Group has suggested only one level course in Mathematics and Science which should be available to all the students. For brighter students it recommended additional modules. The Working Group also reiterated the significance of Socially Useful Productive Work (SUPW) but with a less weightage in terms of periods during regular school hours.

New Vocational Courses : With the introduction of 10+2 pattern, the Board provided vocational courses at the +2 stage. The object was to equip students with essential technical and entrepreneurial skills that could help them enter in the world of work and become self-reliant.

Courses related to Agriculture, Technology, Commerce and Management, Home Science etc., were provided in the scheme of studies which the students may choose either independently or in combination with other academic courses. A wide variety of courses were included to suit the students' interests and capabilities—as well as the requirements of different regions of the country. This year the Board added two more new courses namely, (i) Health Care and Beauty Culture, and (ii) Optical Technician's Course.

New Textbooks : From the academic session 1981-82, the Board introduced a new set of textbooks in Class IX, English Course 'A' and English Course 'B'. English Course 'A' books were prepared by the Board with the help of CIEFL, Hyderabad, while the books for Course 'B' were prepared in collaboration with the NCERT. The textbooks for Class X of Course 'A' of 1983 examination have been finalised and sent to the press.

Sample Question Papers and Marking Schemes : The Board brought out three publications containing Sample Question Papers and Marking Schemes for Secondary and Senior School Certificate Examinations. The Marking schemes are based on questions that have appeared in the Board's examinations in the past three years.

Innovative Projects : CBSE and British Council collaborations in Science and Mathematics Education Improvement Programmes : The Board in collaboration with the British Council, conducted four workshops, two each in Science and Mathematics. Senior Indian teachers trained in the United Kingdom worked closely with their English teachers in arranging new learning opportunities to their colleagues from different parts of the country. In other words, recent trends and innovations in these two areas with immediate relevance to the Board syllabus was studied.

The first Science Education Workshop was held at the Atomic Energy Central School, Narora, Uttar Pradesh from August 24 to September 2, 1981. In all 43 teachers of senior secondary classes in Physics, Chemistry and Biology participated in the ten-day workshop. Three experts prepared the programme blueprint with the help of Indian resource persons who had been trained by them in the United Kingdom. The venue of the Second workshop was Besant Arundale Senior Secondary School, Kalakshetra, Madras. This 10-day workshop was attended by 17 Science teachers of Physics. At the end of each workshop, a report was also prepared and distributed to the participants.

Two CAMET—Mathematics Workshops each of 5-days duration were conducted at Delhi Public School, Ranipur, Uttar Pradesh, from August 31 to September 4, 1981, and at T.V.S. Lakshmi Higher Secondary School, Madurai from September 7 to 11, 1981. In the Ranipur workshop 32 principals and senior school teachers of Mathematics were trained whereas in the Madurai workshop the number of participants was 30. Two British experts were also associated with these workshops.

Open School : A New Venture : The first Open School Examination will be held in 1983. In all, 1500 students have been registered from all over the country. About 50 per cent of the enrolled students are from the rural areas representing especially the weaker sections of the society. The Open

School has made full use of the multi-media approach to establish contacts with the grass root personnel and the actual users of the innovation.

CENTRAL TIBETAN SCHOOLS ADMINISTRATION

The Central Tibetan Schools Administration was set up as an autonomous organisation in 1961 and registered under the Societies Registration Act 21 of 1860. The object 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 a Governing Body.

The Administration runs Residential Schools at Dalhousie, Darjeeling, Mussorie and Simla and Day Schools at Bylakupee, Kollegal, Kharapathar, Mirik, Chowkur, Chandragiri, Dholanji, Ghoom, Gothangaon, Miao, Gurupura, Kalimpong, Kurseong, Mainpat, Mundgod, Sonada, Tenzigaon and Tezu. Assistance in the form of the grant-in-aid was provided by the Administration to institutions run by eight organisations of Tibetans.

The total number of students studying in the schools run or aided by the Administration is 11,340 out of which 1692 are boarders and 9,648 India-born Tibetan children admitted as boarders on payment of Rs. 115/- per mensem 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 to orphans who came to India as refugees. Mid-day Meals, textbooks and stationery are also provided free to all students including those studying in day-schools. The Administration has 450 employees which includes 350 teachers.

The Central Tibetan 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 classes VII are those prepared by the National Council of Educational Research and Training. In addition to English, students are also taught Hindi and Tibetan Languages. The result of Tibetan Schools in the examinations held by the Central Board of Secondary Education in 1981 was 81.7% for Secondary School and 73.7% for the All India Senior School Certificate Examination.

KENDRIYA VIDYALAYA SANGATHAN

The scheme of Central Schools was approved by the Government of India in November, 1962 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. Thus, as a first step towards implementing this scheme, 20 Regimental Schools were taken over and redesignated as 'Central Schools' or 'Kendriya Vidyalayas' during the academic year 1963-64.

The number of Kendriya Vidyalayas has since gone up phenomenally and was 366 during 1981-82. The total student enrolment as on April 30, 1981 was 2,51,848. The total number of teaching and non-teaching staff in all the Kendriya Vidyalayas was 15,478.

The Kendriya Vidyalaya Sangathan is at present divided into 11 regions located at Ahmedabad, Bhopal, Bombay, Calcutta, Chandigarh, Delhi, Gauhati, Hyderabad, Lucknow, Madras and Patna. Each Regional Office is under the charge of 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. A new region (12th) is likely to be opened soon.

An Academic Advisory Committee has been set up as a Sub-Committee of the Board of Governors of Kendriya Vidyalaya Sangathan to advise the Sangathan on various academic matters.

A specific policy for prescribing textbooks for classes I to XII in the Kendriya Vidyalayas has also been approved by the Board of Governors.

The Sangathan has been making concerted efforts to improve the professional competence of all categories of teaching and supervisory staff in Kendriya Vidyalayas by organising inservice education courses for them. In-service education courses for all categories of teachers were held at various places all over the country. The courses for post-graduate teachers and trained graduate teachers were organised by the Headquarters whereas those for primary teachers were organised by Assistant Commissioner in their respective regions. These activities are carried out in collaboration with CBSE and NCERT.

During the session 1981-82, 450 post-graduate teachers, 648 trained-graduate teachers and 1,400 primary teachers were trained in the latest techniques in teaching of their respective subjects. Thirty-five newly appointed Principals attended the orientation programme held in Delhi.

The Kendriya Vidyalayas are continually striving to emerge as pace-setting institutions. Towards this goal, many educational reforms have been adopted which range from improving instructional techniques to evaluation procedures. In so far as instructional techniques are concerned, the programmes, methods and approaches introduced and intensified included (i) Project Method; (ii) Environmental Education; (iii) Audio-Visual Programmes; (iv) Continuous Evaluation; (v) Socially Useful Productive Work; and (vi) Moral and Social Values.

Among the outstanding academic activities undertaken by the Kendriya Vidyalayas were Career Guidance Programme, Rural/Community Development Project, Associated Schools Project and National Integration Programme.

Yoga has been introduced in Kendriya Vidyalayas on an experimental basis for the year 1981-82. It is being taught as a separate subject in all sections and classes during school hours.

For proper planning and evaluation of Games and Sports Programmes, NCC, Scouting and Guiding, Mountaineering and Trekking, and other similar activities, it has been decided to set up a Central Unit at the Sangathan Headquarters.

To strengthen the inspectorial machinery in the Regional Offices, it has been decided to post three Education Officers (one each for Sciences, Languages and Humanities) and a Librarian-cum-Documentationist in each Regional Office along with the necessary complement of other staff. Likewise, the Headquarters of the Sangathan is also being suitably strengthened.

With a view to facilitating quick inspection of various Kendriya Vidyalayas, all the Regional Offices have been provided with conveyance during the current session.

Bal Bhavan

Bal Bhavan Society is an autonomous organisation registered in 1956 under the Societies Registration Act, 1860 and is wholly 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.

During the year special emphasis was laid on making available Bal Bhavan's activities to the handicapped children. Several integration camps were organised to create opportunities for both the handicapped and normal children to understand, appreciate and interact with each other through a wide spectrum of activities like painting, collage, clay modelling, handicraft, music, science activities and museum techniques. A six-day camp was also organised for the visually handicapped from Dehradun.

To reach the multitudes of economically deprived, and under privileged children in the resettlement and slum areas of Delhi, seven more Bal Kendras are proposed to be added to the existing 13.

Bal Bhavan entered its 25th year on July 5, 1981. Planting of rose garden in memory of Pandit Jawaharlal Nehru, founder of the institute and cultural items marked the celebrations. Six national workshops of different Bal Bhavans media are planned to be organised as part of the Silver Jubilee Activities.

In collaboration with the NCERT, the Bal Bhavan organised a National Integration Camp in October, 1981 in which children from 16 States participated. Theatre festivals, creativity fair, chorus singing, science activities, games, festivals, exhibitions of children's work, sight-seeing and a symposium on 'Integration through Creativity' were the highlights of the camp.

An Integration Camp for teachers and instructors of Bal Bhavans was also held for a week in May, 1981 at Trivandrum in collaboration with the NCERT. This was attended by 50 teachers and instructors of Bal Bhavans from 11 States.

National Children's Assembly, organised from November 5 to 16, 1981 gave the children from 7 States and District Bal Bhavans an opportunity to come closer and inter-act through various activities. A Bulgarian delegation of 9 children with three teachers also participated with their colourful cultural programmes and ethnographic demonstrations.

The National Training and Resource Centre is serving an increasing number of teachers and adults. Over 25 courses catering to 1200 persons have been conducted during the year. The Bal Bhavan, New Delhi is serving as a resource centre for various Bal Bhavans in the country by way of expertise and training facilities.

During the year the membership of the institution touched a new height of nearly 7,000 child members.

Education of Women and Girls

A survey of the educational backwardness of girls has been taken up in educationally backward States. The project is being funded by the UNICEF. It is also proposed to undertake in-depth case-studies of certain areas to determine the psychological factors influencing the spread of girls education. The NCERT continues to scrutinise textbooks from the point of view of the status of women reflected in them. A supplementary reader for 14+ age-group has been developed in Hindi and Urdu containing short stories by women writers of India.

Moral and Spiritual Education

In the context of growing concern for value orientation of education, the NCERT has initiated a number of programmes. A status study of the present position of moral education in Indian States and Union Territories has been completed. The NCERT financially supported the organisation of a seminar on social, moral and spiritual values in education held in March 1981. A high level seminar on moral education was organised by the Council in Simla. A national workshop on the development of draft syllabus in moral education was organised in Bangalore. Basic guidelines for development of curriculum in moral education for different school stages, were prepared. The outline of the curriculum in moral education was discussed and finalised in a working group meeting in Delhi.

Population Education

The Government of India had launched a National Population Education Programme with effect from April 1, 1980. This programme is designed to introduce population education in the formal system of education with a view to creating in the younger generation an adequate awareness of the population problems and realisation in this regard of its responsibilities towards the nation. It is being implemented in a phased manner. In the first phase 9 States and one Union Territory were taken up. In the second phase, which commenced from April 1, 1981, 7 more States (Andhra Pradesh, Assam, Himachal Pradesh, Kerala, Orissa, Uttar Pradesh and West Bengal) and the Union Territory of Delhi joined the programme.

The State Education Ministers' Conference held in June, 1981 resolved that this programme should be implemented in all the remaining States/Union Territories also. Necessary action in this regard has been initiated and the States/Union Territories have been requested to prepare their proposals and include them in their Plans.

The second meeting of the National Steering Committee was held in July, 1981. It has been decided that this programme should also be implemented in universities and for out-of-school children and youth below 15 years of age.

To assess the progress made in the implementation of this programme in the first phase, Progress Project Review meetings were held in August, 1981. A Tripartite Review Meeting of the representatives of the Ministry of Education, NCERT and UNFPA officials was also held in August, 1981. The UNFPA has expressed satisfaction at the implementation of the programme and has decided to increase its share of assistance.

The budget allocation for this programme during the year 1981-82 is Rs. 150 lakhs. Although the total allocation of funds for this project is Rs. 4.26 crores, the Planning Commission has agreed to provide additional funds for implementation of this programme in all the States/Union Territories.

Training Awards under British Technical Cooperation Training Programme

Under the CAMET project, 23 fellowships are available every year for training teachers in Mathematics in the UK. Teachers selected from Central Board of Secondary Education, Kendriya Vidyalaya Sangathan and 4 States have already proceeded to the UK for the training course. Under the Science Education Project, so far 10 awards were available. For 1981-82, the British Council has agreed to make available an additional five awards. This Project has been converted into an All India Project and 15 science teachers from Bihar, Orissa and Delhi have already proceeded to the UK for the training course. Ten additional awards have been given by the British Council for training in educational technology to meet our requirement of trained personnel for INSAT. A panel of names has been recommended to the British Council for final approval.

National Awards to Teachers

For 1981, 88 teachers have so far been selected for National Awards. Of these, 53 are primary school teachers and 35 secondary school teachers. The total number of awards is 116. Recommendations have been received from a few more States and will be finalised shortly.

NCC Junior Division Troops in Kendriya Vidyalayas and Residential Schools

The Ministry continues to share with the Ministry of Defence the expenditure on the maintenance of NCC Junior division troops on 40 : 60 basis. An amount of Rs. 3.50 lakhs has been released to the Directorate General, NCC, for this purpose.

Educational Concession to Defence Personnel

The Ministry continues 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 in 1962 and Indo-Pakistan hostilities in 1965 and 1971. During 1980-81, 32 students received such concessions.

National Foundation for Teachers' Welfare

The National Foundation for Teachers' Welfare was set up in 1962 under the Charitable Endowments Act, 1890. The main objective of the scheme is to provide relief to teachers and their dependents who may be in indigent circumstances. A general committee has been set up under the chairmanship of the Union Education Minister for the management and administration of the Foundation. At the State/Union Territory levels, Working Committees have been appointed for similar work.

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 Corpus of the Foundation comprises *ad-hoc* grants made by the Ministry of Education and annual contributions made by the States/Union Territories as also 20% of the collections made by the States/Union Territories, retaining the remaining 80% for financial assistance to indigent teachers and their dependents in their State/Union Territory. A campaign to collect funds is organised by the State Working Committees every year on September 5, when the Teachers' Day is also celebrated throughout the country.

As in the previous years, voluntary contributions were collected on the Teachers' Day—September 5, 1981, throughout the country.

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, namely, 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.

Central Legislation in Higher Education

During 1981-82, Parliament had passed amendments to the Acts of two Central Universities. These were :—

Aligarh Muslim University (Amendment) Act, 1981

The Aligarh Muslim University Act was comprehensively amended in 1981 with a view to restoring the original character of the University. Through amendments to the long title and the preamble of the Act and an elaboration of the definition of the term 'University', it has been made clear that the Aligarh Muslim University means the educational Institution of their choice, established by the Muslims of India, which originated as Mohammedan Anglo-Oriental College and which was later incorporated as a University. The amended Act retains the provisions to ensure the secular and national character of the University. However, it makes a provision to enable the University to take steps especially for the educational and cultural advancement of the Muslims. The Act also makes provision for restoring the power of supreme governance of the University to its Court, the composition of which has been broad-based. The Chancellor and the Pro-Chancellor will be elected by the Court, and a panel of names from among which the Vice-Chancellor has to be appointed, will be recommended by the Court. The office of the Honorary Treasurer has been revived. The provisions in the amending Legislation were formulated after prolonged consultations with various shades of opinion and on the basis of the consensus which emerged during these consultations.

Delhi University (Amendment) Act

Parliament has passed an Amendment to the Delhi University Act which would enable the University to affiliate institutions outside the country. This amendment is significant as it would enable friendly foreign countries to establish academic links with a premier central university in India through formal affiliation of their institutions.

A. UNIVERSITY GRANTS COMMISSION

The Sixth Plan (1980—85) visualises an outlay of Rs. 280 crores for the programmes of development of universities and colleges. An additional outlay of Rs. 27.5 crores has been made for development programmes in the field of engineering and technology in the university departments. During 1980-81 the Commission had finalised the guidelines for formulation of proposals by universities and colleges during the Sixth Plan. Out of the total outlay of Rs. 280 crores, the Commission has allocated Rs. 84 crores for special programmes and research, Rs. 112 crores for the development of universities, Rs. 70 crores for the development of colleges and Rs. 14 crores for implementation of specific schemes in Central Universities and institutions deemed to be Universities.

In addition to continuing the existing programmes which are aimed at strengthening teaching and research activities in the universities and colleges, and maintaining and improving academic standards, during the Sixth Plan the Commission proposes to give greater emphasis on programmes like restructuring of courses to make them more relevant, introduction of short-term Diploma course to enlarge the area of employability of graduates, and new courses in emerging areas, developing studies in educational technology, mass communication and musicology, strengthening planning cells in the universities, research projects of national and regional relevance, developing selected centres for production of teaching aids, promotion of university-college interaction for strengthening integrated education, etc.

Trends and Growth of Higher Education

The enrolment in universities and colleges increased from 26.5 lakhs in 1979-80 to 27.5 lakhs in 1980-81. The percentage of increase was 3.9 against 1.2 in 1979-80. However, it was below the average annual growth rate of 4% registered during the decade 1970-71 to 1979-80.

The enrolment during 1980-81 in the Arts Faculty constituted 40.5% of the total enrolment, that in the Faculties of Science and Commerce accounted for about 20% each. Compared to 1979-80 the increase in enrolment in various faculties was only marginal. Enrolment in the Faculty of Law was marginally less than in 1979-80.

The enrolment at first-degree level during 1980-81 was 24 lakhs, at post-graduate level 2.7 lakhs, at research level 0.30 lakhs and at diploma and certificate levels 0.48 lakhs. Compared to 1979-80, the major increase in enrolment was only at the first-degree level

During 1981-82, four new Universities were established. These are : Jagannath Sanskrit University at Bhubaneswar (Orissa), Tamil University at Thanjavur (Tamilnadu), Sri Krishna Devaraya University at Anantpur (Andhra Pradesh), and Vidya Sagar University at Midnapur (West Bengal). Besides, on the recommendation of the Commission, two institutions were notified as 'deemed to be Universities' under Section 3 of the UGC Act during 1981-82. These are the Dayal Bagh Educational Institute, Agra, and Sri Sathya Sai Institute of Higher Learning, Prashanti Nilayam in Andhra Pradesh.

Programmes for Scheduled Castes/Tribes

The enrolment of students belonging to Scheduled Castes and Scheduled Tribes in higher education continued to be much below the percentage reserved for them in admission. While the enrolment of Scheduled Caste students was about 7.5%, that of the Scheduled Tribes was only about 1.6% of the total enrolment.

In July, 1981, the Commission requested all universities to ensure that the percentage of reservation for Scheduled Castes and Scheduled Tribes is fully utilised as quickly as possible, and that for this purpose, all such students may be admitted by allowing concessions in marks till the percentage of reservation is reached.

The percentage of Scheduled Castes and Scheduled Tribes among lecturers has been only 1.5 and 0.59 respectively, and among the non-teaching posts it was 11.51 and 2.04 respectively. The universities and colleges have been advised to make all possible efforts to recruit persons belonging to Scheduled Castes and Scheduled Tribes for teaching and non-teaching posts against the reservation fixed for them.

All universities have been requested to set up Special Cells to watch the progress of implementation of various measures for the benefits of Scheduled Castes and Scheduled Tribes. 48 Universities have so far set up such Cells. Besides, the Commission has requested the universities to reserve 20% seats in hostels for Scheduled Caste and Scheduled Tribe students; 10% of all Fellowships awarded by the Commission at various levels have been reserved for them; 50 junior fellowships, 20 post-doctoral fellowships and 20 research associateships have been instituted for Scheduled

Castes and Scheduled Tribes specifically. 25 Post-graduate scholarships have been instituted for Scheduled Tribe students from border hill areas. About 100 colleges located in tribal areas and catering to the needs of tribal students are proposed to be given special assistance during the Sixth Plan period. A provision of Rs. 3 crores has been set apart for this purpose.

Physically Disabled Students

During 1981, which was declared as the International Year for the Disabled, the Commission had instituted 10 Research Associateships and 20 Post-Doctoral Fellowships for award every year to physically disabled students who are eligible for such award. Universities have been requested to award 1% of the Junior Fellowships allocated to them, with at least one award every year, to the physically disabled students. Besides, the Commission proposes to offer assistance for introducing special courses leading to B.Ed. degrees in selected universities for training people to teach physically handicapped students.

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 during 1980-81 was 7.5 lakhs which constituted 27.2% of the total enrolment. The percentage of women students was the highest at the Post-graduate level. The percentage of enrolment of women has been increasing since 1970-71 when it was only 22.1% of the total enrolment.

In the guidelines for providing assistance to colleges for development during the Sixth Plan period, women's colleges have been bracketed with the colleges located in backward areas and the standard of student enrolment in women colleges is reduced by 100 as compared with other colleges for receiving assistance.

A meeting of experts on the role of women in education of young people for peace, mutual understanding and respect for human rights was organised by the Commission in cooperation with UNESCO in December, 1981.

Activities during 1981-82

The programmes implemented by the Commission broadly fall into four major categories. These are :—

- (i) Special Programmes for Improvement of Quality;
- (ii) Support for Research;
- (iii) Development of Universities; and
- (iv) Development of Colleges.

A brief account of activities in these four major areas during 1981-82 is given below :—

(i) Special Programmes for Improvement of Quality : Centres of Advanced Study

The Commission continued to provide assistance for 28 Centres of Advanced Study and 48 Departments of Special Assistance in Humanities, Social Sciences, Science, Engineering and Technology. The Commission has decided to undertake an evaluation of 12 centres of advanced study in Science which have completed 15 years of assistance from the UGC.

COSIP/ULP : 196 Colleges have been assisted under the College Science Improvement Programme of which 98 completed the first and second phase extending over a period of 5 years. Six Colleges were approved for assistance during 1981-82. 40 University Departments have so far been assisted under the University Leadership Projects in Science.

COHSIP/ULP : 148 colleges and 15 university departments are being assisted under University Leadership Projects in Humanities and Social Sciences. 20 new colleges have been selected under the scheme of College Humanities and Social Science Improvement Project during 1981-82.

University Service and Instrumentation Centres : Two new University Service and Instrumentation Centres were approved during 1981-82. This brings the total number of such centres to 55. An assessment Committee has been constituted to evaluate the working of these Centres. Two regional Instrumentation Centres—one at Bangalore and another at Bombay are also being assisted by the Commission. These Regional Centres are organising training programmes for the staff of the University Centres.

Computer Centres : 29 universities have installed Computers. On the basis of a manpower study conducted jointly by the Commission and the Department of Electronics, 19 universities have been identified for initiating in a phased manner courses for the training of computer manpower per annum during the Sixth Plan.

Wild Life Studies : The Panjab University was provided assistance to organise a 6-month training programme for university and college teachers to study wild-life and provide field training. The AVC College, Mayuram was provided assistance to run a course in Wild-Life Biology at the M.Sc. level.

Correspondence Courses : Proposals of the Calcutta and Patna Universities for introducing Correspondence Courses were approved. With this, almost every State in the country will have facilities for Correspondence Courses. To improve the functioning of Correspondence Courses, fresh guidelines have been prepared which stress prompt despatch of lessons and reading material to students; provision has also been made for the award of a certificate on successful completion of studies without necessarily obtaining a degree. The quantum of assistance for correspondence courses has been increased from Rs 1 lakh per annum to Rs 1.5 lakh per annum during Sixth Plan.

Restructuring Courses : A Programme to remodel the existing conventional courses with the integration of a third subject oriented towards field/practical work relevant to the local and regional needs, was initiated by the Commission some time back. 31 colleges and one university are presently participating in the scheme. The Commission has decided to extend its assistance for a further period of two years for this programme.

Other Programmes : The UGC continued to provide assistance to two science education centres, and to selected universities for examination reform units. The Commission is reviewing existing guidelines for adult education, extension and continuing education programmes.

Seminars, Symposia, Summer Institutes : During 1981-82, 110 Seminars, Symposia, Workshops, Refresher Courses, and Short-term Institutes were approved in the Humanities and Social Sciences, and 65 in Sciences. In addition, universities and colleges were provided financial assistance for hosting 90 Conferences.

Bilateral Exchange Programmes : Under various Exchange Programmes, 36 teachers went abroad and 37 foreign scholars came to India. Bilateral academic links between Institutes of Higher Education in India and those in German Democratic Republic, Federal Republic of Germany and Hungary were established in selected areas. Three Joint Seminars, one each in France, Hungary and India were organised with the participation of scholars from India and the countries concerned. Services of language teachers not only from France and Germany but also from a few other European countries were obtained under the Cultural Exchange Programmes. 12 teachers were awarded Fellowships for Research in Federal Republic of Germany, 21 in France, 13 in the USSR. 18 scholars were recommended

for fellowships, tenable in the USA under the Indo-US Fellowships Programmes. Under the Commonwealth Academic Staff Fellowships and Scholarships, 11 teachers were awarded Fellowships and 1 Scholarships. A meeting was held to discuss the assistance for participating in international conferences. Delegation was sent to visit and consult the Federal Republic of Germany and Argentina respectively to explore possibilities of collaboration in the field of higher education.

(ii) Research Support

Major Projects : During 1981-82, 240 major projects in Science and 60 major projects in Humanities and Social Sciences costing Rs. 222 lakhs were approved. 30 departments in Science are being assisted under the schemes of Departmental Research Support and one more Department has been identified.

Scholarships and Fellowships : The Commission continued to operate the scheme of Post-Doctoral Fellowships, Research Fellowships, National Associateships, National Fellowships, National Lecturers and Fellowships in Engineering and Technology. Selections for 1981-82 under these awards are being finalised.

(iii) Development of Universities

The Commission has agreed to increase its share of assistance to universities under development schemes for books, journals and equipment during the Sixth Plan from 75% to 100%. In addition, 100% assistance will be available to the universities for providing administrative support to academic programmes, besides assistance for teaching and technical staff.

Pending assessment by the Visiting Committees of all the development proposals submitted by the Universities for the Sixth Plan, the Commission has decided to sanction the urgent requirements of the universities on the basis of discussions with the Vice-Chancellors concerned. Accordingly, discussions have been held with the Vice-Chancellors of most universities and approval of the urgent schemes is being communicated. Grants amounting to Rs. 296.5 lakhs have been approved during 1981-82 for payment as basic grants to purchase equipment. Such grants for purchase of books and journals were sanctioned during 1980-81. Besides, during 1981-82, the Commission has approved introduction of specialised courses in emerging fields like Water Resource Studies, Industrial Engineering, Welding Research, Computer Sciences, Mine Mechanisation etc.

(iv) Development of Colleges

Guidelines for providing assistance to colleges for their development during the Sixth Plan were finalised and circulated to the universities. According to these guidelines, basic assistance for books, journals and equipment will be provided to colleges. Teacher Fellowships for M. Phil Course and participation of teachers in academic conferences in India will be assisted on 100% basis. The criteria for determining the eligibility of colleges for development support have been revised under which special consideration will be given to the academic viability of the colleges. Special schemes have been formulated to provide assistance to colleges which do not fulfill the eligibility criteria. These schemes are intended to assist colleges located in tribal areas and those located in districts which have no viable colleges. The assistance available from the Commission for autonomous colleges has been increased from Rs. 1 lakh per year to Rs. 2 lakhs per year for a period of 5 years. There are at present 19 autonomous colleges, 1 in Bihar, 16 in Tamil Nadu, and 2 in Andhra Pradesh.

Committee to Enquire into the Working of Central Universities

The University Grants Commission has decided to appoint a Committee under the chairmanship of Dr. (Mrs.) Madhuri R. Shah, Chairman, UGC, to enquire into the working of the Central Universities. The other Members of the Committee are Dr. G. Ram Reddy, Vice-Chancellor, Osmania University, Hyderabad; Prof. Rais Ahmed, Professor of Physics,

Aligarh Muslim University; Prof. (Mrs.) Asima Chatterjee, Professor of Chemistry, Calcutta University; and Dr. Ramesh Mohan, Director, Central Institute of English and Foreign Languages, Hyderabad. Shri R. K. Chhabra, Secretary, UGC, will be the Secretary of the Committee.

The Committee will examine :

- (a) whether the Central Universities are fulfilling the objectives set out in their Acts;
- (b) the general state of discipline in the Central Universities, causes of periodic disturbances in the campuses, and remedial action therefor;
- (c) the adequacy of the machinery in the Central Universities to deal with the grievances of students, teachers and administrative staff and measures for strengthening corporate life in these universities;
- (d) the desirability of evolving a code of conduct for political parties setting limits to their involvement in the university affairs; and
- (e) measures of reform necessary for the efficient functioning of the Central Universities and promoting on their campuses an atmosphere conducive to study and scholarship.

The Committee has started its work.

B. CENTRAL UNIVERSITIES

Aligarh Muslim University, Aligarh

The total number of students on rolls during 1981-82 was 14,630, of which 571 were from foreign countries. Some unfortunate incidents in the campus disrupted the academic schedule of the University initially which remained closed for part of May, June and July. After the University reopened in August, intensive efforts were initiated to complete the syllabi and retrieve the academic year. Extra classes were taken in all the faculties. In the four months following the re-opening of the University, the remaining syllabus was covered. Examinations were held and results were declared in a record time. The 1980-81 session ended on November 15, 1981 and admissions for the following session commenced. During the year 102 Ph.D. and 2 D.Sc. degrees were awarded.

Despite the interruptions, various faculties, departments and institutions continued to make steady progress. The University organised several seminars and conferences, and a number of its teachers were invited to attend important national and international seminars and conferences.

A Chair on Rural Economics has been opened with assistance of the State Bank of India.

A Workshop on Rehabilitation of the Blind was organised by the Institute of Ophthalmology in collaboration with the National Association for the Blind.

A reorganisation of medical education programme designed to cover the rural population was initiated. A section of Immunology of the Eye was established to help facilitate research by post-graduate students. A brain research centre has been set up.

The Centre of Continuing Adult Education organised 60 educational centres in the backward localities of the city and in the neighbouring villages. About 1400 persons were enrolled under the Leadership Scheme organised by the Centre. Special centres have been set up for women. The National Service Scheme was revived and a large number of students were enrolled in the programme. A special camping programme was organised in Nainital District in which 100 students participated in various Economic development projects. The University students participated extensively in various sports and games activities during 1981-82.

Though a residential University, there is an acute shortage of hostel accommodation for students and residences for teachers and other staff in the campus. The University Grants Commission has sanctioned the construction of an additional hostel for 500 students. Construction of a hostel

for 145 students, a warden's residence, Animal House and Field Insectary building, sanitary blocks in some halls, residences for some medical staff, a 10-bedded ward for the post-natum programme and an operation theatre, has been completed. Construction of a laboratory and a lecture theatre for the Women's College, the building of the Centre of West Asian studies, more quarters for medical college teachers and some other departmental buildings is in progress. Construction of the administrative block is expected to be completed shortly. Construction of buildings for Chemical Engineering Department and extension to the Electrical Engineering Department and more classrooms in the Faculty of Engineering is to be taken up shortly.

University of Delhi, Delhi

During 1981-82 there were 85,455 students enrolled in the regular courses offered by the University Departments and colleges. In addition, 6671 were enrolled as non-collegiate students, while the External CCE registered some 17292 students as private candidates and the School of Correspondence Courses had an enrolment of 6751. Thus, during the year under report, the University has been catering to the needs of a total enrolment of 1,14,167. The University had a total enrolment of 2156 for Ph.D. programmes and 806 for M.Phil.

During 1981 the University had a total staff strength of 631, consisting of 117 professors, 278 readers, 219 lecturers and 17 research associates.

During 1981-82, the University decided to introduce an Advanced Diploma Course in Urdu, a Certificate and a Diploma Course in Sanskrit, an advanced Diploma Course in Bulgarian Language, a Diploma Course in Rumanian Language, besides an M.A. Course in Psychology at South Campus and a Part-time Course for B.E. (Tech). The Diploma Course in Pali Language and Literature was bifurcated into a Certificate Course and a Diploma Course. Similarly, the existing 2-year Diploma Course in Chinese Language was bifurcated into a one-year Certificate Course and 1-year Diploma Course. The Maulana Azad Medical College was granted permission to start a Course of Bachelor of Dental Surgery. Six Colleges were granted permission to introduce new B. A. (Honours) and B.A. (Pass) Courses.

The University instituted new medals, fellowships and scholarships donated by individuals and organisations.

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. Two Professors of the University were elected Fellows of the Indian National Science Academy. Prof. A. S. Paintel, Director, Vallabh Bhai Patel Chest Institute was elected Fellow of the Royal Society of London. He is the first Indian medical scientist to be honoured with this award.

The University accepted a proposal made by the Special Organising Committee of the Asian Games to provide sports facilities on the campus and permitting the use of the University lands for providing necessary facilities for the Asian games.

University of Hyderabad, Hyderabad

During 1980-81 the University made 297 new admissions to M.A., MSc. and Ph.D. Course. The total enrolment during the year was 548. 176 students who had completed their course obtained their degrees. For the first time, 4 students submitted their theses for the award of Ph.D. These are under evaluation.

The teaching strength of the University was 104 consisting of 20 professors, 39 readers and 45 lecturers. Collaborative research work involving teachers of the University and other institutes of importance was permitted leading to the publication of a number of research papers in reputed Indian and foreign journals. 41 research projects are under implementation by the Faculty of the University. Prof. A. N. Radhakrishnan was honoured with the B. C. Guha Memorial Lecture Award for 1981 by the Indian National Science Academy. He was also the recipient of Jagadish Chandra Bose Award instituted by Hari Om Trust. Professor G. S.

Agarwal was honoured with a Membership of the National Academy of Science and Fellowship of the American Physical Society. Prof. D. Balasubramanian was awarded the Shanti Swarup Bhatnagar Award for 1980-81 and was elected Fellow of the Indian Academy of Science.

A national symposium on 'Regulation of Fertility' was organised by the School of Life Science in October, 1981. A seminar on 'Prem Chand' was also organised by the Department of Hindi.

Development of the campus of the University maintained a satisfactory momentum. Besides 58 teachers' quarters completed in the previous year, a block of teachers' hostel consisting of 8 units has been completed and occupied this year. Two more blocks of the same size are nearing completion. A lecture hall complex was completed and commissioned. An extension to the Central Instrument Laboratory to house the newly procured Liquid Hedlum Plant is under construction. The construction of a guest house and the Vice-Chancellor's house is nearing completion. A building with 14 rooms to provide classroom accommodation to the School of Humanities and Social Sciences in the main city has been completed.

Jawaharlal Nehru University,
New Delhi

During 1980-81 the total enrolment in the University was 3596, of whom 260 were enrolled in the Centre of Post-graduate Studies, Imphal. The total number of students registered for M.Phil and Ph.D. was 1152. The total number of teachers in the University was 313, of whom 59 were Professors, 100 Associate Professors and 139 Assistant Professors. There were 10 Visiting/Honorary Professors and 5 part-time teachers. Dr. Y. Nayudamma assumed office as Vice-Chancellor in June, 1981.

About 135 research projects sponsored by various national and international agencies were at various stages of execution during 1981-82. Work on about 25 research projects was completed. Nearly 30 books and over 150 research papers and articles in Indian and foreign journals were published by the members of the Faculty.

Forty eminent scholars from India and abroad were invited to deliver lectures and participate in Seminars. Four scholars were offered Visiting Assignments for periods ranging from 1 month to 6 months. 48 faculty members were permitted to accept invitations, Fellowships or Visiting Assignments in institutions in India and abroad. 75 Faculty Members attended Seminars/Conferences held in India or outside.

1325 students successfully completed their courses in the University during the year. Of these 36 were awarded Ph.D. degrees, 132 M.Phil/MCH/MPS degrees and 441 M.A./MSc. degrees. BA/BSc. degrees were conferred on 539 cadets of the National Defence Academy, Khadakwasla and 169 of the Army Cadet College, Dehradun 40. Doctoral theses and 95 M.Phil dissertations are under evaluation.

More than 50% of the full-time students/scholars received financial assistance from the University/outside sources in the form of Fellowships/Scholarships or Freeships. Grants/loans were sanctioned to a number of students from the Students Aid Fund or the Vice Chancellor's Discretionary Fund.

Over 10,800 volumes were added to the Library stock. The total holdings of the Central Library now stand at 2,63,963.

The University continued to make efforts for developing a rich and varied programme of co-curricular activities. About 30 sports and cultural clubs are functioning in the University which provide opportunities to students for participation in activities according to their talents and aptitudes.

During the year under report construction of 36 quarters for faculty was completed while construction of the Central Library building, 60 staff quarters and the building of a Kendriya Vidyalaya was in progress.

The total enrolment in various Institutes and Faculties of the University during 1980-81 was 15038. Of these, 1834 were enrolled in the Institute of Technology, 517 in the Institute of Medical Sciences and 585 in the Institute of Agricultural Sciences. Approximately 1000 scholarships/fellowships are now available to students. 20% of the male and 25% of the female students are awarded freships. Hostel accommodation is provided to over 7000 students.

On completion of his term, Dr. Hari Narain relinquished the office of Vice-Chancellor on May 14, 1981. His successor, Prof. Iqbal Narain assumed office on October 19, 1981.

During 1980-81, the total strength of teaching staff in the University was 1389. Prof. T. R. Anantharaman, Professor in the Department of Metallurgical Engineering assumed office as the Director of the Institute of Technology; and Professor Mahatim Singh, Head of the Department of Agronomy as Director of the Institute of Agricultural Sciences during the year.

Following certain violent incidents in the Institute of Medical Sciences, the University had to be closed on April 1, 1981. It reopened after the summer vacation on June 22, 1981. The 1981 examinations in the Institute of Technology and the Institute of Medical Sciences as also in some other Faculties were held according to schedule. However, examinations in the Faculties of Arts, Social Sciences, Science, Commerce and Law are behind schedule. Efforts are being made to hold these examinations and declare the results. Admissions to 1981-82 session were completed in some faculties on schedule. Admissions to the Faculties of Law and Education, and Undergraduate Courses in the remaining Faculties have been completed. Admission to Post-graduate courses is likely to be made in March-April 1982.

During 1980-81, three new departments were created in the Institute of Agricultural Sciences. These are—Extension Education, Animal Husbandry & Dairy, and Farm Engineering. The Post-graduate Centre of Ayurveda has been designated as WHO Centre of Ayurveda. The UGC has raised the status of the Departments of Metallurgy and Botany to Centres of Advanced Study.

During the year under report, the University organised two major Conferences. The first one was the 68th Session of the Indian Science Congress Association which was inaugurated by the Prime Minister. Over 4000 scientists representing various disciplines and institutions from all over the world participated in this Conference which the University hosted for the fourth time in its history. The second major conference was the Fifth World Sanskrit Conference held in October 1981, in which about 170 foreign delegates and about 1000 Indian scholars participated.

During 1981, the University held two special Convocations coinciding with the Indian Science Congress as well as the World Sanskrit Conference. Professor Abdus Salam, Professor Har Gobind Khorana, Professor T. Casperson, Professor Devendra Pal, Dr. M. S. Swaminathan and Professor M. G. K. Menon were conferred the Degrees of D.Scs. (*Honoris Causa*) at the Special Convocation held on the occasion of the Indian Science Congress.

Prof. Jean Lillozat, Prof. Jan Gonda, Prof. Paul Thieme, Prof. Ramchandra Narayana Dandekar, Pandit Raghunatha Sharma, Pandit Charudeva Shastri Surabhi, Pandit Laxmanrao Joo and Pandit Ramaji Upadhyaya were conferred the Degree of Doctor of Letters (*Honoris Causa*) of the University at the Special Convocation held on the occasion of the Fifth World Sanskrit Conference in October 1981. At the second convocation of the Institute of Medical Sciences, the Degree of D.Sc. (*Honoris Causa*) was conferred on Prof. Ajit Kumar Dasg and Dr. C. Gopalan.

Up to December 1981, the University organised 12 Seminars and Conferences under the auspices of various departments on specialised themes.

The construction of the library building of the Institute of Technology was undertaken and completed. Construction of buildings for some departments including hostels costing over Rs. 2 crores has been completed, while construction of the administrative building and the building for the Department of Civil Engineering is in progress. Tenders have been received for the construction of a new hostel of 250 seats for the Faculty of Social Sciences.

The Bharat Kala Bhavan which houses nearly 1 lakh art objects, and has one of the largest collections of miniature paintings, has reorganised its painting gallery and has brought out 3 catalogues on its collections. The cultural activities of the Bhavan are being extended to make it a living community centre. The Advanced Diploma course in Museology offered by the Bhavan has been replaced by M.A. Course in Museology.

The University has provided tape recorders and other equipment in the library for the benefit of the blind students. The University continued the welfare facility of a primary school for the students mostly belonging to Scheduled castes and other backward classes at Sunderbagia.

Being a residential University, special attention is given to the promotion of corporate activities in the Campus. As part of these activities, the University has opened hobby centres in electronics, carpentry and photography mountaineering unit, and a flying training centre. The Sports Board of the University has been active during the year. University teams participated in several all-India tournaments and athletic competitions.

Established in 1973 for the intellectual, academic and cultural advancement of the people of the hill areas of the North-Eastern Region, the University has opened hobby centres in electronics, carpentry and photography campuses in Nagaland and Mizoram. The main campus at Shillong consists of 16 teaching departments and two centres. Of these 3 teaching departments were started in 1981-82. There are three teaching departments each in the campuses in Nagaland and Mizoram.

The total enrolment in the teaching departments during 1981-82 was 920, of whom 125 were research students. Besides, the University has 43 affiliated colleges and two constituent colleges. One of these constituent colleges is in Nagaland which offers a course in Agricultural Science, and the other one is in Mizoram which offers courses in Arts and Science.

The University has been constantly endeavouring to promote an interdisciplinary approach through teaching, seminars and research projects in all the departments. Special attention is given to the development programmes of the North-Eastern Hill Region in these efforts. 10 of the 16 research programmes currently under execution are directly related to this region.

The year 1981-82 was a period of considerable stress and strains for the University. A section of its students continued their agitation.

Dr. S. C. Banwar, Pro Vice-Chancellor, was acting as Vice-Chancellor following resignation of Dr. A. K. Dhan towards the end of 1980. Dr. S. C. Banwar succumbed to gunshot injuries caused by unknown assailants in October 1981. Dr. B. D. Sharma took over as regular Vice-Chancellor in early November 1981.

Notwithstanding these problems, the University held all its examinations on schedule. A convocation was held in May 1981, at which, for the first time, 11 candidates were conferred Ph. D. and 7 M. Phil degrees.

Several new academic programmes like field semesters in selected disciplines, ecoforestry project, village development project etc. have been launched by the University. Efforts are made to improve the performance in teaching and research at the Post-graduate level. A plan to strengthen the under-graduate education through regular programmes for exchange of Faculty between the University Departments and the affiliate colleges alongwith programmes of Refresher Courses/Workshops for college teachers is being formulated. A Committee has been appointed to formulate speci-

fic proposals to implement the objectives of the University to advance knowledge and research in the region and the upliftment of the socio-economic conditions of the hill people in the area.

Absence of adequate infrastructural facilities, particularly of buildings, continues to hamper the progress of the University. In order to meet this situation, a crash programme for the construction of essential hostel accommodation for students and residence for staff is under preparation.

Visva-Bharati, Santiniketan

The total student strength in the University during the year under report was 3167. The total strength of teachers was 452 of whom 29 were Professors and 73 Readers.

Visva-Bharati completed 60 years of its existence in 1981. Different Departments organised seminars on the occasion. As a part of these celebrations, a seminar on Art Heritage of Santiniketan organised on December 12-13, 1981, was inaugurated by the Prime Minister.

The University organised special lectures, seminars and conferences in which distinguished educationists and scholars from India and abroad participated. The rural library services of the Palli Samgathana Vibhaga, Santiniketan, rendered library services as before in collaboration with the State Social Education Directorate and the Raja Rammohun Roy Library Foundation. The Granthana Vibhaga (Publishing Department) of the University participated in various book exhibitions.

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 buildings of the college have been finalised. The CPWD has agreed to take up the construction project which is likely to start in March-April, 1982.

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 interests to the universities. During the Fifth Plan period, 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, new evaluation methods, etc. 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.

Punjab University, Chandigarh

Following the reorganisation of the State of Punjab in 1966, the Punjab University was declared as an inter-State Body Corporate under the provisions of the Punjab Reorganisation 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 UGC; 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 1981-82, the Ministry released a loan of Rs. 20 lakhs to the University for this purpose.

Scheme of National Professorship

The Scheme of National Professorship was instituted in 1949 to honour distinguished academicians and scholars in recognition of their contributions to knowledge in their respective fields. Since its inception 9 National Professors have been appointed under this scheme. No appointments were made since 1965 and there is, at present, no surviving National Professor.

Proposals for reviving the scheme has been under consideration for quite some time. It has now been decided to revive the scheme by appointment of two distinguished scholars as National Professors. The selections are being finalised. The National Professors will be paid a monthly salary of Rs. 3000/-.

C. SPECIALISED RESEARCH ORGANISATIONS

Indian Institute of Advanced Study, Simla

The Institute was set up in 1965 as an autonomous and residential institution, to provide facilities for talented scholars to pursue advanced research in the Humanities and Social Sciences and in certain areas of Natural Sciences. In pursuance of a decision taken in April, 1980, to restructure and re-organise the programmes and activities of the Institute, an Expert Committee was appointed by the Government in September, 1980, under the chairmanship of Shri Krishna Kripalani to work out the details of such re-organisation. The Committee submitted its report in April, 1981. The report has since been examined and the reorganisation scheme of the Institute is in the final stages of approval. The Institute is expected to resume its academic programmes in 1982-83.

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 this scheme. At present four institutions namely, Sri Aurobindo International Centre for Education, Pondicherry; Tilak Maharashtra Vidyapith, Pune; Lok Bharati Sanosara 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.

During 1981-82, till October, 1981, the Council had approved 49 new research projects. During the same period, the Council received completion reports in respect of 37 research projects sanctioned by it earlier. Till September, 1981, the Council had sanctioned 75 fresh awards under various Fellowship Schemes, while completion reports were received in respect of 29 awards made earlier. Two new categories of awards have been instituted for Doctoral Fellowships in the fields of Medical Sociology/Medical Anthropology/Health Care and physically handicapped scholars doing research in Social Sciences. The Council also assisted 8 Indian scholars for visit abroad for data collection or participation in international conferences.

During 1981-82, the Institute for Development Studies, Jaipur, was brought under the scheme of Grants-in-Aid to Social Science Research Institutes. A Research Institute in Orissa has also been approved for similar grants. In approving new Institutes for such assistance, the Council has decided that preference should be given to regions which do not have any social science research institutes. The total number of research institutes assisted by the Council, at present, is 18.

The documentation services of the Council continued to provide significant services to Social Science research scholars. Some 6000 scholars from all over India utilised the library facilities. 800 new publications including 150 Ph.D. theses, and 70 research project reports were acquired. 1500 journals and 160 periodicals were added. While work on 23 Indian Journals in Political Science and Economic under the Retrospective

Indexing Project is in progress, the Indian Education Indices 1947—1970 covering 26 journals have been published. 250 Ph.D. students from Indian Universities were sanctioned study grants to use the research material available with the Documentation Centre. 8 organisations were sanctioned financial assistance for their library/research projects.

The Data Archives acquired 13 sets of data generated from ICSSR funded projects. The manuscript of a Register of some 7500 social scientists in 17 disciplines is in the press. 8 new publications have been brought out by the Council. Till October, 1981, 7 volumes of Journals in different disciplines have been published: 7 more volumes are expected to be brought out before March, 1982.

The Council continued its programme of cooperation and collaboration with Social Science Research Institutes outside India. A collaboration agreement with assistance from the Netherlands, was concluded under which 12 Indian and 4 Dutch projects have been initiated. A meeting of the Indo-Soviet Joint Commission for Cooperation in Social Sciences was held in New Delhi on December 5-6, 1981, followed by a Seminar on International Affairs. The Council hosted an International colloquium "Endogenous Groups in World Perspective : Imperatives of Endogenous Development" from January 4-6, 1982, in which several foreign and Indian scholars participated. Under the Indo-French Cultural Exchange Programme, Professor Raymond Jamaous of France visited India for two months and 4 Indian scholars visited France. Besides, 3 Indian scholars have been nominated to work in France on Post-Doctoral Fellowships. Indian scholars also visited Czechoslovakia and Hungary under the Cultural Exchange Programme with those countries.

Indian Council of Philosophical Research

Government had decided early in 1977 to establish the Indian Council of Philosophical Research as an apex body to promote and coordinate research in philosophy in the country. However, the Council did not start functioning for quite some time. In July, 1981 it was decided that the Council should be activated. The Council was accordingly reconstituted with Professor D.P. Chattopadhyaya as its Chairman. The members of the Council include besides the representatives of the Government, 12 eminent philosophers nominated by the Central Government. The Council will have a small headquarter organisation at New Delhi. It proposes to establish a Campus at Lucknow for which the Government of Uttar Pradesh has gifted a building. The Lucknow Centre will consist of a good library, a museum and an exhibition on themes relating to philosophy. The other programmes and activities proposed to be taken up by the Council include award of fellowships and scholarships, financing research projects supporting conferences, seminars etc. and preparation of a 10-volume study on Indian philosophy in collaboration with various organisations.

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 a clearing house of information in the field of educational planning and administration.

The Institute organised (i) a Workshop on Educational Norms for Haryana (April 2-4, 1981); (ii) an Orientation Seminar for District Adult Education Officers (April 6-11, 1981); (iii) the Second Training Seminar for District and Tehsil Educational Planning Officers of Jammu and Kashmir (April 13-25, 1981); (iv) an Orientation Programme for the Senior Officers of the Education Department of the Municipal Corporation of Delhi (April 20-25, 1981); (v) an Orientation Programme in Educational Planning and Administration for College Principals of Haryana, at New Delhi (May 25-June 6, 1981); (vi) an Orientation Programme in Educational Planning and Administration for the Senior School Administrators, New Delhi (May 25-June 12, 1981); (vii) the First Refresher Course for District Adult Education Officers (June 22-27, 1981); (viii) a Workshop in Indian His-

tory and Culture for the Supervisors and Curriculum Consultants of Social Studies from the U.S.A. (June 30—July 16, 1981); (ix) an Orientation Programme in Educational Planning and Administration for Senior School Administrators (August 3-21, 1981); (x) a National Seminar on Rational Utilisation of Resources for Educational Development with emphasis on Non-monetary Inputs (September 22-25, 1981); (xi) a Workshop on School Management for Principals, Vice-Principals etc. of Atomic Energy Schools in collaboration with the Atomic Energy Education Society, Bombay at Bombay (November 2-7, 1981); (xii) First Orientation Programme in Educational Planning and Administration for College Principals (November 2-21, 1981); (xiii) Field Oriented Training Programme for District Education Officers in collaboration with Directorate of Adult Education (November 23—December 5, 1981); (xiv) Orientation Programme in Educational Planning and Administration for Principals of Women's Colleges (November 30—December 19, 1981) and (xv) National Seminar in Long-term Educational Planning (December 21-23, 1981).

Further, the Institute proposes to organise the following programmes in the ensuing months; (1) Orientation Programme for Principals and Rectors of Central Tibetan Schools Administration (December 31, 1981 to January 9, 1982); (2) Orientation Programme in Population Education for Education Secretaries/DPIs (January 7-8, 1982); (3) Regional Workshop in Long-term Educational Planning (in collaboration with UNESCO Regional Office for Education in Asia and the Pacific, Bangkok) (January 12-25, 1982); (4) Orientation Programme for District Adult Education Officers—New Course (in collaboration with Directorate of Adult Education) (January 18-23, 1982); (5) Orientation Programme for Key Personnel of National Service Scheme (January 27-30, 1982); (6) National Conference of Key Personnel (Education Secretaries/DPIs, etc.) on Adult Education (February 1-4, 1982); (7) Orientation Programme for Heads of Schools and Inspecting Officers of Pondicherry at Pondicherry (February 8-13, 1982); (8) Inter-State visit to Maharashtra to Study Educational Innovations in Educational Planning and Management (February 8-13, 1982); (9) Third Orientation Programme for College Principals (February 8-27, 1982); (10) Orientation Course in 'Personnel Management' for Sub-Divisional and District Education Officers of Haryana (last week of February, 1982); (11) Orientation Programme for DEOs on Population Education (March, 1982); (12) One-week Training Course in EPM for Officers of the Government of Kenya (March, 1982); and (13) Orientation Programme for Indian Air Force Officers (Education) (March, 1982).

During the year the Institute has already taken up a number of research studies, namely, an in-depth study of Ashram Schools set up in order to meet the specific needs of Tribal Children, Exposure of Scheduled Castes/Scheduled Tribes to Technical Education and Industrial Training, Study of Cost of Education in Gurgaon District of Haryana and Population Education Activities in NIEPA, etc. A number of other research studies are also likely to be taken up during the year.

D. BILATERAL/FOREIGN COLLABORATION PROGRAMMES

Shastri Indo-Canadian Institute, New Delhi

Ten Fellowships/Language-Trainees came to India during 1981-82 for research in Humanities or to study Indian Languages under the Fellowships Programmes of the Institute. One Indian scholar visited Canada under the Visiting Lecturership Programme. The agreement providing Government of India's assistance to the Institute was renewed for a further period of 3 years on September 23, 1981. Under this agreement, the Institute will hereafter serve a two-fold purpose of supporting and promoting advancement of knowledge and understanding of one country among the scholars and students of the other.

Indo-USSR Cultural Exchange Programme

Fifty Russian teachers were assigned to various Indian Universities/Institutions during 1981-82 for teaching Russian Language and literature.

American Institute of Indian Studies, New Delhi

The Institute was established in 1962 to encourage research in India in Humanities and Social Sciences by the Pre-Doctoral/Doctoral/Post-Doctoral scholars from America. During 1981-82, the Institute awarded 130 Fellowships for various research projects on Indian themes.

United States Educational Foundation in India

Forty six American scholars/students came to India during 1981-82 for Doctoral/Post-Doctoral Research under the Foundation programmes and also for assignments of Visiting Professors in Indian Universities. Similarly, 92 Indian scholars proceeded to USA during 1981-82 for teaching, research or participation in seminars and workshops in the universities and colleges in the USA under various programmes of the USEFI and the East-West Centre, Hawaii.

Berkeley Professional Studies Programme

Nine American students came for studies-Internship in the field of Medicine, Law, Engineering, Textiles, Architecture, Agriculture and Health.

Short-term Group Educational Programmes of US Universities/Colleges

Six groups consisting of 76 academics including professors, teachers, educational administrators from the USA came to India to acquaint themselves with the latest developments in the field of education, life and culture in India. These group programmes are organised in collaboration with the Indian Universities.

Foreign Scholars visiting India for Research

Fifty seven foreign scholars from the USA, the UK, France, Japan, the FRG, the GDR, Holland and Italy came to India during 1981-82, for doctoral and post-doctoral research either on their own or on grants from their universities.

E. OTHER ACTIVITIES

Revision of Scales of Pay of University and College Teachers

On the recommendations of the UGC, the Central Government had approved a revision of the pay-scales of teachers in universities and colleges with effect from January 1, 1973. The revised scales were implemented in Central Universities and other institutions financed by the Central Government. The State Governments were offered financial assistance to adopt these scales. Under this scheme Central Assistance was available to State Governments to the extent of 80 per cent of the additional expenditure involved in giving effect to the revised scales for the period January 1, 1973 to March 31, 1979. All the States except Kerala have accepted and implemented the revised scales. Jammu and Kashmir and Karnataka have implemented the revised scales for university teachers only. Till March 31, 1981, Central Assistance aggregating Rs. 54 crores was disbursed to the States which have adopted the scheme. However, certain residual claims of some of the States are still to be disbursed. Provision for this scheme, therefore, continues to be made in the Central Budget.

The scales of pay of Librarians and Directors/Instructors of Physical Education in Universities and Colleges were also revised simultaneously. The revised scales sanctioned to these categories of staff were, however, lower than those approved for professors, readers and lecturers. Librarians and Directors of Physical Education have been representing that as in the past, they should also be sanctioned scales of pay equivalent to those of Professors, Readers and Lecturers. The Government have reviewed the matter and it was agreed in principle, to upgrade the pay-scales of Librarians and Directors/Instructors of Physical Education in Universities and Colleges and to bring them at par with teachers. The upgraded scales are proposed to be sanctioned from April 1, 1980, in consultation with the State Governments.

Special Cell for Scheduled Castes/Tribes

In pursuance of the recommendation 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. The main function of this Cell is to ensure that the various decisions taken by the Government for admission of students belonging to Scheduled Castes and Tribes in Universities and Colleges, as also for appointment of candidates belonging to these categories are accepted and implemented. The Cell also pursues with the authorities concerned specific representations received from individuals belonging to these categories against discrimination or injustice shown to them.

During 1981 the Cell continued to pursue with the UGC and the State Governments the question of fuller implementation of the reservation orders for admission of Scheduled Castes/Tribes in the Universities and Colleges. Information about facilities provided to these categories is continuously monitored by a similar Cell set up in the UGC with which close liaison is maintained. During the year the Cell received 54 representations/complaints from various individuals. Most of these related to the State Universities and, therefore, they were taken up with the State Governments and the UGC, to consider appropriate remedial action. The Cell also functions as a nodal point for collection of data regarding representation of Scheduled Castes/Scheduled Tribes in the services of various universities required in connection with the annual report of the Commissioner for Scheduled Castes/Scheduled Tribes. Most of the recommendations contained in the 55th Report of the Committee on the Welfare of Scheduled Castes/Scheduled Tribes have since been implemented and a few remaining recommendations are in the final stages of consideration.

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 weaknesses exist, (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 1981-82, the following schemes/activities were undertaken either as continuing programmes or new schemes as explained under each :

Quality Improvement Programmes

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 continued 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;

Short-term courses at quality improvement programme centres;

Short-term training in industry;

Summer Institute Programmes through Indian Society for Technical Education; and

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. 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.

In 1981-82, 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 1500 teachers are expected to be benefited. Curriculum Development Programmes were conducted by 14 groups at Quality Improvement Centres. About 1400 Degree/Diploma holders teachers are expected to be trained in industry under the programme relating to short-term training in industry.

Direct Central Assistance Scheme

The scheme which was started in the year 1976-77 continued in the year 1981-82 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 levels and the areas suitable for assistance under the scheme selected 14 engineering colleges and 20 polytechnics for grant of assistance under the scheme. The total expenditure involved in the implementation of these recommendations was of the order of Rs. 104.50 lakhs.

Community Polytechnics

The scheme was instituted in the year 1978-79 under which 35 polytechnics were selected to be developed as community polytechnics. In addition to offering diploma courses in different branches of engineering and technology, these polytechnics are also to interact with environments and serve as focal points to promote the transfer of technology to the rural sector. The scheme continued in the year 1981-82 and one more polytechnic was approved to be developed as community polytechnic. The necessary grants in accordance with the approved norms was released to the various community polytechnics, to meet the requirements in the year 1981-82.

Advanced Level Technician Courses

A new scheme for Advanced Technician Courses was instituted during the year under report. Under the scheme three polytechnics—one each in Northern, Southern and Western regions—have been approved in pursuance of the recommendations of the All India Council for Technical Education to introduce the Advanced Technician Courses in tool engineering, air-conditioning and refrigeration and tool engineering respectively. Grants amounting to Rs. 38.25 lakhs were released to these three institutions for the purpose.

Institutional Network

A new scheme for Institutional development through internal technical assistance programme was instituted in the year under report. Under the scheme, an institutional network is proposed to be developed between the well-developed institutions and other engineering colleges. A beginning was made in the year in developing this network between the Indian Institutes of Technology and the Regional Engineering Colleges. In the first phase of development, the scheme will concentrate on the following areas :

- (a) laboratory development
- (b) faculty exchange
- (c) faculty development
- (d) research participation

With the help and close collaboration of the respective Indian Institutes of Technology, 15 Regional Engineering Colleges identified 25 laboratories for development under the scheme. The total expenditure involved in the implementation of these projects was of the order of Rs. 125 lakhs out of which Rs. 62.5 lakhs would be met out of the provision made under this scheme.

Other New Schemes

Development of facilities for education and training where weakness exists today in our system of technical education is of paramount importance. Equally important is the creation of infrastructures in areas of emerging technologies vital for the development of the country and also modernisation of laboratories in the infrastructure already available. To meet these national challenges, three major schemes already included in the Sixth Five-Year Plan were finalised and processed for implementation during the year under report. Another scheme regarding interaction between technical institutions and society included in the Sixth Five Year Plan to promote application of science and technology to solve the problems of society was also finalised and processed for implementation during the year under report. Besides, spade work was also done on the undermentioned schemes of technical education included in the Sixth Five-Year Plan :

- (i) National Manpower Information System
- (ii) Quality Improvement Programme for Polytechnic Diploma

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holder teachers to acquire Bachelor Degrees in engineering and post graduate industry-oriented degrees.

(iii) Monitoring and Evaluation

(iv) New Schemes under Apprenticeship Training.

Programme of Apprenticeship Training

The programme of Apprenticeship training continued to be implemented through the four Boards of Apprenticeship Practical Training located at Kanpur, Bombay, Calcutta and Madras. As on December 1, 1981, 11,297 trainees—4,133 engineering graduates and 7,164 diploma holders—were in position. Special short-term programmes were organised by Southern, Western and Northern Regional Boards for Graduate Apprentices under the Act in collaboration with State industries concerned to inculcate in them the concept of supervision, management, organisation structure, cost effectiveness etc.

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 1981-82 were as given below :

IIT	Enrolment				
	Under Graduates	Post Graduates	Research	Total	Out-turn
Kharagpur	1706	878	355	2939	639
Bombay	1269	597	289	2155	572
Madras	1231	578	663	2472	581
Kanpur	1159	495	297	1951	458
Delhi	1189	710	713	2612	481
	6554	3258	2317	12129	2731

During the year 1981-82, the institutes expanded their infrastructure facilities and made substantial progress in acquiring new sophisticated research equipment, starting new inter disciplinary academic programme 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 in each major state, during the Second and Third Plan periods to enable the country to meet the increased need for trained personnel during subsequent plan periods. 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 offer courses

in Chemical Engineering, Metallurgy, Electronics, Mining and Architecture also. Thirteen of these colleges have since introduced 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 faculties, establishment of computer centres at selected colleges, modernisation of laboratories including replacement of obsolete equipment 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 developmental plan.

Technical Teachers' Training Institutes

The institutes at Madras, Calcutta, Bhopal and Chandigarh set up in 1966-67, provide long-term training programmes for the diploma and degree holding teachers in engineering and polytechnics. They also offer short-term programmes in a number of disciplines and areas. The institutes also (i) provide professional training for teaching engineering and technology subjects; (ii) provide for instruction and research in various branches of engineering and technology and for the advancement of learning and dissemination of knowledge in such branches; and (iii) arrange for practical training in industry on a co-operative education plan. The course of study for the Diploma in Technical Teachers lasts for one academic year. The trainees select the "MODULES" they like to study and undergo training from among a comprehensive list of Modules made available by the institute.

In accordance with the 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. The institutes are also engaged in curriculum development for technician courses and extension services. During the year under report, the institutes intensified their activities for the training of polytechnic teachers through its various programmes. The institutes also showed considerable progress in the implementation of the various UNDP projects.

School of Planning and Architecture, New Delhi

The school, established in 1959, provides Bachelor's degree courses in Architecture and Master's degree course in Landscape Architecture, Housing, Town and Country Planning, Transport Planning and Building Engineering. With effect from December, 1979, the school has been given the status of "Institution deemed to be University" under UGC Act with a view to further broadening its academic programmes relating to human settlements and the environment and also promote research and extension. The school continued its useful activities, as before, during the year under report.

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 (i) Extensive Development Programmes, (ii) Unit Based Programmes, (iii) Post-graduate Programmes in Industrial Engineering, (iv) Consultancy Services, (v) Research Programmes and (vi) Seminars and Conferences. The Institute carried on effectively with all these activities/programmes during the year under report.

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 for foundry and forge industry. The institute offers (a) training through short-term refresher courses, long-term advanced diploma courses, post-graduate diploma courses, (b) training of senior executive personnel from industry in the latest production techniques and methods, design and development, (c) conducting applied research in the field of foundry and forge technology, and (d) to serve the industry through consultancy, documentation and information service. The institute organised fruitfully the programmes in all these areas during the year under report.

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 career, 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. Considering the achievements of the realisation of the potential with which the three institutes were established, a Review Committee was set up by the Government to further broaden the scope and activities of the three institutes. The Committee submitted its report to the Government for consideration.

Administrative Staff College of India, Hyderabad

The College was set up in 1957 as a joint venture of Government of India and of 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 functional areas like production, marketing, finance, personnel, material management and investment planning. The college offered more than 50 courses and seminars in areas of general management, functional management, management sciences and selected national sectors.

Board of Assessment for Educational Qualification

The Board of Assessment for Educational Qualification under the Chairmanship of the Member, 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. During the year 1981, the Board met once.

Development of Post-graduate Courses and Research Work

The Government of India is directly assisting 13 State Governments and 14 Private 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 had 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 recommendation of the Review Committee with minor modifications and the final suggestion and recommendation of the Empowered Committee were processed for implementation during the year under report.

Management Education

The identified institutions approved for conducting management courses were given assistance, as per approved norms. The institutions concerned have performed well during the period.

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.

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 Scholarship Schemes

The main objective of the National Scholarship Schemes is to provide educational facilities to the economically weaker sections of the society. A brief account of achievements of these 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 23,000 in 1980-81 to 24,000 in 1981-82. The following statement shows that the rates of scholarships have been increased with effect from July 1, 1981 :

Rates of Scholarships

	1980-81		From July 1981	
	Day Scholars	Hostellers	Day Scholars	Hostellers
	Rs.	Rs.	Rs.	Rs.
1. Pre-University and I.A./ISC/Ist year of 3 years B.A./B.Sc./B.Com. etc. courses	50	75	60	100
2. B.A./B.Sc./B.Com. (2nd and 3rd year) courses	75	110	90	140
3. B.E./B. Tech/MBBS/LLB/B.Ed/ Diploma courses /B.Agr.	100	125	120	170
4. M.A./M.Sc./LLM/M.Ed.	100	125	120	170

National Loan Scholarships

Under this Scheme 20,000 scholarships have been awarded in 1981-82. The scholarships are awarded on merit-cum-means basis. The scheme is being implemented through the State Governments/Union Territory Administrations.

Scholarships for Studies in Approved Residential Schools

Under the Scheme, 500 scholarships are awarded every year. Students of the age-group of 11-12 the income of whose parents does not exceed Rs. 6,000 per annum are eligible for the scholarships. The scholarships are tenable up to the secondary education including plus 2 stage of education.

National Scholarships at Secondary Stage for Talented Children from Rural Areas

The number of scholarships has been increased from 22,500 in 1980-81 to 26,000 in 1981-82. The details of these scholarships are as below :

(a) For General Categories	Three scholarships per Community Development Block (3 × 5,000)	=	15,000
(b) For children of landless labourers	One scholarship per Community Development Block (1 × 5,000)	=	5,000
(c) For Scheduled Castes	One scholarship per Community Development Block (1 × 5,000)	=	5,000
(d) For Scheduled Tribes	Two scholarships per Tribal Community Development Block (2 × 500)	=	1,000
	Total		26,000

The scheme is being implemented through the State Governments and Union Territory Administrations. The rates of scholarships have been revised with effect from July 1, 1981 as detailed below :

- | | |
|--|---|
| (a) Scholars residing in hostels | Rs. 100/- per month |
| (b) Day scholars (classes XI and XII) | Rs. 60/- per month |
| (c) Day scholars (classes VII/VIII to X) | Rs. 30/- per month plus tuition fee where levied. |

Earlier, these rates were as under:

- | | |
|--|---|
| (a) Scholars studying in selected schools: | |
| (i) Scholars residing in a hostel or approved boarding house | Rs. 1000/- per annum
@ Rs. 100/- for ten months. |
| (ii) Day scholars | Rs. 500/- per annum
@ Rs. 50/- for ten months. |
| (b) Scholars studying in schools of their own choice: | |
| (i) Those attending schools where tuition fee is levied | Rs. 250/- per annum
@ Rs. 25/- for ten months. |
| (ii) Those attending schools where no tuition fee is levied | Rs. 150/- per annum
@ Rs. 15/- for ten months. |

Scholarships for students from Non-Hindi speaking States for post-matric studies in Hindi

Under this scheme scholarships are awarded for students pursuing post-matric studies provided Hindi is studied as one of the subjects in that course. In 1981-82, 2,500 scholarships have been awarded under this scheme. It is being operated as a Grants-in-aid scheme administered by the States and Union Territories since 1979-80.

Research scholarships to Products of Traditional Institutions engaged in the Study of Classical Languages other than Sanskrit like Arabic and Persian

Under this scheme 20 scholarships are awarded every year. In 1980-81, 18 candidates were selected for this award.

Scholarships for study abroad

Under this scheme 37 candidates have been selected for award of scholarships in 1981-82. The scholarships are available for post-graduate studies in Naval Architecture and doctoral and post-doctoral studies in Humanities, Sciences and Technology. Only those candidates the income of whose parents, from all sources, is Rs. 1,000 per month or less are eligible for these scholarships.

General Cultural Scholarships Scheme

Under the scheme, 180 scholarships are awarded every year to nationals of selected African-Asian and other foreign countries in order to provide them facilities for higher education in India. The scheme is designed to promote friendly relationship between India and other developing countries. Scholarships are awarded in the fields of Agriculture, Engineering and Technology, Medicine, Pharmacy, Arts, Humanities and Basic Sciences at under-graduate and post-graduate levels. The maintenance allowance under this scheme has been increased from Rs. 400/- p.m. to Rs. 500/- p.m. at under-graduate level and Rs. 500/- p.m. to Rs. 600/- p.m. at post-graduate level with effect from April 1, 1981.

Scholarships/Fellowships for Nationals of Bangladesh

Under this Scheme, the Government of India awards 100 scholarships every year to Bangladesh nationals for studies in certain specialised subjects in India like Engineering and Technology, Agriculture, Medicine, Cinematography, Journalism, Education Management, Sports, Dance and Music at under-graduate and post-graduate levels. The maintenance allowance has been increased from Rs. 400/- p.m. to Rs. 500/- p.m. at undergraduate level and from Rs. 500 p.m. to Rs. 600 p.m. at post-graduate level with effect from April 1, 1981.

Special English Course for Foreign Students

Under this scheme, special English course is arranged at the Regional Institute of English, Chandigarh every year from April to June for such selected foreign students as are not proficient in English. In 1981-82, 15 scholars selected under the General Cultural Scholarships from countries like Jordan, Kuwait, Iran and Southern Yemen took advantage of this course.

**Scholarships for Foreign students
for Study Training in India**

India offered 175 scholarships to the following countries for studies in various fields as per bilateral Cultural Exchange Programmes for the year 1981-82 :

Senegal, France, Federal Republic of Germany, Australia, USSR, 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, Bahrain, Burma and Turkey.

Twentyfive scholarships were offered under Reciprocal Schemes to scholars coming from Australia, Argentina, Brazil, Chile, Denmark, Finland, Netherlands, Norway, Panama, Paraguay, Peru, Spain, Sweden, Switzerland, Uruguay and Venezuela.

Under the scholarship Schemes the Government of India extends travel facilities and gives monthly stipends of Rs. 500/- to undergraduate and Rs. 600/- to postgraduate students. Hostel facilities are also provided where possible to the foreign students.

As regards Indian students going abroad, the foreign Governments pay for their travel and maintenance etc. However, where travel facility is not provided under the scholarship scheme by the foreign Governments, the Government of India gives travel facility to students whose financial income is less than Rs. 12,000/- per annum.

**Commonwealth Fellowships/
Scholarships Plan/Commonwealth
Education Plan**

Under these plans 50 scholarships were offered to various scholars coming from the following countries i.e. Australia, Barbados, Canada, Cyprus, Botswana, Fiji, Ghana, Kenya, Lesotho, Malaysia, Mauritius, Nigeria, New Zealand, Sri Lanka, Sierre Leone, Seychelles, Swaziland, St. Lucia, Grenada, Dominica, Tanzania, Tonga, Naora, Malawi, Papua New Guinea and other South Pacific Islands excluding Western Samoa, Trinidad and Tobago, the United Kingdom, Uganda and Zambia.

**Commonwealth Cooperation Plan-
Visit of Senior Educationists/
Education Administrators**

Professor Mohammed Moniruzzaman visited India during September-October, 1981. He visited various institutions/universities and met important dignitaries in Delhi, Bombay, Bangalore, Bhubaneswar and Calcutta.

Shri I. Puraag, Education Secretary, Government of Mauritius is also in India visiting different Universities/Educational Institutions.

**Colombo Plan
Technical Cooperation Scheme**

Under this scheme assistance has been offered for placement of scholars coming from the following countries: viz., 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 is offered to scholars coming from African countries under the Special Commonwealth African Assistance Plan included those from Botswana, Zambia, Ghana, Lesotho, Malawi, Mauritius, Nigeria, Sierre Leone, Tanzania, Uganda, Swaziland, Seychelles, Zambia and Zimbabwe.

Dr. Amilcar Cabral Scholarship

Offer of one scholarship has been made under this Scheme. The scholarship is given to African national by the Government of India.

**Dr. Aneurin Bevan
Memorial Fellowship**

Offer of one scholarship has been made under this scheme to the United Kingdom. This scheme has been set up by the Government of India on the request of High Commission of India, London in 1964.

**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., who have already obtained scholarship/financial assistance from other sources but are short of funds.

During the period under report, 3 academics were given assistance under this scheme.

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 bookmindedness 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 (both at home and abroad), exhibitions, seminars, symposia, etc. Furthermore, the Trust 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 Programmes

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 and up to March 1981, the Trust had brought out 1043 titles (331 in English and 712 in Indian languages) under these series. During 1981-82, the Trust proposes to bring out 48 titles, of which 15 titles were published by the end of November, 1981.

Besides the above series, the Trust has 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 531 titles in various Indian languages, of which 16 titles were published during April-November, 1981; 18 more titles are proposed to be brought out by March, 1982. Under the Nehru Bal Pustkalaya series, 740 titles have been brought out so far, of which 34 titles have been published during April-November, 1981 and 28 more titles are expected to be published by March, 1982.

A special publication on the Asian Games is also to be brought out in time for the Asian Games in Delhi.

Rural Publishing

In pursuance of its scheme of publication of reading material for the rural areas (launched in 1980), the Trust's second pilot project was undertaken in July, 1981 in the Puri District in cooperation with the State Government of Orissa. This included an on-the-spot survey leading to identification of topics for reading material for the rural people of the area, and a workshop at Kantilo, Khandapada block, for writers, illustrators and instructors for discussing and finalising the manuscripts and illustrations. The manuscripts that were prepared will be published in the form of booklets by the Trust.

As a result of the first project undertaken by the Trust in Gujarat in July 1980, the Trust has taken up the production of seven publications constituting suitable reading material for the rural people. These will be released during this year.

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 university and college students standard books at reasonable prices. The total number of books subsidised by the Trust since the inception of the scheme (till March, 1981) is 385.23 books were subsidised during April-November, 1981.

Book Fairs

The Trust has also been organising book fairs at national and regional levels. The Trust has so far organised ten National Book Fairs in important metropolitan cities of India and about 95 regional book exhibitions. During 1980-81, the Trust embarked on a programme of organising book festivals on a regional basis. Two festivals were held up to March, 1981 and a third festival was held at Cochin (Kerala) during April-May, 1981. A seminar on rural publishing in Malayalam was also organised at Cochin on this occasion.

World Book Fairs

The National Book Trust organises a World Book Fair in New Delhi once every two years; to foster book-mindedness and to promote the export of books including periodicals and journals. So far, four World Book Fairs have been organised.

The Fifth Book Fair was held in New Delhi from February 5-15, 1982, in which over 420 Indian publishers and over 50 overseas publishers from 22 countries, participated. The Fair was inaugurated by the Prime Minister, Smt. Indira Gandhi on February 4, 1982. A number of seminars, workshops, symposia and conventions were organised during the Fair. These included an International Seminar on "Books for All at Low Cost".

The Trust will celebrate its silver jubilee in 1982. A comprehensive programme of publishing, publicity and promotion has been chalked out for 1982 to mark the occasion. The programmes include the publication of a history of printing and publishing in India, a handbook of Indian literature and observance of a National Book Week.

PUBLICATION OF LOW PRICED UNIVERSITY LEVEL BOOKS AND PUBLICATION OF FOREIGN BOOKS

In order 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 Government of the U.K. (English Language Book Society Series, since 1960), the U.S.A. (Joint Indo-American Standard Works Programme, since 1961) and the U.S.S.R. (Joint Indo-Soviet Textbook Programme, since 1965). Latest editions of books are considered for coverage under these programmes and are assessed by appropriate expert agencies and experts from the standpoint of their suitability to Indian students and non-availability of comparable books by Indian authors. So far about 715 British, 1620 American and 395 Soviet books have been published under these programmes.

A proposal is under consideration to develop 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. In this connection, a two-member GDR delegation visited New Delhi from November 10-18, 1981, for discussions.

Procurement of Translation Rights

As part of their programmes to produce university-level books in Indian languages, the State Governments have been bringing out translations 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. So far, 1,461 contracts for translation rights have been executed with American, British and other foreign publishers.

Book Development

To promote book development, the Ministry keeps in constant touch with professional associations of authors, publishers and organisations concerned with 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, specially young writers and editors. A workshop for Afro-Asian writers on "Short Story Writing" is being organised by the India International Centre with assistance from the Ministry in March, 1982. Assistance is also given to the Federations of Publishers for holding workshops and seminars and training courses for the book industry personnel.

A three-member Soviet delegation of writers visited India from December 14-28, 1981 under the Indo-Soviet Cultural Exchange Programme. They had creative meetings and exchanged ideas with a large number of authors, editors, translators, publishers and their professional organisations.

IMPORT AND EXPORT OF BOOKS

Import Policy of Books 1981-82

During 1981-82, the liberalised Import Policy was continued and import of educational, scientific and technical books and journals, news magazines and newspapers and records 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. The 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 lakhs 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 OGL. 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. They were allowed to import later editions of books for which Indian reprints are available.

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 1981-82.

Book Export Promotional Activities

India is one of the ten major book producing countries of the world and the third largest country 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 abroad through participation in the International book fairs and organising special exhibitions of Indian books, conducting market studies and commercial publicity through annotated catalogues and publicity brochures etc.

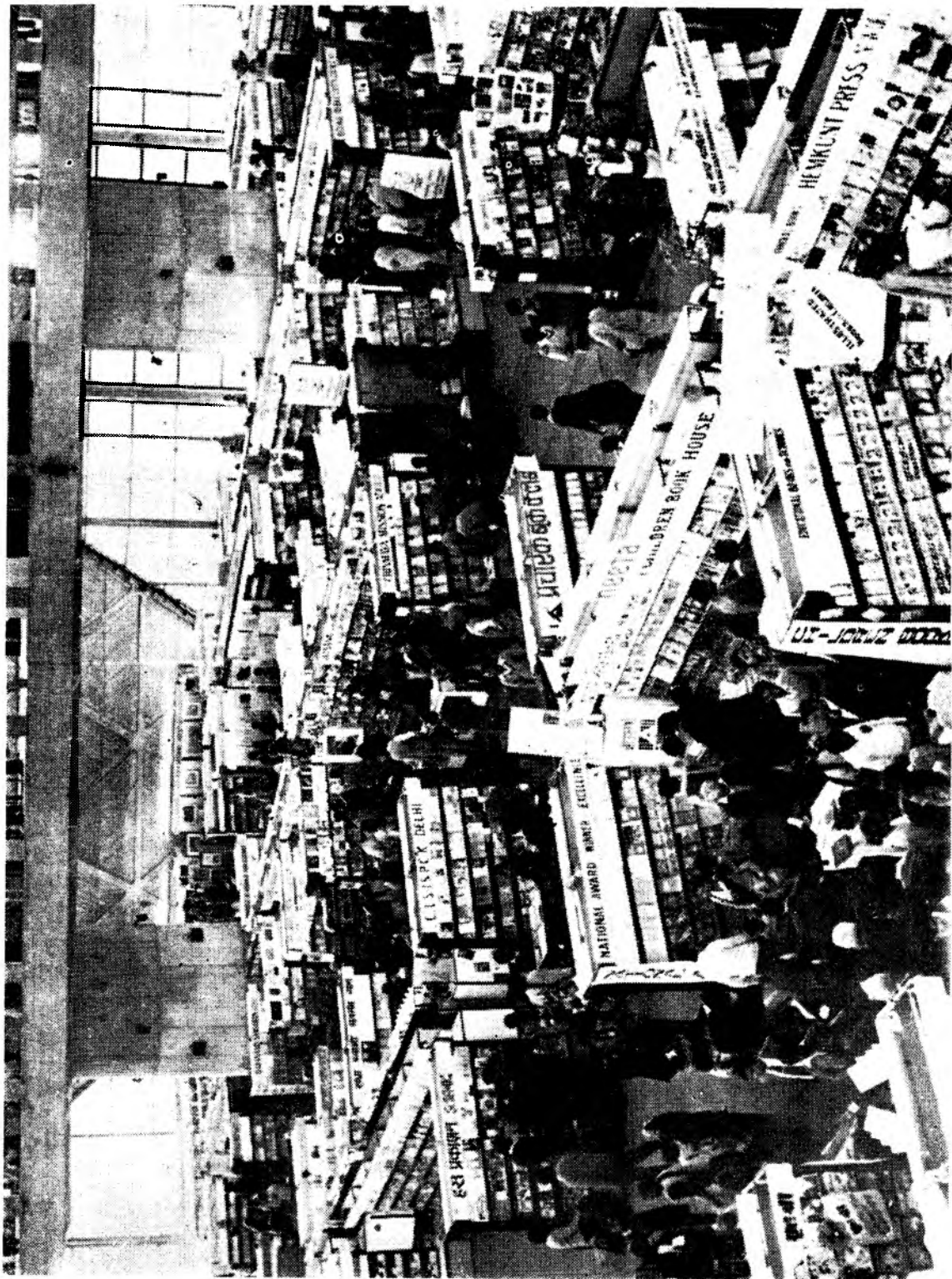
In the year 1981-82 India participated in the International Book Fairs/Exhibitions held in Bangkok, Abu Dhabi, Singapore, Moscow, Frankfurt, Belgrade, Accra, Manila and Cairo.

Special exhibitions of Indian books were organised with the assistance of Indian Missions abroad in Nigeria and Hong Kong. Special exhibitions are also proposed to be organised in Thailand, Kenya, Australia and Nepal.

As a result of the efforts made to promote book exports, India's book export for the year 1980-81 is valued at about Rs. 80 million.

RAJA RAMMOHUN ROY NATIONAL EDUCATIONAL RESOURCES CENTRE

The Centre was set up in 1972 (i) to act as an information-cum-research centre to help develop indigenous book production and encourage Indian authorship at University level, and (ii) for a statistical analysis of the data on the types of books and other reading material being imported into the country with a view to arriving at a meaningful import policy for books. For this purpose, the Centre has been collecting university level books produced in the country since 1965 in all languages, in various disciplines. The Centre conducts sample surveys on various aspects of production and use of indigenous university level books. With a view to publishing the availability of the indigenous books, the Centre holds exhibitions of selected



Books on display at the Fifth World Book Fair, New Delhi

books at different universities, etc. The Centre 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.

During the year, the Centre released a consolidated issue of supplements to the National Catalogue, covering the books published during January-September, 1981. The Centre also brought out the NERC Newsletter 1980-81, an issue of "A Bibliography on Book Industry and Trade" and "Annotated Catalogue of Low Priced Publications and Core Books".

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 re-constituted on April 1, 1981. During the year, the Copyright Office registered 4,779 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. A proposal has been formulated for amending the copyright Act, 1957 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 24 years.

During the year 1981 India participated in the following meetings :

- (a) WIPO Permanent Committee for Development Co-operation related to Copyright.
- (b) WIPO World wide Forum on Piracy of Sound and Audio-Visual Recordings.
- (c) Budget Committee Meetings.
- (d) WIPO Session of the Diplomatic Conference on the Revision of the Paris Convention for the Protection of Industrial Property.
- (e) Conference for the negotiation and adoption of an independent instrument on the Protection of the Olympic Symbol.
- (f) First Ordinary Session of Joint UNESCO/WIPO Consultative Committee on the access by Developing countries to works protected by Copyright.
- (g) Meetings of the Governing Bodies (WIPO) General Assembly, Conference and Coordination Committee.
- (h) Extra-Ordinary Session of the Executive Committee of the Berne Union.
- (i) Session of the Intergovernmental Committee of the Universal Copyright Convention.

YOUTH SERVICES

As in the whole developing world, youth in India can play an important catalytic role in accelerating the process of national development. Owing to its size and aspirations, its influence and dynamism it is a powerful factor in setting trends in political, social, economic, educational, cultural and development fields. Their boundless energy and innate idealism could introduce into the various development activities a direction which could bring out the social transformation needed to make it suited for their own future. Involvement of youth is particularly relevant because of the resolve of the country to progress in the direction of building up an egalitarian society, emphasising not only the economic and technological development but also improvements in the quality of common man. Today, the special situation in which the country is placed provides a larger framework, a more favourable climate and a greater sense of urgency to the matter and offers the necessary opportunity for a global reconstruction of programmes of youth involvement and participation for youth welfare and overall promotion. It is absolutely necessary to provide opportunities to the youths for involvement in programmes and activities which could develop the total personality of the youth and make them functionally efficient, economically productive and socially useful. Youth programmes in India have been formulated and are being implemented keeping these considerations in view. The youth programmes being implemented by the Youth Services Division of the Ministry are as under :—

National Service Scheme

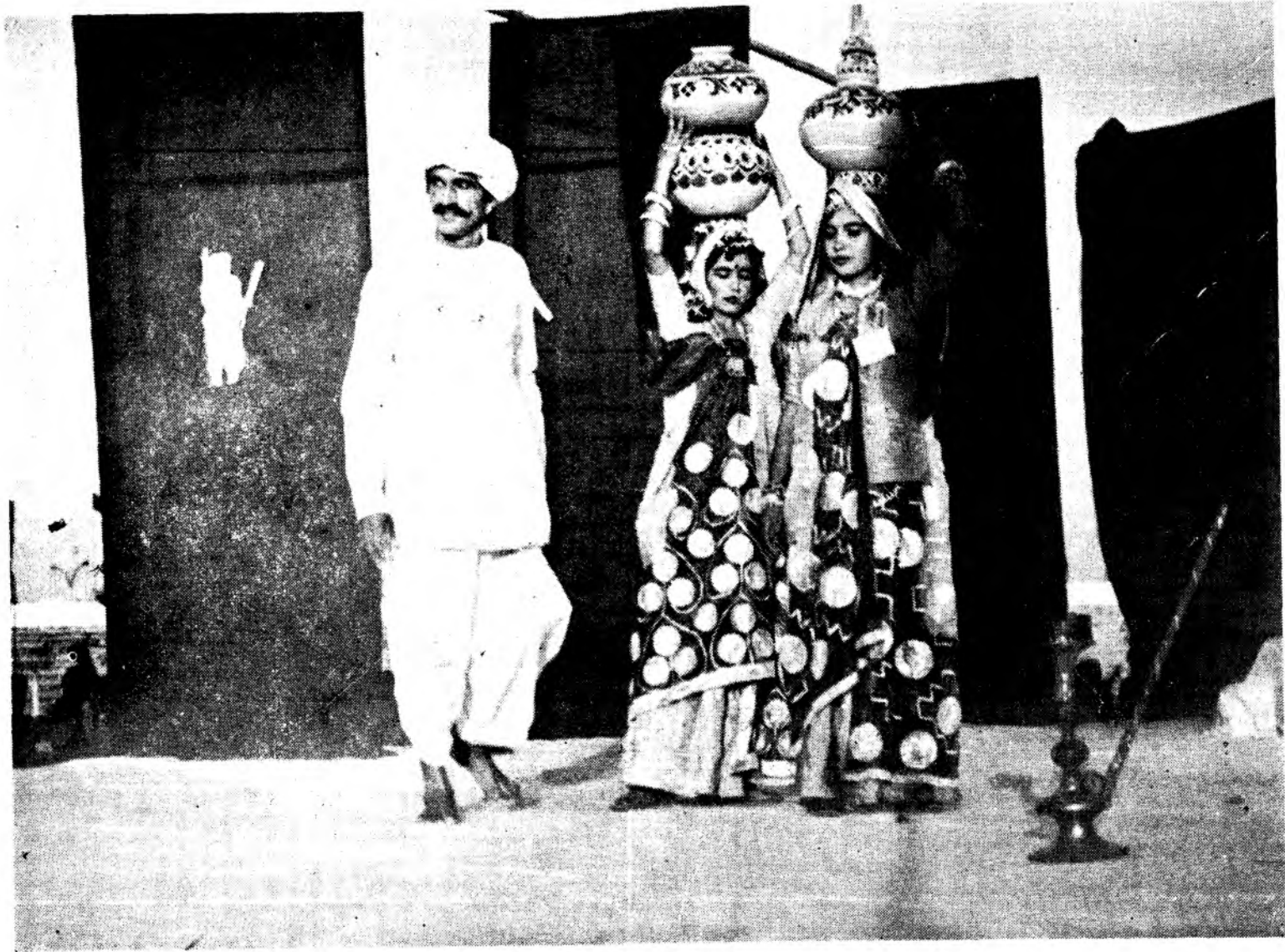
The National Service Scheme (NSS) aims at involvement of the first degree students on a voluntary and selective basis, in programmes of social services and national development. The scheme which was started in 1969 with a coverage of about 40,000 students, now covers about 5 lakh students. For the year 1982-83, the enrolment target has been fixed at 5.5 lakhs.

The scheme is being implemented in almost all the States and Union Territories covering about 3400 colleges. Recently it has been extended, on an experimental basis, to cover students at the +2 stage also, in some of the States and Union Territories.

In addition to undertaking programmes like construction and repair of roads, school buildings, village ponds, tanks, tree plantation, etc., the NSS students participated in programmes like environmental improvement, hygiene and sanitation, family welfare, child-care, mass immunisation, vocational training in craft, tailoring, knitting, and organising co-operatives. The NSS students also rendered assistance to local authorities and communities in the implementation of various relief and rehabilitation programmes. As part of the constructive involvement of the students, during their vacation periods, large-scale camping programmes have been organised in the course of which some aspects of rural needs of the economically and socially weaker sections of the community are covered. Nearly half of the enrolled strength of NSS volunteers took part in the special camping programmes organised during 1980-81.

This year a new dimension has been added in the NSS programmes known as "Youth for Eco-development" with a view to creating an awareness among the students about the aims and nature of the ecological problems mankind is facing today and the measures that are necessary to restore the ecological balance. Following are some of the activities pertaining to this programme :—

- (i) removal of water hyacinth weeds from lakes;
- (ii) pre-plantation operation like cleaning, alignment, trench-fencing, digging pits and manuring;



Cultural Programme at the Nehru Yuwak Kendra Exhibition-cum-Cultural Meet at New Delhi

- (iii) plantation of trees on hill tops and community places;
- (iv) construction of soak pits and compost pits;
- (v) construction and laying of parks;
- (vi) environmental cleanliness;
- (vii) education—creating awareness among students, teachers and members of the community about the problems of environment.

The idea of involving NSS in the programmes of the Central Social Welfare Board is at present under active consideration. The programmes such as family welfare, motivational camps, health education programmes—door-to-door education and enlightenment of rural women in public co-operation can be implemented in the initial stages by the NSS units of some selective colleges. Steps have been taken to organise Orientation Courses for Programme Officers of NSS by Training and Orientation Centres in co-operation with the Central Social Welfare Board.

For establishing liaison at State and University levels and for co-ordinating programmes of different NSS units, four Zonal Centres and eleven Regional Centres continued to function during the year.

National Service Volunteer Scheme

The National Service Volunteer Scheme which aims at providing opportunities to students, generally those who have completed their first degree, to involve themselves, on a whole-time basis for a short period of one or two years, in programmes of national development, was continued during the year under review. During the year about 400 volunteers were deployed mainly through Nehru Yuvak Kendras. Besides programmes of adult education, their services are being utilised for carrying out the on-going programmes of the Nehru Yuvak Kendras, such as establishment of youth clubs, organisation of work camps, youth leadership training programmes, vocational training, promotion of rural sports and games, etc. The rate of stipend of the volunteers has been increased from Rs. 175/- to Rs. 200/- p.m. and the rate of T.A. from Rs. 25/- to Rs. 50/- p.m. with effect from June, 1981.

Nehru Yuvak Kendras

The main aim of the scheme, as originally visualised, is to enable the non-student youth, mainly of the rural areas, to act as the vanguard in the process of development in the rural areas and popularisation of nationally accepted objectives such as self-reliance, secularism, socialism, democracy, national integration and development of scientific temper. In furtherance of these objectives, the Nehru Yuvak Kendras are expected to organise activities which, *inter alia*, include non-formal education, social service camps like work camps, development of sports activities for massive involvement of young people, cultural and recreational programmes, vocational training aiming at self-employment, organisation of youth leadership training programmes and promotion and establishment of youth clubs. Over 6,00,000 non-student rural youths participated in/benefited from these activities. Efforts have also been made in the past to involve the non-student youths in programmes and activities which are expected to make them functionally efficient, economically productive and socially useful to the extent possible. About 4900 Chetna Sanghs/adult education centres were also established by the Nehru Yuvak Kendras wherein approximately 1,46,000 rural youths are expected to have acquired literacy and numeracy skills for self-reliance learning, availed themselves of opportunities for upgradation of their functional capabilities and an awareness regarding their present social position and possibilities of their development. These areas are neither exhaustive nor exclusive. As the Kendras work among the youth in the community around, it is likely that new needs will be expressed for which new programmes will have to be devised.

With a view to promoting a spirit of national integration among the non-student rural youth as also to display some aspects of the work done by Nehru Yuvak Kendras since the inception of the Scheme, a National Level Cultural Meet *cum* Exhibition on Nehru Yuvak Kendras was organised at Delhi from November 14 to 16, 1981. The activities organised in the Meet included traditional rural folk dances, traditional dress/costume parade and art and craft exhibition. About 1600 youths drawn from 192

Nehru Yuvak Kendras in the country participated in the meet. This was the first and unique venture of its kind for the non-student youth.

At present Nehru Yuvak Kendras are sanctioned in 255 districts in the country, out of which 192 have already become operational. The remaining (63 NYKs) are in the process of being made operational. It is expected that by the end of financial year 1981-82, the number of sanctioned Kendras would increase to 285. It is proposed to cover all the districts in the country by a Nehru Yuvak Kendra each by the end of the Sixth Five Year Plan.

**Financial Assistance to
Voluntary Agencies
Engaged in Youth Work**

This scheme has been evolved to provide support to voluntary agencies which involve youth for development activities especially in rural areas. The scheme also encourages involvement of voluntary agencies in the implementation of youth programmes such as leadership training for self-employment and establishment of work centres. During 1981-82, 25 voluntary agencies were assisted under the scheme.

Promotion of Adventure

This scheme aims at encouraging the spirit of adventure, risk-taking, co-operative team-work, capacity of ready and vital response to challenging situations and endurance among the youth. Financial assistance is provided under this scheme for activities like mountaineering, trekking, hiking, exploration for collection of data, study of flora and fauna in the mountains, forests, deserts and sea, canoeing, coastal sailing, raft-exhibitions, swimming, cycling, etc. Assistance is also provided for training as well as establishment and development of institutions to facilitate such activities. During 1981-82, 75 groups of youths/voluntary agencies were assisted under the scheme.

Scouting and Guiding

Scouting and Guiding, an international movement, aims at developing the character of boys and girls to make them good citizens by inculcating in them a spirit of loyalty, patriotism and thoughtfulness for others. It also promotes balanced physical and mental development and inculcates a desire for social service. The Ministry of Education and Culture encourage this activity by assisting Bharat Scouts and Guides and the All India Boys Scouts Association in the shape of organisational and administrative grants and grants-in-aid for training groups, rallies, jamborees, etc.

**Commonwealth Youth
Programme**

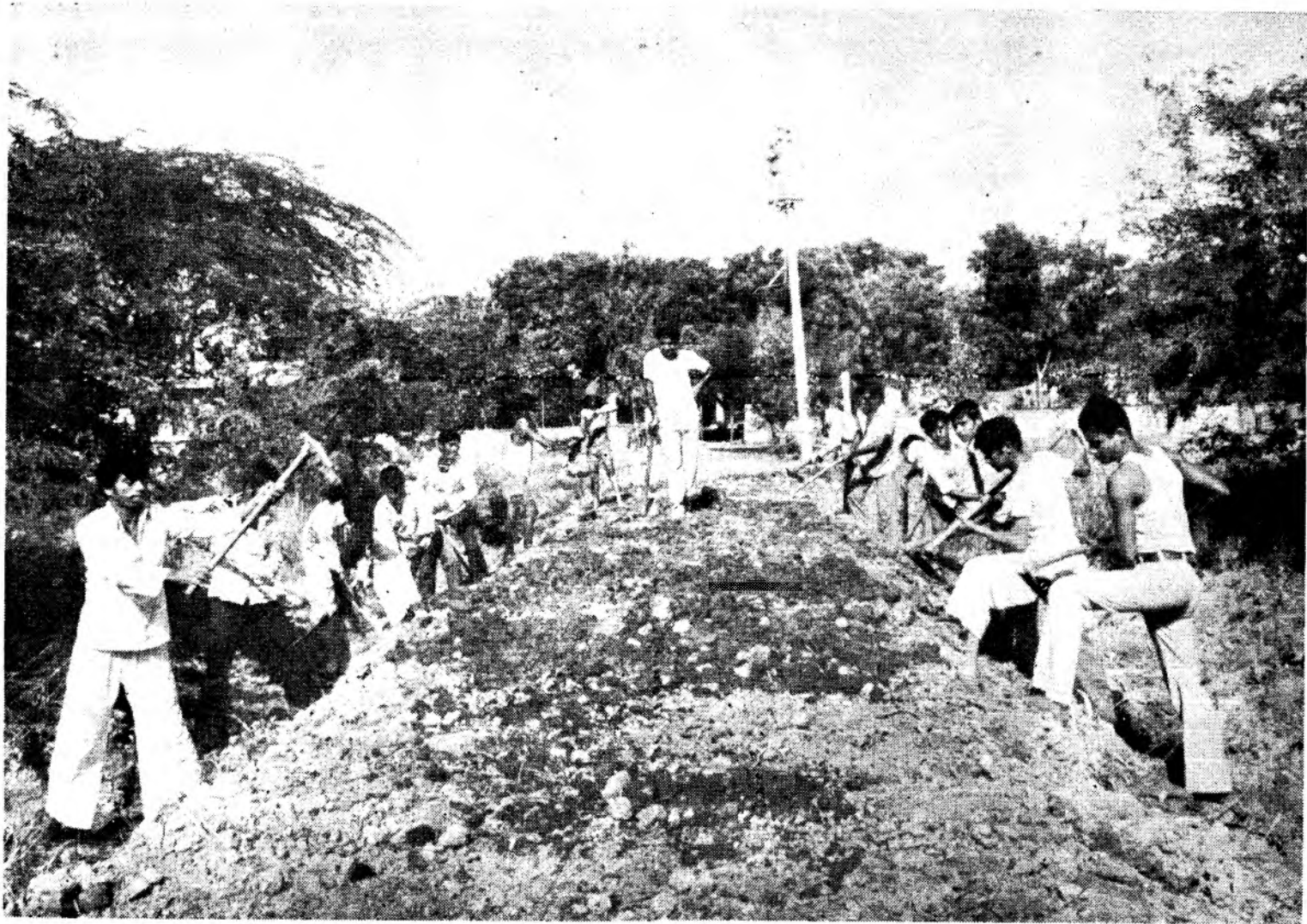
India is participating in Commonwealth Youth Programme which is directed to make the youth participate in development processes of their respective countries and to provide a forum for increasing co-operation and understanding among the Commonwealth Countries. Under this programme, three regional centres for advanced studies in youth work have been set up in India, Zambia and Guyana. The Asia Pacific Regional Centre has been set up at Chandigarh for which India as the host country has provided a building and the basic physical facilities. An annual contribution of Rs. 6.00 lakhs is being made by the Government of India for participating in the programme.

**International Exchange of
Youth Delegations**

This scheme aims at strengthening the channel of communication among youth in different countries as well as in promoting international understanding and goodwill. During 1981-82, a three-member Soviet Youth Delegation visited India with a view to studying the youth programmes being implemented in the country. A two-member delegation from India is expected to visit the USSR shortly for the same purpose.

**Promotion of National
Integration**

This scheme promotes national integration by facilitating visits of youth living and working in border areas to other states with marked cultural differences, and an exchange visit by youth of those states to the border states in order to promote greater understanding of the historical and cultural heritage of the country, of the problems being faced by the people of different regions and environment, social customs etc. in other parts of the country. Financial assistance is also given to voluntary agencies engaged in promoting national integration through camps, seminars etc. Eight national integration camps were organised during 1981-82. Realising the need for promoting the spirit of national integration, some new dimensions have been added to the programme. The scheme has been revised by incorporating activities like selection and distribution of inspiring books among



*"Youth for Rural Reconstruction"
NSS Volunteers at work*

students, organisation of various competitions and organisation of various exhibitions, seminars and conferences.

**Exhibitions on 'Education' and
'Culture'**

With a view to promoting a spirit of national integration amongst youth of different parts of the country, enabling them to receive education and knowledge about Indian culture, freedom struggle, pursuit of excellence and values as also the latest developments taking place in the field of education, art, culture, agriculture, industry and technology, projecting and giving recognition to the activities and contributions made by young people in various fields of national development and promoting an increasing national and international understanding among young people, a new scheme entitled 'Exhibitions on Education and Culture' has been formulated for implementation during 1982-83. The scheme envisages organisation of exhibitions on various themes of 'Education and Culture' like folk dances and folk songs, painting, art and craft, UNESCO exhibition on books, exhibition on 'Youth on the March' and exhibition of any other national and/or international theme.

PHYSICAL EDUCATION AND SPORTS**Sports Policy and Programmes**

Pending Government approval to the new National Policy on Sports, recommended by the All India Council of Sports and which is under consideration with the Ministry in consultation with the State Governments, National Sports Federations etc., 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.

The salient features of the programme as implemented during the year at the Central level were as under :

All India Council of Sports

The 3-year term of the All India Council of Sports, which has been set up by the Government of India to advise it on matters pertaining to promotion of sports and games and which was last reconstituted for a 3-year term in July, 1978 under the Chairmanship of Field Marshal S. H. F. J. Manekshaw, expired on July 20, 1981. While re-constitution of the Council is still under consideration of the Government, the term of the existing Council was extended for a period of 3-months. During 1981, while the Council held two meetings, its Executive Committee met three times.

Society for the National Institutes of Physical Education and Sports

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 (NSNIS), Patiala and the Lakshmibai National College of Physical Education (LNCPE), Gwalior and also to initiate steps for raising the standards of sports and games in the country through the National Coaching Scheme continued to function under the Chairmanship of Dr. Amrik Singh, Secretary of the Association of Indian Universities. SNIPES also carried out advisory functions at the national level in matters relating to promotion of physical education and yoga.

SNIPES was last re-constituted for the 3-year term in June, 1979. During the year it held 4 Meetings and its Standing Committees also met to attend to the assignments given to them by SNIPES.

A. PHYSICAL EDUCATION AND YOGA

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

physical education teachers for educational institutions and others. During the year, the College continued to discharge its primary responsibility of offering teacher training programmes at the graduate and post-graduate levels. Set up in 1957, the College is celebrating 1981-82 as its Silver Jubilee year. Since its inception the College has produced 1475 graduates and 472 post-graduates in physical education.

For the academic session 1981-82 with the admission of 114 students to its regular teacher training courses, the total student strength of the College was 370 including 74 women. Besides this programme, the College continued to offer extension services and refresher courses for the in-service personnel in the field of 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 Central Government.

As a part of its extension service programme and in particular in the context of its Silver Jubilee celebrations, some of the important activities organised by the College during the year were as under :

- (i) Two orientation courses in Physical Education for the elementary school teachers of the tribal areas of Madhya Pradesh.
- (ii) 4th Zonal Workshop on Physical Education for College and University teachers of Physical Education.
- (iii) Badminton Coaching Camp for junior girls for preparation of IXth Asian Games.
- (iv) Silver Jubilee Inter-University Basketball Tournament.
- (v) U.G.C. Seminar on "Physical Fitness of University Youth".
- (vi) All India Seminar on "Development of Games and Sports for the Handicapped".
- (vii) Silver Jubilee Inter-University Volleyball (Women) and Basketball (Men) Tournaments.
- (viii) All India Seminar for Directors of Education and Directors of Sports and Youth Welfare on "Problems of Physical Education and Sports for School going and non-school going youths".
- (ix) A National Conference for the Principals of Physical Education colleges, and Members of the National Association of University Teachers of Physical Education.

National Physical Fitness Programme

The Scheme, which was introduced by the Central Government in 1959, to popularise the concept of physical fitness among the people and also to arouse their enthusiasm for higher standards of physical fitness and achievement, continued to be implemented during the year in collaboration with the State Governments/Union Territory Administrations and other selected agencies. The Lakshmi Bai National College of Physical Education, Gwalior, continued to function as the Central agency for implementation of the Scheme.

The 22nd All India Seminar for the State Liaison Officers connected with the implementation of the programme was held at Pachmarhi to review the performance of the programme during the previous year and to formulate the proposals for the current year. The programme was accordingly implemented as per the present pattern during 1981-82 with a total participation target of 20 lakhs.

The 21st All India Competition for National Award in Physical Fitness was held at Gwalior in February 1982. A large number of participants from different States and Union Territories took part in the competition.

Promotion of Yoga

The Scheme, which is a part of the overall programme of Ministry for development of physical education and sports continued to be implemented during the year as per the existing pattern. The Kaivalyadhama Shreeman Madhava Yoga Mandir Samiti, Lonavala (Pune) continued to be assisted

for its maintenance and developmental expenditure for its research and/or teacher training activities in the field of Yoga.

The recommendations made by a Review Committee which was set up to assess the working of the Samiti and to make recommendations with regard to its projected development during the coming years have since been accepted by the Government. These recommendations include *inter alia* strengthening of the research and/or teacher training programmes of the Samiti.

Grants to Physical Education Teacher Training Institutions

This Scheme, which has been taken up as an independent Scheme from 1979-80 onwards, 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 like construction of gymnasia, swimming pools, development of play-grounds, and purchase of library books and sports equipment, subject to the ceiling of Central Government grants stipulated for each project. The scheme continued to be implemented during the year in consultation with SNIPES. On the basis of the recommendations made by SNIPES, a revision of the existing pattern of the financial assistance of the scheme so as to make its nature and scope more broad-based and its implementation more effective is under consideration with the Ministry.

Netaji Subhas National Institute of Sports, Patiala and the National Coaching Scheme

B. SPORTS AND GAMES

The Netaji Subhas National Institute of Sports (NSNIS) Patiala, established by the Government of India in 1961, along with its Southern Centre located at Bangalore (established in 1975) has been entrusted with the responsibility of training high calibre coaches in various sports disciplines and also to implement, on agency basis, on behalf of the Central Government, the National Coaching Scheme through a countrywide network of Regional Sports Coaching Centres which are being run in collaboration with the State Sports Councils, State Governments and Nehru Yuvak Kendras. The Institute continued to offer regular and condensed coaching courses in various sports disciplines. For the academic session 1981-82, 369 trainee coaches including 25 foreign trainees were admitted to the regular courses at the Institute, in 16 sports disciplines. Since its inception in 1961, the Institute has so far produced 5162 coaches including 130 from foreign countries in different disciplines.

Under the National Coaching Scheme of the Institute 23 Regional Coaching Centres are functioning all over the country in collaboration with the State Sports Councils/State Governments. The National Coaching Scheme has now a sanctioned strength of 650 coaches out of which 584 coaches are in position including several international and national champions, spread all over the country.

Besides its regular coaching programme, the Institute continued to implement, on agency basis, the Central Programmes of National Sports Festival for Women, All India Rural Sports Tournaments, Sports Talent Search Scholarships Scheme on behalf of the Ministry of Education and Culture.

In the context of India's preparations for the forthcoming IX Asian Games, the Institute has been entrusted with the job of training the national teams for their participation in the Games and also for importing sports equipment for use in training for and in competitions for the Games. The Institute has also requisitioned the services of foreign coaches for the preparation of Indian teams for the Games. The Institute has also been rendering technical assistance to the Special Organising Committee of the Asian Games in various matters pertaining to India's preparations for the Games.

During the year some of the important activities undertaken by the Institute are as under :—

- (i) 120 National Coaching Camps particularly to prepare teams for participation in the IX Asian Games.
- (ii) International Olympic Solidarity Courses for the benefit of Indian coaches in Swimming and Wrestling.
- (iii) Asian Clinic in Wrestling.

Consequent upon Government approval to the construction of the new complex of the South Centre of the Institute at Bangalore at a total estimated cost of Rs. 2.5 crores, construction programme of the new complex is being formally started. The Eastern Centre of the Institute at Calcutta is also likely to start functioning shortly.

Grants to State Sports Councils Promotion of Sports

In consultation with, and on the recommendation of the All India Council of Sports, financial assistance under the Scheme, as per the approved pattern and in accordance with the order of priority laid down by the Council, was released to the State Sports Councils in States and Union Territories during the year for development of following facilities :

- (i) Organisation of State level coaching camps;
- (ii) Maintenance of existing Rural Sports Centres and establishment of new Centres;
- (iii) Financial assistance for purchase of sports equipment;
- (iv) Development of play-fields;
- (v) Construction of stadia; and
- (vi) Construction of swimming pools.

National Sports Organisation

The Scheme, which is being implemented through the University Grants Commission, Association of Indian Universities and the Netaji Subhas National Institute of Sports, aims at improving sports standards among college and university students and helping the talented sportsmen and women to achieve excellence in their respective sports disciplines. Whereas financial assistance is given through the University Grants Commission for construction of Gymnasias, development of play-fields etc. in colleges and universities, the Association of Indian Universities has been entrusted with the job of organising coaching-cum-sports competitions among the college and university students. Similarly, 100 scholarships annually of the value of Rs. 1200 per annum per student are being awarded through the Netaji Subhas National Institute of Sports to outstanding College and University sportsmen and women.

Grants to National Sports Federations/Associations

The National Sports Federations/Associations are autonomous bodies engaged in the promotion of sports and games in general and their competitive aspect in particular. During the year National Sports Federations/Associations continued to be assisted for various purposes viz. (i) Grant of passage cost to National Sports Federations for deputing teams abroad for participation in international fixtures; (ii) Holding of National Coaching Camps for preparing national teams for their participation in international events; (iii) Holding of Annual Coaching Camps; (iv) Receiving sports teams from abroad and sending Indian teams abroad.

All India Rural Sports Tournaments

The country-wide programme of Rural Sports Tournaments was launched by the Central Government in 1970-71 with the twin object of involving a major segment of our youth in rural areas into the main stream of the country's sports activities and also to spot and nurture sports talent. The programme at present involves an annual participation of about 15 lakhs rural youth right from the block level up to the National level. The programme is being organised by the Netaji Subhas National Institute of Sports, on agency basis, on behalf of the Government.

The 12th All India Rural Sports Tournament was organised during 1981-82 in the following sub-groups :

Games	Venues and Dates
1. Swimming	Calcutta (West Bengal) May 9—11, 1981.
2. Athletics, Hockey and Basketball	Srinagar (Jammu and Kashmir) October 1—5, 1981.
3. Kabaddi, Kho-Kho, Wrestling and Archery	Amritsar (Punjab) December 29, 1981 to January 1, 1982.
4. Football, Volleyball and Gymnastics	Medikeri (Karnataka) January 16-19, 1982.

National Sports Festival for Women

The National Sports Festival for Women, first organised in 1975, has now become an important annual event of the country's Sports calendar. The programme is being organised by the Netaji Subhas National Institute of Sports, on agency basis, on behalf of the Government of India. The 7th National Sports Festival for Women, was organised at Hyderabad (Andhra Pradesh) in November, 1981 in collaboration with the Andhra Pradesh State Sports Council. 1440 participants from 20 States and Union Territories took part in the Festival in 11 Sports disciplines, namely, Athletics, Basketball, Badminton, Gymnastics, Hockey, Kho-kho, Kabaddi, Lawn-Tennis, Swimming, Table-Tennis and Volleyball. The overall Champion Trophy was won by the Punjab.

Sports Talent Search Scholarships

The Scheme of Sports Talent Search Scholarships was introduced by the Government of India in 1970-71, to provide facilities to young boys and girls at school stage, talented in sports and showing promise and aptitude for sports, to develop their talents in sports and to enable them to have nutritious diet during their studies. The Scheme provides for award of 400 National level scholarships and 800 State level scholarships every year, each of the value of Rs. 900/- and Rs. 600/- per annum respectively on the basis of sports competitions at National/State level. Besides this, the scholarships awarded during the previous year are also renewed in the following year subject to the scholarship holder maintaining/improving his or her performance. During the year, 400 National level and 800 State level scholarships were awarded under the Scheme. In addition, 150 National level and 300 State level scholarships awarded in the previous year are likely to be renewed.

The Arjuna Awards

The Scheme of the Arjuna Awards, which is being implemented since 1961, provides for recognition of the talented sportsmen and women who have distinguished themselves in different sports disciplines during the year. Each of the Arjuna Award winners is now being given a Bronze Statuette, a Scroll and a Scholarship of Rs. 200/- per month for a period of 2 years and free entry to any national/international sports fixture played in India.

On the recommendation of the All India Council of Sports, 13 outstanding sportsmen/women have been selected by the Government for 1980-81 Arjuna Awards.

India's Participation in International Sports Events

(i) A 31-member Indian contingent, comprising 22 players and 9 officials participated in the Mini Commonwealth Games held at Brisbane (Australia) from October 2 to 4, 1981, in the disciplines of Athletics, Badminton, Boxing, Weightlifting and Wrestling. The Indian contingent won 12 gold, 4 silver and 3 bronze medals. (ii) A 18-member School boys Football team of the School Games Federation of India participated in the 10th Anniversary Indian Schools Football Tournament, 1981, held at Jakarta (Indonesia) from June 20 to 30, 1981. (iii) A number of Indian teams in various sports disciplines were cleared during the year for their participation in international sports events abroad. Of them, international passage cost of a few teams was borne by the Government of India and facilities for their special coaching prior to their participation in sports events were also provided by the Government through the Netaji Subhas National Institute of Sports Patiala.

Sports Delegation Abroad

(i) On the invitation of the German Gymnasts and Sports Federation (DTSB), a 5-member delegation led by Shri S. Ramamoorthi, Joint Secretary, incharge of Sports and Physical Education, in the Ministry of Education and Culture visited the German Democratic Republic (GDR) from July 19 to 29, 1981 for a study of the system of sports and physical education in that country.

(ii) Director, Netaji Subhas National Institute of Sports, Patiala, visited the Federal Republic of Germany from May 2 to 16, 1981 on a study tour under the Indo-FRG Cultural Exchange Programme.

National Welfare Fund For Sportsmen

As a follow up of the recommendation made by the Working Group on the Sixth Plan Central Schemes of Physical Education and Sports as well as the Draft National Sports Policy, recommended by the All India Council of Sports, the Government of India has decided, in principle, to set-up a National Welfare Fund for Sportsmen on the lines of the National Foundation of Teachers Welfare, for giving financial assistance to outstanding sportsmen and women, who are no longer active in sports but are in indigent circumstances. The objectives of the Fund will also cover insurance against disability caused to sportsmen and women during training in and for their participation in the Asian Games. The details of the scheme including the rules and regulations for the administration of the Fund are being finalised by the Government.

C. ASIAN GAMES 1982

Holding of IX Asian Games 1982 in New Delhi

In the context of India's decision to host the IX Asian Games 1982, the Games will be held in Delhi from November 19 to December 4, 1982, with financial support from the Government. The Asian Games are intended to help develop in the youth of Asia those physical and moral qualities that come from fair competition in amateur sports and promoting international respect and goodwill among them through sports.

Role of Ministry of Education and Culture

The Ministry of Education and Culture is the nodal Ministry for providing the facilities required for holding the Asian Games, 1982, for import of equipment, etc., and for training of Indian teams/competitors.

Steering Committee for Asian Games

To ensure that the requisite facilities for the conduct of the Asian Games are made available on time according to the international standards and that other necessary arrangements for the Games are also made, the Government have set up a Steering Committee under the chairmanship of the Education Minister. The Committee has been authorised to take decisions and give necessary sanctions including expenditure on behalf of the Cabinet on all matters connected with Asian Games.

Special Organising Committee for Asian Games

Under the Asian Games Federation Rules, the holding of the Asian Games is entrusted to the Member-Organization of the country concerned. The Indian Olympic Association set up a Special Organising Committee in September, 1980 under the Chairmanship of Shri V. C. Shukla and entrusted the holding of Asian Games 1982 to it. The Special Organising Committee is now headed by Sardar Buta Singh, Minister of State in the Ministry of Supply and Rehabilitation who is also the Chief Coordinator for Asian Games. He is assisted in this task by a senior retired administrator, Shri K. T. Satarawala, who has been appointed as the Coordinator for Asian Games. He also functions as the Vice-Chairman of the Special Organising Committee. The Committee has a 5 Deputy Chairmen and a regular whole-time Secretariat headed by the Secretary-General.

Inclusion of Games/Sports in Asiad 1982

It is proposed to hold 21 games/sports, viz., Athletics, Badminton, Gymnastics, Volleyball, Boxing, Table Tennis, Cycling, Hockey, Lawn Tennis, Shooting, Swimming, Weight-lifting, Wrestling, Archery, Basketball, Equestrian, Football, Handball, Golf, Yachting and Rowing. Besides these there will be two demonstration games, viz. Kabaddi and Sepak Takraw (a Malaysian Game). Out of the 21 sports/games, 19 are to be held at Delhi at different venues and two events will be held outside Delhi viz., Yachting at Bombay and Rowing at Jaipur.

Construction of new Stadia

The following new stadia are being constructed for holding various events :—

1. Main Athletic Stadium at Lodhi Road Complex with a seating capacity of 75,000 by CPWD to be used for the athletics events, football matches and for the opening and closing ceremonies.

2. Indoor Stadium at Rajghat Sports Complex with a seating capacity of 25,000 persons by DDA. With the help of partition, this will be used as two stadia, to be used for Badminton, Gymnastics and Volleyball events.

3. A swimming pool of Olympic standard at Talkatora Gardens by NDMC to be used for Swimming events.

4. Cycle Velodrome in Rajghat Sports Complex by DDA for Cycling (Men) event.

5. Shooting Ranges near Tuglakabad Fort by DDA to be used for Shooting event.

6. Stadium for Lawn Tennis in Hauz Khas area by CPWD to be used for Tennis event.

7. A new Exhibition Hall in Pragati Maidan by CPWD for Trade Fair Authority of India to be used for holding Table Tennis and Boxing events.

The National Stadium which will be used for holding Hockey Championships for men will be renovated and provided with Astro Turf Synthetic Surface. In addition, 10 existing stadia in Delhi will be renovated for use in the Asian Games.

Target date for completion of Stadia

With the exception of the Exhibition Hall in the Pragati Maidan, which will be ready by September, 1982 the construction and renovation work in respect of all the stadia for the Games are expected to be completed by the end of June, 1982.

Asian Games Village

The Asian Games Village, an entirely new housing colony comprising 853 apartments is being built on commercial basis by the DDA in the Siri Fort area for housing about 5000 competitors and officials for the Asian Games, 1982.

Construction of fly-overs, hotels, widening of roads, and electrifying the city ring-railway

In addition to the sports venues, the work of constructing seven fly-overs, widening a number of important roads, electrifying the city ring-railway is progressing fast. Ten new hotels are also being constructed. These projects form part of the normal development of the concerned agencies but are being advanced in time so that their benefit is available at the time of the Games. They are funded from the Plan allocations of the respective agencies; and, from private sources in the case of eight hotels.

Quality Control

Great importance has been attached to the quality control at all construction works. Whatever controls, tests and norms are obligatory under the CPWD Code and other rules and instructions are proposed to be strictly, regularly and uniformly followed in all the construction works.

Import of Equipment

The Netaji Subhas National Institute of Sports, Patiala, has been authorised to procure equipment needed both for training and for the conduct of the Games from within the country as far as possible and from abroad, if necessary. For this purpose, the Institute has been exempted from payment of Customs duty.

Coordination for timely completion of Projects

BAR/PERT charts have been prepared to regulate progress. Intensive monitoring arrangements have been evolved to avoid slippages and to make up for it if slippages do unavoidably occur. A number of committees with cross-sectional representation have been set up by the Steering Committee as well as the Special Organising Committee for Asian Games to ensure proper coordination and timely and economical completion of all the projects.

Preparation of Indian Teams in various disciplines and holding of coaching camps

Comprehensive plans for preparation of Indian teams in various disciplines for participation in the Asian Games 1982 have been prepared in consultation with the concerned National Sports Federations. A panel of coaches have also been drawn up in respect of events included in the Asian Games. Up to the end of November, 1981, 105 coaching camps had been

organised to prepare Indian sportsmen/women for the Games. At the request of some of the National Sports Federations, services of ten foreign coaches have been obtained to prepare Indian Teams for Asiad. Efforts are being made to secure the services of some more foreign coaches.

Monitoring the Progress of Coaching and Training of Indian teams

To monitor the progress of coaching and training of Indian teams, a Committee has been set-up under the chairmanship of Shri Ram Niwas Misra, M. P. Another Committee has also been set-up in the NIS Patiala to submit regularly fortnightly reports on the holding of coaching camps.

Delegations of Selected Officials to Foreign countries to negotiate procurement of equipment as gift loan

Delegations of selected officials were sent to foreign countries to negotiate the possibility of getting the equipment of international specifications free/on loan or on concessional basis. The officials have been able to secure costly equipment free/on loan basis. Seiko of Japan has agreed to provide free/on loan 13 timers including photo finish apparatus and the electronic score boards. Besides, supervision, installation, maintenance and operation of this equipment, the firm will send contingent of 40—50 experts and will bear expenditure on their travel, board and lodging during their stay in India. M/S Yonex of Japan have also made an offer for supply of shirts and rackets for Table Tennis and Lawn Tennis. They will also pay royalty of US \$ 25,000. It has also been possible to obtain several other monetary benefits, due to these visits.

Publicity Campaign

The publicity campaign for Asian Games commenced on November 19, 1981 covering people within India and abroad. Newsletters, brochures, posters, etc. prepared by the Special Organising Committee were forwarded to Indian Embassies. All the Indian Sports Federations and National Olympic Committee have been supplied with this publicity material.

Emblem and Mascot for Asiad 1982

The Emblem and Mascot for Asiad 82 have been finalised. The Mascot of the Games is a dancing baby Indian Elephant with the sun symbol of the Games as a Bindiya on its forehead. The Mascot has been named "Appu" which embodies the true spirit of sportsmanship.

Expenditure on Asian Games

The expenditure as, at present, approved to be incurred by the Government for holding Asian Games, 82 is Rs. 54.83 crores. In addition to this, Delhi Development Authority will incur an estimated expenditure of Rs. 10.16 crores towards construction of an Indoor Stadium at Rajghat Sports Complex and New Delhi Municipal Committee will incur an expenditure of Rs. 2.75 crores towards the construction of a Swimming Pool. About 73 per cent of this expenditure will be spent on construction/renovation of stadia which will become permanent assets for promotion of sports in the country. His Highness, the Amir of Kuwait has given a cash grant of Rs. 12 crores for construction of an Indoor Stadium for the Asian Games in India.

Income from Asian Games

The income from Asian Games is likely to be from the following :

1. Sale of Tickets
2. TV rights
3. Royalty for patronising certain equipment
4. Advertisement
5. Use of Mascot and Logo

The Special Organising Committee has estimated an income of Rs. 3.90 crores for the Games.

CHAPTER 9

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 assistance for establishing Hindi teachers' training colleges; (iii) award of scholarships to students belonging to non-Hindi speaking states for the study of Hindi beyond the matric stage; (iv) providing financial assistance to voluntary organisations to enable them to hold Hindi teaching classes, maintaining libraries and reading rooms; (v) conducting and expanding the 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

This scheme envisages Central aid on a fifty per cent sharing basis to the State Governments/Union Territories for appointment of Hindi Teachers in Non-Hindi speaking States/Union Territories for development and propagation of Hindi, for the current financial year i.e. 1981-82. A Plan provision of Rs. 33 lakhs has been made and an amount of Rs. 18,25,750/- has been sanctioned up-to-date to various States Governments under this scheme. Till the duration of the current financial year, a few more lakhs of rupees are expected to be released as Central assistance under this scheme.

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

Under the Central scheme for opening of Hindi Teachers' Training Colleges in Non-Hindi Speaking States/Union Territories the Central

Government provides 100 per cent assistance to the States/Union Territories for opening Hindi Teachers' Training Colleges. This assistance would continue till the duration of 6th Five Year Plan. A provision of Rs. 10 lakhs (Plan) has been made for implementation of this scheme. A grant of Rs. 69051/- has been released under this Scheme up-to-date.

Financial Assistance to Voluntary Hindi Organisations

Over the years the number of organisations seeking financial assistance under the scheme is progressively increasing. With the 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 1981-82 financial assistance to the extent of Rs. 27 lakhs has been rendered to over 97 organisations.

Central Hindi Directorate

To facilitate the changeover of the media of instruction in the field of higher, scientific and technical education and for promotion and development of Hindi as a National Link Language, the Central Hindi Directorate has been implementing a number of schemes. The functional roles assigned to it are as under :—

- (i) to promote and popularise the use of Hindi;
- (ii) to undertake basic research in Hindi language and its script; and
- (iii) to prepare bilingual, trilingual and multilingual dictionaries/glossaries, conversational guides covering Hindi and other Indian languages.

The progress of the schemes during 1981-82 is as under :—

Correspondence Courses for Teaching Hindi

Five courses viz. Pravesh, Parishava, Prabodh, Pravesh and Pragya through the media of English, Tamil, Malayalam and Bengali for teaching Hindi to non-Hindi speaking Indians including foreigners in the country and abroad and a certain category of Central Government employees, employees of statutory bodies and public undertakings and teachers of Kendriya Vidyalayas were continued during the year. A total number of 10,400 students including foreign-based ones were admitted in these courses. A fee of Rs. 30/- is charged from the Indian students and Rs. 416.50 from the foreign students per year. In order to supplement the lessons and to compensate the absence of oral-teaching and direct contact with the students, Personal Contact Programmes at 16 centres were arranged in different parts of the country during the year under review.

Manuscripts of the four bilingual conversational Guides and three Self-Taught books are under print. Besides, 200 lingua records in Tamil, Malayalam and Bengali languages have been prepared so far.

Extension Programmes

These programmes are implemented for the promotion of Hindi in the non-Hindi speaking areas. During the year under report, 18 workshops of Neo-Hindi writers of non-Hindi areas were held. By December, 1981, 34 Hindi students of non-Hindi speaking areas participated in the Conducted Tours and similar number of students were expected to participate by the end of March, 1982. 20 stipends of Rs. 350/- each were recommended to be given to post-graduate-Hindi research students of non-Hindi speaking areas and lecture tours of Hindi professors were expected to be completed by the end of 1981-82.

Distribution and Exhibition of Hindi Books

Hindi books on Indian History, Culture and Literature were popularised through free-distribution and periodic exhibitions at different places in India and abroad. Books costing about four lakhs were purchased and distributed during this year.

Production of Dictionaries and Conversational Guides

The project of production of bilingual, trilingual, multi-lingual and definitional dictionaries and preparation of Readings on the encyclopaedic pattern in the subjects of Humanities continued. Nine bilingual dictionaries were ready for print and the manuscripts of 10 trilingual dictionaries were received in the Directorate. The work on the remaining 12 definitional dictionaries in humanities continued. The work of preparation of Bhartiya Bhasha Kosh, a project of multi-lingual dictionary containing equivalents of 5000 Hindi entries and 2500 expressions in 13 Indian languages in Devanagari script was completed. To cater to the requirements of the University level students and research scholars, 5 Readings on the encyclopaedic pattern in the subjects of humanities were published and the manuscripts of 6 more such readings are proposed to be completed by 1984-85.

The work on German-Hindi and Hindi-German dictionaries continued. Out of 45,000 entries, 42,000 were prepared and 13,000 finalised. For the Hindi-German Dictionary, all entries were sent to concerned experts in German, and the exchange of delegations of experts engage in the above mentioned project between India and the G.D.R. took place during the year under report. So far as the dictionaries of Hindi-Czech and Czech-Hindi are concerned, out of 15,000 entries, 14,000 were translated by the end of 1981-82.

A noticeable progress was made in the preparation of Hindi-Russian, Hindi-Czech, Hindi-Hungarian and respective *vice versa* Conversational Guides.

Publications

Under the Publishers' Collaboration Scheme, 6 manuscripts were prepared and 2 Definitional Dictionaries were published. Thirty publications including 4 issues of "Bhasha" Quarterly, 1 issue of "Varshiki" for the year 1978, 12 issues of 'UNESCO DOOT' the Hindi translation of 'Courier' were published.

Production of Standard Literature in Sindhi

Started in 1975, the objective of the scheme is to bring out educative books in Sindhi for the benefit of Sindhi students. The activities of holding of Sindhi Advisory Committee meetings, organising Workshops for the Neo-Sindhi writers; award of prizes for literary work and purchase of selected meritorious books and their free-distribution are undertaken for promotion of Sindhi language and literature. Under this Scheme, 2 books were published and 7 books were allotted for printing and manuscripts of 12 more books were made press-ready.

Commission for Scientific and Technical Terminology

Since November 6, 1980 the Commission for scientific and Technical Terminology has been separated from the Central Hindi Directorate on the recommendations of the High Level Committee. The functional roles assigned to the Commission for Scientific and Technical Terminology are as follows :

The Commission will evolve scientific and technical terminology in Indian languages; prepare reference material in Indian languages; survey, review and collect the available terminology in Indian languages and evolve Pan-Indian terminology; foster the setting up of language bodies at regional levels; and prepare and publish definitional dictionaries, glossaries and Lexicons.

The on-going programmes with their achievements are as follows :

Definitional Dictionaries

After the terminology in the various disciplines had been evolved it was experienced that, to make the concepts comprehensible it was necessary to explain them through definitions. Accordingly, the work of preparing definitional dictionaries in various subjects of Basic Sciences, Social Sciences, Humanities, Medical Sciences, Pharmacy, Agriculture and Civil, Electrical, Mechanical Branches of Engineering continued. Co-ordination and consolidation of definitions pertaining to various basic sciences dictionaries was also taken up.

Production of University Level Books

The programme of producing books in the subjects of Agriculture, Engineering (including Polytechnic), Veterinary Sciences, Forestry, Medical Sciences (including Nursing and Para-Medical) and Pharmaceutical sciences continued. At present production of books in the above mentioned subjects is directly handled by the Commission, while in the various subjects under basic sciences, humanities and social sciences, the production of books is being undertaken through the Granth Academies and University Cells. Seven titles were published and 64 were sent for publication. The titles include both translation as well as original writing.

Procurement of Copyrights

For translating foreign books in Hindi and other Indian languages, translation rights of about 20 titles are under negotiation and the copyright period of about 12 books was not extended.

Terminology

In the work of residual terminology Hindi Equivalents of terms were evolved only in those branches which had not been done so far, such as veterinary sciences, space sciences etc.

With the lapse of time, it is necessary to consolidate, co-ordinate and simplify the entire terminology so that it could be published as a single volume. Efforts have been made to achieve this objective.

Hindi-English Glossary

Side-by-side with the publication of Hindi equivalents of English terms, as more and more people use them, it became necessary to prepare the counterpart Hindi-English Glossaries also. One such Hindi-English Glossary relating to Basic Sciences has been published. Hindi-English Glossaries in Humanities and Social Sciences and in Applied Sciences are also under publication and preparation respectively.

Pan-Indian Terminology

The task before the Commission for Scientific and Technical Terminology now is also to compare and coordinate the terminology of Hindi with the terms prepared in the various regional languages in India with a view to coordinating and exploring the possibility of preparing a terminology, which could be uniformly used throughout the country, as a standard Pan-Indian terminology. Co-operation of State Textbook Boards was sought. The terminology prepared in the various regional languages is being collected and documented by the various subject-units and processed in the seminars convened in the non-Hindi speaking areas of the country. In the initial stage, lists of the basic terms pertaining to various subjects are prepared and regional equivalents are collected for the purpose. In this connection, Meetings and all-India Seminars were held at Trivandrum, Mysore and Calcutta, terms were discussed and Pan-Indian terminology relating to Commerce, Economics, Mathematics and Medical Sciences was identified.

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/foreign language). The Sansthan has its main campus in Agra and branches at Delhi, Hyderabad and Gauhati.

Teaching and Training Programmes

About 340 Indians and foreigners were admitted in different courses of the Sansthan during 1981-82. The Sansthan conducts 15 regular full session courses which include Hindi Shikshan Nishnat (equivalent to M.Ed.) and Post-M.A. Diploma and Advanced Diploma in Applied Hindi Linguistics and "Diploma in Translation". Parangat course by correspondence has also been started this year and 179 trainees have joined the course.

The Sansthan conducts short-term orientation-cum-remedial 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 514 Teachers have been trained 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 1981-82, Sansthan prepared 25 Textbooks at the request of the Government of Madhya Pradesh.

Publication

Seven new publications of the Sansthan have come out this year, Vol. No. 34-35 of the research journal "Gaveshna" and Nos. 45-48 of the Bulletin have been published.

Extensive Service Programme

During 1981-82, 14 members of the teaching staff were sent to various places for participation in lectures, seminars and discussions.

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.

The Sansthan organised a seminar on the style-semiotic aspects of Premchand's writings on the occasion of the centenary celebration of Prem Chand. About 28 litterateurs and scholars presented their papers in the Seminar. The proceedings are to be published shortly.

A Seminar-cum-Workshop was organised on Language Testing and Evaluation (with special reference to Hindi as second language) in which 40 participants presented papers and worked in the workshop sessions. As a follow-up of the Seminar, the Institute has initiated work on preparing standardised tests for Hindi as a second language.

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 standard.

Six teachers of the Sansthan have been awarded Ph.D. Degrees and 5 have submitted their theses for Ph.D.

Library

1800 new books have been acquired in the Institute's library. The library has about 25000 books and contributes to 134 journals at present.

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, 5493 books have been published as on 1st December 1981 out of which more than 1378 are translations. A large number of books are in the various stages of production.

Core Book 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 last year, is expected to be completed and published in the current year. Four Textbooks on Surgery, Physiology (Vol. I), Bio Chemistry and Neuro-Surgery (Vol. I & II) have been completed and 7 more books on medicine are under preparation.

National Award for Writers of Original Standard Books

This Scheme was launched to encourage Indian authors producing original standard works of university-level in Indian Languages. The results of the National Awards for 18 books have since been declared and the awards of Rs. 10,000/- each has been given to the authors. This Scheme has, however, been suspended.

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 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, 330 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 work in 18 disciplines is under progress.

In addition to the seven calligraphy centres at Delhi, Bombay, Hyderabad, Bhopal, Bangalore, Patna and Srinagar, it has been decided to open six new centres in 1981-82. These centres are to be located at Allahabad, Nagpur, Madras, Patiala, Jaipur and Lucknow.

The Solan and Patiala centres for training of Urdu teachers under the Central Institute of Indian Languages, Mysore have trained 539 secondary school teachers in Urdu. 101 teachers are undergoing training during the current year—56 in Patiala and 45 in Solan.

It is also 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, 1900 books in Urdu have been purchased

involving an expenditure of Rs. 49595/-. Besides a sum of Rs. 2500/- has been sanctioned as publication assistance to meet 50 per cent of the cost of publication.

Urdu books worth 8.9 lakhs have been sold.

Production 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 Mohenjo-daro, Story of Sarijutra, Our Neighbours, Historical Stories, and Dangerous Journey to Himalayas.

In addition, seven 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 Udaipur. A seminar of Sindhi language and literature is also to be held at Bombay University.

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.

Central Institute of Indian Languages, Mysore

Tribal and Border Languages

Final drafts of three Phonetic Readers (Mizo, Sikkim, Bhutia and Karbi) and two Grammars (Shina and Kerbi) will be completed by March, 1982. Dictionaries of the following languages (Apatani, Mishmi, Brokshat, Dorli and Karbi) are in progress. School Primers in Kurukh and Mundari were completed. Final draft of Arunachal Pradesh Folklore has been completed. Reports on the 'Sociolinguistic Survey' of Arunachal Pradesh, 'Dialect boundaries in Kurukh' and 'Dialect boundaries in Santali' were completed. Final draft of a bibliography of 'Tibeto-Burman Linguistics' was completed. Linguistic Training Course for officers of Tribal cell (4 weeks) and a course on Relevance of Ethnography and Linguistic to Field Workers (2 weeks) were conducted. A conference on Tibeto-Burman linguistics at Mysore and Adult Literacy Training Programme for Literacy Teachers (in-service training) at Changlang were conducted. A workshop for writers from Manipur to prepare textbooks for class II and IV in Thadou-Kuki and Tangklul was conducted. II and III levels of English and Hindi Literacy Primers, Arunachal Pradesh and A Guide Book for field work were undertaken as new projects this year. The Institute provided its expertise to the Government of Manipur to prepare textbooks in 4 tribal languages of the State.

Sociolinguistics

Reports of the (i) Pilot survey of Sadari (language used for inter-lingual communication) in 14 districts of Madhya Pradesh, Bihar, Bengal and Orissa having majority tribal population and (ii) Linguistic study of convergence, language attitude and maintenance of Konkani speakers in Kerala, were completed. The final report of six more projects would be ready by March, 1982. The work on (i) Bangalore sociolinguistic project : (a) language maintenance, language attitude and shift amongst the Tamils in Bangalore, (ii) language convergence and variation amongst the Tamils in Bangalore, (iii) Aspects of differential communicative interaction : studies in communication in an industry in Bangalore, are also in progress.

Material Projection

"A High School level Sanskrit Reader for students of Kannada level I" and "A Bibliography of children literature in Indian languages" were completed. Reports on "Education of language (Kannada) in publicity

and information materials by Government agencies", "Hemispheric dominance in literate and illiterate adults", "Simultaneous acquisition of two languages" and "Evaluation of the language (Kannada) in law and Administration" were completed. project report on "Aspects of Reading Disabilities" was completed. Malayalam Reader and Gujarati Reader were also completed and sent to the experts for review. Radio-cum-correspondence courses for Tamil teachers of standard IX in Tamilnadu and Malayalam teachers of standard IX in Kerala were completed. Second Certificate Course in Tamil for non-Tamil through correspondence course was completed. 305 students from all over India have been admitted to the Certificate Course in Tamil through correspondence course. A four weeks Kannada Course (Need-based) was conducted for the IAS/IPS probationers of Karnataka in July, 1981.

Regional Language Centres

337 teachers from 15 States and Union Territories were trained in 13 languages by the Regional Language Centres at Mysore, Bhubaneswar, Patiala, Poona and Solan. 350 teachers from 13 States and 2 Union Territories are undergoing training in 13 languages at the above centres. Refresher courses were run for ex-teacher trainees of 7 language groups. National Integration camps for students of 3 language groups were conducted in October, 1981. A four week's Kannada Course was conducted for IAS/IPS probationers of Karnataka.

Cartography

The Table on Linguistic Diversity and Linguistic acculturation among the tribals, the table containing language speakers and language combinations alongwith proportions to the total district population for 25 districts were completed. 15 manuscripts were processed, two books were reprinted and two books were published. Ten manuscripts are being processed.

Seminars/Conferences

An International Seminar on 'Women, Language and Development' was conducted at Mysore from August 9 to 13, 1981. Scholars from the USA, Nepal, Tanzania besides India, participated.

Library

3,735 books were acquired; 86 Journals were subscribed to and 10 external members were enrolled from June to December, 1981.

C. PROMOTION OF ENGLISH AND OTHER FOREIGN LANGUAGES

The Central Institute of English and Foreign Languages, Hyderabad is an institution of higher learning 'deemed to be a university' and carries out a variety of programmes. The Institute has been making pioneering efforts to improve the teaching of English and Foreign Languages in the country and to provide adequate Resource Personnel in this field for educational institutions at the secondary and university levels. During the year, it continued its activities aimed to serve as a strong national centre for specialised teacher education, research, production of instructional materials and extension services in the field of English and Foreign languages.

The Institute has been conducting Post-graduate Diploma Courses in the Teaching of English and in English Studies, M. Litt. and Ph. D Courses. In addition to this, the Institute has also been conducting Correspondence-cum-Contact Courses, leading to Post-graduate Certificate and Diploma in the Teaching of English. 71 candidates completed the P.G.D.T.E. Course and 180 candidates completed the P.G.C.T.E. Course during the year. Similarly, the Department of Arabic, French, German and Russian offered P.G. Diploma, M. Litt. and Ph. D. Courses, besides preliminary proficiency courses, and M.A. Courses in French, German and Russian through Correspondence.

The Institute collaborated with the Government of Andhra Pradesh and Jammu and Kashmir in the organisation of short courses in English. The Institute is collaborating with the Regional Institute of English, Bangalore in the Evaluation Project of their training programmes.

The Department of Material Production organised a seminar on recent innovations in ELT in India in April, 1981. The Regional Centres at Lucknow and Shillong also conducted refresher courses and seminars. A Resource Personnel Course for 58 teachers from Jammu and Kashmir, Andhra Pradesh and Uttar Pradesh was organised at the Institute during December, 1981 to February, 1982.

Research aimed at providing inputs for developing suitable methodologies for teaching English and Foreign Languages and their literatures, improved curricula, instructional materials and evaluation procedures continued. The Institute continued the important task of producing integrated teaching materials consisting of textbooks, workbooks and teachers' guides supported by tape-recorded materials. A number of books including supplementary Readers were published during the year. Thirty-eight programmes of English by Air were broadcast by AIR stations all over India under the Secondary School Teachers' Programme.

Two special courses in English are also being organised at the Institute for 33 Vietnamese Scholars/Officials from December 1, 1981. An international seminar on Australian Literature was held at the Institute of Hyderabad during February, 1982 under the Indo-Australian Cultural Exchange Programme.

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

Rashtriya Sanskrit Sansthan

Six Kendriya Sanskrit Vidyapeethas are working at Tirupati, Delhi, Allahabad, Puri, Jammu and Guruvayoor under the aegis of the Sansthan. About 2000 students are studying in the various courses of traditional learning in the Vidyapeethas. The Sansthan has so far brought out 120 publications. Out of 46 publications in hand during the year, 15 publications have already come out. Besides, the Sansthan has taken up for implementation three new Schemes relating to Survey, acquisition, preservation and publication of Sanskrit Manuscripts, Documentation Centre, Sanskrit Information Register.

About 1000 scholarships are awarded to the students of the Vidyapeethas undergoing various courses of study. Free hostel facilities have been provided to about 400 students. Over 2500 students are expected to appear in the ensuing examinations of the Sansthan. The Sansthan is running a correspondence course in Sanskrit through the media of Hindi and English and 625 learners including those from abroad are availing themselves of this facility.

Research Scholarships are awarded to about 200 students of traditional Sanskrit Pathshalas. About 500 scholarships are awarded to Shastri and Acharaya students from all over the country. 1200 students pursuing post-matric studies in Sanskrit are also beneficiaries of Sansthan's scholarships.

Financial Assistance to Voluntary Sanskrit Organisations

Under this Scheme, a sum of Rs. 35 lakhs is being released to more than 600 traditional Sanskrit teaching institutions and Gurukulas and Vedapathshalas all over the country. These grants are mainly meant for payment of salary of teachers at higher rates and scholarships to meritorious students. Grants are also released for the strengthening of libraries and for providing other facilities in these traditional Sanskrit Institutions in the country.

Publication of Dictionary Based on Historical Principles

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 (Parts-I and II) have already been brought out.

Adarsa Sanskrit Pathshalas

A few institutions which have been consistently showing steady progress and high standard among the traditional Sanskrit teaching organisations, have been chosen under this scheme for special financial assistance at the rate of 95 per cent of the total approved recurring expenditure.

Two more institutions have been added to the already existing list of eight Adarsha Pathshalas during the year.

Central Scheme for Promotion of Sanskrit

Eminent Sanskrit Scholars in indigent circumstances are assisted to the extent of Rs. 3600/- per annum less their income, under this Scheme. For the current year, 1300 scholars are receiving this assistance all over the country.

Production of Sanskrit Literature

To encourage the production of new Sanskrit Literature and preserve ancient literature, financial assistance is given to individuals, organisations, research institutions and universities for the publication of works relating to Sanskrit language and literature, printing of out-of-print Sanskrit works, printing critical editions of rare Sanskrit manuscripts and bringing out Sanskrit Journals. Some of the important projects are :

- (a) Preparation and publication of critical editions and translation of Puranas by the All India Kashiraj Trust;
- (b) Dharmakosha by Dharmakosh Mandal, Wai;
- (c) Pali Dictionary Project by the Sanskrit College, Calcutta;
- (d) Publication of critical editions of Vedic Texts by Vedic Samshodhan Mandal, Poona.

All India Elocution Contest for the Students of Sanskrit Pathshalas

The 20th All-India Elocution Contest for the students of Sanskrit Pathshalas and the 12th All India Vedic Convention were held in February, 1982. Vedic Pandits from different parts of the country participated. All the participants were paid T.A./D.A. and also Cash Prizes and honorarium.

Under the scheme for preservation of the oral tradition of Vedic recitation, four Vedic Scholars—one each in Taittiriya Yajurveda, Kanva Shakha and Madhyandina Shakha of Shukla Yajurveda and Rigveda have receiving a sum of Rs. 500/- per month and two students, under each of them are receiving Rs. 100/- per month as stipend. From June, 1981 two more Vedic Scholars both in Aettirya Shakha of Krishna Yajurveda with two students under each of them have been getting honorariums and stipend under this Scheme.

Award of Certificate of Honour to Sanskrit, Arabic and Persian Scholars with Monetary Grant

Under this Scheme, Presidential Awards were given to 10 eminent Sanskrit scholars and two scholars each Arabic and Persian on the Independence Day, in 1981. The Award includes a grant of Rs. 5,000/- each per year for life and a Robe of Honour at the Investiture Ceremony. The total number of scholars now getting this Award is 116.

Utilization of Services of Senior Eminent Sanskrit Scholars to Impart Indepth Study in Shastras

About 50 eminent scholars have been selected under the above scheme for guiding junior members of the staff and senior students in indepth study of higher texts, research and research methodology in Adrash Sanskrit Pathshalas and some important voluntary Sanskrit teaching institutions and research centres all over the country during 1981-82.

Fifth World Sanskrit Conference

The Fifth World Sanskrit Conference was held under the auspices of the International Association of Sanskrit Studies and the Rashtriya Sanskrit Sansthan, from October 21 to 26, 1981 in the Banaras Hindu University Campus, Varanasi. About 1000 delegates including about 200 foreign delegates participated.

Among the other classical languages that receive the attention of the Government of India, Arabic and Persian have special importance in so far as their cultural aspect is concerned. With a view to propagating and developing these two languages, sum of Rs. 7 lakhs is being released to more than 150 institutions (Madarasas) and other traditional type of Arabic and Persian Institutions.

CHAPTER 10

INDIAN NATIONAL COMMISSION FOR COOPERATION WITH UNESCO

Cooperation between India and Unesco

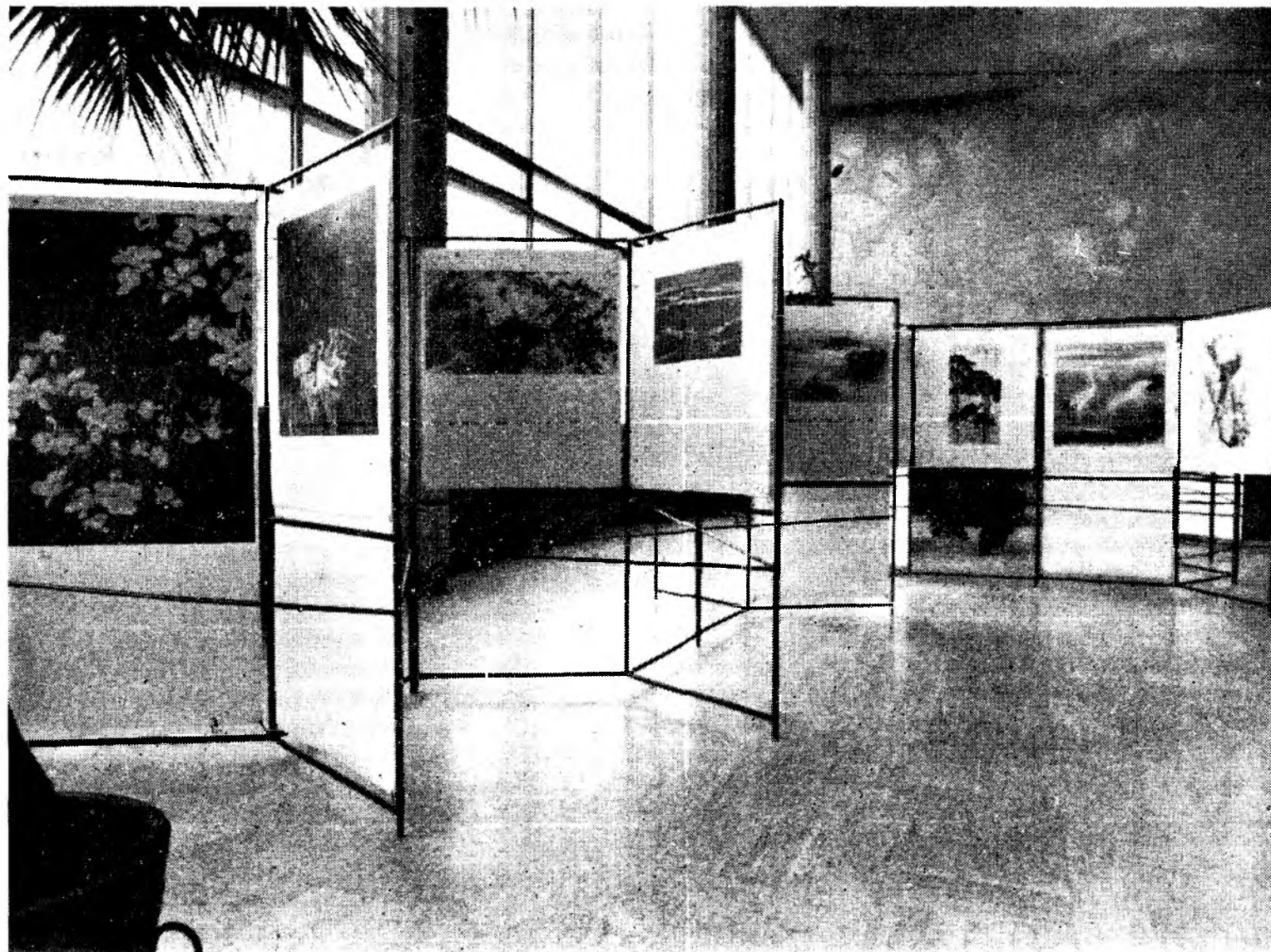
India is one of the founder-members of the United Nations Educational, Scientific and Cultural Organization, better known as UNESCO, which was established with Headquarters in Paris in November, 1946. During the year under report, India continued to play a leading role in the matters relating to Unesco.

38th session of the International Conference on Education

A high-powered delegation led by Smt. Sheila Kaul, Minister of State for Education and Social Welfare, and comprising Smt. Anna R. Malhotra, Secretary, Ministry of Education and Culture; Shri M. Rasgotra, Ambassador of India to France and the Permanent Representative of India to Unesco; Prof. C. S. Jha, Educational Adviser (Technical), and Shri S. Sathyam, Joint Secretary, Ministry of Education and Culture, as members participated in the 38th session of the International Conference on Education which was convened by Unesco at Geneva from November 10-19, 1981. The discussions at this Conference centred round the examination of global problems, the challenges that they pose and the responses that the member states which are responsible for education have to make in order to meet these challenges. The Conference also reviewed the major trends in education in different countries around the world, exchanged information on significant national developments, considered educational problems and priorities in educational research and examined modes of interaction between education and productive work. Smt. Sheila Kaul, Education Minister, addressed the plenary session of the Conference on November 11, 1981. In the course of her address, she emphasised the problem of development and the role of education in fostering a value system, and called upon the international community to lend full support to Unesco's programme for fostering a just World Economic Order, based on values of equality, solidarity and mutual respect. Smt. Anna R. Malhotra, Prof. C. S. Jha and Shri S. Sathyam took keen interest in the detailed discussions which took place in the meetings of the two Commissions set up by the Conference. Many of the suggestions made by the members of the Indian delegation in the course of discussions in the Commission meetings were accepted by the Conference in its concluding session. Shri Sathyam also participated in the meeting of the Evaluation Group of the work done by the International Bureau of Education, of which India had been elected as a member and made a notable contribution to the future orientation in the activities of the International Bureau of Education.

Executive Board of Unesco

Shri T. N. Kaul, India's Member on the Executive Board of Unesco, participated in the meetings of the Executive Board and the Special Committee held during the year. He was assisted in the discussion at the Executive Board meeting by Shri M. Rasgotra, India's Ambassador to France and Permanent Delegate of India to Unesco, Shri G. V. Rao, Honorary Adviser to the Permanent Delegation of India to Unesco, and Shri Inam Rahman, Deputy Permanent Representative of India to Unesco who joined this post in Paris towards the end of November, 1981. Some of the important problems which came up for detailed discussion in the Executive Board meetings during the year under report related to the preparation for the Second Medium-Term Plan of Unesco covering 1984-89, eradication of illiteracy, and promotion of the development of science and technology in the Third World Countries.



Unesco Travelling Exhibition "Chinese Paintings" on display

**International Programme for
Development of Communication**

Shri G. Parthasarthy who had been elected as India's nominee on the Intergovernmental Council for Unesco's Programme for Development of Communication at the 21st session of the General Conference held in Belgrade in September-October, 1980, attended the first meeting of the Council held at Paris from June 15-22, 1981. He was assisted at this meeting by Shri J. K. Bhattacharya, Joint Secretary, Ministry of Information and Broadcasting. This meeting considered the question of evolving a suitable system of finances and resources required for the implementation of Unesco's Programme for Development of Communication and examined suggestions for ensuring reciprocal consultation and better coordination between Member States on the one hand and Unesco on the other. The second meeting of the Council was held in Mexico from January 18-25, 1982, which was also attended by Shri G. Parthasarthy and Shri J. K. Bhattacharya.

**International Congress on Science
and Technology Education and
National Development**

Prof. C. S. Jha, Educational Adviser (Technical), Ministry of Education and Culture, participated as India's representative in the International Congress on Science and Technology Education and National Development which was convened by Unesco in Paris from November 23 to December 22, 1981. Unesco had also invited Prof. Rais Ahmed of the Department of Physics, Aligarh Muslim University, as a participant in this Congress at Unesco's cost. Dr. Krishna Sane of the Department of Chemistry, University of Delhi, was also invited by Unesco as an Observer. Dr. Sane is in-charge of Unesco-assisted project in the field of Chemistry Education in India. Both Prof. Rais Ahmed and Dr. Krishna Sane also attended the meeting.

Prof Rais Ahmed was elected Chairman of the Congress. This was a signal honour for India. Prof. Rais Ahmed's election was facilitated by the fact that he was a member of the Indian delegation which attended the 1979 United Nations Conference on Science and Technology for Development which was held in Vienna.

Many suggestions made by the Indian delegation on various issues which were discussed in the Congress were accepted. Mention may be made in this connection of the following proposals made by the Indian delegation and accepted by the Congress:—

- (1) Unesco should contribute to clarifying the concept of technology teaching within the framework of general education, and the way it should be organized for the purposes of endogeneous development. In this connection, it is also suggested that the technological component should be strengthened from the point of view of integrated science teaching at the primary and secondary levels.
- (2) In each country there should be at least one focal point the function of which would be to promote exchanges of ideas and information in the field of science and technology teaching, and that in addition, scientific societies, national teachers associations and other appropriate national institutions should play a key role in the circulation of these innovative ideas and of the conclusions of this Congress.
- (3) Unesco should increase the number of, and strengthen, its regional seminars to improve science and technology education, and also that the scientific and technological components of education should be given prominence in regional conferences of Ministers of Education organised by Unesco.

**Unesco Meeting on the Role of
Women in the Education of
Young People for Peace,
Mutual Understanding and
Respect for Human Rights**

India collaborated with Unesco in organising an International Meeting of Experts on the Role of Women in the Education of Young People for Peace, Mutual Understanding and Respect for Human Rights at New Delhi from December 7—11, 1981. The organising responsibility for this meeting was assumed by the University Grants Commission. Dr. (Mrs.) Madhuri Shah, Chairman, University Grants Commission, was elected Chairman of the meeting. The meeting was inaugurated by the Prime Minister of India. The valedictory address was delivered by Smt. Sheila Kaul, Minister of State for Education and Social Welfare. The participants to this Meeting included more than 20 countries drawn from different regions of the world. In

addition, Unesco had invited observers from U.N. Organisations and international non-governmental organisations.

In her inaugural address, the Prime Minister expressed her happiness that the stress of the Meeting was on "responsibility" and not merely on "rights". She made several suggestions on the role which women can play in the education of young people not only as mothers and teachers but also as members of the society. The suggestions made by the Prime Minister were repeatedly referred to by the participants from different countries and found a basis in the major recommendations which were adopted by the Meeting.

Contribution to Unesco

The Government of India's contribution to Unesco's Budget covering the period 1981-1983 has been fixed at 0.59 percent of the total Budget of Unesco as adopted at the last General Conference held in September-October, 1980. India's contribution amounts to US \$ 3,525,132 during the period. The contribution to Unesco is being paid regularly in a phased manner.

New Structure and Composition of the Indian National Commission for Cooperation with Unesco

In view of the rapid expansion in the scope and content of Unesco's Programme, the Government of India reviewed the existing Constitution of Unesco with particular reference to the provisions of the Charter of the National Commissions for Unesco which had been adopted by the General Conference of Unesco held in Paris in October-November, 1978. This Charter envisaged enlarged purposes and functions which could be undertaken by each National Commission. The Government decided to reconstitute the Indian National Commission for Cooperation with Unesco with effect from the November 24, 1981. The functions of the Commission have been enlarged to include the following:—

- (a) promoting understanding of the objectives and purposes of Unesco among the people of India;
- (b) serving as a liaison agency between the Government of India and the institutions concerned with and working for the advancement of education, science and culture.
- (c) cooperating with the Government Departments/organisations and institutions concerned with the questions within the Unesco's competence;
- (d) encouraging participation of national governmental and non-governmental institutions and various institutions and individuals in the formulation and execution of Unesco programmes so as to secure for Unesco all the intellectual, scientific, artistic or administrative assistance that it may require;
- (e) collaborating with the National Commissions of Asia and the Pacific and with Unesco Regional Offices and Centres in fostering regional, sub-regional and bilateral cooperation in the areas of Unesco's competence through joint formulation and execution of programmes;
- (f) disseminating information on the objectives, programme activities of Unesco and endeavouring to arouse public interest in them; and
- (g) advising the Government of India on matters relating to Unesco.

Smt. Sheila Kaul, Minister of State for Education and Social Welfare in her capacity as the President of the Indian National Commission, has nominated 41 Individual members and 51 Institutional members of the new Indian National Commission for Cooperation with Unesco.

Strengthening the Activities of the Indian National Commission

In order to enable the Indian National Commission to discharge its enlarged functions and responsibilities in an adequate manner, it has been decided to include in the Sixth Five-Year Plan a scheme for strengthening the activities of the Commission with a total Plan outlay of Rs. 25 lakhs. Of this total outlay, a provision of Rs. 6 lakhs has been included in the Budget Estimates for 1982-83.

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, play a leading role in coordinating Unesco Club Movement in the country, and publishing Hindi and Tamil editions of world famous Unesco magazine "Courier". The Secretariat of the Commission also continued to sanction grant-in-aid to voluntary organisations interested in spreading the message of Unesco.

ADULT EDUCATION

Pending decision on the Report of the Review Committee on the National Adult Education Programme and the empowered committee, the Adult Education Programme was continued at the 1979-80 level. Meanwhile, the Programme was included among the Minimum Needs Programme as a component of Elementary Education in the Sixth Five Year Plan with an outlay of Rs. 128 crores including Rs. 60 crores in Central Sector and Rs. 68 crores, in State Sector.

The Programme continued to be implemented through various agencies such as State Governments/Union Territories, Voluntary Agencies, Universities, Colleges, Nehru Yuvak Kendras etc. 92,045 centres were being run on 1-6-1981 by different agencies with or without financial assistance of the Government of India as shown below:—

(i) Rural Functional Literary Programme	48,369
(ii) State Government Projects	37,352
(iii) Voluntary Agencies with Central Assistance	339
(iv) Nehru Yuvak Kendras	4,884
(v) Universities and Colleges	585
(vi) Others	516
Total	92,045

The insignificant increase in the number of centres as compared to the number during 1980-81 was because no new project was sanctioned during the year.

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

During the year an amount of Rs. 65,24,304 was sanctioned to 17 States/Union Territories for the creation of administrative structures at the State Level and for 231 districts.

Rural Functional Literacy Projects

The number of districts covered under this scheme during 1981-82 was 241, of which 133 projects were located in districts having literacy level below the national average, as per the 1981 Census.

Assistance to Voluntary Agencies working in the Field of Adult Education

Funds were released to Voluntary Organisations for projects approved before April 1980 and commitments already made by the Government. Efforts were also directed to scrutinising the antecedents of all voluntary agencies on the grant-in-aid list of this Ministry with a view to weeding out such organisations which had communal leanings.

Assistance was also continued to 14 State Resource Centres and seven evaluating agencies for undertaking evaluation of field programmes.

Jamia Millia Islamia, Delhi was recognised as a Resource Centre for Adult Education Programme in Delhi.

A conference of Directors of State Resource Centres was held in Pune in February 1982 to review the working of the State Resource Centres and devise methods for improving their working and performance.

Adult Education Through Colleges and Universities in India

The University Grants Commission continued to assist the universities/colleges to participate in Programmes of Adult Education and Extension as well as Continuing Education in accordance with the guidelines laid down

for the purpose. The period of assistance for the Adult Education and Extension Programme has been extended by two years. With regard to the Programme of Continuing Education, assistance of the Commission would be available upto 31st March, 1985. Steps have been taken to review the existing guidelines on Adult Education and Extension as also Continuing Education. The Commission also agreed to extend the scope of extension activities to include population education, science for the masses etc.

Adult Education Programme Through Nehru Yuvak Kendras

During 1980-81, 4884 Chetna Sanghs/Adult Education Centres with an enrolment of 1,46,219 persons were established by the Nehru Yuvak Kendras in various parts of the country.

Shramik Vidyapeeths

Shramik Vidyapeeths continued to function at Ahmedabad, Ajmer, Bangalore, Bombay, Delhi, Guntur, Hyderabad, Indore, Jamshedpur and Nagpur. Efforts were made to operationalise the Shramik Vidyapeeths at Calcutta, Kanpur and Madras. New Shramik Vidyapeeths were sanctioned for Surat and Faridabad. A number of Adult Education Programmes for workers based on curricula suited to the needs of different categories of workers were organised.

Monitoring, Evaluation and Research

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. A meeting was convened in December 1981 to discuss the methodology issues involved in the evaluation of the Adult Education Programme. The representatives of the evaluating agencies, State Governments and officials of the Directorate of Adult Education and Ministry of Education participated.

Follow up discussions on these studies were held with the representatives of the concerned State Governments, researchers, projects evaluators, State Resource Centres and other agencies to initiate suitable measures for strengthening further the programme implementation process in the light of the findings of these studies.

DIRECTORATE OF ADULT EDUCATION

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

Teaching-Learning and Follow-up Materials

- (i) The Twenty-second National Prize Competition for producing literature for neo-literates was held. 54 manuscripts in various regional languages were awarded prizes-40 on topics of general education and 14 on those related to family welfare.
- (ii) Eight manuscripts were prepared in Urdu in a Writers' Workshop which was organised at Urdu Academy, Lucknow in collaboration with Bureau for Promotion of Urdu.
- (iii) Another Writers' Workshops was organised at Dehradun for preparing literature for neo-literates of Garhwal Region in collaboration with the Nehru Yuvak Kendra, Dehradun.
- (iv) Two booklets, namely "Swasthaya Suvidhayen Aap Ke Darvaje per" and "Ek Nai Jankari", were prepared/simplified and sent for printing.
- (v) 17 manuscripts were prepared on schemes and programmes relating to development in two Writers Workshops held at Varanasi and Ranchi in collaboration with the Adult Education and Extension Programme Unit of the Banaras Hindu University and Xavier Institute of Social Science, Ranchi, Bihar, respectively.
- (vi) "Bahno Ki Pahlī Kitāb"—a primer for women in Urdu and "Navan Chanan"—a primer in Punjabi were brought out.

- (vii) A set of teaching-learning materials for rural adult learners, namely, 'Dharti Ke Lal' was prepared and is now under print,
- (viii) An annotated catalogue of award books in Hindi from 1975 to 1980 was prepared.

Promotional Activities

(i) A cartoon booklet 'From the Diary of an unknown person' was published in almost all the Indian languages. It depicts the experiences of an instructor who faces usual initial resistance and eventually succeeds in his mission.

(ii) DAE News Letter—a bi-monthly periodical, was published regularly.

Unicef Assisted Project for Non-formal Education for Women and Girls in Mother and Child Care

A project for non-formal education for women and girls concerning mother and child care was undertaken with the assistance of UNICEF. A National workshop was organised with the objective to provide necessary orientation to the agencies to be involved in this project. The project proposals prepared by various agencies are being finalised and assistance provided for the preparation of a package of materials relating to mother and child care. Steps are also being taken to make child care facilities available to some of the women adult education centres on an experimental basis in order to motivate women to attend adult education centres regularly.

Monitoring, Evaluation, Research and Statistics

(i) The monitoring system, as operating on a country wide scale since 1979 was reviewed in the National Seminar-cum-workshop with a view to strengthening it further. An Annual Report on Monitoring for the year 1979-80 and quarterly reports for the quarters ending June, September, December, 1980 and March and June 1981, were brought out.

(ii) Appraisal studies of the programme through the Social Sciences Research Institutions of repute are continued and reports in respect of the project assessed in the States of Bihar, Gujarat, Maharashtra, Rajasthan and Tamil Nadu were brought out.

(iii) A scheme to promote research in Adult Education Programme was formulated and a brochure entitled 'Research in Adult Education—Guidelines for Proposals' was published. The following three proposals were approved :—

- (a) An action research on the Educative component of Holistic Health care for Rural Communities in West Bengal.
- (b) Adult Education for Women—Developing a Research Base through four Case Studies.
- (c) Evolving a Methodology for Numeracy Learning and Teaching for Adult in Rural Areas.

(iv) Based on analysis of literacy statistics, visual materials, as detailed below, were prepared.

—All India Literacy Position of Population excluding 0-4 (1951, 1961, 1971, 1981)

—Ranking of States/Union Territories by literacy rates—1981.

—Monitoring system for the Adult Education Programme : How diagram.

—District-wise literacy rates by sex were calculated in respect of States/Union Territories in the country. Districts having literacy rates below the National Average were identified for planning schemes of linking adult education with other developmental programmes.

Training Programmes/Materials

(i) Two Orientation Courses and One Refresher Course were organised for the District Adult Education Officers (DAEOs), in which 72 officers from different States/Union Territories were oriented.

(ii) A 13-day Field Oriented Training Programme was organised for DAEOs in which 24 officers from 9 States participated.

(iii) Proto-type materials for the training of Instructors of Hindi-speaking States were prepared in a workshop organised at Literacy House, Lucknow.

(iv) A Seminar for imparting training to Adult educators and population education experts in population education was organised in collaboration with the National Institute of Health and Family Welfare, New Delhi.

(v) A training film namely 'You can do it' was prepared for developing skills in the Instructors and Supervisors to prepare low cost teaching aids. Mr. James A. Beveridge, a Unesco Expert provided the necessary expertise in this venture.

International Collaboration

Foreign Visitors

(a) A three member team of field level staff from the Department of Non-formal Education, Thailand visited India to study the Adult Education Programme including the components of agriculture and rural technology in India.

(b) A team of 5 experts from Bangladesh, Nepal, Pakistan and Thailand besides India visited India to study the development of post Literacy strategies, methods and materials in India, under the Unesco sponsored Programme.

(c) A 2-member delegation from the German Democratic Republic visited India to study the functioning of adult education centres.

(d) Mr. Pitter Wan Rijan, Expert in Documentation, Unesco Regional Office, Bangkok visited the Directorate to study the documentation and bibliographical work done in the field of adult education.

(e) A three member delegation from Vietnam visited Delhi, Patna and Calcutta to study the Adult Education Programme.

Visits Abroad

(i) Two officials visited Jakarta in April, 1981 and participated in the Unesco Regional Seminar on Education as Resource Person/Delegate.

(ii) One of the Joint Directors participated in the Planning training Group Meeting on the training of literacy personnel held in Bangkok under the auspices of UNESCO in October 1981. He also attended a meeting on "Development of learning strategies on post literacy and education in the perspective on life long education" organised by Unesco Institute of Education, Hamburg, West Germany in October 1981.

Miscellaneous

A three member delegation comprising representatives of State Governments/State Resource Centres and officials of the Ministry of Education visited Philippines, Indonesia and Thailand to study adult education/post literacy Programme in these countries under Unesco's Literacy Programme, 1981.

An international Seminar on "Campaigning for literacy" was organised in January 1982 at Udaipur, jointly by the German Foundation for International Development, Bonn, International Council for Adult Education, Toronto and Seva Mandir, Udaipur under the auspices of Unesco. Delegates from 26 countries, including India, attended the Seminar. The main objective of the Seminar was to bring together those countries that have conducted mass Literacy campaigns in the last few years and those who are planning to launch such large scale programmes in order to enable them to analyse past experience and to formulate future plans.

CHAPTER 12

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.

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 1981-82, there were 255 educational institutions in the Union Territory comprising one Government College, one Teachers Training Institute, 16 Higher Secondary Schools, 11 High Schools, 34 Middle Schools, 179 Primary Schools and 13 Pre-Primary Schools. Post-Graduate courses are available in the subjects of Political Science and English Literature in the Government College, Port Blair. B. Ed. classes were also added in the Teachers Training Institute from the current academic session and 46 candidates were enrolled for B. Ed. course.

Teachers' Training

The Teachers' Training Institute was strengthened during the current year. 49 Pre-Service trainees were admitted in two-year J.B.T. course during the year 1981-82.

Incentives

For the education of Scheduled Tribes, there are 2 Pre-Primary, 28 Primary, 5 Middle, 1 High and 1 Higher Secondary Schools in Tribal area of Nicobar. Hostel facilities also exist at two places. The total enrolment of Scheduled Tribes at School level was 4,194. 16 Scheduled Tribes students were studying in Teachers Training Institute and one was undergoing B. Ed. training. Compulsory Primary education for either sex is in force in the age-group of 6-11 years in the entire territory excepting Nancowrie Tehsil. Efforts are being made to enrol more tribal girls to achieve 100 per cent enrolment by the end of Sixth Plan.

Remedial teaching scheme is being continued. 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. Free travel concession is given to students in Middle and Secondary states in Schools located beyond 4 kilometres. Mid-day-meals are being arranged free for the children in classes I-VIII. Hostel facilities to the rural school children in nearby hostels are also being provided. A stipend of Rs. 50 per month is paid to the boarders to meet the hostel expenses at school level. Besides, stationery and textbooks are supplied free to tribal students and set of uniform is supplied free to those children whose parental income is less than Rs. 2,500/- per annum. Scholarships are also given to local students for higher education in such subjects in which facilities are not available in the Government college.

2. ARUNACHAL PRADESH

The 1135 educational institutions in the Union Territory comprise 49 Pre-primary schools, 917 Primary Schools, 120 Middle Schools, 30 Secondary Schools, 17 Higher Secondary Schools and 2 Colleges. Besides 21 educational institutions were given financial aid by the Union Territory Administration. The total enrolment at Pre-Primary, Primary, Middle, Secondary and Higher Secondary stages was 75,135. To meet the increasing demand for secondary education, 9 Middle Schools and 4 High Schools have been upgraded to Secondary and Higher Secondary Schools, respectively.

Post-graduate courses in History and Political Science have been started in J. N. College, Pasighat.

Incentives

Education is free at the school stage for the tribal students. Mid-day meal is provided to the students of Pre-Primary and Primary Schools regularly. Under this scheme, the number of beneficiaries was 12,300. At present there are 27 girls studying in Banasthali Vidayapeeth, Rajasthan and they are given scholarships by the Administration. Other schemes like free supply of textbooks, free ration to boarders and school equipment continued to be given to the tribal students. In addition, clothing was also provided to 27 students. Under the ration stipend, 9,865 students were the beneficiaries.

Adult Education

During the current year, 39 new Adult Education Centres were opened under the State Adult Education Programme.

3. CHANDIGARH

School education continued to make rapid strides in the Union Territory of Chandigarh.

The scheme of scholarships for Scheduled Castes children continued to be in operation, so also attendance scholarships to girls. Uniforms and stationery were supplied free to the students, besides the award of 50 talent scholarships. Textbooks and stationery were also supplied free to the students. Transport facilities were provided to mentally retarded children. The State Institute of Education continued to provide in-service education to teachers and finding ways and means for making qualitative improvements in school education.

4. DELHI

To cater to the additional enrolment, 218 sections were added during the year to the existing 14, 923 sections by opening 8 new middle schools, bifurcating 7 schools and upgrading 14 schools. At present, there are 696 Government schools catering to the educational needs of the capital, besides 191 Government aided schools.

Facilities for Students

A large number of facilities to provide better opportunities, incentives and educational aids to the children of the weaker sections of the society are being given by the Directorate of Education. Under the scheme of free transport to girls in rural areas, there were 1,500 beneficiaries. 6,000 students were supplied uniforms free and 9,000 students have had the benefit of free supply of textbooks and 1,100 Scheduled Castes/Scheduled Tribes students received merit scholarships. 1,200 students belonging to Scheduled Castes and other weaker sections of the society were given special coaching. Besides quantitative improvement, there has been a steady qualitative improvement in the field of education. Books prescribed for classes I to VIII were got published through the Bureau of Textbooks and made available to the students in adequate number on the very first day of the academic session 1981-82. Similarly, adequate number of exercise-books at concessional rates were also made available to the students through heads of the institutions at the beginning of the academic session. For students not studying in recognised educational institutions, a sizeable quantity of exercise-books was released for sale in the open market through Super Bazaar and other Co-operatives.

Scholarships

Different scholarships schemes continued to be operated during the year. In addition to the national scholarships for children of teachers and for children belonging to the rural areas, the Junior Science Talent Search Scholarships at middle and secondary stages were also continued.

Adult Education

Intensive efforts were made to increase the number of beneficiaries under the programme of adult education and non-formal education in 1,300 adult education centres. The enrolment rose from 24,974 in 1980-81 to 29,415 in 1981-82.

With a view to universalising elementary education, efforts are being made to impart non-formal education to such children in age-group of 8-14 years as cannot and do not attend regular schools due to various socio-economic factors. For this purpose, 25 centres are functioning for benefit of 525 children.

Teachers' Training and Curriculum Development Programme

More than 2,000 teachers have undergone short-term/long-term orientation/refresher course in various subjects at the State Institute of Education. In addition, the Institute has taken up other projects for curriculum development, preparation of resource material, promotion of audio-visual aids etc. in the teaching of various subjects and educational and vocational guidance.

5. GOA, DAMAN AND DIU

The enrolment of students at Primary, Middle, Secondary and Higher Secondary stage continued to increase. There are at present 9 colleges for general education, besides a post-graduate centre for imparting higher education. There are also professional colleges in Medicine, Pharmacy, Engineering, Fine Arts, Law and Teacher Training. Under the National Adult Education Programme 98 centres continued to function.

Incentives

Education is free in the Union Territory from classes I to X for all students. Mid-day meals were provided to the school-going children of age-group 6-11 years. Under the scheme for establishment of Hobby centres, 10 centres have been established in selected High Schools. They provide facilities for claywork, making of dolls, wire-baskets, sewing, cutting etc. for girls. Audio-visual centres have been located at selected schools and each centre is provided with audio-visual equipment like 16mm film-projector, slide/films strip projector etc., within the ceiling of Rs. 10,000 per centre for making the teaching-learning process attractive, effective and more comprehensive.

Under the scheme of grant for educational tours the Administration releases grants to Government and non-government aided schools to enable the students to undertake educational tours in groups.

To enhance professional competence of teachers, the State Institute of Education conducted different training courses.

6. PONDICHERRY

At the elementary stage of education, additional enrolment achieved in the age-groups of 6-11 and 12-14 was 115,830. At the secondary stage the enrolment was 14,350. The Administration has already achieved almost 100 per cent enrolment in the age-group of 11-14 through formal and non-formal system. During the year, one Pre-Primary school was also set up.

Incentives

To achieve the enrolment target fixed, incentive schemes like supply of mid-day-meals to poor children studying in standards I to V and free supply of textbooks and stationery articles to 24,352 poor students was continued. To attract poor children to the schools, the scheme of free supply of uniforms continued to be in operation from standard I to V. Under this scheme, two sets of uniforms to 11,556 poor students were supplied. To improve the attendance of poor girls in the schools, 500 scholarships at the rate of Rs 20/- p.m., are being awarded to girls studying in Middle Schools.

Scholarships

150 Pondicherry post-matric scholarships, 3 National Scholarships to the children of teachers, 18 National Loan Scholarships and 18 National Scholarships are being awarded to help the poor and meritorious students to prosecute their studies. In addition, it is proposed to award 50 scholarships to students prosecuting technical and professional courses every year. The political sufferers scheme is also being continued. The scheme of student aid fund has also been continued in colleges. It is also proposed to award a fellowship of Rs. 350/- p.m. for research study in Tamil.

Physical Education

Physical education is compulsory in all the schools. Schemes like play-festival, children's rally, inter-school competitions, national recipient week, award of scholarships to talented sportsmen, supply of sports goods, national physical efficiency drive, coaching scheme, development of rural area games and sports coaching centres were continued.

7. DADRA AND NAGAR HAVELI

There are 11 Pre-primary schools, 141 Government Primary schools, 12 Government aided Mission Primary schools and 1 non-aided Mission Primary school in this Union Territory. The total enrolment in the Primary schools (Standard I-VIII) is 15,725. Besides, 5 High Schools are located in different parts of the Union Territory. The Higher Secondary Schools are located at Silvassa and Naroli. The total enrolment in High/Higher Secondary Schools is 1625.

Incentives

Education is free in the Union Territory up to Higher Secondary stage. Free mid-day-meals are being provided to all the students at pre-Primary and Primary Schools. In addition, free supply of textbooks, note books, slates and pencils to all the Scheduled Castes/Scheduled Tribes and other economically backward class students is also being continued. A pair of uniforms is also supplied free to Scheduled Castes/Scheduled Tribes and economically backward-class students of Primary and High Schools.

During the year under report, cash awards for regular attendance and merit in annual examinations were granted to 118 Primary Schools and High School students belonging to Scheduled Castes and Scheduled Tribes. Hostel facilities are also available for the students belonging to Scheduled Castes/Scheduled Tribes and economically backward communities. At present 555 boys and girls are residing in the hostels.

Scholarships

An amount of Rs. 500/- per annum is awarded as scholarship to talented students from Scheduled Castes/Scheduled Tribes in the age-group 11-17 years. National scholarships were awarded to 60 students for pursuing higher studies in nearby States, since there are no facilities for higher education in the Union Territory. Post-Matric Scholarships for the Scheduled Caste/Scheduled Tribe students as well as for the lower income group students are being awarded to encourage higher education in the Union Territory. To encourage the study of professional courses like Medicine, Engineering, Agriculture, Petro-Chemicals, Pharmacy and Veterinary Science, facilities for which are not available, seats are being allocated in different Universities for the students from the Union Territory.

8. LAKSHADWEEP

The 40 educational institutions in the Union Territory comprise 1 Junior College, 8 High Schools, 4 Senior Basic Schools, 18 Junior Basic Schools and 9 Nursery Schools. Facility for Primary education exists in all the habitable islands of Lakshadweep. The total number of students on the rolls in the Primary, Middle and High School classes is 11,739.

Scholarships and other facilities to the Students

Education is free in the Islands at all levels. Textbooks, writing materials etc., are supplied free of cost to all school children. Free mid-day meals are supplied to students in Nursery, Primary and Middle Schools. In the High Schools and Colleges scholarships are paid at the rate of Rs. 30 and Rs. 75, respectively. The number of scholarship holders at present is 1,531. In the case of students staying in Government hostels, mess charges are met by the Administration. There are two Boys Hostels and one Girls Hostel in the Island and 282 boys and girls are staying in these hostels. For higher studies, for which facilities are not available in the Islands, seats are reserved for the students in the institution on the main-land and the students selected to pursue higher studies are paid scholarships, lump-sum grant and other educational concessions by the Administration. Educational tours for students are arranged every year. Vocational education is being imparted in 4 of the High Schools.

9. MIZORAM

The enrolment at the primary, middle and secondary stages were 83,980, 24,730 and 17,332 respectively. During the period under report, there was substantial increase in the enrolment. At the primary stage it is proposed to achieve a target of 94 per cent towards achieving universalisation of elementary education.

The State Council of Educational Research and Training conducted 20 orientation programmes for the primary school teachers. More than 2,000 teachers attended the programme. Besides, new instructional materials were developed for experimentation in 130 selected schools in different teaching subjects. To cater to the professional training of the undergraduate teachers, two Teachers' Training Institutes are functioning in the Union Territory.

Educational Facilities

To cater to higher education, there is one University College called Pachhunga University College located in Aizawl town. Two new colleges, namely, Harangbana College and Zirtiri Women College are being aided by the Administration from 1981-82. Mizoram Polytechnic was opened during 1981-82 academic session with an intake capacity of 60 students.

CHAPTER 13

ACTIVITIES IN COMMON AND CLEARING HOUSE FUNCTIONS

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 line with the nature of activities described in earlier chapters.

ACTIVITIES IN COMMON

Scheme of Assistance for Research 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 enables organisations/institutions to undertake short duration action-oriented studies which have a direct bearing on policy, planning and management of educational system. Nearly 13 Projects/Research studies have been approved for implementation during 1981-82. The Topics/Research studies are scrutinised/approved by a Screening Committee comprising Inter-Departmental Officers.

Conference of Education Ministers of States and Union Territories

The Conference of the Education Ministers of all States and Union Territories was held on June 2, 1981.

The focus of discussions in this conference was on the implementation of the educational development perspectives and programmes as incorporated in the Sixth Plan document which had received the approval of the National Development Council early in that year.

Important highlights of the resolutions adopted at the conference are :

- (i) The conference endorsed the Plan to achieve in a 10-year period universal elementary education through formal and non-formal education. In the Sixth Plan, emphasis will be on the primary stage and in the succeeding plan on the middle stage. The conference also underscored the need to reduce the high incidence of drop-out.
- (ii) Reviewing the adoption of the 10+2 pattern of school education, the conference called for an early completion of the process of change over to this pattern in the States and Union Territories which have not yet done so. Stressing the importance of vocationalisation at the +2 stage, the conference recommended a time-bound programme for the conduct of surveys, preparation of curricula, institution of courses, teacher training etc.
- (iii) The conference endorsed the recommendations of the last meeting of the All India Council for Technical Education held on April 21, 1981. The more important of these recommendations are that all proposals for expansion of facilities for technical education in the States should be based on scientific survey of manpower needs and should follow the guidelines given by the All India Council for Technical Education. The proposal to give statutory status to the Council was endorsed. It also wanted the strengthening of the programme of community polytechnics and the greater involvement of engineering and technical institutions in solving rural problems.
- (iv) The conference received and approved the recommendations of the Conference of Vice-Chancellors of Universities held on May 30, 1981 and these include :
 - (a) All universities should undertake restructuring of courses at the under-graduate level to make them more relevant

and purposeful. Such reform is necessary consequent to the reforms in the school stage.

- (b) Setting up of a Co-ordination Board for every State for a co-ordinated development of higher education and close collaboration between the Universities, University Grants Commission and State Governments.
- (c) Maximum utilisation of existing facilities, increasing the number of working days of the universities and colleges, developing a uniform code of ethics for teachers and ensuring reservation for Scheduled castes/Scheduled tribes to the prescribed level.
- (v) Dealing with the need to promote national integration and the role of education in this regard, all the States and Union Territories undertook to carry out a review of textbooks from the national integration angle expeditiously.

DEPARTMENT OF EDUCATION

Budget Estimates

The total budget provision for 1981-82 and 1982-83 in respect of this of Culture are as under :—

(Rs. in lakhs)

Particulars	Budget Estimates 1981-82	Revised Estimates 1981-82	Budget Estimates 1982-83
<i>Demand No. 25</i> Department of Education. Secretariat of the Department, including the Pay and Accounts Offices, hospitality and entertainment.	2,15.37	2,21.97	2,32.76
<i>Demand No. 26</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 & Centrally Sponsored Schemes.	295,51.19	289,78.98	326,03.65

DEPARTMENT OF CULTURE

The budget provisions for 1981-82 and 1982-83 for the Department of Culture are as under :—

(Rs. in lakhs)

Particulars	Budget Estimates 1981-82	Revised Estimates 1981-82	Budget Estimates 1982-83
<i>Demand No. 27</i> — Department of Culture	14,80.10	14,80.10	15,66.79
<i>Demand No. 28</i> — Archaeology.	7,56.50	7,56.50	7,99.48

Audit Observations and Inspection Reports

The Ministry continued its concerted efforts to clear the outstanding observations and Inspection Paras. As against 3316 audit observations made up to March, 1980 but outstanding on 31st August, 1980 and 3194 inspection paras which were included in the Comptroller and Auditor General's Report for the year 1979-80, the Ministry cleared 684 audit observations and 708 inspection paras till 31st March, 1981.

Efforts are being continued to clear the remaining outstanding observations and paras.

Observance of Orders regarding Reservation in Posts and Services for Scheduled Castes/Scheduled Tribes.

A special Cell exists in the Ministry to ensure that the reservation orders relating to the appointments of members of Scheduled Castes and Scheduled Tribes in the Departments of Education and Culture are strictly observed.

Information required by the Department of Personnel and Administrative Reforms/The Commissioner for Scheduled Castes and Scheduled Tribes was collected from the various Divisions of the Ministry dealing with the Subordinate Offices/Autonomous Organisations. This was scrutinised and consolidated for onward transmission to the authorities concerned. Annual statement on the following subjects are required to be sent to the concerned authorities:—

- (i) Arrangement for training of Class I Officers belonging to Scheduled Castes/Scheduled Tribes.
- (ii) Statements concerning the representation of Scheduled Castes and Scheduled Tribes in posts and services.
- (iii) Statement regarding posts filled by deputation.
- (iv) Statement regarding dereservation of reserved vacancies for Scheduled Castes and Scheduled Tribes included in the roster for purely temporary appointments.
- (v) Representation of Scheduled Castes and Scheduled Tribes in posts filled on ad-hoc basis.
- (vi) Concession allowed to Scheduled Castes/Scheduled Tribes students in technical education and other educational institutions under the control of the Ministry.
- (vii) Information collected regarding nomination of Liaison Officers in the various subordinate offices under the control of the Ministry.
- (viii) Examination of the proposals received from the various offices under the control of the Ministry for the dereservation of posts and services.
- (ix) Statement of supersession of Scheduled Castes and Scheduled Tribes in Central services.
- (x) Statement for posts filled by promotion.
- (xi) Representation of Scheduled Castes/Scheduled Tribes in services--Appointments to posts filled by deputation or transfer.
- (xii) Annual Report of the Inspection of Rosters maintained for providing reservation of Scheduled Castes and Scheduled Tribes.
- (xiii) Representation of Scheduled Castes/Scheduled Tribes of posts and services under the Voluntary Agencies receiving grants-in-aid from the Government.
- (xiv) Report on the representation to Scheduled Castes/Scheduled Tribes in Statutory Bodies under the Department of Education.
- (xv) Report on the premature retirement of employees belonging to Scheduled Castes and Scheduled Tribes.
- (xvi) Report of inclusion of Scheduled Castes/Scheduled Tribes members in the Departmental Committees/Selection Boards.
- (xvii) Representation of Scheduled Castes/Scheduled Tribes in the CSS, CSSS and CSCS.
- (xviii) Report of in-service training of candidates belonging to Scheduled Castes/Scheduled Tribes selected on relaxed standards.

Progressive Use of Hindi

The Ministry has been vigilant in observing the compliance of the provisions of the Official Language Act, 1963 and rules made thereunder in 1976. Progress in the use of Hindi in the official work is being watched and reviewed, inter-alia, through quarterly progress reports obtained from the divisions/sections/units and the attached and subordinate offices etc., under the control of the Ministry.

According to the bilingual policy, every Central Government employee is free to use Hindi or English for his official work. However, all the officers in the Ministry and its attached and subordinate offices are requested from time to time to encourage their Hindi knowing staff to increase the use of Hindi for their notes and drafts. About 73 per cent of the officers and staff of the Ministry have working knowledge of Hindi. Hindi is being partially used in noting and drafting in 39 Sections/Units out of 117 Sections/Units. At present 50 Hindi typewriters are available in the Ministry.

So far, 187 Forms and Manuals of this Ministry have been translated into Hindi.

The work relating to translation of Acts and Statutes has been completed.

Ten Workshops were conducted to impart training in Noting and Drafting in Hindi to Hindi knowing employees of the Ministry.

A Hindi Salahkar Samiti has been set up for the Ministry of Education and Culture under the Chairmanship of Union Education Minister, to advise the Ministry on matters relating to the progressive use of Hindi for official purposes.

Supply of White Printing Paper at controlled rate for Educational Purposes

The scheme for allocation of white printing paper at controlled rate to State Governments and Union Territories was continued during the year under report. The price of paper remained at Rs. 3500/- per tonne ex-mill. On account of lesser production of paper by the mills due to shortage of power and non-availability of railway wagons etc., only 1,44,685 tonnes of paper could be allotted during the year 1981-82 to the State Governments and Union Territories.

Import of Paper from Norway

Under the bilateral agreement with the Government of Norway, commodity assistance worth Rs. 2 crores of paper is expected during 1981-82. The paper is generally earmarked for the production of school textbooks by the NCERT.

Statistics

CLEARING HOUSE FUNCTIONS

A High Level Committee consisting of representatives from the Ministry, National Council of Educational Research and Training, University Grants Commission, Central Statistical Organisation, Planning Commission, Education Departments of some of the States and non-official members was constituted to review the entire educational statistical system in the country. The terms of reference of the Committee are as under : —

- (i) To prepare a perspective plan for the improvement of the educational statistics and their utilisation in policy-making, planning and administration at all levels.
- (ii) To propose the methodology for collecting data on various items and to spell out the role of different agencies involved in data collection so that duplication of efforts is avoided and the relevant data are made available with minimum of resources.
- (iii) To suggest the type of schedules to be used for data collection from primary sources and the record to be maintained at different levels so as to help in efficient collection of information.
- (iv) To propose measures for improving the quality and timely presentation of data.
- (v) To suggest the changes in the infrastructure at the central and state levels and the norms for staff, etc., in order to bring about the above improvements.
- (vi) To suggest training and orientation programme at all levels for ensuring proper collection and use of data.
- (vii) To suggest short-term measures for improving the existing system on the basis of the discussions held with the high officials by personal visits of members of the Committee to some of the States.

The Ministry deputed a team of members of the High Level Committee to visit the States of Karnataka and Uttar Pradesh to review their system of planning, monitoring and statistics. The Committee is likely to submit its report by end of March, 1982.

The data for the following studies is being collected :

1. Correspondence courses in India.

2. Functionaries engaged in educational administration at various levels.
3. Education in rural areas.

As part of the annual/periodical collection of educational statistics and other information, the following publications were brought out during the year :-

1. Directory of Institutions for Higher Education 1975-76.
2. Education in India—1976-77—Vol. I.
3. Boards of Secondary Education in India—Results of High School and Higher Secondary Examination—1977-78.
4. Selected Educational Statistics—1979-80.
5. Pay Scales of School Teachers in India—1979-80.
6. Selected Information on School Education—1979-80.
- 7-13. Educational Statistics District-wise—1976-77.
 - (i) Meghalaya
 - (ii) Sikkim
 - (iii) Nagaland
 - (iv) Goa, Daman and Diu
 - (v) Bihar
 - (vi) Mizoram
 - (vii) Manipur
14. Education in Universities in India—1968-69.

Planning and Monitoring

The Planning and Monitoring Unit of the Ministry continued to perform its function of a clearing house of all plan activities in the field of education.

The Annual Plan for 1981-82 was finalised and a sum of Rs. 422.33 crores, (Rs. 107.11 crores in the Central Sector and Rs. 315.22 crores in the State Sector), was provided for the development of education in the Plan for the current year. The Plan outlay for education for 1981-82 constituted 2.4 per cent of the total Plan of the country (1.2 per cent in the Central sector and 3.6 per cent in the State's sector). The proportion of 1981-82 Plan outlay on education to the total Sixth Plan outlay on education worked out to be 16.73 per cent (14.58 per cent in the Central Sector and 17.62 per cent in the State's sector).

For 1982-83, the Ministry of Education had proposed an outlay of Rs. 158 crores. The Planning Commission have, however, approved an outlay of Rs. 138 crores which constitutes 18 per cent of the total Sixth Plan outlay of the Central sector.

Special Component Plan for Scheduled Castes and Tribal Sub-Plan

For the educational development of Scheduled Castes and Scheduled Tribes, the Ministry have proposed to provide 12.4 per cent of the divisible outlay for the Special Component Plan for Scheduled Castes and 6.1 per cent of the divisible outlay for the Tribal Sub-Plan Areas for the year 1982-83. The corresponding percentages in 1981-82 Plan of the Ministry were 11.4 and 5.5 respectively.

The following study reports were brought out by the Unit during the course of the current year :—

- (i) Analysis of Expenditure on Education shown in Central and State Annual Budgets—1979-80 to 1981-82.
- (ii) Progress of Education of Scheduled Castes/Scheduled Tribes 1977-78.
- (iii) Analysis of Sixth Five Year Plan (1980-85) and Annual Plan (1981-82).

Publication Unit

The Publication Unit brought out during 1981, 25 titles in English including 2 bilingual (English and Hindi) titles and the two quarterly journals "The Education Quarterly" and the "Indian Education Abstracts". The journal "The Education Quarterly" has now entered its 33rd year. 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 National Book Fair held at Jaipur in January 1981 and the Regional Book Fair held at Cochin in April-May 1981 by the National Book Trust and also in the V World Book Fair held in New Delhi from February 5 to 15, 1982. The Unit displayed the UNESCO Travelling Exhibitions (1) "Paintings : 1900—1925" (2) "Chinese Paintings" (3) "Women of Asia" at a number of places in the country.

The Hindi Publication Unit brought out during the same period 25 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 5608 enquiries relating to facilities for higher education in India and abroad. Nearly 3970 persons visited the Reference Library attached to the Unit to consult the calendars, hand-books, prospectuses and other bulletins of information on various courses offered by Indian/Foreign universities/institutions. 2953 additions were made to the Reference Library 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 Missions in those countries. Attestation work of Educational certificates for Indian students going abroad was done for 1022 persons.

Deputations/Delegations sent abroad of Government Officials and Non-officials during the year 1980-81

Number of Delegations	100				
Number of persons included in the delegations/deputations	175				
Total expenditure incurred thereon	<table border="1"> <thead> <tr> <th>Rupees</th> <th>Foreign Exchange</th> </tr> </thead> <tbody> <tr> <td>9,60,598.07</td> <td>Rs. 2,85,587.85 £2338.12 and \$14,100</td> </tr> </tbody> </table>	Rupees	Foreign Exchange	9,60,598.07	Rs. 2,85,587.85 £2338.12 and \$14,100
Rupees	Foreign Exchange				
9,60,598.07	Rs. 2,85,587.85 £2338.12 and \$14,100				

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.

The most outstanding discovery of the year in the field of Archaeology is the find of twelve pre-Harappan, Harappan and late Harappan sites in Mansa taluka of District Bhatinda, Punjab. These discoveries have further attested that the main thrust in the movement of Harappans was through the Ghaggar and that penetration of the culture took place from Rajasthan to Punjab and Haryana.

In the field of museums, the emphasis continued to be on the documentation of the collections in the various museums. The National Museum organised a major exhibition of Thracian Art from Bulgaria, and as a finale of the Hijri Celebrations, it organised an exhibition of Islamic Heritage which was inaugurated by the President of India on October 26, 1981, in the National Museum. The exhibition had manuscripts, miniature paintings, pieces of decorative art from the museums all over India, and some of the priceless items were shown to the public for the first time. The National Museum brought out a major catalogue on the Thracian exhibition and a handlist of exhibits on the exhibition of Islamic Heritage during the year. The Salar Jung Museum and the Indian Museum, Calcutta, arranged a number of exhibitions as a part of their regular programmes. The Victoria Memorial Hall, Calcutta, celebrated its Diamond Jubilee and held an exhibition at the Nehru Memorial Museum, New Delhi, entitled "Up the Country" with a collection from the Hall. Parliament passed the Victoria Memorial (Amendment) Bill, 1981, which *inter-alia* amends the constitution of the Board of Trustees and also incorporates the recommendations of the Committee on Subordinate Legislation regarding levy of entry fee and regulation of service conditions of the employees. Under the scheme of financial assistance to museums, assistance was given to important university museums, Prince of Wales Museum and other private museums for their development programmes, including documentation of the collection. The Bharat Kala Bhavan, Banaras Hindu University brought out with the assistance from the Government of India, "The Bundi Gita Govinda"; Maharaja Fateh Singh Museum, a catalogue; the Museum Association of India, "Brief Directory of Museums" and a 'Journal of Indian Museum'; Bharat Itihasa Samshodhaka Mandala, Poona, "Illustrations from Bhagwat Purana" and "Picture Postcards"; and Museum of Arthropoda, Pune, "Introduction to Butterfly World".

The National Gallery of Modern Art sponsored an exhibition of 85 works of Rabindranath Tagore which toured Bulgaria, the USSR, the GDR and Czechoslovakia. The exhibition was a great success in all these countries.

In the fields of libraries and archives, Parliament passed the Rampur Raza Library (Amendment) Bill, 1979, and the Khuda Baksh Oriental Public Library (Amendment) Bill, 1979. The Bills provided laying of regulations of the libraries on the table of both Houses of Parliament in pursuance of recommendations of the Committee on Subordinate Legislation. The National Archives arranged a number of important exhibitions, notable among these being the exhibition on Sarojini Naidu, the poetess. The Delhi Public Library, an autonomous institution, fully financed by the Government of India, was declared the fourth recipient library under the Delivery of Books Act, 1954. The other three libraries are the National Library, Calcutta, Central Library, Bombay and the Connemara Library, Madras.

The notable achievement of the Sangeet Natak Akademi relates to its training programme in the field of puppetry and support to the rare forms of dances, organisation of festival of tribal arts at Dangi in Gujarat and at

Manipur. Major festivals were held in traditional style of Aribo Pala, Dhrupad and Bharatnatyam. The documentation work was accelerated. The Lalit Kala Akademi organised a number of exhibitions including exhibitions from Poland, France, Cuba, Great Britain and UNESCO as also the important exhibitions of 60 paintings, graphics and sculptures of the scholars who were awarded scholarships in visual arts by the Department of Culture between 1964 and 1977. The Akademi participated in the Asian Art in Bangladesh and 5th International Small Plastic Exhibition in Budapest. The Akademi is continuing its work of organising the 5th Triennale during March, 1982. The Sahitya Akademi organised an international seminar with the theme 'Variations in Ramayana in Asia : their cultural, social and anthropological significance', two international seminars in honour of Prem Chand, one at Delhi and the other at Varanasi, besides its normal programmes of seminars, publications, etc.

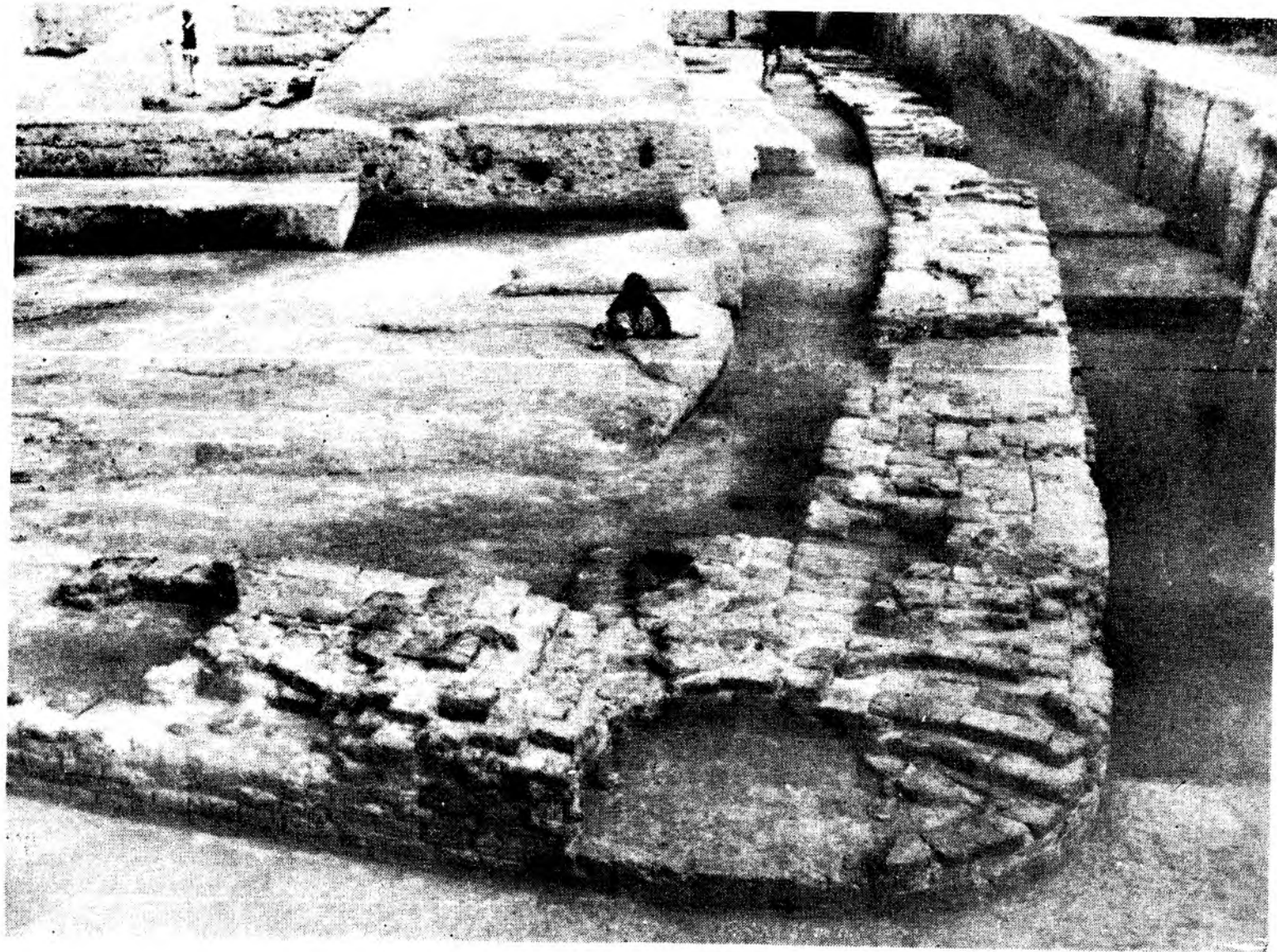
In the field of scholarships and fellowships, the Department continued to provide opportunities for talented children, youngmen and outstanding scholars to pursue creative and critical studies under various schemes. The emphasis is on the study of rare forms in the field of performing arts. The scholarships awarded in the various fields were as follows : scholarships to young workers in different cultural fields : 75; cultural talent scholarships : 100; and fellowships : 15 in the senior category and 35 in the junior category.

Financial support was continued to the institutions in the field of Buddhist and Tibetan studies, 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.

The National Museum and the National Research Laboratory for Conservation of Cultural Property continued to provide courses in museology and training courses for conservation, and the National Archives in archival training. These are important training programmes to ensure that the cultural wealth in various museums, libraries, archives is scientifically preserved.

The work on programmes and events for the Festival of India has made considerable progress. A Press Conference was held by the Chairman, Festival of India, Advisory Committee, Smt. Pupul Jayakar, on December 29, 1981. This was the first Press Conference organised by the Chairman who gave a resume of various events and programmes and the progress made in Britain and in India.

During the year under report, Cultural Agreements were concluded with Ghana, Uganda, and Zimbabwe, besides the cultural agreement with Kenya, which was signed in February 1981, bringing the total number of countries with which cultural agreements have been concluded to 62. Out of these, regular cultural exchange programmes have been finalised with 35 countries. Official delegations were sent to a number of countries for formulating cultural agreements and cultural exchange programmes.



Hilas Excavations—Massive Kushan Structure

CHAPTER 1

ARCHAEOLOGY

The Archaeological Survey of India continued its activities in the various fields like excavations and explorations, preservation of monuments, maintenance of site museums, preservation of antiquities and art treasures and running of the School of Archaeology.

I. EXPLORATIONS AND EXCAVATIONS

Exploration

In the course of exploration in parts of Andhra Pradesh, Bihar, Haryana, Gujarat, Jammu and Kashmir, Madhya Pradesh, Maharashtra, Karnataka, Kerala, Punjab, Rajasthan and Tamil Nadu, a large number of sites representing various periods extending from Lower Palaeolithic age to medieval period have been discovered.

Palaeolithic and microlithic sites at Lehgambod, Mettupalle, Nayampalle in District Anantpur, Andhra Pradesh and extensive neolithic and megalithic sites in districts Anantpur and Prakasam, Andhra Pradesh and again an extensive megalithic sites have been found near Halehalli, Alahalli, Appayyana etc. in District Kolar, Karnataka.

The most outstanding discovery of the year is the find of twelve Pre-Harappan, Harappan and late Harappan sites in Mansa Taluka of District Bhatinda, Punjab. These sites are at Chhotte Mansa, Ingwala Theh, Arniwala, Dalewala II, Hirka I, Karampura, Lallivali-2, Luluwala, Jharionwala Alikeda Tibba, Tassiluwala. These discoveries have further attested that the main thrust in the movement of Harappans was through the Chaggar and penetration of the culture took place from Rajasthan to Punjab and Haryana. Besides this, three late Harappan sites were discovered in District Dhule, Maharashtra at Pandi, Varde and Methi.

Six sites yielding Kaytha ware, Painted Grey ware and black and red ware were found in District Morena, Madhya Pradesh.

An extensive site of the Ishkavaku period has been located at Guttikonda village, Gurzala Taluk District Guntur.

Amongst the important finds mention may be made of the Buddhist sculptures of Tarodhava, Kurrukkula and Avalokiteshvara at Bilahari, District Jabalpur, M.P.

Excavation

During 1981-82 excavations have been carried out at Fatehpur Sikri, District Agra, Gufkral, District Pulwama, Jammu and Kashmir, Hampi, District Bellary, Karnataka, Hulas, District Saharanpur, Uttar Pradesh, Sringverpur, District Allahabad, Uttar Pradesh and Ramapuram, District Kurnool, Andhra Pradesh.

These excavations have brought to light roads and structures of various phases of the period of Akbar at Fatehpur Sikri, presence of a well-defined Aceramic neolithic level at Gufkral : a huge structural complex with pillard corridor and a building represented by a central hall at Hampi : a Harappan platform with successive floor levels and a terracotta sealing bearing three signs of Indus script at Hulas : feeding channel and a platform and a stair-case on the western side of the tank besides presence of circular wells at the bottom of the great-tank at Sringverpur; three phases belonging to the Chalcolithic cultures uncovered at Ramapuram.

Village to village Survey of Antiquarian Remains

In continuation of last year's work, the Archaeological Survey of India and various universities carried out exploration in 24 Districts in different States.

II. CONSERVATION

The restoration of the missing portions of the moat-wall of **Bharatpur Fort** in Rajasthan is being taken up on a large scale. In addition to this major project, the Survey continued to maintain, preserve and carry out major structural repairs to centrally protected monuments during the year 1981-82. Important monuments undergoing major structural repairs are :

Akhun Malla Shah mosque, excavated site at Harwan and Sun temple at Martand in Jammu and Kashmir State; Rambagh Gate at Amritsar in Punjab; Lord Jagannatha temple at Puri and Sun Temple at Konarak in Orissa, Humayun's tomb, Adilabad fort wall, Balban's tomb, Wazirpur tomb and Siri Fort at Delhi; Dwarkadhish temple, Gujarat; Churches and fort at Daman; Ancient mosque at Dhabol, Ellora Caves, and **Bibi-ka-Maqbara** at Aurangabad and Panhale Kazi Caves in Maharashtra; Sher Shah Suri's Tomb at Sasaram in Bihar; Shiva temple Bhumra, monuments in Mandu and Mahadev temple at Gandai in Madhya Pradesh; Brindabar Chandra Thakur's Math at Guptipara, Firoz Minar at Gour, in West Bengal, Churasi Gumbad at Kalpi, Taj Mahal, Monuments in fort, Jama Masjid at Agra, and Patthargarh fort at Nazibabad in Uttar Pradesh; **Bekal**—fort at Pallikere and Mattancherry Palace at Cochin in Kerala State; Sangameswara temple at Kudvalli in Andhra Pradesh; Chandramoulesvarer temple at Nattery, Narasimhaswamy temple at Namakal, Venkatarmana temple at Ginjee, Skhanathaswamy temple at Kudumiyamalai at Pudukottai in Tamil Nadu; Triumurthi Narayana temple and Somesvara temple Bandalike, and Keertinayana temple Talkad in Karnataka.

Large scale horticultural operations have been carried out at many of the well known monuments and Mughal pattern garden is being raised at Ram Bagh at Agra.

Extensive chemical preservation work has also been carried out at Ladakh, Tabo, Taj Mahal, Agra; and monuments at Delhi and other places. To combat air pollution in and around Agra, tests of stones and chemicals are being carried out in the science laboratory of the Survey at Agra, on the efficacy of the various preservative coats to be used in the marble, as also studies on the measurement of air quality, are in progress.

III. ANTIQUITIES AND ART TREASURES

Under the scheme of the Implementation of the Antiquities and Art Treasures Act 1972, the registration of antiquities throughout the country continued through various official agencies. Till the end of November, 1981, 13411 applications for registration of antiquities were received and 15594 Certificates were issued. Financial assistance for photography of the antiquities to be registered, to the deserving parties was given to some States. The examination of several art objects, suspected antiquities, arms, weapons and other items presented by various official and non-official agencies was conducted by Expert Committees, officers of the Survey and the Director-General for different purposes.

A large number of objects including several hundred coins and a gold belt studded with gems, were confiscated by the Customs after these were declared as antiquities by the Director-General, Archaeological Survey of India. Subsequently, these were allotted to the Archaeological Museums including other museums.

A new Committee has been constituted for the assessment of paintings and manuscripts to be declared as art treasures. Further, two lots of Nizam's jewellery of Hyderabad have already been examined by the Committee constituted in 1980.

For better implementation of the scheme of registration, a notification has been issued giving the powers to the Coordinators for search and seizures under Section 23 of the Antiquities and Art Treasures Act 1972. Certain rules relating to licencing were amended.

IV. ARCHAEOLOGICAL MUSEUMS

The Museums Branch of Archaeological Survey of India at present looks after twenty-one Museums located at Nalanda, Sarnath, Vaisali,

Nagarjunakonda, Amravati, Kondapur, Lothal, Purana Quila (Delhi) Konarak, Bodh Gaya, Khajuraho, Sanchi, Hampi, Halebid, Bijapur, Taj at Agra, Red Fort (Delhi), Indian War Memorial Museum (Delhi), Sri rangapatna, Velha Goa and Fort St. George, Madras. With a view to bringing out catalogues for different collections, emphasis has been laid on photo-documentation and on the preparation of catalogue cards of objects lying in various museums.

Three Museums namely Taj Museum, Agra, Lothal and Indian War Memorial Museum are in different stages of completion. The Taj Museum is likely to be thrown open to the visitors shortly. Three galleries of the Indian War Memorial Museum at Red Fort have been fully reorganised. The chair used by Netaji Subhas Chandra Bose as Head of Provisional Government of Azad Hind and Supreme Commander of Indian National Army was received on July 7, 1981 and is now displayed in the Indian War Memorial Museum.

The Survey has also initiated schemes for opening of new museums at Mattancherry Palace, Cochin (Kerala), Aihole, District Bijapur (Karnataka), Burzahom, District Srinagar (Jammu and Kashmir) and Badami, District Bijapur (Karnataka).

V. PUBLICATIONS

The Survey has a separate section meant for bringing out archaeological, architectural and epigraphical publications incorporating the latest researches in these fields. Publications on important archaeological sites, monuments and museums for knowledgeable public, both in English and Hindi, are also brought out. For the benefit of tourists and visitors, folders, coloured and black and white picture-postcards sets on various important monuments and museums are also published.

During the year under review, one issue of *Indian Archaeology* 1978-79—*A Review, Cave Temples of the Deccan in the Architectural Survey of Temples* series, *Inscriptions of the Early Gupta Kings* in the *Corpus Inscriptionum Indicarum* Series, *Annual Report on Indian Epigraphy* for the years 1967-68 and 1970-71, one issue of *South Indian Inscriptions*, five guide books on monuments, four reprinted volumes of *Epigraphica Indica* (volumes VI, VII, VIII, and IX) were published.

Among the publications which are in various stages of printing are : *Ratnagiri (Part I)* and *Karandai Inscriptions of Rajendra Chola* in the *Memoirs* series; second part of the *Paramara Inscriptions* in the *Corpus Inscriptionum Indicarum* series; *Annual Report on Indian Epigraphy* for the years 1971-72 and 1972-73; *Epigraphica Indica-Arabic and Persian Supplement* for 1974; reprinting of *Epigraphica Indica* Volume XI; three guide-books on monuments and museums; and sets of coloured and black and white picture postcards.

In the financial year 1982-83, the printing of *Indian Archaeology* (2 issues), *Ancient India* (2 issues), *Lothal, Volume II, Ratnagiri (Part II)*, *Images of Nepal Epigraphica Indica* (2 issues) *Epigraphica Indica-Arabic and Persian Supplement* (2 issues), *Annual Report of Indian Epigraphy*, (two issues), *South Indian Inscriptions* (one issue) six guide-books, six sets of black and white picture postcards, forty coloured cards and reprinting of two issues of *Epigraphica Indica* will be taken up.

VI. SCHOOL OF ARCHAEOLOGY

The School of Archaeology (under the Archaeological Survey of India) functioning under a Director is offering a professional one-year Diploma Course in Archaeology, of which the current year will be the 23rd session since the inception of the School in 1959. This has been attracting officially-sponsored trainees as well as students from both within the country and from the friendly neighbouring countries either under Colombo Plan or other arrangements, for which a seat is provided, subject to demand every year. During the last three years an officer trainee from Nepal joined the School of Archaeology. Last year a trainee from Bangladesh joined the School for short-term training in conservation and excavation.

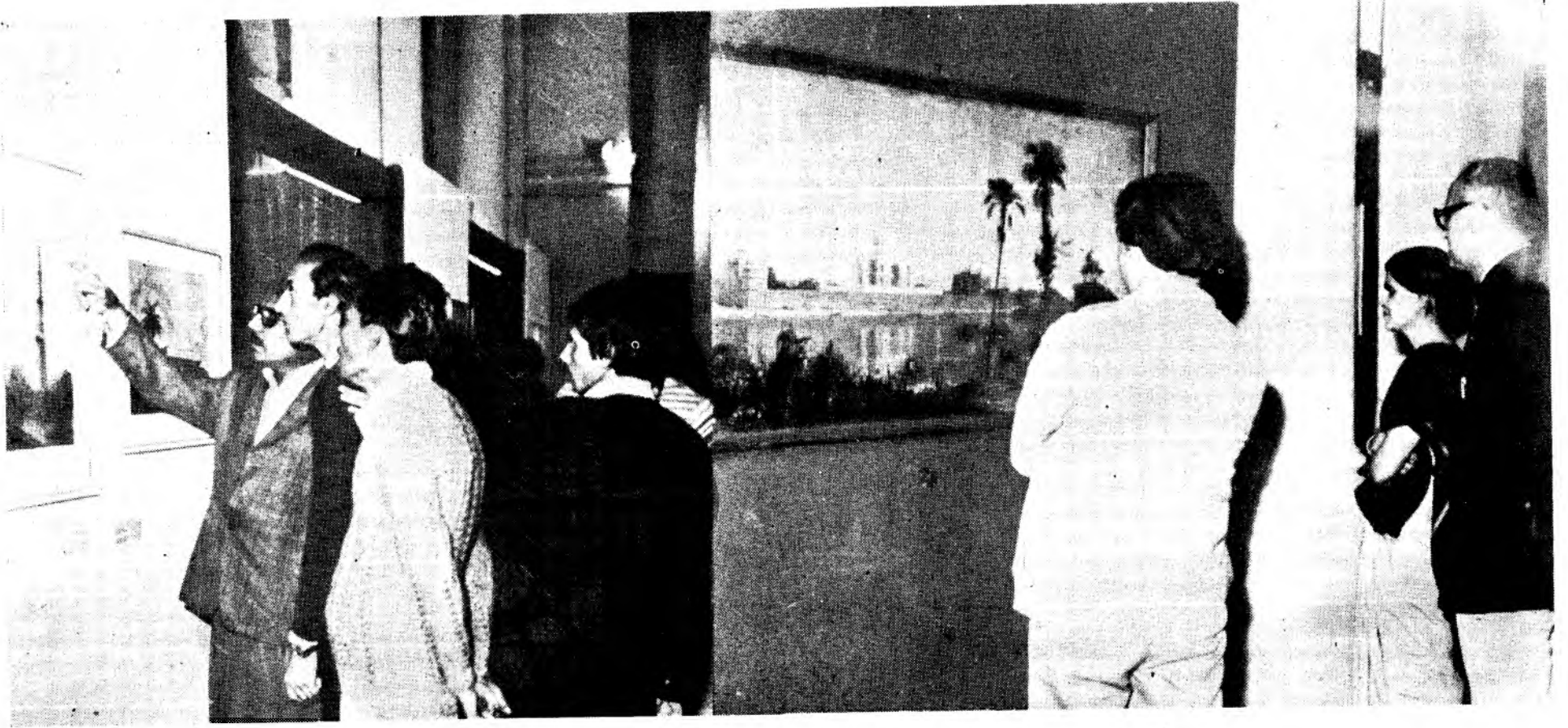
In addition to this, special refresher as well as short term intensive course in conservation of ancient monuments (theory and practical) has also been one of the periodical features of the Survey and in recent years, the organisation of these courses has devolved upon the School of Archaeology. Special courses conducted include—one in 1977 at Mandu (Madhya Pradesh) and another in 1978 at Gingee (Tamil Nadu). In this year one of the official trainees invitee was from Sikkim. During current year the School of Archaeology has conducted an intensive conservation course at Bhubaneswar.

During this year three Kampuchean archaeologists were also trained in Archaeological Photography, Chemical Preservation and Conservation training.

Between October 15, and December 15, 1981 the Deputy Superintending Archaeologists (on probation) were also given special Departmental training in the School of Archaeology on various research, administration and field techniques.

The scheme for financial assistance for preservation of monuments less than 100 years old has been circulated among different State and Union Territory Governments for wide publicity and for inviting applications from voluntary organisations. The State/Union Territory Governments have been requested to consolidate and forward proposals from all organisations for consideration for rendering financial assistance to them.

Scheme for Financial Assistance to institutions/bodies for Preservation of monuments, sites or remains of Historical and Cultural value not protected by the Archaeological Survey of India or State Departments of Archaeology



Visitors at the exhibition "UP THE COUNTRY" at the Nehru Memorial Museum, New Delhi

MUSEUMS

The Museums 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 for 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 museum 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 field of acquisition, exhibitions, conservation and education.

Acquisition : The unique collections of the museum were further enlarged by acquiring outstanding art objects such as a Western Chalukyan bronze image of Uma Maheswara, 11th-12th Century A.D., miniature paintings and Persian and Arabic manuscripts on the history of Kashmir, 32 gold coins, Gayanas; Pagodas and Panams (all very rare) of ancient and medieval Karnataka; copper-plate grants, a beautiful Sunga bronze image of about 1st Century B.C.; a post-Gupta Mahishamardani and a Vishnu Vaikuntha bronze of 9th Century A.D. Kashmir.

Exhibitions : The following special exhibitions were organised :

1. Ramayana showing the miniature paintings from the National Museum collection.
2. Special exhibition of "Thracian Art Treasures from Bulgaria".

An international symposium was held on Thracian Art and Culture in which Indian and Bulgarian scholars participated.

3. Special exhibition to honour the 1400th anniversary celebrations of the Hijra Era entitled "Heritage of Islam".

A series of lectures and film programmes to coincide with the exhibition were also organised.

Publications : An illustrated catalogue on the Thracian Treasures from Bulgaria; a brochure on Thanjavur paintings and a hand-list of exhibits in the Islamic Heritage exhibitions were brought out during the year.

Conservation : The conservation laboratory organised a three-month course on conservation of manuscripts. In collaboration with the British Council, a three-week workshop on conservation of oil paintings was held.

The British Council provided the services of an expert, Lord Alexander Dunluce, Keeper of Conservation Laboratory, Tate Gallery, London for the workshop.

Other Activities : A six weeks in-service training course in museology for trainees from various State Museums was held. The laboratory continued to assist in the conservation of art objects from its own collection and from the collection of other institutions. A series of lectures were arranged including an illustrated lecture by Mme. E. Zannas, "Recently discovered ancient city in the Aegean Island of Santorini (Thera)"; lecture by Prof. I. Gardian, the Head of the French Archaeological Mission in Afghanistan "Recent discoveries of Bronze Age and Kushan period in Bactria"; Dr. Anand Krishna of Banaras Hindu University on "Akbar School of Paintings"; Shri Karl J. Khandalavala "The Influence of Mughal Paintings on the Rajasthani School of Paintings".

The library added 600 books to its collection bringing the total number of books in the library to 29,000.

Indian Museum Calcutta

The important programmes of the Museum were in the field of exhibitions, acquisitions, publications and lectures and seminars.

Exhibitions :

- (i) In observance of 200 years of study of inscriptions in India, an exhibition on biographical wealth of Bengal in the Indian Museum was organised. It included inscriptions on stone, copper plates, bricks, coins, manuscripts, ranging from 3rd Century B.C. to 19th Century A.D.
- (ii) In collaboration with the French Cultural Centre and Alliance Francais, an exhibition on Original Lithographs by Honre'-Daumier was organised where 100 works were displayed.
- (iii) On the occasion of 120th birth anniversary of the poet Rabindranath Tagore, an exhibition on Drawings by Rabindranath and Portraits of Rabindranath was organised.
- (iv) In collaboration with the French Cultural Centre and Calcutta Art Society, an exhibition on the life and works of Picasso was held.
- (v) An exhibition on KONDH; a tribe of Orissa was organised.

Under the title "Exhibit of the Month" objects of topical interest were displayed at the entrance hall. These objects were changed every month.

Acquisition : (i) Forty-three paintings and line drawings of which Kalighat Paintings, Rajasthani paintings, oil paintings of the Dutch, Bengal School and water colour paintings and oil paintings by Abanindranath, Gagenedranath, Nandalal Bose, Asit Kumar Halder, Dhiren Dev Burman and Debiprasad Raychaudhuri, were collected. Six patachitras were also acquired from Midnapore Patuas.

(ii) Seven manuscripts of Apohasiddhi, Kshanabhangasidhi, Subhasita-samigraha, Dohakosha and one containing painted illustrations of various gestures (mudra) dated in Newari Samvat 852 (1732 A.D.) were collected.

(iii) Two stone sculptures and three bronze images were also acquired through gift and purchase.

(iv) A quarter portrait muhar of Jahangir, Silver medals of the Azad Hind Government and a brass one of George V were added to the Coin cabinet.

(v) One ivory plaque depicting Krishnalila and a carved wooden door from Orissa were also collected.

(vi) Of ethonological specimens collected in the course of field work in Orissa 170 specimens and artifacts of Kutia Kondh tribe deserve special mention.

(vii) Besides, 78 dolls and household utensils were received as gift from a lady in Calcutta.

Publications : The books, catalogues, bulletins and monographs published during the period are :—

- (i) Catalogue of Wood carvings in the Indian Museum by Dr. Kalyan Kumar Dasgupta.
- (ii) Indian Museum Bulletin, Volume 14.
- (iii) Picture folder : Mughal Court Paintings, Tagore Album.
- (iv) Set of picture post-cards on Ragamala paintings in Deccani style.
- (v) Annual Report (1979-80) Hindi.

Other Activities : A number of lectures, seminars were arranged by the Museum. Notable among these were : the Annual Congress of the Epigraphical Society of India; a seminar 'Inscriptions of Bengal' and lectures during the exhibitions at the Museum.

Salar Jung Museum, Hyderabad

Reorganisation of Galleries : The European Bronze gallery has been reorganised on modern scientific lines.

Documentation of museum art objects : A total of 15,000 Index cards were prepared and typed. 6430 art objects were physically verified with the records of the Museum. 2497 Persian manuscripts and 4346 printed books have also been physically verified. 5145 books have been classified and catalogued and 410 nos. of bibliography of articles prepared from art journals.

(a) The work of category-wise listing and classification of objects has been completed.

(b) Hundred fire arms in the Museum collection have been examined by experts. Identification, dating and other data have been recorded.

(c) Individual labels of objects of Textile Gallery and European Bronze Gallery have been prepared.

Educational Activities : Two temporary exhibitions were conducted during this period. Two lectures and 6 gallery talks were delivered. Besides this, one Seminar on "Museum service for disabled" was organised on April 25, 1981. Under the school visit scheme, 69 students visited the Museum. They were given introductory talk and other assistance to see the Museum. Film shows on art and culture were arranged at regular intervals for the visiting public.

The Mobile exhibition, with new exhibits on Salar Jung Museum, photographs and replicas, was sent to various schools, colleges and institutions of Hyderabad and Secunderabad.

To mark the International Year of the Disabled, the Museum was kept open on July 10, 1981 (Friday, weekly holiday) specially for the visit of 603 Disabled persons who were allowed free admission in the Museum. Plaster casts and replicas on Indian sculptures were arranged for the blind who were allowed to touch and feel the objects.

Other Activities : Bi-annual Research Journal Volume XIII and XIV has been brought out. A 15 day practical demonstration course in Bronze casting was held during the period. 656 art objects of various categories were given complete treatment. Eight oil paintings were also restored during the period.

Scheme of Financial Assistance to private Museums

Under the scheme of financial assistance to private museums, financial assistance is provided for the museums managed by voluntary institutions, societies, trusts, colleges, universities, municipal corporations etc. The assistance is for the purchase of art objects, equipment, publications and books for libraries. The museums are encouraged to complete documentation of the objects in their collection with assistance under the scheme.

A number of important museums within the university system have been helped to document their collection and to bring out publications. They are Bharat Kala Bhavan, Banaras Hindu University; Kausambi

Museum, Allahabad University; and Asutosh Museum, University of Calcutta. Assistance over the years has been given to the Prince of Wales Museum, a major museum in the Western India to bring out publications, for the reorganisation of galleries and for equipment.

The Department of Culture organises every year a Museum Camp to which participants from the private museums are invited. The Camp provides an opportunity to the participants to know the work being done in the other museums in the field of documentation, publication and conservation. The next Museum Camp was held in Trivandrum during January 1982 with the subject "Publication of Descriptive Catalogue and Documentation".

(ii) MUSEUMS OF CONTEMPORARY HISTORY AND ART

**Victoria Memorial Hall,
Calcutta**

To accelerate the work of reorganisation of the Victoria Memorial Hall, as the period museum covering 18th and 19th Century, an Advisory Committee has been constituted comprising the Chief Architect, Ministry of Works and Housing, a representative of Department of Culture and Archaeological Survey of India.

The Museum continued its normal activities during the year like popular lectures on modern Indian history and culture, restoration of old oil paintings etc.

As a part of diamond jubilee of the opening of the galleries of the Victoria Memorial Hall, a special exhibition called "Up the Country" on the art treasures of the Hall was held in Delhi in November-December 1981 in collaboration with the Nehru Memorial Museum. A special exhibition on the "Making of New Delhi" was organised in collaboration with the British Council.

**National Gallery of Modern Art,
New Delhi**

The National Gallery of Modern Art continued its endeavour to enrich its collection by acquiring outstanding works of art and during the period under review 105 art objects were added in its collection. Twenty-six works of art which were purchased by Lalit Kala Akademi from the 4th Triennale—India, have been received on perpetual loan.

The project of preparing bronze cast of a big monumental sculpture by late Ram Kinkar Vajj titled "Santhal Family" presently displayed at Santiniketan has been initiated. This project is likely to be completed in the next year.

A Graphic Wing displaying 52 graphics to show a chronological development of this art has been opened in the stair-cas area of the Gallery. The area of the international section has been enlarged and 8 galleries have been provided for section representing 147 works from different countries.

During the period under review approximately 2000 students and 304 teachers/adults of different schools and colleges from all over the country visited the Gallery and were provided conducted tours. Screening of art films for general public has been a regular feature on every Sunday at 11 A.M. throughout the year. The art films from the collection in the gallery are also shown to the school groups and others. During this year 60 films shows were held in the Gallery.

The laboratory received 77 paintings for treatment. The Gallery brought out publications "Radha's Viraha" by Nandlal Bose and "Raas Leela" by K. N. Majumdar. Eight more reproductions are in the process of printing.

A special exhibition of Rabindranath Tagore containing 85 works was compiled by the National Gallery of Modern Art for sending abroad under the Cultural Exchange Programme. Out of these, 60 works were borrowed from Rabindra Bhavan, Visva Bharati, Santiniketan. The following was the schedule of the exhibition :

- (i) Bulgaria—Sofia
- (ii) USSR—Moscow and Leningrad
- (iii) East Germany—Berlin
- (iv) Czechoslovakia—Prague



*Special Exhibition of Thracian Art Treasures—An Amphora—Rhyton gold,
Panagyuriste—Archaeological Museum, Plovdiv*

The exhibition was a tremendous success as reported by the attending officials of the Department of Culture. Shri P. K. Roy, Photographer, National Gallery of Modern Art was sent with this exhibition as an accompanying expert.

A special show of the exhibits is being arranged at the Gallery.

**Nehru Memorial Museum and
Library, New Delhi**

The Nehru Memorial Museum and Library was set up in the year 1966 with the objectives of creating a personalia museum and Library that could house published monographs, official publications and periodical literature relating to the history of modern India and contemporary developments in the country.

As in previous years, the Museum continued to maintain its popularity, attracting a large number of visitors. An Exhibition entitled "The Revolutionary Movement in India 1924-31" was opened to public on May 26, 1981. Another exhibition entitled "Historical Views of Upper India in the late 18th and 19th Centuries by European Artists" was opened to public on November 13, 1981. This was organised in collaboration with the Victoria Memorial Hall, Calcutta.

Substantial additions were made to the Library and archival resources. About 2430 books were added to the Library, thereby raising the total number of holdings to 76,749. Besides purchase, valuable publications were received as gifts from the Prime Minister's Secretariat, Registrar General's Office and Lok Sabha Secretariat. The collection of research material on microfilm and microfiche has been enriched further. The Library houses at present 5606 rolls of microfilm and 7144 microfiche plates, which are being increasingly consulted by research scholars interested in the study of modern India. Vigorous attempts are being made to acquire rare research materials from abroad on microfilm.

Among the notable collections of private papers and institutional records, mention may be made of the papers of Yusuf Meherally, Bhagwati Charan Vohra, Dr. Magfoor Ahmed Ajazi, Rangildas Kapadia, Asok Mirta, Shaheed Bhagat Singh, B. Pattabhi Sitaramayya, A.C.N. Nambiar, Abdul Majid Daryabadi, Pandit Khushi Ram Sharma, Ramnandan Mishra, K. D. Malviya, Brahmanand, Gooroodas Banerjee, Dr. Tarachand, Humayun Kabir, K. P. S. Menon, Pandit Sunder Lal Dave, Dr. Fateh Chand, M. B. Samrath, and Leela Dhar Joshi. Notable among the institutional records microfilmed, mention may be made of the papers of National Council of Women in India and All India Women's Conference. Efforts are being continued for acquisition of the collection of more papers.

Under the Oral History Project, forty-seven sessions of interviews with seventeen persons were recorded. Among those interviewed were Kamalashanker Pandya, Bhogilal Gandhi, Nilu Limaye, M. Harris, S. A. Dange, F. M. Pinto, Popatlal Shah, R. G. Kakade, Ramnandan Mishra, J. R. Sahni, Dr. Fateh Chand and Kulbir Singh. Some of the interviews were conducted at Vadodra, Pune, Bombay and Laheria Sarai (Bihar).

A number of lectures having a bearing on modern Indian history and Indian Nationalism were arranged. The speakers included Dr. Sudhir Chandra, Prof. V. P. Dutt, Shri I. K. Gujral, Prof. A. K. Damodaran, Dr. Anita I. Singh and Mr. B. C. Bloomfield. Three seminars were also arranged. Besides these lectures and seminars, a symposium on 'Philosophical Theory and Social Reality' was held from January 18 to 22, 1982, in which eminent scholars from India and abroad participated. A volume entitled "Selected works of Motilal Nehru—Writings and Speeches—1899-1918" has been sent to the press and is expected to be published by the spring of 1982. The collection of papers on "Aspects of Economy, Society and Politics in India" which were presented at a symposium organised by Nehru Memorial Museum and Library earlier is under preparation for publication.

**National Council of
Science Museums, Calcutta**

The NCSM with its three constituent museum units temporarily transferred from the CSIR continued to function during the year under the Department. In pursuance of one of its major objectives, namely, popularisation of science and technology throughout the country, the three museums along with the three District Science Centres at Malda (West

Bengal), Purulia (West Bengal) and Gulbarga (Karnataka) organised special thematic programmes like film shows, exhibitions, teacher training programmes, lectures etc.

The Birla Industrial and Technological Museum, Calcutta organised an exhibition on 'Centenary of Electric Light' to commemorate the centenary of invention of incandescent lamp by Thomas Alva Edison and another on 'Michael Faraday and the Dawn of Electrical Age' in commemoration of 150th anniversary of the discovery of Electro-magnetic Induction by Michael Faraday. It also organised inter-State Science exhibitions, exhibitions on 'Space', 'Tramways', 'East African Wild Life', 'Tribal Wood Work', a photographic exhibition on Solar Energy and an exhibition displaying Oil Explorations activities of ONGC. It also organised 14 District level science fairs and the Eastern India Science Camp with all the Eastern-Indian States. It also organised a number of popular science lectures and seminars for teachers as well as students. There were 815 participants in the District Science Fairs from 196 schools and 80 science clubs with 662 models and exhibits. A number of seminars at Block, District and State levels were organised by the Museum in association with the Department of Youth Services, Government of West Bengal. 1812 students participated in the 250 block seminars, 592 students in 17 District science seminars and 9 States participated in State level seminars. A new gallery on 'Popular Science' was inaugurated at the Shrikrishna Science Centre, Patna in October, 1981.

The Visvesvaraya Industrial and Technological Museum, Bangalore organised a science fair in which all the four Southern States and the Union Territory of Pondicherry participated. 511 students from 250 schools displayed their exhibits. It also presented a multi-media programme on the life and works of the celebrated personality Dr. M. Visvesvaraya. 30 students were trained for the Amateur Radio Operators Examination. A summer hobby centre and an outstation hobby centre was also organised by the Museum in April 1981 in which 200 students received training in Electronics, Physical Science, Clay Modelling, Aero-Modelling and Physics. In the winter hobby centre held in October 1981, 207 students participated in the courses in Chemistry, Mathematics, Physics, Aeromodelling, Clay Modelling and Screen Printing. In an Industrial Demonstration Programme on 'Electro-plating' 100 students participated. A booklet on paper craft was designed by the Museum for distribution among school teachers mainly around Gulbarga district. An integrated training programme on paper craft was also organised in July 1981 in which 50 ladies participated. In August 1981 a Science seminar on 'Deforestation and Ecological Imbalance' with 16 college students, another with 60 students on 'Special Relevance of Space Research in India' were organised by the Museum, besides a science quiz programme with 92 students and two zonal science fairs with participation from 97 schools. A special exhibition on 'Technology in the service of the Disabled' was organised in September 1981.

The Nehru Science Centre at Bombay held an Amateur Radio Convention with the topic 'The Role of Radio Amateurs in the Fast Developing field of Communications' with 200 delegates from all over the country as well as a few from abroad. Classes for Amateur Radio Operators Examination were also started by the Centre in May 1981. Its mobile science exhibition unit visited different districts with its exhibition 'Man Must Measure'. Another mobile unit 'You and Your Environment' was added to its fleet in November 1981. An Astronomy Camp with 31 participants and a Telescope Making Programme with 13 participants were also organised. A Science Film Festival was organised in which 913 students from 12 institutions were benefited. An Aeromodelling Programme was started by the Centre with 19 interested students. A Vintage Car Exhibition displaying fire engine, vintage motor cycle and model cars was inaugurated in April 1981 by the Governor of Maharashtra. The Centre also continued its sky observation programme every Saturday.

The NCSM Headquarters Office continued its effort in establishing district science centres at different States for which negotiations were made

with officials of different State Governments, including Nagaland. The construction works at Purulia (West Bengal) and Gulbarga (Karnataka) were steadily progressing and the work at Bombay is nearing completion.

Dr. Hartmut Knappe, Director, Harz Landscape Museum, Wernigerode (GDR) visited NCSM museum/Centres in May-June 1981 under the Cultural Exchange Programme. Shri S. K. Bagchi, Senior Curator BITM proceeded on a 3½ months visit to the USA under the Programme of Indo-US Sub-Commission on Education and Culture, and Shri H. V. P. Rao, Curator and Shri R. M. Chakravarty, Project Officer, Nehru Science Centre, Bombay, VITM visited the GDR under the Cultural Exchange Programme.

National Research Laboratory
for Conservation of Cultural
Property, Lucknow

Set up as a subordinate office in 1976, the scope of the laboratory extends, besides technical studies, to assistance to researchers for improvement of conservation techniques, technical assistance to cultural institutions and training in the field of conservation and documentation of conservation literature.

The Laboratory has taken up several projects in the technical studies and improvement of conservation methods of art objects. The programmes, which were in formal stage earlier, were given concrete shape during 1981-82. A number of advance equipments have been added to the Laboratory increasing the range of its analytical capabilities. It has now with it sophisticated equipments like X-ray Fluorescence Spectrometer, Emission Spectrograph, UV/VIS Spectrophotometer, X-ray Diffraction, Metallurgical Microscope and so on.

Research Programmes : During 1981-82 many new programmes were taken up which include (i) Analysis of Plasters, Paintings, etc.; (ii) Textile dyes in Medieval India; (iii) Copper Corrosion inhibitors; (iv) Use of Sodium Acetate and Sodium Carbonate for elimination of Chlorides from metal objects; (v) Experimental work on pigment making; (vi) Use of X-ray Diffraction for study of materials; (vii) Study in the field of Biodeterioration.

Important Conservation Projects : Some of the important conservation programmes taken up by the laboratory and now at various stages of their completion are : (i) Copper objects from Sringerapur Excavations; (ii) Iron objects from State Department of Archaeology, Uttar Pradesh; (iii) Drawings from State Museum, Simla; (iv) Scroll from the Department of Museology, University of Baroda; (v) Large cloth painting from the State Museum, Lucknow; (vi) Two Tibetan Tankhas from the State Museum, Lucknow; (vii) Printed Books from the Lucknow University; (viii) Etchings from State Museum, Lucknow; (ix) Kalamkari Paintings from Sardar Vallabhbhai Patel Museum, Surat; (x) Cloth Wall-hanging from State Museum, Lucknow; (xi) Iron objects from the State Department of Archaeology, Uttar Pradesh; (xii) Iron objects from the Department of Archaeology, Karnataka.

Technical Correspondence and Advice : The Laboratory rendered technical advice to several museums and Archaeological Departments for their various conservation/preservation problems.

Training : The Laboratory has been recognised by UNESCO as a training centre for South-East Asia. It organised the following two types of training courses :

- (i) One Week Orientation Workshop of care and maintenance of museum material meant for Curators, Directors and others incharge of collections,
- (ii) Six months training course for conservation specialisation in which six persons participated.

A 5-day national workshop for conservation techniques was also organised.

Laboratory and Documentation : The Laboratory acquired and accessioned about 400 books and 23 reprints raising its collections to more than 3,000. About 700 objects received in the laboratory for treatment were photographed and more than 2,000 prints were prepared.

Conferences/Seminars and Meetings : The technical staff of the laboratory attended a number of conferences/seminars in India. Three senior scientific officers went abroad for advanced training. One UNDP consultant visited the laboratory and completed a number of training programmes and gave information on recent advances in conservation vapour phase bleach treatment, print techniques for graphic art on paper, techniques for the examination and identification of inks and several other topics. He also gave practical demonstration on different aspects of conservation work including the use of Suction Table. The Director of Conservation Science, Tokyo National Research Institute of Cultural Properties, Tokyo, visited the laboratory under the UNDP assistance programme for a period of one month to render technical advice on various programmes undertaken by the laboratory. A Bulgarian delegation headed by the Minister of Culture and Members of Politbureau of the Republic of Bulgaria visited the laboratory.

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 Museum 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

Established in 1945 as a subordinate office for advanced scientific research in Anthropology, the Anthropological Survey of India is engaged in biological and cultural investigation among the people of India and in the collection and preservation in the ancient and modern skeletal remains for scientific research. It also functions as a clearing house and publishes the results of the researches. The Survey with its headquarters at Calcutta has several Regional Offices at Shillong, Calcutta, Port Blair, Dehradun, Nagpur, Mysore and Udaipur and sub-regional Office at Jagdalpur (Madhya Pradesh).

Physical Anthropology

The activities of the Anthropological Survey of India during the year included :

- (i) Conduct of an exploratory study in Shivalik hills of Himachal Pradesh to collect fossils and stone artefacts.
- (ii) Completion of the restoration and preservation of ancient human remains excavated from Nagarjunakonda and Kali Bangan.
- (iii) Excavation and chemical treatment of the Megalithic human remains from Khuntitoli in Ranchi district.
- (iv) Work on the project All India Bio-anthropological Survey which aims to assess the quality of the Indian population in respect of physical constitution and dietary habits, the proportion of healthy component in the population regional difference in morbidity load etc. Samples were drawn from 351 locations from different States and Union Territories covering 35100 households.
- (v) Collection of data on body height, body weight, chest girth, demographic features, disabilities, genetical defects, diseases and dietary habits from rural as well as urban areas. The data so collected is being processed and statistically analysed.
- (vi) Conduct of study on growth and development in Assam and Madhya Pradesh. Field work was conducted among the Santhal, Oraon and Munda settlers in North Bengal and Assam in order to assess the effects of emigration on their physique. Data on dental health was collected from the Khasi of Meghalaya. Research on Morphological variation was also conducted in different States.
- (vii) Analysis of finger and palm prints from different population in relation to ethnicity, reproductive isolation, diseases and mental disorders.
- (viii) A bio-anthropological study on breast cancer is in progress.

Cultural Anthropology

1. Under the All India, Project "Ethnography : Structures and Change" field work was conducted among 18 ethnic groups belonging to 10 States.

2. A new All India Project "Weaving in India" has recently been launched to elucidate the techno-cultural base of the weavers of India. Nine weaving communities, one from each State, have already been investigated.

3. Brief reports relating to the project "Tribal Customary Law" based on empirical data collected from 50 tribes distributed all over India aiming to highlight the customary laws of different tribal groups with reference to ecology, economy, social organisation, and belief system were finalised.

4. A seminar on "Shifting Cultivation in India" was organised in September, 1981 and field work was conducted in Jammu and Kashmir and Himachal Pradesh to study human adaptation to extreme climate. The Psychology Unit of the Survey investigated into the impact of industrialisation on mental health, cultural detriments of personality etc.

5. The All India Linguistic Traits Survey was completed and the work on Dorla and Muria folklore tales is in progress.

6. The Central Museum of the Survey set up in Calcutta was opened to the public in September, 1981.

Fellowship Programme : The Survey awards one Visiting Fellowship, two Fellowships, 15 Senior Research Fellowships and 30 Junior Research Fellowships to scholars for conducting research in different branches of anthropology and allied discipline. At present 8 Senior Research Fellows and 18 Junior Research Fellows are working on different projects.

Other Activities : (a) A Refresher Course for the Research Workers of the Anthropological Survey of India was organised during October-November, 1981.

(b) The Central Library of the Survey prepared five bibliographies on different subjects.

(c) The Sound unit of the Survey edited a number of folk music tapes from Himachal Pradesh, Uttar Pradesh and Karnataka.

(d) A cine film on the Dang festival of Gujarat and a cine film on the Jaunsari people of Uttar Pradesh were made/edited. Six monographs, six issues of the Journal entitled Bulletin of the Anthropological Survey of India were brought out.

National Museum of Man

The National Museum of Man set up as a subordinate office in 1977 was conceived as an institution to deal with man and his activities from his earliest prehistoric time, has its main focus on topics like (a) Evolution of man and human variation (b) Man and culture (c) Material culture, Indian unity and diversity.

With the above objectives in view this new Museum will dedicate this to enlarging consciousness, to imparting a sense of history, and to contributing to the development of a temper of science; to serve several vital roles in the field of national education and national integration, salvaging and preservation of fast vanishing aspects of material culture, art and crafts so as to generate a new museum movement in the country and also to provide consultancy for setting up similar museums or specialised galleries; to act as major centre of research in technology and to store and preserve for posterity the various types of material objects used by man in the contemporary cultural context. It will also provide training in different aspects of museum craft and research facilities not only in the area of material, cultural and technology but also in integrated study of man in relation to his environment.

During 1981 work had been started to conserve and prepare for exhibition the entire series of painted pre-historic rock-shelters situated within the museum site at Bhopal. A vast study and reproduction of rock art has been started. Also an indoor exhibition dealing with the aspects of

pre-historic rock art has been put up at the site to orient the visitors to the museum. Two typical life size dwellings of Warly and Katkari tribes of Maharashtra have been erected and equipped with objects of material culture towards developing tribal habitat component of the out-door complex. Ethnographic field work was undertaken among the Jaunsaries and Tharus of Uttar Pradesh, Marias and Baigas of Madhya Pradesh, Rathwas and Chaudhuries of Gujarat and Santhals of Bihar for documentation and collection of specimen.

Members of the Museum participated in the Annual Conference of the Museum Association of India and conferences organised by the Ethnographic and Folklore Society and the Anthropological Survey of India.

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 for 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 Baksh 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.

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 the scholars. It also imparts training in Archives through its Archival Training School.

Accessions

National Archives of India

(a) *Public records*.—Accessions comprised 43 copies of Bills passed by the various State Legislatures and assented to by the President of India and 356 files of the Ministry of Education (1935—55).

(b) *Private Papers*.—Till October 1981 the acquisitions comprised : (1) One letter bearing the signatures of some terrorists in Lahore Jail from Shri M. K. Hukku; (2) 4 photographs and 2 books relating to revolutionaries from Comrade Ram Chandra; (3) 10 photographs of Maharaja of Alwar, Jung Bahadur of Nepal and his two Maharanis and Maharaja of Jaipur from Richard Cutts (Mrs.); (4) 14 pages of the book "Sansmiritiya"; (5) 59 xerox copies relating to the Hindustan Socialist Republican Association from Shri Phul Chand Jain; (6) Photo-copies of 3 issues (1971—73) of monthly Magazine "Balidan" (Urdu) containing articles and poems on Bhagat Singh from Sh. Jagdev Thapar; (7) 270 additional items of private papers received from Gen. K. M. Cariappa (Retd.); (8) Six folders and one envelope containing different denominations of Bank/Currency notes received through President's Secretariat, Rashtrapati Bhawan.

(c) *Microfilms*.—(1) One roll of T.S. Hatfull's Journal of Voyage taken in the 'Cornwal East India Man', 1839 was received from Australia under the Cultural Exchange Programme; (2) Three rolls and 3 micro-copies of records of Indian interest were received from Czechoslovakia; (3) Three rolls pertaining to activities of Subhash Chandra Bose were obtained from India Office Library and Records, London; (4) 334 rolls of Home Miscellaneous series were purchased from the University Microfilm International, Michigan, U.S.A.; (5) Twenty rolls of Factory Records (Dinajpur, 1974—78), Ft. St. George (1655—90) were received from India Office Library and Records; (6) Eleven rolls relating to India were received from Federal Republic of Germany.

Records and Archives Management

(a) *Appraisal*.—A total of 43,894 non-current records of various Ministries and Departments of the Government of India were appraised. Of these 24,882 files were recommended for permanent retention.

(b) *Implementation of Archival Policy Resolution*.—The Eighth Report of the Director of Archives (1980-81) was approved by the Department of Culture and sent for printing.

(c) *Retention Schedules*.—Retention Schedules of the Department of Civil Aviation, Ganga Water Basin Resources Organisation, Directorate of Field Publicity, Offices of C.D.A. (Officers) (SC), and Ministry of Information and Broadcasting were finalised.

Research and Reference.—Research facilities were provided to 810 scholars and 74 search cases from public and private agencies were attended to.

Publication.—Fort William—India House Correspondence Vol. VIII, The Indian Archives, Vol. XXX, No. 1 and Annual Report of National Archives of India, 1980 were published.

Finding Aids.—(a) Descriptive listing of 14,968 files belonging to Bhopal, Phopawar Bundelkhand and Baghelkhand Agencies was completed; (b) Reference media in respect of 2607 items of Dr. Rajendra Prasad, Dadabhai Naoroji and Gen. K. M. Cariappa papers was prepared; (c) 536 letters relating to Vol. XII of Calendar of Persian Correspondence (1796—1800) were collated; (d) Compilation of the Parts VI & VII of the Guide to Records in the National Archives of India was continued.

Technical Services.—(a) *Reprography*—1,43,310 exposures of microfilms and 13,382 xerox copies were prepared; (b) *Conservation*—Lamination of 15,293 sheets, repair of 25,137 sheets, mounting of 128 maps and binding of 593 volumes and 102 registers etc. were completed.

Exhibitions, Lectures and Seminars.—(a) *Exhibitions*—The following exhibitions were organized : (1) 'Proscribed Patriotic Poems and Posters' from August 15—24, 1981. It was visited by the Prime Minister Mrs. Indira Gandhi and Union Home Minister, Giani Zail Singh. (2) 'Our Archives and our Neighbours' from October 13—17, 1981. It was inaugurated by Shri L. K. Jha. (3) 'Capital Cities of India' was organised on the occasion of 47th Session of the Indian Historical Records Commission. (b) *Lectures*—The following lectures were delivered : (1) 'The Source of Indian Tradition' by Prof. A. Embree of Columbia University, U.S.A. (2) 'Maulana Mohammad Ali and the Congress' by Dr. Mushirul Hasan of Jamia Milia Islamia, Delhi. (3) 'Symbolic Significance of Dastar (Turban) in Sufi Tradition' by Dr. R. M. Eaton of Arizona University, U.S.A., (c) *Seminars*—An International Seminar on 'Disposition of Government Records' was held at Vigyan Bhawan, New Delhi from October 12—16, 1981 under the joint auspices of National Archives of India and International Council on Archives. The countries which participated in the Seminar were Afghanistan, Bangladesh, Burma, Iraq, Malaysia, Nepal, Pakistan and Sri Lanka. Mr. Charles Keckskemeti, Executive Secretary, International Council on Archives also attended the Seminar.

International Relations—(1) The Director of Archives attended the XX International Round Table on Archives at Oslo (Norway) from September 3—7, 1981, the Executive Committee Meeting of the International Council on Archives held at The Hague from September 8—12, 1981 and

the Regional Co-ordinating Committee Meeting of the Guide to the Sources of Asian History at Colombo from October 6--9, 1981. (2) Shri P. K. Ghosh, Archivist was deputed to Ottawa to attend the Training Course in Record Management organized by Public Archives of Canada from October 5--31, 1981 under UNESCO assistance.

Archival Training.—The result of the one-year Diploma Course in Archival Studies, 1980-81 session was declared and the 1981-82 session commenced from August 20, 1981.

Committees and Conferences.—(1) The Director of Archives visited Srinagar and Panjim to attend the meeting of the purchase Committee of Persian Rare Manuscripts and the 2nd meeting of the National Guide Committee respectively. (2) The 47th Session of the Indian Historical Records Commission was held on May 19-20, 1981 at Delhi. The session was inaugurated by Union Home Minister and the Presidential Address was delivered by Union Minister of Education and Culture.

One of the richest collections of Arabic and Persian manuscripts and Moghul and Central Asian Paintings—presently possessing some 75,000 printed books, 14,000 manuscripts and 2,000 paintings, the Khuda Baksh Library is fast becoming a centre for *preserving* and *disseminating* knowledge in its special field of Arabic and Persian learning and Islamic and Medieval Indian Studies.

Founded in 1891 by Khuda Baksh and taken over by the Government of India in 1970, the library is now functioning in five different dimensions. (i) *Reference Service* is well organised, the average for the year reaching around 500 postal and 4,000 spot replies; (ii) A concerted effort to obtain the fast perishing manuscripts' wealth continues, the *acquisition* figure reaching around 80 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 personnels; (iv) Towards disseminating knowledge, the time honoured 75 years old project of descriptive *Cataloguing* of the manuscripts 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, the last one appearing in 1980-81, two out-of-print volumes have been reproduced this year with necessary additions and corrections; (v) The manuscripts and rare materials of the library are being brought out in critical editions, the emphasis in the year being on the discovery of forgotten documents of the *freedom struggle* with special emphasis to the socio-political scene in the second decade of the century culminating into Montague-Chelmsford Reforms. Several original writings of Pt. Motilal Nehru, Sir Tej Bahadur Sapru, Lala Lajpat Rai, Pt. Kishan Prasad Kaul, Pt. Braj Narain Chakbast have been reproduced in several hundred pages. Indian reaction to Soviet Revolution of 1917 in the years 1918-20 have also been reproduced as valuable documents. The total number of this and other research material scattered through the pages of quarterly *Khuda Baksh Library Journal* is spread over some one thousand pages.

Lastly, to house the growing organism as the library is, the present building is being extended, and two floors have already been completed with the third and the last to be shortly completed. A Preservation Laboratory and a Research and Publication Unit will also be started soon after the extension building is handed over to the Library.

The Tanjore Maharaja Serfoji's Saraswati Mahal Library was described by Dr. Burnell "to be perhaps the best and most important in the world". It had its roots in the time of the Imperial Cholas and was subsequently revived by the Thanjavur Naiks of the Vijayanagar Empire, and was greatly developed in the early part of the nineteenth century by Maharaja Serfoji. The Government of Madras took possession of the Library on October 5, 1918 under the Charitable Endowments Act and formed a committee for its management. The library has a 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 the library

Khuda Baksh Oriental Public
Library, Patna

T. M. S. S. M. Library,
Thanjavur

either by declaring it as an Institution of National Importance or by other method. The Central Government is at present giving Plan grants in pursuance of the recommendations of a committee set up in 1977.

Rampur Raza Library

This library is 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 help, facilities and hospitality rendered to the scholars during their stay and study at Rampur.

This library is the first library of India introducing publication of rare material from its collection for the benefit of the scholars. The publication scheme was started in 1937. Recently under the same scheme, the library published a critical edition of the oldest manuscript on the subject of the style of writing Holy Quran which is known as "Kitabul Maqtuwal Mausul". The library is also paying attention to the preservation of the rare manuscripts etc. and also to the preparation of catalogues of Arabic and Persian manuscripts and paintings. The library is fully financed by the Central Government. It also receives an annual grant of Rs. 48,000 from the Government of Uttar Pradesh. The library was declared as an "Institution of National Importance" through an enactment in 1975.

Preservation of Manuscripts

The Scheme of financial assistance for the 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, preservation, 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. Apart from the fresh applications received during 1981-82, the left over institutions which could not be given grants during 1980-81 for want of certain details are being taken up for consideration this year. The maximum grant admissible under the scheme is Rs. 2.00 lakhs for each approved project. The grant is in the ratio 75 : 25 Central Government's share being limited to 75% of the approved cost of the 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, 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. The Society is being assisted by the State Government of West Bengal and the Centre on 50 : 50 basis.

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, Sarnath, 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.

**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 in Monastic pattern 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 and has an approved strength of 150 students. The School is rapidly expanding as an Institute of Buddhist Studies and is being renamed as Central Institute of Buddhist Studies, Leh.

**Central Institute of Higher
Tibetan Studies, Varanasi**

The Institute of Tibetan Studies was established in Varanasi as a constituent of Varanaseya Sanskrit Vishwavidyalaya. It became a fully autonomous organisation in 1977 and was renamed as a Central Institute of Higher Tibetan Studies. The Institute has planned a 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 degree in Purva Madhyama, Uttar Madhyama, Shastri, Acharya, etc., having emphasis on Tibetan Buddhist philosophy and studies. A building complex consisting of building for the Institute, hostel for students and staff quarters is under construction.

**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 'CHHOS' (Tibetan for Dharma) and associate subjects like iconography, medicine, astrology, history etc. The Institute will be celebrating its Silver Jubilee in 1982.

**Library of Tibetan Works and
Archives, Dharamsala**

The aims of the Library are to secure 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 Library is functioning as a registered voluntary society and is managed by the H.H. Dalai Lama as the Chairman.

**Indian Council of Historical
Research, New Delhi**

The functions of the Council include (a) fostering objective and scientific writing of history, (b) reviewing the progress of historical research from time to time and indicate neglected or new areas where research needs to be

promoted, (c) sponsoring historical research programmes and assisting institutions and organisations engaged in historical research, (d) organising, sponsoring and supporting seminars for the promotion and utilization of historical research, (e) promotion of publications of historical research of high standard and undertaking the compilation and publication of source material.

During the year 1981-82, the Council sanctioned 10 research projects, 16 fellowships, 40 study/travel/contingent grants, 6 grants to visit foreign countries, 8 subsidies for publications and aid to 13 professional organisations of historians. Final reports on 7 research undertakings sanctioned during previous years were received. Work on 4 volumes of sources was completed and manuscripts received while that of other volumes was in progress. The Council sponsored a seminar on "Regional History of the Himalayan Region" with particular reference to the "Western Himalayas" at Simla on October 22—24, 1981.

Indian Numismatics, a compilation of articles by D. D. Kosambi was brought out. Volume VI, Nos. 1-2 of the Council's biannual journal, *The Indian Historical Review*, was under print. The collection of material for the volumes relating to the project on "Towards Freedom" and "Praja Mandal Movement" is continuing. The work of editing the volumes prepared under the project 'Role of the State Legislatures in the Freedom Struggle' also continued; two such edited volumes, "A Study of Legislative Politics and the Freedom Struggle in the Panjab : 1887—1947" by Dr. (Mrs.) Satya M. Rai and "Bengal Electoral Politics and Freedom Struggle, 1862—1947" by Prof. Gautam Chattopadhyay were sent to the press. The work of printing volume I of "A Topographical List of Inscriptions of Tamilnadu and Kerala" was also undertaken.

The Library-cum-Documentation Centre of the Council was strengthened with the acquisition of more books and microfilms/photo-copies of rare manuscripts from different sources.

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 cooperation of the State Governments and promote coordinated development of national, and State library systems. 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, is assigned to 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.

The Government has accepted the proposal to declare the Delhi Public Library as the fourth recipient Library, under the Delivery of Books Act, 1954.

National Library, Calcutta

As one of the recipient libraries in India, the National Library, Calcutta, receives one copy each of the publications, documents published in India under the Delivery of Books Act, 1954. This Library is also one of the repository libraries in South-Asia and hence receives publications and documents as and when issued by the United Nations and its agencies. As in the previous years this library is still keeping up the 'Gift and Exchange' relations with 144 institutions in 50 countries all over the world. This 'Gift and Exchange' programme is utilised in acquiring material which are not readily available from normal book trade channels. This Library publishes bibliographies and catalogues of its holdings with a view to disseminating information. An offset printing machine and vacuum fumigation chamber have been installed in the Library under its extension programme.

A. Holdings :

1. Books	16,59,379
2. Indian Periodicals	14,937
3. Foreign Periodicals	820
4. Indian Official Documents	3,44,750
5. Foreign Official Documents	3,52,270
6. Maps and Prints	73,527
7. Manuscripts	3,023

B. Acquisition :

1. Books received under Delivery of Books Act	5,79,046
2. Books received as Gift and Exchange	3,58,016
3. Books purchased	9,926 (Titles)

Central Library, Bombay

This Library has been declared as one of the four 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 the Central Government and the Government of Maharashtra. 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.

The Central Reference Library located in the National Library premises is mainly responsible for the implementation of the following schemes : (1) 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 Act, 1954. (2) Setting up of a Book Exchange Unit to serve as National Book Exchange Centre and (3) Compilation, editing, printing and sale of Index Indiana. This is a quarterly Index to articles appearing in current Indian periodicals in major Indian languages.

The Book Exchange project could not be taken up for want of funds and accommodation. Activities during 1981-82 (up to 31-10-1981) in respect of the other two schemes are given below :

Indian National Bibliography.—Two monthly issues (June and July, 1977) of the Indian National Bibliography (Roman Script) have been published during the year.

In order to bring the Bibliography up-to-date within the shortest possible time, it has been decided to publish the Indian National Bibliography 1978 and 1979 only as Annual Volumes. The periodicity will again be changed to Monthly as soon as the Government of India Presses will be able to print the Bibliography up-to-date.

The position of Annual Volume of the Indian National Bibliography is given below :

Annual Volume of 1976 has been published. Annual Volumes of 1968, 1977 and 1978 are in the Press. Annual Volume of 1979 is under preparation. Besides, one language fascicule (Tamil) 1968—74 Vol. I of the Indian National Bibliography has been published.

The following language bibliographies (irrespective of language scripts) are in the press :

Assamese	. . . . .	1962-70
Hindi	. . . . .	1971
Gujarati	. . . . .	1962-71
Malayalam	. . . . .	1971-80
Marathi	. . . . .	1970
Sanskrit	. . . . .	1968-77

Index Indiana.—One quarterly issue of the Index Indiana October-December, 1977 covering the articles appeared in periodicals of six Indian Languages viz. Bengali, Hindi, Gujarati, Marathi, Malayalam and Tamil is under print.

Sale of Publications.—Sale of publications of this library is handled by this Library. Total receipt on account of the sale of publications came to Rs. 55,160/- (up to October, 1981) including foreign exchange amounting to Rs. 35,060/- as on October 31, 1981.

Progressive use of Hindi for Official purposes of the Union of India.—An official language implementation Committee has been set up for implementing the Government orders relating to progressive use of Hindi in the Central Reference Library. In all four meetings were held during the year. According to committee's recommendation one post of Hindi Assistant has been created exclusively for Hindi work. The post is still to be filled up. Two officials have been deputed for Praveen Class and one Clerk for Hindi Typing course.

**Indian Council of World Affairs
Library, New Delhi**

This library is meant to provide research facilities on international relations 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. Likewise, the Indian Council of Social Science Research, New Delhi would also pay to the Library, an annual grant of Rs. 2.00 lakhs.

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 October, 1951, has grown into a metropolitan public library system consisting of the Central Library, 4 Branches, 20 Sub-branches, a Braille Department for the blind, 11 Deposit stations, 5 book mobiles with a network of mobile service stations.

The erstwhile Vallabh Bhai Patel Library at Narela which was taken over by the Delhi Library Board last year has been a phenomenal success. It retained a membership of 1,908 by the end of March, 1981 and the daily book issue went up from a mere 20 to 317.

During the year under report, the old Secretariat Sub-branch was converted from part-time to full-time on an experimental basis from July, 1981 to enable better use of its services. This paid expected dividends and the membership of the Sub-branch went up from 786 in July, 1980 to 1193 by March 31, 1981. The average daily issue likewise went up from 127 to 216.

Over 52,000 volumes were added to the stock. The net book stock of the library at the end of the year consisted of 6,42,078 volumes out of which 3,46,391 were in Hindi, 1,97,066 in English, 69,666 in Urdu, 25,279 in Punjabi and 3,676 in Bengali.

During the year under report, 51,620 adults and 7,156 children participated in cultural activities e.g. lectures, discussions, dramas, film shows, television viewing etc. The Library also arranged competitions in speech making, acting, music and literary compositions etc. The registered membership of the library stood at 99,359 (53,742 adults and 45,617 children). The total number of books issued for home reading during the year was 26,04,367. The Library had 2,945 gramophone records with a membership of 305. It issued 33,915 gramophone records to members for home listening during the year.

**Raja Rammohun Roy Library
Foundation, Calcutta**

The Foundation is engaged in the promotion of Library services all over the country and the development of reading habit among the people. It supports the existing libraries and promotes the establishment of new libraries, particularly in the non-metropolitan areas, in cooperation with the State and Union Territory Governments. All kinds of public libraries come under the scope of the Foundation's assistance programme.

Assistance is provided mainly on a matching basis, under certain schemes towards :

- (1) building up of adequate stock of books and reading and visual materials;
- (2) development of rural book deposit centres and mobile library services;
- (3) binding and preservation of out-of-print and rare books and journals and of rare manuscripts;
- (4) organisation of library workshops, seminars and book exhibitions;
- (5) storage of books.

During 1980-81 the Foundation rendered assistance to 5,000 libraries at various levels covering in the process, 14,000 libraries in the course of nine years of its existence. The extent of assistance rendered amounted to Rs. 37.11 lakhs bringing the total of assistance during the last 9 years to Rs. 2.44 crores.

Apart from assistance rendered to the libraries under various schemes, the Foundation also undertook various promotional activities viz. propagation of library legislation, dissemination of the idea of linkage between library service and adult education and organisation of a series of lectures on different aspects of librarianship with a view to formulating national library policy and national library system, the two principal objectives of the Foundation.

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 4,130 new members. 10,894 new books in English, Hindi and regional languages were added to the collection. In addition, about 7,000 volumes of official documents/reports were received. 898 current journals and 40 daily newspapers in various languages are regularly received in the Library through subscription, gift and exchange agreements. 1,93,266 books were lent out to the members during the year.

Two comprehensive surveys of Literature on Education (Background) were completed during the year : (1) Development of Technical Education in India, (2) Medium of Instruction in India. The Library also assisted in selecting core books on Indian History and Archaeology, Art and Architecture, Religion and Philosophy etc. with the ultimate aim of getting them translated into Hindi and other regional languages.

Under the Central Education Legislation Project the library is preparing a list of all comprehensive legislative enactments relating to education passed by the Central Government as well as all the State Governments and Union Territories in the country from 1947 onwards. This data is ultimately to be put into computer. The work is now already halfway through.

The library organised a book exhibition on the 120th Birth Anniversary of Rabindranath Tagore from May 8—16, 1981 and a literary discussion with a display of books in commemoration of Munshi Prem Chand's 101st Birth Anniversary on July 31, 1981. Another exhibition "Books in Hindi" written by non-Hindi speaking persons is to be held in February, 1982.

The library has also undertaken the work of computerization Serial's record. The work is in progress.

Financial Assistance to Voluntary Educational 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 Trust. Assistance is provided for the purchase of books, furniture and equipment and for the construction of new buildings or extension of the present buildings subject to maximum of Rs. 50,000. So far, applications of about 80 institutions have been received. Grants under the scheme are given on the recommendations of a Grants Committee set up in the Department every year.

AKADEMIES AND NATIONAL SCHOOL OF DRAMA

With a view to preserving, fostering and developing the creative arts—literary, performing and plastic arts—the Government of India has set up the three National Akademies viz., Sangeet Natak Akademi, Sahitya Akademi and Lalit Kala Akademi; the National School of Drama and the Centre for Cultural Resources and Training. The main activities undertaken by these organisations during the year are given below :

Sahitya Akademi

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; providing platform for literary discussion and opinions through its seminars; 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 (i) An International Ramayana Seminar with the theme 'Variations in Ramayana in Asia : Their Cultural, Social and Anthropological Significance' and (ii) two International seminars in honour of Munshi Premchand on his birth centenary, one at Delhi and another at Varanasi, with the theme, 'Premchand and the Problem of Indianness in Indian Fiction'. There were three Regional seminars at Bombay, Calcutta and Madras to coincide with the Premchand Birth Centenary Celebrations with the theme 'Premchand and the Problem of Realism in Indian Fiction'. Two more national seminars were organised at Chandigarh, one in honour of the Punjabi saint poet Syed Bulleh Shah with the theme 'Sufism and Bhakti Poetry in Mediaeval Indian Literature' and the other in honour of the Birth Centenary of the great Punjabi thinker Puran Singh with the theme 'The Search for National Identity in Early Modern Indian Poetry'.

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. Sixty publications are likely to be brought out in 1981-82.

Six issues of *Indian Literature* (English Journal) and four issues of *Samakaleen Bharateeya Sahitya* (Hindi Journal) were also published during this period.

Sangeet Natak Akademi

The Akademi continued to promote preservation and dissemination of the traditional and contemporary art. In the field of preservation and promotion of puppetry, trainees in three traditional forms of puppetry, namely, shadow theatre of Karnataka and Kerala, String Puppets of Orissa and Rod Puppets of West Bengal will complete their training. Training in Glove puppetry of Orissa has also been started. The Akademi organised a festival of puppet theatre during November, 1981.

In the field of preservation and promotion of rare forms, the following forms are being given sustenance through student training programme :

1. Koodiyattam
2. Dhruvad
3. Sarangi
4. Ravanchaya

5. Aribapala

6. Bhaona Ankiyanat and Deodhani

In the field of development to tribal culture, a festival of tribal arts of Dangi was organised from April 11-14, 1981 at Ahwa (Gujarat) in collaboration with the Government of Gujarat and Indian National Theatre, Bombay. The festival included an exhibition, a seminar and performances covering all traditional art forms of Dangi region. A tribal festival was organised during May 25-26, 1981 at Awangkhol (Manipur) in collaboration with the Institute of People's Action, Manipur. In this festival music and dance of 'Rongmei' and 'Marain', 'Tarao', 'Meetei' and 'Kuki' tribes were presented. The Akademi proposes to organise similar festivals of tribal art in Nagaland, Rajasthan and in Mirzapur region of Uttar Pradesh.

To promote national integration the Akademi continued to implement the programmes under the scheme of "Inter-State Exchange of Cultural Troupes". Under the Scheme of "Assistance to young theatre workers" the Akademi awarded fellowships to 9 theatre workers belonging to different language theatre areas. The Akademi also held a national level workshop in Bangalore from December 3-10, 1981 in collaboration with Natya Sangh—Theatre Centre, Bangalore. During the year the Akademi brought the following forms of performing art under the purview of its 'Scheme of fellowships, under the Gurus who have achieved eminence in rare and languishing forms of traditional performing arts'.

- (1) Mohiniattam
- (2) Nangiar Koothu
- (3) Araiya Sevai
- (4) Folk Rhythms of Himachal Pradesh

The Gurus and the trainees are given financial support under the scheme.

The Akademi continued to add taped music, photographs and colour transparencies on various forms of art to its archives as a part of its comprehensive programme of documentation and dissemination.

The Akademi brought out the publications "Evolution of Khyal" by M. V. Dhond and "Muthuswami Dikshita Sangrah". Under its scheme of "grants to cultural institutions" the Akademi sanctioned grants amounting to Rs. 8.37 lakhs to 212 national and regional institutions and State Akademies

Lalit Kala Akademi

The activities of the Lalit Kala Akademi cover organisation of exhibitions, publication of Art books, journals, multicolour reproductions, holding of Artists' Camps, fellowship ceremonies, lectures etc. During the year the Akademi presented the following exhibitions upto November, 1981.

A. Exhibitions

1. Two Exhibitions of Polish Posters, the second of posters specifically made for the Asia Pacific Museum, Warsaw.
2. "The Parisians"—photographs depicting life in Paris.
3. Circulating Exhibition No. 13, drawn from the Akademi's collection.
4. Exhibition of 74 prints made at Garhi.
5. Exhibition of Drawings.
6. Exhibition of Art trends in Southern Region II.
7. Exhibition of Paintings, graphics and sculptures at the Art Gallery at Pragati Maidan during India International Trade Fair.
8. Binode Behari Mukherjee Memorial Exhibition.
9. UNESCO Travelling Exhibition of Chinese Paintings.
10. An Exhibition of Cuban Art.
11. An Exhibition of 55 British Posters by Ken Meharg and Bob Linney entitled X3.

12. An Exhibition of 31 paintings, 19 graphics and 14 sculptures selected from the National Exhibition 1981 (Madras, Bangalore and Hyderabad).
13. Exhibition of 60 paintings, graphics and sculptures of the scholars awarded scholarships in visual arts by the Department of Culture between 1964-1977.
14. An Exhibition of Bowls of Asia.
15. Exhibition of Faesimile copies of wall paintings, Bombay.

The Akademi participated in the following exhibitions abroad viz. (1) Asian Art Bangladesh 1981 and (2) Fifth International Small Plastics Exhibition (Budapest).

B. Camps

Poster Workshops were conducted at Delhi by Ken McHarg and Bob Linney (Britain) and Prof. Grabrowsky (Poland).

Publications

C. Twenty-four new publications have been/will be issued during 1981-82.

D. Fellowships

The following new Fellows have been elected:

1. Prof. Sankho Chaudhuri
3. Prof. Prodosh Das Gupta
3. Prof. S. Dhanpal
4. Prof. K. S. Kulkarni
5. Dr. M. S. Randhawa

During the remaining period of 1981-82, the Akademi proposes to undertake the following programmes viz. (1) Fifth Triennale of world Contemporary art in which about 50 countries will participate; (2) Kala Mela; (3) National Exhibition of Art, 1982; and (4) Exhibition of Miniature Paintings from the collection of Sri J. Gonska.

National School of Drama

The National School of Drama imparts training in dramatic arts leading to three-year diploma course besides the practical training in the form of performances. It has 85 students on its rolls besides the teaching, technical and administrative staff. As a part of academic training, students produce play under the direction of one of the students of the class. Ten plays like "Death in Instalments", "Minor Re" (a musical adaptation of la-musica), "Moment Fails," etc., were produced by the students. Fifteen more plays are proposed to be produced by the students. The students also produce plays under the direction of visiting theatre experts. Four plays, one each directed by Shri M. K. Raina, Shri Ranjit Kapoor, Shri R. P. Sengupta and Shri Bhanu Bharati were staged. The school proposes to produce 10 more plays under the direction of eminent theatre personalities.

The other activities of the school are through the media of its various extension programmes like Repertory Company, Children's Theatre Workshop and organisation of Intensive Theatre Workshops at different places in the country. The Repertory Company of the school has produced three plays and gave 20 performances. The Company proposes to stage 5 more plays during the coming months. As a part of children's theatre workshop, children in the age-group of 8-14 years receive training in drama at the school. As a part of their training the children will produce three plays. The school organises an intensive theatre workshop every year at a place where training facilities in theatre are not available. One such workshop was organised at Ranchi in collaboration with the Birla Institute of Technology, Mesra. Forty delegates attended the workshop. In order to highlight the traditional forms of art, the school in collaboration with a local group organises every year a festival on the style and form of the art prevalent in that particular region. The school will participate in the Yakshagana Festival in January 1982 which will highlight the traditional forms of art in South India. The participating students of the school will produce a play "Krishna Arjun Yudh" under the guidance of two experts in Yakshagana style.

CHAPTER 8

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 revitalise 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 in-service teachers drawn from primary/high/higher secondary schools in different parts of the country. 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 18 Orientation/Refresher Courses and Workshops ranging from two to six weeks duration each at New Delhi (8), Chandigarh (2), Udaipur (2), Bangalore (1), Madras (1), Goa (1), Baroda (1), Hyderabad (1) & Trichur (1). 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 institution from where the teacher has been trained in the Orientation/Refresher Course. During the year 1981-82, 300 Educational Kits are expected to be produced for distribution to these institutions.

The Centre continues 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 Guide Books of the Arts.

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 Madhya Pradesh, Rajasthan, Karnataka and Goa were organised with a view to collecting audio-visual resources on the plastic and performing arts.

Building Grants to Voluntary
Cultural Organisations

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, literature, other than religious institutions, public libraries,

museums, municipalities, schools, universities, institutions fully financed by Central/State Government for construction purposes and purchase of equipment.

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 resource centres in their respective fields.

The Scheme of Financial assistance to professional groups and individuals for specified performing arts projects financial assistance is provided to dramatic theatre groups, music ensembles, orchestra units, children's theatres, puppet theatres, solo artists etc. for approved projects.

Festival of India

The Government of India and the British Government are organising a Festival of India in Britain from March to November, 1982. Smt. Indira Gandhi, Prime Minister and Rt. Hon. Margaret Thatcher, Prime Minister of Great Britain are the two patrons of this Festival. The Festival will be inaugurated on March 22, 1982, with an inaugural concert to be held at the Royal Festival Hall. Two major exhibitions will also form part of the inaugural functions the exhibition of Classical Art at the Hayward Gallery and the Exhibition of Science and Technology at the Science Museum. Major exhibition representing India's past will be at the Hayward Gallery, Victoria and Albert Museum and the British Museum. The Festival will seek to portray the character, variety and quality of modern India through depicting the continuity of her traditional skills in folk and classical arts and the many aspects of crafts and handlooms—including craftsmen at work; as well as her technological achievement, contemporary films, books, graphic, photography etc. An Exhibition of Science, Technology and Medicines of India will be mounted at the Science Museum. An Exhibition of Contemporary Indian Art is being organised at the Royal Academy of Art. An Exhibition of Contemporary Art is also to be held at the Tate Gallery. There will be exhibitions on Indian Books organised by the National Book Trust and on photographers (5 eminent British and 5 Indian) and on Design organised by the National Institute of Design.

Major educational programmes are being planned so that children in Great Britain become aware of the rich heritage of India's past and also of dynamic contemporary India.

The list of the exhibitions which are planned is given below :

- | | |
|---------------------------------------|---|
| (1) Hayward Gallery | 2000 years of Indian painting and sculpture March 25—June 13, 1982 |
| (2) Science Museum | Science, Technology and Medicines of India Spring 1982 |
| (3) Victoria and Albert Museum | Courtly Life in Mogul India April—21 August 22, 1982 |
| (4) Bethnal Green Museum of Childhood | Indian Playing Cards: from the Museum's Collection |
| (5) The British Library | The Art of the Book in India April 16—closing in August, 1982 |
| (6) Museum of Mankind | Vasna: Inside of an Indian Village April 2—September, 1982 |
| (7) British Museum | From Village to City in Ancient India April 10—September, 1982 |
| (8) Commonwealth Institute | (A) Srinagar—A pageant of Indian Costumes February 3—April 18, 1982
(B) Indian Industrial Design and Graphics : April 13—May 23, 1982
(C) India and Britain May 31—August 15, 1982
(D) Indian Books—Autumn 1982 (To be organised by National Book Trust) |
| (9) The Tate Gallery | Modern Indian Artists Spring 1982 |
| (10) Serpentine Gallery | The Living Arts May 8-13, 1982 |

- | | | |
|--|----------------|--|
| (11) Photographers Gallery | . . . | Indians Here and There—History of Indian Photography January 22—end February, 1982 |
| (12) Barbican Centre | . . . | Aditi: Creations, Celebrations July, 1982 |
| (13) Royal College of Arts | . . . | Visvakarman, an exhibition of textiles Autumn 1982 |
| (14) Royal Academy of Arts | . . . | Contemporary Arts from India September—October, 1982 |
| (15) Lytton Circle
Foyer National Theatre | . . .
. . . | Eye on India, a photographic exhibition
May 31—July 3, 1982 |

(ii) SCHEMES FOR TRAINING AND RESEARCH

Cultural Talent Search Scholarship Scheme

The main objective of this scheme is to spot talents 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 traditional families. The scholarships are tenable up to the age of 20 years or the completion of first degree stage of education, whichever is earlier.

Scholarships to Young Workers in different Cultural Fields

The scheme provides 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 etc. The scholarships of the value of Rs. 350/- p.m. are given to artists in the age-group of 18—28 years for a period of two years, with extension up to two years in exceptional cases. From 1980-81 the number of scholarships has been increased to 75 per year.

Award of Fellowships to outstanding Artists in the Fields of the Performing the Literary and the Plastics Arts

The Scheme was introduced to provide basic financial support either for very advanced training or individual creative effort or for revival of some of our traditional forms of arts, for outstanding persons of literary, the Plastic and the Performing arts in the age-group of 25—65. Under the scheme 15 senior fellowships and 35 junior fellowships of the value of Rs. 1000/- p.a. and Rs. 500 p.a. each respectively are awarded.

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 dependants who are left unprovided for. The maximum allowance admissible under the scheme is Rs. 200/- p.m. Generally, State Governments meet 1/3rd of the expenditure involved, but in the case of Union Territories and in exceptional cases, the entire expenditure is borne by the Government of India. Owing to paucity of funds, however, at present only old cases are being renewed.

CHAPTER 9

MEMORIALS

Gandhi Darshan Samiti, New Delhi

Gandhi Darshan Exhibition was set up during 1969 with a view to propagating the life and works of the Father of the Nation through visual displays and exhibitions, seminars, cultural and educational programmes, besides maintaining and running the following pavilions :

1. My life and My Message
2. India of My Dreams
3. Satyagraha Darshan
4. Front position of the Truth is God
5. India's Freedom Struggle

Art and Exhibition

During 1981-82, ten exhibitions on different subjects relating to Gandhiji and philosophy were got renovated by replacing the damaged and faded photographs by new ones. On an invitation, the Art and Exhibition Unit of the Gandhi Darshan Samiti put up a small yet beautiful exhibition at the Constitution Club at the time of the inauguration of "Friends of Soviet Union" function. The Samiti also organised on-the-spot art competitions on the subject—'India of Gandhiji's Dreams' at College of Art, New Delhi and Banaras Hindu University, Banaras. A special exhibition consisting of photographs, paintings, charts, models and selected quotations from Gandhiji's writings depicting various aspects of Gandhiji's dreams of India was put up on public view in the IMD pavilion on the Gandhi Jayanti Day, 2nd October, 1981.

Taking Gandhi to Schools Programme

As in the previous years, the students, who were nominated as "Gandhi Doots" on the basis of the general knowledge test on Gandhiji held during the year 1980-81, were this time taken on an educational-cum-training tour of the Sevagram Ashram, the abode of Gandhiji. The group consisting of 65 students (boys and girls) escorted by 4 Gandhi Darshan Workers and teachers, stayed in the Ashram for 6 days. Before returning to Delhi, the group was taken to Paunar Ashram and had a special audience with Acharya Vinobaji.

Youth Training Centre

With a view to making the students understand the significance of the constructive programmes of Gandhiji and dignity of labour, Camps were organised in the Gandhi Darshan complex in close cooperation with the National Service Scheme of the University of Delhi. About 250 students took part in the camps.

Seminar on National Integration and Communal Harmony

The Seminar on National Integration and Communal Harmony is envisaged to be held on January 30 and 31 and February 1, 1982.

The Museum is functioning under the supervision of National Museum.

Dr. Zakir Hussain Memorial
Museum, New Delhi.

CENTENARIES AND ANNIVERSARIES

1400th Anniversary of 100th (The Islamic Calendar Year)

On the recommendations of the Advisory Committee under the Chairmanship of the Vice-President of India, following programmes were implemented during the year 1981-82 :

- (i) An International Meqat (Recitation of Holy Quran) Competition was held at Vigyan Bhawan on May 1-2, 1981. The competition was inaugurated by the Minister of External Affairs, on May 1, 1981. Besides India, 12 countries namely, Malaysia, Thailand, Bangladesh, Sri Lanka, Maldives, Pakistan, Afghanistan, Iran, Jordan, Syria Libya and Turkey participated.
- (ii) An Exhibition on Islamic Heritage of India was inaugurated by the President of India on October 26, 1981 at the National Museum. The exhibits were collected from various Museums, Libraries and Institutions from all over India and included manuscripts, calligraphy, miniatures, precious and semi precious stones etc.
- (iii) Government of India, Ministry of Works and Housing has allotted a plot of land for the India Islamic Cultural Centre in the Lodi Road Institutional area.
- (iv) Shri M. S. Sathyu eminent producer has been entrusted with the work of production of a film on "Islamic Heritage of India".

Jayaprakash Narayan Memorial Committee

The first meeting of the Jayaprakash Narayan Memorial Committee was held in New Delhi on June 29, 1981 under the Chairmanship of Prime Minister of India.

Subramania Bharati Centenary Celebration

An All India Committee to finalise programme for Subramania Bharati Centenary Celebration has been set up under the Chairmanship of Shri Kamalapati Tripathi. Approval of Shri Tripathi is awaited. Members will be nominated after his acceptance is received.

Other Programmes

Financial assistance has been provided for centenary/anniversary celebrations for Millenary birth anniversary of Abu-Ali-ibn-Abdullah-Ibn-Sina, Chananji Chaturvedi, Fakhruddin Ali Ahmed, Faiz Ahmed Faiz etc.

CULTURAL RELATIONS**Cultural Agreements/Cultural Exchange Programmes**

With a view to renewing, revitalising and strengthening the cultural links and bonds of friendship and understanding which have historically existed between India and many countries in the world, this Ministry is actively pursuing a policy of cultural cooperation through a system of bilateral cultural agreements and other programmes aimed at projecting Indian culture and image abroad. The areas of cooperation are not necessarily confined to the arts alone but include wide-ranging activities in the fields of art and culture, education (including academic activity in the field of science and technology), medicine, agriculture, films, mass media and sports etc.

While the cultural agreements provide a general framework of co-operation, the cultural exchange programmes are drawn up from time to time to give effect to the provisions of the cultural agreements and incorporate specific and concrete programmes of exchanges, such as exchange of professors, experts, scholars, artists, writers, performing troupes, sports teams, exhibitions, cultural and media information/radio and TV programmes and also include institutional cooperation and training of specialists etc. These programmes are formulated for specific periods of 2-3 years and are renewed periodically. Recently, efforts have been made to encourage the development of institutional links, especially between institutions of higher education.

During the year under report, cultural agreements were concluded with Ghana and Uganda and Zimbabwe, besides cultural agreement with Kenya which was signed in February 1981, bringing the total number of countries with which cultural agreements have been concluded so far to 62. Out of these countries, regular cultural exchange programmes have been finalised with 35 countries. In respect of countries with which cultural exchange programmes have not yet been finalised, bilateral cultural activities are undertaken on an *ad-hoc* basis on the basis of mutual agreement.

There are countries with which there are no cultural agreements but have otherwise close and friendly relations. In such cases, educational and cultural exchanges are considered on the basis of specific proposals like offers of scholarships, visits of performing troupes etc. and agreed to through diplomatic channels.

Cultural Delegations

While the work relating to performing and non-performing delegations (both outgoing and incoming) and exhibitions under the various cultural exchange programmes has been delegated to the Ministries/agencies like Ministries of Information and Broadcasting and Health and Family Welfare, the University Grants Commission, the Indian Council for Cultural Relations, the National Council of Educational Research and Training, the National Museum, the National Gallery of Modern Art etc., the Ministry is concerned with the visit of official delegations and visits of other dignitaries who visit India for establishing cultural contacts and for policy level discussions, including formulation/negotiation of cultural agreements and cultural exchange programmes. Apart from the official delegations led by the Minister of State in the Ministry of Education and Culture and Social Welfare to German Democratic Republic, Hungary and Democratic People's Republic of Korea at the invitation of these countries, official

delegations were sent by this Ministry to Democratic People's Republic of Korea, Republic of Korea, Kenya, Cuba and Mexico for formulating bilateral cultural agreements and cultural exchange programmes. Official delegations from Syrian Arab Republic, Bahrain, People's Democratic Republic of Yemen, Japan and Portugal visited India for finalisation of Cultural Exchange Programmes. In addition, the Deputy Chairman of the Council of Ministers of the People's Republic of Bulgaria also visited India on an invitation from the Minister of State in the Ministry of Education and Culture and Social Welfare.

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 in foreign countries, the Ministry continued to provide funds to the ICCR for presentation of books and art objects to foreign Governments, organisations, libraries and individuals and for organising essay competitions abroad through the Indian Missions. An important presentation was the marble replica of Taj to Bulgaria.

Assistance to Indo-Foreign Friendship Societies

The Indo-Foreign Friendship Societies provide useful avenues for the promotion of Indian Culture abroad and for development of mutual appreciation of each other's cultural values. These societies organise cultural activities such as lectures, festivals and exhibitions on India including performance 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 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 1981-82		Budget Estimates 1982-83
			Original	Revised	
1	2	3	4	5	6
DEPARTMENT OF EDUCATION					
School Education					
1.	Kendriya Vidyalaya Sangathan	Non-Plan	2243.37	2085.63	2500.00
2.	Central Tibetan Schools	Non-Plan	98.40	95.27	105.22
3.	Bal Bhavan	Non-Plan	22.00	19.86	22.66
		Plan	5.00	5.00	10.00
4.	National Awards to Teachers	Non-Plan	2.60	2.96	3.15
5.	National Foundation for Teacher's Welfare	Non-Plan	1.00	1.00	Nil
6.	NCC Junior Division Troops in Kendriya Vidyalayas and Residential Schools	Non-Plan	3.50	3.50	3.50
7.	Educational concessions to Defence Personnel	Non-Plan	1.00	1.50	1.50
8.	Cultural Exchange Programme in the Field of School Education	Non-Plan	1.00	0.01	1.00
9.	(a) Educational Technology Programme	Plan	38.00	41.80	193.00
	(b) INSAT Cells and assistance to specialised Institutions	Plan	95.00	3.20	7.00
10.	National Council of Educational Research and Training	Plan	175.00	175.00	275.00
		Non-Plan	546.80	574.32	628.70
11.	Paper for Non-formal Education for Elementary age-group Children	Plan	520.00	520.00	565.00
12.	Non-Formal Education for 9-14 age-Group	Plan	380.00	380.00	500.00
13.	Early Childhood Education Assistance to Voluntary Agencies	Do.	15.00	1.00	15.00
14.	Population Education Project	Do.	150.00	100.00	150.00
15.	Scheme of Assistance to Voluntary Organisations Working in the Field of School Education	Non-Plan	0.13	0.13	0.26
		Plan	6.00	6.00	3.00
Higher Education and Research					
1.	University Grants Commission	Plan	40.00.00	40.00.00	47.00.00
		Non-Plan	61.90.25	62.90.78	67.68.42
2.	Association of Indian Universities	Plan	12.00	1.97	5.50
		Non-Plan	1.40	1.40	1.45
3.	Zakir Husain College, Delhi	Plan	10.00	10.00	5.00
		Non-Plan	1.90	1.90	1.95
4.	Institutions for Higher Learning	Plan	13.00	13.00	5.00
		Non-Plan	9.00	9.00	9.50
5.	Loan to Panjab University	Plan	20.00	20.00	20.00
6.	Indian Council of Social Science Research, New Delhi	Plan	70.00	80.00	100.00
		Non-Plan	123.00	121.00	128.00
7.	Jamia Millia Islamia, New Delhi	Plan	10.00	10.00	10.00
		Non-Plan	19.63	20.73	22.00

1	2	3	4	5	6
8.	Assistance to Professional Organisations	Plan	5.00	5.00	5.00
9.	Indian Council of Philosophy	Plan	5.00	5.00	15.00
10.	Shastri Indo-Canadian Institute	Non-Plan	16.00	16.00	16.00
11.	Revision of Scales of Pay of University and College Teachers	Non-Plan	500.00	500.00	250.00
12.	National Research Professors	Non-Plan	0.17	0.30	1.00
13.	Indian Institute of Advanced Study, Simla	Non-Plan	35.00	20.00	35.00
14.	National Institute of Educational Planning and Administration, New Delhi	Plan	22.00	22.00	40.00
		Non-Plan	21.45	22.31	23.00
Technical Education					
1.	Quality Improvement Programme (Direct Central Assistance and Community Polytechnics)	Plan	145.00	145.00	150.00
		Non-Plan	75.60	60.48	75.00
2.	Programme of Apprenticeship Training	Plan	70.00	44.00	148.35
		Non-Plan	160.86	161.20	162.35
3.	Indian Institutes of Technology	Plan	800.00	800.00	750.00
		Non-Plan	2323.08	2427.09	2581.46
4.	Regional Engineering Colleges	Plan	245.00	245.00	250.00
		Non-Plan	514.90	540.00	572.00
5.	Development of Post-graduate Courses and Research Work	Plan	80.00	80.00	80.00
		Non-Plan	150.00	118.80	150.00
6.	Central Institutes (Technical Teachers Training Institutes, School of Planning and Architecture, New Delhi, National Institute of Training in Industrial Engineering, Bombay, National Institute of Forge and Foundry Technology, Ranchi)	Plan	125.00	111.01	125.00
		Non-Plan	236.49	244.42	265.90
7.	Indian Institutes of Management	Plan	200.00	200.00	200.00
		Non-Plan	248.56	263.40	276.72
8.	Administrative Staff College, Hyderabad	Non-Plan	2.50	2.50	2.50
9.	Management Education	Plan	15.00	15.00	15.00
10.	UGC Scheme	Plan	600.00	600.00	660.00
11.	New Scheme	Plan	316.00	363.00	889.00
Scholarships					
1.	National Scholarships Scheme	Plan	199.00	199.00	242.00
2.	(a) National Loan Scholarships Scheme	Non-Plan	400.00	400.00	400.00
	(b) Write-off of irrecoverable loans and Advances	Non-Plan	6.00	6.00	8.00
	(c) 50% share of the State Governments in respect of recoveries made from scholars of pre-1974 consolidated loans	Non-Plan	16.00	16.00	16.00
3.	Scholarships in approved Residential Secondary Schools	Non-Plan	80.00	90.00	100.00
4.	National Scholarships Scheme at the Secondary Stage for Talented Children from Rural Areas	Plan	130.00	130.00	182.00

1	2	3	4	5	6
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 & Persian	Plan	1.00	1.00	1.00
7.	National Scholarships for Study Abroad	Non-Plan	75.00	75.00	80.00
8.	General Cultural Scholarships Scheme ..	Non-Plan	41.00	50.00	50.00
9.	Scholarships for Nationals of Bangladesh	Non-Plan	12.00	21.60	—
10.	Special English Course for foreign Students	Non-Plan	00.10	00.10	00.10
11.	Scholarships for foreigners for studies in India	Non-Plan	22.00	24.00	24.00
12.	Indian Scholars going abroad	Non-Plan	9.50	9.50	9.50
13.	Partial Financial Assistance (Loans) Scheme	Non-Plan	0.40	0.40	0.40
Book Promotion and Copyright					
1.	National Book Trust				
	(a) Normal Activities and World Book Fair	(Non-Plan)	26.90	30.34	32.91
		(Plan)	30.00	27.10	23.80
	(b) Aadan-Pradan	Plan	6.00	6.00	6.00
	(c) Nehru Bal Pustakalaya	Plan	12.00	12.00	13.00
	(d) Scheme of Subsidised Publication of University Level Books	Plan	20.00	18.00	20.00
	(e) Nehru Bhavan	Plan	6.75	6.75	12.00
2.	Publication of Low-priced University Level Books of Foreign Origin	Plan	1.50	0.70	1.00
3.	National Book Development Board ..	Plan	1.75	1.75	3.20
4.	Book Export Promotional Activities ..	Plan	6.00	6.00	6.00
5.	Raja Rammohun Roy National Educational Resources Centre :— Office Expenses	Plan	1.00	1.00	1.85
6.	Contributions to the International Union for the Protection of Literary and Artistics Works	Non-Plan	5.75	7.75	6.84
7.	TA/DA for Non-official Members of the Copyright Board	Non-Plan	0.20	0.20	0.20
8.	Honorarium to Chairman and other Non-official Members of the Copyright Board	Non-Plan	0.35	0.32	0.4
9.	Purchase of special paper, cards, steel cabinets, etc.	Non-Plan	0.20	0.10	0.20
Youth Services					
1.	National Service Scheme	Plan	60.00	60.00	90.00
		Non-Plan	258.54	248.71	259.27
2.	National Service Volunteer Scheme ..	Plan	10.00	1.00	8.00
		Non-Plan	15.00	12.50	15.00
3.	Nehru Yuvak Kendras	Plan	60.00	60.00	85.00
		Non-Plan	110.60	112.50	115.87
4.	Assistance to Voluntary Agencies working in the field of Youth ..	Plan	17.00	7.00	12.00

1	2	3	4	5	6
5.	Promotion of Adventure	Plan	12·00	7·00	15·00
		Non-Plan	3·00	4·00	4·50
6.	Scouting and Guiding	Plan	5·00	5·00	6·00
		Non-Plan	3·50	3·50	3·50
7.	Commonwealth Youth Programme ..	Plan	1·50	0·50	0·50
		Non-Plan	6·00	6·00	6·00
8.	International Exchange of Youth Delegations	Plan	2·50	2·00	3·00
9.	Promotion of National Integration	Plan	3·00	3·00	10·00
10.	Exhibitions on Education and Culture ..	Plan			10·00
Physical Education and Sports					
1.	Lakshmibai National College of Physical Education, Gwalior	Plan	12·00	11·10	16·00
		Non-Plan	21·00	23·69	23·60
2.	National Physical Fitness Programme ..	Non-Plan	4·21	3·50	4·46
3.	Promotion of Yoga	Plan	10·00	6·00	10·00
		Non-Plan	5·65	5·65	5·85
4.	Netaji Subhas National Institute of Sports, Patiala and National Coaching Scheme	Plan	79·00	80·00	112·00
		Non-Plan	101·00	107·38	110·97
5.	Grants to State Sports Councils for Promotion of Sports and Games	Plan	60·00	60·00	60·00
6.	Grants to National Sports Federations	Plan	50·00	65·00	60·00
		Non-Plan	12·50	13·50	15·00
7.	All India Rural Sports Tournament ..	Non-Plan	10·00	7·00	10·00
8.	Promotion of Women's Sports ..	Plan	2·00	2·00	4·00
		Non-Plan	6·00	4·00	6·00
9.	Sports Talent Search Scholarships ..	Non-Plan	12·50	12·50	12·50
10.	National Sports Organisation ..	Plan	25·00	25·00	25·00
11.	Grants to Physical Education Teacher Training Institutions	Plan	4·00	4·00	5·00
12.	National Sports Complex	Non-Plan	1·00	—	—
13.	Arjuna Awards	Non-Plan	1·00	1·00	0·91
14.	Exchange of Sports/Physical Education teams/experts under Cultural Exchange Programme	Plan	4·00	4·00	5·00
15.	National Welfare Fund of Sportsmen	Non-Plan	—	—	1·00
16.	Asian Games	Plan	3124·00	3115·00	2261·00
Languages					
1.	Appointment of Hindi Teachers in non-Hindi speaking States and Union Territories	Plan	33	33	27
2.	Establishment of Hindi Teachers Training Colleges	Plan	10	10	10
3.	Assistance to Voluntary Hindi Organisations	Plan	22·00	22·00	35·00
		Non-Plan	11·00	11·00	11·00
4.	Award of Prizes to Hindi writers of non-Hindi Speaking States	Plan	0·40	0·40	0·40
5.	Kendriya Hindi Shikshan Mandal, Agra	Plan	30·00	25·50	30·00
		Non-Plan	37·50	37·00	40·17

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6.	Central Hindi Directorate	Plan	11.00	11.11	16.36
		Non-Plan	45.95	47.41	48.65
7.	Correspondence Courses in Hindi ..	Plan	9.00	9.00	9.00
8.	Propagation of Hindi Abroad	Plan	8.00	8.00	8.00
		Non-Plan	4.79	4.79	4.79
9.	Central Hindi Directorate Library ..	Plan	0.30	0.30	0.40
10.	Production of Books in Urdu	Plan	13.70	13.62	23.65
		Non-Plan	9.20	8.60	8.41
11.	Production of Books in Sindhi	Plan	3.50	4.00	6.00
		Non-Plan	3.00	3.00	3.00
12.	Production of Core Books	Plan	5.20	5.20	5.60
		Non-Plan	15.08	15.68	16.15
13.	Production of University Level Text Books	Plan	120.00	50.00	70.00
14.	Financing of Book Production through C.S.T.T.	Plan	8.00	7.85	8.00
15.	National Award of Prizes to Authors of original Standard Works in Hindi and other Indian Languages	Plan	3.00	1.80	3.00
16.	Assistance to Voluntary and Cultural Organisations for promotion of Indian Languages other than Hindi	Plan	5.05	5.50	5.50
17.	Central Institute of Indian Languages, Mysore	Plan	17.20	16.35	15.00
		Non-Plan	24.75	24.75	25.50
18.	Regional Languages Centres	Plan	13.00	11.29	10.00
		Non-Plan	48.13	47.47	49.14
19.	Scheme of Prize on Books/Manuscripts on Indian Languages other than Hindi, Sanskrit and another mother tongue ..	Plan	0.75	0.75	0.75
20.	Scheme for financial assistance to English Language Teaching Institutes	Plan	—	—	5.00
21.	Rashtriya Sanskrit Sansthan	Plan	55.00	47.72	65.00
		Non-Plan	62.58	58.49	66.60
22.	Scholarships to Post Matric Students, Shastri and Acharya Courses, and Research Scholarships	Non-Plan	9.50	9.50	9.50
23.	Financial Assistance to Voluntary Sanskrit Organisations	Plan	35.00	35.00	40.00
24.	Adarsh Sanskrit Pathshalas	Plan	13.50	13.50	18.00
		Non-Plan	2.00	2.00	2.00
25.	Grant in aid to Sanskrit Dictionary Department, Deccan College, Pune ..	Plan	1.00	1.00	1.00
		Non-Plan	6.25	6.50	6.70
26.	Financial Assistance to Voluntary Arabic/Persian Organisations	Plan	7.00	7.00	10.00
27.	Development of Sanskrit Education ..	Plan	35.00	35.00	38.00
28.	(i) Production of Sanskrit Literature ..	Plan	6.00	8.50	7.00
	(ii) Purchase of Sanskrit Books				
	(iii) Publication of Sanskrit manuscripts				
29.	Other Schemes for Promotion of Sanskrit (i) All India Elocution Contest (ii) Vedic Conventions (iii) Preservation of Vedic recitation	Plan	1.50	1.50	2.00
30.	Award of Certificate of Honour to Sanskrit, Arabic and Persian Scholars with Monetary Grant	Non-Plan	6.00	6.30	6.00
31.	Utilization of Services of Senior eminent Sanskrit Scholars to impart indepth study in Shastra	Plan	4.00	2.50	6.00

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Indian National Commission for Cooperation with Unesco					
1.	Expenditure for the publication of Hindi and Tamil editions of Unesco Courier	Non-Plan	6·10	6·10	6·10
2.	Documentation-cum-Distribution and other schemes of Unesco	Non-Plan	0·50	0·50	0·50
3.	Grants to Non-Governmental Organisations for the Programmes of the Indian National Commission for Cooperation with Unesco	Non-Plan	0·36	0·36	0·36
4.	Contribution to Unesco	Non-Plan	152·27	103·00	160·95
5.	Hospitality and Entertainment on schemes connected with Unesco	Non-Plan	0·10	0·10	0·10
6.	Deputations and Delegations Abroad	Non-Plan	1·00	2·50	2·50
7.	Reorganisation of JNC Library	Plan	2·00	1·00	2·50
8.	Holding of Meetings/Conferences and organisation of exhibitions	Plan	2·50	1·25	2·50
9.	Strengthening of voluntary organisations engaged in Unesco's programmes and activities	Plan	1·00	0·50	0·50
10.	Publications for Children in the age group 11-14 years	Plan	---	---	0·50
Adult Education					
1.	Rural Functional Literacy Projects	Plan	650·00	641·20	1200·00
		Non-Plan	130·00	95·13	130·00
2.	Directorate of Adult Education (including Printing Press)	Plan	10·00	10·00	25·00
		Non-Plan	22·85	22·75	23·17
3.	Assistance for Voluntary Agencies Working in the field of Adult Education	Plan	120·00	120·00	75·00
4.	Strengthening of Administrative Structure at the State and District Levels	Plan	100·00	100·00	110·00
5.	Shramik Vidyapeeths	Plan	20·00	12·00	15·00
		Non-Plan	20·38	14·98	21·39
1.	Assistance for Research Projects in Educational Policies, Planning, Management and Evaluation	Plan	10·00	7·00	7·50
2.	Publication	Non-Plan	8·00	8·00	8·00
DEPARTMENT OF CULTURE					
1.	Archaeological Survey of India	Plan	75·00	65·74	88·00
		Non-Plan	681·50	690·76	711·48
2.	Scheme of financial assistance to Institutions/Bodies for preservation of monuments etc.	Plan	2·50	2·00	2·50
3.	National Museum, New Delhi	Plan	32·00	32·00	30·00
		Non-Plan	50·00	50·00	51·50
4.	Indian Museum, Calcutta	Plan	8·00	8·00	8·00
		Non-Plan	28·50	29·64	30·53
5.	Salarjung Museum, Hyderabad	Plan	13·00	11·00	13·00
		Non-Plan	14·89	14·89	15·51
6.	Victoria Memorial Hall, Calcutta	Plan	45·00	22·50	20·00
		Non-Plan	10·16	10·56	10·88

1	2	3	4	5	6
7.	National Gallery of Modern Art, New Delhi	Plan	20.00	20.00	20.00
		Non-Plan	9.06	9.42	9.70
8.	Nehru Memorial Museum and Library, New Delhi	Plan	8.50	5.45	29.15
		Non-Plan	36.08	37.03	38.14
9.	National Council of Science Museums, Calcutta	Plan	100.00	100.00	90.00
		Non-Plan	64.88	71.60	73.74
10.	National Research Laboratory for Conservation of Cultural Property	Plan	22.00	14.00	16.00
11.	Anthropological Survey of India	Plan	9.00	1.75	4.00
		Non-Plan	82.30	87.30	90.50
12.	National Museum of Man	Plan	30.00	15.00	12.00
13.	National Archives of India	Plan	45.00	40.66	40.00
		Non-Plan	43.76	52.56	56.63
14.	Khudabaksh Oriental Public Library, Patna	Plan	10.05	18.05	13.00
		Non-Plan	4.00	4.00	4.12
15.	T.M.S.S.M. Library, Thanjavur	Plan	3.80	3.25	5.00
16.	Rampur Raza Library, Rampur	Plan	2.50	2.50	3.00
17.	Preservation of Manuscripts	Plan	20.00	15.00	20.00
18.	Fellowships covering different disciplines and fields including epigraphy etc.	Plan	1.00	0.20	2.00
19.	Asiatic Society, Calcutta	Non-Plan	2.10	3.56	3.96
20.	School of Buddhist Philosophy, Leh	Plan	13.00	13.00	7.00
		Non-Plan	8.67	9.02	9.29
21.	Central Institute of Higher Tibetan Studies, Varanasi	Plan	40.00	52.00	70.00
		Non-Plan	14.15	14.72	15.16
22.	Sikkim Research, Institute of Tibetology, Gangtok	Non-Plan	1.00	2.00	2.00
23.	Library of Tibetan Works and Archives, Dharamshala	Plan	5.00	3.98	4.00
24.	Indian Council of Historical Research	Plan	10.00	8.00	15.00
		Non-Plan	20.80	23.98	31.90
25.	National Library, Calcutta	Plan	40.00	30.00	30.00
		Non-Plan	72.50	75.45	77.33
26.	Central Library, Bombay	Plan	2.75	2.00	2.75
		Non-Plan	3.00	2.76	3.00
27.	Central Reference Library, Calcutta	Plan	10.00	10.00	10.00
		Non-Plan	9.00	8.60	8.85
28.	Indian Council of World Affairs Library, New Delhi	Plan	2.00	2.00	2.00
29.	Delhi Public Library	Plan	11.00	11.00	13.00
		Non-Plan	31.50	34.56	33.68
30.	Central Secretariat Library	Plan	6.40	4.88	8.00
		Non-Plan	1.25	1.30	1.34
31.	Raja Rammohun Roy Library Foundation	Plan	22.50	22.50	23.00
		Non-Plan	3.95	3.95	4.20
32.	Financial assistance to voluntary educational organisations conducting Public/Manuscript Libraries	Plan	12.00	12.00	12.00
33.	Sahitya Akademi	Plan	13.00	13.00	17.00
		Non-Plan	22.73	22.43	23.10

1	2	3	4	5	6
34.	Sangeet Natak Akademi	Plan	35.00	34.72	37.40
		Non-Plan	37.94	36.30	37.70
35.	Lalit Kala Akademi	Plan	26.00	26.00	22.50
		Non-Plan	32.88	33.83	27.60
36.	National School of Drama	Plan	24.00	20.60	25.00
		Non-Plan	25.55	25.55	26.30
37.	Centre for Cultural Resources and Training	Plan	28.00	28.00	28.00
		Non-Plan	10.64	10.84	11.40
38.	Building grants to Voluntary Cultural Organisation	Plan	10.00	10.00	10.00
39.	Financial assistance to Dance, Drama and Theatre Ensembles	Plan	25.00	25.00	25.00
		Non-Plan	4.80	4.80	4.80
40.	Festival of India	Plan	10.00	39.65	35.00
		Non-Plan	2.00	2.00	2.00
41.	Cultural Talent Search Scholarships Scheme	Plan	5.00	3.00	6.00
		Non-Plan	4.50	3.75	3.75
42.	Scholarships to Young Workers in different Cultural Fields	Plan	5.00	3.50	6.50
		Non-Plan	3.06	2.50	3.06
43.	Award of Fellowships to Outstanding Artists in the fields of Performing art, the literary and plastic arts	Plan	7.00	6.00	7.70
		Non-Plan	3.50	2.60	2.87
44.	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
		Non-Plan	3.40	3.01	3.40
45.	Gandhi Darshan Samiti	Plan	5.00	1.00	1.00
		Non-Plan	15.59	12.44	16.00
46.	Dr. Zakir Husain Memorial Museum, New Delhi	Non-Plan	0.70	0.70	0.72
47.	Centenaries and Anniversaries	Plan	30.00	30.00	26.00
48.	Cultural Relations	Plan	4.50	2.00	4.50
		Non-Plan	23.40	22.90	21.80

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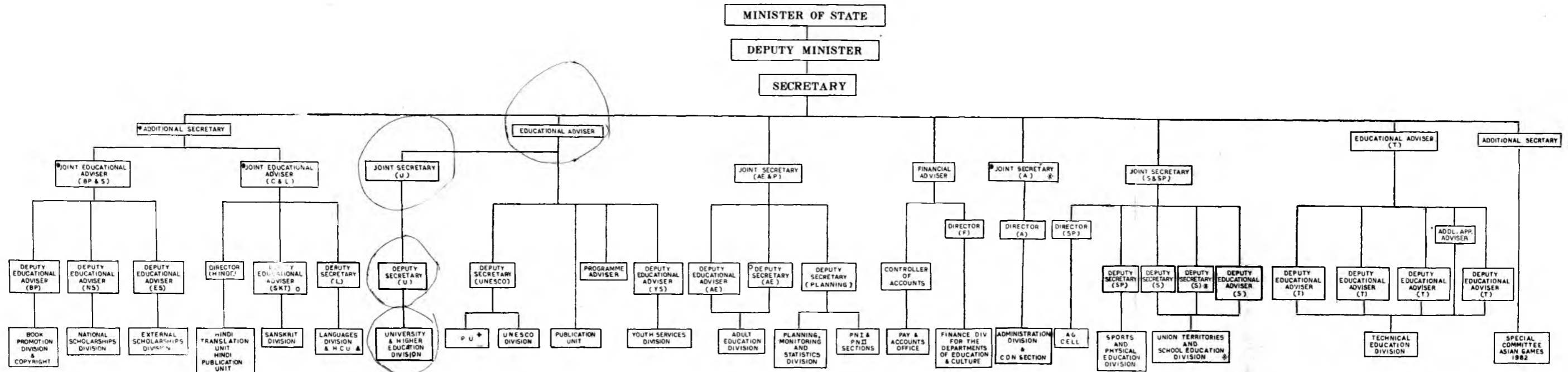
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ADMINISTRATIVE CHART

DEPARTMENT OF EDUCATION



LEGEND

- A ADMINISTRATION
- BP BOOK PROMOTION
- S SPORTS
- NS NATIONAL SCHOLARSHIPS
- ES EXTERNAL SCHOLARSHIPS
- PN POLICY NORMS
- HCU HINDI CO-ORDINATION UNIT
- U UNIVERSITIES

AC : 16-1-1982

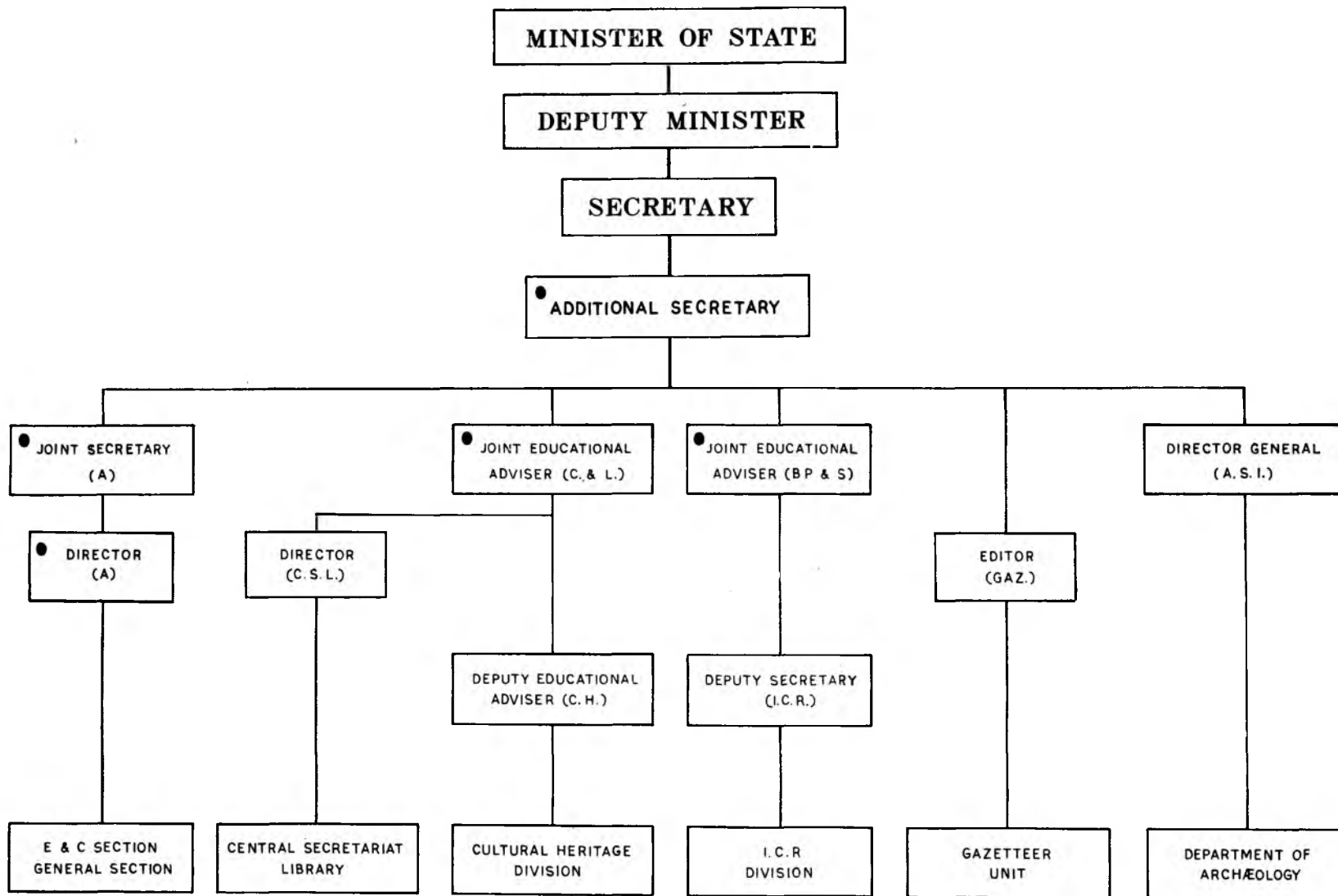
NOTE:-
 (1) THE WORK OF AUROVILLE PROJECT OF PN II SECTION IS BEING LOOKED AFTER BY E A
 (2) THE DS (SH KAUSHAL) ASSISTS THE MS IN THE WORK RELATING TO PARLIAMENTARY BUSINESS
 ‡ THE WORK OF UT(SCM-6) IS BEING LOOKED AFTER BY JS(A) THROUGH DS(S)
 † THE WORK OF PU IS BEING LOOKED AFTER BY JS(A) THROUGH DS(UNESCO)
 ‡ THE WORK OF HCU IS BEING LOOKED AFTER BY JS(A) THROUGH DS(L)

LEGEND

- AE ADULT EDUCATION
- S SCHOOLS
- L LANGUAGES
- T TECHNICAL EDUCATION
- BP & S BOOK PROMOTION & SCHOLARSHIPS
- CDN CO-ORDINATION
- C & L CULTURE & LANGUAGES
- COMMON FOR THE DEPARTMENTS OF EDUCATION & CULTURE
- VACANT
- PU PARLIAMENT UNIT
- AG CELL ASIAN GAMES CELL
- F FINANCE
- YS YOUTH SERVICES
- P PLANNING
- UT UNION TERRITORIES

ADMINISTRATIVE CHART

DEPARTMENT OF CULTURE



LEGEND

A.....ADMINISTRATION
 E & C.....ESTABLISHMENT & CASH
 C & L.....CULTURE & LANGUAGES

LEGEND

●.....COMMON FOR THE DEPARTMENTS OF EDUCATION & CULTURE
 B P & S.....BOOK PROMOTION & SCHOLARSHIPS
 C H.....CULTURAL HERITAGE
 I C R.....INTERNATIONAL CULTURAL RELATIONS
 GAZ.....GAZETTEER
 A S I.....ARCHÆOLOGICAL SURVEY OF INDIA