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DEPARTMENT OF EDUCATION

INTRODUCTORY

Policy and Approach

The year 1980-81 began with a new vigour and vision for educational development and a determination to carry out the approved policies and programmes in various fields.

A Working Group on Education and Culture was set up by the Government of India in July 1980 to suggest perspective of development for the decade, particularly with a view to equalising educational opportunities to all sections of the people, removing the existing socio-economic disparities, and to make recommendations for action programmes in the Sixth Five Year Plan 1980—85 indicating goals, priorities and policies. In its report that was submitted in August 1980, this Working Group emphasised the fact that education is a crucial input in the development of human resources which is fundamental to the realisation of goals of planning for development and that it should find its rightful place as a basic input in the developmental efforts in the national planning. Investments in education should therefore reflect its pivotal role.

As enunciated in the Report, the important goals and tasks of educational planning to which the educational systems and programmes need to be redirected are :

- (a) to guarantee to all, equality of opportunity in their education for improving quality of life and their participation in the tasks of promoting the general well-being of the society;
- (b) to afford to all young people and adults, irrespective of age, the means for ample self-fulfilment within the frame-work of a harmonious development which reflects the needs of the community to which they belong;
- (c) to provide for a continuous process of life-long education for their physical, intellectual and cultural development and for inculcating capabilities to cope with and influence social change;
- (d) to establish dynamic and beneficial links between education, employment and development with due regard for the economic and social aims of the community; and
- (e) to promote values of national integration, secularism, democracy and dignity of labour.

Planning and Monitoring

The Working Group has recommended an outlay of Rs. 3,500 crores for the Sixth Plan for Education. Against this, an outlay of Rs. 2,524 crores has been allocated. For the central sector, the outlay approved is Rs. 734.75 crores and Rs. 107.11 crores for the Sixth Plan and for 1981-82 respectively. The programmes of universalisation of elementary education and adult education have been accorded due priority in the Plan. An attempt has also been made to formulate special component plan for the Scheduled castes and Tribal sub-Plan for the tribal areas both for the Sixth Plan and the Annual Plan 1981-82 in the Central and State Sectors.

School Education

The programme of universalisation of elementary education has been retained as an essential component of the Minimum Needs Programme. A target of 180 lakh children has been set up for additional enrolment during the Sixth Plan period. This will mean 95% coverage at the primary stage and 50% at the middle stage. For the benefits of those children who could not start schooling or who had to dropout due to rigidities of the formal system, a non-formal education programme is being operated in a decentralised manner with greater flexibility. Special programmes for increasing

the enrolment of girls are being undertaken. The NCERT has taken in hand a comprehensive survey to ascertain more specifically the reasons for slow progress in the enrolment of girls and has initiated action to prepare relevant curriculum for children of Scheduled Tribes.

Early Childhood Education

A modest programme of Early Childhood Education has been proposed to broad-base the programme of universalisation. Early Childhood Education Centres, in the form of pre-schools, are proposed to be set up in rural areas for children of disadvantaged sections as adjuncts to primary and middle schools.

Education of the Disabled Child

In the context of the International year of the Disabled Persons 1981, a Working Group on the Education of Disabled Child has also recommended a programme the main plank of which is to integrate education of the handicapped children in normal schools.

Population Education

Realising the potential of education in tackling the problems of the growing rate of population the Ministry launched a population education programme from April 1980 designed to introduce population education in the formal education system during the Sixth Plan. The programme envisages *inter-alia* the development of curriculum at national and state levels, preparation of instructional material and setting up population education cells, both at the Centre and in the States.

Educational Technology

In view of the availability of INSAT early in 1982, steps are being taken to strengthen and broad-base the Educational Technology Programme. Proposals have been developed for the setting up a few Production Centres, in the States for the educational television programmes.

A National Workshop on Educational Broadcasting under UNESCO's Asian Programme of Educational Innovation for Development (APEID) was held in New Delhi during December 1980. The major recommendations suggested at this meeting relate to the new priority role for educational broadcasting to move away from syllabus-oriented approaches into non-formal systems and lesser dependence on intermediaries. It also suggested to entrust the responsibility of educational broadcasting with the educational authority and to create adequate infrastructure in the form of Institutes of Educational Technology at the National and State levels.

Pattern of Education

Attempts were continued to promote the adoption of the 10+2 pattern of education. Seven States and one Union Territory which have not so far switched over to this pattern were persuaded to do so at an early date.

Vocationalisation of Education

The States and Union Territories have been urged to lay increasing emphasis on Vocationalisation. Conduct of District level vocational surveys was recommended in order to relate the vocational courses at the +2 stage to the socio-economic needs of the area.

Higher Education

The decade 1971-80 witnessed a greater degree of stability in the growth of enrolments in higher education. There has also been a declining trend in the number of new universities and colleges established during the Fifth Plan period. Against this background, the University Grants Commission has formulated its Sixth Plan proposals with the main focus on improvement of quality of university education, equalisation of educational opportunities, removal of imbalances in educational growth and facilities in different regions, linking education with development, and developing institutions to an optimum size to increase cost effectiveness and efficiency of educational programmes. The Plan includes specific components for Scheduled Castes and Scheduled Tribes in the form of scholarships, fellowships and development of colleges in tribal areas.

During 1980-81 the Commission placed special emphasis on programmes for quality improvement like Centres of Advanced Study, special assistance to selected departments, programmes for improvement in the teaching of science and humanities in the colleges, establishment of university service and instrumentation centres, installation of computers in the universities, modernisation of university level courses in various disciplines, restructuring of courses, examination reforms and faculty improvement programmes.

Adult Education

Non-formal education for adults, particularly those in the productive age group 15-35 years would also be part of the elementary education component of the Minimum Needs Programme in the Sixth Plan in view of its potential for immediate impact and goal of providing minimum basic education to all citizens. The Shramik Vidyapeeths set up under the adult education programme for urban workers continued to meet the needs of the workers through its activities of education and training. The Ministry set up a committee to review the National Adult Education Programme and suggest improvements. The Committee presented its report in April 1980 which is under consideration.

Technical Education

The Indian Institutes of Technology intensified their activities in the area of continuing education by organising a large number of short and long term courses, symposia and workshops for the benefit of students, working engineers, technologists and scientists from all over the country, in addition to expanding their infrastructural facilities, starting of new interdisciplinary courses and pursuing research and consultancy services. Procedure of admission to regional engineering colleges has been revised from the year 1980-81.

Major emphasis during the Sixth Plan period in the field of technical education would be on consolidation and optimum utilisation of the existing facilities, identification of critical areas and creation of necessary facilities for education and training in emerging technologies, improvement of quality of education and furtherance of national efforts and applied science and technology as an instrument for the country's social and economic progress.

Languages

The Ministry continued to assist in the development of all Indian languages. It provided facilities for the teaching of Hindi in non-Hindi speaking States through its various schemes. Under the programme for production of university level books, with a view to facilitating early adoption of Indian languages as media of instruction, 5450 books have been published including 1375 translations by various State Book Production Boards and Akademies. Of the two additional centres of Urdu calligraphy sanctioned recently, one at Bhopal has started functioning while the other at Bangalore will be started shortly.

Unesco

India continued to play a leading role in matters relating to UNESCO. A high powered delegation headed by the then Union Minister of Education, Health and Social Welfare participated in the 21st General Conference of UNESCO held at Belgrade from September 23 to October 28, 1980. At this conference Shri T. N. Kaul was elected to the Executive Board of UNESCO with the highest number of votes in the Asian Group. Shri G. Parthasarathi was also elected to the 35-member Inter-Governmental Council for the International Programme for the Development of Communications. India also offered at this conference to host a number of meetings,

seminars, workshops etc. sponsored by UNESCO in the fields of Education and Natural Sciences during the next three years.

Book Promotion

The Ministry adopted several measures towards production and promotion of books and making them available to people at moderate prices. The National Book Trust has launched a new scheme for publication of reading material for the rural areas. 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. Steps were taken for the export of Indian books abroad by participation in international book fairs, organisation of special exhibitions of Indian Books and conduct of market studies and commercial publicity. The copyright office registered 5188 works of which 4799 were artistic and literary works.

Youth Services

The Ministry continued to implement various programmes relating to the needs and development of the student and non-student youth. The National Service Scheme which was started in 1969 now covers about 4.75 lakh students and is being implemented in almost all the States and universities. The programme of Nehru Yuvak Kendras was continued and 192 kendras have now become operational. About 6.50 lakh non-student youth in the rural areas participated in the activities and programmes of the Kendras. With a view to providing guidance and counselling to youth coordinators and to undertake research and evaluation work of the Nehru Yuvak Kendras, two Information Development and Resource Agencies have been set up in West Bengal and Tamil Nadu.

Sports

The 1982 Asian Games will be held in New Delhi. Twenty competitive sports and games and two demonstration games will be staged in these games. To provide continuous training to the probables for participation in the games the National Sports Federations/Associations have prepared their training Plans for 1980-81, 1981-82 and 1982-83. Government have since liberalised the pattern of financial assistance to these bodies for the above purpose.

Eleven outstanding sportsmen and sportswomen have been selected for the Arjuna Awards for the year 1979-80.

Scholarships

The Ministry's approach to the programmes of scholarships is guided by two main considerations, namely, that

- (a) no brilliant student is compelled to give up his academic career on account of poverty, and
- (b) greater equalisation of educational opportunities is achieved by assisting potential talents from the rural areas and weaker sections.

With this in view, a number of scholarships were awarded to Indian nationals for higher studies within India and abroad. Scholarships are also provided to Nationals of other countries under various schemes and cultural exchange programmes.

Conclusion

The Government is firmly of the view that education holds the key of national progress and that education should be given a major role in the programmes of national development. For securing greater equalisation of

educational opportunities, Government will strive and provide easy access to education with support programmes. Measures will be taken to improve the quality of education at all levels and make it relevant to the needs of the economy and development of the country. In the area of vocationalisation emphasis will be on the employability of the students as well as the needs of the employment market. But overarching all this, the basic objective will be to develop educational facilities that will enable students to concentrate on the cultivation of faculties and capacities suited to the needs of the integral development of personality. And in this task, the central place has to be assigned to the pursuit of excellence and human, social and spiritual values.

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.

Universal, Free and Compulsory Elementary Education

One of the main objectives of educational development during the Sixth Plan (1980-85) would be to ensure essential minimum education to all children up to the age of 14 years within the next ten years. This is by way of speeding up the realisation of the Constitutional goal of free and compulsory education for all children in the age-group 6-14. Accordingly, it has been decided that the programme of Universalisation of Elementary Education, would continue to be accorded a high priority in the field of education, as an essential component of the Minimum Needs Programme. The total Sixth Plan outlay for elementary education is of the order of Rs. 905.65 crore (State sector Rs. 851.35 crore and Central sector Rs. 54.30 crore), which constitutes 35.9 per cent of the total Sixth Plan outlay for education.

Free Education

Education in classes I-V is already free in Government, local bodies and aided schools in all parts of the country. It is also free in classes VI-VIII in all States/Union Territories except for boys in Orissa and Uttar Pradesh. The latter are presently considering the question of extending free education facilities to boys at the middle stage.

Compulsory Education Acts

Legislation for compulsory primary education exists in all States except Bihar, Manipur, Meghalaya, Nagaland, Sikkim and Tripura. 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

According to the Fourth Educational Survey conducted in the country with 30th September, 1978 as the reference date, the total enrolment was 865.61 lakhs during 1978-79, or 65.90 per cent of the total population in the 6-14 age-group. The Working Group on Education and Culture (1980-85) has suggested modest and realistic targets of 180 lakhs additional enrolment by 1984-85 (110 lakhs at primary and 70 lakhs at middle stage) achieving 95 per cent and 50 per cent enrolments respectively at the two stages. Thus, it is expected that by 1984-85 the total enrolment at the elementary stage (classes I-VIII) would be 1089 lakhs or 77 per cent.

The present number of non-enrolled children is of the order of about 450 lakhs. By 1984-85, this may come down to about 315 lakhs.

The vast majority of out-of-school children consists of children of the weaker sections like Scheduled castes, Scheduled tribes, agricultural labourers and slum-dwellers. Two-thirds of non-enrolled children are girls and three-fourths of them are in nine educationally backward States viz., Andhra Pradesh, Assam, Bihar, Jammu and Kashmir, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal. According to the Fourth Educational Survey, the enrolment of Scheduled castes and Scheduled tribes children in classes I-VIII was 119.68 lakhs and 49.54 lakhs respectively representing 60.10 per cent and 49.99 per cent respectively of the total Scheduled castes and Scheduled tribes in 6-14 age-group population. The following table indicates the position and target of enrolment at the elementary stage :

	1950-51	1978-79	(Provisional) 1979-80	(Target) 1984-85
				(In lakhs)
Age-group 6—11				
Enrolment : Classes I—V	191.55	686.00	722	832
Enrolment as percentage of age-group population	42.6	81.65	83.4	95
Age-group 11—14				
Enrolment : Classes VI—VIII	31.20	179.60	187	257
Enrolment as percentage of age-group population	12.7	37.94	38.4	50
Age-group 6—14				
Enrolment : Classes I—VIII	222.75	865.60	909	1089
Enrolment as percentage of age-group population	32.4	65.90	67.2	77

Enrolment Strategy

For the Sixth Plan, the States were requested to quantify the size of non-enrolled Scheduled castes and Scheduled tribes children and to identify the backward areas so as to give added inputs for such children and for the backward areas. The States were also requested to quantify the inputs from the outlay for elementary education into the Special Component Plan for Scheduled castes and Tribal Sub-Plans. A majority of the States have accordingly, prepared their Plans for elementary education. Further, increased coverages under the incentive programmes, namely, free supply of textbooks and stationery, free supply of uniforms, attendance scholarships for girls and mid-day meals programme are being attempted by the States. The Mid-day Meals programme presently covers about 106 lakhs children with food materials supplied by CARE, an American organisation, and also with food commodities from indigenous sources. The question of improving its administrative efficiency and its programme utility by linking it with health and nutrition education has been under consideration. A major weakness of the elementary education system relates to poor physical facilities. About 40 per cent of the primary schools are housed in unsatisfactory structures. Effective measures to remove this deficiency are being explored including institutional financing and external assistance. Another major step relates to the programme of non-formal part-time education for out-of-school children, comprising non-starters and drop-outs, who cannot attend formal schools due to socio-economic reasons. It enables such children to have elementary education, without interrupting their economic and household activities.

Central Assistance for Non-formal Education

To help the nine educationally backward States to improve enrolment of children at the elementary stage, the Ministry continued to extend special Central assistance to them for their programmes of non-formal education for elementary age-group children. The total Central sector outlay for this scheme is Rs. 25 crores for 1980-85, of which the inputs for special plans for Scheduled Castes and Scheduled Tribes would be of the order of Rs. 5.62 crores. During 1979-80, in the last quarter, a sum of Rs. 2 crores

was released to the educationally backward States except Jammu and Kashmir. The programme has thus in reality been put into operation mainly during 1980-81. Run on 50 : 50 basis the entire administrative and academic expenditure is reimbursed by the Centre, while the expenditure on non-formal centres is shared on 3 : 5 ratio *i.e.* for every three centres funded by the Centre, the cost of 5 centres is borne out of the State budget. Under the scheme, it is also proposed to extend financial assistance to voluntary agencies in the nine educationally backward States for running non-formal educational centres and to extend grants to any academic organisation/institution in any State/Union Territory, run by the Government or under private auspices for experimental and innovative projects with replicable potentiality.

Paper Assistance for Non-formal Education

Under an agreement between the Governments of India and Sweden signed on 21st January 1980, Sweden will give India a total cash assistance of 75 million Swedish kronors or Rs. 14 crores, for purchasing 20,000 metric tonnes of paper from any country for use in the production of textbooks and instructional materials for non-formal education for elementary age-group children in all States/Union Territories. During the year, a Central Sector Plan scheme has been formulated with a provision of Rs. 28 crores representing the notional cost of paper as well as import duty thereon. The paper to be procured will be distributed as Central commodity assistance to all States/Union Territories for their non-formal education programmes.

Early Childhood Education

A modest programme for Early Childhood Education has been proposed under the Sixth Plan by way of broadbasing the Universalisation of Elementary Education. Pre-schools, as adjuncts to primary and middle schools, in rural areas for children of the dis-advantaged sections, envisaged under the programme, also aim at enabling out-of-school girls to attend schools, thus removing significantly one of the causes for non-enrolment and drop-out. Under the Central sector, it is proposed to extend assistance to voluntary organisations for running such centres. An Expert Group constituted by the Ministry during the year recommended several models for early childhood education and also training of teachers needed for the programme.

Education of the Disabled Child

In the context of the Sixth Five Year Plan a Working Group on Education of the Disabled Child was constituted to suggest action programmes for IYDP 1981 and under the Sixth Plan, during the year. It suggested modest programmes for the education of 9 groups of handicapped children in the perspective of a 20-year programme 1980—2000 A.D. As an action programme for IYDP 1981, the Working Group has stressed the need for sample surveys to ascertain the size of the disabled children on a fairly accurate basis, collection and dissemination of information about the education and training of the handicapped and development of infrastructure comprising equipment, special books, teaching materials and training of personnel. The main plans of the educational programmes for the disabled is, according to the Group, integrated education in schools along with normal children.

Quality Improvement Programmes at the Elementary Stage

The main thrust for improving the quality of elementary education is in the State sector. Under Central initiative, quite 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 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 has been 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) and (6) Non-formal Education Programme for Women and Girls (non-formal/new).

Nutrition/Health Education and Environmental Sanitation

Launched as a pilot project in 1976, the project on Nutrition/Health Education and Environmental Sanitation has been implemented till 1980 through 5 regional centres at Coimbatore, Jabalpur, Baroda, Calcutta and Ludhiana. Curricular materials on nutrition, health and sanitation habits for primary stage have been developed and tried out in 2308 primary schools involving training of 7091 primary teachers and 153 teacher-educators/supervisors in the use of these materials. Under the MPO, these are proposed to be extended to 14 States and Union Territories. The redeeming feature of this project is to reach the community through teachers and children in regard to health/nutrition and environmental sanitation.

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 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 existing 15 States/Union Territories. It is proposed to take this up in an experimental phase in the remaining States/Union Territories, with 3 schools in each of the selected districts. The project involves detailed survey to locate representative experimental areas according to as many diversities as there are in a State, developing innovative de-centralised curricula and instructional materials and training of teachers, teacher-educators and administrators.

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 30 centres, at 2 per State. The project aims at developing non-formal educational programmes for various target groups particularly for out-of-school children and adults so that the educational activities could meet the needs of those who are partly or totally deprived of any education. Under the MPO period, it is proposed to increase the number of community centres 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 de-centralising the curriculum according to the needs and life-situations of out-of-school children. Under this project relevance-based learning materials, (episodes) will be developed through the introduction of training-cum-production mode as a compulsory part of the training programmes of elementary teacher training institutes, 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 the State Institutes of Education/State Councils of Educational Research and Training at the State level and the TTIs as well as inservice teacher training centres at the district and block-level. The project has gained sufficient momentum and by the end of February, 1981, 3,500 teacher-educators and 550 education officers in the participating States have been trained. Learning/training packages have been developed by the NCERT and a National workshop was conducted for training the State teams in the methodology of processing learning materials.

Children's Media Laboratory

Early Childhood Education 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. Its fore-runner, Children's Media Laboratory project, has so far been implemented by the NCERT with a view to developing play materials, prints and graphics, and radio and audio-visual materials for pre-school children.

Non-formal Education Programme for Women

The new project, Non-formal Education Programme for Women and Girls aims, among other objectives, at introducing a substantial component of maternity and child care training in the programme of adult education.

An important feature will be to link child care centres with adult education centres so that women can attend adult education classes simultaneously leaving their children in the child care centres.

10+2 Pattern of School Education

The New pattern of school education has already been adopted by 15 States and 8 Union Territories and also by schools affiliated to the Central Board of Secondary Education. The Union Territory of Mizoram is likely to introduce this pattern from the academic year 1982-83. The States of Haryana, Himachal Pradesh, Madhya Pradesh, Meghalaya, Punjab, Rajasthan and Uttar Pradesh have also accepted the new pattern in principle, but have yet to determine the date of adoption. They have been urged to speed up the switchover.

Vocationalisation of Higher Secondary Education

The States of Andhra Pradesh, Gujarat, Karnataka, Maharashtra, Tamil Nadu and West Bengal and the Union Territories of Delhi and Pondicherry have introduced vocational courses so far at plus 2 stage of the 10 + 2 pattern of school education. The States/Union Territories have been urged to lay increasing emphasis on vocationalisation.

The Working Group on Education and Culture for the Sixth Plan, while reviewing the vocationalisation of higher secondary education, recommended *inter alia* "that the Central Government would have to play a more positive role". Keeping in view the importance of vocationalisation, attempts are being made to revive the centrally sponsored scheme of vocationalisation of Higher Secondary Education in the Sixth Plan with some modifications and additions as suggested by the Working Group on Vocationalisation (1978). Under this scheme it is proposed to provide financial assistance to States and Union Territories with legislatures for (i) Conduct of District Vocational Surveys; (ii) Curriculum Development; (iii) Establishment of new vocational schools; (iv) Establishment of Creative Work Centres; (v) Purchase of equipment and literary books for vocational courses; and (vi) Salary of teachers for vocational courses.

Educational Technology Programme

Educational Technology Cell : The Educational Technology Programme is gradually expanding in the country. Educational Technology Cells are functioning in 21 States, the latest to join the programme being the Educational Technology Cell in Kerala. Fourteen Educational Technology Cells received financial assistance from the Centre while the others are now functioning as part of the State Education Departments. During the Sixth Plan the Union Territories will also be covered.

SIETS : In accordance with a recommendation of the Working Group on Educational Technology the State Governments were requested to consider setting up State Institutes of Educational Technology of which the Educational Technology Cells would form a part. Maharashtra, Tamil Nadu and Manipur have set up such Institutes.

INSAT : In view of the availability of INSAT in 1982, a Study Group was set up for the use of television facilities for educational purposes. The Study Group set up three Sub-groups on Programming, Training and Hardware and Manpower for detailed examination of the different aspects. The Report of the Study group is being finalised. Some major decisions relate to the production of educational television programmes by educational authorities and the setting up of production centres in the States to be covered by INSAT.

Training : To meet the training requirements efforts are being made to obtain scholarships on bilateral basis. A six member delegation visited the Federal Republic of Germany in March, 1980 to study the training facilities available in Educational Technology in connection with the offer made by that country for 90 scholarships during a period of three years. A workshop to finalize details of the courses to be offered to Indian students sent to the FRG will be held in early 1981.

UNDP aid : Efforts are also being made to obtain substantial UNDP assistance for the development of the Educational Technology Programme in the States.

Workshop on Educational Broadcasting Policy : A National Workshop on Educational Broadcasting was organised in New Delhi during December 1 to 6, 1980 as part of Unesco's Asian Programme of Educational Innovation for Development (APEID). The main purpose of the Workshop was to develop national guidelines for educational broadcasting, which would be considered, alongwith guidelines developed by other countries, at a regional workshop to be organised by Unesco in 1981. It was attended by 42 participants representing educational and media interests in the country.

ICDC/ETV : An International Association for Technical Cooperation among developing countries using Mass Communication Media in Education was created in December 1978 as a non-governmental association with headquarters in Abidjan, Ivory Coast. The Objective of the Association which is being assisted by the UNDP, is to promote technical cooperation among developing countries in the area of educational television.

India is one of the twenty members of the Association and is also on its Technical Bureau. The third meeting of this Bureau was held in New Delhi during December 16 to 20, 1980 and was inaugurated by the Minister of Education and Social Welfare. The meeting has approved several measures for promoting co-operation among the developing countries in the field of educational television.

NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

The National Council of Educational Research and Training (NCERT) undertook a variety of research, development and extension training activities for the improvement of school education. The highlights are given below :

Universalisation of Elementary Education

A number of Projects like Comprehensive Access to Primary Education, Primary Education Curriculum Renewal, Developmental Activities in Community Education and Participation and Non-Formal Education were continued. A variety of learning and teaching materials and monitoring and evaluation procedures are being developed.

Education of the Under-privileged and the Deprived

Special projects of training, development and research for the education of the physically handicapped, the Scheduled Castes and Scheduled Tribes and women were undertaken with the singular purpose of equalisation of educational opportunities. A joint Indo-US Seminar on Effects of Deprivation in early Childhood on Learning was hosted by the Council.

Pre-School Education

The use of toys and illustrations in enriching pre-school education has been explored with greater emphasis. Competitions in making inexpensive educational toys and exhibition of toys have been organised.

Teacher Education

Textual material for the teacher education programme was prepared using an integrated approach of content-cum-methodology recommended by National Council for Teacher Education. Orientation programmes for teacher educators at elementary and secondary level were organised to follow up the implementation of the new curriculum in different states. Ninety-seven centres of continuing education are being operated by the NCERT for offering in-service teacher education programmes for school teachers.

National Population Education Project

A comprehensive project on Population Education has been formulated by the NCERT. The project is being implemented in 10 States in the first phase and will be extended to another 9 States in the second phase. Two

training programmes were organised for developing curriculum and instructional materials for the participating States.

National Integration

Inter-state student-teacher camps were organised in different parts of the country. Booklets have been produced on this theme. Special attention is given to incorporate the ideas and concept of national integration in the textual and supplementary reading material.

National Talent Search Schemes

About 200 State level prize winning exhibits from all over the country formed part of this year's exhibition on the theme 'Science in our Environment'. Three special publications were brought out.

Teaching Aids and Kits

The NCERT has been intensively pursuing its efforts in the preparation of low cost teaching aids and kits. Work on the designing of electronic kits has also been initiated.

National Talent Search Schemes

About 80,000 candidates appeared in the National Talent Search examination this year and 500 scholarships were awarded.

Vocationalisation of Education and SUPW

The programmes/activities undertaken include (a) Preparation of conceptual and functional literature, (b) Syllabus revision of vocational courses, (c) Short-term training programmes for teachers of vocational subjects and principals of institutions.

Educational and Vocational Guidance

Work on four research projects, was continued and a guidance programme developed for first generation learners. Consultancy and orientation in guidance constitute a major part of this programme.

Examination Reform

The programme was initiated in Goa and Bihar, revived in Gujarat, Maharashtra, Orissa and Tamil Nadu and continued in Uttar Pradesh.

Educational Survey

A preliminary report of the Fourth All India Educational Survey—Some Statistics on School Education, has been brought out.

Data Processing

A computer terminal (LSI-2/10 Processor) has been installed in the NCERT premises and used for various jobs of the Departments/Units of National Institute of Education.

Journals

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

The Regional Colleges of Education

The four Regional Colleges of Education at Ajmer, Bhopal, Bhubaneswar and Mysore continued to work on innovative programmes of teacher education. They also contributed to the Development of Centres of Continuing Education.

The Field Units

The Field Units of the NCERT continued their valuable liaison function.

**Centre for Educational
Technology**

The Centre received assistance from the UNDP and Unesco for its development and activities. Some of the important activities undertaken by the Centre were : (i) training courses in ETV scriptwriting, production of programmes and evaluation; and a workshop for designing a curriculum and programme briefs, (ii) a radio project for teaching Hindi as a first language to the students of classes I and II and a project for developing prototype course material for the continuing education of weavers, (iii) research and evaluation and (iv) production of films. -

Review of School Textbooks

Review of selected school textbooks is a continuing programme of the council. It has also undertaken evaluation of selected school textbooks from the standpoint of promoting a sense of national integration among the young school going students and also identifying the material and the approach which may directly or indirectly perpetuate untouchability, casteism, communalism, religious intolerance, linguism, regionalism etc.

It has been decided that the evaluation of textbooks from the standpoint of national integration should be continued as a continuous programme of the council. Consequently the Council has undertaken a pilot project of evaluation of textbooks in History and Languages prescribed in eight States namely, Andhra Pradesh, Bihar, Gujarat, Maharashtra, Orissa, West Bengal, Tamil Nadu and Uttar Pradesh. The Department of Education in Social Sciences and Humanities of the NCERT has been entrusted with this work.

The council has requested the Textbooks Bureau and the Board of Secondary Education of the above-mentioned States to supply a list of the recommended/prescribed textbooks in History in their respective States and also to communicate the names of competent evaluators who could be involved in the work of evaluating textbooks. The criteria for evaluation are being developed. These criteria would be sent to the evaluators who would be selected to do the initial screening of the textbooks.

**National Council
for Teacher
Education**

A National Council for Teacher Education has been functioning in the Council since May 1973 with a view to improving the quality of teacher education in the country. The NCTE advises the Central Government and the State Governments on all matters concerning teacher education including the steps to be taken to ensure adequate standards in teacher education. All State Governments are represented on this council, besides the UGC, All India Council for Technical Education, CABE, Planning Commission and the NCERT. Twelve members are nominated who are experts in different fields of teacher education. This Council recommended the setting up State Boards of teacher education in response to which States/Union Territories have set them up. The Council has also prepared the Teacher Education Curriculum-framework as a policy document for revising curriculum for teacher education at all levels. On the basis of this document the State Governments are bringing about necessary changes in the existing teacher education curriculum. In addition, the Council has developed new college teacher education programmes, a model curriculum in educational technology and norms for maintaining standards in teacher education.

Under the Cultural Exchange and other programmes, the NCERT sent 21 officers and experts to different countries and received 17 experts and five delegations consisting of 40 persons from other countries.

CENTRAL BOARD OF SECONDARY EDUCATION, NEW DELHI

**Curriculum Renewal
and Development**

The Board introduced the new pattern of education (i.e. 10+2 pattern) from the year 1975. The first examination of Class X took place in 1977 and that of Class XII in 1979. The syllabi and courses for different subjects were reviewed periodically through the subject committees in the light of the reflections and experiences obtained from the schools and other concerned agencies. The Board intends to give a fresh look to its courses to bring in new ideas, updating the contents and rationalising them further in the light of feedback received. With this end in view, the suggestions and experiences of teachers have been invited on a large scale, the results of which are being analysed.

Work Education was introduced as a compulsory component for the secondary classes. It has been made need-based to make education more relevant and purposeful to the society. Social commitment is emphasized by incorporating a number of service-oriented activities. This component has been extended also to Senior Secondary classes as recommended by the Adiseshiah Committee.

The Board has also made yet another venture in introducing Insurance Education at the Senior Secondary stage from the current academic session. The subject figures both under the general scheme and vocational courses which may enable the students either to go in for the university degree in Commerce or to take a career in the Insurance industry. It has been introduced as a pilot project and will be extended to other schools if the results are encouraging.

During these years emphasis has also been laid on promoting vocational education. The courses have been developed so as to be relevant to the present needs and requirements of schools situated in different regions of the country. In order to give it a further fillip, the different streams have been done away with. Vocational courses can now be offered in combination with the general educational courses or academic courses. Further, the existing vocational courses have been enlarged in accordance with the new scheme of studies.

The Board has undertaken training programmes in collaboration with the British Council, London in the areas of Science Education; Evaluation Procedures; and Teaching of Mathematics.

Forty-eight merit scholarships for the different examinations held in March/April 1980 were awarded for different streams/examinations. In addition to the Board's merit scholarships, 131 National Scholarships are also awarded to the candidates passing the Board's various examinations.

The Ministry of Education has entrusted the Board with the conduct of Merit Scholarship Examination for placement of children belonging to weaker sections of community in the approved Residential Schools/all over the country. The All India-Merit Scholarships Examination 1980 was held at 21 centres in the country. The number of candidates registered at this examination was 1677.

The total number of institutions affiliated to the Board as on 30-11-1980 was 1354.

Conference of Boards of Secondary Education in India

The Boards of Secondary Education in India which met at a conference in Nanital in October, 1980 made recommendation relating to : (i) qualitative improvement, (ii) promotion of non-formal education programmes, (iii) strengthening 10+2 pattern, (iv) emphasis on vocationalisation of education, (v) Curriculum renewal, (vi) improving teacher competence, (vii) academic supervision of schools, (viii) equivalent and recognition of examinations, (ix) admissions to universities after passing Board's examinations, (x) prevention of unfair means in examinations, (xi) grading and sealing and (xii) recognition of Socially Useful Productive Work.

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, Mussoorie and Simla and Day Schools at Bylakuppe, Kollegal, Kharapathar, Mirik, Chowkur, Chandragiri, Dholanji, Ghoom, Gothagaon, Miao, Gurupura, Kalimpong, Kurseong, Mainpat, Mundgod, Sonada, Tenzingaon and Tezu. Assistance in the form of grant-in-aid was provided by the Administration to eight institutions run by organisation of Tibetans.

The total number of students in the Schools run or aided by the Administration was 9970, out of which 1633 were boarders and 8337 were day scholars. 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, free textbooks and stationery are also provided to all students including those studying in day schools. The Administration has 445 employees which include 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 class-VIII 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 Secondary School examination held by the Central Board of Secondary Education in 1980 was 91.5% and for All India Senior School Certificate Examination was 81.4%. To promote co-operation between parents and teachers, Parent-Teacher Associations have been functioning in the schools. Likewise, to facilitate smooth running of schools, Local Advisory Committees have been set up in a number of schools. The Administration also awards scholarships to Tibetan students for prosecuting higher studies. A sum of Rs. 0.73 lakhs was sanctioned for scholarships to 20 students during 1979-80.

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 323 during 1980-81. The total student enrolment as in August 1980 was 2,44,197 as against 2,24,203 a year before showing an increase of 9%. The total number of teaching and non-teaching staff in all the Kendriya Vidyalayas was 14,862.

The Kendriya Vidyalaya Sangathan has been divided into 11 regions located at Bhopal, Bombay, Delhi, Chandigarh, Gandhinagar, Gauhati, Lucknow, Madras, Patna, Calcutta and Hyderabad. Each Regional Office is under the charge of an Assistant Commissioner who is assisted by an Educational Officer, a Superintendent and other ministerial staff.

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 in-service 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 Commissioners in their respective regions. About 1100 teachers were trained in the latest techniques in teaching of their respective subjects.

The Kendriya Vidyalayas are continually striving to emerge as model institutions where one can look for academic excellence. 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-Lingual Programmes; (iv) Continuous Evaluation; (v) Socially Useful Productive Work and (vi) Moral and Social Values.

It is proposed to strengthen the inspection machinery at the regional level by appointing Education Officers to assist Assistant Commissioners so that systematic inspection of Kendriya Vidyalayas may be possible and

academic guidance may be made available to teachers of all subjects from class I to XII.

Yoga Education

It has been decided to introduce Yoga Education in all the classes of all the Kendriya Vidyalayas on an experimental basis for one year, keeping in view its contribution towards the enrichment of human personality as also its inextricable part in our cultural heritage.

In addition to the existing packets and flocks of Cubs and Bulbuls, it has been decided to have atleast one Scout troop and one Guide Company in every Kendriya Vidyalaya.

Bal Bhavan

The Bal Bhavan continued its regular activities with increased enrolment of children. Four new Bal Kendras were opened in the resettlement colonies in Delhi, bringing the total to twelve. A delegation of three children was sent to participate in the anniversary of the International Children's Assembly, "Banner of Peace" held at Sofia, Bulgaria, in the month of September.

Education of Women and Girls

A variety of programmes, initiated under the National Adult Education Programme have been continued, to improve the social status of women in the country and their educational growth.

In the context of Universalization of Education and Vocationalization of Education, problems and prospects of Women Education in India were assessed by a High Level Consultation Committee, and areas of collaborated and continuous efforts between NCERT, State Governments and Voluntary Organizations have been spelt out from the point of view of Research, Development, Training and Extension in the light of the NCERT's four fold functions. Teacher's Handbooks were prepared in Languages, Social Sciences, Science and Mathematics for Class I to Class XII. These have been compiled into two Handbooks on Status of Women through the curriculum for *Elementary Teachers* and for the *Secondary* and Higher Secondary teacher's. The Women's Education Unit of NCERT designed a project on Identifying Values Commensurate with the Status of Women amongst the Scheduled Castes and Scheduled Tribes of India for being projected in the need-based curriculum to be developed for girls and women.

Moral and Spiritual Education

The National Council of Educational Research and Training have completed a status study of Moral Education in different Indian States and Union Territories. A draft curriculum in Moral education is being developed by the Department of Social Sciences and Humanities of the Council. It is expected that guidelines for the implementation of curriculum in moral education will be developed by January, 1981. When whole set is ready, it will be presented for discussion before a group of teachers, principals, teacher-educators and educational administrators in March, 1981. As representatives from different States will be involved in the process, it is hoped that they will make use of the draft curriculum and the guidelines being developed by the NCERT.

Population Education Programme

Realising the potential of education in tackling the problems of growing rate of population, the Ministry launched a Population Education Programme with effect from April, 1980 designed to introduce Population Education in the formal education system. The duration of the programme will be five years (1980-85). The underlying object of the programme is to create in the younger generation an adequate awareness of the population problems and realisation in this regard of its responsibilities towards the nation.

The objectives of the programme are :—

- (i) to help students develop an insight into inter-relationships between population growth and the process of social and economic development at the individual, family, society, national and international levels; (ii) to make the children and teachers aware of the population situation in the country and targets

and efforts of the Government in solving this problem; (iii) to institutionalize population education in the formal education system, including universities and non-formal education programmes, at the national and state-levels and (iv) to develop desirable attitudes and behaviours in the teachers and students as well as the community at large towards population issues so that they may take rational decisions about their family size and the quality of life that they would like to lead.

The programme envisages the development of curriculum at National and State levels for introduction in the formal education system, preparation of instructional materials, research and evaluation, training of teachers, teacher educators and other field workers and the setting up of population education cells at the National and State levels.

The Ministry of Education is the implementing agency. At the State level, the programme is being implemented by the State Governments according to an approved plan. The National Council of Educational Research and Training provides the technical assistance. A National Steering Committee has been set up under the Chairmanship of Education Secretary with overall authority for coordination as well as implementation of the programme. The Committee held its first meeting in December, 1980.

Ten States/Union Territories, namely, Bihar, Chandigarh, Gujarat, Haryana, Karnataka, Madhya Pradesh, Maharashtra, Punjab, Rajasthan and Tamil Nadu joined the programme in April, 1980. Nine States/Union Territories, namely, Andhra Pradesh, Assam, Delhi, Himachal Pradesh, West Bengal, Jammu and Kashmir, Kerala, Orissa and Uttar Pradesh will join the programme in April, 1981. The State Plan proposals in respect of the ten States who joined the programme in 1980 have been approved. Plan proposals in respect of other nine States are being finalised.

Population Education Programme is a Plan scheme in the Central Sector of the Ministry of Education. It has been developed in collaboration with the United Nations Funds for Population Activities (UNFPA) and with the active involvement of the Ministry of Health and Family Welfare, which is the nodal Ministry for Population Education. An amount of Rs. 4.26 crores has been allocated for the project.

National Awards to Teachers

Eighty eight teachers have been selected for National Awards for the year 1980 so far. These include 37 secondary school teachers, 46 primary school teachers and 5 Sanskrit teachers from institutions run on traditional lines.

NCC Junior Division Troops in Central, Public and Resi- dential Schools

The Ministry continued to share the expenditure with the Ministry of Defence on 40:60 basis.

National Foundation for Teachers' Welfare

The National Foundation for Teachers' Welfare was set up in 1962 with the objective of providing 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. To give a sound financial standing to the Foundation, it is proposed 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 State/Union Territories as also 20% of the collections made by the State/Union Territory, 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 celebrated throughout the country. Voluntary contributions were collected on the Teachers' Day—the 5th September, 1980, throughout the country as in the previous year.

**Educational Concessions 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 1979-80, 23 students received such concessions.

**Cultural Exchange Pro-
grammes in the Field of
School Education**

The Ministry received a two-member delegation in March, 1980 under the Indo-Belgian Cultural Exchange Programme 1978-79.

HIGHER EDUCATION AND RESEARCH

The special responsibility of maintenance and determination of standards in higher education is that of the Central Government. This responsibility is discharged mainly through the University Grants Commission. Moreover a number of educational and research institutions in the field of higher education have come into being under Central auspices since independence. These are : (i) Central Universities; (ii) Indian Council of Social Science Research; (iii) Indian Institute of Advanced Study, Simla and (iv) Shastri Indo-Canadian Institute, New Delhi. Besides, the Ministry of Education implements a number of schemes in this field, particularly relating to academic collaboration between India and other countries as well as international programmes of collaboration.

A—UNIVERSITY GRANTS COMMISSION

During the period under report, the University Grants Commission formulated its plans for development of Higher Education during the Sixth Plan period (1980-85) keeping in view the "Policy frame for the Development of Higher Education" and "Approach to Development of Higher Education during 1978-83" both of which had been generally approved by the Vice-Chancellors' conference convened for this purpose. The main focus of the Sixth Plan Proposal is the improvement of quality of university education, identification of programmes which could help in equalisation of educational opportunities to all sections of society, linking education more closely with development, removing imbalances in educational growth and facilities in different regions of the country and bringing institutions to an optimum size to increase cost effectiveness and efficiency of educational programmes all of which help in the maintenance and improvement of standards of teaching and research in universities and colleges.

Components for Scheduled Castes/Tribes

The plan also includes specific components for Scheduled castes and Scheduled tribes in the form of scholarships, fellowships and development of tribal colleges in addition to general schemes in universities and colleges which would also be shared by Scheduled castes and Scheduled tribes students and reservations provided for them in the recruitment to the posts which are proposed to be created in the universities and colleges.

Student Welfare Programme

The proposals include provision of amenities to students with a view to initiating and promoting various students' welfare activities to promote and encourage several programmes like : (a) Planning educational programme for individual and groups of students and continuous monitoring of the students' progress; (b) Health services and preventive health care programmes; (c) Student hostels and improvement in living conditions in the existing hostels; (d) Promotion of extension and extra-curricular activities and programmes of National integration etc. on the campus as well as outside the campus. etc. etc.

Development of Higher Education among Women

The Commission also gives priority to the development of higher education among women. During the Fifth Plan conditions of eligibility for women's colleges were relaxed for providing assistance for their development. A reasonable percentage of allocation for programmes relating to women would be maintained while formulating various development schemes for colleges during the Sixth Plan. About 10% total number of colleges to be assisted during the Sixth plan for development, introduction of restructured and vocational courses are expected to be women's colleges.

Science Components

A sub-plan for science has also been incorporated in the overall plan of higher education. It is proposed to encourage research on regional and

national development projects and to strengthen the existing programmes like CAS, DSA, COSIP, ULP, Instrumentation, Computer and Science Education Centres, restructuring of courses at degree level, development of teaching aids etc.

Education, Employment and Development

The Sixth Plan frame work of the Commission also make an effort to establish beneficial linkages among education, employment and economic development endorsed by the National Development Council. The higher education sector has a major responsibility for training manpower in all sectors of economy and with this end in view, the existing courses of study are proposed to be restructured and reoriented and new courses in emerging areas of importance are proposed to be started. Greater emphasis would be laid on restructuring of undergraduate courses to make them both purposeful and terminal and provide for vocationalisation of courses.

Similarly, emphasis will be laid on research work on problems of local, regional and national relevance rather than on purely academic oriented topics. Included in the Sixth Plan are programmes of training in such areas as population and health education, environmental education and mass communication etc. where there is a great demand for training a cadre of para professional persons. Proposals for the establishment of Centres for Curriculum Development, Educational Technology and Mass communication are also included.

Review Committee Recommendations

The Review Committee constituted by the University Grants Commission to undertake a comprehensive review of the various programmes being implemented by it, has submitted its report. The Committee has made an assessment of the impact of the Commission's programmes on standards of higher education and has given detailed suggestions for bringing about necessary improvements in the planning, implementation and monitoring of the development and other programmes which would be kept in view while implementing various schemes during the Sixth Plan period.

Trends and Growth of Higher Education

The average growth rate of enrolment during the decade 1970-71 to 1979-80 was 4 per cent per annum. This was considerably lower than the average growth rate of 14 per cent during the decade 1960-61 to 1969-70. The growth rate declined successively from 9.5 per cent in 1970-71 to 0.2 per cent in 1976-77 except during period 1974-75 when it rose to 5.9 per cent from 3.1 per cent in 1973-74. The growth rate which increased to 5.5 per cent in 1977-78 again came down to 1.2 per cent in 1979-80. During 1979-80 the total enrolment in the university education was 26.5 lakhs against 26.2 lakhs in the preceding year 1978-79.

The enrolment in Arts faculty decreased significantly while in all other faculties the enrolment growth has shown upward trend. The enrolment in Arts-faculty decreased from 11.1 lakhs in 1978-79 to 10.8 lakhs in 1979-80 at the rate of 2.8%. While the enrolment for Arts constituted 42.3% of the total enrolment in 1978-79 the corresponding percentage in 1979-80 was only 40.6. The enrolment in Science increased from 4.9 lakhs in 1978-79 to 5.1 lakhs in 1979-80 at the rate of 3.4%, in Commerce from 4.9 lakhs to 5.2 lakhs at the rate 4.6%, in Engineering/Technology from 1.1 lakhs in 1978-79 to 1.2 lakhs in 1979-80 at the rate of 6.2%, in Medicine, from 1.11 lakhs to 1.12 lakhs at the rate of 0.5%, in Agriculture from 39000 to 40000 at the rate of 2.4%, in Veterinary Science from 6900 to 7400 at the rate of 7.0% and in Law from 1.7 lakhs to 1.8 lakhs at the rate of 6.3%.

The enrolment at degree and postgraduate levels has shown an upward trend whereas research enrolment has declined during the past one year. Enrolment at the graduate level increased from 22.9 lakhs in 1978-79 to 23.1 lakhs in 1979-80 at the rate of 0.6%. Around 87% of the total enrolment was at the under-graduate level. Enrolment at the post-graduate level registered noticeable growth during the period. The PG enrolment increased from 2.5 lakhs in 1978-79 to 2.7 lakhs in 1979-80 at the rate of 6.3%. The research enrolment declined from 30100 to 29600 at the rate of 1.7%. While the PG enrolment constituted around 10% of the total enrolment, the research enrolment was only 1.1%. At the Diploma/Certificate level the enrolment increased from 43800 to 45800 at the rate of 4.6%.

The Commission continued to operate various special programmes for quality improvement including research support during 1980-81. It concentrated on completion of the programmes and schemes approved during the Fifth Plan period. In view of constraints on resources, new programmes of general development could not be initiated in universities and colleges. A brief account of activities in the four sectors is given below :

A. Quality Improvement Programme Sector

Centres of Advanced Study : The Commission continued its assistance for 10 centres of advanced study and 18 departments of special assistance in humanities and social sciences and 18 centres of advanced study and 31 departments of special assistance in sciences.

COSIP/ULP : 182 colleges and 40 university departments are at present participating in COSIP/ULP. An Expert committee has reviewed the working of the scheme. On the recommendation of this committee, the Commission has agreed to expand this programme so that in the course of next 2 or 3 years, each state has at least 1 ULP in each major science subject.

COHSSIP/ULP : 148 colleges and 15 university departments are at present participating in the COHSSIP/ULP. Of the 148 colleges, 27 colleges which had completed the first phase of assistance have been selected for further assistance in the second phase for 2 years.

University Service and Instrumentation Centres : The Commission has so far approved proposals from 51 universities having basic infrastructure facilities for setting up university service and instrumentation centres and has also agreed for establishment of 2 regional instrumentation centres, one at Bombay University and the other at Indian Institute of Science, Bangalore to enable them to serve the needs of instrumentation facilities particularly repair of sophisticated equipment, designing and developing major instruments and organising relevant courses, in the region.

Computer Centres : The Commission has so far accepted 29 proposals for the installation of computers in the universities on the recommendation of the Computer Development Committee. In consultation with the Department of Electronics the Commission has approved installation of major computer facilities at Poona, Roorkee, Banaras Hindu and Aligarh Muslim Universities. The Department of Electronics is putting up a major computer centre at Mohali and the Commission has agreed to provide Computer Terminals at the Panjab University campus for the centre.

Science Education Centres : Science Education Centres established at Madurai and Rajasthan universities have completed the first phase of their activities for which a grant of Rs. 5 lakhs each was provided to them by the Commission. These centres were helpful in promoting greater interaction between university science and the community around the university.

Modernisation of University level Courses : On the recommendation of the panels in the humanities and social sciences, 42 workshops were organised at various places to suggest measures for upgrading and modernising the syllabi and for bringing them nearer to the needs of the society. Reports of the workshops in Economics, History, Political Science, Psychology, Philosophy, Law, Sociology and History of Art have been finalised and circulated to the universities. The Panels in Science have reviewed wherever necessary the syllabi and courses of study at various levels.

Examination Reform : The Commission continued to provide assistance to the universities for workshops for orientation of teachers and some core staff for the establishment of examination reform units in the selected universities. Various follow up measures are also being taken to ensure that the progress made in this regard is maintained. 43 universities, 15 agricultural/technological universities and 7 institutions deemed to be universities have introduced sessional evaluation at different levels. 25 universities and 14 agricultural and technological universities have introduced grading system. Semester system is being followed in 47 universities, 15 agricultural and technological universities and 5 institutions deemed to

be universities. Question banks have been or are being developed in 21 universities.

Correspondence Courses : 21 universities and 1 institution deemed to be university are at present offering correspondence courses. The Commission has revised the guidelines for correspondence courses to maintain and coordinate the standards of correspondence education especially in regard to the preparation of instructional material and the contact programme.

Restructuring of Courses : The scheme of restructuring of courses is primarily meant for the colleges in the rural and backward areas. 155 colleges were initially identified to try out the restructured new combination of courses. These colleges have been generally selected in the vicinity of Agricultural Universities/Krishi Vigyan Kendras so that they may render assistance to the selected colleges in drawing up the syllabi for the new papers/subjects with a practical rural bias. The scheme has been implemented in 23 colleges and 1 university.

Seminars, Symposia and Summer Institutes : During 1980-81, 83 seminars/symposia/workshops/refresher courses/summer institutes have been approved in humanities and social science and 40 in science. Two English Literature seminars have also been approved, one at Shivaji and the other at Utkal University. Partial financial assistance was given to about 30 teachers for participation in courses conducted by the International Centre for Theoretical Physics, Italy.

The Commission also assisted universities and institutions for hosting 95 international/All India/Regional/State level conferences.

Adult Education, Extension and Continuing Education : 68 universities and 706 colleges are at present organising about 8,800 adult education centres. The universities and colleges have been requested to identify linkages between extension and curriculum. The programme at a few universities and colleges in the country is being evaluated. The Commission has agreed that the universities may be assisted at the same level and on the same sharing basis till March, 1981 pending consideration of the report of the Committee appointed by it to review the programme of continuing education.

Area Studies Programme : The Commission revised the guidelines for implementation of the area studies programme on the advice of the Advisory Committee on area studies. Proposals have also been invited from the Universities for undertaking depth studies on various regions of Africa. The allocation made by the Ford Foundation for this programme, is being utilised for the visit of Indian scholars abroad for their field work and of foreign scholars to India in connection with the development of area studies programme and books and journals.

Indo-Foreign Cultural Exchange Programme : The Commission continued to implement such items of the cultural exchange programmes with foreign countries which have been assigned to it by the Government of India. These include exchange of academics, development of bilateral academic links between institutions of higher learning, joint seminars, short/long term scholarships/fellowships and provision of language teachers in the universities in India for teaching foreign languages.

Indo British Universities Collaboration Programme : The links already established continued for further collaboration under the Indo-British Universities Collaboration Programme.

Three centres of advanced study viz. Applied Chemistry at the Bombay University, Bio-Chemistry at the Indian Institute of Science, Bangalore and Radio Physics and Electronics at Calcutta University are participating in collaborative research programmes under IBUC. The programme includes exchange of visits by teachers between the participating centres and collaborating universities in the U.K.

The Commission has agreed to provide maintenance and travel grant to the Indian Academics for collecting source material in the U.K.

Indo-US fellowship Programme : The Commission has selected 6 scholars for full term fellowship of 10 months and 9 scholars for visitorship of 13 weeks during 1980-81 under the Indo-US fellowship programme and has offered 15 fellowships to American nationals for their research work in India under this programme. Under Indo-US exchange of scientist programme the Commission nominated 5 scholars for visit to the USA and received 3 American scholars for their work in India.

Unesco Sponsored Courses : The Unesco has agreed to support the 3rd regional training course on methods and techniques in exploration geophysics at National Geo-Physics Research Institute, Hyderabad and 3rd International post-graduate training course in vacuum science techniques and applications in the department of Physics, Bombay University for the benefit of the participants from other members in South and South Asia region. The Unesco mission after evaluating the work done under Unesco/UNDP assistance programme for selected university departments has recommended further assistance for the second phase of the programme, the duration of which would be for 39 months. The project became operative from 1st October, 1979 and includes visits by foreign experts for short period, training/study tours, fellowships and supply of sophisticated equipment. At present, 9 departments in the universities are participating in this scheme and would receive an input of U.S. \$ 2.5 million during this period from Unesco/UNDP sources.

B. Research Support Sector

Research Scheme : 264 advanced research projects in Humanities and Social Sciences and 1410 major research projects in Science, Engineering and Technology have been approved. About 300 of these projects have distinct R. & D. value and development of instruments while other projects approved in Sciences are of fundamental importance. About 800 minor research projects in Sciences involving an expenditure of Rs. 51.34 lakhs were approved. In Humanities and Social Sciences, the ceiling of assistance for a short-term project has been enhanced from Rs. 5000 to Rs. 10,000 from this year. 2194 short-term projects at a cost of about Rs. 60 lakhs have been approved so far in Humanities and Social Sciences.

31 departmental research projects in Sciences have been selected on the advice of various panels. In Social Sciences, Economics Department of Baroda University has been selected this year for Departmental Research Support.

Career Awards : 34 teachers in Sciences have been selected for career awards of which 16 have already started their work under the scheme. The Commission has decided to extend these awards to scholars in Humanities and Social Sciences and that awards up to a maximum of 15 could be awarded from the year 1980-81.

Associateships and Fellowships : The Commission has decided to raise the value of various fellowships and research associateships from October 1, 1980.

Reservation for Scheduled Castes and Scheduled Tribes : Ten per cent of fellowships are reserved for Scheduled Castes and Scheduled Tribes students. In addition, 50 Junior and 20 Post-doctoral fellowships and 20 Research Associateships have been instituted only for Scheduled Castes and Scheduled Tribes students.

National Associateship/Fellowship : 204 teachers have been selected for participation in the National Associateship Scheme against 400 placements available. 17 persons are at present working under the schemes of "National Fellowship" which enables an eminent teacher to take a year or two off to devote whole-time to research. 46 National lecturers have been selected under the scheme of "National lecturership" which enables outstanding teachers to visit universities for delivering series of lectures in their field of specialization. 7 teachers were selected for Commonwealth Academic Staff Fellowships and 4 for commonwealth staff scholarship by Commonwealth Scholarship Commission on the recommendation of the Commission.

Teacher Fellowships : The Commission has identified 338 departments in the universities and other institutions of higher learning in the country for selecting college teachers for award of teacher fellowships for working for M.Phil/Ph.D. degree against the fellowships allocated to them. These are in addition to the teacher fellowships awarded under the UGC scheme of development of under-graduate/postgraduate education in the colleges.

C. University Sector

In response to the guidelines for the Sixth Plan circulated by the Commission to the universities, proposals have been received from 67 universities. The Commission has finalised guidelines for the visiting committees keeping in view the suggestions made by the Review Committee and the programme of visits to various universities for examining their Sixth Plan development programmes is likely to commence soon. The requests from some of the universities for taking up important projects which had either been approved in the Fifth Plan period but had been deferred or were of immediate nature were considered by the Commission—Projects amounting to about Rs. 3.8 crores have been accepted by the Commission as a charge on Sixth Plan allocation to the university. The Commission has also allocated grants amounting to about Rs. 2 crores to the universities as basic grant for books and journals to enable them to meet their urgent requirements. The Commission could consider allocating similar grants for equipment subject to availability of funds during the year.

The main emphasis during 1980-81 has so far been completion of on-going schemes which had been accepted by the Commission during the Fifth Plan period in the universities. It is expected that a major portion of these schemes would be completed by the end of the current year.

D. Colleges Sector

The Commission could not find it possible to provide basic grants to colleges for books and equipments etc. pending finalisation of Sixth Plan development schemes due to limited funds at its disposal. The main emphasis during 1980-81 has been to help the colleges in completing the on-going projects which had been approved in the Fifth Plan period. The Commission, however, agreed to continue assistance in respect of colleges which largely cater to the needs of Scheduled caste and Scheduled tribe students on the basis of Fifth Plan pattern of assistance. The condition of enrolment in such colleges has also been relaxed to 1/3rd or a minimum of 100 Scheduled caste/Scheduled tribe students.

Facilities for Scheduled caste/tribe students : The Commission has decided to prepare reports and working papers on the basis of information to be collected every year from the universities regarding course-wise admissions and reservations for the candidates belonging to Scheduled castes and Scheduled tribes in the universities and colleges. The Commission has also set up a Standing Committee to suggest facilities which could be provided for Scheduled caste and Scheduled tribe students in the universities and colleges and to identify measures which could be taken to ensure that facilities already made available by the Government of India for Scheduled caste and Scheduled tribe students are actually utilised by the students belonging to these communities. The Commission has included programme of remedial courses in its Sixth Plan to help students belonging to weaker sections of society to bring them at par with other students. The Commission has also advised each university to set up a special cell to ensure that the decisions regarding reservations in admissions, employment etc. for Scheduled castes and Scheduled tribe students are implemented.

B. CENTRAL UNIVERSITIES

Various departments of studies and faculties of the University made consistent progress in teaching and research during the year under report. University teachers attended several national and International seminars, conferences and symposia. In its turn the University organised a number of seminars and conferences which were attended by distinguished educationists. A number of books were published.

The Department of Civil Engineering provides facilities to under-graduate students to specialise in five streams of civil engineering. In the Sixth Plan the Department has proposed to introduce a diploma course in Rural Planning, Urban Development and Flood Control. Teaching in chemical engineering at degree level has also been started from the current session.

The Vice-Chancellor, Mr. Saiyid Hamid attended the XXI Session of the General Conference of UNESCO, held at Belgrade in the first week of October, 1980.

In keeping with new revised national policy of higher education, the University introduced the 3 year Honours' Courses after 10+2 pattern.

Short-term Vocational Courses like (a) Export Promotion (b) Salesmanship (c) Office Management (d) Tourism are to be introduced from this year. This will provide opportunities of employment in various fields of public and private sector and also generate self-employment potentialities among the students.

Establishment of Schools of Life Sciences, Computer Sciences, Applied Sciences, Material Sciences and Technology, Bio-Engineering as well as Languages are making steady progress and construction programme of various buildings is being expedited. These interdisciplinary Schools/Centres are aimed to bring about a broader perspective and meaning to higher education and to make it more relevant to the needs.

Two new departments viz. Department of Physical Education and Department of Radiotherapy and Radiation Medicine were created.

The Faculty of Agriculture has been upgraded as an Institute during the current session 1980-81.

Prof. Nihar Ranjan Ray, Emeritus Professor, University of Calcutta delivered this year's *Dr. Zakir Husain Memorial Lectures* from March 3 to 8, 1980. The theme of the Lectures was "Indian Historiography—An Enquiry". Shri P. N. Haksar, delivered the Nehru Memorial Lectures on November, 14 and 15, 1980 in the University. The subject of the lecture was "*THE HISTORICAL CONTEXT OF SECULARISM AND SCIENTIFIC TEMPER*".

The University has adopted four villages in Ghiraigaon for integrated rural development including adult education. The Institute of Medical Sciences has already been working in these villages for number of years and the extension work of various other Faculties will be carried out in the same villages to provide an integrated approach to rural development. The Faculty of Agriculture has 2,500 Acre farm in Mirzapur district and a phased development programme is being initiated for experimental and extension work in the field of Agriculture. It is also proposed to develop an extension wing of the University in this area of Pahadi Block where facilities could be developed to train rural people in their own vocations and in their own surroundings.

The number of students of the various Institutes/Facilities/Colleges of the University at present is 15969. About 1500 students and teachers use the Library everyday.

The Flying Club gives flying training to the deserving students of the University. The number of students admitted during the current session is 32.

310 Students were given training in different courses in photography, electronics and carpentry at the Hobby Centre leading to a Certificate Course of one year. Mountaineering Training is imparted to the deserving students. The University Mountaineering Team has been able to climb one Virgin Peak, which is a record during that year. 299 students were admitted during the year under review. The University has got a separate Unit of N.S.S. under which 1860 students are engaged in social services in the nearby villages especially for construction of roads and other welfare work.

There are 40 hostels/lodges of the University—34 in the Campus and 6 outside the Campus and about 7000 students are accommodated. Book Bank and other welfare measures to general students as well as Scheduled castes/Scheduled tribes students in the University were undertaken. 3010 books costing Rs. 80,000 have been procured under Textbook Bank Scheme for distribution among students including Scheduled Castes/Scheduled Tribes.

Twenty per cent of the male students and 25% of the female students are assured freeship. Students' Welfare Fund has been decentralized for financial assistance to students at the faculty level. Research Scholars who do not get scholarship, are given Rs. 500/- for their thesis work at the time when they deposit their thesis. About 1000 scholarships by the University and other external agencies are awarded for research in various disciplines.

The teaching staff comprise 1356 members in various Institutes/Faculties/Colleges of the University.

The University has acquired ICL 1904-S Computer System with the advice of the Electronics Communication and it is proposed to introduce Computer Science courses at the Post-graduate levels.

The University hosted sixty-eighth session of the Indian Science Congress from January 3 to 7, 1981. More than 3000 working scientists, doctors, engineers and technologists from all parts of India participated in wide ranging deliberations bringing home the unity of science. The Prime Minister, Smt. Indira Gandhi inaugurated the Congress. More than 1500 technical papers were presented and discussed. The topical focal theme in all the sessions of the thirteen sections of the Science Congress was "Impact of the Development of Science and Technology on Environment".

University of Delhi,
Delhi

The University decided to institute the following new courses in the various Departments with the approval of the University Grants Commission *viz.* (1) Diploma Course in Fine Arts (Painting, Sculpture and Applied Arts); (2) Certificate Course in Swedish Language; (3) B.A. (Hons) Courses in Russian Language and Literature, German Language and Literature, Italian Language and Literature and French Language and Literature; and (4) M.A. Courses in German and Russian.

Five courses *viz.* (1) M. Phil. in Commerce (South Campus) (2) Bachelor of Dental Surgery (3) Degree in Forensic Medicine (4) Diploma in Physical Medicine and Rehabilitation have been instituted. One of the Junior Fellowships in the Department of Economics has been named as "B. N. Ganguli Junior Research Fellowship in Economics" to commemorate the memory of the late Vice-Chancellor Prof. B. N. Ganguli who was the Vice-Chancellor of the university during the period from 1967-69.

It is proposed to create an Endowment fund of the value of Rs. 10,000/- for holding Memorial Lectures to be known as "Dr. B. N. Singh Memorial Lectures" in memory of Dr. B. N. Singh who worked in the Department of Physics and Astrophysics of this University. The proposal of Dr. M. Chaudhuri for the institution of a Scholarship in memory of her late sister 'Promija Chaudhuri' has been accepted. Two medals to be awarded to the students standing first in order of merit separately for LL.M. 2-year course examination and LL.M. 3 year course examination and two Fellowships for the blind students for pursuing M.Phil./Ph.D. Course have been instituted. The students belonging to Nagaland have been exempted from the Compulsory Test in Hindi on a permanent basis. The students of various under-graduate courses who had their entire schooling in the schools of Tamil Nadu have been exempted from the Compulsory Test in Hindi for this year only. The non-Hindi speaking students admitted to under-graduate courses in the School of Correspondence Courses and Continuing Education in 1976-77 and 1977-78 sessions have also been exempted from the Compulsory Test in Hindi.

The Degree of Doctor of Literature (D.Litt.) (Honoris Causa) was conferred on Mrs. Welthy H. Fisher at a special Convocation held on 23-3-1980.

The title of 'Professor Emeritus' has been conferred on Prof. F. C. Auluck and Prof. A. Dasgupta in terms of Ordinance XX-B of the Ordinances of the University.

Direct admission has also been introduced from this year to all the post-graduate classes at South Campus.

In succession to Prof. R. C. Mehrotra who relinquished the post of Vice-Chancellor on his completion of his term on December 8, 1979, Prof. Gurbakhsh Singh, former Vice-Chancellor of the University of Hyderabad, was appointed as the Vice-Chancellor. He assumed charge on April 3, 1980.

The strength of teaching staff in the University during the year 1980-81 was 627.

During 1980-81, there were 100935 students on the rolls of the University. There were 2088 Ph.D. and 690 M. Phil. students on the rolls.

The University continued to make steady progress in its academic activities and research programmes. Apart from stabilising and strengthening the post-graduate courses introduced earlier, some more post-graduate courses were introduced. The second batch of M.A. first year students in Political Science, History, Sociology and Anthropology, Hindi, Urdu and Telugu were admitted. M. Phil. courses in History, Political Science, Telugu and Urdu were newly started.

The number of students on the rolls including new admissions was 534. In addition to the Merit Scholarships and Merit-cum Means Scholarships awarded to the students of M.A./M.Sc. courses, 40 Fellowships of the value of Rs. 400/- per month were awarded to the M.Phil. students. Out of 108 candidates registered for Ph.D. programmes 70 are getting Research Fellowships from the UGC, CSIR, NCERT, INSA, DST or other similar agencies.

The number of teachers in position was 104. The excellent library and laboratory facilities provided by the University resulted in the publication of a good number of research papers, books, articles, etc., by the teachers in national and international Journals of repute. 29 research projects supported by the UGC, DAE, CSIR, DST, etc. are under active investigation by the faculty members.

In succession to the first Vice-Chancellor Prof. Gurbakhsh Singh, who relinquished office on completion of his term on October 31, 1979 Prof. B. S. Ramakrishna of the Indian Institute of Science, Bangalore, was appointed as Vice-Chancellor and he assumed charge on September 15, 1980.

As at present, there are 3388 students on the rolls of the university, including the students at the Centre of Post-Graduate Studies, Imphal.

The Faculty Strength at present is 301 including at the Centre of Post-Graduate Studies, Imphal.

Nearly 135 research projects sponsored by various national and international agencies are in progress while work on nearly 25 research projects was completed during the year under report. Nearly 30 books and over 140 research papers and articles were published by members of the faculty in journals in India and abroad.

Nearly 35 eminent scholars from India and abroad delivered lectures and took part in Seminars at the University. In addition, 6 eminent scholars both from India and abroad were offered visiting assignments for varying periods ranging from one month to six months on the faculty of the various Schools. Over 30 faculty members were permitted to accept invitations, fellowships, visiting assignments in institutions in India and abroad. Over 45 faculty members attended Seminars/Conferences within India and abroad.

University of Hyderabad.
Hyderabad

Jawaharlal Nehru
University, New Delhi

584 students of the University were declared eligible for the award of B.A./B.Sc., M.A./M.Sc., M.P.S./M.Phil and Ph.D. degrees during the period under report. Of these, 35 received Ph.D. degrees, 161 M.Phil./M.P.S. degrees, 411 M.A./M.Sc. degrees and 12 B.A. (Hons.) degrees in various languages. Besides, 589 Cadets belonging to the National Defence Academy, Khadakwasla and 128 Cadets registered at the Army Cadet College, Dehradun received B.A./B.Sc. degrees of the University. Diplomas/Certificates in various languages were awarded to 287 students. Doctoral theses of as many as 29 students and M.Phil dissertations of 43 students are under evaluation.

More than 70% of the full-time students/scholars on rolls received financial assistance from the University/outside sources in the form of fellowships/scholarships/freeships. Besides, a sizeable number of students received grants/loans from the Students Aid Fund and the Vice-Chancellor's discretionary fund.

The Employment Information and Guidance Bureau maintained a well-equipped information bureau in which literature and information on careers, occupational pattern, employment training facilities, fellowships, competitions, studies abroad useful to the students were available.

Efforts continued for developing rich and varied programmes of co-curricular activities for students. In all, there are about 30 Sports and Cultural Clubs functioning in the University enabling students to participate in the extracurricular activities according to their talents and aptitude. The Badminton Club, the Debating Club, the Film Club, the UNESCO Club and the Cultural Club, Music and Dance and Literary Club were particularly active during the year under report.

The three building projects were completed and have been acquired for use during the year under report. Three other building projects are in progress.

The University completed seven years of its establishment. It has so far 13 Post-graduate teaching departments and 2 Centres at Shillong. All these departments continued their academic programme during the year. The Department of Bio-Chemistry was started in 1980 and admission to the Department is scheduled to begin from the academic session beginning in 1981. In the Nagaland Campus, the University started a Post-graduate Department of English in addition to the Department of Education which was already functioning. The Department of Commerce for M.Com. course has been established in Nagaland campus and students have been provisionally admitted. Besides, the University also maintains a College of Agriculture offering a five-year course of B.Sc. in Agriculture. The number of students admitted in the college in 1980-81 has been enhanced by 50% to meet the growing demands from the North-eastern States who sponsor the bulk of the students on stipendiary basis. The College runs mostly in the accommodation provided by the Government of Nagaland at Medziphema near Dimapur.

In the Union Territory of Mizoram, the University has three Post-graduate teaching departments of English, Economics and Education which were started during the year under report. Besides, the Pachhunga University College, taken over from the Government of Mizoram in the preceding year, continued with a faculty strength of 40 teachers and 31 non-teaching staff.

During the year, the University awarded both Ph.D. and M.Phil Degrees to the eligible students. The year marks the beginning of the University's research output as the first batch of 4 Ph.D. students of the University in Science subjects of Botany and Zoology in the School of Life Sciences and M.Phil. students in both Humanities and Sciences become qualified for the award of research degrees.

The University established a College Development Department with a College Development Council to advise on the improvement of college education. As an initial step, survey of the affiliated colleges in Meghalaya, Nagaland and Mizoram has been started with a view to assessing the present status, deficiencies and need for improvement of college

education. To promote science education among the tribal students, remedial courses have been undertaken by the University to benefit the tribal students offering courses at B.Sc. level. The University granted permission to start new courses and affiliation allowed in several cases. Of the 11 cases considered during the year, 4 related to the opening of new colleges.

The University appointed 3 Professors, 6 Readers and 17 Lecturers thus raising the total strength of teachers to 15 Professors, 44 Readers and 84 Lecturers, spread over 14 Post-graduate Departments and 2 Centres at Shillong, 5 Post-graduate Departments in the Campuses and in the College of Agriculture. This excludes 40 lecturers maintained in Pachhunga University College, Mizoram.

The University admitted 341 students in its 13 Post-Graduate Departments at Shillong, 2 in Nagaland Campus and 3 in Mizoram campus which raises the total student strength of the University to 784. In the College of Agriculture, the total number including 60 students admitted during the year is 140.

Dr. Homi N. Sethna, Chairman, Atomic Energy Commission has been appointed Chancellor of the University for a term of five years with effect from June, 1980. The second Vice-Chancellor of the University, Dr. Anuj Kumar Dhan having resigned Dr. S. C. Banwar, Pro-Vice-Chancellor functions as Acting Vice-Chancellor with effect from November 11, 1980.

Dr. Surajit Chandra Sinha continued to be the Vice-Chancellor (Upacharya) up to May 31, 1980. Prof. Amlan Datta took over as Vice-Chancellor with effect from June 1, 1980.

12 teachers, including Dr. Suhas Chatterjee, Professor of Linguistics joined the University during the year.

Diploma in Santhali was introduced as a new course.

The number of students on roll was 2838. The number of teachers including Principals and Dean of Students' Welfare was 454.

The Dr. Zakir Husain College Memorial Trust which administers the Zakir Husain College, Delhi, a College conducting Arts, Science and Commerce courses, was reconstituted in 1980. The reconstituted Trust consists of the Prime Minister as *ex-officio* President, the Union Education Minister as *ex-officio* Vice-President, the Vice-Chancellor, Jamia Millia Islamia, New Delhi as an *ex-officio* Member, and Shri B.F.H.B. Tyabji, Shri Mir Qasim, Shri Khurshed Alam Khan, Smt. Mohsina Kidwai, Shri M. Z. Rehman Khan, Prof. A. M. Khusro, Prof. Mohd. Amin, Shri A. N. Mulla and Shri S. Hameed who have been nominated by the Central Government as Members for a period of 5 years. The Trust has decided that the construction programme for the new building of the College should be entrusted to the CPWD. The plans and estimates for construction have been finalised.

The Association of Indian Universities is a voluntary organisation of which all universities in the country are members. In recognition of the useful functions performed by the Association by providing a forum for universities to discuss their common problems and suggest solutions to them, the Government has been sanctioning a token grant towards its maintenance expenditure every year. In addition, the Association initiated certain specific research programmes during the 5th Plan period in examination reforms, economics of education, etc. These research activities are fully financed by the Central Government. Under these programmes, the Association has published question banks in 16 major subjects covered by the first degree course. In addition, several case studies have been prepared on various aspects of introduction of examination reforms in the universities and status reports on internal assessment, grading system, preparation for the 10+2+3 curriculum etc. have been published.

After reorganisation of Punjab in 1966, the Panjab University, Chandigarh became an inter-State Body corporate under the Punjab Reorganisation Act, 1966. This Act also visualised that the successor states would

Visva Bharati,
Santiniketan

Zakir Husain College,
Delhi

Association of Indians
Universities, New Delhi

Loan to Panjab
University, Chandigarh

share the maintenance expenditure of the University. As these States do not contribute towards the developmental expenditure of the University, it was decided that the Central Government might sanction loans to the University for meeting the expenditure on its development programmes, which include provision of matching share for the development grants sanctioned by the University Grants Commission and also funds for undertaking programmes which do not qualify for assistance from the Commission. Accordingly, every year the University is being sanctioned a loan on the basis of requirements worked out each year.

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 Humanities and Social Sciences and in certain areas of Natural Sciences. Its research endeavours are aimed at making major conceptual developments and at offering inter-disciplinary perspectives on questions of contemporary relevance. The Institute is interested principally in Indian and Asian Studies. The faculty of the Institute consists of different categories of Fellows, who are appointed for stipulated periods, and a core of Fellows, not exceeding six, each appointed initially for a period of five years. Besides, it has 44 places for visiting Fellows, drawn from Indian Academic Institutions and Centres of Higher Learning, with the terms ranging from one to three years. It has also been awarding Guest Fellowships for short durations up to 4 months, inviting senior academics to deliver lectures and organising seminars. The Institute has an excellent, ever-growing, library where facilities of stenographic, xeroxing and research assistance are also provided to the academics. The Institute has its own publication programme and has so far brought out about 100 monographs and seminar proceedings.

At present the Institute has only three Fellows. The appointment of the Visiting Fellows has not been made pending a decision on the restructuring of the Institute. In April 1980, the Government decided that the Institute will continue to function and that its programmes and activities should be re-structured and re-organised. A 7-member Committee, under the Chairmanship of Shri Krishna Kripalani, has been appointed to work out the details for re-structuring and re-organising the Institute. Its Report is likely to be available by March 1981.

All India Institutions of Higher Learning

To encourage certain voluntary organisations which are offering programmes of higher education outside the university system, a scheme was formulated to provide them with necessary financial support. Those institutions which are offering programmes different from the normal and established pattern of education and are innovative in character are assisted under this scheme. At present, four institutions namely, Sri Aurobindo International Centre for Education, Pondicherry, Tilak Maharashtra Vidyapeeth, Pune, Lok Bharati, Sanosara and Kanya Gurukul Mahavidyalaya, Dehradun are receiving assistance under this scheme.

In order to decide the nature and quantum of assistance to be provided to these institutions during the Sixth Plan Period, separate committees were set up to assess their performance. These Committees have recommended that the institutions at Pondicherry, Pune and Sanosara should be sanctioned some increase in the quantum of financial assistance during the Sixth Plan period and that assistance at the current level might be continued for the Institute at Dehradun. It is also proposed to identify more such institutions during the Sixth Plan period and bring them within the scope of this scheme.

Indian Council of Social Science Research, New Delhi

Established in May 1969 with the primary objective of promoting and coordinating Social Science research, the Indian Council of Social Science Research continued to pursue its objectives during the year under Report. Shri G. Parthasarathi took over as Chairman in July 1980 *vice* Prof. Rajani Kothari.

Up to November 1980, the Council sanctioned 43 research projects. It has received final reports in respect of 51 research projects sanctioned earlier. During the same period 144 fellowships were awarded while reports

were received in respect of 51 fellowships awarded earlier. Grants-in-aid were sanctioned to 11 Indian Social Scientists for visits abroad.

Under the programme of inviting distinguished foreign scholars, Prof. S. J. Tambiah of Harvard University USA visited India for 3 months. Two International Seminars were organised under the Indo-Soviet Joint Commission for Cooperation in Social Sciences and the Soviet Co-Chairman and Co-Deputy Chairman and 3 other Soviet Scholars came to India. The ICSSR-IMWOO (Netherland) Programme on Cooperation in Social Sciences was strengthened. Under the Indo-French Cultural Exchange Programme, 5 Indian scholars participated in a Seminar on 'Electoral Analysis' held in France. A joint translation/publication scheme was launched under this programme.

A training course in Research Methodology and an Inter-Disciplinary Research Methodology Workshop were held at Ahmedabad and Madras respectively.

An LSI 4/90 Computer Terminal was installed at the premises of the Data Archives by the National Informatics Centre of the Electronics Commission. Two Key-To-Tape direct data entry devices were also added. Three data sets were acquired. Special attention is being paid to revising and up-dating the manuscript 'The National Register of Social Scientists in India' while, simultaneously core data on Indian Social Scientists has been organised on computer-tapes.

Study grants were sanctioned to 138 scholars from Indian universities, out of a provision of 400 study grants for the year up to September, 1980.

The Social Science Documentation Centre of the Council acquired about 600 publications and research reports, including 150 Ph.D theses in social science approved by the universities in India.

Besides the above, about 100 short and selected bibliographies were compiled and supplied on request to the various research scholars and institutions. About 3,000 references/enquiries were processed.

The Council continued to publish its Newsletter, Journals of Abstracts and Reviews in different disciplines and the Research Abstracts Quarterly. Six other publications were brought out by the end of October 1980. The publication policy of the Council has been revised and re-oriented recently to provide for thematically selective publication of Surveys of Research in various social disciplines.

The Council assisted in holding 15 seminars and is continuing to provide annual grants to 5 journals and 14 professional associations. The council gave maintenance and development grants to 16 research Institutions.

The main objective of the Council is to promote researches on history through sanction of research projects, award of research fellowships, grant of assistance towards study/travel/contingent expenditure, release of subsidy for publishing research studies, source material, journals etc., and sanction of aid to professional organizations of historians. Besides, the Council has also undertaken the tasks of compiling sources, holding seminars, publications etc.

During the year, the Council sanctioned 4 research projects, 26 fellowships, 71 study/travel/contingent grants. (including 5 grants to visit foreign countries) 8 subsidies for publication and aid to 6 professional organizations of historians. In addition, extension was accorded to 4 on-going research projects and 6 on-going fellowships. Final reports on 10 research undertakings sanctioned during previous years were received. Work on seven volumes of sources was completed and manuscripts received while that on other volumes was in progress. The final manuscript of 'A Dictionary of Indian Archaeology' a project undertaken in 1976-77, was also received. The ninth and tenth combined issues of the Council's Journal, 'The Indian Historical Review' was under print. Under the programme 'Production of Core Books', 3 Bengali translations of core books on Indian history and culture were published. The collection of material for the volumes relating to project on 'Towards Freedom' and 'Praja Mandal Movement' was 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 relating to Punjab and Bengal were sent to the press. The Council sponsored two seminars, one on "Socio-cultural history of North India during the 11th and 12th centuries" at Chandigarh, and the other at Ranchi on "Socio-economic history of the Tribal Regions with special reference to Bihar, Orissa and West Bengal from the 14th century onwards".

The Council sent a four-member delegation to participate in XV International Congress of Historical Sciences held at Bucharest from August 10 to 17, 1980.

The Library-cum-Documentation Centre of the Council was strengthened with the acquisition of more books and microfilms/photocopies of rare manuscripts from different sources.

The National Institute of Educational Planning and Administration is a fully financed autonomous organisation to promote research, training and consultancy in educational planning and administration. The main objectives of the institute are to organise training courses, seminars, workshops and conferences of senior education officers of the Central and State Governments; to conduct research studies, to provide requisite consultancy services and to act as a clearing house of information in the field of educational planning and administration.

The Institute organised (i) Five Orientation Seminars for District Adult Education Officers; (ii) Three 3-week Orientation Programmes in Educational Planning and Administration for Senior School Administrators; (iii) Correspondence Course in Educational Planning and Management; (iv) A 10-day Orientation Course in Educational Planning and Administration for Senior Professors of Colleges in Tamil Nadu at Madras; (v) a Two-week Training Seminar for District and Tehsil Educational Planning Officers of Jammu and Kashmir; (vi) A Training Programme in Financial Management for Finance Officers of Universities in India in co-operation with the Faculty of Management Studies, Delhi University, (vii) A Seminar on School Management for Principals of Secondary Schools in collaboration with the Central Board of Secondary Education; (viii) A Workshop in Indian History and Culture for Supervisors and Curriculum Directors of Social Sciences from the USA; (ix) A 3-day Seminar on Managerial Aspect of the School Education Boards in India for the Chairmen and Secretaries of the Boards of Education; (x) A Training Course in Educational Statistics for Statistical Assistants of the Ministry of Education; (xi) A Seminar of Education Secretaries and Directors of Education of various States and Union Territories. (xii) Two 3-week Orientation Programmes in Educational Planning and Administration for Principals of Colleges; (xiii) A Training Programme of UNESCO Fellowship holders from Afghanistan for training in Educational Planning, Statistics and Administration; (xiv) A 2-week Training Programme in Financial Management for Comptrollers of Agricultural Universities in India; and (xv) A Regional Workshop on Exchange of Experiences in the field of Educational Facilities in collaboration with Central Building Research Institute, Roorkee and the NCERT. The workshop was sponsored by the UNESCO Regional Office for Education in Asia and Oceania, Bangkok and was attended by participants from Indonesia, Philippines and India.

A large number of Seminars and Conferences were also organised.

The Institute has completed the Survey Reports on Educational Administration. It has also taken up a project on the Development of New Norms for the Schools of Haryana. Considerable progress has also been made in the study of progress in Elementary Education in India.

A number of eminent educationists from different countries visited the Institute.

The Institute continues with publication of the Educational Planning and Administration Bulletin. A number of Hindi translations of APEID publications were also brought out.

**National Institute of
Educational Planning
and Administration,
New Delhi**

D. BILATERAL/FOREIGN COLLABORATION PROGRAMMES

Shastri Indo-Canadian Institute, New Delhi

Eleven fellows/language trainees came to India during 1980-81 to conduct research in humanities or to study Indian languages under the Fellowship Programme of the Institute.

Indo-USSR Cultural Exchange Programme

Forty five Russian teachers were assigned to various Indian universities/institutes for teaching Russian Language and literature.

Berkeley Professional Studies Programme in India

Nine students came for study/internship in the fields of medicine, law, engineering, textiles, architecture, agriculture and health.

American Institute of Indian Studies, New Delhi

The Institute was established in 1962 to encourage research in India in humanities and social sciences for pre-doctoral/doctoral/post-doctoral scholars from America. The Institute awarded Fellowships (faculty/junior/ad-hoc short-term and language) to 152 scholars during the academic year 1980-81 for doing research on social sciences, humanities etc.

United States Educational Foundation in India, New Delhi

Thirty-one American scholars/students came to India during 1980-81, for doctoral and post-doctoral research under the Foundation's programmes and also for assignment as visiting professors in Indian universities. Similarly, sixty-two Indian scholars proceeded to the USA for research/participation in seminars/workshops in the universities and colleges in the USA under various programmes of USEFI and East-West Centre, Hawaii.

Short Term Group Educational Programmes of the U.S. Universities/Colleges

Eleven groups each consisting of 20-30 academics including professors, teachers, educational administrators from the USA came to India for 2-3 months to acquaint themselves with the latest developments in the field of education, life and culture in India. These group programmes are organised in collaboration with Indian universities.

American Studies Research Centre, Hyderabad

The American Studies Research Centre, Hyderabad extends facilities to Indian scholars and students in American studies. The Centre has been permitted to allow scholars from neighbouring Asian countries also to avail themselves of these facilities at the Centre, provided the U.S. held rupee funds in India are not utilised for the purpose.

Foreign Scholars Visiting India for Research

As proposed by our Missions abroad, eighty foreign scholars from the following countries came to India for doctoral and post-doctoral research work on their own or on grants from their universities in the USA, the U.K. France, Japan, FRG, GDR, Holland (Dutch), Brazil, Zambia, Colombia, Kenya, Indonesia, Bangladesh, Italy and Australia.

E. OTHER ACTIVITIES

Revision of Scales of Pay of University and College Teachers

The revised scales for university and college teachers recommended by the University Grants Commission from January, 1, 1973 have been accepted and implemented by all the States except Kerala. All the States which have implemented the scheme except Jammu and Kashmir, Karnataka and Madhya Pradesh are drawing Central assistance to the extent of 80% of the additional expenditure involved in giving effect to the revised scales. Central assistance to the States is payable for the period from January 1, 1973, or the date of implementation of revised scales, up to

March 31, 1979. Although a substantial part of the Central assistance due to the States has already been disbursed, there are still certain claims to be drawn by the State Governments as and when their accounts are finalised. In addition, Central assistance will be payable to the Governments of Jammu and Kashmir, Karnataka and Madhya Pradesh as and when their proposals are finalised and their claims for reimbursement are received. Though no further liability accrues to the Central Government under this scheme after March 31, 1979, residual claims of the States in respect of expenditure incurred up to that date is being met from the provision made under the scheme in the Central budget.

Special Cell for Scheduled Castes/Scheduled Tribes

The Special Cell for Scheduled Castes/Scheduled Tribes which had been set up in January 1977 in the University and Higher Education Division of the Ministry in pursuance of the recommendation of the Committee on the Welfare of the Scheduled Castes/Scheduled Tribes, contained in its 42nd Report, continued to function in close cooperation with the Scheduled Castes and Scheduled Tribes Welfare Cell in the University Grants Commission.

This Cell received 38 complaints, representations from individuals and Scheduled Castes/Scheduled Tribes organisations alleging discriminatory treatment towards members belonging to Scheduled Castes, Scheduled Tribes. Most of these complaints, etc. pertained to universities/colleges under the administrative jurisdiction of the State Governments. These were accordingly sent to the concerned State Governments requesting them to look into them and initiate suitable remedial action for the redressal of the grievances.

One of the important functions of the Cell is to collect data material in respect of representation of Scheduled Castes and Scheduled Tribes in posts and services in the universities and colleges in the country and to make it available to the office of the Commissioner for Scheduled Castes and Scheduled Tribes for inclusion in their Annual Report. The data collected so far by the University Grants Commission is being processed in the Commission for being sent to the Ministry alongwith comments and suggestions for further action.

Of the 10 recommendations of the Parliamentary Committee on the Welfare of Scheduled Castes/Scheduled Tribes contained in its 55th Report, only one is still under examination of Government in consultation with the U.G.C.

TECHNICAL EDUCATION

In the development of Technical education, each Five-Year Plan is characterised by major stress on certain specific aspects. Up to the end of Third Five Year Plan, the main emphasis was on expansion of infrastructure development and promotion of post-graduate education and research. During the Fourth Plan, an attempt was made to consolidate the existing infrastructure as also to ensure selective expansion in post-graduate education. In the Fifth Plan, top priority was given to consolidation, diversification, industry-institution collaboration, apprenticeship training, faculty development, curriculum development and improvement of quality and standards of Technical Education. During the Sixth Plan period, the major emphasis would be on (i) consolidation and optimum utilisation of existing facilities (ii) identification of critical areas and creation of necessary facilities for education and training in emerging technologies, (iii) Improvement of quality of education, and (iv) furtherance of national efforts to develop and apply science and technology as an instrument for country's social and economic progress.

As a logical step, this approach seeks to ensure the completion of the development programme initiated in the earlier plans and institute new schemes wherever essential, to meet the challenges posed by scientific and technological advancements and other urgent national requirements in the field of technical education. During the year 1980-81, the following schemes/activities were undertaken either as continuing programmes or new schemes as explained under each.

**Quality
Improvement Programme**

The programme of Quality Improvement was initiated in 1970-71 with a view to improving the quality and standard of technical education system in India. This programme consists of the following schemes :—

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 centrally 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 like 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 organized by the Regional Offices of the Ministry.

In 1980-81, the target was to train 80 fresh teachers for M. Tech. and 120 teachers for Ph. D. in addition to those continuing from previous years. Under Summer School Programmes, 1200-1400 teachers are expected to be benefited. Curriculum Development Programme was conducted by 14 groups at the quality improvement centres. About 1200 degree/diploma holder teachers are expected to be trained in Industry under the programmes relating to short-term training in industry.

Direct Central Assistance to Engineering/Technological Institutions

This Scheme was started in 1976-77 to extend special Central Assistance to engineering colleges and polytechnics for development of identified laboratories relevant and important for improvement of quality and standards of technical education. The scheme was continued in the year 1980-1981 and the national expert committees appointed for the purpose of identifying the institutions and the areas suitable for Direct Central Assistance selected 22 engineering colleges and 21 polytechnics for grant of assistance in identified areas. The total expenditure involved in the implementation of these recommendations was of the order of Rs. 182.80 lakhs.

Community Polytechnics

Under this scheme which was instituted in 1978-79, 35 polytechnics have been selected to be developed as community polytechnics. These polytechnics are to inter-act with environments and serve as focal point to promote the transfer of technology to rural sector. Grants for the purpose were released during the past two years. The scheme was continued in 1980-81 and grants within the approved ceilings and depending upon the progress shown will be released to the different polytechnics.

Advance Level Technician Courses

It has been decided to give Central Assistance to selected polytechnics—one each in the region to conduct advance technician diploma course. Three institutions, one each in the Southern, Western and Northern region have been identified by the Expert Committee appointed by the Chairman, All India Council for Technical Education. The Committee has also identified the areas in which the advance technician courses would be organised at these institutions. Two institutes are identified for Tool Engineering and the third institute for Air-conditioning and Refrigeration.

Institutional Net-work

This is a new scheme which is being instituted during 1980-81, under which a beginning is being made to develop and build up institutional network between the Indian Institutes of Technology and the Regional Engineering Colleges. Under this programme, it is proposed to take up the following areas as the first phase of development :—

- (a) Faculty exchange;
- (b) Faculty development;
- (c) Laboratory development;
- (d) Research and participation.

It is planned to develop two laboratories in each of the 15 Regional Engineering Colleges every year. An amount of Rs. 75 lakhs has been set apart in 1980-81 under the Scheme of Quality Improvement Programme to finance the development of these laboratories. The other amount of Rs. 75 lakhs shall be met from within the plan funds of the Regional Engineering Colleges.

New Schemes

To fill up the gaps in the crucial areas, the most significant for the development of technical education and to meet the challenges posed by rapid advances in the field of science and technology, a number of new schemes as mentioned below, are proposed to be implemented. The necessary spade work for most of these schemes has been completed in the year 1980-81 and all the schemes have been planned to be implemented during the year 1981-82.

- (i) National Manpower Information System including Manpower Cell in the Ministry
- (ii) Expansion of facilities in areas where gaps have already been identified such as Instrumentation, Computer Science, Electronics, Maintenance, Management Engineering, Bio-Sciences, Management Sciences, etc.
- (iii) Development of self-reliance in product development
- (iv) New Schemes of Continuing Education
- (v) Support to scientists and programmes to take advantage of advanced facilities created in Technical Institutions
- (vi) Model Project on Correspondence Courses
- (vii) New Emerging areas :

- (a) Development of Education and Research in micro-processor applications
- (b) Establishment of 20 new Centres in emerging areas
- (c) Starting of new PG Courses in vital areas of emerging technology
- (viii) Modernisation of Engineering laboratories
- (ix) New Programmes of Quality Improvement :
 - (a) Institutional Network (b) Learning Resource Centre (c) Schemes for Weaker Sections of Society (d) Curriculum Development Centres for Management Education (e) Establishment of Staff College for Technical Educators and Administrators (f) New QIP Schemes for Polytechnic teachers (g) Institution of Visiting Fellowship of Industrial personnel (h) Establishment of National Evaluation and Accrediting Agency (i) Schemes/Research for Management of Technical institutions.
- (x) Institute-Society Inter-section :
 - (a) Establishment of Centres of Technology, development, assessment, adoption and transfer.
 - (b) Development of back-up training and research support for dealing with problems of rural development.
 - (c) Establishment of new centres of Industrial Consultancy.
- (xi) TCDC Programme
- (xii) Monitoring and Evaluation including Establishment of a Cell in the Technical Educational Bureau and the Regional Offices of the Ministry
- (xiii) New Schemes under Apprenticeship Training

Programme of Apprenticeship Training

The Apprentices Act, 1961 was amended in 1973 to provide Apprenticeship Training facilities for fresh engineering graduates and diploma holders to condition them for gainful employment in the industry. The Scheme has certain places reserved for Scheduled Castes/Scheduled Tribes candidates. The duration of the training is one year which generally commences from September/October. The minimum stipend per month provided under the Act is : (i) graduate apprentices — Rs. 280/-; (ii) diploma holders and sandwich course students from degree institutions — Rs. 180/-; (iii) Sandwich course students from diploma institutions — Rs. 150/-. The cost of stipend is shared equally by the training establishments and the Central Government. The programme is being implemented through the four Boards of Apprenticeship/Practical Training located at Kanpur, Bombay, Calcutta and Madras. The Boards are autonomous organisations, fully financed by the Central Government.

As on 1st November, 1980, 13792 trainees (4978 engineering graduates and 8814 diploma holders) were in position.

Efforts are continuously being made to improve the quality of training for the apprentices under the Act through special schemes.

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, consultancy services etc.

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 Degrees Courses of five year's 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 1980-81 were :—

I.I.T.	Under-Graduate	Post-Graduate	ENROLMENT		Out-turn
			Research	Total	
Kharagpur	1661	534	354	2549	547
Bombay	1395	584	336	2315	478
Madras	1237	539	743	2519	619
Kanpur	1263	419	318	2000	507
Delhi	1170	691	658	2519	386
Total :	6726	2767	2409	11902	2537

During 1980-81, the Institutes expanded their infrastructural facilities and made substantial progress in acquiring new sophisticated research equipment starting new inter-disciplinary, academic progress and nursing research and consultancy services. The Institutes also intensified their activities in the areas 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 the subsequent Plan periods. The fifteenth college at Silchar (Assam) admitted 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 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 facilities, establishment of computer centres at selected colleges, modernisation of laboratories including replacement of obsolete equipment and development of students activity centres in all the colleges. The Colleges have prepared the project report of development for the Sixth Plan period.

According to the procedure for admission in vogue, 50% seats in each Regional Engineering College are reserved for the home State Students and the remaining 50% seats for the students from other States on population basis. Earlier, the students used to approach individual Regional Engineering Colleges for admission. From the Year 1980-81 the admission procedure has been revised in these colleges. According to the revised procedure the students were required to apply only in one Regional Engineering College for admission.

Development of Post-Graduate Courses and Research Work

The Central Government is directly assisting 13 State Government and 14 Non-Government institutions for the development of their post-graduate courses as a part of the continuing scheme under the scheme of development of postgraduate 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 has recommended restructuring and organisation of post-graduate courses, identification of new emerging areas, revision in the norms for assistance, faculty improvement etc. The recommendations of the Committee regarding future development of post-graduate courses including strengthening of existing facilities are being examined.

**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 science teachers of the polytechnics. It also offers 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 Teaching 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 projects like Educational Film Production, National Testing Service, Education Research, Development of Multi-media learning/instructional packages, etc. The institutes are also engaged in curriculum development for technician courses and extension services.

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

The School, established in 1959, provide Bachelor's degree course in Architecture, National Diploma Course 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.

Total enrolment of students during 1979-80 was 168 in Bachelor's Degree Courses, 86 in the National Diploma Course and 78 in Master's Degree Courses. 95 students in different courses successfully completed their courses. To commemorate the 50th anniversary of New Delhi, an exhibition was organised by the School in collaboration with the Ministry, British Council Division and the Ministry of Works and Housing.

**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) Executive Development Programmes (ii) Unit Based Programmes (iii) Post-graduate Programme in Industrial Engineering (iv) Consultancy Services (v) Research Programmes and (vi) Seminars and Conferences. In 1979-80, 419 executives from industry, both public sector and private, participated in 17 different unit based Programmes. In the 2-Year post-graduate programme, 46 students have been admitted in the 1979-81 course.

**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 course (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 services.

During 1979-80, seven short-term refresher courses comprising 95 students were organised. Besides, 33 students from the seventh advanced diploma course (1978-80) were declared successful. 2 post-graduate courses, commenced in 1975-76, are still in progress. In

addition, the Institute offered consultancy services to three reputed concerns in the country. The Institute also extended testing facilities to the neighbouring industries.

**Indian Institutes
of Management**

The three Institutes of Management at Ahmedabad, Bangalore and Calcutta were set up in 1962, 1972 and 1961 respectively with the objective of providing facilities for training young men and women for management careers, conduct research in management techniques and for the development of teachers engaged in the field of management practice. The institutes continued their postgraduate 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 has been set up by the Government of India to further broaden the scope and activities of the three Institutes.

**Board of Assessment
for Educational
Qualifications**

The Board of Assessment for Educational Qualifications 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, etc. for the purposes of recruitment under the Central Government. During the year 1980, the Board held two meetings.

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SCHOLARSHIPS

A number of scholarships programmes are handled by the Ministry 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 nationals. The Ministry also provides scholarships to nationals of other countries on a bilateral basis or otherwise. These could be grouped in three broad categories :

- A. Scholarships for Indian Students for Study in India.
- B. Scholarships for Indian Students for Study Abroad.
- C. Scholarships for Foreign Students for Study in India.

A brief account of these programmes is given below.

A. SCHOLARSHIPS FOR INDIAN STUDENTS FOR STUDY IN INDIA

National Scholarships

The objective of the scheme is that no brilliant student is prevented from pursuing an academic career on the grounds of poverty. During 1980-81, 23,000 fresh scholarships were awarded. The scheme is being implemented through the State Governments/Union Territory Administrations.

National Loan Scholarships

The scheme is meant to provide financial assistance to needy and deserving students to enable them to pursue their education. 20,000 fresh scholarships are awarded every year. The Scholarships are awarded on merit-cum-means basis. The scheme is being implemented through the State Governments.

National Scholarships for the Children of Primary and Secondary School Teachers

This scheme was started as a token of recognition of the important services rendered by the school teachers to enable their meritorious children to pursue higher education. Since 1976-77, 750 fresh scholarships are awarded every year. From 1979-80 the expenditure on this scheme is being met by the State Governments.

National Scholarships at the Secondary Stage for Talented Children from Rural Areas

The objective of the Scheme is to achieve greater equalization of educational opportunities and to provide fillip to the development of rural talent. It is being implemented through the States/Union Territories. During 1980-81, 22,500 fresh scholarships were awarded, @ 4 scholarships per Community Development Block, @2 scholarships per Tribal Community Development Block and 1 scholarship each to a talented Scheduled Caste child in a Community Development Block with 20% or above Scheduled Caste population.

Scholarships for Students from Non-Hindi Speaking States for Post-Matric Studies in Hindi

The scheme is implemented to encourage study of Hindi in Non-Hindi speaking States and to make available to the Governments of these States suitable personnel to man teaching and other posts where knowledge of Hindi is essential. Under this scheme, scholarships are awarded for students pursuing post-Matric studies provided Hindi is studied as one of the subjects in that course. During 1980-81, 2,500 fresh awards were made. The scheme has become 'Grants-in-aid' Scholarships Scheme to be administered by the States and Union Territories with effect from 1979-80.

Scholarships in Approved Residential Secondary Schools

The Scheme is intended to provide educational facilities to meritorious children of low income groups, who are otherwise unable to avail themselves of the opportunities to study in good residential schools. Under the scheme, 500 scholarships are awarded every year. Students of the 11-12 age-group whose parental income does not exceed Rs. 6,000/- per annum, are eligible for the scholarships. The scholarships are tenable up to the secondary education including the plus 2 stage of education.

Research Scholarships to Products of Traditional Institutions Engaged in the Study of Classical Languages other than Sanskrit e.g. Arabic and Persian

The objective of this scheme is to extend financial assistance to the products of traditional Madrasas and other institutions working in the field of classical languages other than Sanskrit to carry out research. Under the scheme, 20 scholarships are awarded every year.

B. SCHOLARSHIPS FOR INDIAN STUDENTS FOR STUDY ABROAD

National Scholarships for Study Abroad

The Scheme is intended to provide financial assistance to such meritorious students who do not have the means to go abroad for further studies. During 1980-81, 30 candidates were selected for award of scholarships under the scheme, which are available for post-graduate studies leading to Ph.D. and post-doctoral research or specialised training. Only those candidates whose parental income from all sources is less than Rs. 1,000 per month are eligible for scholarships under this scheme.

Scholarships Under Various Cultural Exchange Programmes

The following countries offered scholarships under their Cultural Exchange Programme—Belgium, Bulgaria, Czechoslovakia, France, Greece, German Democratic Republic, Federal Republic of Germany, Hungary, Japan, Mexico, Poland, South Korea, Turkey, the United States of America, the Union of the Soviet Socialist Republic, and Yugoslavia.

Scholarships Under Reciprocal Schemes

The following countries offered Scholarships under this Scheme—Canada, New Zealand, Trinidad and Tobago, and the United Kingdom.

Ad-hoc Scholarships

Ad-Hoc Scholarships are also offered under their own programmes by the following countries viz. Austria, Denmark, German Democratic Republic, Italy, Norway, Netherlands and the United Kingdom.

C. SCHOLARSHIPS FOR FOREIGN STUDENTS FOR STUDY IN INDIA

General Cultural Scholarships

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 and Humanities and Basic Sciences at under-graduate and post-graduate levels.

Scholarships/Fellowships* for Bangladesh Nationals

Under the 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.

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. During 1979-80, 25 scholars selected under the General Cultural Scholarships from countries like Jordan, Kuwait, Iran, Southern Yeman took advantage of this course.

Scholarships for Foreign Students for Study/Training in India

India offered Scholarships to the following countries for studies in various fields as per bilateral Cultural Exchange Programme :—

France, Federal Republic of Germany, Mauritius, Belgium, Norway, Iraq, Iran, Arab Republic of Egypt, Poland, Turkey, Czechoslovakia, Mexico, Afghanistan, Greece and Japan. Scholarships have also been offered under Reciprocal Schemes to Scholars coming from Austria, Argentina, Brazil, Chile, Denmark, Finland, Netherlands, Norway, Panama, Paraguay, Peru, Spain, Sweden, Switzerland, Uruguay, and Venezuela.

**Commonwealth Fellow-
ships/Scholarships Plan/
Commonwealth Education
Plan**

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

**Dr. Amilcar Cabral
Scholarship**

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

**Dr. Aneurin Bevan
Memorial Fellowship**

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

**T.C.S of the Colombo
Plan**

Under T.C.S. of the Colombo Plan assistance was offered to Scholars coming from the following countries-Afghanistan, Burma, Bangladesh, Bhutan, Fiji, Iran, Indonesia, Laos, Malaysia, Maldives, Nepal, Philippines, Papua New Guniea, Korea, Sri Lanka, Singapore and Thailand.

**Special Commonwealth
African Assistance Plan**

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

BOOK PROMOTION AND COPYRIGHT

Books occupy a unique place as instruments of education and culture. The contemporary revolution in communications has only served to underline their importance in the process of national development. The Ministry of Education has adopted several measures towards production and promotion of books and making them available to people at moderate prices. Some of the important programmes undertaken in this regard are briefly described in the following paragraphs.

National Book Trust

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

Since its inception the number of titles brought out by the Trust till March, 1980 was 967 (295 in English and 672 in Indian languages). During 1980-81, the Trust proposes to bring out 62 titles, of which 26 titles were published by the end of November, 1980.

Publishing Programme

Some of the important series included in the publication programme of the Trust are : India—The Land and the People, National Biography, Young India Library, Folklore of India, Popular Science and World of Today.

The Trust has two major publishing programmes for promotion on National integration, namely, "Aadan Pradan" and "Nehru Bal Pustakalaya". Under its "Aadan Pradan" series, the Trust selects significant books from each major Indian language for translation and publication into other major Indian languages. This series provide reading material for the adult readers while the Nehru Bal Pustakalaya is intended to provide supplementary reading material for children. Under the Aadan Pradan Programme, the Trust has so far brought out 488 titles, of which 26 titles have been published during April to November, 1980. Thirty-six more titles are proposed to be brought out during the current year. Under the Nehru Bal Pustakalaya Programme, 672 titles have been brought out so far, of which 30 titles have been published during April to November, 1980 and 38 more titles are expected to be brought out during the current year.

Reading Material for Rural Areas

The Trust has also launched a new scheme for publication of reading material for the rural areas. This involves on-the-spot surveys to ascertain the specific categories of reading material required by the local people, followed by preparation of material by local writers at workshops. A beginning has been made with Gujarat, where a survey in some selected areas, followed by a workshop of local writers was held in July 1980. Material thus prepared has been taken up for publication.

Subsidised Publication of University Level Books

The Scheme of subsidised publication of university level books in English is being implemented since 1970-71. Up to March 31, 1980, the Trust had subsidised publication of 332 titles. During April to November,

1980, 26 books have been subsidised. As schools and colleges of most States have adopted regional languages as media of instruction, the scope of the scheme is being extended to cover books in Hindi and other Indian languages.

Book Fairs

The Trust has also been organising annual book fairs at national and regional levels. The Trust has so far organised ten National Book Fairs in important metropolitan cities of India and 90 regional book festivals. Two such festivals have been held during the current financial year, one at Indore in October-November, 1980 and the other at Cuttack in November-December, 1980. To coincide with these festivals, two seminars in rural publishing were also organised, one in Hindi and the other in Oriya. The Trust has also organised four World Book Fairs during 1972-80.

In order to make low-priced editions of standard university books and reference material of foreign origin available to the university students, the Ministry has been operating three programmes in collaboration with the Governments of the United Kingdom (English Language Book Society Series, since 1960), the USA (Joint Indo-American Standard Works Programme, since 1961) and the USSR (Joint Indo-Soviet Textbook Programme, since 1965). Books brought out under these Programmes are assessed by appropriate agencies and experts from the standpoint of their suitability to Indian students and non-availability of comparable books by Indian authors. The price of such books comes to about 1/3rd to 1/5th of the standard editions. So far about 710 British, 1618 American and 368 Soviet titles have been published under these programmes.

Procurement of Translation Rights

As part of their programmes to produce university level books in Indian languages, the State Governments have been bringing out translations into Indian languages of suitable foreign books. To facilitate 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 1461 contracts for translation rights have been executed with American, British and other foreign publishers.

Import Policy of Books 1980-81

During 1980-81, 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 single title were proposed to be imported. In the interest of the development of indigenous book industry, the import of foreign editions of books for which latest 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. Import of books other than those covered by the OGL was allowed under the import licences. In addition, recognised schools, colleges and libraries were allowed to apply for the grant of licences up to a value of Rs. 25,000/- per year per institution for the import of licensable items. They were also permitted to import later editions of books for which Indian reprints were available.

The concession for the release of post parcels containing books, magazines and periodicals without the importers having to produce the import licences, continues to be available during 1980-81.

Book Export Promotional Activities

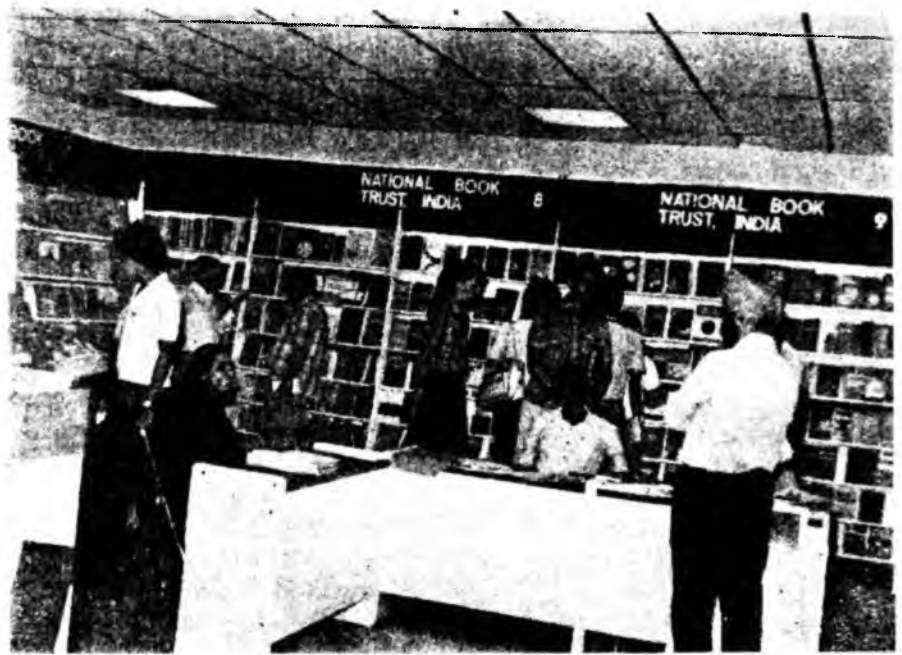
India is among the first ten countries in book production and ranks third after the U.K., and the U.S.A. in the production of books in English. With a view to promoting book exports, sale of translation rights and securing printing jobs from abroad, steps are being taken to publicise our books

**Publication of Low-
Priced University Level
Books and Publication of
Foreign Books**

**Import and Export of
Books**

abroad through participation in international book fairs and organising special exhibitions of Indian books, conducting market studies and commercial publicity.

During 1980-81, India participated in the Singapore Festival of Books and Book Fair held in Singapore, the International Book Exhibition on Islam and Muslim World held in London and the International Book Fairs held at Sofia, Frankfurt and Belgrade. With the assistance of Indian Missions in the respective countries, special exhibitions of Indian books were organised at Dacca and Chittagong, Lagos, Jakarta, Yogyakarta, Bangkok, Colombo and Kandy, Cairo, Addis Ababa, Bochum (FRG) and Penang. During the current year special exhibitions are also being organised in Malaysia (Kuala Lumpur), Thailand and Mauritius. It is also proposed to participate in the International Book Fairs to be held in Cairo and Leipzig as well as in the International Trade Book Fair to be held at Melbourne.



The National Book Trust stall at the Singapore Fair

The Centre was set up in 1972 : (i) to act as an Information-cum-Research Centre for encouragement of Indian authorship and indigenous book production at university level and (ii) for 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 a collection of 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. It holds exhibitions of selected books at different university centres to publicise these books. It also arranges for evaluation of books by panels of subject experts so that the books found to be of standard value are brought to the notice of the universities. The Centre also issues periodical supplements to keep up to date the National Catalogue of University Level Books and bibliographies on topics of interest to authors and publishers of university level books.

During 1980-81, the Centre brought out a combined issue of supplements to the National Catalogue of University Level Books, covering books published during January to December, 1980, three issues of 'A Bibliography on Book Industry and Trade', the annual issue of NERC Newsletter 1979-80 and compiled a qualitative report on book imports during 1978-79. A report on "costly" books in the professional subjects imported into the country in 1977-78 has been compiled.

Raja Rammohun Roy
National Educational Re-
search Centre

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 (14 of 1957).

During the year 1980, 5188 works were registered in the Copyright Office out of which 4799 were artistic and 389 literary works. In addition, the changes in the Register of Copyrights were registered for 180 works.

International Copyright

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.

During the year 1980 India participated in the following meetings :

- (a) Meeting of the Coordination Committee of WIPO and the Executive Committee (Berne Union).
- (b) Meeting of the Working Group set up on the recommendation of the Executive Committee of the Berne Union and the Inter-Governmental Copyright Committee of the Universal copyright Convention.
- (c) Meeting of the Sub-Committee set up by UNESCO for revising provisions of Rules of Procedure of Election to the Inter-Governmental Committee of the Universal Copyright Convention.

Training facilities to Foreign Trainees

Under the Annual Copyright Training Programme, 1980 of WIPO, India received one trainee from Thailand for Training in copyright and related fields from 6th to 16th November, 1980. India also received another trainee from Thailand from 26th July to 7th August, 1980 for training in the field of book publishing under Unesco's Sub-regional In-service Training Programme for the book industry personnel in Asia in 1980.

Training Courses in Book-Publishing

The National Book Trust organised two training courses in Book Publishing at New Delhi and Madras in January-February 1981 in collaboration with the Asian Cultural Centre for Unesco, Tokyo.

YOUTH SERVICES

The Youth Services Division of the Ministry has been implementing various programmes catering to the needs and development of the student and non-student youth. A brief account of the schemes and programmes implemented during the year is given below :

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 4.75 lakh students. The scheme is being implemented in almost all the States and universities and has recently been extended 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., 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.



NSS Volunteers at work

For establishing liaison at State and University levels and for coordinating programmes of different NSS units, four zonal centres and eleven regional centres continued to function during the year. In addition, 17 Training and Orientation Centres (TOCs) are, at present, functioning in various university departments and other institutions in different parts of the country. Besides organising orientation and refresher courses for teachers working as Programme Officers, TOCs are assisting the universities in developing and providing consultancy services in the areas of programme planning, training, supervision, evaluation, etc; in undertaking research and evaluation studies of specified NSS programmes, in developing demonstration projects on inter-collegiate basis, in acting as a clearing-house of information on NSS through publication and circulation of literature on various aspects of NSS.

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 period under review. During the year about 400 volunteers were deployed mainly through Nehru Yuvak Kendras. Besides programmes of adult education and non-formal education, their services are being utilized 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.

Nehru Yuvak Kendras

The programme of Nehru Yuvak Kendras was continued in 1980-81 with the objective of serving the interests of the non-student youth, particularly of the rural areas. Out of 255 sanctioned Kendras, 192 Kendras have already become operational.

During the year 1980-81, about 6.50 lakh non-student youth in the rural areas are estimated to have participated in the activities and programmes organised by the Kendras. The activities undertaken included organisation of youth leadership training camps, holding of work-camps for social and community service, organisation of cultural and recreational programmes like annual folk-art festivals, workshops on folk-theatre, dancing, puppetry etc., sports and games; vocational training programmes like tailoring, knitting, doll-making, pump-set repairing, tractor repairing, radio-repairing, etc., and assistance to Yuvak Mandals and Mahila Mandals in acquiring a proper understanding of their role in programmes of rural development. About 1800 short-term vocational training courses aiming at self-employment and increasing the functional capabilities of the participants were conducted by various Kendras in different trades in which opportunities for self-employment are locally available. The number of beneficiaries is estimated to be around 75,000. The number of non-student youth who participated during the year in sports and games organised by various Nehru Yuvak Kendras is estimated to be around 3.75 lakhs. All the Nehru Yuvak Kendras are expected to organise at least one youth leadership training programme and one work-camp. The total number of non-student youth who participated in leadership training programmes and work-camps held during the year was about 10,000 and 20,000 respectively. About 1.50 lakh youth participated in various cultural programmes organised by the Kendras. The Nehru Yuvak Kendras to which the National Service Volunteers have been allocated organised about 4700 adult education centres covering about 1.50 lakh non-student youths.

With a view to providing guidance and counselling to Youth coordinators and to undertake research and evaluation work of Nehru Yuvak Kendras, Information Development and Resource Agencies (IDRAs) have been set up at Narendrapur (West Bengal) and Gandhigram (Tamilnadu). These agencies prepared analysis of the reports of the Nehru Yuvak Kendras, brought out periodical bulletins covering different activities of the Kendras and undertook in-depth studies on specific programmes of the Nehru Yuvak Kendras.

Financial Assistance to Voluntary Organisations Working in the Field of Youth

Under this scheme, assistance is given to voluntary agencies to enable them to involve youth on a full-time basis in programmes of rural development, developmental and educational activities in urban slums, to impart training in skills development etc. About 23 organisations were given financial assistance to the extent of Rs. 6.00 lakhs during the year.

Scheme for Promotion of Adventure

The objective of the scheme is to encourage 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 given under the scheme for undertaking activities like mountaineering, trekking, hiking, etc. Assistance is also provided for training as well as for the establishment and development of institutions to promote these programmes/activities. During the year under report assistance to the extent of Rs. 6,88,378/- was given to various institutions, groups and individuals for these activities. In addition, the Indian Mountaineering Foundation, New Delhi, and the Himalayan Mountaineering Institute, Darjeeling, were given financial assistance to the extent of Rs. 3,00,000/- and Rs. 50,000/- respectively for their various programmes.

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 Government of India encourage this activity by giving financial assistance to Bharat Scouts and Guides and All India Boy Scouts Association for organising training camps, rallies, jamborees, etc.

Promotion of National Integration

This scheme promotes national integration by facilitating visits of youth living in border States to other States with a view to achieving a better understanding of the historical and cultural heritage in different parts of the country. Financial assistance is also given to voluntary agencies, engaged in promoting national integration through camps, seminars, etc. During the year, three such organisations were assisted for five programmes.

Commonwealth Youth Programme

India continued to participate in the Commonwealth Youth Programme which aims at encouraging young people to participate actively in national development and to provide opportunities for increasing international understanding among young people. India contributed Rs. 6.00 lakhs towards its share of expenditure on the Programme during 1980-81.

United Nations Volunteers Programme

India continued to assist United Nations Development Programme, in the selection of volunteers for deployment under the United Nations Volunteers Programme. During the year 1980-81 nearly 300 volunteers were selected and recommended to the office of the UNDP for assignment in different countries. About 250 Indian nationals are already working as UN Volunteers in several fields in a number of developing countries.

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 the year, a two-member youth delegation visited Indonesia to participate in the Asian-African Youth Seminar at Jakarta.

PHYSICAL EDUCATION AND SPORTS

Sports Policy and Programmes

Pending Government approval to the new National Policy on Sports, the final draft of which has since been submitted by the All India Council of Sports to the Government of India for approval, 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 for promotion of Physical Education and Sports laid down in the National Policy on Education as adopted by Parliament in 1968. The two-fold objective of the present programme of the Government of India is participation in the main-stream of internationally current programmes of physical education and sports simultaneously with the broad-based mass participation and development of country's traditional and indigenous activities in this field. While planning national and international programmes, the complementary nature of competitive sports aimed at excellence and high achievement on the one hand and broad-based mass physical and sports programmes on the other have been kept in view.

During the year, proposals were also formulated for the development of physical education and sports during the Sixth Five Year Plan period (1980-85). Keeping in view the constraints of financial resources available for these programmes at the Central Level, the proposals formulated for the Sixth Plan are by and large consolidation of the existing programmes with suitable modifications wherever considered necessary.

In the context of India's decision to host the IX Asian Games (1982), follow-up action was also initiated during the year by the Government as well as the Indian Olympic Association to provide the requisite infrastructure for the Games.

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

All India Council of Sports

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 three-year term in July, 1978, continued to function during the year under the Chairmanship of Field Marshal S.H.F.J. Manekshaw. The Council finalised the draft National Sports Policy and submitted the same to the Government for its consideration.

In the context of India's decision to host the IX Asian Games (1982), the Council considered the plans for preparation of Indian teams for the forthcoming Asian Games.

While the Council held three meetings, its Executive Committee held four meetings during the year.

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

The Society for the National Institutes of Physical Education and Sports (SNIPES), set up in 1965 as an autonomous body to look after the maintenance and administration of the two National Institutes of Physical Education and Sports, namely, the Netaji Subhas National Institute of Sports, Patiala and Lakshmibai National College of Physical Education, Gwalior, and also to initiate steps for raising the standards of sports and games in the country through the National Coaching Schemes, continued to function under the Chairmanship of Dr. Anrik Singh, Secretary of the Association of Indian Universities. The SNIPES was last reconstituted on

1st June, 1979 for a three-year term. During the year it held 3 meetings and its Standing Committees also held their meetings to attend to the assignments given to them by the SNIPES.

Lakshmbai National College of Physical Education, Gwalior (LNCPE)

A. PHYSICAL EDUCATION AND YOGA

The primary object of the College, which is one of the two National Institutes of Physical Education and Sports established by the Government of India, is to provide facilities for training of high calibre physical education teachers for educational institutions and others. The introduction of M. Phil. in Physical Education, the first of its kind in India, by the College during the year, was a major development in this regard. For the academic session 1980-81, with the admission of 70 students (including 22 girls) to the Bachelor of Physical Education course and 59 students (including 5 girls) in the post-graduate courses, namely, Master of Physical Education and M. Phil. courses, the total student strength at the College in its regular courses was 362 (including 67 girls). Besides its teacher training programmes, the College continued to offer extension services and refresher courses for the inservice 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.



Spring Board Dive—LNCPE

As a part of its extension service programme, some of the important activities organised by the College during the year were as under :—

- (a) Two Zonal Workshops on 'Modern Techniques and Trends in Physical Education' for the benefit of the faculty members of physical education training colleges and Directors of Physical Education of the Universities at Chandigarh and Gwalior respectively;
- (b) Four camps to train Primary School teachers for promotion of physical education and sports programmes in the tribal areas of Madhya Pradesh;
- (c) Six-week Swimming Coaching Camp for 20 selected tribal students of Madhya Pradesh;
- (d) All India Universities' Coaching-cum-Competition Programme for women hockey players; and
- (e) The National Women's Hockey team coaching camp.

National Physical Fitness Programme

The Scheme which was introduced by the Central Government in 1959, and was till recently known as the 'National Physical Efficiency Drive' 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 Lakshmbai National College of Physical Education, Gwalior, continued to function as the Central Agency for the implementation of the Programme.

The 1979-80 National Physical Fitness Programme for which the final results have since become available had a total participation of about 17 lakhs, out of which 6 lakh participants were declared winners of various categories of "Stars".

The 21st All India Seminar for the State Liaison Officers connected with the implementation of the Programme was held at Kodaikanal (Tamil Nadu) to review the performance of the Programme during the previous year and to formulate proposals for the current year.

The 20th All India Competition for National Awards in Physical Fitness was held at Mysore (Karnataka) from February 18 to 20, 1981. Out of 185 Participants who took part in the Competition from 16 States and Union Territories, 30 competitors, including 15 women, won the National Awards in the various age-groups.

Promotion of Yoga

The Scheme which is a part of the overall programme of the 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, Lonavla (Pune) continued to be assisted under the Scheme for its maintenance and developmental expenditure for its research and/or teacher training programmes.

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 specified projects for improvement of physical facilities in such institutions like construction of gymnasias, swimming pools, development of play-grounds and purchase of library books and sports equipment, subject to ceiling of Central Government grants stipulated for each project. The Scheme continued to be implemented during the year in consultation with the Society for the National Institutes of Physical Education and Sports (SNIPES).

B. SPORTS AND GAMES

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

The Netaji Subhas National Institute of Sports, Patiala established by the Government of India in 1961, alongwith 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 and Nehru Yuvak Kendras. The Institute now offers the following training courses in sports coaching :—

- (i) 22-month Master's Diploma Course;
- (ii) 10-month Regular Diploma Course;
- (iii) 6-month Condensed Diploma Course;
- (iv) 6-week Certificate in Sports Coaching; and
- (v) Refresher Courses for the Inservice personnel.

For the academic session 1980-81, the Institute, alongwith its Southern Centre at Bangalore, admitted 372 trainee-coaches, including 19 foreign coaches, in 16 sports disciplines. Since its inception in 1961, the Institute has so far produced 4800 qualified coaches in various sports disciplines including 114 belonging to foreign countries. Besides its regular coaching programme, the Institute also conducted during the year, a 6-week Certificate in Sports Coaching Courses for 662 physical education teachers and others simultaneously at Patiala, Bangalore, Delhi and Gwalior.

Under the National Coaching Scheme, the Institute has now a sanctioned cadre strength of 600 coaches out of which 547 coaches, including several ex-international and national champions, are in position spread all over the country. The 53 vacant posts are also expected to be filled up by the end of the year. 50 more coaches are likely to be added to the cadre next year raising its strength to 650.

In collaboration with the State Sports Councils and Nehru Yuvak Kendras, 24 Regional Sports Coaching Centres of the Netaji Subhas National Institute of Sports continued to function all over the country. For an effective and closer supervision of the field wing coaches, the Institute has appointed 4 zonal Supervisors selected from amongst its senior coaches. Besides its regular coaching programme, some of the other important activities of the Institute during 1980-81, which deserve a special mention are :—

- (i) organisation of about 60 National Coaching Camps for preparing the national teams for Olympic Games and other international fixtures;
- (ii) holding of the International Olympics Solidarity Courses in Athletics, Volleyball and Weightlifting for the benefit of the Indian Coaches; and
- (iii) holding of an Asian Regional Track and Field Course for the Coaches under the Asian Amateur Athletics Association.

National Athletic Camp at the Netaji Subhas National Institute of Sports, Patiala



The Eastern Centre of the Institute at Calcutta is expected to start functioning from July, 1981. The construction work for the Centre at the Salt Lake area in Calcutta by the Government of West Bengal is in progress.

The Government have also approved in principle, the construction of a new complex for the Southern Centre of the Institute at Bangalore at an estimated total cost of Rs. 2.5 crores. The first phase of the project to be completed by the end of 1982-83, involving an expenditure of Rs. 1.52 crores, has also been approved.

The Institute is also actively associated with the preparation for the 1982 Asian Games which India is hosting. The Institute is rendering full technical assistance to the Special Organising Committee constituted by the Indian Olympic Association for the Games. Further, the Institute has also been entrusted with the responsibility of the purchase of sports equipment, including imported equipment, for the training of teams as well as for the conduct of the Games. Plans for preparation of Indian teams are also being formulated by the National Sports Federations/Associations in active collaboration with the Institute.

Grants to State Sports Councils for 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, was released to the State Sports Councils in States and Union Territories during the year for the development of following facilities for promotion of sports :—

- (i) Organisation of 6 State level coaching camps;
- (ii) Maintenance of 1082 existing Rural Sports Centres and establishment of 708 new Centres;
- (iii) Financial assistance amounting to Rs. 1,70,325 for purchase of sports equipment;
- (iv) Development of 25 play-fields;
- (v) Construction of 19 Stadia; and
- (vi) Construction of 2 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. Under the Scheme, financial assistance is given through the University Grants Commission for construction of gymnasias, development of play grounds etc., in colleges and universities; through the Association of Indian Universities for holding coaching-cum-sports competitions among universities and through the NSNIS for award of 100 scholarships annually of the value of Rs. 1200 per year per student 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 1980-81, grants amounting to over Rs. 52 lakhs have been sanctioned to National Sports Federations/Associations for the various purposes viz. (i) Grant of passage cost of 26 National Sports Federations for deputing teams abroad for participation in international fixtures; (ii) Holding of 31 National Coaching Camps at NSNIS for preparing National teams for their participation in international events; (iii) Holding of 66 Annual Coaching Camps; (iv) Receiving sports teams from abroad and sending Indian teams abroad (v) Assistance to 19 National Sports Federations towards the salaries of the paid Assistant Secretaries.

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 country's sports activities and also to spot and nurture sports talent

therefrom. 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 NSNIS, on agency basis, on behalf of the Government of India.

The 11th All India Rural Sports Tournament was organised during 1980-81, in the following sub-groups.

Games	Venues and dates
1. Swimming	Trivandrum (Kerala) : August, 1980
2. Kabbadi, Kho-Kho, Wrestling and Archery	Puri (Orissa) October, 1980
3. Athletics, Hockey and Basketball	Hazaribag (Bihar) December, 1980
4. Football, Volleyball and Gymnastics.	Chandigarh, January, 1981

National Sports Festival for Women

The National Sports Festival for Women, first organised in 1975 as a part of the celebrations connected with the International Women's year, is now an important annual feature 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 6th National Sports Festival for Women was held at Jaipur in November, 1980, in collaboration with the Rajasthan State Sports Council. About 1300 women from 20 States and Union Territories took part in the Festival in 10 sports disciplines, namely, Athletics, Basketball, Badminton, Gymnastics, Hockey, Kho-Kho, Kabaddi, Lawn Tennis, Table Tennis and Volleyball.

Sports Talent Search Scholarships

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 and to enable them to have nutritious diet during their studies, the Government of India introduced in 1970-71, the Scheme of Sports Talent Search Scholarships. 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 for students proficient in games and sports and selected respectively on the basis of sports competitions at National/State level. Besides, this, the scholarships awarded during the previous years are also renewed in the following year subject to the scholarship holders maintaining/improving his or her performance. During the year 1980-81, 400 National level and 800 State level fresh 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.

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. The Arjuna Award winners are 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, 11 Outstanding sportsmen and women have been selected by the Government for 1979-80 Arjuna Awards.

India's Participation in International Sports Events

More than 73 Indian teams in the disciplines of Athletics, Badminton, Body-building, Powerlifting, Lawn Tennis, Shooting, Golf, Football, Swimming, Volleyball, Chess, Basketball, Hockey and Table Tennis, were cleared during the year for participation in international sports events abroad. Of them, passage cost of 31 teams was borne by the Government of India and facilities for the coaching of a large number of national teams prior to their participation in sports events abroad were provided by the Government.

Foreign teams from various parts of the world visited India for participation in international sports events or friendly matches in the disciplines of

Athletics, Boxing, Badminton, Bridge, Billiards, Basketball, Cricket, Motor-race, Polo, Table Tennis and Wrestling.

India's participation in Moscow Olympic Games 1980

A 94 member Indian contingent participated in the XXII Olympic Games held at Moscow (USSR) from 19th July to 3rd August, 1980. At the Moscow Olympics India won the Gold Medal in Hockey.

A 7-member Indian delegation, headed by the Union Education Minister was also deputed to the Moscow Olympic Games.

India's participation in the International Olympic Youth Camp Coinciding with the Moscow Olympic Games 1980

An Indian Youth Delegation, comprising 30 members, participated in the International Olympic Youth Camp held at Moscow from 15th July to 6th August, 1980. The delegation was sent as a gesture of goodwill to foster friendly relations between India and the USSR.

IX Asian Games 1982

India is a founder-member of the Asian Games Federation. The First Asian Games under the aegis of the Federation were held in New Delhi in 1951. Since then beginning from 1954, the Games have been held regularly every four years, and India has participated in all the Asian Games held so far. After a span of 31 years the IX Asian Games are being held in New Delhi in November, 1982. 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.

In the IX Asian Games scheduled to be held in New Delhi in 1982, 19 sports events namely Archery, Athletics, Badminton, Basketball, Boxing, Cycling, Equestrian, Football, Golf, Gymnastics, Hand Ball, Hockey (Men), Hockey (Women), Lawn Tennis, Shooting, Swimming, Table Tennis, Volleyball, Weightlifting, Wrestling will be conducted in New Delhi and Yachting in Bombay. Besides these, Kabaddi and 'Sepak Raga' (Malaysian National Game) will be held as demonstration games at New Delhi.

To ensure that the requisite facilities for the conduct of the Asian Games are made available on time according to the international standards and necessary arrangements for the Games are also made, the Government have set up a Steering Committee under the chairmanship of the Education Minister. The Indian Olympic Association have set up a Special Organising Committee under the Chairmanship of Shri Vidya Charan Shukla, President, Badminton Association of India. The Asian Games project, in so far as the Central Government is concerned, is estimated to involve a total expenditure of Rs. 54.83 crores. This does not include a part of the expenditure on the swimming pool and indoor stadium which is to be borne by the New Delhi Municipal Committee and the Delhi Development Authority respectively. As regards development of physical facilities for the Games, construction of new stadia where some of the events are to be held and that of the Sports Village has since started. These are expected to be completed by end of June, 1982. Some of the events of the Asian Games will be held in the existing stadia which are being suitably renovated to bring them up to international standards.

In consultation with the All India Council of Sports, the Netaji Subhas National Institute of Sports, Patiala and the National Sports Federation, formulation of plans for preparation of Indian teams for their participation in the Asian Games has also been taken up. Action has been initiated for the procurement of sports equipment, indigenously as well as from abroad, for preparation of Indian teams and also for the actual conduct of the competitions during the Games.

LANGUAGES

The work on the promotion and development of Hindi, Sanskrit and other Indian languages as well as English and other foreign languages continued during the year 1980-81 on the lines followed previous year. The activities and programmes undertaken in the field of languages are broadly grouped as under :—

- A. Spread and Development of Hindi
- B. Promotion of Modern Indian Languages
- C. Promotion of English and other foreign languages
- D. Promotion of Sanskrit and other classical languages such as Arabic and Persian.

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

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

A. SPREAD AND DEVELOPMENT OF HINDI

The Ministry continued to provide facilities for the teaching of Hindi in non-Hindi speaking States by (i) financial assistance to non-Hindi speaking States for appointment of Hindi teachers in their schools; (ii) providing assistance for the training of their Hindi teachers; (iii) award of scholarships to students belonging to non-Hindi speaking States for the study of Hindi beyond the stage of Matric; (iv) assistance to voluntary Hindi organisations to enable them to hold Hindi teaching classes and maintaining of libraries and reading rooms; (v) conducting and expanding the programme of Hindi correspondence courses by the Central Hindi Directorate; (vi) providing books in Hindi 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

Up to the end of 5th Five Year Plan, grants have been given to various non-Hindi speaking States/Union Territories for appointment of approximately 30,000 teachers in their schools. During 1980-81, 700 fresh teachers have been appointed under the Scheme in States/Union Territories. From 1979-80, however, the financial pattern of this Scheme which was on a 100 per cent basis was revised to make it 50 : 50 sharing basis. The aim of revising the pattern was to involve State Governments/Union Territories of the non-Hindi speaking areas more actively in this programme.

Assistance for the training of Hindi Teachers in non-Hindi Speaking States/Union Territories

A total of 19 Hindi Teachers Training colleges have been opened in the non-Hindi speaking States up to the 5th Five Year Plan. From 1979-80 this scheme has been converted as a Central Scheme. Under the revised

scheme provision for financial assistance on account of developmental activities of the existing institutions set up in the State Governments/Union Territories with the Central grant has also been made.

Prizes to encourage Hindi writers of non-Hindi speaking areas

Under the Scheme of award of prizes to Hindi writers of non-Hindi speaking areas, 16 awards of a value of Rs. 1500/- each are announced every year. For the year 1979-80 the entries received have been considered by an expert committee and the awards will be announced shortly.

Financial assistance to voluntary Hindi organisations

During 1980-81, about 135 voluntary Hindi organisations have been sanctioned financial assistance to the extent of Rs. 36 lakhs for the spread and development of Hindi. These organisations have been running free Hindi classes, holding conferences and seminars apart from bringing out publications and running Hindi libraries, Hindi typewriting/shorthand classes etc.

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 link language, the Central Hindi Directorate has been implementing a number of schemes. Before November 6, 1980 the office of the Central Hindi Directorate and the Commission for Scientific and Technical Terminology had been functioning as one entity. With effect from that date they have bifurcated as two separate offices. The functional roles assigned to these two offices are as under :—

The Commission for 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 setting up of language bodies at regional levels and publish dictionaries, glossaries and lexicons.

The Central Hindi Directorate promotes and popularises the use of Hindi as a National Link language; undertakes basic research for Hindi language; undertakes programmes for development of Hindi and prepares bilingual glossaries, conversational guides in Hindi and other Indian languages.

The progress of the schemes during 1980-81 is as under :

Teaching of Hindi through Correspondence Courses

Two general courses viz. Pravesh and Parichaya through the media of English, Tamil, Malayalam and Bengali for the non-Hindi speaking Indians and foreigners in the country and abroad were conducted. Besides these two courses, three special courses viz. Prabodh, Praveen and Pragya for a certain category of Central Government employees, employees of statutory bodies and public undertakings and teachers of Kendriya Vidyalayas were also conducted. The total number of students enrolled for this academic year was 15375. Only a nominal fee of Rs. 30/- was charged from the Indian students and Rs. 416.50 from the foreign students per year. In order to supplement the lesson and to make up for the absence of oral teaching and direct contact with the students, Personal Contact Programmes at 16 Centres were conducted.

Encouragement and Guidance to Non-Hindi Speaking Students and Writers of Hindi

These programmes are taken up to reach out to the Hindi students, Hindi writers, Hindi scholars and the research students of Hindi. Under this programme, workshops for non-Hindi writers are organised, study tours for Hindi students of non-Hindi speaking areas and lecture tours of professors of Hindi are arranged and prizes are given to Hindi writers of non-Hindi speaking areas. During the year under report, 4 workshops of Neo-Hindi writers were held and another 4 are proposed to be organised. In the conducted tours of Hindi students of non-Hindi areas, 22 students have

participated so far and another 50-60 students are expected to participate by March, 1981. Twenty stipends of Rs. 350/- each were recommended to be given to post-graduate Hindi research students of non-Hindi areas.

As in the previous years, the scheme of free gift of Hindi books to public institutions, schools and colleges in Hindi speaking areas continued during this year.

Production of Dictionaries and Conversational Guides

The work of preparing 28 bilingual book dictionaries continued. The processing of the manuscripts received so far was done. The work on the preparation of 24 trilingual dictionaries continued and the manuscripts of dictionaries received so far were processed.

The work on German-Hindi and Hindi-German Dictionaries continued. Out of 45,000 entries in German-Hindi, 32,000 entries had been completed and in the Hindi-German Dictionary, all entries have been completed and sent to the concerned experts in Germany. In the Dictionaries of Hindi-Czech and Czech-Hindi, out of 15,000 entries, 12,000 have been completed and sent to the Czech experts.

The work of preparing Definitional Dictionaries in Basic Sciences, Social Sciences, Humanities, Medical Sciences, Pharmacy and Civil, Electrical, Mechanical branches of Engineering continued.

Satisfactory progress was made in the preparation of the Conversational Guides of Hindi-Russian, Russian-Hindi, Hindi-Czech, Czech-Hindi, Hindi-Hungarian and Hungarian-Hindi. The exchange of experts engaged in the above mentioned work between India and the foreign countries concerned also took place.

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 Science. To achieve national integration in the field of education, the work of evolving Pan Indian Terminology was taken up in hand. All India Seminars were held and Pan Indian Terminology in Economics, Commerce and Biological Sciences was evolved. On the request of the various departments and organisations under the Government of India, Hindi equivalents of technical terms were evolved and supplied. The work of simplification and co-ordination of Hindi technical terms evolved so far and published by the Commission for Scientific and Technical Terminology was completed departmentally for being finalised through the Seminars consisting of experts.

Publications

During the year under report, 3 popular books under Publishers Collaboration Scheme, 6 manuscripts prepared by the Directorate and some definitional dictionaries/digests were published, 21 being in press. Besides, 3 issues of "Bhasha"—Quarterly and 4 issues of "Varshiki" were also published.

12 issues of "UNESCO DOOT", the Hindi translation of "Courier" published by the UNESCO were prepared and published by the Directorate.

Propagation of Hindi Abroad

The Scheme to promote Hindi abroad mainly in Carribbean countries, countries of South-East and West Asia and in the advanced countries like the UK, the USA, the USSR, France, West Germany and Japan was formulated and approved in the Fourth Plan. The Scheme continued in the Fifth Plan and is also proposed to be continued during the Sixth Plan.

Under this Scheme scholarships are awarded to foreign nationals to study Hindi at the New Delhi branch of the Central Institute of Hindi. During the year, scholarships were granted to 33 foreign scholars from various countries. The Ministry continues to maintain three Hindi lecturers working in the Carribbean countries, i.e. Trinidad, Surinam and Guyana and two part-time Hindi teachers in Sri Lanka.

Hindi books are supplied to the Indian Missions abroad for setting up Hindi libraries. A Hindi library is functioning in Kathmandu under a full-time librarian working under the control of the Indian Embassy in Nepal. Hindi books are being supplied to Indian Missions at Guyana, Mauritius etc. as per their requirement.

Two Indian delegations visited the USSR and the GDR during October-November, 1980 in connection with the preparation/compilation/verification of entries of Hindi-Russian/Russian-Hindi Conversational Guides and Hindi-German/German-Hindi Dictionaries. A Czech delegation came to India in November, 1980, in connection with the preparation of Hindi-Czech and Czech-Hindi Dictionaries.

The work pertaining to the project for preparation of Hindi-Hungarian/Hungarian-Hindi Conversational Guides is in progress.

In order to give more effective orientation to this Scheme it is also proposed to send eminent creative writers/teachers to foreign countries for teaching Hindi or delivering lectures on different aspects of Hindi language and literature.

Kendriya Hindi Shikshan Mandal, Agra

The Kendriya Hindi Shikshan Mandal, an autonomous body established by the Ministry in 1961, runs the Kendriya Hindi Sansthan (Central Institute of Hindi) with a view to organising academic programmes for the development and propagation of Hindi in accordance with the directives given under article 351 of the Constitution. The main activities of the Sansthan are centred around conducting, teaching and training courses of various levels; organisation of basic and applied research in Hindi language and related disciplines; production of instructional and aid materials intended for different courses; and publication of books/monographs related to the fields of Hindi teaching and training, applied linguistics, socio-linguistics, lexicography etc. All the activities of the Sansthan are conducted at the headquarters in Agra and at the centres in Delhi, Gauhati and Hyderabad.

Teaching and Training

During the year under report, 18 different types of courses have been conducted by the Sansthan, as training courses to train lecturers and teachers both of university and school levels; teaching courses of elementary level as well as of higher studies in Hindi language and literature intended for students and research scholars from abroad; functional Hindi courses for the officers of the Central Government and banks; Post-M.A. diploma course of Applied Hindi Linguistics and of Translation. The number of trainees trained in the year is 825 which includes foreign students also.

Research and Material Production

Graded Hindi textbooks and necessary instructional materials to be used in the schools of the north-eastern States, specifically Nagaland and Mizoram, were produced during the year. In addition to these, teaching materials and aids, one set for the third session Hindi classes conducted by the Rajabhasha Vibhag under their Hindi teaching Scheme, and another set in 8 parts for Banking Hindi Course, have been prepared. Some portions of the material for the Rajabhasha Vibhag have been printed. 60 taped lessons for Hindi pronunciation have also been produced for the use of different language speakers.

Publication

During the period under report, 11 books, 2 issues of 'Gaveshna' research journal and 4 issues of 'Sansthan Bulletin' have been published by the Sansthan.

Distribution of Hindi books to schools in the Tribal areas

Hindi books of educative value with interesting illustrations have been distributed by the Sansthan among the schools of tribal areas, situated in Nagaland, Mizoram, Meghalaya, Arunachal Pradesh, Manipur, Andaman

and Nicobar Administration, Sikkim, Ladakh, Goa, Orissa, Bihar, Madhya Pradesh and Rajasthan.

All India Competitions

One All-India level Hindi essay competition and two Hindi elocution competitions have been organised by the Sansthan during the year.

Seminar and Extension lectures

During the year under report, two seminars were organised by the Sansthan. In addition, two extension lectures by eminent scholars were also arranged.

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 university stage. Under the programme, 5,450 books have been published out of which more than 1375 are translations. A large number of books are in various stages of printing.

Book Production through Commission for Scientific and Technical Terminology

The Commission for Scientific and Technical Terminology selected 827 titles out of which 143 have been published. 23 books are in the press, and another 14 books are under process. Half-yearly journals for medical and engineering students have also been published. Besides, a number of readings/digests/educational dictionaries have also been published and a few more are under preparation.

Core books in medicine are being brought out with the cooperation of National Book Trust. In medicine, core books have been published. The colour Atlas of Tropical Dermatology has been taken up. This atlas and three others are expected to be published next year. 10 other books are under preparation.

National Award for Writers of Standard Books

The Scheme was launched to encourage Indian authors producing original standard works of university level in Indian languages. The results of the first award are likely to be declared in the year under report.

The Tarraqui Urdu Board was set up in 1969 to advise the Government on the production of academic literature in Urdu. The Board was reconstituted in 1978 with the Education Minister as its Chairman. The Board was declared a subordinate office in 1977 and has been recently given permanent status. Under the guidance of the Board, 253 titles have so far been published comprising reference books, college level books, school textbooks, supplementary readings, general books and children's literature. 100 books are under production and work is in progress on 572 titles with various authors/translators/vetters. In addition, an English-Urdu dictionary and an Urdu-Urdu students' dictionary are ready for the press. Work on the five volumes of Urdu-Urdu dictionary and 12 volumes of encyclopaedia is under progress.

In addition to three calligraphy centres at Delhi, Bombay and Hyderabad, centres have been opened at Bhopal and Bangalore for the training in calligraphy. The next calligraphy centre to be opened will be at Allahabad.

A scheme for the appointment of Urdu teachers in areas where there is a large population of Urdu speaking people is under consideration. Under the scheme the state Governments would be given 100% financial assistance for the purpose.

A proposal to establish a Central Institute of Urdu on the lines of the Central Institute of Indian Languages with the Bureau for Promotion of Urdu as its base, keeping in view the recommendations of the Gujral Committee is also under consideration.

Production of Books in Sindhi

Started in 1975, the objective of the scheme is to bring out educative books in Sindhi for the benefit of Sindhi students. Under this Scheme two reference works namely Sindhi-English dictionary and Sindhi grammar have been printed. Four titles have been selected for translation into Sindhi. The manuscripts of six books in various disciplines for higher secondary students were also taken up and are ready for the press. Five books for children have been translated into Sindhi and are also ready for press. It has been decided to reprint eight rare Sindhi books. A rare manuscript of Sindhi-cum-Sindhi dictionary has been purchased and is being vetted by an editorial board. Twenty one award winning books were selected for free distribution to various Sindhi educational institutions/libraries.

Cash award to five Sindhi writers of Rs. 500 each have been given for the year 1978-79. Cash award for Sindhi writers for 1979-80 will be announced in January, 1981.

Financial assistance to Voluntary Organisations for Promotion of Indian Languages other than Hindi and Sanskrit

The Scheme provides for financial assistance to voluntary organisations/educational institutions and individuals for propagation and development of Indian languages other than Hindi and Sanskrit. The Grants Committee considered 32 cases for financial assistance by way of publication and bulk purchase of books, out of which 28 cases were approved.

Central Institute of Indian Languages, Mysore

One Phonetic Reader (Konyak) has been completed. Preliminary draft has been prepared for two languages (Nishi and Bhutia). Literacy Primers were prepared in five languages Apatani, Notte, Mishmi, Hindi and English for Arunachal Pradesh. Two volumes of Folklore materials (Mishmi and Arunachal Pradesh) were prepared. The draft on socio-linguistic Survey of Arunachal Pradesh is ready. New languages (Bhumij, Monpa, Gutob, Mao, Nishmi, Koya and Wanchoo of Orissa and Arunachal Pradesh) have been taken for preparing grammars, phonetic readers, dictionaries and folklore and literacy primers.

The following project of socio-linguistic studies were completed : Language Use/attitude/identity among linguistic minorities : A case study of Dakshini Urdu speakers. Final draft of the pilot survey of Halbi has been completed. The reports on the pilot survey of the 7 northern districts of Orissa for locating the regional lingua franca used by the tribals, Hindi-Punjabi interaction in Delhi, and "Language contact and convergence : A case study in Kasargod" were completed.

The press copies of Tamil and learning packets were made ready. Correspondence-cum-Broadcast courses for the primary and secondary school teachers of Tamil and Malayalam were started. An orientation course for the subject Inspectors of Kannada was conducted from August 18 to 30, 1980. Seventeen Subject Inspectors from all over Karnataka participated in the course. A four-week Kannada course for IAS Officers was conducted from June 16 to July 11, 1980.

The language training course ended on April 30, 1980 and 295 teacher trainees were trained in 13 major Indian languages. Refresher courses in Telugu, Malayalam, Assamese, Bengali, Kashmiri and Punjabi languages were conducted by the Regional Language Centres during May and June 1980. 328 teacher-trainees from different States joined the language Training courses in 13 major Indian languages. Two seminars-one on 'Sindhi' and the other on 'Teaching Poetry in Indian Languages' were conducted by the Western Regional Languages Centre in June 1980.

Final drafts have been prepared on Linguistic Aspects of Literacy and A handbook on Lexicography. A project on Measuring Reading Speed and Comprehension for the children of VII standard in their first, second and

third languages commenced in April 1980. Another study on the preparation of reading comprehension tests for the students studying through Kannada medium in classes VII, IX and X was undertaken.

Maps showing Mishmi and Apatani of Arunachal Pradesh and Jorji of Poonch District of Jammu and Kashmir State were prepared. An International Summer Institute on Language Planning was conducted for four weeks June-July 1980 in which scholars from the U.S.A., Canada, Singapore, Thailand, Mauritius and Nigeria participated. A course on Tagmemics and suprasegmentals was conducted by Prof. K. L. Pike and his colleagues from the U.S.A. for four weeks during October-November, 1980. Twenty-seven scholars, 17 from the Central Institute of Indian Languages and 10 deputed by different universities participated in the above course. A Unesco seminar on language learning was conducted.

Projection

Six Phonetic Readers, 6 Grammatical descriptions and dictionaries will be finalised. Reports on the dialect survey of Kurux and Santali will be completed. The project on Language competence, speech perception and evaluation with special reference to Dakhini Urdu speakers in Mysore, the report on the Pilot Survey of Sadri and the project on collection of the samples of Konkani and cultural information from the Konkani speakers will be completed.

The projects on Bibliography of children's literature in Indian languages, Sanskrit School Reader for students who have Kannada as their mother tongue and Kannada verb Dictionary will be completed. Studies on communication patterns in rural areas, evaluation of the Vidyapeethasi and syllabus for non-formal education for the school dropouts of 10-15 age and materials for them will be taken up. A book on Folklore will be completed.

87 book corners will be set up in 13 languages. Collection of data, state/district-wise, for the Atlas of tribal languages will be completed.

Two books were published. 9 books are in press. 7 seminars, 5 workshops, one course for English Subject Inspectors, one International Institute on Phonetics, one orientation camp for Tribal teachers will be conducted between December, 1980 and March 1981.

C. PROMOTION OF ENGLISH AND OTHER FOREIGN LANGUAGES

The Central Institute of English and Foreign Languages continued its activities aimed at improving the teaching of English and Foreign Languages and their literatures through the fourpronged approach of teacher training, research, materials production and extension services. The Institute has been providing guidance to the State educational authorities through English Language Teaching Institutes in revising syllabuses, preparing instructional material and organising pre-service and in-service training courses for teachers.

In English, the Institute has been conducting Post-Graduate Diploma Course in the Teaching of English, Post-Graduate Diploma Course in English Studies, M. Litt. and Ph.D. Courses. In order to reach a larger number of teachers, the Institute has been conducting correspondence-cum-contact courses leading to Post-Graduate Certificate in the Teaching of English and Post-Graduate Diploma in the Teaching of English. In the 8th batch of the PGDTE course, 262 candidates completed the course successfully. The 9th batch began in March 1980 with 482 participants. 95 candidates completed the PGDTE Course (Batch II). Batch III of the course began in July 1980 with 191 participants.

During 1980, the Institute conducted three Regional Workshops for B. Ed. College Lecturers at Bangalore, Lucknow, and Bhopal in which a total of 262 lecturers were trained. A workshop was conducted for the faculty of ELTIS in accordance with the recommendations of the 14th Annual Conference of ELTIS. The Institute also organised orientation courses for school teachers of Andaman and Nicobar Islands, Andhra Pradesh, Kendriya Vidyalayas in Hyderabad and Secunderabad, Laksha-

dweep, etc. A 12-week course for training resource persons who would in turn administer the proposed correspondence course for high school teachers began at the Institute on December 1, 1980. This was attended by about 60 high school teachers from all the Southern States.

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. So far, 7 persons have been awarded Ph.D. in English and 70 persons M.Litt. in English.

The Institute continued the important task of producing integrated teaching materials consisting of textbooks, workbooks and teachers' guides supported by taperecorded materials.

During the year, 4 books were produced for the NCERT, 2 for the CBSE and a primer for adult learners of English in collaboration with the CIL, Mysore. Two more supplementary readers were also brought out. 'English by Air' programmes consisting of a 5-year integrated course in English produced at the institute were broadcast by 24 AIR stations. The 5-year series comprising 150 programmes were completed during 1980. Other activities included experimental television programmes and audience research.

The Departments of Arabic, French, German and Russian offered P.G. Diploma, M.Litt. and Ph.D. courses besides preliminary proficiency courses. Correspondence-cum-Contact Courses leading to M.A. degree were run by the Departments of French, German and Russian.

The Regional Centres at Lucknow and Shillong conducted refresher courses and seminars. Several Courses were organised by the Lucknow Centre for the benefit of the teachers from the States of Uttar Pradesh and Bihar and by the Shillong Centre for Assam, Meghalaya, Manipur, Tripura, Mizoram and Nagaland. The Shillong Centre also produced teaching materials for Assam and Mizoram and brought out a Select Annotated Bibliography on Language Teaching.

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

Rastriya Sanskrit Sansthan

1435 students were admitted into the six Kendriya Vidyapeethas which are constituent units of the Sansthan, for various courses. 13 new publications from the Sansthan as well as from the Vidyapeethas are likely to be brought out during the year. 11 titles have already been published so far. 858 scholarships are awarded to the students of the Vidyapeethas under the Sansthan. Free hostel facilities have been provided to more than 462 students. Teachers training facilities have been provided to about 390 students. Over 2500 students are expected to appear in the various examinations of the Sansthan.

Other Important Activities of the Sansthan

Three schemes of (i) National Sanskrit Survey (ii) Documentation Centre and (iii) Acquisition and preservation of Sanskrit Manuscripts have been approved and skeleton staff consisting of one Project Officer and supporting staff has been sanctioned for implementation of these schemes, at the Kendriya Sanskrit Vidyapeetha, Allahabad.

Scholarships

Research Scholarships to 100 students of Traditional Sanskrit Pathshalas have been awarded during the year. Besides, 270 scholarships were awarded to students pursuing Shastri and Acharya Courses and 730 scholarships for post-matric studies in Sanskrit. Expenditure amounting to about Rs. 10 lakhs has been incurred on the scholarships up to December, 1980. These scholarship schemes are operated by the Sansthan on behalf of the Ministry on an all India level.

Financial Assistance to Voluntary Sanskrit Organisations

Under this scheme, a sum of Rs. 30 lakhs is being released to about 600 traditional Sanskrit teaching institutions and Gurukulas and Vidya-

peethas all over the country. These grants are mainly meant for payment of salary of teachers, at approved rates and scholarships to meritorious students. Grants are also released for strengthening libraries and physical facilities in these traditional Sanskrit institutions in the country.

Publication of Dictionary Based on Historical Principles

This project is being implemented in the Deccan College Post-Graduate and Research Institute, Poona. The work on the preparation of the Critical Sanskrit Dictionary on Historical Principles has been making steady progress. The college brought out the third fascicule of 300 pages and completed the first Volume in three parts and also part I and II of Volume II.

Other Schemes for Popularisation of Sanskrit

Under the scheme, for the first time during the Fifth Plan Period a few of the voluntary Sanskrit organisations which had the potentiality to develop further were selected for being converted into Adarsh Sanskrit Pathshalas. These institutions were being helped to the tune of 95% of approved expenditure on recurring items. As against seven such institutions during the last year, there are, eight Adarsh Pathshalas which together will be financed to the tune of Rs. 12 lakhs during the current year.

Central Scheme for Promotion of Sanskrit

Eminent Sanskrit scholars in indigent circumstances are being helped to the extent of Rs. 3,000/- each per year less their income, under this scheme. For the current year 1200 scholars are receiving this assistance all over the country. The maximum assistance has increased from 1800/- per annum to 3,000/- per annum from 1979-80.

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 work 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. 9 publications and 5 rare manuscripts/catalogues have already been published with Government assistance during this year, so far and some more are likely to be published. 18 Sanskrit journals are also being assisted. Copies of books relating to Sanskrit are also purchased. Some of the important projects assisted under this scheme are :—

- (a) Preparation and publication of critical editions and translation of Puranas by the All India Kashiraj Trust.
- (b) Dharmakosha by Dharmakosha 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 19th All India Elocution contest for the students of Sanskrit Pathshalas and the eleventh All India Vedic Convention will be held in January, 1981 in Kerala. Vedic Pandits from different parts of the country are invited to participate in the Vedic Convention and teams of students from the Traditional Sanskrit Institutions of each State for the elocution contest. All the participants are paid T.A./D.A. and also cash prizes and honorarium.

Under the scheme for preservation of oral tradition of Vedic recitation, four Vedic Scholars—one each in Taittiriya Yajurveda, Kanva Shakha of Shukla Yajurveda, Rigveda Shakala Shakha and Madayandina Shakha of Yajurveda have been getting Rs. 500/- per month as honorarium and two students under each of them are getting Rs. 100/- p.m. as stipend.

Besides 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 classical languages a sum of Rs. 5 lakhs is being released to about 100 institutions (Madarsas) and other traditional type of Arabic and Persian institutions. At present 20 scholarships are being given to students who have passed out of the traditional Madarsas for prosecuting higher research.

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

This Scheme envisages, giving of President's Award to Sanskrit, Arabic and Persian scholars on the 15th August every year, which includes, grant of Rs. 5,000/- each per year, for life and Robe of Honour at the Investiture Ceremony. The total number of scholars now getting this award is 114.

World Sanskrit Conference

It has been decided to hold the fifth World Sanskrit Conference in Varanasi in 1981 and the preparatory work in respect has been taken on hand. Invitations have been sent to all foreign universities and centres of indological research to depute delegates to the Conference.

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 Organisation, better known as UNESCO, which was established with Headquarters in Paris on November 4, 1946. During the year under report, India continued to play a leading role in matters relating to Unesco.

21st Session of the General Conference of Unesco

A high-powered delegation headed by Shri B. Shankaranand, the then Minister of Education, Health and Social Welfare, as the Leader and Shri V. P. Sathe, Minister of Information and Broadcasting, as the Alternate Leader, participated in the 21st General conference of Unesco which was held at Belgrade (Yugoslavia) from September 23 to October 28, 1980. From the time Unesco was founded, India has always been represented on its Executive Board which is the principal executive organ of Unesco. At the recent General Conference, Shri T. N. Kaul was put up as India's candidate on the Executive Board in the vacancy caused by the retirement of Dr. S. Gopal. Shri Kaul was elected with the highest number of votes in the Asian Group, securing 112 which was the largest number of votes. The members of the Indian delegation also made a notable contribution in debates in Unesco's programmes in Education, Natural Sciences, Social Sciences, Culture and Communication in the General Conference. In the field of Communications, India's Resolution recommending the establishment of an International Programme for the Development of Communication which, among other things, envisaged the setting up of an Inter-governmental Council of 35 Member States which would coordinate the activities of the IPDC, was adopted at this Conference. India's candidate, Shri G. Parthasarathi, was elected as one of the 35 members of this Inter-governmental Council. India has offered to Unesco to host the first meeting of the Council in this country. India also offered to host a number of meetings, seminars, workshops etc. sponsored by Unesco in the fields of Education and Natural Sciences during the next three years.

Contribution to Unesco

The Government of India's contribution to Unesco's budget for the period 1979-1980 was 0.67 per cent of the total assessment budget (\$ 290,400,000) i.e. \$ 1,945,680 for a period of two years. A sum equivalent to U.S. Dollars 972,840 due to Unesco for the year 1980 has been paid by the Government. The General Conference of Unesco at its last session has adopted a total budget of U.S. \$ 625,374,000 for 1981-83. Taking into account the income from various sources, the assessment budget would work out to U.S. \$597,480,000 from January 1, 1981 to December 31, 1983. India's contribution to this budget would be at the rate of 0.59 per cent and will amount to \$ 3,517,113 (after adjustment of share of budgetary surplus of earlier years) during this period.

Participation in UNESCO Meetings etc.

India continued to participate in the International meetings, seminars, workshops, etc. as in previous years, convened or sponsored by or on behalf of Unesco. During the year under report, India participated in 59 such meetings. Eight of these meetings were held in or hosted by India.

Visit of Director-General UNESCO to India

Mr. Amadou-Mahtar M' Bow, Director-General of Unesco, paid an official visit to India from August 14-19, 1980. During this visit, he held discussions with the Prime Minister, the Minister of Information and Broad-

casting, the Minister of Education, Health and Social Welfare, and the Vice-President, Council of Scientific and Industrial Research, New Delhi besides meeting heads of institutions and organisations concerned with Unesco's programmes in Delhi. He also visited Madras and was conferred D. Litt. Degree (Honoris Causa) by the University of Madras. This visit further strengthened the bonds of cooperation between Unesco and India.

Indian National Commission for UNESCO

(i) In fulfilment of the provisions of Article VII of the constitution of Unesco which enjoins upon all Member-States to "make such arrangements as suit its particular conditions for the purpose of associating its principal bodies interested in educational, scientific and cultural matters with the work of the organisation (Unesco), preferably by the formation of a National Commission broadly representative of the Government and such bodies," an interim Indian National Commission for Cooperation with Unesco was set up in March, 1949. This interim Commission was placed on a permanent footing in 1951 in order to ensure a better implementation of Unesco's programmes in the country. The Commission has a four-year term and was last reconstituted in February, 1978. The question of enlarging the composition of the Commission and diversifying its functions with a view to promoting better the objects and ideals of Unesco is under consideration. It is also proposed to include a scheme in the Sixth Five Year Plan for strengthening the activities of the Indian National Commission in order to promote the ideals of Unesco amongst the people of India in general and students in particular.

(ii) Shri P. Sabanayagam, formerly Secretary, Ministry of Education and Culture and Secretary-General, Indian National Commission for Cooperation with Unesco, participated in the Seventh Regional Conference of Unesco National Commissions in Asia and Oceania which was held at Wellington (New Zealand) in July 1980. The Indian delegate proposed a project outlining an improved mechanism for the formulation, preparation and evaluation of Unesco's Programme within the region. This was generally endorsed by the Conference.

Unesco Clubs

The Indian National Commission for Cooperation with Unesco has been promoting Unesco Club Movement in the country apart from disseminating information about the aims and policies of the United Nations, Unesco and other Specialised Agencies of the World Organisations. It is one of the functions of the Clubs to develop activities in the fields of Education, Science and Culture and to promote international understanding, and cooperation in world peace. At present there are 133 Unesco Clubs functioning throughout the country.

Unesco Courier

The Indian National Commission for Cooperation with Unesco continues to get the Hindi and Tamil editions of "the Unesco Courier" published.

Unesco Coupons

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

Newsletter

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

Grants-in-Aid to Voluntary Organisations

During the year under report, the Indian National Commission has so far sanctioned grants-in-aid amounting to Rs. 23,000/- to certain voluntary and non-governmental organisations in furtherance of the objectives of

**Commonwealth Education
Ministers' Conference (1980)**

Unesco. It is expected that some more grants will be released before the end of the financial year. A provision of Rs. 36,000/- exists in the current year's budget for this purpose.

A delegation led by Shri B. Shankaranand, Minister of Education Health and Social Welfare, participated in the Eighth Commonwealth Education Ministers' Conference which was held at Colombo (Sri Lanka) from August 5—13, 1980. The Conference discussed several important matters concerning inter-governmental cooperation amongst the countries of the Commonwealth, such as Overseas Students Fees and Commonwealth Scholarship and Fellowship Programme (CSFP), growing educated unemployment amongst university students, particularly in the developing countries, needs of developing countries in the matter of universal primary education and the role of Commonwealth Secretariat in disseminating information materials about successful experiments in Member Countries, importance of non-formal education for national development, special educational needs of physically and mentally handicapped children and the measures which Commonwealth Secretariat can undertake in commissioning studies on low-cost equipment for use in special education for such children.

ADULT EDUCATION

The Ministry set up a high powered Committee under the Chairmanship of Dr. D. S. Kothari to review the National Adult Education Programme launched in October, 1978, in all its aspects and suggest improvements. The Committee presented its report in April 1980. An Empowered Committee under the Chairmanship of the Union Education Secretary examined the recommendations of the Review Committee.

The reports of the Review Committee and the Empowered Committee are under consideration of the Government and a decision on their recommendations is likely to be taken shortly. Pending decision on these recommendations, only on-going projects were continued. Procedural changes were also made in the disbursement of grants to Voluntary Agencies to ensure elimination of communal organisations infiltrating the programme and proper utilisation and better performance.

The programme is being implemented through various agencies such as State Governments/Union Territories, Voluntary Agencies, Universities, Colleges, Nehru Yuvak Kendras, etc. 91510 centres were being run on April 1, 1980 by different agencies with or without financial assistance of the Government of India as shown below :

(i) Rural Functional Literacy Programme	..	37,643
(ii) State Government Projects	..	38,178
(iii) Voluntary Agencies with Central assistance	..	11,293
(iv) Nehru Yuvak Kendras	..	1,514
(v) Universities and Colleges	..	2,340
(vi) Others	..	542
Total	..	91,510

Strengthening of Administrative Structures in the States/Union Territories

Pending decision of the Government on the recommendations of the National Adult Education Programme Review Committee, State Governments/Union Territories were given grants at the level of 1979-80 for supervision of the programme. During the year an amount of Rs. 58,31,693 was sanctioned to 17 States/Union Territories for the creation of administrative structure at the State Level and for 203 districts.

Rural Functional Literacy Projects

Rural Functional Literacy Projects contemplate the setting up of up to 300 Adult Education Centres in one or two contiguous development blocks. The instructional programme in these projects seeks to integrate literacy with the dominant development activity in the region. During 1980-81, 241 projects, already in operation throughout the country, continued to be supported.

Assistance to Voluntary Agencies Working in the Field of Adult Education

632 voluntary agencies in 17 States and 5 Union Territories were assisted to take up field programmes of Adult Education to run about 29,000 centres. Grants were released only to those organisations to whom commitments had already been made in 1979-80. Assistance was also continued to 11 organisations operating State Resource Centres and for undertaking evaluation of field programmes.

Adult Education through Colleges and Universities in India

The NSS and Adult Education personnel worked closely together in universities and colleges to mobilise the opinion of the academic community

and students to promote participation of colleges and universities in the Adult Education Programme. Workshops, Group Discussions, Meetings with Vice-Chancellors, Principals, NSS co-ordinators and officers were continued to be held for this purpose. 68 universities covering 706 colleges have so far been involved in implementation of the programme. 8890 adult education centres have been sanctioned. 47 universities having a viable number of colleges to participate in the programme have been sanctioned special adult education programme units for the implementation of the programme in a co-ordinated manner through the universities and affiliated colleges. Grants amounting to Rs. 30 lakhs were sanctioned to various universities and colleges up to October 30, 1980. Two State Resource Centres have also been established at Osmania University and Kashmir University and Regional Resource Centre at Punjab University, Chandigarh to cover the State of Haryana, Punjab and Himachal Pradesh.

Adult Education Programme through Nehru Yuvak Kendras

The Nehru Yuvak Kendras continued implementing the Adult Education Programme through establishment of Chetana Sanghs/Adult Education Centres. 139 Nehru Yuvak Kendras were permitted to deploy on an average of two N. S. Volunteers each for establishing and running of 15 to 20 Chetana Sanghs/Adult Education Centres. The programme has been kept at 1979-80 level and about 4500 Adult Education Centres involving about 1.40 lakhs participants are expected to be organised during 1980-81.

Shramik Vidyapeeths

Shramik Vidyapeeths continued to function at Ahmedabad, Ajmer, Bangalore, Bombay, Delhi, Guntur, Hyderabad and Jamshedpur. Steps were also taken to convert the Workers' Social Education Institutions at Indore and Nagpur into Shramik Vidyapeeths. Efforts were also made to operationalise the Shramik Vidyapeeths at Calcutta, Kanpur and Madras. A number of adult education programmes for workers based on curricula suited to the needs of different categories of workers were organised. A training seminar was organised in Bombay in collaboration with the Central Board for Workers' Education for Officers of the Regional Workers' Education Centres, Shramik Vidyapeeths and Labour Welfare Organisations.

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 :—

Promotional Activities

Preparation of a poster on International Literacy Day, two brochures titled "Apahi Kaun" and "From the Diary of an Unknown Instructor"; one folder on monitoring and charts on literacy position in India and organisational set-up and their distribution for display to State Resource Centres, Adult Education Departments of the State/Union Territories and other agencies;

- Participation in book fairs and exhibitions;
- Support to various media agencies viz. Radio, T.V. and Films Division, for their involvement in Adult Education Programme;
- Distribution of slide-sets on the NAEP;
- Production of a film 'Reading the World through the Word', in collaboration with Films Division; another film "Education for Change" (under production) in collaboration with the Centre for Educational Technology of the NCERT;
- Association with the working groups especially on "Soft Ware" engaged in preparatory activities for utilisation of INSAT for educational purposes.
- Publication of NAEP Newsletter, a bimonthly news bulletin meant for limited circulation.

Preparation of Material For Illiterates and Neo-Literates

- XXI and XXII National Prize Competitions for producing literature for Neo-literates were conducted;
- Forty MSS, 28 on topics on Adult Education and 12 on topics of Family welfare, were awarded prizes in the XXI National Prize Competition;
- 65 prizes were awarded under the XXII National Prize Competition for literature for neo-literates, 40 on topics of General Education and 25 on topics of Family Welfare;
- Four Writers' Workshops for producing suitable literature for neo-literates were organised, three of them in collaboration with the Central Hindi Directorate, New Delhi, Regional Resources Centre, Punjab University, Chandigarh and K. M. Institute of Hindi Studies and Linguistics, Agra;
- Eighty four MSS were prepared in four Writers' Workshops. Some of them have been edited and are being processed for publication (The others are being edited);
- Several books in Urdu were prepared for Urdu Learners in collaboration with the Bureau for Promotion of Urdu;
- 'Dharti Ke Lal', a primer in Hindi alongwith a work book, a teacher's guide and visual aids, A book on Arithmetic is in the final stage of completion;
- A project of simplifying a wall newspaper "Apna Desh" has been undertaken.

Monitoring, Evaluation and Research

Some of the significant activities undertaken to streamline and further strengthen the monitoring, evaluation and research support to the adult education programme were :

- A three-day National Seminar on Monitoring and Evaluation was organised at Poona in August, 1980;
- Dissemination of information relating to progress of adult education in the country to different bodies like the Planning Commission was undertaken;
- A Report entitled—"NAEP"—Its Initial Status" at the Commencement of 1979-80, was prepared;
- Guidelines on Learner Evaluation for use by projects in State/Union Territories, were formulated;
- Guidelines for financial assistance to individuals/institutions undertaking research work in NAEP were finalised;
- Field testing of Unesco Document for Collection of Literacy Statistics was undertaken. A report was sent to Unesco as part of an agreement signed with them.

Training/Orientation

- A set of four booklets on "Training of Adult Education Functionaries" was prepared;
- A manuscript "Organising a Village Library" was prepared for providing guidance to the organisers of village libraries;
- A National Workshop on Population Education in Adult Education Programme was conducted at Literacy House, Lucknow to prepare instructional material on Population Education;
- Six Orientation Programme for District Adult Education Officers (DAEOs) in collaboration with the National Institute of Educational Planning and Administration, New Delhi (NIEPA) were conducted;

— A Trainers' Training Programme at Pune in collaboration with the State Resource Centre, Maharashtra was conducted;

— An Orientation Programme in collaboration with the National Cooperative Union of India for the functionaries of the Cooperative Education and the Adult Education Programme to get acquainted with each other's programmes was conducted.

Documentation

— A Catalogue of Literacy and Adult Education Materials was up-dated for use of the functionaries and the agencies involved in the Adult Education Programme;

— Information on Correspondence Courses in India and a Comprehensive Bibliography on Adult Education in India have been completed for publication and a select list of journals and periodicals on Adult Education was prepared;

— A compilation of Voluntary Agencies has been brought out;

— A compendium of literacy statistics was also brought out.

Sharing International Experiences

Officers of the Ministry of Education, State Departments of Education, Directorate of Adult Education, University teachers and members of Voluntary Agencies participated in the various training programmes, seminars, workshops etc. sponsored by the UNESCO.

Visits of Foreign Delegations/Visitors

During the year a five member delegation each from the Philippines and Bangladesh visited India to study the adult education activities. A number of visitors also came to India among whom special mention may be made of Mrs. Welthy H. Fisher who came to India during February-March 1980 at the invitation of the Ministry.

EDUCATION IN THE UNION TERRITORIES

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

1. ANDAMAN AND NICOBAR ISLANDS

During 1980-81, 5 new Primary Schools were opened, two Junior Basic Schools were up-graded to Senior Basic Schools and 3 Basic Schools were up-graded to high Schools. Two High Schools were also up-graded to Higher Secondary standard. The college at Port Blair provides facilities for degree courses in Art, Science and Commerce streams as well as Post-graduate courses in some subjects.

The Adult Education Programme continued to be implemented during the year.

Facilities to Students

Remedial teaching is being provided at five centres. Tuition-free education up to the senior secondary level is being imparted. Text-books are also supplied to the children whose parental income is less than Rs. 4000/- per annum. Free travel concession is given to students in middle and secondary stages in schools located beyond 4 kms. Mid-day-meals are being arranged free for the children in classes I to 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 text-books are supplied free to tribal students and a free set of uniform is supplied to those children whose parental income is less than Rs. 2500/- per annum. Scholarships are also given to local students for higher education in such subjects in which facilities are not available in the Government colleges.

It is proposed to strengthen the teachers' training institute to provide in-service training to the elementary teachers in the Islands.

2. ARUNACHAL PRADESH

The number of different categories of educational institutions during 1980-81 are Pre-primary Schools (49), Primary Schools (894), Middle Schools (119), Secondary Schools (25), Higher Secondary Schools (13), Colleges (2), and Central School(2).

Besides, there are 7 Primary Schools run by Vivekananda Kendra and 2 schools run by Assam Rifles.

Enrolment

The total number of students enrolled in these institutions was 69,344.

To meet the growing demands of the students, a new Degree College was started at New Itanagar.

**Facilities for
Students**

Education is free at the school stage for the Scheduled Tribe candidates. During 1980-81 the following facilities were either provided or continued to be given to the Tribal Students.

1. Free text-books.
2. Free ration to hostellers.
3. School equipment.
4. A stipend in lieu of ration @ Rs. 100 per month for classes XI and XII and Rs. 90 per month for classes I to X for a period of 10½ months to 10,308 boarders.
5. Clothing was provided to students which involved an expenditure of Rs. 3,18,790.00.
6. Under Mid-day Meal Programme, 24,550 students of primary schools were covered. The programme provides incentive to the students to attend school regularly.

Adult Education

During the year, 39 new adult education centres were proposed to be opened. The existing Adult Education Centres and Rural Functional Literacy Centres were maintained, under the National Adult Education Programme. 232 Centres have been opened under the State Adult Education Programme and 391 centres under R.F.L.P. (Central). The number of adults enrolled during 1980-81 is 8727 out of which nearly 800 were made literate up to the end of September, 1980.

The 10+2 Pattern of School Education has been accepted and vocational education was introduced in Higher Secondary Schools.

The Administration proposes to upgrade two Middle schools to Secondary schools and three Secondary schools to Higher Secondary schools during the year 1980-81.

3. CHANDIGARH

In the year 1980-81, ten Nursery Schools and one Middle School were opened. Six Primary schools were upgraded to Middle standard and four Middle Schools as High Schools.

Incentives

Under the Attendance Scholarships to Girls Scheme, 2500 children were the beneficiaries. Under the scheme for scholarships to Scheduled Caste children, 4975 students were covered. 6285 Scheduled Caste students received stationery and uniforms free besides 50 talent scholarships. Text-books and stationery were also supplied free to 24000 students.

Mid-day Meals were continued. 50 children were awarded Sports Scholarships. Transport facilities were provided to mentally retarded children.

Adult Education

At present 238 Adult Education Centres are functioning in the Union Territory. About 4500 adults are to be covered under the Adult Education Programme.

The State Institute of Education continues to provide in-service education to teachers and finding ways and means in qualitative improvement of school education.

The Administration proposes to open two Sports Centres in rural areas. Ten scholarships under Sports Talent Scholarships Scheme will be awarded to college students.

4. DELHI

During the year 1980-81, 17 new schools were opened, 12 Middle Schools were up-graded to secondary standard and 14 Secondary Schools were up-graded to Senior Secondary standard. Thirteen un-economic

Middle Schools were merged with the nearby schools. In addition, one evening Secondary School for adults was up-graded to secondary school standard. Additionally, correspondence course facilities were provided through Patrachar Vidyalaya of the Directorate of Education, Delhi.

Facilities for Students

Free transport facilities for girl students in the rural areas were expanded to cover 120 villages and 2500 students. The wards of class IV servants and other low paid salaried employees are getting the benefit of two sets of uniform free of cost. The facilities of book banks were provided to all the students, where text books are loaned to deserving students whose parental income is not more than Rs. 500/- per month. Study camps and study centres were arranged for students who were weak in studies. The administration also gave assistance for organising students' tours to places of historical importance.

Different Scholarship Schemes were in operation during the year in addition to the National Scholarship Schemes for the children of teachers and for children belonging to rural areas. The Junior Science Talent Search Scholarships at Middle and Secondary stages were also given to the students. Financial assistance to Scheduled Caste/Scheduled Tribe students were continued as in the previous years. A sum of Rs. 70 lakhs is proposed to be spent during the current year for the award of scholarships.

Text-books were being supplied free to students of primary classes in all composite schools. This facility will be extended to those students whose parental income is less than Rs. 500/- per month. The schemes of free mid-day meals have been introduced in the primary sections for students of composite schools.

Adult Education

Under this programme, 630 centres were established and 15,000 persons were the beneficiaries. More than 1400 women in 50 villages have been benefitted by this programme.

The State Council of Educational Research and Training was established in 1980 by integrating the State Institute of Education, the Science Branch, the Text-book Branch and Educational and Vocational Guidance Services and the TV Branch. It is expected that with the establishment of the Council the in-service training programmes for the teachers will become more effective. TV sets to about 99 schools were supplied and another lot of 100 TV sets is expected to be received during the current year.

Education in Yoga

Education in Yoga was started in 4 schools in the Civil Lines area and it is proposed to extend this programme to all the Government and Government aided schools of Delhi with effect from the next session.

5. GOA, DAMAN AND DIU

During the year, 14 Primary Schools and 25 Middle Schools were opened. 147 Government Primary schools in English medium were revived and 120 additional divisions were opened in Government aided schools. Three new Government High Schools were also opened during the current year. The enrolment of students at primary level was 1,51,917, middle stage (VI to VIII) 63,338, secondary stage 20,690 and higher secondary stage 6665.

There are at present 9 colleges for general education besides a post-graduate centre. The combined enrolment in these colleges was 9378. The enrolment in the professional colleges viz. Medicine, Pharmacy, Engineering, Fine Arts, Law and Teachers Training Colleges was 3,466.

Construction of two Ashram Shalas at Zari and Bhimpore villages in Daman has been completed. In these Shalas, lodging and boarding are provided free so as to attract and encourage tribal children to attend schools.

Adult Education

Under the National Adult Education Programme, 98 centres of Adult Education were opened in rural areas with an enrolment of 1860 males and 1375 females.

Incentives to Students

Under the Mid-Day-Meals Scheme, Mid-day-meals were provided to the school-going children of the age-group of 6—11 years. The Scheme is in operation in 266 Government Primary Schools.

Under the Scheme of Establishment of Hobby Centres, 10 Centres have been established in selected High Schools. They provide facilities for clay work, making of dolls and wire baskets, sewing, cutting and embroidery (for girls) etc.

Audio-visual Centres have been located in 12 selected schools and each centre is provided with Audio-Visual equipment like 16 m.m. film projector, slide/filmstrip projector etc. within the ceiling limit of Rs. 10,000/- per Centre for making the teaching-learning process attractive, effective and more comprehensive.

Scholarships/Grants

Education is free in this Union Territory from classes I to X for all students.

In all, 2923 girl students were given monetary incentives, at primary and middle school levels of education. 4343 students were awarded scholarships under different schemes. 7051 students were given book grants

Under the Scheme of Grants for Educational Tours, the Administration released grants to Government and non-Government aided schools to enable the students to undertake educational tours in groups.

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

6. PONDICHERRY

Five new Pre-primary schools, 5 Primary Schools and 15 Middle Schools were opened during the year 1980-81. 15 Primary schools were upgraded to Middle Schools and 5 Middle Schools to High Schools during 1980-81.

At the elementary stage of education, additional enrolment achieved during the year 1980-81 was 5100, while at the Secondary stage it was 1100. According to the Master Plan on the Universalisation of Elementary Education prepared by the Department of Education, it is proposed to achieve 100% enrolment in the age group 11-14 by the end of the Sixth Five Year Plan, through formal and non-formal systems of education.

Incentives

To achieve the enrolment target, incentives like supply of Mid-day Meals to children studying in Ist to 5th standard, free supply of text-books and stationery articles like school bags, slates, pencils etc., were provided to 23113 students. It is proposed to provide two sets of free uniform to 11556 students to sustain the attendance of the poor girl students in the schools. It is also proposed to award 5000 scholarships to girl students studying in Middle schools, at the rate of Rs. 20/- per month per student, from this year.

To improve the professional competence of the teachers, refresher/ orientation courses were conducted.

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 higher studies. The scheme of award of scholarships to political sufferers is also being continued.

Physical Education

Physical education is compulsory in all the schools. Schemes like Play Festival, Children's Rally, Inter-school Competitions, National Discipline 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 centre were continued.

Adult Education

All the 148 Centres were continued.

7. DADRA AND NAGAR HAVELI

There are 11 Pre-primary Schools, 157 Primary Schools teaching from standard I to VII, 4 High Schools and 1 Higher secondary school in the territory.

Hostel facilities to all Scheduled Caste/Scheduled Tribe students and economically backward class students are being provided. There are 9 social welfare hostels including two girls' hostels and one Ashram type school run by the Administration, in which free board and lodging facilities are provided to the inmates.

Adult Education

Adult Education Programme has been implemented in the Union Territory and there was substantial increase in the enrolment of adults as compared to the last year. Learning materials are being supplied to the adults free of cost.

Incentives

Education is free in the Union Territory up to the 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 text-books, note-books, slates and pencils to all the Scheduled Castes/Scheduled Tribes and other economically backward class students is also being continued. Clothes are also supplied free to Scheduled Castes/Scheduled Tribes and economically backward class students of primary and high schools.

Vocational Education is being imparted in the only Higher Secondary School.

Scholarships

Post-matric scholarships for the Scheduled Castes/Scheduled Tribes 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, Petrochemicals, 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 39 education institutions in the Union Territory comprise 1 Junior College, 8 High schools, 4 Senior Basic schools, 17 Junior Basic schools and 9 Nursery schools. Facility for primary education exists in all the islands of Lakshadweep. The total number of students on roll in the primary, middle and high school classes is 10165.

Facilities to Students

Text-books, writing material and mid-day meals are supplied to all children in primary and middle school classes free of cost. The scheme for payment of scholarships to students of high school @ Rs. 30/- per month was continued. Hostel facilities are provided free to Scheduled Tribe students who have no facility for such courses in their native islands. Two hostels—one each for boys and girls are functioning, where free board and lodging are provided.

There is only one Junior College in the Union Territory which is situated in at Kavaratti. Hostel facilities are provided to students from other islands studying in this college. The total number of boarders is about 200. Students of Kavaratti Islands are paid @ Rs. 75/- per month. To students of other islands staying outside hostels, scholarships of Rs. 130/- per month are

given. For higher studies beyond pre-degree classes and other technical and professional courses, students are sent to the institutions on the mainland. Educational tours for students are arranged every year.

9. MIZORAM

During the year 1980-81, there were 619 Primary Schools, 284 recognised Middle Schools, 126 recognised High Schools in Mizoram. The other special institutions are—Industrial Training Institute, Hindi Training Institute, Under-graduate Teachers Training Institutes (2) and the Mizoram Institute of Education for Teachers' Training. During the period under report, there was substantial increase in the enrolment at the primary stage.

Adult Education

Under the National Adult Education Programme, 287 centres have been functioning. Besides, about 200 centres have been in operation under the Centrally Sponsored Scheme of Rural Functional Literacy Project in Aizawl and Chhaintuipui Districts.

The 10+2+3 pattern of education is proposed to be introduced from 1982.

Scholarships

Under the Scheme of Merit Scholarships for Post-Graduate Education, Scholarships are being awarded for study at pre-university, degree and post-graduate levels. In addition, the Union Territory Government is also considering a proposal for giving fellowships to students to pursue post-graduate studies/research.

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 Study Projects in Educational Policy, Planning and Administration

The Ministry has a scheme of assistance to organisations and State Education Departments to enable them to undertake studies of problems connected with the implementation of educational policies, programmes and plans, with emphasis on studies in the areas of planning and management of educational systems.

Department of Education

Budget Estimates

The total budget provision for 1980-81 and 1981-82 in respect of this Department are as under :—

Particulars	(Rs. in lakhs)		
	Budget Estimates 1980-81	Revised Estimates 1980-81	Budget Estimates 1981-82
Demand No. 26/25			
Department of Education :			
Secretariat of the Department, including the Pay and Accounts Officers, hospitality and entertainment	197.94	197.70	215.37
Demand No. 27/26			
Education :			
Provision for General Education, other revenue expenditure of the Department including provisions for grants-in-aid to States/ Union Territories on Central and Centrally Sponsored Schemes (Plan) and also provision for loans for construction of hostels, etc., and other educational loans for Central and Centrally Sponsored Schemes	24,743.03	23,650.94	29,551.19

Department of Culture

The Budget provision for 1980-81 and 1981-82 for the Department of Culture are as under :—

Particulars	(Rs. in lakhs)		
	Budget Estimates 1980-81	Revised Estimates 1980-81	Budget Estimates 1981-82
Demand No. 28/27			
Department of Culture	1226.00	1212.60	1,480.10
Demand No. 29/28			
Archaeology	704.00	696.25	756.50

Audit Observation and Inspection Reports

The Ministry continued its concerted efforts to clear the outstanding audit observations and inspection paras. As against 4004 audit observations made upto March, 1979 but outstanding on 31st August, 1979 and 3500 inspection paras which were included in the Comptroller and Auditor General's Report for the year 1978-79, the Ministry cleared 1068 audit observations and 974 inspection paras till 31st March, 1979. Efforts are being continued to clear the remaining outstanding observations and paras.

Observance of orders regarding reservation in posts and services for Scheduled Castes and Scheduled Tribes

A special Cell functions in the Ministry to ensure that reservation orders relating the appointment of members of Scheduled Castes and Scheduled Tribes in the Departments of Education and Culture are strictly observed. The activities of this Cell are at present carried out in three different units under the supervision of the Deputy Secretary (Languages).

During the year under report, annual statements concerning the representation of Scheduled Castes and Scheduled Tribes in posts and services received from the Ministry (Department of Education) and its attached/sub-ordinate offices/autonomous organisations were scrutinised and the consolidated material furnished to the Department of Personnel and Administrative Reforms.

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

- (i) Arrangement for training of Class I officers belonging to Scheduled Castes/Scheduled Tribes.
- (ii) Annual statement regarding posts filled by deputation.
- (iii) Annual statement regarding de-reservation of reserved vacancies for Scheduled Castes/Scheduled Tribes included in the roster for purely temporary appointments.
- (iv) Representation of Scheduled Castes and Scheduled Tribes in posts filled on *ad-hoc* basis.
- (v) Concession allowed to Scheduled Castes/Scheduled Tribes students in Technical and other educational institutions under the control of the Ministry.
- (vi) Award of overseas scholarships to Scheduled Castes and Scheduled Tribes by the Ministry under the General Schemes and those under the foreign aid programmes.
- (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 of the de-reservation of posts in services.

The Ministry regularly circulates to its officers and various sections within its control, in addition to its attached and subordinate offices, the administrative instructions issued by the Government regarding the full implementation of the Official Language Policy and the statutory requirements relating to it, and also keeps a regular watch on the progress of all the programmes in this regard.

Quarterly Progress Report

Progress in 1980-81 was watched and reviewed, inter-alia, through quarterly progress reports obtained from the various divisions and the attached and subordinate offices under the control of this Ministry. These reports were scrutinised, consolidated, and sent to the Ministry of Home Affairs (Department of Official Language).

Correspondence in Hindi

Letters received in Hindi from individuals as well as from State Governments/Union Territory Administrations are replied to in Hindi.

Issue of Bilingual Circulars in Hindi

General orders, circulars etc. meant for general information are issued bilingually.

Noting and Drafting in Hindi

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% of the officers and staff of the Department has working knowledge of Hindi and Hindi is being partially used in noting and drafting in 39 sections.

Provision of Additional Hindi Typewriters

At present 54 Hindi typewriters are available in the Ministry.

Translation of Statutory Manuals, Forms and Other Procedural Literature

So far, 187 forms and manuals of this Ministry have been translated into Hindi.

Translation of Acts and Statutes

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

Maintenance of Separate Registers for Letters Received in Hindi

All sections in the Ministry maintain separate diary registers for letters received in Hindi and specific entries are made about the replies sent in Hindi. Where replies are not sent in Hindi or are not considered necessary, suitable explanation is given by the section concerned.

Training of Employees in Hindi

On a review made recently about the officers and members of the staff who either had Hindi as a subject in their higher secondary examination or had passed Pragma examination conducted by the Ministry of Home Affairs, it was found that approximately 73% officers and staff belong to these two categories have a working knowledge of Hindi. Besides, 42 persons were deputed for the various Hindi teaching classes.

Workshops

Workshops are conducted to impart training in noting and drafting in Hindi to Hindi Knowing employees of this Department.

Official Language Implementation Committee

Official Language Implementation Committees have been set up in the Ministry and in six of its subordinate offices. These Committees hold quarterly meetings and review the progress of use of Hindi for official purposes at these meetings. The minutes of the meetings are sent to the Department of Official Language, Ministry of Home Affairs for information.

It has not been considered necessary to set up such Committees in other subordinate offices, whose total staff strength is very small.

Hindi Salahkar Samiti

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

Inspection to Assess the Position Regarding use of Hindi in the Official work of the Union Government

Subordinate offices of this Department located at Patna, Kanpur, Lucknow, Chandigarh, Trivandrum, Mysore, Bangalore and Madras were inspected and suggestions were made for overcoming the short-comings noticed for the observance of Rules/directions relating to Official Language (Hindi) Policy of the Government.

The scheme for allocation of white printing paper at a concessional rate to State Governments and Union Territories was continued during the year under report. The price of paper has since been increased from Rs. 3000/- per tonne ex-mill to Rs. 3500/- per tonne with effect from 29-11-1980, by an Order issued by the Central Government.

On account of fall in production of paper by the mills due to shortage of power and water, non-availability of railway wagons etc., only 1,28,325 tonnes of paper could be allotted to the State Governments and Union Territories during the year 1980-81 so far.

Import of Paper from Norway

Under the bilateral agreement with the Government of Norway, commodity assistance worth 16.7 million kroners of paper is expected during 1980-81. The paper is earmarked for the production of school textbooks by the N.C.E.R.T.

CLEARING HOUSE FUNCTIONS

Eighth All India Conference on Educational Statistics

The Eighth All India Conference on Educational Statistics was organised by the Ministry at Udaipur on September 30 and October 1, 1980. The Conference was attended by the Statistical Officers, Incharge of Educational Statistics in State Education Departments, representatives from Central and other organisations and non-official members of the Standing Committee on Educational Statistics. The Conference discussed a number of issues relating to the problems of time lag in the collection and publication of educational statistics, improving the quality of educational statistics, theme-oriented studies and sample surveys in education, strengthening of statistical machinery in the States and at the Centre and computerisation of educational statistics. Action is being taken to implement the various recommendations made by the conference.

Standing Committee on Educational Statistics

During the year 1980-81, two meetings of the Standing Committee on Educational Statistics were held on May 23, 1980 and December 30, 1980 respectively. The Committee approved the recommendations made by the Eighth All India Conference on Educational Statistics. The Committee also decided that the Ministry should appoint a High Level Committee for an overall review of the entire educational statistical system in the country. The various recommendations made by the Standing Committee are under consideration of Government.

Planning and Monitoring

The Working Group for Education and Culture, set up by the Planning Commission, recommended an outlay of Rs. 3500 crores for the Sixth Plan for education. The Planning Commission, however, has allocated an outlay of Rs. 2524 crores for education for the Sixth Plan.

The Planning Commission has approved an outlay of Rs. 734.75 crores for the Sixth Plan for education for the Central sector. Against this, the Annual plan outlay for 1981-82 is of the order of Rs. 107.11 crores.

The programmes of Universalisation of Elementary Education and Adult Education have been accorded due priority in the Plan. An attempt is also being made to formulate Special Component Plan for the Scheduled Castes and Tribal Sub-Plan for the tribal areas both for the Sixth Plan period and the Annual Plan 1981-82, both for the Central sector and the States sector.

The following studies were undertaken during the year and they are either completed or are in the process of finalisation :—

- 1 Budgeted expenditure on education as shown in the Central and State Budgets 1980-81;
2. Trends of expenditure on education, 1968 to 1978;
3. Provision and universalisation of schooling facilities in selected blocks of Baramulla District;
4. Wastage and stagnation at elementary stage in Maharashtra State.

Publication Unit

The Publication Unit brought out during 1980, 22 titles in English including 1 bilingual (English and Hindi) title and the two quarterly Journals, "The Education Quarterly" and "Indian Education Abstracts". The Journal, The Education Quarterly has now entered its 32nd 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 Hindi.

The Unit organised the third Travelling Photo Exhibition entitled 'Children of Asia' sponsored by the Asian Cultural Centre for Unesco, Tokyo, at the Galleries of the Akademy of Fine Arts, Calcutta, from January 28 to February 3, 1980. The Unit participated in the IV World Book Fair held in New Delhi from February 29 to March 11, 1980, and the Book Fairs held at Indore organised by the Booksellers in collaboration with the National Book Trust from October 25 to November 2, 1980 and at Bombay organised by the Association of Bombay Booksellers also in collaboration with the National Book Trust from December 5 to 15, 1980.

The Hindi Publication Unit brought out during the same period 17 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 approximately 5547 enquiries relating to facilities for higher education in India and abroad. Nearly 8440 persons visited the Reference Library attached to this Unit to consult the calendars, handbooks, prospectuses and other bulletins of information on various courses offered by Indian/Foreign Universities/Institutions. 1816 additions were made to the Reference Library of the Unit by way of the latest calendars, prospectuses and other relevant literature acquired from several Universities/Institutions. 32 compilations on different topics/subjects on higher education were brought out and revised during the year under report.

Deputations/Delegations abroad of Government officials/non-officials during the financial year 1979-80 are detailed below :

Number of Deputations/Delegations sent abroad	138	
Number of persons included in these Deputations/Delegations	179	
Total Expenditure incurred	In Indian Rupees	In Foreign Exchange
	8,29,333.94	\$ 1,095 Dinars 1,44,400

DEPARTMENT OF CULTURE

INTRODUCTORY

The Department of Culture continued its programme of preservation and conservation of cultural heritage and of fostering cultural development, in the fields of archaeology, archives, museums, anthropology, performing arts and plastic arts through libraries, akademies and governmental or voluntary institutions.

During the year a special emphasis was laid on documentation of the collections in various museums. Under the scheme of financial assistance to the private museums a major portion of the grant was for documentation and publication programmes. Two important catalogues : (i) "Folk Art and Culture of Gujarat" by the Shreyas Folk Museum of Gujarat and (ii) "Textiles and Costumes from Maharaja Sawai Man Singh II Museum" by Maharaja Sawai Man Singh II Museum, Jaipur, were brought out with a grant from the Department. The National Research Laboratory for Conservation of Cultural Property, Lucknow, continued to strengthen its research programmes in the various fields and evolved a satisfactory solution for the repair of terracotta in humid climate. It initiated new research projects on identification of textile dyes in medieval India and "evaluation of copper corrosion inhibitors." The laboratory also rendered technical advice to a number of private/State institutions concerning preservation, conservation and restoration of objects. The National Museum opened a new Sharan Rani Backliwal Gallery of Musical Instruments which was inaugurated by the Prime Minister. The Prime Minister also released two publications : (i) Earthen Drum by Mrs. Pupul Jayakar and (ii) Jaur Gita Govinda by Kapila Vatsyayan. The Museum is scheduled to organise a major exhibition of Thracian Art and Culture from Bulgaria under the Cultural Exchange Programme. The National Gallery of Modern Art held exhibitions of "Art Treasures from the National Gallery of Prague" and "Modern master-pieces from the Philadelphia Museum of Art". Twenty-eight works of Art from the collection of the Gallery were sent of Fukuoka Art Museum, Japan to represent India in Asian Artists' Exhibition Part II, "Festival : Contemporary Asian Art Show, 1980".

The National Archives acquired a number of important documents from private collectors and organised major exhibitions and seminars during the year. Notable among these exhibitions were "Sarojini Naidu—Poet and Patriot", and "Dr. Ansari—Physician and Patriot (1880-1938)". In the matter of institutions of Tibetan and Buddhist Studies, the Central Institute of Higher Tibetan Studies, Varanasi, is expected to complete its building complex during next year. The School of Buddhist Philosophy, Leh, is also expected to start its new building.

During the year under review, other notable achievements have been to initiate steps to document and preserve the folk art/tribal art in the country through the schemes at the Central and State levels. The Sangeet Natak Akademi has instituted three special awards exclusively for the outstanding artists in the field of folk performing arts. The Akademi has also organised festivals for promotion of tribal cultural forms. The Sahitya Akademi has organised an international seminar on "Variations in Ramayana in Asia : their Cultural, Social and Anthropological Significance". Concurrent with the seminar, a contemporary puppet theatre festival has been organised. The Lalit Kala Akademi proposes to organise 23rd National Exhibition in February, 1981 and Triennale during 1982. The Sangeet Natak Akademi in its scheme of preservation and promotion of tribal cultural forms is assisting in organising "Dang Festival" in Gujarat. It has organised Bhakti Festival at Somnath and Dhruvad Festival at Vrindaban. The Akademi has made a concerted effort to revive and foster artistic creations at root levels and in traditional centres. This has been a welcome shift of emphasis

from presenting urban concerts. Many rare forms have been documented and artists given financial and other assistance.

In the field of scholarships and fellowships the department provides opportunities for pursuing creative and critical studies in the arts from the age of 10 years onwards. Special provision is made in the scheme for children of traditional families. The number of scholarships has also been increased over the years. A new fellowship scheme to cover different disciplines and fields including epigraphy, paleography, extinct languages, script, has been introduced. Another notable achievement is to initiate action to associate scholarships outside the field of university system of education in the fields of performing arts, archaeology, museology, anthropology and indology with the university system of education.

A new financial scheme to provide much needed assistance for preservation, publication of manuscripts has been initiated during the year.

The Centre for Cultural Resources and Training that was registered as a society in 1979, has been doing pioneering work in evolving curricula around the environment and the cultural heritage. It continued to hold orientation courses at national and State levels, workshop and courses in puppetry for education.

A major projection of Indian Art is scheduled to be held in Britain from March 1982 onwards. The Government of India has accepted the proposal of the British Government to participate in the Festival of India, London. The Festival comprises a series of exhibitions on various facets of Indian art and culture. An Advisory Committee has been set up for the purpose.

CULTURAL AFFAIRS

The main institutions and programmes in this field followed by the Department of Culture are :

- A. The Akademies and other Cultural Organisations
- B. Propagation of Culture
- C. Scholarships and Fellowships
- D. Centenary Celebrations
- E. Gazetteers
- F. Cultural Relations

A. THE AKADEMIES AND OTHER CULTURAL ORGANISATIONS

With a view to preserving, fostering and developing the creative arts—literary, performing and plastic—the Government of India has set up three National Akademies viz. Sahitya Akademi, Sangeet Natak Akademi and Lalit Kala Akademi, and the National School of Drama. What follows is an account of the main activities undertaken by these organisations during the year under report.

Sahitya Akademi

The main activities of the Akademi are the organisation of symposia and seminars on subjects of creative literature, translation and publication of outstanding Indian and foreign classics into various Indian languages and awards to outstanding books of creative merit. The Akademi also encourages the younger writers through its various workshops, travel grants and other activities.

During the year the Akademi organised three seminars : 'National and Global Awareness in Post-Independence Indian writing', conducted at the National Writers' Meet in connection with the Silver Jubilee Celebrations of Sahitya Akademi; 'Socio-Ethical Influence of Vaishnav Poetry' to mark the quincentenary of Narsimha Mehta; 'The Relevance of Bakti Poetry Today' to mark the hexacentenary of the Kashmiri saint poetess Lal Ded.

The Akademi published 48 new books and 7 reprints and released two special anthology issues of its English journal *Indian Literature* one each on poetry and short story in English translation as part of Silver Jubilee Celebrations. The Akademi has started publishing a new Hindi quarterly devoted to Indian Literature in Hindi translation *Samakaleena Bharatiya Sahitya* of which two issues were published.

A poets' workshop was held at Calcutta in March 1980 in which poets from Assamese, Bengali, Manipuri, Maithili and Oriya languages participated. Another Workshop on short story for the writers of South Indian languages was organised in December 1980 at Madras.

Nineteen titles have been selected for the Sahitya Akademi awards for 1980. The awards were presented by the President at a special function on February 27, 1981 at New Delhi.

Sangeet Natak Akademi

Under the approved Schemes of the Sixth Five-Year Plan, the Sangeet Natak Akademi has a number of projects to serve the purposes of preservation, promotion and dissemination of the traditional and contemporary performing arts. Some of the Schemes are on-going projects while others break new ground and have been recently launched.

Among the new projects "Preservation and Promotion of Puppetry" several forms of puppetry have been identified in various regions of the country and training programmes were initiated to preserve this art and promote its performance through training of young puppeteers by the traditional gurus. The three programmes launched were : (i) Marionettes of Orissa style at village Jeopore of Cuttack district; (ii) Rod-puppet theatre of West Bengal in 24-Parganas; and (iii) Shadow-theatre of Karnataka, at a village near Bangalore. Action has been taken to identify authentic puppet troupes in several other areas to which trainees could be attached. To give an impetus to contemporary work in puppetry a 5-day Festival was held in New Delhi from January 11 to 15, 1981.

One of the major schemes of the Akademi is the preservation and promotion of rare forms which are in danger of extinction. To focus attention on such forms a Festival of Tribal Arts is held every year highlighting a particular form. This year the festival is being arranged in collaboration with the Research Centre for the Performing Folk Arts in Gujarat, of the tribes in the Dang region. Various Departments of the Government namely, Culture, Forests, Tribal Welfare and Tourism will cooperate in the conduct of the festival.

In pursuance of preserving and promoting rare forms a Festival of Bhakti Music of Gujarat, in collaboration with the Indian National Theatre, Bombay, Gujarat State Akademi of Dance, Drama and Music and Darpana Academy, Ahmedabad was held between January 12 and 17, 1981 at Somnath Temple.

To promote national integration in the arts the Akademi is implementing the scheme of Inter-State Exchange of Cultural Troupes. Another project of the Inter-State Exchange of Theatre Experts to promote integration was proposed by the ad-hoc Committee set up by the Akademi to initiate projects under the 6th Plan Scheme "Assistance to Young Theatre-Workers". The final year students of the Punjab Kala Manch International, Ludhiana and certain other young directors, playwrights, actors and actresses visited Indore and Bombay to attend the 'Tamasha' Festival held in Indore on April 5, 6 and 7, 1980. Six Theatre experts from Akhil Bharatiya Marathi Natya Parishad, Pune, visited Jammu and Kashmir early in August 1980.

Under the Scheme "Assistance to Young Theatre Workers", the Akademi awards Fellowships to young persons of talent in the fields of playwriting, direction and research. Young playwrights and theatre workers who are being aided under this scheme are (1) Shri Kartik Chandra Rath (Oriya), (2) Shri N. N. Sohani (Marathi), (3) Shri Dolgovind Rath (Oriya) and (4) Shri Sanakhya Ebotombi (Manipur).

Shri Raja Jaikrishnan of Delhi was awarded a Fellowship for Research training in Bhand Pather of Kashmir with special attention to a comparative study of the Bhand Pather and the Karyala of Himachal Pradesh. Shri Prasanna of Bangalore and Smt. Pratibha Matkari of Bombay were awarded fellowships for research in Creative Drama linked to traditional forms of Karnataka and for work in Children's Theatre in Maharashtra respectively.

The Akademi Archives continued to add taped music, photographs and colour transparencies and films on various forms of the arts. Among the outstanding rare forms covered were the Tholpavakoothu Ramayana of Kerala, Ras of Brindavan, Sattriya Dance of Assam and folk and tribal dances of Arunachal Pradesh.

The Akademi has been able to acquire some essential and excellent equipment for its Documentation Unit. This includes Sony Video Cassette recorder and camera and 16 mm. movie camera.

The Journal "Sangeet Natak" is now in its 16th year of publication. The Akademi published the Monographs on Malushahi Ballad by Mohan Upreti and Karyala by S. S. S. Thakur. Rasleela Tatha Rasnukaran Vikas by Dr. B. Yamdagni was also published.

The activities of the Lalit Kala Akademi cover organisation of exhibitions, publication of Art books, journals, and multicolour reproductions, holding Artists' Camps, fellowship ceremonies, lectures etc. During the year the important programmes undertaken were : (i) Silver Jubilee Exhibition of Sculptures and Paintings in Miniature Format at Bombay; (ii) An Exhibition of Contemporary Paintings in Miniature Format organised at Calcutta, Srinagar, Ahmedabad and Baroda; (iii) Selections from the National Exhibition of Art 1980 shown at Madras and Bombay; (iv) Indian Art Exhibition in the Trade Fair at Dubai; (v) 75 Prints from Lalit Kala Studios at Garhi shown at various centres of Rajasthan; (vi) Vistas Commonwealth Asia-Pacific Exhibition in collaboration with the Ministry of External Affairs, Indian Council for Cultural Relations shown at Delhi on the occasion of the Second Commonwealth Heads of Government Regional Meeting; (vii) Three Exhibitions of art during the three Fairs organised by the Trade Fair Authority of India namely :—(1) Handloom and Khadi Fair; (2) Handicrafts Fair; and (3) National Consumers Fair; and (viii) Exhibitions of Small Sculptures and Art Books from German Democratic Republic shown at Delhi.

A National Exhibition of Art 1981 will be presented in March 1981. Besides, an exhibition of Cuban Graphics, it is proposed to hold a Graphic Art Exhibition in Cuba under Cultural Exchange Programme.

Publications

Nine new publications have been/will be released during the year 1980-81,

1. Lalit Kala No. 19
2. Ragamala Paintings from Basholi
3. Lalit Kala Contemporary No. 30 and 31
4. Four Multicolour Reproductions
5. Monographs on two Indian artists
6. Picture Post Cards—2 sets
7. Artists Directory
8. Bibliography on Modern Indian Art
9. Re-printed portfolios : Git Govinda, Early Mughal, Mewar Paintings and Deogarh.

Exhibitions and sale of Akademi's Publications were organised at New Delhi, Indore, Bhopal, Calcutta, Bombay, Poona, Kolhapur and Gwalior.

Other activities undertaken in the field of seminars, camps, lectures etc. are : Graphic Camp at Santiniketan, Painters Camp at Bhubaneswar and Ceramic Camp at Lalit Kala Studios at Garhi; Art Seminar at Santiniketan; Coomaraswamy Memorial Lecture etc.

Regional Centres

The Regional Centres at Madras and Lucknow continued their activities which *inter-alia* included a Regional Conference at Hyderabad, an exhibition of contemporary paintings at Madras and Delhi; an exhibition of contemporary paintings from UP, Graphic workshop etc.

National School of Drama

The National School of Drama is a national institution for training and propagation of theatre in the country. It imparts training in dramatic arts leading to three years' diploma besides practical training in the form of performances. The School has on it rolls 84 students besides the teaching, technical and administrative staff.

As a part of the academic training, the school arranged 18 lectures and demonstrations by eminent personalities to provide an opportunity for the students to get a first hand experience of various aspects of drama and its other connected fields. 23 more such lectures and demonstrations are proposed to be conducted. Similarly for the benefit of the students, courses like Film Appreciation, Music Appreciation and Art Appreciation were organised. On the basis of the training acquired by the students, they pro-

duced 7 plays and gave 33 performances. By the end of the year the students would give another 22 performances.

The activities of the School are carried through the media of its extension programmes. The following are the briefs on each programme undertaken. The Repertory Company produced 8 old and new plays and gave 75 performances. Apart from the proposal to undertake 3 productions and 50 performances it is proposed to visit Uttar Pradesh, Madhya Pradesh, Maharashtra, Goa, Karnataka and Madras for staging plays. The children in the age group of 8-15 years received training in Drama at the School. During the year, 52 children participated in the course and 3 productions namely 'Billy Ke Khel', 'The Country of the Gentlemen' and 'Vayam Badam Jhootam' were staged. For the benefit of students and employed persons interested in theatre, the School conducted theatre workshops at Srinagar in May-June, 1980 and at Imphal in October-December, 1980. To propagate the traditional theatre forms, festivals in the context of a particular region are organised. The School conducted a Bhavai Mela at Sola village near Ahmedabad in October-November, 1980. To highlight the cultural aspects of a particular region, exhibitions are organised in the School premises from time to time. Out of the exhibitions organised by the School so far, the exhibitions based on Bhavai Mela and Ladakh culture need special mention.

School of Buddhist Philosophy, Leh

**Institutions/Organisations
of Tibetan and Buddhist
Studies**

The School of Buddhist Philosophy, Leh was established in 1959 with a view to imparting education in classical and modern Buddhist Studies on the monastic pattern to the students belonging to Ladakh, along with studies of modern subjects. The School prepares students for courses such as Purva Madhyama, Uttar Madhyama, Shastri etc. of the Sampurnanand Sanskrit Vishwavidyalaya, Varanasi and has an approved strength of 150 students up to which each student is paid a monthly stipend to enable him to pursue studies. It is proposed to construct residential quarters for the staff, hostel for students and also expand the School building. The School is a registered society, fully financed by the Government of India.

Central Institute of Higher Tibetan Studies, Varanasi

The Institute was established in 1967 and is now functioning as a registered society, fully financed by the Government of India. The main objective of the Institute is the preservation of Tibetan Culture and its tradition, restoration of enormous wealth of Indian origin and imparting higher learning to the students in ancient and traditional subjects through a modern university educational framework and to conduct research in Tibetan Studies. It prepares students for degrees in Purva Madhyama, Uttar Madhyama, Shastri, Acharya, etc. all 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. Besides organising several lecture series an all India seminar on Tibetan Studies in India was also organised by the Institute.

Sikkim Research Institute of Tibetology, Gangtok

The Sikkim Research Institute of Tibetology, Gangtok is engaged in research and development of Tibetology. The Institute is financed by the Government of Sikkim and Government of India, each contributing Rs. 1.00 lakh annually for its maintenance.

B. PROPAGATION AND PROMOTION OF CULTURE

**Centre for Cultural Resources
and Training, New Delhi**

The Centre for Cultural Resources and Training was established in May, 1979 as an autonomous organisation. It has taken over the scheme—Propagation of Culture among College and School Students which was being implemented by Delhi University from 1970 onwards.

The Centre organised 17 Orientation/Refresher Courses and Workshops ranging from two to six weeks duration each at; New Delhi (10), Gandhinagar (1), Goa (1), Madras (1), Bangalore (1), Udaipur (1), Trichur (1), and Chandigarh (1). This apart, two regular Puppetry courses of three months duration each were also organised : 400 education kits consisting of Audiovisual aids on art education were produced. The educational kit comprises (1) Cassette Recorder with seven hours of recorded cassettes on the performing arts, (2) One Slide Projector with 644 slides on the performing and plastic arts, (3) 20 plastercasts on sculpture through the ages, and (4) Eight Guide Books on the arts in India. These kits are distributed to institutions from where the teachers have been trained in the Orientation Courses.

The Centre has also undertaken the job of producing films on art and culture of the various regions in the country. During the year, contracts were awarded for the production of films on art and culture of Rajasthan and Jammu and Kashmir regions. These films will highlight the cultural/political history of various communities within the regions, the manner in which these communities have adopted and understood their environment, as reflected in their customs and life styles; and give information about the integration of the performing and visual art and crafts of the region into the life of the communities. The films will be in colour, 16 mm and approximately of 20 minutes duration.

**Institutions engaged in
Literary and
Cultural Activities**

The Central Government is assisting institutions of all-India character such as Bharatiya Vidya Bhawan, Bombay, Asiatic Society, Calcutta, Ramakrishna Mission Institute of Culture, Calcutta, Institute of Traditional Culture, Madras, Institute of Historical Studies, Calcutta, etc. by giving financial assistance for their maintenance and developmental activities, to enable them to further the cause of literary and cultural development of the country.

Festival of India—U. K.

The Art Council of Great Britain is organising a Festival of India in the U.K. during 1982 and 1983 with the assistance of the Government of India. This will be a major important Indian manifestation in the U.K. since the exhibition organised in 1947. The Government of India have agreed to assist the Art Council in organising the Festival of India as it would provide a unique opportunity for presentation of Indian culture through the ages. It would also further stimulate the already considerable interest in Indian sub-continent and its civilization which is evident throughout Britain and particularly noticeable among the younger generation. It would also afford an opportunity to young Indians who live in Britain but who have never been to India, a more keen awareness of their own cultural inheritance. The Festival has been conceived as a series of exhibitions, events and performances reflecting many aspects of Indian civilization from pre-historic to the present day. It represents a close collaboration between Indian and British Institutions, Museums, Scholars and Artists. The exhibition will revolve around the theme "CONTINUITY AND CHANGE IN INDIA". Each exhibition will be conceived as part of the whole representing the integrated and cohesive vision of Indian civilization both in time and space. An Advisory Committee has been constituted to coordinate the work of the Festival.

**Building Grants
to Voluntary
Cultural Organisations**

Under this scheme, grants are given to Voluntary Cultural Organisations including those run by local bodies, municipalities/corporations primarily working 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 Government/State Governments for construction purposes and purchase of equipment.

**Financial Assistance
to Dance, Drama and
Theatre Ensembles**

Financial Assistance to Eminent Institutions in the field of Performing Arts. : Financial assistance under the scheme 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.

Financial Assistance to Professional Groups and Individuals for Specified Performing Arts Projects : The scheme provides financial incentives to dramatic theatre groups, music ensembles, orchestra units, children's theatres, puppet theatres, solo artists, etc. for approved projects.

Financial Assistance for Preservation of Monuments

The scheme of financial assistance to institutions/bodies for preservation of monuments/sites or remains of historical and cultural value not protected by Archaeological Survey of India or State Departments of Archaeology has been designed to meet a long-felt need for preserving monuments, sites, or remains of historical and cultural value which, as a class, would not qualify for protection from the Archaeological Survey of India or the State Departments of Archaeology. The Scheme envisages non-recurring grants limited to Rs. 50,000 (in special cases Rs. 1 lakh) to a registered voluntary organisation for preservation of such monuments which would not be exclusively political or religious in nature. The State Governments have been requested to identify competent voluntary organisations and to recommend valid applications. It is expected that, depending on the response from the State Governments, grants may be sanctioned during 1980-81 in respect of two monuments.

C. SCHOLARSHIPS AND FELLOWSHIPS

Cultural Talent Search Scholarship Scheme

The main objective of this scheme is to spot talents within the age-group 10-14 years and to award them scholarships with a view to developing their talents in different cultural fields on an year-to-year basis. This 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. The value of the scholarship is Rs. 600/- per annum but where the child has to shift to a new station for the purpose of specialised training in the approved field, the value of the scholarship is doubled. In addition, tuition fee for specialised training is reimbursed to each scholarship holder subject to a maximum of Rs. 1000/- per annum in the case of those studying in the regular institutions and Rs. 1500/- per annum for specialised training with the Gurus.

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, paintings, sculpture, book illustration and design, etc. The scholarships of the value of Rs. 350/- p.m. are given to artists in the age-group 18-28 years for a period of two years, with extension up to one year in exceptional cases. From 1980-81, the number of scholarships has been increased to 75 per year and a number of traditional and rare artistic forms have been brought under the scheme.

Award of Fellowships to Outstanding Artists in the fields of the Performing, the Literary and the Plastic Arts

This scheme provides for 15 Senior Fellowships and 35 Junior Fellowships of the value of Rs. 1000/- p.m. and Rs. 500/- p.m. each respectively. The main objective of the scheme is to provide basic financial support for very advanced training or individual creative effort or for revival of some of the traditional art forms to outstanding persons in the fields of Literary,

Plastic and Performing arts in the age-group 26—70 years. The fellowships are tenable for two years, with extension up to two years in exceptional cases.

Fellowships Covering different disciplines and fields including Epigraphy, Paleography, Extinct Languages, Scripts and Musicology

The main objective of the scheme is to promote the study of extinct languages and scripts, expertise in which is fast dwindling. Under the scheme, fellowships of the value of Rs. 600/- per month tenable for two years will be awarded to 10 scholars each year for higher study/research in Epigraphy, Paleography, Extinct languages, Ancient scripts, Numismatics, etc. The scheme is being implemented from 1980-81 onwards.

Scheme of Financial Assistance to Persons Distinguished in Letters, Arts and such other walks of Life who may be in Indigent circumstances

The scheme provides for financial assistance to persons distinguished in letters, arts etc., who may be in indigent circumstances and who are above 58 years of age and in certain cases, to their dependents who are left unprovided for. 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.

D. CENTENARIES AND ANNIVERSARIES

1400th Anniversary of Hijra (The Islamic Calendar Year)

An Advisory Committee has been set up at the national level under the Chairmanship of the Vice-President of India to finalise the programme for centenary celebrations of 1400th Hijra Era. The programmes so far approved for the celebrations, include international seminar, exhibition, commemorative stamp, documentary film, etc. The celebrations were inaugurated by the Prime Minister of India at a function organised in Vigyan Bhavan in November, 1980 when the commemorative stamp on HIJRI was released by her.

Jayaprakash Narayan Memorial Committee

To perpetuate the memory of late Shri Jayaprakash Narayan, it has been decided to set up a Jayaprakash Narayan Memorial Committee under the Chairmanship of the Prime Minister of India. The Committee will draw up a suitable programme for the purpose.

Iqbal Centenary Celebrations

As a concluding function of Iqbal centenary celebrations, a Commemorative Volume on Iqbal was released by the Prime Minister in September 1980 in New Delhi. The function was organised by the All India Iqbal Centenary Celebrations Committee with assistance of the Government of India.

It has been decided to provide Government assistance for the following centenary celebrations to be organised in 1980-81 :—

- (i) Birth Centenary of Munshi Premchand;
- (ii) Birth Centenary of Bhagwan Ramana Maharshi.

E. GAZETTEERS

Gazetteer of India

All the four volumes of the Gazetteer of India viz. Volume 1—Country and People, Volume II—History and Culture, Volume III—Economic Structure and Activities and Volume IV—Administration and Public Welfare, have been published.

State Gazetteers and Supplements to District Gazetteers

On the pattern of provincial Gazetteers published during the British period, it has been decided to bring out one volume for each State. Three State Gazetteers have been completed so far. Besides, there will be supplements to District Gazetteers to update the material, particularly economic data which has become outdated. So far, supplements to 17 District Gazetteers have been completed.

F. CULTURAL RELATIONS

Cultural Agreements/ Cultural Exchange Programme

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 the Ministry is actively pursuing a policy of cultural cooperation through 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, 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, sport 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.

During the current year, cultural agreements were concluded with Portugal, Cyprus, Qatar and Morocco, bringing the total number of countries with which cultural agreements have been concluded so far to 58. Out of these regular cultural exchange programmes have been finalised with 32 countries. In respect of those countries with which cultural exchange programmes have not yet been finalised, bilateral cultural activities are undertaken on *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. exchanged 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 Museum, the National Council of Educational Research and Training, the National Gallery of Modern Art etc. the Ministry is concerned with the visits of official delegations and other dignitaries who come to India for establishing cultural contacts and for policy level discussions including formulation/negotiation of cultural agreements. Apart from official delegations sent by this Ministry to the GDR, Yugoslavia, Belgium, Portugal, Morocco, Poland and Czechoslovakia and received from Algeria, Egypt, Italy, the USSR, and Vietnam for formulating bilateral cultural agreements and cultural exchange programmes, delegations led by the Education Ministers of Kenya and Ghana and the Chairman of the Art Council of Great Britain also visited India.

Presentation of Books, Art Objects and Essay Competitions

The Ministry continued to provide funds to the Indian Council for Cultural Relations for presentation of books and art object items to foreign

Governments, organisations, libraries and individuals and for organising essay competitions abroad through the Indian Missions, as these constitute an important media for promotion and better understanding of the life and culture of India abroad.

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 others' cultural values. These societies organise cultural activities such as lectures, festivals, and exhibitions on India, and also performances of Indian artists. Some of these societies also maintain small libraries and reading rooms. The Ministry has been extending financial assistance to these societies on the recommendation of the concerned Indian Missions abroad. The programme was continued during the year.

Assistance was also provided to the Sanskritik Centre of Indian Arts, London and Maison d' la Inde, Paris. In addition, a few selected Indian missions were given grants for encouragement of cultural activities among the Indians in the countries of their accreditation.

ARCHAEOLOGY

The Archaeological Survey of India continued its activities in various fields like excavations, 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

A large number of ancient sites were discovered in the course of exploration in the parts of Andhra Pradesh, Bihar, Gujarat, Jammu and Kashmir, Madhya Pradesh, Karnataka, Maharashtra, Punjab and Sikkim representing various periods extending from the Palaeolithic Age to Medieval period. The most outstanding discovery of the year is Neolithic tools in Sikkim which was hitherto unknown. A variety of well polished neolithic tools were discovered from various locations in the North and East Sikkim.

Excavations

During 1980-81, excavations were carried out at Antichak (District Bhagalpur, Bihar), Chechar (District Vaishali, Bihar), Fatehpur Sikri (District Agra, Uttar Pradesh), Hampi (District Bellary, Karnataka), Hulas (District Saharanpur, Uttar Pradesh), Satanikota (District Kurneol, Andhra Pradesh) and Sringaverpura (District Allahabad, Uttar Pradesh). These excavations have brought to light a fortification wall around the monastic complexes at Antichak; more neolithic finds at Chechar; more structural remains at Fatehpur Sikri, complete exposure of two huge structural complexes in the Mint area at Hampi. At Hulas, two separate habitations of Harappan and Painted Grey ware were identified and a larger portion of the Kushana wall has been exposed; at Satanikota, where fortyfive settlements belonging to Circa 1-3 Century A.D. were exposed earlier, megaliths of various types were unearthed; at Sringaverapura, the remaining portions of an impressive tank of the Kushana period, were exposed.

**Village to village
Survey of Antiquarian
Remains**

Under this Scheme, Archaeological Survey of India and the various universities carried out exploration in the Districts of Aurangabad and Gaya in Bihar, Ahmedabad in Gujarat, Ambala and Kurukshetra in Haryana, Bidar and Gulbarga in Karnataka, Damoh, Mandasour, Nimar and Shahdol in Madhya Pradesh, Allahabad, Azamgarh, Balia, Garhwal, Muzaffarnagar, Partapgarh, Sultanpur and Uttar Kasi in Uttar Pradesh and North Arcot and Pudukottai in Tamil Nadu.

Besides, the Survey carried out problem-oriented-surveys of Sahibi Valley in Gurgaon (Haryana) for late Harappan/O.C.P. interpretation and dispersal in Western Region-Gujarat, Rajasthan and Kutch-for Cultural contents of Black and Red Ware in Gujarat; Bihar in respect of Neolithic Culture of Upper Ganga; the Bhima Valley for finding out diffusion of Late Harappan Elements; the Pernian Valley for investigation of Roman contact sites and Midnapore and adjoining Districts in respect of problem of Copper hoards.

II. CONSERVATION

The Archaeological Survey of India completed the job of dismantling and transporting the structural members of the Sangameswaraswami temple at Kudavalli, near Alampur (Andhra Pradesh), which was initiated last year. Apart from this, the Survey continued to maintain, preserve and



Sringaverapura : Tank B : Water connecting Channel.

carry out major structural repairs to centrally-protected monuments. Well-known monuments undergoing major structural repairs are :—

The Palace at Leh, the Buddhist site at Harwan and Pathar Masjid in Jammu and Kashmir State; Jagannath Temple at Puri in Orissa; Balban's Tomb, Humayun's Tomb, Raushanara Barah-dai, cells of Purana Qila in Delhi; temples in Chittorgarh fort, fortification-walls at Chittor and Jaisalmer in Rajasthan, excavated sites at Lothal; Churches and fort-wall at Daman in Gujarat; Buddhist sites at Nalanda and Antichak in Bihar; Panhala Kazi caves and caves of Ajanta in Maharashtra; churches in Goa; monuments in Mandu, Lakshamana temple at Khajuraho and Gupta temple at Vidisha in Madhya Pradesh; monuments at Sravanabelgola complex, Ibrahim Rauza at Bijapur, Ananthasayana temple at Ananthasayanagudi in Karnataka, Charminar, Silaikhana of Golkonda fort and Bhimeswaraswami temple at Daksharama in Andhra Pradesh; Imambara in Murshidabad in West Bengal; monuments in Fatehpur Sikri, Agra fort, Bara Imambara at Lucknow in Uttar Pradesh; Bekal fort at Pallikere, Cannanore in Kerala; Venkataramna temple, Ginjee, Chandramouleswara temple, Nattery Groyne wall to Shore temple at Mahabalipuram in Tamil Nadu.

Apart from carrying out extensive horticultural operations, typical Mughal-type garden is being laid out at Ram Bagh in Agra.

Large-scale chemical preservation was carried out to Chitra Gupta temple at Khajuraho, churches and museums at Velha Goa, Rang Mahal at Red fort, Delhi, in addition to various other monuments. To combat air-pollution in and around Agra the Survey has set up a chemical laboratory to carry on tests on the efficacy on the various preservative coats for the marble and studies on the measurements of air quality are in progress.

III. ANTIQUITIES AND ART TREASURES

The implementation of Antiquities and Art Treasures Act was continued through the Central Government and the Governments of States and Union Territories.

A substantial number of objects of art including arms and weapons, which were intended for export, were examined by the Export Advisory Committee and the Director-General and export certificates for non-antiquities were granted. However, the export of objects found to be antiquities by the Director-General or his nominee was stopped and out of such antiquities registerable items were registered with the Registering Officers under the Antiquities and Art Treasures Act, 1972.

A number of items suspected to be antiquities, which were seized by the Customs and the Police, were examined by the Director-General and amongst them ancient copper plates, illustrated manuscripts and sculptures in various media including terracotta figurines of classical times, miniature paintings and some items of old jewellery were of outstanding antiquarian importance.

The work of registration of antiquities continued and wooden sculptures, both in relief and round, were included amongst the class of antiquities to be registered. Further, the provision of registration of antiquities was extended to the State of Sikkim with effect from April 15, 1980. Nearly 13,000 applications for registration have so far been received and about 15,000 certificates of registration have been issued.

The work of documentation of protected remains/monuments and site museums is in progress. A considerable number of antiquities have so far been recorded and photographed.

A Committee for the assessment of such works of art/craft which are non-antiquities but are of outstanding merit has been set up with a view to declaring them as art treasures. To augment the progress of registration of

antiquities, the Government has agreed to provide financial assistance to the deserving parties for taking photographs of these antiquities.

IV. ARCHAEOLOGICAL MUSEUMS

The Museum Branch of the Archaeological Survey of India at present looks after twenty-one Museums located near excavated sites (Nalanda, Sarnath, Vaisali, Nagarjunakonda, Amaravati, Kondapur, Lothal and Purana Qila in Delhi), groups of monuments (Konark, Bodhgaya, Khajuraho, Sanchi, Hampi, Halebid and Bijapur), and in historical buildings as period museums (Agra, Red Fort, Indian War Memorial Museum, Srirangapatnam, Velha Goa and Fort St. George in Madras). In all these museums great emphasis has been laid on photo-documentation and on the preparation of index cards etc., with a view to bringing out albums for different collections of these museums. This work in three museums namely Taj Museum (Agra), Lothal and Indian War Memorial Museum in Delhi, are in different stages of completion.

V. SCHOOL OF ARCHAEOLOGY

The School of Archaeology (under the Archaeological Survey of India) functioning under a Director offers a professional one-Year Diploma Course in Archaeology. The current year will be the 22nd session since the inception of the School in 1959. This has been attracting officially-sponsored trainees as well as students both from within the country and the neighbouring countries either under Colombo Plan or other arrangements, for which a seat is provided, subject to demand, every year. Last year, an officer trainee from Nepal joined the School. In the current year also a trainee has joined the School for full course and another for short-term training in Conservation and Excavation. The School is also organising special refresher as well as short-term intensive course in Conservation of Ancient Monuments (Theory and practical).

VI. PUBLICATIONS

The Publication Section of the Survey brings out regularly specialized archaeological, architectural and epigraphical publications. Among such publications, two issues each of the *Indian Archaeology—A Review* and *Epi-graphia Indica—Arabic and Persian Supplement* and reprinting of the *Epi-graphia Indica*, Volume VI deserve special mention. Further, the printing of the *Gupta Inscriptions* in the *Corpus Inscriptionum Indicarum* Series and the *Cave Temples of the Deccan* in the *Architectural Survey of Temples* Series are likely to be completed soon. The Survey's popular publications during the period under review include ten books on important monuments, sites and museums, besides several sets of coloured and black and white picture postcards. All these publications are sold mainly at the sites to visitors and tourists.

ANTHROPOLOGICAL SURVEY OF INDIA

The Anthropological Survey of India, since its inception in 1945 has continued research investigations in biological and cultural diversities and changes of the populations of India living in different socio-economic and ecological conditions. It conducts field investigations among the tribes and other communities, their physical features and health problems the demographic and hereditary aspects as also the diversities in material and social aspects of culture. It preserves the collections of ancient human skeletal remains through excavations of various archaeological sites and organises studying and displaying ethnographic specimens depicting the people and culture of India through the museums attached to the Survey offices in different parts of the country.

Physical Anthropology

The research activities of the Physical Anthropology Division encompass different fields of studies. An inventory has been prepared of the ancient skeletal remains collected from Lothal, Brahmagiri, Aditanalur, Sanur, Mohenjodaro, Amrita Mangalam and Muski. Three reports have been prepared on the dentition of Negrito population of Andaman Islands. Comprehensive reports are being finalized on the ancient human remains from Rupar, a Harappan site in Punjab. A report on the neolithic human remains of Burzahom is in press. Human remains from the megalithic site of Satanikota have been excavated in collaboration with the Archaeological Survey of India.

A compendium has also been prepared on the physical measurements of over 250 population groups of India published during the last two decades. Four anthropometric surveys have been made in different parts of India. A comprehensive report has been prepared on the adolescent growth of the Bhil boys of Rajasthan and the nutritional correlates of growth. A field investigation on the biochemistry and nutrition of 3 tribes of Gujarat has been conducted and the report prepared.

The sixth round of the all India bio-anthropological survey has been completed in 16 locations covering 1600 households in urban areas from different parts of the country. Data on population and morbidity of 40 more locations have been analysed. Ethnicity information for 89 locations have been analysed and processed. Data on genetical demography of 11 tribes and other communities have been analysed. Demographic study has also been conducted on the Chenchu, Lahulies, Gaddi, Garwali and caste groups living in high altitude. Data have also been collected on congenital malformation and trends of inbreeding from 3 tribal populations in different parts of India.

Studies have also been conducted on the distribution of blood groups, colour vision deficiency, taste sensitivity, ABH Secretion and other genetical variation in six tribal populations. An intensive study on the levels of haemoglobin concentration and strength of antigens has been conducted in two suburban populations. Electrophoretic analysis of thalassemia has been standardised and more than 100 families investigated. A study has also been conducted on the possibility of using osmotic fragility for genetic screening of thalassemia in a population.

Dermatoglyphic studies on two tribes of Koraput have been completed. Studies have also been conducted on the population variation in dermatoglyphics, dermatoglyphics and mental disorders in the hospital patients of southern India and effects of inbreeding on dermatoglyphics.

Ethnographic reports of 4 tribes—Bhumia, Paharia, Nayak and Valmiki have been prepared. Reports on the project of tribal education have been drafted. It includes 55 notes written by the members of the Survey on the basis of recycled field data collected earlier from different tribes and also analyses of direct field investigation on 25 tribes. Reports on Tribal Customary Law on 10 tribes are being edited. Reports on data collected under the project Culture Trait and Culture Area Survey from 124 villages are being processed for publication. Further work has been conducted on the area study project in Malwa, Nicobar island, Saurashtra and Kutch. Intensive research has been continued in a number of communities. For example, studies have been conducted on the Tadvi Bhil of Western India, Anglo-Indian of Calcutta, impact of Christianity on Bhils, effects of industrialisation on plantation labourers of Karnataka. The new projects namely, (1) Ethnography : Structure and process, (2) Weaving in India and (3) Craft Area Survey have been designed for initiating field investigation in the current year.

Human Ecology

A comprehensive report has been prepared on the shifting cultivation of India and a seminar was organised in Calcutta in collaboration with Ministry of Agriculture under the FAO/UNFPA project. Work has been initiated to study human adaptation to extreme climates in Jammu and Kashmir, Himachal Pradesh and Sikkim.

Psychology

Projects have been undertaken on cultural determinants of personality in the Kharo tribe, impact of industrialisation on the mental health of tribes, school performance of tribal boys and personality factors of innovation.

Linguistic and Folklore

A grammatical sketch of Thadou language has been published and reports on the Andamanese languages and socio-linguistics of Tripura have been completed. Further work has also been done on Indo-Tibeto-Burman and Biangshi languages. Studies on folklore included, the Sivagazan festival, Tiger cult of Sundarbans and Dorla and Muria folklores of Bastar.

Museum

Arrangements are being made for opening a zonal anthropological museum at Dehradun and the Central Anthropological museum in Calcutta to the public.

Library

More than 1200 books and about 2000 issues of periodicals in anthropology and allied disciplines were added to the central and regional libraries of the Survey.

Publication

The Survey has published 17 volumes, comprising 4 memoirs, 8 bulletins, 3 occasional and 2 miscellaneous publications. A directory of over 550 anthropologists of India has been prepared and is at present in press.

Clearing House

Five bibliographies on tribes and other themes have been compiled. A reading list of 30 tribes and an anthropological index of periodicals have been prepared.

Sound, Cinematography and Photography

A series of tribal songs of Karnataka have been recorded, classified and edited. The proceedings of two seminars on shifting cultivation and bio-cultural profile of Nagpur city have been recorded on tape. Cine films of tribes of Abor hills, Kerala, Jaunsar, Bawar and Andamans have been

edited. A photographic study has been made on 3 tribes, namely, the Chenchu, Bondo and Chero.

Fellowship Programme

Nine Senior Fellows and 19 junior Fellows have conducted research in different branches of anthropology; 16 more fellowships have been awarded in anthropology and allied disciplines.

Silver Jubilee

The Silver Jubilee of the Central Regional Office of the Survey was celebrated in October, 1980. A seminar on the biocultural profile of Nagpur city was conducted on that occasion with participants from the Survey and scholars from other institutions.

ARCHIVES

This chapter attempts to outline briefly the major activities of the National Archives of India during the year under report. To cater effectively in the fields in which the Department is engaged, eight new schemes, in addition to the existing 13 schemes, have been proposed for the Sixth Five Year Plan. These are (i) National Advisory Service for Preservation and Record Management (ii) Film Repository for Archival Microfilms (iii) Planning Cell for NAI (iv) Automated Information Storage and Retrieval of Records (v) Strengthening of Repository (vi) Compilation of Reference Media of Cartographic Records (vii) Compilation of Reference Media of Persian Records and (viii) Development of Archival Consciousness.

Accessions

Public Records : The Department accessioned 7575 files, 655 bundles, 8 printed Indices and 92 authenticated copies of Bills passed by State Legislatures from Ministries of Home Affairs, Railways, Narmada Water Dispute Tribunal, Krishna-Godavari Water Dispute Tribunal and Department of Commerce.

Private Papers : Till October 1980, acquisitions comprised (i) 56 letters pertaining to 1857 from Ministry of Defence Library (ii) 2 Registers and a pamphlet on Zorawar Singh Nigam an accused in the Etawah Conspiracy Case (1907) from Shri V. S. Nigam, (iii) Photo copies of two letters from Shri B. H. Khan to Maulana Azad (iv) Souvenir on the First Public Orchestral rendering of Jana-Gana Mana (Hamburg 1942) from Dr. Gisela Bonn (v) Surya Sen's proclamation of 1930 from Kalpana Joshi (vi) Translation of Rahul Sanskritayana's book 'My Travels in Tibet along with some photographs from Mrs. Boshi Sen (vii) Index to Punjab Conspiracy Case papers from Shri D. R. Handa (viii) 21 photographs of freedom fighters from Prof. Malwinderjit Singh (ix) 4 Photographs of Dr. M. A. Ansari from Begum Zohra Ansari (x) Gramophone record of 'mini Ivanova' and 'Start' from Bulgarian Archives and (xi) Another batch of papers of General K. M. Cariappa (Retired).

Microfilms : Two rolls of microfilms of the private papers of Warren Hastings were purchased from British Library, London. Sixteen rolls of Bengal Public Consultation and nine rolls of Dacca Factory Records were received from India Office Library and Records, London. Under the Indo-Czechoslovakian Cultural Exchange Programme, the Department forwarded two rolls of records of Czech interest and received two rolls of records of Indian interest from their Archives. Under the Indo-Australian Cultural Exchange Programme some photocopies on Indian Military affairs were received from the National Library of Australia. Three rolls of pertaining to Bengal Relief Committee (1943-1947) were donated by Prof. P. R. Greenough of Iowa University, U.S.A.

Library

The library accessioned Journals, Parliamentary papers, Lok Sabha and Rajya Sabha Debates etc. during the period, as usual.

Records and Archives Management

Implementation of Archival Policy Resolution;

The sixth report of Director of Archives (1978-79) was printed and distributed. The Seventh report (1979-80) was approved by the Department of Culture and sent for printing.

Appraisal : A total of 48,972 non-current records of the various Ministries and Departments of the Government of India were appraised. Of these, 19,124 files were marked for permanent retention.

Retention Schedules : Retention Schedules of the Departments of Tourism and Petroleum, Office of Chief Controller of Import and Export and National Archives of India were finalised.

Finding Aids : (a) Summary inventory of 2244 mss pages and 412 ocs, subject listing of 4590 files and descriptive listing of 9523 files of the various Departments were completed. (b) Reference media in respect of 621 letters and 218 items belonging to Dr. Rajendra Prasad, P. K. Malaviya, Dadabhai Naoroji and Jairamdas Daulatram collections was prepared. (c) Descriptive listing, of 377 letters of Persian correspondence and 1754 documents of Inayat Jang collection was completed. (d) The draft of Part IV of Guide to Records in National Archives of India was completed and compilation of Part V has been taken up.

Research and Reference

Research facilities were provided to 1066 scholars during the period under report.

Publication : The Indian Archives vol. 29 (nos. 1-2) proceedings of I.H.R.C. (vol. 46) Annual Report of National Archives of India, 1979 and Index to titles (1798—1865) were published. In addition, Vol. XI of the National Register of Private Records (1971—77) and no. 9 of the Bulletin of Research Theses and Dissertations (1976) were brought out in cyclo-styled form.

Towards Freedom Project : Selection of material was continued and a number of record series comprising Linlithgow and Rajendra Prasad papers, Rajputana Residency, Home Department and External Affairs records were scrutinised.

Archival Training

The Archival Training Institute was renamed as 'School of Archival Studies' and Board of Studies with the Director of Archives as Chairman was constituted to design the syllabus and mode of instruction. Meanwhile 60 successful candidates of the 1978-79 session of the Correspondence Course in Archival Science were awarded certificates.

Technical Services

Reprography : 2,08,230, exposures of micro-films, 1,4,818 xerox copies and 1830 metres of positive prints were prepared for research scholars and other agencies.

Conservation : Lamination of 63,609 sheets, repair of 24083 sheets and 161 maps, binding of 240 volumes, 194 books, 152 registers and 64 folders were completed.

Exhibitions, Lectures and Seminars

A number of exhibitions, lectures and seminars were organised to arouse archives consciousness in the masses.

International Relations : A number of officers were deputed to neighbouring countries to offer advice on technical problems.

Committees and Conferences : Shri S.A.I. Tirmizi, Director of Archives attended the meeting of the executive Committee of SWARBICA held at Madras from July 13 to 16, 1980. He also presided over the tricentenary celebrations of Fort St. George during his visit.

Regional Centres

The offices of the National Archives of India at Jaipur, Bhopal and Pondicherry continued their activities during the period.

MUSEUMS AND LIBRARIES : THEIR CONSERVATION AND DEVELOPMENT

The Government of India set up and have been administering a chain of museums and libraries, each with distinguishing features. They have also been extending substantial financial assistance to a few others, considered to be of great importance. Besides, they have been following a few schemes relating to their conservation and development. An account of the activities in this field during the year is given in this chapter.

MUSEUMS

Museums are repositories of cultural, historical, technical, industrial or other kinds of materials and help in the preservation of the national cultural heritage. The Government of India maintain the National Museum at New Delhi and administer some other Central Museums, viz. (i) National Museum, New Delhi; (ii) Indian Museum, Calcutta; (iii) Salar Jung Museum, Hyderabad; (iv) Victoria Memorial Hall, Calcutta; (v) National Museum of Man; (vi) National Research Laboratory for Conservation of Cultural Property; (vii) National Gallery of Modern Art and (viii) Science Museums.

National Museum, New Delhi

The Museum continued its activities in various fields such as acquisition, exhibition, conservation and education.

Acquisition

The collections of the Museum were further enriched with the inclusion of 1000 art objects, acquired through purchases and gifts, of various categories such as bronzes, sculptures, wooden objects, decorative art pieces, textiles, manuscripts, paintings, coins etc. Among the objects acquired are a rare Quran in scroll form of early 18th Century, two Gandharava stucco pieces of the 3rd-4th century A.D. from Hadda, Afghanistan. Miniature paintings of Guler, Kangra, Pahari series illustrating themes from the Ramayana, a composite figure of Surya of the 19th century A.D. from Varanasi, coin of 19th century, from Ahmedabad also are yet other rare additions. Outstanding acquisitions of the year are a Vishnu-Vaikuntha metal image of the 19th century, a superb bronze of the Kashmir region and a Sunga stone medallion of Bharhut of the 2nd—1st century B.C. acquired from Satna.

Exhibition

A temporary Exhibition on "Conservation of Cultural Properties in Indian Museums" was held in the month of August, 1980.

Shrimati Sharan Rani Backliwal, a noted Sarod Player of International repute donated nearly 250 old musical instruments of great importance dating from the 17th century to 19th century to the National Museum. The collection includes almost all the types of instruments used in classical Indian music and is a precious addition to the collections of the Museum. In recognition of her distinguished service in the field of collection of musical instruments, a permanent gallery was set up and was named Sharan Rani Backliwal Gallery of Musical Instruments which was inaugurated by the Prime Minister of India, Smt. Indira Gandhi on October 30, 1980.

Other Activities

The following delux publications brought out during the year 1980-81, were formally released by the Prime Minister of India, on October 30, 1980.

- (a) *Jaur Gita Govinda* by Dr (Mrs) Kapila Vatsyayan



*Prime Minister Smt. Indira Gandhi with Smt. Sharan Rani Backliwal
at the inauguration of the Backliwal Gallery of Musical Instruments.*

Photo by Shri J. C. Arora

(b) *The Earthen Drum—Ritual Arts in Rural India* by Smt Pupul Jayakar.

During the period 1000 books were added to the collection of the Library bringing the total to 29100. A three months training course on conservation is proposed to be organised in February 1981. A six-week training course in museology is also being arranged in February, 1981. Ten illustrated lectures by eminent Indian and foreign scholars were organised under the programme of "Extension Lectures and Gallery Talks".

Indian Museum, Calcutta

Restoration

The exhibitions organised comprised (i) 'Indian Museum and the Child'—to show objects of special interest to children; (ii) 'Omar Khayyam and some Glimpses of Indo-Persian Art' as a mark of Omar Khayyam's 900th anniversary celebration; (iii) 'Abanindranath in the Indian Museum', to mark 109th birth anniversary of Abanindranath Tagore, the celebrated artist; (iv) 'Locality Calcutta': to mark the 290th foundation year of the City of Calcutta; and (v) 'The earliest Catalogue of the Indian Museum'—this travelling exhibition visited the Burdwan Book Fair during February, 1980.

Publications

The books, catalogues, bulletins and monographs published were (i) *Asokan Studies* by Dr. D. C. Sircar, (ii) *Tibetan Thankas in the Indian Museum* by Smt Sipra Chakravarti; (iii) *Indian Museum Bulletin* (Vols. 12 & 13); and (iv) *Annual Report* (English and Hindi) 1978-79.

Acquisitions

(1) Sixty-one silver coins of the Sultans of Bengal, one gold coin of Sansanka, another one silver coin of the East India Company were acquired; (2) A 19th Century painting of Chinnamaster and a Chinese Scroll were collected; (3) An illustrated manuscript of the Bhagvadgita, a few paintings and sketches by Abanindranath Tagore, Ramendranath Chakravarti, Jamini Roy and Nandalal Bose were acquired through purchase; (4) Metal images of Nepalese and Japanese style, depicting deity on Swan and image of Buddha, were purchased; and (5) 57 folk musical instruments, 27 wooden masks, two specimen of nakshikantha, five ritual objects and eight tribal garments were collected for the Anthropology Section.

Other programmes include (i) performance of an X-Ray Skiagram of the Egyptian Mummy for the first time during October, 1980; (ii) observance of Museum Week and organisation of children film festival; (iii) Organisation of a mass Communication programme on Kavita—Calcutta, on the 29th Foundation Day of the City of Calcutta; (iv) Three seminars; (v) 10 Lectures and gallery talks; and (vi) Visit of the Mobile Exhibition on Indian History and Archaeology to various districts of West Bengal.

Reorganisation of Galleries

The reorganisation work of gallery No. 6 Indian Textiles has been completed. The work of European Bronze Gallery has been taken up.

Documentation of museum art objects

A total of 3,381 index cards were typed and 7,911 art objects were physically verified with the existing records. 4,250 index cards were prepared and typed during this period. 2,400 Arabic manuscripts and 5,784 printed books were physically verified. 3,539 printed books have been classified and catalogued.

Educational Activities

Two temporary exhibitions were conducted during this period. Three lectures and nine gallery talks were delivered.

Publications

Three publications were brought out during the period viz, (1) "Hand book on Jade"; (2) Catalogue of Persian manuscripts; and (3) *Research Journal* Vol. XI and XII.

Salar Jung Museum,
Hyderabad

Conservation of Objects

A total of 493 art objects were given complete treatment in the chemical laboratory of the museum, during the period under reference and 10 oil paintings were restored.

Training courses

A practical demonstration course of Kalamkari Art has been arranged in July-August 1980.

**Victoria Memorial Hall,
Calcutta**

The Victoria Memorial Hall, in its new role as a Period Museum, effected new acquisitions with a view to adding to relevant materials derived from Indian sources, in which the Memorial was comparatively deficient. Steps were also taken for collecting materials, as far as available, with bearing on tribal and peasant movements. The work of reorganisation of the existing galleries in accordance with the guide-lines laid down by the Committee of Experts, entrusted to the CPWD authorities is awaited. Other projects envisaged for the year under report are the setting up of (a) an Open-air Historical Sculpture Gallery on the maidan, east of the Memorial's compound and (b) a full-fledged Reprography Unit. Steps are on towards purchase of some equipment necessary for microfilming of paper objects. Documents including plans, maps, judicial and municipal records bearing on Calcutta, received in regular instalments from the High Court at Calcutta and the Calcutta Corporation are being microfilmed so as to enrich the collection in the Unit of Advance Study on Calcutta. The Research Unit, apart from working on the project on the Indian town in Old Calcutta—its buildings and families, is engaged in vetting the text already completed on a comprehensive catalogue of water colours in the collections of the Memorial. The Preservation Units rendered advice and aid to selected institutions without conservation equipment at their disposal, for the restoration of oil paintings and rehabilitation of paper—objects in their collections in addition to the Memorial's own art treasures. The British Council and the National Trust of Australia, as a mark of their appreciation of work done in the laboratories, donated some books on conservation and equipment essential for treatment of old paintings.

The Memorial's collection has been enriched with the gift of a few paintings and drawings by reputed artists like Jamini Roy and Mukul Dey. The Photography Unit, in addition to its work towards preparation of Photographic register, is engaged in supplying photo-prints of museum objects to scholars and institutions whose number steadily increased. Enquiries regarding museum objects from scholars and academics, both Indian and foreign, marked an increase. The library made substantial additions to its stock while popular lectures and temporary exhibitions continued to be a regular feature of the Memorial's normal academic activities. The library brought the larger public and students, in particular, into closer contact with the Museum and its contents. The Annual Bulletin served as a link with sister institutions in India and abroad.

**National Museum of Man,
Bhopal**

The National Museum of Man, conceived as an Institution to deal with man and his activities from the earliest pre-historic times, has its main focus on the following topics, viz; (a) evolution of man and human variation (b) man and culture and (c) Material culture: Indian unity and diversity.

During 1980, the Museum received advanced possession of about 98 acres of additional land which is contiguous to the plot of 100 acres initially allotted at Bhopal. A detailed ground survey was carried out to prepare contour map required for landscape planning and development of the site. Also, the work of extensive tree plantation and planning towards restoration of vegetative environment in the site, has been initiated.

To prepare an outdoor exhibition on 'Tribal Habitats in India' which will form a permanent feature of museum's Outdoor Complex, two typical life-size dwelling types of Agaria (M.P.) and Bihore (Bihar) tribes have been constructed and equipped with objects of material-culture. Besides,

work has also been started to set up a temporary gallery to facilitate periodical exhibitions.

Field work was undertaken in the tribal areas of Maharashtra, Bihar, Orissa as well as in rural Uttar Pradesh hills and Ladakh for collection of ethnographic specimens, adding 238 specimens to museum's reserve collection. As a result of field documentation, ethnographic information on specimen was collected and 500 colour slides, 700 black and white negatives, 1700 ft. cine coverage (16 mm) on Hemis festival of Ladakh and life of Warli painters were prepared. Nearly 125 large-size enlargements for exhibition and 400 reference prints for photo-library were also prepared.

The graphic documentation unit prepared sketches of the dwelling types of various important tribal populations of the country and maps depicting distribution of Indian tribal populations, ancient trade routes and subsistence patterns.

Members of the museum participated in the conferences of Museum Association of India and in the conference on Conservation of Cultural Property.

750 new books and 198 journals were received in Museum's Library.

The National Research Laboratory for Conservation of Cultural Property has taken up several projects for the technical study of museum objects. The scope of the laboratory, besides technical studies, includes research for improvement of conservation techniques, technical assistance to cultural institutions, training in the field of conservation and documentation of conservation literature.

National Research Laboratory for Conservation of Cultural Property, Lucknow

Research Programmes

During 1979-80 work had started on the main research programmes covering (1) study of materials of Indian miniature paintings in different periods; (2) Metallurgy of iron in Ancient India; (3) Conservation of stone; (4) Effect of humidity and temperature on paper; (5) Repair of terracotta; (6) Conservation of birch-bark manuscripts; and (7) Protective coating for rusted iron objects.

A satisfactory solution for the repair of terracotta in humid climates has been found. Samples from iron objects from several ancient sites have been studied. The work on all these projects is going on vigorously. Several new research projects including identification of textile dyes in medieval India, and evaluation of copper corrosion inhibitors are under consideration and programming.

Important Conservation Projects

Some of the important major conservation programmes taken up by the Laboratory and now at various stages of their completion are (1) Wall paintings in Phodong Monastery in Sikkim; (2) Wall paintings in Karnataka; (3) Collection of Government Museum at Bangalore; (4) Conservation of bronze images of Tamilnadu; (5) Conservation of sculptures in the Government Museum, Mathura; and (6) Conservation of sculptures and terracotta, State Museum, Lucknow.

Technical Advice and Assistance

The laboratory regularly rendered technical advice to the institutions and museums who approached it for such assistance on various matters concerning preservation, conservation and restoration problems. Besides, objects have been received from several institutions for conservation.

Training

The Laboratory organised the following three types of training courses, viz., (i) Workshop on "Care and Maintenance of Museum Materials" meant for Curators, Directors and others incharge of collections; (ii) Six months

training course for Conservation of Cultural Property to prepare conservators; and (iii) A Refresher Course for conservators.

Setting Up and Standardization of Equipment

The Laboratory has received six items of equipment which are being set up and standardized.

Library and Documentation

Bibliographies on various subjects relating to conservation and technical studies were prepared. About 1000 detailed Index Cards were added to the catalogue which have proved to be of immense value for research work.

Photographic Documentation

About 500 objects received in the Laboratory for treatment were photographed. Use is also being made of photo micrography.

Publications

The technical notes being brought out by the Laboratory consist of (a) Care of textiles—(in Hindi); (b) Storage of art objects; (c) Light in museums; and (d) Glossary of iron metallurgy.

A biannual bulletin of the Laboratory which will be entitled "NRLC Bulletin" will be published from January 1981.

Seminars and Meetings

The All India Museums Conference on the theme of "Preservation and storage of museum objects" was organised at Lucknow from 20th to 23rd November in collaboration with the Department of Cultural Affairs, Government of Uttar Pradesh.

The National Gallery of Modern Art continued its endeavour to enrich its collection by acquiring outstanding works of art. During the period under review 290 art objects were added in its collections.

Fifty eight works of art by Late M. R. Acharker which were bought earlier for Hall of Nation Builders were finally accessioned and added to the collection of the National Gallery of Modern Art this year.

Educational Programmes

During the period under review, 4,484 students and 326 teachers of different schools and colleges from all over the country visited the Gallery and were provided conducted tours. Screening of art films has been a regular feature on week ends in the interest of public. During Special Exhibitions, film shows were arranged twice a day which were well attended.

At the request of Rajasthan State Lalit Kala Academy, Jaipur, the Mobile Exhibition Bus of the Gallery with the exhibition of selected works of Picasso (in reproductions) went to Rajasthan in July-August, 1980. This Exhibition Bus visited almost all the important centres of Rajasthan.

During the Exhibition: "Modern Masterpieces from the Philadelphia Museum of Art", U.S.A. two Seminars on Modern Art for the local two art institutions were also conducted.

One seminar on "Art Appreciation" for 5 days was arranged for the students of Jamia Millia Islamia College, New Delhi from December 10 to 16, 1980. The second one for two days was arranged for the Trainee students of Modern Polytechnic for Women, Faridabad on October 30 and 31, 1980. Both the programmes were well attended by the participants. Special film shows and illustrated lectures on Modern Indian and Western Art were also arranged during the above exhibition for the visiting students of local and other states schools, colleges and universities.

Seven *bona-fide* Research Scholars from various universities in the Fine Arts were provided Research assistance/guidance and other related facilities.

Synchronizing with the Exhibition Modern Masterpieces from the Philadelphia Museum of Art, an illustrated lecture on "Realism to Abstraction" by Dr. Jean Sutherland Boggs, Director, Philadelphia Museum of Art, U.S.A. was arranged on October 14, 1980. This lecture was attended by more than 400 persons including art students, artists and scholars.

Library

During the period under review, 112 books were purchased and accessioned.

Restoration

During this year 15 paintings were treated in the Restoration Laboratory. The Restorer prepared a report after a detailed study on the condition of art objects of the two important international exhibitions : "Art Treasures from the National Gallery, Prague" and "Modern Masterpieces from Philadelphia Museum of Art". 60 Paintings of Rabindranath Tagore were brought from Santiniketan. Technical report of 85 paintings was prepared and some of them were treated. He also made a detailed study report and minor repair-restoration of 28 art objects which were sent for an exhibition from the collection to the Fukuoka Art Museum, Japan.

Publications

Catalogues for two international exhibitions : "Art Treasures from the National Gallery, Prague" and "Modern Masterpieces from the Philadelphia Museum of Art" were brought out by the National Gallery of Modern Art. Posters were also printed for publicity purposes. Folders on the National Gallery of Modern Art in English and Hindi for free distribution have also been brought out.

Special Exhibitions

An exhibition : "Art Treasures from the National Gallery, Prague" was held from 27th March to 11th May, 1980 in the premises of the Gallery. Under Indo-U.S. Sub-Commission Exchange Programme, an important exhibition : "Modern Masterpieces from the Philadelphia Museum of Art" was held from October 9 to November 30, 1980. During this period 28 works of art from the collection of the National Gallery of Modern Art were sent to Fukuoka Art Museum, Japan to represent India in Asian Artists Exhibition Part II "Festival : Contemporary Asian Art Show, 1980" in which 13 Asian countries participated.

The National Council of Science Museums with its headquarters at Calcutta was registered on April 4, 1978 under the West Bengal Societies Registration Act, 1961 and administers : (a) Birla Industrial and Technological Museum, Calcutta; (BITM); (b) Visvesvaraya Industrial and Technological Museum, Bangalore (VITM) and (c) Nehru Science Centre, Bombay.

These three Museums have been transferred from the Council of Scientific and Industrial Research to the Department of Culture. The Union Minister of Education and Culture is the President of the NCSM Society. The objects of the NCSM include the establishment and administration of new museums of the kind.

In pursuance of its other important objective, namely, popularisation of science and technology, the three Museums organised special thematic exhibitions, film shows, teacher training programmes and popular lectures at their headquarters. The Mobile Science Exhibition Units toured the rural areas of various States and held exhibitions at 158 places drawing about half-a-million visitors. The themes of these exhibition units related to 'Water the Fountain of Life', 'Man Must Measure', 'Technology, Society and Change', 'Light and Sight', 'Agriculture', 'Popular Science' and

'Our Familiar Electricity'. The Museums also continued their usual programmes of science fairs/camps for school children. The 'Solar Eclipse' of 1980 and 'Chemical Fertiliser and Self Sufficiency in the Food Front' were among the important topics of students' science seminars organised. There were film shows on scientific topics, teacher training programmes, popular lectures, science quiz contests and Polyvalent adult education programmes. Sky observation, Amateur radio training, Aero-modelling, telescope-making were among the important programmes in sophisticated fields of science.

The Bangalore Museum organised four zonal science fairs (Chickmagalur, Belgaum, Bellary and Gulbarga) in August-September, 1980. 308 models/exhibits prepared by school children from 154 schools were displayed in these fairs. The Museum, in collaboration with the Department of Education Research and Training, Karnataka held a 'Southern India Science Fair' in January, 1980, with a participation of 197 schools with 500 models/exhibits prepared by them. This Museum also organised a seminar of college students on the Energy Crisis. An Industrial Demonstration Lecture on 'Ceramic Technology' was organised at Bangalore in collaboration with the Central Handicraft Development Centre, besides a demonstration on 'Glass Technology' in collaboration with Indian Institute of Science.

The Calcutta Museum organised two Regional Science Fairs for high-schools children at Purulia and Malda in March, 1980, with 179 models/exhibits prepared by schools children. There were also state level seminars conducted in various States. A symposium on 'Teaching through exhibits' was held at the Calcutta Museum for teachers from Teacher Training Colleges. The Museum also arranged 73 Demonstration Lectures at 36 schools all over West Bengal, besides 15 Science demonstration lectures at the Museum premises for 1030 students. The Museum imparted practical training to 13 Post-graduate students of the Department of Muscology of the Calcutta University in July-August, 1980.

The NCSM Headquarters finalised a master plan for establishment of Delhi Science Centre, and another for establishment of District Science Centres in the country. Construction of building has started for the District Science Centres at Purulia (West Bengal) and Gulbarga (Karnataka). The Building of the Patna Science Centre has been completed, including the exhibits for its first gallery on popular science. The Bangalore Museum has commissioned a new mobile science exhibition unit on 'Technology, Society and Change'. The Calcutta Museum has opened a new Life-Science Corner 'Animalorium' containing poisonous and other varieties of snakes, lizards, fishes and rabbits. The Calcutta Museum has also got its two galleries on nuclear physics and electricity renovated and updated with new models and exhibits. The Bombay Centre recorded a remarkable achievement in opening a children's science park in the context of the International Year of the Child. The park offers as many as 64 open-air participative exhibits spread over an area of 4 hectares promising them the combined excitement of sport and scientific discoveries.

Dr. Saroj Ghose, Director, National Council of Science Museums, and Shri S. Gorakshakar, a member of the Governing Body of the NCSM, were deputed to Mexico for attending the general conference of the International Council of Museums.

The Museum continued to maintain its popularity attracting large number of visitors. A new permanent exhibition entitled 'Quit India Movement and After 1939-46' was set up which unfolds the sequence of events following the out-break of the second world war, the resignation of the Congress Ministries; individual satyagraha launched under the leadership of Gandhiji; the demand for Pakistan put forward by the Muslim League; the Cripps Mission and the consequential Quit India Movement; the dramatic escape of Subhas Chandra Bose during the war; the formation of the Indian National Army, the Simla Conference; the Cabinet Mission and the formation of the Interim Government. In addition, a Gift Gallery, in which some of the valuable gifts received by Jawaharlal Nehru during his travels in India and abroad has been arranged.

Substantial addition was made to the library and archival resources during the period. The number of books added to the pre-existing stock of the library was 1,988, thereby raising the total number of holding to 72,687. Efforts are continuing to acquire books in various regional languages. The resources of the library were further augmented with the acquisition of 447 rolls of microfilms of various newspapers and other records; notable among them are Linlithgow Papers (1936-43), and selections of papers relating to the Indian Question (1897-1910) from South African Archives. Adequate facilities continued to be provided to the scholars from the consulting library's resources and 386 new scholars were registered during April-November 1980. The collection of photographs has been further enriched and their total number has risen to 53,865.

Among the notable collections of private papers and institutional records acquired, mention may be made of the papers of the Bombay Provincial Congress Committee (1926-67), Federation Papers (1935-36), Papers of M. Ananthasayanam Ayyangar, S. Nijlingappa (first instalment), Gen. K. S. Thimayya, Com. G. Chelvapathi Chettiar, L.V.P. Bhembre, Pt. Jhabermal Sharma, Rammanohar Lohia, Abdul Majid Daryabadi, Sane Guruji, K. Hanumanthaiya, Kasturbhai Lalbhai, Asok Mitra, Mohan Lal Saxena, Gooroodas Banerjee, M. C. Chagla, G. Sankaran Nair and Bhulabhai Desai.

The microfilming project of old newspapers and journals made significant progress.

Under the oral history project fifty-four sessions of interviews with 20 persons were recorded. Among those interviewed were Shobha Lal Gupta, Bhagat Ram Talwar, Mohammed Shafec, Siddha Raj Dhadda, A. R. Bhat, K. G. Sarangapani, Babu Salvi, Haribhau Joshi, S. G. Sardesai, B. V. Chavan and Raj Narayan.

A number of lectures and seminars having a bearing on modern Indian history and Indian nationalism were arranged. The speakers included Prof. Bipan Chandra, Shri K. R. Narayanan, Dr. Ume Hanke-Parpart, Prof. P. L. Meh, Shri T. N. Kaul, Dr. B. M. Bhatia, Prof. Horst Kruger, Prof. Dieumar Nothermund, Prof. K. A. Naqvi and Prof. S. D. Tendulkar. A seminar on 'Aspects of the Economy, Society and politics in Modern India (1900-1950)' was held in December, 1980 in which distinguished specialists from different universities in India participated.

The Dr. Zakir Husain Memorial Museum, was opened to the public on the 3rd May, 1976. Initially the Museum was set up with the material which was then available. The Museum is functioning under the supervision of the National Museum, New Delhi.

Dr. Zakir Husain Memorial Museum, New Delhi

Gandhi Darshan

Gandhi Darshan Exhibition, 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 theme pavilions, organised the following programmes :

- (1) A special exhibition entitled "Relevance of Gandhiji to Modern Times" from August, 7 to 14, 1980; on an invitation from the Lok Sabha Secretariat.
- (2) Another exhibition "Heritage of the Himalayas" in the Gandhi Darshan Complex on the occasion of Gandhi Jayanti on October 2, 1980.
- (3) A special Mandap in the Gandhi Mela organised by the Municipal Corporation of Delhi at Ferozeshah Kotla on the occasion of Gandhi Jayanti depicting the various aspects of the life of Mahatma Gandhi, and
- (4) A special exhibition "Gandhi-Nehru Confluence" in the "India of My Dreams" pavilion on the occasion of Nehru Jayanti on November 14, 1980 including a sports competition in the college students.

Taking Gandhi to Schools Programme

A group of students (Gandhi Ambassadors) drawn from various schools of Delhi was taken on an orientation-cum-excursion tour of Gujarat to acquaint the students with the life and work of Gandhiji.

A General Knowledge Test was organised on November 29, 1980 on the life and works of Gandhiji. 20,212 students of 6th to 12th standards from various schools of Delhi took part in the test. The students, who secure highest marks in their class, will be designated as "Ambassador of Gandhi" in their schools. These students will again appear in a Review Test to be held in Gandhi Darshan on January 4, 1981. The students, who secure the highest marks in this test will be awarded cash prizes of Rs. 100/-, Rs. 50/- and Rs. 25/- in the order of merit. The prizes will be awarded separately for each standard.

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. In all, about 80 students took part in three camps organised during the period June 9 to July 13, 1980.

About 300 college students also took part in a general knowledge test held on Gandhi Jayanti day on October 2, 1980.

On November 14, 1980 a sports competition was organised for the students of colleges. The trophies were presented to the teams that won the final matches.

Scheme of Reorganisation and Development of other Museums

Under this scheme, non-recurring grants are given to the Tribal Art Museums, Textile Museums, Crafts Museums, Antiquity Museums, Tantra Art Museums, Numismatic Museums, Memorial Museums, Paintings and Photographic Museums, Children's Museums and School Museums, managed by voluntary institutions, societies, trust, colleges, universities, municipalities, corporations, i.e. all museums except those directly managed by the State Governments and the Central Government, for (i) establishment of Museums, (ii) equipment, (iii) publication of catalogues, guides to galleries, card indexes, etc. (iv) museum laboratories and museum libraries.

All India Museum Camp

A Museum Camp is held every year, where participants from different museums discuss various aspects of museology and museum management and establish personal contacts with the museum personnel in their line. The 14th All India Museum Camp was held in Panaji in September, 1980.

LIBRARIES

National Library, Calcutta

The National Library, being one of the recipient libraries under the Delivery of Books Act, 1954, receives books, periodicals, documents etc. published in India. This is also the repository Library in South Asia for documents issued by the United Nations and its agencies. It has also exchange relations with 144 Institutions in 50 countries all over the world with its programme in acquiring material particularly which are not readily available from the normal book trade channels. It has a stock of 17 lakhs of volumes. One of the functions of the Library is to send translations and bibliographies published in India to the Unesco Headquarters at Paris for inclusion in Index Translationum and Bibliographical services throughout the world under the directions of the National Commissions for Cooperation with Unesco. Eight Book Exhibitions under the auspices of this Library were held during the period under report and two brochures were issued.

Central Reference Library, Calcutta

The Central Reference Library located in the National Library Premises, is mainly responsible for (1) Compilation, editing, printing and

sale of Indian National Bibliography, a monthly/annual bibliography containing entries of current Indian publications in major Indian Languages and in English received in the National Library under the Delivery of Books (P.L.) Act, 1954. (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, a quarterly Index to articles appearing in current Indian periodicals in major Indian Languages.

Indian National Bibliography

Six monthly issues (May and August to December, 1977) of the Indian National Bibliography (Roman script) were published. The manuscripts of the monthly issues upto May, 1980 were compiled. Annual Volumes of 1968, 1976 and 1978 of the Indian National Bibliography are in the press and that of 1979 is under preparation. Besides, one language fascicule (Malayalam), 1979 of the Bibliography has been published.

The language bibliographies in the press are :—

- Assamese—1962-70
- Hindi—1971
- Gujarati—1962-71
- Marathi—1970
- Tamil—1968-74 Vol. 1

Index Indiana

One quarterly issue of the Index Indiana, July-September, 1977 covering the articles appeared in the periodicals of six Indian-Languages viz. Bengali, Hindi, Gujarati, Marathi, Malayalam and Telugu is under print.

Sale of Publications

Publications worth Rs. 80,400 were sold during the year upto December, 1980.

**Khuda Baksh Oriental
Public Library, Patna**

This is a major library possessing one of richest collections of Arabic and Persian manuscripts and Mughal paintings. It is fully financed by Central Government through grants. It also receives an annual grant of Rs. 50,000 - from the Government of Bihar. The Library possesses about 71,000 printed books and 13,000 manuscripts. During the year the library acquired 17 manuscripts, 76 Waslis (pieces of calligraphy) and 117 documents of Allahabad Fort. Nine hundred and eighteen printed books and periodicals were purchased and 60 printed books and 4 manuscripts were acquired in gift. "Diwan of Mushafi" and "Diwan-i-Hafiz" have already been printed in photo-offset and critical editions of "Shamsul Bayan fi Mustalahat al-Hindustan" (a dictionary) "Suhuf-i-Ibrahim", "Bagh-i-Maani", "Majmaun Nafa' is" (Biographical dictionary of 18th century Persian poetry) and "Masnavi Taswir-i-Mohabbat" (A historical romance of Patna composed by Shamsuddin Faquir in 18th Century) have been brought out. Seven volumes of out-of-print old catalogue of Arabic and Persian manuscripts of the library have been reprinted with due additions and seven new volumes of which one on jurisprudence has already been published. Eight issues of Khuda Bakhsh Library Journal having about 2000 pages and containing articles in Persian, Arabic, Urdu and English have been brought out. Three more are in press. To house the growing number of manuscripts and printed books, the library building is being extended and the work is expected to be completed shortly. A Preservation laboratory will be started and a Research and publication Unit, now working in embryo form, will come into full swing.

**Raja Rammohan Roy
Library Foundation,
Calcutta**

The Foundation has been engaged in the promotion of public library movement in the country by fostering library services in small towns and villages and developing reading habit among the people in co-operation with the State Governments and Union Territory Administrations.

In the light of the recommendations of the Evaluation Committee, the Foundation decided to continue five schemes during the 6th Plan Period *viz.* Assistance 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; and (5) storage of books.

Under the first scheme the Foundation rendered assistance worth Rs. 30.17 lakhs to 27 State Central Libraries, 382 District libraries and 5,137 Town and Rural libraries during 1979-80. Assistance was also rendered to certain centrally sponsored libraries *viz.* 23 Nehru Yuvak Kendras and 10 Bal Bhawans and Bal Kendras.

Important libraries and reputed voluntary organizations are encouraged to organise rural book deposit centres and mobile library services for the benefit of the vast number of limited educated and new literate persons. Assistance under the scheme is given in the form of books, cycles, rickshaws, trunks, bags etc. During the year the Foundation assisted 50 libraries of Kerala for purchasing bicycles and the Viswa Bharati University for supporting 5 rural libraries with circulating library services.

The Foundation rendered financial assistance to 53 well established public libraries for binding and preservation of their rare books, journals and manuscripts.

The beneficiaries under the programme of assistance towards organization of library workshops, seminars and book exhibitions were Indian Library Association, Indian Association of Special Libraries and Information Centres and the four District Library Authorities of Andhra Pradesh. One State *viz.* Orissa, took advantage of the new scheme of assistance towards storage of books. 50 of their libraries received assistance for purchasing library racks and almirahs. The Foundation was able to assist as many as 5747 public libraries at various levels during 1979-80. Besides it continued to propagate the idea of library legislation and held a number of meetings to promote the cause of public library movement in the country.

The Library is functioning as a registered society and is managed by a Board with H. H. the Dalai Lama as Chairman. The aims and objectives of the library are to acquire and conserve Tibetan books and manuscripts, to provide intensive reference service, to act as referral centre for queries on Tibetan source material etc. It has a rich collection of Tibetan manuscripts, paintings and objects d'arts.

**Library of Tibetan Works
and Archives, Dharm-
sala**

Delhi Public Library

The Delhi Public Library established as a Pilot project in 1951 provides free public library services to the people of the Union Territory of Delhi. It also acts as a model for public library development in India and in that capacity provides guidance and advice to institutions and libraries regarding library organisation and procedures.

During the year 1979-80, the Delhi Library Board took over the Vallabh Bhai Patel Library at Narela for running it as a branch of the Delhi Public Library system. This was the first service unit of the Library in semi-rural areas and it started functioning as a sub-branch of the Library system from December, 1979. The sub-branch would cater the reading needs not only of the residents of Narela but also of the people inhabiting the adjoining areas. By the end of March, 1980, the Delhi Public Library system consisted of the Central Library, four Branch Libraries, 20 sub-branches, 11 Deposit Stations and 5 Book Mobiles and a Braille Department.

During the year 51,644 volumes were added to the book stock of the Library raising the net book-stock to 6,24,005 volumes consisting of books in Hindi, English, Urdu, Punjabi, Bengali, and Sindhi. The Library system had 97,353 registered borrowers (53,116 adults and 44,237 children) at the close of the year and issued 24,64,7333 volumes during the year. 58,474 adults and 6,398 children participated in cultural activities organised

by the Library. The Library had 2,850 gramophone records which were issued 34,236 times during the year.

The Library is planning construction of Regional Library buildings in different parts of the Union Territory. One such building at Sarojini Nagar is under construction and is expected to be completed by 1981.

**Rampur Raza Library,
Rampur**

Rampur Raza Library, Rampur has valuable holdings of manuscripts in oriental languages of Persian, Arabic and Urdu as well as collection of rare Mughal and Iranian paintings and other rare published works. The Library, apart from acquiring more manuscripts and printed works every year, provides facilities to research students working in different fields of Oriental and Islamic Learnings. The library is preparing its catalogue of Arabic and Persian manuscripts. The work of preparing critical editions of some important manuscripts is also being undertaken. The Government of Uttar Pradesh pays an annual grant of Rs. 48,000/-. The rest of the financial requirements are met by the Central Grants. The Library is an Institute of National Importance declared under an Act of Parliament viz. Rampur Raza Library Act, 1975.

**T.M.S.S.M. Library,
Thanjavur**

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 question of treating the library as an institution of national importance has been under consideration. The Central Government is at present giving grants in pursuance of the recommendations of a committee set up in 1977.

**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 1,00,000 books and documents, 15 lakhs press clippings, 300 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 during 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.

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 as amended in 1956. This 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. The Central Government released plan/non-plan grants subject to recommendations of the State Government.

**Financial Assistance to
Voluntary Educational
Organisations working in
the Field of Public Libra-
ries/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. Financial assistance is provided for the purchase of books, furniture and equipments and for construction of new buildings or extension of the present buildings subject to maximum of Rs. 50,000. The scheme has been modified from 1979-80 so as to enlarge its scope to cover libraries in small towns also. So far, applications of about 75 institutions have been received.

**Central Secretariat
Library New Delhi**

The Central Secretariat Library which includes the Regional Language Library, the Central Hindi Library, The Central Sanskrit Library, the Indian Classics Library, Tulsi Sadan at Bahawalpur House and the Branch Library at Ramakrishnapuram, New Delhi provides reference and lending facilities, free of charge, to Members of Parliament/Metropolitan Council/Municipal Corporation of Delhi/New Delhi Municipal Committee; Employees of the Central Government, Delhi Administration, Autonomous Organizations Public Undertakings; Members of registered professional bodies, retired employees of the Central Government and Delhi Administration, residing in Delhi. Reading facilities are also available to public within the premises of these libraries. During the year under report 4,028 new members were enrolled. 14,472 new books were added to these Libraries and 1,80,388 books were issued to the members for home reading. They received 42,418 issues of 890 titles of newspapers/periodicals by way of purchase, gift and exchange programme during the year. Under the scheme of Computerization of Catalogue of the Library's holdings, data for 800 entries was fed to the Computer and its output has been received in three sequences viz. author, title and classification. Experiments are going on for upgrading the data as well as the output. Under the Literature Survey Scheme, two backgrounders on educational topics viz. (1) Secondary Education in India, (ii) Higher Education in India have been brought out during the year under report. Four more backgrounders on the topics viz. (i) Structure of Education in India, (ii) Technical Education in India, (iii) Agricultural Education in India and (iv) Medical Education in India are under preparation.

**Preservation of
Manuscripts**

This is a new scheme under which it is proposed to give 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 this scheme is to preserve the rich cultural heritage of India which is available in the form of manuscripts and is in danger of deterioration because of lack of measures for proper preservation, study and research, etc. The scheme has been put in operation from 1979-80 on a modest scale.

FINANCIAL ALLOCATIONS (IN LAKHS OF RUPEES) OF ITEMS DISCUSSED
IN VARIOUS CHAPTERS

S. No.	Item	Plan		Budget Estimates 1980-81		Budget Estimates 1981-82
		Non-Plan		Original	Revised	
1	2	3		4	5	6
DEPARTMENT OF EDUCATION						
School Education						
1.	Kendriya Vidyalaya Sangathan ..	Non-Plan		2080.00	2017.98	2243.37
2.	Central Tibetan Schools Administration	Non-Plan		93.43	91.60	98.10
3.	Bal Bhavan	Plan		2.65	2.65	5.00
		Non-Plan		17.55	17.87	22.00
4.	National Awards to Teachers ..	Non-Plan		2.60	2.60	2.60
5.	National Foundation for Teachers' Welfare	Non-Plan		1.00	1.00	1.00
6.	NCC in Schools	Non-Plan		3.50	3.50	3.50
7.	Educational Concessions to Defence Personnel	Non-Plan		1.00	1.40	1.40
8.	Cultural Exchange Programmes in the Field of School Education	Non-Plan		1.00	0.60	0.60
9.	Educational Technology Programme	Plan		75.00	38.00	38.00
10.	National Council of Educational Research and Training	Plan		140.00	140.00	175.00
		Non-Plan		444.25	494.24	546.80
11.	Paper for non-formal Education for elementary age group children ..	Plan		—	420.00	520.00
12.	Non-formal Education for Children of 9—14 age group	Plan		550.00	130.00	380.00
13.	Early Childhood Education ..	Plan		—	—	15.00
14.	Population Education Project ..	Plan		40.00	40.00	146.30
15.	Assistance to Voluntary Organisations in the field of School Education ..	Plan		7.25	7.25	5.30
		Non-Plan		0.13	0.13	0.13
Higher Education and Research						
1.	University Grants Commission ..	Plan		3150.00	3150.00	3850.00
		Non-Plan		5545.00	5831.35	6190.25
2.	Indian Council of Social Science Research	Plan		50.00	52.00	70.00
		Non-Plan		115.00	117.50	123.00
3.	Indian Council of Historical Research	Plan		20.00	9.00	—
		Non-Plan		20.13	20.25	20.80
4.	Indian Institute of Advanced Study, Simla	Non-Plan		35.00	34.80	35.00
5.	Shastri Indo-Canadian Institute ..	Non-Plan		16.00	5.00	16.00
6.	Institutions of Higher Learning ..	Plan		5.00	5.00	10.00
		Non-Plan		8.00	8.50	9.00
7.	Dr. Zakir Husain College	Plan		12.50	12.20	10.00
		Non-Plan		1.73	1.80	1.90
8.	Association of Indian Universities ..	Plan		4.00	3.35	12.00
		Non-Plan		1.25	1.25	1.40
9.	Revision of Pay-scales	Non-Plan		700.00	700.00	500.00

1	2	3	4	5	6
10.	Grants to Panjab University	Plan	30.00	30.00	20.00
11.	Grants to Jamia Millia Islamia .. .	Plan	—	—	20.00
		Non-Plan	16.34	14.50	16.34
12.	Loans for Construction of Hostels	Plan	1.00	—	—
13.	National Institute of Educational Planning and Administration, New Delhi	Plan	14.00	14.50	22.00
		Non-Plan	17.00	19.15	21.45
Technical Education					
1.	Quality Improvement Programme (Direct Central Assistance and Community Polytechnics)	Plan	300.00	300.00	145.00
		Non-Plan	75.00	70.83	75.00
2.	Programme of Apprenticeship Training	Plan	50.00	42.80	80.00
		Non-Plan	154.67	143.81	160.86
3.	Indian Institutes of Technology	Plan	700.00	700.00	800.00
		Non-Plan	2059.54	2128.14	2323.08
4.	Regional Engineering Colleges	Plan	280.00	280.00	300.00
		Non-Plan	430.50	490.40	514.90
5.	Development of Post-graduate courses and Research Work	Plan	52.00	52.00	80.00
		Non-Plan	150.00	145.61	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	135.00	130.20	125.00
		Non-Plan	202.76	209.63	236.49
7.	Indian Institutes of Management	Plan	180.00	179.28	200.00
		Non-Plan	225.95	232.71	248.56
8.	Management Education	Plan	8.00	6.00	15.00
9.	U.G.C. Schemes	Plan	—	—	600.00
10.	New Schemes	Plan	—	—	316.00
Scholarships					
1.	National Scholarships for Study Abroad	Non-Plan	75.00	75.00	75.00
2.	Research Scholarships to Products of Traditional Institutions engaged in the Study of classical languages other than Sanskrit e.g. Arabic and Persian	Plan	1.00	1.00	1.00
3.	National Scholarships at the Secondary Stage for Talented Children from Rural Areas	Plan	94.50	70.11	130.00
4.	National Scholarships	Plan	90.00	99.00	199.00
5.	National Loan Scholarships	Non-Plan	400.00	400.00	400.00
6.	Scholarships in Approved Residential Secondary Schools	Non-Plan	75.00	75.00	80.00
7.	Grant-in-aid Scheme of Scholarships to Students from Non-Hindi Speaking States for Post-Matric Studies in-Hindi	Non-Plan	33.00	32.90	33.00
8.	General Cultural Scholarships	Non-Plan	41.00	41.00	41.00
9.	Scholarships for Nationals of Bangladesh	Non-Plan	12.00	12.60	12.60

1	2	3	4	5	6
10.	Special English Course for foreign students	Non-Plan	0.10	0.10	0.10
11.	Indian Scholars going Abroad	Non-Plan	7.00	7.00	} 9.50
12.	Expenditure on Seminars, Committed TA/DA to Non-official Members	Non-Plan	2.50	2.50	
13.	Partial Financial Assistance (Loans) Scheme	Non-Plan	0.40	0.40		0.40
14.	Foreigners for studies in India	Plan	1.00	0.10	—
		Non-Plan	22.00	20.00	22.00
Book Promotion and Copyright					
1. National Book Trust					
	(a) Normal Activities and World Book Fair	Non-Plan	24.11	25.31	26.90
		Plan	13.25	18.00	30.00
	(b) Aadan—Pradan	Plan	5.00	5.00	6.00
	(c) Nehru Bal Pustakalaya	Plan	8.75	8.75	12.00
	(d) Scheme of Subsidised Publication of University Level Books in English	Plan	20.00	15.00	20.00
	(e) Nehru Bhawan	Plan	3.00	3.00	6.75
2.	Publication of low-priced University Level Books of Foreign Origin	Plan	1.00	0.70	1.50
3.	National Book Development Board	Plan	1.75	1.75	1.75
4.	Book Export Promotional Activities	Plan	6.00	4.50	6.00
5.	TA/DA for Non-official members of the Copyright Board	Non-Plan	0.20	0.10	0.20
6.	Honorarium to Chairman and other non-official members of the Copyright Board	Non-Plan	0.35	0.32	0.35
7.	Contributions to the International Union for the Protection of Literary and Artistic Works	Non-Plan	5.52	5.52	5.75
8.	Raja Rammohun Roy National Educational Resources Centre-Office expenses	Plan	0.90	0.90	1.00
9.	Purchase of Special Papers, Cards, Steel Cabinets etc.	Non-Plan	—	0.05	0.20
Youth Services					
1.	National Service Scheme	Plan	35.00	35.00	60.00
		Non-Plan	259.01	246.14	258.54
2.	National Service Volunteer Scheme	Plan	4.00	1.00	10.00
		Non-Plan	15.00	10.00	15.10
3.	Nehru Yuvak Kendras	Plan	75.50	75.50	60.00
		Non-Plan	109.00	111.00	110.60
4.	Financial Assistance to Voluntary Organisations Working in the Field of Youth	Plan	13.00	13.00	17.00
5.	Promotion of Adventure	Plan	7.00	7.00	12.00
		Non-Plan	3.00	3.00	3.00
6.	Scouting and Guiding	Plan	1.50	1.50	5.00
		Non-Plan	3.50	3.50	3.50
7.	Promotion of National Integration	Plan	2.10	2.10	3.00
8.	Commonwealth Youth Programmes	Plan	0.50	0.50	1.50
		Non-Plan	6.00	6.00	6.00

1	2	3	4	5	6
9.	International Exchange of Youth Delegations	Plan	0.50	0.50	2.50
10.	Grant to Himalayan Mountaineering Institute, Darjeeling	Plan	—	—	2.00
		Non-Plan	2.00	2.00	2.00
Physical Education and Sports					
1.	Lakshmbai National College of Physical Education, Gwalior	Plan	9.08	8.68	12.00
		Non-Plan	18.98	20.59	21.00
2.	National Physical Fitness Programme	Non-Plan	4.50	2.36	4.21
3.	Promotion of Yoga	Plan	6.00	4.50	10.00
		Non-Plan	4.00	4.25	5.65
4.	Netaji Subhas National Institute of Sports, Patiala and National Coaching Scheme	Plan	45.00	46.65	79.00
		Non-Plan	90.40	88.38	101.00
5.	Grants to State Sports Councils for Promotion of Sports ..	Plan	50.00	50.00	60.00
6.	Grants to National Sports Federations	Plan	40.00	40.00	50.00
		Non-Plan	10.00	12.50	12.50
7.	All India Rural Sports Tournament ..	Non-Plan	10.00	7.00	10.00
8.	Promotion of Women Sports ..	Plan	2.00	2.00	2.00
		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	22.00	22.00	25.00
11.	Grants to Physical Education Teacher Training Institutions	Plan	3.00	2.25	4.00
12.	National Sports Complex	Non-Plan	1.00	1.00	1.00
13.	Arjuna Awards	Non-Plan	0.61	0.83	1.00
14.	Asian Games (1982)	Non-Plan	600.00	798.00	3124.00
15.	All India Council of Sports Secretariat	Plan	0.75	0.20	—
16.	Exchange of Sports/Physical Education Teams/experts under Cultural Exchange Programme	Plan	3.00	3.00	4.00
Languages					
1.	Appointment of Hindi Teachers in non-Hindi speaking States and Union Territories	Plan	20.00	20.00	33.00
2.	Establishment of Hindi Teachers Training Colleges	Plan	6.60	6.60	10.00
3.	Assistance to Voluntary Hindi Organisations	Plan	20.00	25.00	22.00
		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	25.00	30.00
		Non-Plan	36.00	36.00	37.50
6.	Central Hindi Directorate	Plan	1.24	1.09	1.20
		Non-Plan	50.83	48.15	50.73
7.	Correspondence Courses in Hindi ..	Plan	13.76	13.09	—
8.	Propagation of Hindi Abroad ..	Plan	8.00	8.00	8.00
		Non-Plan	4.79	2.79	4.79
9.	Publications	Plan	13.76	13.09	15.40
10.	Central Hindi Directorate Library ..	Plan	0.30	0.30	0.30

1	2	3	4	5	6
11.	Production of Books in Urdu	Plan	15.00	13.62	16.00
		Non-Plan	8.40	8.75	8.20
12.	Production of Books in Sindhi	Plan	3.50	5.00	4.00
13.	Production of Core Books	Plan	3.00	3.00	3.00
14.	Production of University Level Text Books	Plan	125.00	50.00	120.00
15.	Financing of Book Production through C.S.T.T.	Plan	5.00	5.00	8.00
16.	National Awards of Prizes to Authors of Original Standard Works in Hindi and other Indian Languages	Plan	3.00	3.00	3.00
17.	Assistance to Voluntary Organisations for promotion of Indian Languages other than Hindi	Plan	3.50	5.00	5.05
18.	Central Institute of Indian Languages, Mysore	Plan	17.00	13.12	17.20
		Non-Plan	22.75	22.80	24.75
19.	Regional Language Centres	Plan	8.00	5.54	13.00
		Non-Plan	38.00	33.45	48.13
20.	Scheme of Prize on books/Manuscripts on Indian Languages other than Hindi	Plan	0.50	0.50	0.75
21.	Financial Assistance to Voluntary Sanskrit Organisations	Plan	30.00	30.00	35.00
22.	Development of Sanskrit Education	Plan	20.00	20.00	35.00
23.	Purchase of Sanskrit Books	Plan	1.50	1.50	1.50
24.	Purchase and Publication of Rare Sanskrit Manuscripts	Plan	1.50	1.50	1.50
25.	All India Elocution Contest	Plan	0.30	0.30	0.35
26.	Grant-in-aid to Deccan College, Poona	Plan	1.00	1.00	1.00
		Non-Plan	6.25	5.43	6.25
27.	Production of Sanskrit Literature	Plan	3.00	3.00	3.00
28.	Vedic Convention and Preservation of tradition of Vedic Recitation	Plan	0.70	0.70	1.15
29.	Rashtriya Sanskrit Sansthan	Plan	52.00	35.28	55.00
		Non-Plan	59.60	52.52	62.58
30.	Scholarships to Post-Matric Students, Shastri and Acharya Courses and Research Scholarships	Non-Plan	9.50	9.50	9.50
31.	Adarsh Sanskrit Pathshalas	Plan	10.00	10.00	13.50
		Non-Plan	2.00	2.00	2.00
32.	Financial Assistance to Voluntary Arabic/Persian Organisations	Plan	5.00	5.00	7.00
33.	Award of Certificates of Honour to Sanskrit, Arabic and Persian Scholars	Non-Plan	6.00	6.00	6.00
Indian National Commission for Cooperation with Unesco					
1.	Expenditure for publication of Hindi and Tamil editions of Unesco courier	Non-Plan	5.95	6.50	6.10
2.	Indian National Commission for Co-operation with Unesco	Non-Plan	0.50	0.50	0.50

1	2	3	4	5	6
3.	Grants to Non-Governmental Organisations for the Programmes of the Indian National Commission for Cooperation with Unesco	Non-Plan	0.30	0.36	0.36
4.	Contribution to Unesco	Non-Plan	100.00	100.00	152.27
5.	Hospitality and Entertainment on schemes connected with Unesco ..	Non-Plan	0.08	0.08	0.10
6.	Deputations and Delegations Abroad	Non-Plan	5.00	5.00	1.00

Adult Education

1.	Rural Functional Literacy Projects ..	Plan	1300.00	400.00	650.00
		Non-Plan	130.00	130.00	130.00
2.	Directorate of Adult Education including Printing Press	Plan	40.00	19.53	10.00
		Non-Plan	21.79	20.85	21.83
3.	Assistance to Voluntary Agencies working the field of Adult Education	Plan	530.00	260.00	120.00
		Non-Plan	7.50	7.50	7.50
4.	Strengthening of Administrative Structure at the State and District levels	Plan	100.00	70.00	100.00
5.	Shramik Vidyapeeths	Plan	15.00	9.15	20.00
		Non-Plan	17.15	14.22	2.15

Publications

(Departments of Education and Culture)

Non-Plan	6.50	6.50	8.00
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DEPARTMENT OF CULTURE

Cultural Affairs

1.	Sahitya Akademi	Plan	12.00	12.00	13.00
		Non-Plan	21.20	20.35	22.73
2.	Lalit Kala Akademi	Plan	18.97	18.97	26.00
		Non-Plan	30.80	24.22	32.88
3.	Sangeet Natak Akademi	Plan	18.63	26.60	35.00
		Non-Plan	31.97	34.04	37.94
4.	National School of Drama	Plan	10.65	10.65	24.00
		Non-Plan	22.70	23.12	25.55
5.	Scheme for Financial Assistance to Eminent Institutions in the field of performing arts	Plan	25.00	25.00	25.00
6.		Non-Plan	4.80	4.80	4.80
7.	Institute of Higher Tibetan Studies, Varanasi	Plan	20.00	20.00	40.00
		Non-Plan	12.50	13.41	14.15
8.	Centre for Cultural Resources and Training	Plan	19.00	23.00	28.00
		Non-Plan	10.00	10.00	10.64
9.	School of Buddhist Philosophy, Leh.	Plan	12.45	12.45	13.00
		Non-Plan	6.30	6.82	8.67

1	2	3	4	5	6
10.	Sikkim Research Institute of Tibeto-logy, Gangtok	Non-Plan	1.00	1.00	1.00
11.	Other Cultural Organisations ..	Plan	0.50	—	0.50
		Non-Plan	5.77	8.39	5.83
12.	Institutions and Individuals Engaged in Literary Activities	Non-Plan	3.00	5.55	5.25
13.	Cultural Talent Search Scholarship Scheme	Plan	3.50	2.30	5.00
		Non-Plan	5.00	4.00	4.50
14.	Scholarships to Young Workers in different Cultural Fields	Plan	3.00	1.90	5.00
		Non-Plan	3.08	3.08	3.06
15.	Fellowships to Outstanding Artists in the fields of the Performing, the Literary and Plastic arts.	Plan	5.90	4.68	7.00
		Non-Plan	3.16	3.25	3.50
16.	Assistance to persons Distinguished in Arts	Non-Plan	4.00	3.40	3.40
17.	Gazetteers				
	Gazetteer of India	Plan	1.12	1.12	—
		Non-Plan	—	—	0.05
	Revision of State Gazetteers	Plan	0.88	0.88	—
	Supplements to District Gazetteers	Plan	1.00	1.00	—
18.	Preservation of Manuscripts	Plan	15.00	15.00	20.00
19.	Development of Cultural Organisations	Plan	2.00	2.00	5.00
20.	Fellowships covering Different Disciplines and fields including Epigraphy, Paleography, Extinct languages, Scripts, Musicology etc.	Plan	1.00	0.25	1.00
21.	International Cultural Activities- Existing Societies	Non-Plan	4.50	4.50	4.50
22.	Presentation of Books	Non-Plan	1.50	2.00	2.00
23.	Delegations under Indo-Foreign Joint Committee	Non-Plan	5.00	5.00	5.00
24.	Hospitality Expenses	Non-Plan	4.00	2.72	4.00
25.	Other charges	Non-Plan	0.50	0.50	0.50
26.	Other Cultural Activities:				
	(i) Travel Subsidy	Non-Plan	3.00	1.50	2.00
	(ii) Essay Competition	Non-Plan	0.50	0.50	0.50
	(iii) Presentation of Art Objects ..	Non-Plan	0.50	1.00	1.00
	(iv) Sanskritik Centre of Indian Art, London	Non-Plan	1.60	1.60	1.60
	(v) India House, Paris	Non-Plan	0.80	0.80	0.80
27.	Cultural Activities Amongst Indian Community Abroad.	Non-Plan	1.50	1.50	1.50
28.	Incoming and Outgoing Art and Cultural Exhibitions	Plan	—	2.00	10.00
		Non-Plan	—	1.28	2.00
29.	Building Grants to Voluntary Cultural Organisations	Plan	10.00	10.00	10.00
30.	Centenaries and Anniversaries ..	Plan	5.00	10.00	30.00

1	2	3	4	5	6
Archaeological Survey of India	Plan	59.00	59.00	75.00
		Non-Plan	645.00	637.25	681.50
Anthropological Survey of India	Plan	3.00	1.00	4.00
		Non-Plan	79.30	77.80	82.30
National Museum of Man	Plan	15.00	13.50	20.00
National Research Laboratory for Conservation of Cultural Property	Plan	15.00	13.20	12.00
Archives					
National Archives of India, New Delhi	Plan	25.00	25.00	35.00
		Non-Plan	40.82	41.67	43.76

Museums and Libraries : Their Conservation and Development

Museums

1. National Museum, New Delhi	.. ..	Plan	20.10	20.10	22.00
		Non-Plan	50.00	46.00	50.00
2. National Gallery of Modern Art, New Delhi	.. ..	Plan	8.50	8.50	20.00
		Non-Plan	8.30	8.63	9.06
3. Indian Museum, Calcutta	.. ..	Plan	8.00	8.00	8.00
		Non-Plan	26.15	27.15	28.50
4. Salar Jung Museum, Hyderabad	.. ..	Plan	9.00	8.00	13.00
		Non-Plan	14.18	14.18	14.89
5. Victoria Memorial Hall, Calcutta	.. ..	Plan	15.00	15.00	45.00
		Non-Plan	9.30	9.68	10.16
6. Nehru Memorial Museum and Library, New Delhi	.. ..	Plan	—	—	7.50
		Non-Plan	32.15	34.05	36.08
7. Gandhi Darshan Samiti, Delhi	.. ..	Plan	1.00	1.00	5.00
		Non-Plan	14.39	14.89	15.59
8. Dr. Zakir Husain Memorial Museum, New Delhi	.. ..	Non-Plan	0.60	0.70	0.70
9. Reorganisation and Development of other Museums.	.. ..	Plan	9.50	9.50	9.50
10. All India Museum Camp	.. ..	Plan	0.50	0.50	—
11. National Council of Science Museums.	.. ..	Plan	92.00	92.00	100.00
		Non-Plan	61.79	61.78	64.88
12. Scheme of financial Assistance to Institutions/Bodies for Preservation of Monuments, Sites or Remains of Historical and Cultural value not protected by Archaeological Survey of India or State Departments of Archaeology	.. ..	Plan	2.00	2.00	2.50

Libraries

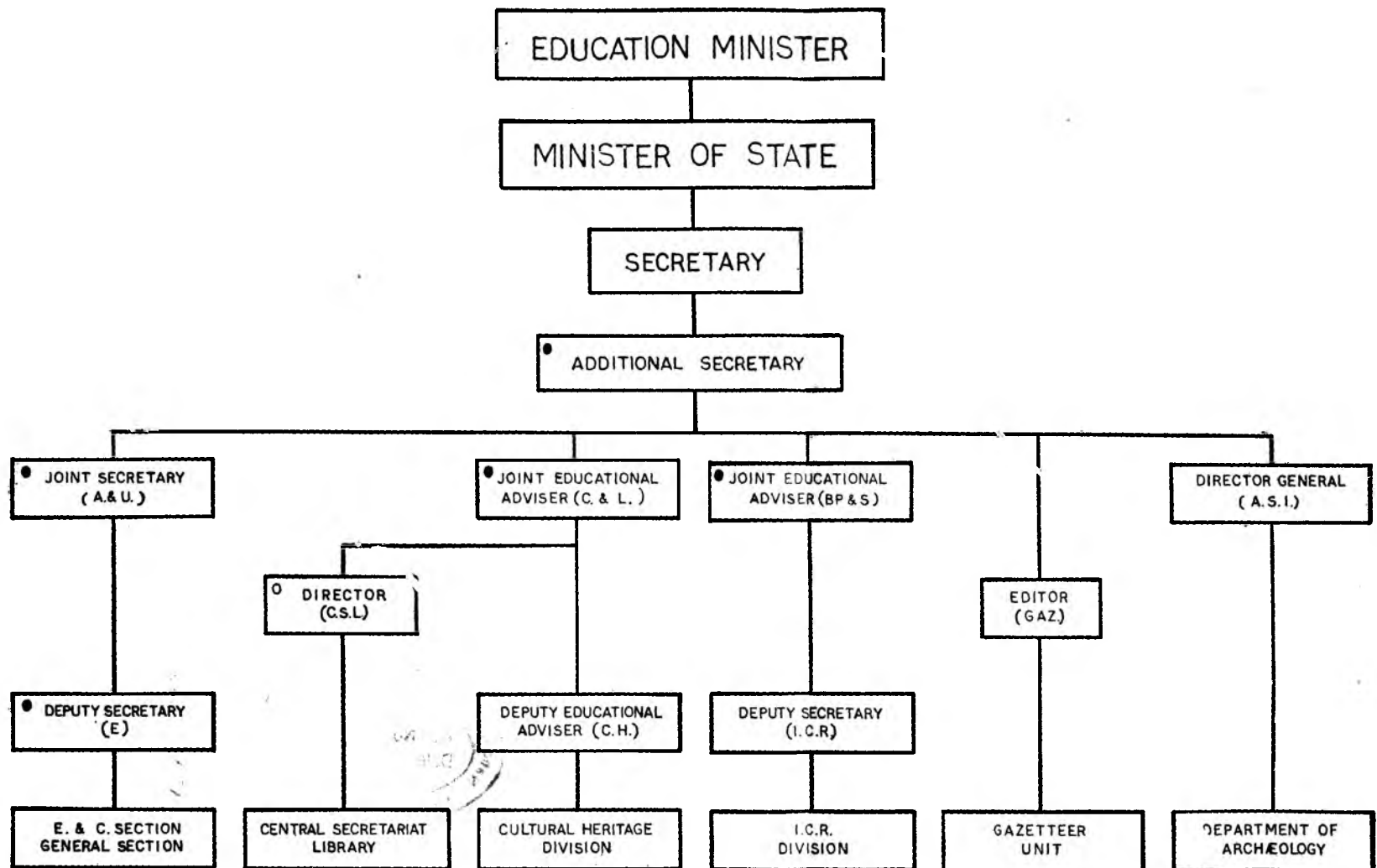
13. National Library, Calcutta	.. ..	Plan	25.00	25.00	30.00
		Non-Plan	70.00	71.40	72.50
14. Central Reference Library, Calcutta	.. ..	Plan	3.00	3.00	10.00
		Non-Plan	8.16	8.32	9.00
15. Khuda Baksh Oriental Public Library, Patna.	.. ..	Plan	3.00	3.00	10.05
		Non-Plan	3.75	3.46	4.00

1	2	3	4	5	6	
16.	Raja Rammohun Roy Library Foundation, Calcutta		Plan	20.00	20.00	22.50
			Non-Plan	3.60	3.75	3.95
17.	T.M.S.S.M. Library, Thanjavur ..		Plan	4.10	3.24	3.80
18.	Delhi Public Library, Delhi		Plan	7.00	7.00	11.00
			Non-Plan	29.40	30.00	31.50
19.	Indian Council of World Affairs Library, New Delhi		Plan	2.00	2.00	2.00
20.	Central Library, Bombay ..		Plan	3.25	2.00	2.75
			Non-Plan	2.86	2.80	3.00
21.	Rampur Raza Library, Rampur ..		Plan	2.00	2.00	2.50
22.	Scheme of Financial Assistance to Voluntary Organisations/Libraries ..		Plan	12.00	12.00	12.00
23.	Library of Tibetan Works and Ar- chives, Dharmasala		Plan	3.55	3.70	5.00
24.	Central Secretariat Library, New Delhi		Plan	4.00	2.88	6.40
			Non-Plan	1.25	1.25	1.25

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 E..... ESTABLISHMENT
 E & C..... ESTABLISHMENT & CASH
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As on 1-2-81