

# ANNUAL REPORT

1983-84

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

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**DEPARTMENT OF EDUCATION**

## INTRODUCTORY

### Policy and Approach

The most important problems in the field of education in India are : (i) spread of literacy and (ii) universalisation of elementary education. The Sixth Plan lays emphasis on minimum essential education to all citizens irrespective of their age, sex and residence. Highest priority has, therefore, been assigned to the programme of universalisation of elementary education for the children of age-group 6-14 and literacy for adults in the age-group 15-35. These programmes are included in the New 20-Point Programme, which sets a target date of 1990 for the realisation of these objectives. Though the Programmes are basically implemented through State Governments, the Education Ministry is in close touch with the State Governments in so far as these programmes are concerned. In pursuit of these programmes, a Scheme of Awards to States for Excellence in enrolment of girls and adult women has been started. In realisation of the fact that majority of the non-enrolled children belong to weaker sections, the system of non-formal education is being developed and elementary education is being imparted at places and timings convenient to them.

At the secondary stage, the programme of Vocationalisation at +2 stage is being strengthened.

In the field of higher education, the first degree courses are being restructured to make education more relevant to the needs of the people, to increase the employability of graduates and to instil in their minds a spirit of service to the community.

In the technical education sector, Schemes like Sandwich Diploma courses, Apprenticeship Training, Community Polytechnics are expected to bring technical education and industry together and to forge beneficial linkages between them.

For promoting national integration, a new Scheme of Community Singing has been launched.

### Planning and Monitoring

Monitoring of Point 16 of the New 20-Point Programme relating to universalisation of elementary education and adult education was continued during the year under report. The Bureau of Planning, Monitoring & Statistics of the Ministry submitted periodical reports to the Planning Commission and Prime Minister's Office after collecting the requisite information from various States/Union Territories. In addition, it continued to discharge its functions of coordination of Annual and Five Year Educational Plans and monitoring progress of implementation of the schemes in the Central and State sectors. It has been decided to strengthen the monitoring, evaluation and statistical machinery. Accordingly, special provisions are being made in the Annual Plan 1984-85 both in the Central and State sectors.

### Annual Plan 1983-84 and 1984-85

The Annual Plan 1983-84 was finalised and a sum of Rs. 679.74 crores comprising Rs. 155.30 crores in the Central Sector and Rs. 524.44 crores in the State sector was provided for immediate development of education. For the year 1983-84, the Plan outlay for education constituted 2.67 per cent of the total Plan outlay of the country; 1.12 per cent in the Central sector and 4.51 per cent in the State sector. On Education the proportion of 1983-84 Plan outlay to the total Sixth Plan outlay worked out to 26.9 per cent (21.1 per cent in the Central sector and 29.3 per cent in the State sector). For 1984-85, as against the Ministry's proposals for an outlay of Rs. 335 crores an outlay of Rs. 203.65 crores (inclusive of Rs. 7 crores for science and technology special schemes under SACC) has been agreed to. This constitutes 27.7 per cent of the Sixth Plan Central Sector outlay for Education.

**Special Component Plan for  
Scheduled Castes and Scheduled  
Tribes Sub-Plan**

For the educational development of Scheduled Castes and Scheduled Tribes the Ministry have proposed to provide about 12.2 per cent of the divisible outlay for Special Component Plan for Scheduled Castes and 7 per cent of the divisible outlay for the Tribal Sub-Plan areas for the year 1984-85. The corresponding percentages in 1983-84 plan of the Ministry were 20.25 and 10.90 respectively.

**Educational Statistics**

The Report of the High Level Committee to review the entire educational statistics system in the country has been approved by the Government and action has been initiated to implement its recommendations.

**Elementary Education**

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

The programme of universalisation has been pursued during the year with greater intensity both in the Ministry of Education and in the State/ Union Territory Education Departments. Some of the important steps taken in this regard are listed below :

Holding of regional conferences of State Education Secretaries to take stock of the present position, identify problems and decide on the steps needed for fulfilling the targets. Four such regional Conferences were held during the year at Chandigarh on May 21, 1983 for the States and Union Territory in the Northern Region, at Pune on August 27, 1983 for the States and Union Territory in the Western Region, at New Delhi on January 7, 1984 for the States of Andhra Pradesh, Assam, Jammu & Kashmir, Madhya Pradesh, Rajasthan, Uttar Pradesh and Himachal Pradesh and at Calcutta on January 10, 1984 for the States of Bihar, Orissa and West Bengal.

Holding of a meeting of the Central Advisory Board of Education at New Delhi on June 6-7, 1983, and the Conference of Education Secretaries at New Delhi on September 20-21, 1983, which *inter-alia* reviewed the position of Universalisation of Elementary Education.

Designating high level officers of the Ministry as Area Officers for the 20-Point Programme *i.e.* Elementary Education and Adult Education. Meeting of the State Task Forces on Elementary Education in educationally backward States.

Mounting of a National Campaign on Universalisation of Elementary Education as was done in 1982-83 for intensive efforts for increasing enrolment and retention at the elementary stage as also to improve efficiency of performance. The Campaign designed to create a climate for nation-wide involvement was concentrated on actions related to increasing enrolment, monitoring of attendance, filling up of vacancies of teachers, recruitment of women-teachers and popularising non-formal education for elementary age-group children. Follow-up action was proposed throughout the academic year.

Additional enrolment during 1983-84 in classes I—VIII is likely to exceed the target of 47.025 lakhs fixed under the 20-Point Programme. Emphasis under the current Plan is on the primary stage; it will shift to the middle stage during the next plan period. Against 117 lakhs target of additional enrolment during 1980-85 at the primary stage, the likely achievement during the first four years of the Plan is estimated to be of the order of 95.95 lakhs. Against the target of 63 lakhs of additional enrolment at the middle stage, the corresponding likely achievement is of the order of 60.77 lakhs. Comprehensive measures have also been afoot towards reducing the high drop-out rates at the elementary stage and for improving the retention rates.

In addition, during 1983-84 the total coverage of children under the alternate supportive system of non-formal education was of the order of 26.64 lakhs in a total number of 1,13,000 centres, both at primary and

middle stages. The nine educationally backward States had a total coverage of 23.86 lakhs through 1 02,494 centres.

The programme of Universalisation is target-group-oriented. Almost all States/Union Territories have quantified the size of their problems relating to the enrolment and coverage of Scheduled Castes and Scheduled Tribes with special emphasis on girls' coverage. For this purpose, many of the States/Union Territories have identified the backward areas/pockets for special intensive efforts. As for the country as a whole, nine States were identified as being educationally backward for special Central assistance.

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

National Committee on Elementary Education was constituted in August 1980, under the chairmanship of Union Education Secretary, with Education Secretaries of these States, Adviser (Education), Planning Commission, Director, NCERT and Director, NIEPA as members, with Joint Secretary (Schools), in the Ministry of Education as the member-Secretary. This Committee has since been designated as National Committee on Point 16 of the 20-Point Programme with additional representatives of Ministry of Rural Development, University Grants Commission and Financial Adviser, Joint Secretary (P) and Director, Directorate of Adult Education.

State Task Force on Elementary Education has been constituted in each of these States under the chairmanship of State Education Secretary, with members drawn from concerned Departments of the State and representatives from the Government of India in the Ministry of Education, Planning Commission, NCERT and NIEPA.

The educationally backward States are being provided special Central assistance for the development of their non-formal education programmes under the Centrally sponsored scheme on equal sharing basis. The total amount of grant given during the year was of the order of Rs. 7.47 crores. The total assistance received by these States since 1980-81 will be of the order of Rs. 16.14 crores.

Voluntary educational organisations running non-formal centres in the educationally backward States and academic institutions in any State/Union Territory taking up innovative and experimental non-formal education projects are given Central grant on the recommendation of the State Governments. A total grant of Rs. 19.12 lakhs has been given during the first four years of the current Plan including Rs. 8.09 lakhs during 1983-84 to 31 voluntary organisations and 4 academic institutions. The number of non-formal centres being run by the voluntary organisations for which grants have been sanctioned is 1,240 with an estimated coverage of 31,000.

In order to increase enrolment of girls in the NFE centres, enhanced Central assistance (90%) is being given for the establishment of NFE centres exclusively for girls in the 9 educationally backward States. About 10,000 NFE Primary level centres are proposed to be set up during 1983-84.

Since March, 1983, voluntary organisations in the nine educationally backward States are also being assisted under the Central scheme of assistance for running early childhood education centres for children of 3-6 age-group. The centres are to function as adjuncts of primary/middle schools. A total amount of Rs. 11.31 lakhs was sanctioned to voluntary organisations for running 210 Early Childhood Education Centres.

A total quantity of 12,650 metric tonnes of three varieties of paper have been supplied so far to 22 States and 5 Union Territories having non-formal education programme for production of teaching-learning materials. This paper was procured with Swedish cash assistance under an Indo-Swedish agreement signed on January 20, 1980.

As a result of negotiations for securing external assistance for construction of school buildings, U.K. Government has agreed to provide assistance to the tune of one million pounds sterling to finance the construction of primary school buildings in 4 clusters of 11 districts in Andhra Pradesh. The Government of Federal Republic of Germany has agreed to assist in the establishment of Science Workshops for the production of Science kits for use in elementary schools.

To give a further boost to the programme of Universalisation of Elementary Education, and to give recognition for excellence in performance for spread of girls education a scheme of incentives/awards is being implemented. An amount of Rs. 7.00 crores is available for giving awards at different administrative levels viz. Panchayat blocks/tribal development blocks, districts and States/Union Territories.

#### **Educational Technology Programme**

To meet the responsibility of producing educational television programmes for transmission via INSAT, the setting up of production centres is in progress in the six INSAT states. Meanwhile, the Central Institute of Educational Technology is sharing the production responsibility with Doordarshan for the INSAT ETV service in Andhra Pradesh and Orissa.

#### **Population Education Programme**

The Population Education Programme launched from April 1980 with the objective of creating in the younger generation an adequate awareness of the population problems and realisation in this regard of their responsibility towards the nation, has entered its Fourth year. The programme is at present being implemented in all States/Union Territories except the Union Territories of Arunachal Pradesh and Lakshadweep.

#### **Value Orientation in Education**

In the context of the erosion of values that is taking place, the need for value orientation in education at all levels has been urged. For this the NCERT is preparing new instructional materials. Financial assistance is being given by the Ministry of Education to a few Voluntary Organisations involved in the training of teachers for introducing Value Orientation in education.

A scheme for setting up a resource Centre for promotion of Value Oriented education has also been prepared by this Ministry.

#### **Physical Education**

Physical Education and Sports are today accepted as an integral part of Education all over the world. A new National Policy on Sports and Physical Education is still under consideration with the Government. Pending finalisation of the new Policy, the Central Government's programme for promotion of Physical Education continues to be implemented within the broad framework of the 1968 National Policy on Education wherein due emphasis has been laid on promotion of a country-wide programme of physical education and sports. Taking cognizance of potentialities of Yoga as a traditional physical fitness activity, teachers' training and research programmes in Yoga also continue to be encouraged.

#### **Higher Education**

Enrolment of students went up from 29.52 lakhs in 1981-82 to 31.37 lakhs in 1982-83. Although there was a decline in the rate of growth to 6.3% during the year from 7.3% registered during 1981-82, the lead over the average annual rise of 4 per cent in enrolment achieved during the previous decade was maintained. Science Education and Nehru Studies received special attention under UGC's programmes of quality improvement. Computer facilities are planned to be introduced in some selected colleges. A programme of examination reforms beginning with the year 1983-84 is being taken up. Development requirements of almost all the universities have been assessed by the Visiting Committees and approved in respect of sixty-two of them. Basic development assistance has been approved for about two thousand colleges. Higher Education among SC & ST continued to receive emphasis with the financial assistance provided by the UGC for special programmes for these groups. A committee has been set up by the UGC to review the pay-scales of teachers in universities and colleges. The functioning of the Central Universities has been subjected to a review by the UGC, especially in the context of the need to introduce appropriate reforms.



## Technical Education

The Development of Technical Education has been regarded as an area of high priority in economic planning. Therefore, in the Sixth Five-Year Plan of Technical Education major emphasis has been on (a) consolidation, (b) optimum utilisation of existing facilities, (c) expansion of facilities in areas where weaknesses exist, (d) creation of infrastructure in areas of emerging technologies vital for the development of country, (e) improvement of quality and standards of education and (f) furtherance of national efforts to develop and apply science and technology as an instrument of country's socio-economic progress. In order to meet the latest challenges, besides giving due emphasis to the continuing programmes, new Schemes of (a) National Manpower Information System, (b) Advanced Technician Course, (c) Industry Oriented Courses, (d) Learning Resource Centres, (e) Institutional Net-work Scheme, (f) Strengthening/Modernisation of Laboratories and Workshops, (g) Special Model Projects on Correspondence Courses and (h) Development of self-reliance and product development etc. have been initiated.

## Adult Education

The Adult Education Programme which is included in the New Twenty-Point Economic Programme and the Minimum Needs Programme of the Sixth Five Year Plan continued to be accorded a high priority in the educational planning of the Government. The Government have laid down some strategies for achieving the cent percent coverage of adult illiterates in the age-group 15—35 as envisaged in the 6th Five Year Plan. Accordingly in the action planning of the Government emphasis was laid on the coverage of target group of women, Scheduled Castes, Scheduled Tribes and other weaker sections of the society. The University Grants Commission have also formulated their plans for larger participation of students in the programme. The voluntary organisations which have no communal leanings are being given the necessary financial support of carrying out their programmes in the field of adult education. The meeting of the National Board of Adult Education which is an apex body for advising the Government on formulation of policies on all matters relating to adult education and in coordination of their implementation was convened in November, 1983 and action has already been started on the suggestions made by the Board for better and effective implementation of the Programme. As on 30-9-83 nearly 46 lakhs adult illiterates were enrolled. It is expected that by the end of the current financial year the coverage of 60 lakhs will be achieved.

## Scholarships

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

## Book Promotion

The efforts of the Ministry in the field of Book Promotion are aimed at producing good literature at moderate prices, encouraging writers and inculcating and popularising the reading habit among the people in both urban and rural areas. The National Book Trust continued to organise and participate in book-fair/exhibitions at national and international levels to foster book-mindedness and to promote the export of Indian books. The important landmarks of the activities of the Trust during the year were the National Children's Book Fair, Calcutta, November 11-14, 1983 and the VI World Book Fair, New Delhi, February 4-14, 1984. The closing of the Silver Jubilee year of the Trust was marked by an exhibition entitled "25 Years of NBT" from 2nd to 4th August, 1983 in New Delhi. Other important programmes of the Trust including Aadan Pradan and Nehru Bal Pustakalaya, which are mainly for the promotion of national integration, and the Rural Publishing Programme continued to make good progress. A significant event of note was the revival of the National Book Development Council, (earlier known as the National Book Development Board which functioned from 1967 to 1974), to lay down guidelines for the development of the Indian Book industry in the context of the overall requirements of the country. The Copyright (Amendment) Bill, 1983 was enacted by Parliament during the Monsoon Session which ended on 26th August, 1983. The Copyright Office registered (up to 30th November, 1983) 5307 works.

## Languages

The policy of the Government of India is to encourage the development of all Indian languages including classical, modern and tribal. The activities and programmes undertaken during the year under report were intended to achieve the desired objectives with the emphasis on training of teachers in the scheme of the three-language formula and the production of University level textbooks with a view to media switch over from English to regional languages. Without intending to impose Hindi in any form the facilities for the teaching of Hindi in Non-Hindi speaking States were continued through financial assistance for the appointment of Hindi teachers in their schools; assistance for establishing Hindi Teachers Training Colleges; award of scholarships to students in these States for the study of Hindi beyond the matriculation stage; financial assistance to voluntary Hindi organisations to enable them to hold Hindi teaching classes; organisation of correspondence courses for teaching Hindi; conducting research on the methodology of its teaching and providing Hindi books to various organisations. For promotion and development of tribal, classical and modern Indian languages, a number of schemes for preparation/publication of books, dictionaries, research and instructional material, training of teachers etc. are being implemented by this Ministry through various subordinate offices and autonomous organisations. Twenty calligraphy centres in various parts of India are in operation. A separate scheme for setting up a calligraphy centre exclusively for women is under formulation. Under the Indo-Foreign Cultural Exchange Programmes, German-Hindi and Hindi-German; Czech-Hindi and Hindi-Czech; Hungarian-Hindi and Hindi-Hungarian dictionaries/conversational guides are also being prepared by the Central Hindi Directorate, New Delhi. Under the scheme of 'Propagation of Hindi Abroad' foreign students are provided facilities for studying Hindi on Government of India scholarship. Hindi teachers are deputed in foreign countries and Hindi books are distributed through our Embassies/Missions abroad. Grant-in-aid to various voluntary organisations were also provided for promotion and development of all Indian languages.

## Unesco

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

The Indian National Commission for Cooperation with UNESCO held meetings of its five Sub-Commissions in July-August, 1983. In addition, the Seventeenth Conference of the Indian National Commission for Cooperation with UNESCO was held in New Delhi on September 16, 1983. The conference was presided over by Smt. Sheila Kaul, Minister of State for Education, Culture and Social Welfare, in her capacity as the President of the Commission.

A five-member delegation led by Smt. Sheila Kaul, Minister of State for Education, Culture and Social Welfare, participated in the First Conference of Ministers of Education and Culture of NAM and other Developing Countries held from September 24 to 28, 1983 at Pyongyang, Democratic People's Republic of Korea.

A high-level delegation led by Smt. Sheila Kaul, Minister of State for Education, Culture and Social Welfare, participated in the First Conference of the General Conference of UNESCO held in Paris from October 25 to November 26, 1983 to discuss and approve UNESCO's Draft Programme and Budget for 1984-85.

## In Conclusion

Education is essentially a threefold process of imparting information, training in skills and cultivation of values. It is the aim of the Government to intensify its efforts in this direction. The programmes enumerated have effectively taken off the ground and bid fair to expand and prove socially and educationally effective in the years ahead.

**ORGANISATION**

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

The Secretariat of the Ministry is headed by the Secretary assisted by one Special Secretary (Higher Education), Additional Secretary and Educational Adviser (Technical). The Ministry is organised into Bureaus, Divisions, Desks, Sections and Units. Each Bureau is under the charge of a Joint Secretary/Joint Educational Adviser assisted by Divisional Heads. The set-up of both the Departments is indicated in the organisational chart appended to the report. The Archaeological Survey of India is an attached office under the Department of Culture and is headed by the Director General who is responsible to additional Secretary.

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

- (i) National Institute of Educational Planning and Administration, New Delhi.
- (ii) Indian Institute of Advanced Study, Simla.
- (iii) Indian Council of Social Science Research, New Delhi.
- (iv) Indian Council of Historical Research, New Delhi.
- (v) Indian Council of Philosophical Research, New Delhi.
- (vi) Kendriya Vidyalaya Sangthan, New Delhi.
- (vii) Central Board of Secondary Education, New Delhi.
- (viii) Central Institute of Hindi, Agra.
- (ix) Central Institute of Indian Languages, Mysore.
- (x) Central Institute of English and Foreign Languages, Hyderabad.
- (xi) Central Hindi Directorate, New Delhi.
- (xii) Rashtriya Sanskrit Sansthan, New Delhi.
- (xiii) National Book Trust, New Delhi.
- (xiv) Lakshmibai National College of Physical Education, Gwalior.
- (xv) Commission for Scientific & Technical Terminology, New Delhi.
- (xvi) Anthropological Survey of India, Calcutta.
- (xvii) National Museum, New Delhi.
- (xviii) National Gallery of Modern Art, New Delhi.
- (xix) National Library, Calcutta.
- (xx) National Council of Science Museums, Calcutta.
- (xxi) Nehru Memorial Museum and Library, New Delhi.

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

## Functions

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

The important functions of the Department of Culture are to administer libraries and museums of national importance, to promote performing, plastic and literary arts, to administer scholarships in the field of art and culture and cultural agreement and foreign treaties with foreign countries. The Department coordinates matters relating to incoming and outgoing exhibitions like Festival of India in the U.K. and France. The Department has also been named as nodal agency for National Council of Arts set up recently under the Chairmanship of the Prime Minister.

## SCHOOL EDUCATION AND PHYSICAL EDUCATION

## SCHOOL EDUCATION

The main programmes in the field of School Education include :—

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

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

#### Universalisation of Elementary Education

One of the main objectives of educational development of the Sixth Plan (1980–85) is to ensure essential minimum education to all children upto the age of 14 years within the next 10 years. This is with a view to realising the Constitutional goal of Universal Elementary Education as in Article 45. Accordingly, elementary education was accorded a very high priority in the Sixth Plan with a total Plan outlay of Rs. 905 crores (Rs. 851 crores in the States sector and Rs. 54 crores in the Central sector) or 36% of the total outlay of Rs. 2524 crores for education. Besides, elementary education as a whole constitutes an essential component of the Minimum Needs Programme (MNP) of the Plan. Since 1982 elementary education has also been included in the New 20-Point Programme of the Government as Point No. 16. The target year for realising the Constitutional goal under the New 20-Point Programme is also 1989-90, i.e. the end of the next Plan period. On the basis of 1981 census estimations for universalisation the total enrolment in 1989-90 would be 1630 lakhs. According to available reports, the total enrolment in classes I—VIII by the end of 1983-84 is likely to reach the figure of 1060-75 lakhs.

In the context of the Twenty-Point Programme, a few significant steps have been taken to gear up the programme of universalisation in the country. The programme was reviewed at five Regional Conferences (including 3 meetings scheduled to be held in January, 1984) of State Education Secretaries, two Conferences of all State Education Secretaries held in New Delhi (one scheduled to be held in February, 1984); and one Conference of Central Advisory Board of Education held in New Delhi in June, 1983. The objective of these Conferences was to take stock of the present position, to identify problems and to decide on the steps needed for fulfilling the targets.

The programme was also reviewed with particular reference to the nine educationally backward States at two meetings of the National Committee on Elementary Education (now designated as National Committee on Point 16 of the 20-Point Programme). Besides, the State Task Forces set up in each of the nine educationally backward States under the Chairmanship of their respective Education Secretaries held their periodic meetings to review the progress of the programme in their respective States.

A National Campaign on Universalisation of Elementary Education was launched in the current year also to highlight the need for community participation in achieving the objective. The campaign was extended for the whole year to enable States/Union Territories to launch it, according to the commencement of academic sessions in their respective jurisdictions. The

campaign, designed to create a climate for nation-wide involvement was related to increasing enrolment, monitoring attendance, filling up vacancies of teachers, recruitment of women-teachers on a large scale and popularising non-formal education.

#### Free Education

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

#### Compulsory Education Acts

Legislation for compulsory education, as per Constitutional directive, exists in 16 States and 3 Union Territories, namely, Andhra Pradesh, Assam, Gujarat, Haryana, Himachal Pradesh, Jammu & Kashmir, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Orissa, Punjab, Rajasthan, Tamil Nadu, Uttar Pradesh, West Bengal, Andaman & Nicobar Islands, Chandigarh and Delhi. In Himachal Pradesh the Act covers the entire elementary stage (classes I—VIII), while in the remaining States/Union Territories it covers only the primary stage (classes I—V).

#### Enrolment—Targets and Achievements

In the base year of the Sixth Plan, i.e. 1979-80, the enrolment at the primary stage stood at 710.2 lakhs or 83.72% of 6-11 age-group population and 194.01 lakhs at the middle stage or 40.16% of 11-14 age-group population. The targets of additional enrolment during the Sixth Plan are 180 lakhs of 6-14 age-group population—117 lakhs at the primary stage and 63 lakhs at the middle stage. If achieved, enrolment at the end of 1984-85 would rise to 95% and 50% respectively at the primary and middle stages based on the age-group population projections according to 1971 census figures. Available reports indicate the steady and sure progress towards achieving the enrolment targets under the Sixth Plan, as the following table would show :—

	(Figures in Lakhs)					
	(Figures within 1979-80 (Actuals))	1980-81 (Achievements)	1981-82 (Achievements)	1982-83 (Achievements)	1983-84 (Likely achievements)	1984-85 (Targets)
<b>Age-Group 6—11</b>						
Enrolment : Classes I-V	710.02	727.16	753.25	775.93	805.97	836.77
Enrolment as percentage of age-group population	(83.72)	(85.23)	(87.76)	(89.87)	(93.3)	(95.73)
<b>Age-group 11—14</b>						
Enrolment : Classes VI-VIII	194.01	204.31	218.13	235.81	254.78	272.37
Enrolment as percentage of age-group population	(40.16)	(41.72)	(43.96)	(46.90)	(50.7)	(53.23)
<b>Age-group 6—14</b>						
Enrolment : Classes I—VIII	904.03	931.47	971.38	1011.74	1060.75	1109.14
Enrolment as percentage of age-group population	(67.91)	(69.36)	(71.71)	(74.05)	(78.01)	(80.04)

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

#### Non-formal Coverage

In addition to the enrolment position through the formal system indicated above, it is estimated that, for the country as a whole, coverage under the non-formal system is likely to be about 35 lakhs by the end of the current

Plan period. Out of this nine educationally backward States would account for a 31 lakh coverage. If achieved, the total additional coverage at the elementary stage is likely to be of the order of 240 lakhs.

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

#### **Enrolment and Retention Strategy**

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

- (i) In the country as a whole, nine States have been identified as being educationally backward. They are : Andhra Pradesh, Assam, Bihar, Jammu & Kashmir, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh and West Bengal.
- (ii) Most of States/Union Territories have identified the backward areas/pockets for concentrated attention and have quantified the sizes of non-enrolled scheduled caste and scheduled tribe children and fixed year-wise targets for enrolment.
- (iii) Special efforts are being made by the States/Union Territories for accelerated coverage of girls including Scheduled Caste and Scheduled Tribe girls.
- (iv) Efforts are also being made by the States to increase the coverage under the incentive programmes like provision of free textbooks and stationery, free supply of uniforms, particularly for girls attendance scholarships, particularly for girls and midday meals programme for the benefit of children of the weaker sections.

Comprehensive measures for reducing drop-out rates have been suggested to States. These include ungraded school system including 'No detention' up to class VIII, conversion of single teacher primary schools into two teacher schools, provision of schooling facilities in all habitations with viable populations, setting up of early childhood (pre-school) education centres in rural areas as adjuncts of primary schools, promotion of girls' education curricular reform, improving physical facilities, improving teacher competence, community participation and above all large non-formal part-time education programmes for children who cannot join and attend formal schools due to socio-economic reasons.

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

All the States and five Union Territories are having non-formal education programmes for out-of-school children including non-starters and drop-outs. Non-formal education is being developed as a massive alternate supportive system to formal schooling. The main thrust and maximum extent of coverage is in the nine-educationally backward States, who are receiving special Central assistance under a centrally sponsored scheme of non-formal education for elementary age-group children. Started in the last quarter of 1979-80, the cost of the scheme is being equally shared by the Central and State Governments. During the year, a total grant of Rs. 7.47 crores (including grants yet to be released) has been so far sanctioned. A sum of Rs. 2.71 crores will be released to them shortly as part of 2nd instalment bringing total to Rs. 7.32 crores. The total assistance received by the States since 1980-81 is of the order of Rs. 16.14 crores out of the Sixth Plan outlay of Rs. 25 crores. In addition to this, an amount of Rs. 2 crores was received by the States for this programme in the last quarter of 1979-80.

Voluntary organisations in the nine educationally backward States **running non-formal education centres** on the State Government pattern and **academic institutions**, Government or private in any State/Union Territory **taking up innovative and experimental non-formal education projects** are given central assistance on the recommendation of State Governments. So far 31 voluntary organisations and 4 academic institutions have been sanctioned grants totalling Rs. 19.12 lakhs out of which the grants given during the current year amount to Rs. 8.09 lakhs.

Non-formal education programme has gained a good momentum, particularly in the nine educationally backward States. During 1983-84, the total non-formal coverage in the entire country has been of the order of 26.64 lakhs through a total number of 1,13,000 non-formal centres. The nine educationally backward States had during the year a total coverage of 23.86 lakhs through 1,02,494 centres. Besides, the number of non-formal centres being run by the voluntary organisations with central grant is 1,240 with an estimated coverage of 31,000.

In order to increase enrolment of girls in the Non-formal Education Centres, enhanced (90%) Central assistance is being given for the establishment of NFE centres exclusively for girls in the nine educationally backward States. About 10,000 such NFE Primary level centres are proposed to be set up during the year 1983-84.

#### Central Paper Assistance for Non-formal Education

For production of teaching-learning materials, guide books etc. for **massive non-formal education programme** for elementary age-group children in all the States/Union Territories barring Andaman & Nicobar Islands, Dadra and Nagar Haveli, Lakshadweep and Pondicherry, the Ministry has been giving commodity assistance in the form of paper. Under an agreement signed on 20th January, 1980 between India and Sweden for a five-year period 1979-84, Sweden is giving cash assistance to the tune of 75 million Kronor or Rs. 14 crores. So far a total quantity of 12,650 metric tonnes of paper have been procured and supplied to the States/Union Territories. State Trading Corporation of India had procured three varieties of paper through global enquiries including India.

As a result of negotiations for securing external assistance for construction of school buildings, U.K. Government has agreed to provide assistance to the tune of one million pounds sterling to finance the construction of primary school buildings in 4 clusters of 11 districts in Andhra Pradesh. The Government of the Federal Republic of Germany has agreed to assist in the establishment of Science Workshops for the production of Science kits for use in elementary schools.

To give a further boost to the programme of Universalisation of Elementary Education, and to give recognition for excellence in performance for the spread of girls' education a scheme of incentives/awards is being implemented. An amount of Rs. 7.00 crores is available for giving awards at different administrative levels viz. Panchayats blocks/tribal development blocks, districts and States/Union Territories.

With a view to increasing enrolment of girls, which is a critical target group it has been decided that 80% of the expenditure on the employment of women teachers in nine educationally backward States, particularly in rural/backward/hill/tribal areas, will be borne by the Central Government, subject to the State Government providing the remaining 20% of the expenditure. The scheme will cover appointment of 8000 teachers in these States.

#### Central Grant for Early Childhood Education Centres

Early Childhood (pre-school) education in rural and backward areas specially for first generation learning families was suggested under the Sixth Plan as a distinct strategy for reducing drop-out rate and improving retention. Early Childhood Education centres are accordingly being set up as adjuncts of primary and middle schools. The drop-out rate in the case of children of the weaker sections is highest in the first two classes of the primary stage. Early Childhood Education for such children is designed towards improving their communication (language) and cognitive (social, emotional, intellectual and personality development) skills as a sure preparation for entry into primary schooling. Such centres as adjuncts of schools, will



also enable their caretakers, usually girls join and attend schools leaving their siblings in the care of the centres. Both these objectives would contribute greatly towards reduction in drop-out rates. A scheme for giving Central assistance for voluntary organisations for running such Early Childhood Education centres in rural and backward areas was framed with a total Sixth Plan outlay of Rs. 1 crore. Under the revised scheme, assistance is available to the voluntary organisations in nine educationally backward States. In the end of March 1983, grants amounting to Rs. 2,97,990 were sanctioned to the voluntary organisations in the States of Andhra Pradesh, Assam, Madhya Pradesh, Orissa, Rajasthan and West Bengal for running centres. During 1983-84, grants amounting to Rs. 8,32,785 were sanctioned.

#### **Curricular Reform Projects with UNICEF assistance**

The primary education curriculum is mostly knowledge-oriented and, therefore, not interesting and relevant to the needs and life-situations of children in diverse areas of the country. This constitutes another potent reason for high drop-out rates. To make primary curricula de-centralized and relevant to local situations and life needs of children, five projects have been undertaken with UNICEF assistance. These are : (1) Nutrition/Health Education and Environmental Sanitation (NHEES) (formal), (2) Primary Education Curriculum Renewal (PECR) (formal), (3) Developmental Activities in Community Education and Participation (DACEP) (non-formal), (4) Comprehensive Access to Primary Education (CAPE) (non-formal) and (5) Early Childhood Education (ECE) (non-formal). Curricular Reform is mainly academic work. The Central level implementing agency is NCERT. Its counterpart organisations are SCERTs/SIFs. All the projects are in their experimental phase of implementation. Steps are being taken for their evaluation as well as wider infusion of concepts involved and techniques developed.

#### **Nutrition/Health Education and Environmental Sanitation**

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

#### **Primary Education Curriculum Renewal**

Initiated in 1975-76, the pilot phase implementation of PECR project covered thirteen States and two Union Territories till 1980, involving 450 experimental primary schools and 45 teacher training institutions. Presently, it is being implemented by all States/Union Territories except one Union Territory involving 180 teacher training institutions, 2470 primary schools, 11,000 teachers and 4 lakh pupils. Designed to produce decentralised and relevant curricula for different areas in a State/Union Territory, curricula and teaching materials prepared under the project are tried out in the experimental primary schools, refined on the basis of try-out and feed back and taken up for wider infusion in the entire State/Union Territory. The project work also involves socio-economic and educational survey of the area, training of key and project personnel of various levels, development of curriculum plans and books and guides. During the year 1983, 4500 participants were trained. After successful experimentation, the question of wider infusion has been taken up in a few States/Union Territories like Maharashtra, Nagaland, Orissa, Rajasthan, Tamil Nadu, Andaman & Nicobar Islands, Himachal Pradesh, Haryana, Gujarat, Sikkim and Mizoram. Some of the States like Sikkim, Nagaland and Union Territories like Andaman & Nicobar Islands, Pondicherry and Lakshadweep have started developing their own need-based curricula and instructional materials for the primary stage of education.

#### **Developmental Activities in Community Education and Participation**

The DACEP project was also initiated in 1975-76 along with the PECR project in the same number of States and Union Territories. Presently, the project is under implementation in all the States/Union Territories except

one Union Territory, as in the case of PECR project. The main objectives of this project are to develop and test new types of educational activities as feasible means of meeting the minimum educational needs of large groups that are currently, partially or totally deprived of any form of education and to test whether by removing the dichotomy between schools and community, the former can extend its assistance to the latter so that the school may become a catalyst for social change in other sections of the community. Under the pilot phase (1976—80) two centres for each participating State/Union Territory were set up. At present, 102 community centres have been established under the project. In terms of enrolment, 80 of the 102 centres for which information is available and a total enrolment of 8383. Curriculum materials for non-formal education of the age-groups 3-4, 6-14 and 15-35 years and above are being developed to meet the educational needs of the total community in the project area. Some of the good materials prepared for the age-group 6-14 and 15-35 years have been accepted by the concerned States for a wider use in the centres for non-formal education in the respective age-groups.

#### Early Childhood Education

The forerunner of the ECE project in the Children's Media Laboratory (CML), a central level activity started in 1977 in NCERT. Under the present MPO period, ECE project has two components, namely, continuation of activities under the CML and taking up the project in its experimental phase in 11 States/Union Territories. Under the first component, play materials, picture books, graphics and radio and audio-visual materials for pre-school age-group children are developed. Under the second component, efforts are being made to develop new capacity for the training of pre-school teachers, extension of research and developing activities and development of model pre-school centres. While the CML activities have been continued during the present MPO period, the project was offered to 11 States/Union Territories for participation. Out of these, nine States have executed agreements. The project is being implemented in one teachers' training institute and 65 ECE centres in each of these States. 113 pre-school teachers from the States of Bihar and Orissa were trained, 103 supervisors were trained in the orientation courses in the States of Bihar, Orissa and Karnataka, 24 handbooks for use of pre-school teacher educators have been developed in Karnataka, Maharashtra, Orissa and Tamil Nadu, 142 draft booklets for children were developed in the States of Karnataka, Orissa and Tamilnadu, 7 booklets for pre-school children and 13 handbooks for pre-school teachers have been published in Maharashtra.

#### Comprehensive Access to Primary Education

The project CAPE, taken up for implementation in 29 States/Union Territories is aimed at preparing relevance based learning materials (episodes) for use in the net work of non-formal learning centres around a TTI. Decentralised curricula according to the local situations and life-needs of out-of-school children are developed through the introduction of training-cum-production mode as a compulsory part of the training programmes in the TTIs like practice teaching. The project is being carried out in three phases. The first phase covers activities relating to the development and production of learning episodes in sufficient quantity and variety. The second phase includes activities on the establishment/adoption and running of non-formal learning centres. The third involves activities leading to the establishment of evaluation centres and accreditation services. The progress has not been uniform in all the States/Union Territories but substantial work has been done. A series of orientation/training courses and workshops for the team members of the State-level implementing agencies, principals of training institutions, teacher educators and education officers have been conducted. 30 SIEs/SCERTs/SIERT/DSERT/SISE and 980 elementary teacher training institutes (TTIs) inservice teacher training centres in the country are involved in the implementation of the project. Since the commencement of the project 150 RDRC (SIE/SCERT) team members have been trained on the methodology of developing and processing of learning episodes, 893 principals of TTIs/ITTCs have been oriented to the academic and administrative aspects of project CAPE and 5741 teacher educators of TTIs and 1201 inservice teachers have been trained on the methodology of developing learning episodes while 3,009 teacher educators of TTIs/ITTCs have been trained on the methodology of processing of learning

episodes, 818 teacher educators of TTIs have been trained on the methodology of developing learning materials for learners having low or no reading ability, 1974 Education Officers at the district and block levels have been oriented to the planning and management aspects, 337 art teachers/artists have been trained on the methodology of developing illustrations for learning episodes. 13 States and 2 Union Territories have revised the elementary teacher education curricula and 15 States and 2 Union Territories have introduced the training-cum-production mode in TTIs for development and try-out of learning episodes. About 400 Modules developed by teacher trainees of TTIs/ITTECs/in-service teachers have been processed for publication and 209 learning episodes (in the form of capsules) have been published by the States of Andhra Pradesh, Assam, Bihar, Haryana, Madhya Pradesh, Orissa, Tamil Nadu and Uttar Pradesh.

#### **National Awards to Teachers**

The scheme of National Awards to Teachers introduced in 1958-59, was continued. The award consists of a silver medal, a certificate and a cash amount of Rs. 1500/-.

The function for the distribution of the 1982 National Awards to Teachers was held on Teachers' Day i.e. 5th September, 1983 when the President gave away the Awards. One hundred and five teachers were selected for the National Awards from all over the country. Of these, 57 were primary teachers, 43 secondary teachers, 4 teachers of Sanskrit Pathshalas and 1 Arabic/Persian Teacher.

From the year 1983, the number of awards have been increased from 124 to 186. So far 140 teachers have been selected for the 1983 National Awards. Of these, 75 are primary school teachers, 60 secondary school teachers and 5 Sanskrit/Arabic teachers.

#### **Training Awards Under the British Technical Cooperation Training Programme**

Under the All India Mathematics Education Project, 23 fellowships were available this year for training teachers in Advanced Mathematics at the Centre for Advancement of Mathematical Education and Technology, Loughborough, England. All the 23 awards have been utilised and the persons selected are receiving training in the U.K. The persons were selected from Punjab, Goa, Pondicherry, Arunachal Pradesh, Delhi, Chandigarh, Kendriya Vidyalaya Sangathan and Regional Colleges of Education at Ajmer, Bhopal, and Mysore. Twenty Awards are available under the All India Science Education Project. Nine teachers each were selected from Uttar Pradesh and Madhya Pradesh and 2 from the Regional Colleges of NCERT. The teachers have already proceeded to the U.K. for the training. In addition, three short-term fellowships have been offered for the staff of NCERT/SCERTs to familiarise them with the programme for the success of the follow-up activities.

In order to meet the training requirements for educational technology, the British Council have provided 15 awards for the purpose. Seven persons have undergone training in educational technology this year. Several nominations are presently under consideration of the British Council which are likely to be finalised shortly.

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

The Ministry shares the expenditure on this activity with the Ministry of Defence on 60 : 40 basis. An amount of Rs. 5.60 lakhs has been released to the Directorate General, NCC for this purpose.

#### **Education Technology Programme**

The Educational Technology Programme, launched in 1972-73 as a Centrally sponsored Scheme, is continuing in the Sixth Plan. The objective of the Scheme is to bring about a qualitative improvement in education and widen access to education through an integrated use of all instruction technology, including radio and television. The Scheme is implemented through Educational Technology Cells in the States and the Centre for Educational Technology in NCERT.

#### *ET Cells*

Under the old Educational Technology Programme, central assistance was available to the State Governments for the programmes and establishment of the ET Cells for a period of five years after which they became the responsibility of the State Governments. In view of the achievements under this scheme and in order to consolidate the impact of the programme, ET

Cells are being considerably strengthened in all the States. ET Cells are also being set up in the Union Territories. This is being done through a revised Educational Technology Scheme under which limited production facilities are being given to ET Cells along with the necessary academic and technical staff. This will enable the ET Cells to experiment in the production of radio/TV programmes and prepare them for ready participation in the INSAT Project in the future. The revised scheme was circulated to the States/Union Territories in November, 1982. Central Assistance under the revised scheme is available for a period of five years. So far the response from the States has been very limited and central assistance has been availed of by only a few States/Union Territories.

#### *INSAT*

Under the INSAT for Education project programme, production centres are being set up in the six INSAT States, namely, Andhra Pradesh, Orissa, Gujarat, Maharashtra, Uttar Pradesh and Bihar in a phased manner. The responsibility for construction of the permanent building of five SIETs and also the CIET has been entrusted to the Department of Space. Since the permanent building of the production centres will be ready only by the end of 1985, it has been decided to set up a temporary studio in each of the six States by converting a suitable building for this purpose. These temporary studios are likely to become operational by mid 1984. Orders for the equipment required to make the temporary studios operational have been placed by NCERT. Hundred per cent central assistance is being provided to the INSAT States for setting up the production centres.

#### *Central Institute of Educational Technology*

A Central Institute of Educational Technology has also been set up in NCERT by merging the existing Centre for Educational Technology and Department of Teaching Aids and considerably strengthening it. The INSAT TV service is presently operational in Andhra Pradesh, Orissa and Maharashtra. Educational programmes for this service are being produced jointly by CIET and Doordarshan i.e. 160 programmes by CIET and 240 by Doordarshan. The CIET will increasingly take the responsibility of additional programmes. Once the State production centres become functional, the programmes will be produced by the respective production centres for their own States. In Gujarat, Uttar Pradesh and Bihar ETV service is likely to start from August, 1984.

#### *Radio Utilisation*

National Guidelines for educational broadcasting have been circulated to all States/Union Territories for guidance. A Study Group on Radio Utilisation for Education has been set up. It is likely to submit its report before the end of 1983-84.

#### *Value Orientation in Education*

In the context of the erosion of values that is taking place, the need for value orientation in education at all levels has been urged. The Ministry of Education had appointed two Working Groups, one to review the teacher training programmes particularly with a view to inculcating moral and social values in the students and the other to consider setting up model schools for imparting moral education as a part of general education on a totally restructured basis.

The reports of the Working Groups have been received. The general approach while dealing with value orientation in education is the following : (a) preparation of new instructional materials; (b) special preparation of teachers for introducing value orientation in education; (c) setting up of special institutions to give practical shape to this effort. During 1982-83 the Ministry of Education & Culture has sanctioned grants to the Ramakrishna Institute of Moral and Spiritual Education, Mysore and to Bal Vikas Education Trust, Bombay for maintenance and running of these Institutions for teacher training. The Ministry has also prepared a scheme for giving grant-in-aid to institutions working in the field of Value oriented education.

The NCERT has been working on preparation of a model scheme on moral education. A guide for the development of curriculum of moral education for schools has already been prepared. NCERT is also bringing out supplementary books on moral education. Steps have been initiated for developing instructional materials in the form of charts, films etc.

A scheme for setting up a resource centre for promotion of value-oriented education has also been prepared by the Ministry.

### **10+2+3 Pattern of School Education**

The 10+2 pattern of school education has so far been adopted by 26 States/Union Territories and also by the schools affiliated to the Central Board of Secondary Education. The States of Haryana, Himachal Pradesh, Madhya Pradesh, Punjab and Rajasthan are still having 11 years school system although the State Government of Punjab have decided in principle to switch-over to the 10+2 system of education. Meghalaya, Nagaland and Mizoram have pre-university stage of two years after Class X. The States/Union Territories which have adopted 10+2 system so far are :

1. Andhra Pradesh
2. Assam
3. Bihar
4. Gujarat
5. Jammu & Kashmir
6. Karnataka
7. Kerala
8. Maharashtra
9. Manipur
10. Meghalaya
11. Nagaland
12. Orissa
13. Sikkim
14. Tamil Nadu
15. Tripura
16. Uttar Pradesh
17. West Bengal
18. Andaman & Nicobar Islands
19. Arunachal Pradesh
20. Chandigarh
21. Dadra and Nagar Haveli
22. Delhi
23. Goa, Daman & Diu
24. Lakshadweep
25. Mizoram
26. Pondicherry

### **Vocationalisation of Higher Secondary Education**

Vocationalisation of higher secondary education is a major step in the re-construction of the present educational system. Under the 10+2 pattern of school education the following 12 States/Union Territories have adopted vocationalisation at the +2 stage : Andhra Pradesh, Assam, Gujarat, Haryana, Karnataka, Kerala, Maharashtra, Tamil Nadu, West Bengal, Andaman & Nicobar Islands, Delhi and Pondicherry.

An inter-ministerial Steering Committee under the Chairmanship of Education Secretary has been set up by the Ministry of Education to oversee the implementation of the programme of vocationalisation. The Committee has urged upon all States and Union Territories to earmark adequate funds in their annual plans for vocationalisation of education which constitutes a major segment of school education. The Committee has also made a number of recommendations for expeditious implementation of this programme.

The Ministry of Education continues to provide technical support to the States/Union Territories through the National Council of Educational Research & Training. The Council provides services such as guidelines and training to personnel for vocationalisation, development of curricula and instructional materials, training of teachers for vocational courses, orientation programmes for teachers and officials, organisation of national seminars

and workshops. Every effort is being made to promote vocationalisation to the maximum extent.

#### **Population Education Programme**

The National Population Education Programme launched by the Government of India w.e.f. April 1, 1980 has reached its fourth year. This programme, which is designed to introduce Population Education in the formal system of Education with a view to creating in the young generation, an adequate awareness of the Population problems and realisation in this regard of its responsibilities toward the nation, is now being implemented in all the Union Territories except the Union Territories of Lakshadweep and Arunachal Pradesh. Efforts are being made to bring these Union Territories within the ambit of this programme.

Government of India have set up a National Steering Committee with overall authority for coordination as well as implementation of the programme. Six meetings of the Committee have been held so far.

Project Progress Review and Tripartite Progress Review meetings of representatives of the Ministry of Education, NCERT and UNFPA officials, have been held from time to time to assess the progress of the programme.

The total Plan outlay for this programme is Rs. 4.26 crores.

#### **Review of School Textbooks**

It has been decided to undertake an immediate review of school textbooks in all States/Union Territories from the point of view of national integration. To begin with, textbooks in history and languages are to be evaluated followed by a similar review in other subjects. The attempt is to bring out revised textbooks from 1984-85 academic session.

In view of the enormity of work involved, the programme is being implemented on a decentralised basis. The NCERT have prepared the books and guidelines for the State Governments/Union Territories. All the State Governments/Union Territories have now undertaken the programme of evaluation of school textbooks from national integration angle. The work of evaluation is at various stages of progress in the States/Union Territories. Six States/Union Territories have completed the work and have revised the textbooks from national integration angle. The Union Territories of Arunachal Pradesh, Chandigarh, Dadra & Nagar Haveli, Lakshadweep, Pondicherry, Andaman & Nicobar Islands are using the textbooks of neighbouring States or those of NCERT.

The NCERT as well as Central Board of Secondary Education have also revised their textbooks.

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

### **NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING**

National Council of Educational Research and Training (NCERT), established on September 1, 1961, is an autonomous organisation registered under the Societies Registration Act (1860) and functions as an academic adviser to the Ministry of Education and Culture. The Council is fully financed by the Government. The objectives of the NCERT, as indicated in its Memorandum of Association, are to assist and advise the Ministry of Education and Culture in implementing policies and major programmes in the field of education, particularly school education.

During the year, NCERT activities related to the development of new forms of pre-school education, completion of third survey of research in education, curriculum research and evaluation, revision of school syllabi and textbooks, development of textbooks for teacher education, preparation of panels of the freedom movement and value orientation in education. Also, programmes concerned Urdu textbooks preparation, Science club kit

development, integrated education of the disabled, teacher training in science and mathematics education, prototype educational television programmes, etc.

*New forms of Pre-School Education*

The Council organized, in collaboration with UNESCO Regional Office for Education in Asia and the Pacific, Bangkok, a six-days study group meeting on development of new forms of pre-school education during April 25-30, 1983. Experts from Afghanistan, China, Maldives, Sri Lanka, Nepal and India participated. Framework for the design of new forms of pre-school education was developed with particular reference to children from disadvantaged environments and for mass implementation. Alternative models, capable of teaching children on a mass scale were discussed.

*Third Survey of Research in Education*

In order to know the trend in educational research, education in different fields and to inform educational scholars and other concerned with educational programmes, NCERT has conducted the third survey of research in education. The survey contains about 1500 abstracts of Ph.D. theses on philosophy, history, sociology, economics, measurement, guidance, counselling, curriculum, languages, technology, teacher management, administration, and non-formal education. It contains a separate chapter on India education abroad. The publication is likely to be released by the middle of 1984.

*Educational Surveys and Data Processing*

A UNICEF financed research project on educational backwardness of girls was taken up in Andhra Pradesh, Bihar, Haryana, Jammu & Kashmir, Madhya Pradesh, Orissa, Rajasthan, and Uttar Pradesh. During April 19-23, 1983, NCERT, in collaboration with UNESCO, Paris organised a seminar on experimental application of sample surveys in collection of educational statistics and control their quality. A study of the impact of CARE—assisted midday meal programme on enrolment and retention rates at primary stages was completed. A sample study of stagnation and drop-out at primary stage was undertaken in nine educationally backward states. Sample survey of educational facilities for Scheduled Castes/Scheduled Tribes was also undertaken in Rajasthan.

*Monitoring And Evaluation of Universalization of Elementary Education Programme*

In all 612 participants from Jammu and Kashmir, 311 participants from Orissa, and 557 participants from Rajasthan took part in 3 planning, 8 orientation, 2 monthly review and a quarterly meetings held at State, district and block levels in the three States where experimental application of the tools for monitoring and evaluation of universalization of elementary educational programme has been taken up for both formal schools and non-formal education centres. A joint meeting of the personnel from the States involved in the project was held during October 12-13, 1983 at Delhi.

*Comprehensive Access to Primary Education*

Under the UNICEF aided project on Comprehensive Access to Primary Education, started in 1979, NCERT continued to produce with the involvement of 30 SCERTs/SIEs and 980 TTIs/ITTCs, learning episodes and local specific teaching content. These materials are based on critical competencies and expected behavioural outcomes and for the age-group 9-14 covering a total learner engaged time of about 2400 hours each. Learning material is relevance based, problem centred and work-oriented.

*Community Education Participation Activities*

Under the UNICEF assisted project on Developmental Activities in Community Education and Participation, launched in 1975-76 a package of educational services, continued to be developed for four different age-groups of learners, viz. 0-3 and mothers, age group 3-6; age-group 6-14 and age-group 15-35. As a result of the activities under the project literacy was revised from 30% to 60% in a Madhya Pradesh Community; and the level of enrolment of children in the age-group 6-14 was revised to 100% in another Madhya Pradesh community. In an Orissa community, the literacy percentage is reported to have increased from 20% to 54% over a period of three years.

*Curriculum Research and Evaluation*

A study has been recently completed with a view to obtaining feed-back from three States regarding implementation of curriculum under 10+2 pattern of school education. A preliminary research study has recently been undertaken with a view to determining how far the curriculum in

vogue has in its various aspects, the potentiality of fulfilling the basic role expected of it under the new pattern. Curriculum resource centre has collected valuable relevant information and material to disseminate latest ideas through brochures.

#### *Impact of Primary Education Curriculum Renewal Project*

Maharashtra and Orissa have developed state curricula based on NCERT project on Primary Education Curriculum Renewal. Tamil Nadu has adopted textbooks developed under this project in mathematics for class I and II. Himachal Pradesh has adopted textbooks in language, mathematics and environmental studies. Sikkim has decided to introduce the textbooks developed in English for class I. Haryana has decided to adopt teachers' guides developed under the project. Mizoram has progressively adopted language textbooks developed for grades I to IV and textbooks in environmental studies for grades II to V. Andaman and Nicobar Islands, Lakshadweep and Pondicherry have started developing their own curricula and instructional materials for primary stage on this project pattern.

#### *Revision of School Syllabi and Textbooks*

The first year of the cycle for the revision of school syllabi and textbooks has been initiated. The activities will be intensified in the next year so that revised books become available in a phased manner from 1985 academic session. Committees for the purpose have been formed and workshops have been undertaken.

#### *Textbooks in Teacher Education*

Textbooks on "Teacher and Education in the Emerging Indian Society", were brought out. Textbooks on "Health and Physical Education, Recreation and Games" and on "Teaching of Science in Elementary Schools" are being prepared. A handbook on "Core Teaching Skills—Microteaching Approach" has been prepared, publications on "Curriculum and Evaluation", "Educational Psychology", and "Content-cum-Methodology of Teaching Mathematics" are in Press.

#### *Freedom Movement Project Panels*

NCERT has been developing an album on India's freedom struggle. The album comprises eighty panels of visual materials with brief write-ups on each panel and documentation of different phases, aspects and events of the freedom struggle from original sources. The visual part has over 1000 photographs and the documentation part 2,00,000 words. It will be useful to the teaching of freedom movement and could be of interest to the general readers.

#### *Conducting Youth Parliament Competitions*

The Council has developed the manuscript of a handbook entitled "Conducting Youth Parliament" in collaboration with the Department of Parliamentary Affairs, Government of India, to be used by students and teachers for organizing youth parliament competitions in their respective schools. The scheme to hold such competitions has been in operation for the schools of Union Territory of Delhi since 1965 and has now been extended to other parts of the country as well.

#### *Value Orientation in Education*

A meeting of the working group on value orientation in education was held on August 11, 1983. It has been decided to constitute advisory committee on education and values under the chairmanship of Dr. D. S. Kothari, to lay down guidelines for moral education. It has also been decided to prepare graded curriculum in moral education for classes I to XII. Two supplementary readers on moral education for school children of secondary stage are under preparation.

#### *Preparation of Urdu Textbooks*

Guidelines for writing model textbooks in Urdu have been prepared and finalized. Three workshops have been organized for consideration and finalization of the manuscripts of the textbooks for classes VI, VII and IX in the months of May, July and September, 1983. Consideration and finalization of the manuscripts for classes I to III have been undertaken.

#### *Science Club Kit Development*

NCERT has developed a science club kit containing 58 items of hand tools, instruments, consumables and first aid. The kit facilitates fabrication of articles/models generally required, by students and teachers for setting up experiments and preparing science exhibits. The kit is being demonstrated to school teachers





*Shri P. K. Thungon, Deputy Minister at a toy making workshop*

1983

*National Science Exhibition for Children*

The 13th annual national science exhibition for children was organised in Lucknow during November 10-16, 1983. The theme for this year's exhibition was "Science and Technology of Productivity". Exhibits pertained to energy saving devices; recycling of waste and control of pollution; food production and preservation; natural and man-made fibres; appropriate technology for rural areas; and other innovations. NCERT had also brought out a booklet entitled "Structure and Working of Science Models" on the occasion.

*Vocationalisation of Education*

NCERT organised three workshops to develop and revise 20 syllabi in vocational courses, identify minimum competencies, and to analyse syllabi for skill components. Three orientation programmes were organized for key officials of Haryana, Orissa, and Andhra Pradesh to analyze them with the conceptual framework underlying vocationalization programme. Instructional materials including teacher guides in vocational areas of agriculture, commerce, para-medical, and technology were finalized and made available to selected schools for try-out.

*Socially Useful Productive Work*

A National Seminar on socially useful productive work was organized in April, 1983 at Delhi to take stock of the present situation in the States. More than 40 key persons were oriented about SUPW and were trained in several activities in an orientation programme in Ujjain (Madhya Pradesh) in August 1983. Other programmes included curriculum development in Punjab, regional seminar on SUPW at Ernakulum (Kerala) and evaluation study programme of Madhya Pradesh.

*National Population Education Programmes*

A project progress review meeting was organized at the national level in June, 1983 to consider revised work plan for population education. National workshops were organized during April and October, 1983 to develop materials for radio and television. Another workshop was organized during April 4-10, 1983 to develop curricular materials for the out-of-school children of the age-group 9-14. A battery of tests on population awareness was developed.

*Scheduled Castes and Scheduled Tribes Education*

A study of the methods, processes and practices of non-formal education programme in tribal areas was completed for Andhra Pradesh, Gujarat, Madhya Pradesh, West Bengal and Rajasthan. Another study of the nature and extent of community participation and its effectiveness in educational development of Scheduled Tribes in Nagaland, was also completed. A study of the inter-relationship between education of the Scheduled Tribes and their socio-economic mobility was undertaken.

*Measurement and Evaluation*

A three-week training course in educational evaluation for 21 senior officers of the Indian Air Force was conducted in November, 1983 to develop objectives and sample question papers in science, mathematics, English, war-studies and current problems. Two months attachment was provided to a UNDP sponsored Fellow from Sri Lanka to develop expertise in paper setting for vocational subjects. An expert from Thailand, Bangkok, was provided with internship in talent search. Other research, development, training, consultancy and publication programmes in examination reforms, both internal and external, continued as usual.

*Textbooks Evaluation From National Integration View Point*

NCERT has undertaken the evaluation of school textbooks from the stand-point of national integration, in the subjects of History and Languages. States and Union Territories have been asked to evaluate their textbooks under guidelines drafted by NCERT. A suggested procedure for carrying out the programme has also been finalized. State agencies undertaking evaluation of textbooks have been identified. Tools and techniques for evaluation have been identified. Evaluative criteria has been prescribed.

*National Talent Search Scholarship Examination*

To identify talented students at the end of school classes X, XI and XII and to give them financial assistance to continue education, the National Talent Search Examination was conducted in May, 1983. The number of students who took the annual written examination at 443 centres

and those who were selected for scholarship at various stages, are given below :—

Class Stages	Number Appeared	General Number Selected	SC/ST Selected	Total Number Selected
X	42964	540	55	375
XI	5744	136	14	150
XII	25389	294	21	225
TOTAL	74097	600	70	750

*Educational And Vocational Guidance*

A study of psychological characteristics vis-a-vis educational and vocational planning of Scheduled Caste boys enrolled in high schools has been undertaken. The study of the relationship between educational and vocational planning, academic achievement and selected psychological and home background variables of tribal high school students, was continued. Thirty-two trainees have joined the 23rd Diploma course in Educational and Vocational Guidance.

*Centres for Continuing Education*

Seventy-seven centres for Continuing education were functioning in different States and Union Territories of the country. They provide orientation courses to secondary school teachers and primary school teacher educators. The annual budget is shared by the Central and the State Government on 50-50 basis. NCERT share of the grant-in-aid to the majority of the centres has been released.

*Integrated Education of the Disabled*

In April, 1983, the course outline for a 6-month training course for key persons in integrated education of the disabled was prepared. Syllabus for one year course for the training of teachers on visual handicap was developed in a working group during September 12-15, 1983. The draft syllabus for B.Ed. (Special Education) has been prepared. A three-day behaviour modification workshop on neuromuscular and Orthopaedic handicap was organised during July 19-21, 1983. A 12-week course for key persons in the integrated education of the disabled was organised during May-July, 1983.

*Regional Colleges of Education*

Regional Colleges of Education at Ajmer, Bhopal, Bhubaneswar and Mysore conducted various pre-service and in-service courses. Summer School-cum-Correspondence Courses for untrained graduate teachers continued to be organised. Extension programmes were undertaken in SUPW, vocationalization, research methodology etc. Research publications were taken up. Constituent Demonstration Schools functioned, as usual.

*Field Units Extension Work*

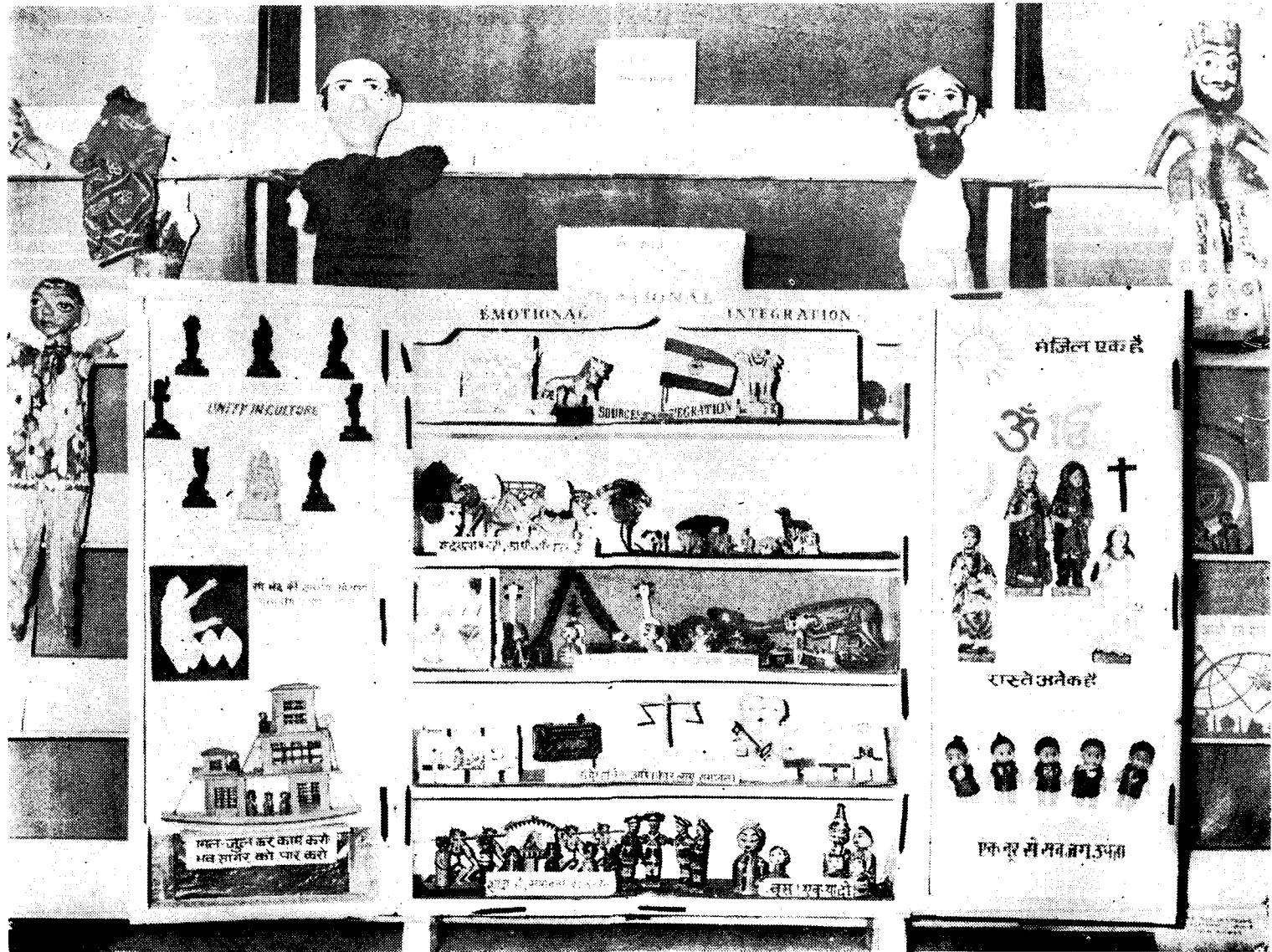
Seventeen field units of the NCERT in Ahmedabad, Allahabad, Bangalore, Bhopal, Bhubaneswar, Calcutta, Chandigarh, Gauhati, Hyderabad, Jaipur, Madras, Patna, Simla, Shillong, Srinagar and Trivandrum continued extension programmes related to intensive improvement of classroom teaching, good school practices, encouragement for innovations, exhibitions of learning materials, seminars of Key personnel, conferences of state officers, workshops for supervisors, courses for teacher-educators, working groups for career masters and meetings of the heads of educational institutions.

*Teacher Training in Science and Mathematics Education*

Selection of teachers for undergoing training in the U.K. in advanced methods of teaching science and mathematics was conducted. Twenty-three teachers in mathematics and twenty teachers in physics, chemistry and biology have been selected for nine months' training course in Loughborough University and Centre for Science and Mathematics Education, Chelsea College, Chelsea. Newly developed selection tools involved extensive and intensive evaluation of the candidates' merits in a five-day seminar followed by an interview.

*Prototype Education Television Programmes*

NCERT television programmes meant for primary school students and teachers of rural areas in Andhra Pradesh and Orissa are of 20 minutes



A Kit on National Integration—NCERT

duration each benefiting 600 villages in each of the States. These programmes are beamed through ground stations and INSAT-IB. These are supported by research, development and training activities in film production and audio-visual education.

#### *Teaching Aids*

Orientation programmes were organized for four WHO/UN/UNDP Fellows from Nepal/Afghanistan during 1983 in the areas of silk screen printing, photographic appreciation, filmstrip production, etc. A training course in educational technology and its application in the production of video programmes was conducted in September 14-27, 1983. Workshops were conducted for the preparation of self-learning cards, charts, low cost teaching aids, films for INSAT-IB, tape-slides, video-tapes, etc. Orientation training was provided in the operation and maintenance of audio-visual equipment including operational part of 16mm film projector and other audio-visual gadgets.

#### *National Integration Camps*

National integration camps for school continued to bring children and teacher together from different States to provide an opportunity to them to live together, understand each other, and appreciate the diverse cultural heritage of India. Community singing has been launched as a mass movement. Apart from organizing training camps for teachers in community singing, cassettes containing songs selected from regional languages have been distributed for use in schools.

#### *NCERT Journals*

The "Primary Teacher" (English) and "Primary Shikshak" (Hindi) continued informing practising teachers about the innovative ideas and practices. "School Science" served as an open forum for the discussion of various aspects of science education, its problems and prospects, "Indian Education Review" provided a medium for dissemination of the findings of educational research. The "Journal of Indian Education", a bi-monthly encouraged original and critical thinking in education through discussion of current educational problems and views.

#### *Publications*

The Council continued producing, distributing and supplying school textbooks, instructional materials, supplementary readers, students' workbooks, teachers' guides/manuals, research studies/monographs, handbooks, brochures, and reports. NCERT exhibited its publications at a number of national and international book fairs/exhibitions. Copyright permission to some State Governments and other agencies was given to adopt/adapt and publish its textbooks and other publications.

#### *International Contacts*

A number of NCERT officers were deputed to participate in Unesco's activities during the year. Large number of foreigners visited the Council in different areas of specialization. NCERT continued to work as an associated centre for the Asian Programme of Educational Innovations and Development, and undertook a number of bilateral cultural exchange programmes with different countries of the world.

### CENTRAL BOARD OF SECONDARY EDUCATION

The Board of High School and Intermediate Education, Rajputana including Ajmer, Mewar, Central India and Gwalior was established in 1929 by a resolution of the Government of India. In 1952, the Board was given its present name "The Central Board of Secondary Education". From time to time, its constitution was changed and jurisdiction extended so that the Board could play a useful role in the field of Secondary education, to make its services available to various educational institutions in the country and to meet the educational needs of students who have to move from State to State. It was reconstituted in July, 1962.

The schools of the Board are located in all parts of the country and even abroad, giving the Board a place of pride in the field of school education. The schools affiliated to CBSE are expected to provide uniform school education cutting across state borders and linguistic areas. The underlying idea is to promote national integration through inter-State mobility of students. This arrangement also helps children of transferable persons to pursue uninterrupted studies.

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

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

With the launching of Open School experiment in 1979, CBSE is also directly involved in the course development and material preparation for the adults enrolled under this scheme. This innovation is unique in the sense that the dropouts, semi-literates, people in jobs, housewives etc. also get an opportunity to pursue their studies at their own pace and without any rigidities of the formal system of education.

#### *Curriculum Development*

One of the important functions of CBSE is to develop curricula for secondary and senior secondary stages. Examinations of the Board are held on the basis of the curricula developed and prescribed in the schools affiliated to it.

In the academic session 1982-83, secondary stage curricula have been re-written in Hindi (Courses A & B), Science and Mathematics.

#### *Publications*

The Board undertakes publication of a few textbooks and occasional reports. During 1983, the Board brought out seven new textbooks in Hindi for the secondary level—four in Course “A” and three in Course “B”. For science and mathematics, the Board has decided that there will be only one course of studies; i.e., it will not be differentiated into “A” and “B” levels. Textbooks for the revised curricula are under preparation in collaboration with NCERT and are expected to be introduced from 1985 academic session.

#### *Support Material for Teachers*

With a view to help teachers, support material in the form of Curriculum Guides, ‘Learning Objectives’ in Science Courses A & B; Research/Workshop reports such as ‘Examiners Report’, ‘Improving Evaluation’, ‘Effective School Management’, were published and circulated.

#### *Open School*

Formal strategies are inadequate to translate the Constitutional goal of providing educational opportunities to all children in the 6–14 age group. Also, if we want to make a breakthrough in industry and farming, it is essential that all adults in the productive age groups are offered literacy skills of functional nature.

Accordingly, CBSE, in pursuance of its objectives to reach the disadvantaged sections of population such as school drop outs, working adults who have little time to attend regular schooling and the backward sections of the society who, because of traditional outlook, are not in a position to appreciate power of the printed work in the modern age, started Open School Project in July, 1979.

The Open School, apart from offering Certificate course, is also organizing vocational need-based courses that could improve the performance of adults on the job and increase their promotion prospects. The first registration to the secondary level Certification began in 1981 and the first examination was held in 1983. Over 70% enrollees in the Open School are in the age group of 17-35 and about 48 per cent employed. Concerted efforts are afoot to attract tribal and backward population of Rajasthan, Assam, Andhra Pradesh, M.P. etc. towards this non-formal method of schooling.

#### *Workshops and Seminars etc.*

- (i) This year, a 2-day seminar on SUPW was organised in collaboration with convorsazione. An Intensive Workshop of 40 days—26th March to 5th May, 1983—in Curriculum Preparation was

organised for 10 American Curriculum specialists selected by the U.S. Department of Education. This workshop offered opportunities to participants to update their information on specific project of curriculum development.

(ii) National Conference on Open Learning System : The Board also organised a three-day National Conference from May 27-29, 1983 at India International Centre in which the concepts, scope and approaches in the Open Learning System as well as curriculum design, learning strategies and evaluation techniques were discussed. One of the main recommendations made at the Conference was that Open Learning must be accepted as an effective alternative channel of education, complementary to the formal system.

(iii) COBSE Conference

The 13th COBSE Conference was hosted by CBSE at India International Centre in New Delhi on December 13-15, 1983. In all, 22 delegates representing 19 Boards met and discussed matters of mutual interest. The inaugural speech was delivered by the Hon'ble Deputy Minister of Education & Culture, Government of India.

#### *Innovations in the Conduct of Examinations*

This year, question papers for examinations for the Centres in Delhi were stored in Bank Branches for ensuring secrecy as well as timely distribution. The experiment proved successful and is proposed to be continued and extended to other areas also during the ensuing examinations. The Board also introduced centralised evaluation on a limited scale. This way, the evaluation of answer scripts was possible with full care and secrecy under close supervision.

In pursuance of the recommendation of the study of the Indian Institute of Public Administration on the restructuring of CBSE, the position of Director of Open School was upgraded and made equivalent to the Secretary. Similarly, two more posts—one of Controller of Examination and the other Director of Academics—of equivalent rank have been created. With the terminal responsibilities vested with the departmental heads, the Board, it is hoped, will become a better serving agency.

#### CENTRAL TIBETAN SCHOOLS ADMINISTRATION

The Central Tibetan Schools Administration (CTSA) was set up as an autonomous organisation in 1961 under the Societies Registration Act (XXI of 1960). The objectives of the Administration are 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. Joint Secretary in the Ministry of Education & Culture incharge of work of CTSA is the Chairman of CTSA. Secretary of the Administration is the Member-Secretary of the Governing Body.

The Administration runs residential schools at Dalhousie, Darjeeling, Mussoorie and Simla and day schools at Bylakuppe, Kollegal, Gothengaon, Mirik, Ghoom, Chowkur, Chandragiri, Miao, Gurupura, Kalimpong, Kurseong, Mainpat, Mundgod, Sonada, Tenzingaon and Tezu. The Administration also gives assistance in the form of grant-in-aid to a few institutions being run for the benefit of Tibetan refugees' children.

The total number of students studying in the schools run by the Administration is 11,500, out of which 1,765 are boarders and 9,735 day scholars. In residential schools, apart from board and lodging, daily necessities and medical facilities are also provided free. Mid-day-Meals, free textbooks and stationery etc., are also provided to all students including those studying in day schools. The Administration has 430 employees which include 330 teachers. The Administration also awards 15 scholarships to Tibetan students for prosecuting higher studies every year. These scholarships are tenable for 3 years.

These schools impart education through common media, syllabi and textbooks. Schools having Class IX and above are affiliated to the Central

Board of Secondary Education and prepare students for All India Secondary School Examination and All India Senior School Certificate Examination. The curricula, courses and textbooks up to class VIII are those prepared by the National Council of Educational Research and Training. In addition to English, students are taught Hindi and Tibetan languages. The result of Tibetan schools in the Secondary School Examination held by Central Board of Secondary Education in 1983 was 87.5% and in the All India Senior School Certificate Examination, it was 65.8%.

#### KENDRIYA VIDYALAYA SANGATHAN

With the idea of encouraging the growth of secondary schools having common syllabi and media of instruction for providing the facility of uniform education throughout the country for the children of transferable Central Government employees, including Defence personnel, the scheme of Central Schools was approved by the Government of India in November, 1962. To start with, 20 Regimental Schools were taken over as 'Central Schools' or 'Kendriya Vidyalayas' during the academic year 1963-64. Subsequently, Kendriya Vidyalaya Sangathan was set up as an autonomous organisation to establish and run the Kendriya Vidyalayas.

The number of Kendriya Vidyalayas has since multiplied very fast and was 449 during 1983-84, registering an increase of 46 from 1982-83. The total enrolment as on April 30, 1983 was 3,09,099. The total number of teaching and non-teaching staff in all Kendriya Vidyalayas was 21,841.

The Sangathan, at present, is divided into 12 regions located at Ahmedabad, Bhopal, Bombay, Calcutta, Chandigarh, Delhi, Gauhati, Hyderabad, Lucknow, Madras, Patna and Roorkee. Each region is under the charge of an Assistant Commissioner who is assisted by an Education Officer and other appropriate administrative staff.

The Sangathan has continued making concerted efforts to improve the professional competence of all categories of teaching and supervisory staff in Kendriya Vidyalayas by organising in-service courses for them. The Sangathan conducted 64 in-service Education Courses in May/June, 1983 as under :

Designation of Participants	No. of Participants	No. of Courses
Orientation Course for Directors and Resource Persons for TGTs & PRTs . . . . .	220	4
PGTs . . . . .	357	6
TGTs . . . . .	877	20
PRTs . . . . .	1190	34

Teachers were also sponsored to attend workshops/seminars organised by the CBSE, NIEPA and NCERT. Besides, some staff was deputed for visit/training abroad as follows :—

Sl. No.	Designation	No. deputed	Training/Visit	Country
1.	A. C.	1	Study of Educational system	Russia
2.	Principal	1	School Management	Australia
3.	PETs	2	Physical Education and Health Studies	Australia

Continuous efforts are being made by the Sangathan to help the backward children to come up and bright children to achieve academic excellence. As a result of these efforts, the pass percentage in the Central Boards, All India Secondary School (Class X) Examination, 1983 of Kendriya Vidyalayas was 92.3% as against 90.8% at the 1982 examination. Eight



students were placed in the merit list. Highest marks in Hindi, Maths (Course "A"), Science (Course "A") and Social Science were secured by students of Kendriya Vidyalayas. Similarly, in the All India Senior School Certificate examination, the pass percentage of Kendriya Vidyalaya students was 86.7, against the over-all pass percentage of 75.5 for all schools affiliated with Central Board of Secondary Education. Thirteen students appeared in the merit list of the Board-7 in science stream, 3 in commerce stream and 3 in humanities stream. Even in various competitive examinations for admission to engineering and medical colleges and National Defence Academy, students of Kendriya Vidyalayas have done exceedingly well. 35 students of Kendriya Vidyalayas secured scholarships by competing in NCERT's National Talent Search Examinations.

Besides academic excellence, Kendriya Vidyalayas emphasise on games, sports and other activities for an all round growth of the personalities of their students. Various games and sports events at school, regional and national levels were organised. The Sangathan also organised coaching camps for the students. Stipend at the rate of Rs. 225/- p.m. for boarders and at the rate of Rs. 50/- p.m. for day-scholars was given to outstanding sportsmen. Besides, cash awards were given to students who secured any of the first 3 positions in SGFI meets.

For growth and development of scouts and guides movement, the KVS State Association of the Bharat Scouts and Guides and National Headquarters have agreed to construct a camp site at the National Training Centre of BS&G, Pachmarhi, at an estimated expenditure of Rs. 3 lakhs.

To inculcate a spirit of adventure in the students, 132 adventure clubs have been started in Kendriya Vidyalayas. An adventure course for 15 PETs and training programmes to Pindari and Jamadar Glacier, Chamba-Mahali & Nilgiri Hills have been organised. 3624 students participated in the Rock Climbing courses conducted by the HSE Mountaineering and Allied Sports Institute, Pachmarhi. To bring students more near the nature, 120 Nature clubs have also been organised in Kendriya Vidyalayas.

As a result of the study of the Indian Institute of Public Administration on restructuring of K.V.S., quite a few posts at various levels have been created to strengthen the headquarters and also the regions.

#### Bal Bhavan Society

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

A record 12,000 children enrolled their names for the institution's membership during 1983-84. During the summer, double shifts were arranged to cater to the extraordinary rush.

National Children's Museum at Bal Bhavan organised 15 exhibitions (both on Science and Humanities) to supplement school education and making a child rational in thinking and receptive to new ideas, through scientific temper. The exhibitions were viewed by lakhs of children.

The National Training Resource Centre (N.T.R.C.) of Bal Bhavan organised 43 workshops in Creative Arts at regional, zonal and national levels to bring Bal Bhavan workers and teachers into the creative fold. The workshops provided intensive training in creative arts pertaining to collage, construction, puppet making, maskmaking, school decoration, paper cutting and paper pasting. In these workshops, 2500 participants were trained.

The institution also conducted 11 workshops for children in performing and plastic arts, physical education, aeromodelling museum techniques and science. The workshops were attended by 800 children.

With a view to inculcate the spirit of national integration amongst children, 16 Integration Camps were organised in various parts of the

country. The camps imbibed in them the spirit of cooperation, team work, experience in community living and self confidence.

5th National Children's Assembly was organised in November, 1983, in which 300 children from State Jawahar Bal Bhavans of Kerala, Tamil Nadu, Pondicherry, Karnataka, Andhra Pradesh, Haryana, Orissa, West Bengal, Gujarat and Assam assembled and stayed at Bal Bhavan. This event provided children opportunities to enjoy the freedom of expression in an atmosphere of friendship and brotherhood. The theme of National Assembly was Unity, Creativity and Peace. Children could exchange their ideas and experiences to learn to live together, understand each other's language and culture.

Twelve symposia and conventions were organised for children. The topics included 'Ocean and Space—Our Future Hope', Theatre Festival, Science Fiction convention. The other noteworthy activities included Kavi Goshti, Young Ecologist Convention, Design and Construction of Housing, Science Fair, Fabricating models, i.e. Solar Wind Mill, Machine Modelling, Electronics, Aero Modelling and Museum Techniques. Children were also exposed to the astronomical constellation, stars and planets. To provide more literary inputs, children held discussions and debates on various national and international problems. The entire exercise enlivened them about the problems and happenings they encounter in their daily life.

Nine Tournaments in skating, chess, football, cross country cycle rally and badminton were also organised, thus giving opportunity to 1,800 children to fruitfully utilise their pent up energy. Besides, Intra-murals in Badminton and Table Tennis involved 500 children.

Bal Bhavan children participated in three 'Big Marches' on different occasions to awake consciousness among people about peace and love for animals and plants. 12,000 children joined the Marches in the main localities of Delhi.

At Ahmedabad, a National Workshop on Bal Bhavan Concept, Communication methods and extension services was organised. Following the workshop, the 3rd All India Bal Bhavan Directors' Conference was also organised at Ahmedabad to take stock of the development of Bal Bhavan Movement in the country.

In order to enliven children with existing progress in the country, they were taken to various museums, science and craft centres, computer centres, factories and art galleries. To this end, creativity fair, science fair and art fairs were organised at Bal Bhavan in which both Indian and foreign children participated in thousands.

#### *Workshops*

15-day package workshops on Science Education and Modelling & Museum Techniques, Symposia & Conventions were organised at Rishi Valley Education Centre (A.P.) in Bangalore and Mysore. A similar workshop in Creative Arts was organised at Banaras in December at Rajghat Education Centre. Also, N.T.R.C. workshops were organised at Jawahar Bal Bhavans at Hyderabad and Madras. At Ahmedabad, 2 training workshops were organised.

#### *Bal Bhavan Kendras*

7 more Bal Kendras were opened in various localities during this year, raising their number to 27. These Kendras are disseminating children-activities to backward areas. Each one of them caters to over 1,000 children.

'Bal Sansar', Children's Magazine continued in publication regularly.

The Bal Bhavan hostel housed over 750 children and adults during camps held from time to time and also took up home science classes which were very popular during summer.

The Bal Bhavan collaborated with several organizations such as NCERT, Kendriya Vidyalaya Sangathan, different Central Ministries etc. in organising different activities. N.C.E.R.T. had produced a TV film on Bal Bhavan which was telecast via satellite. A 16mm film on Bal Bhavan has also been taken from out of funds of the Social Welfare Ministry which is almost ready for release.

Community singing not only provides an opportunity for expression of one's artistic talent but promotes, simultaneously, a feeling of togetherness, harmony and national integration. It has, therefore, been decided that community singing should be cultivated like a mass movement. The Ministry of Education and Culture has launched a Plan scheme with an outlay of Rs. 173.05 lakh over a five-year period commencing 1983-84 for propagation of community singing as a mass movement amongst school children. This scheme is being implemented through N.C.E.R.T. Under the scheme, camps will be organised to train teachers of Kendriya Vidyalayas as well as of schools run by various States/Union Territories in community singing. Tape recorders and recorded tapes will also be supplied by N.C.E.R.T. to the schools.

To give a boost to the efforts being made for spreading the community singing movement, a programme of community singing by 10,000 children from the Delhi Administration schools and Kendriya Vidyalayas located in Delhi was organised by the Ministry of Education and Culture in collaboration with the Ministry of Information and Broadcasting, Delhi Administration and Kendriya Vidyalaya Sangathan in Jawaharlal Nehru Stadium on Children's Day- 14 November, 1983. The programme was witnessed by about 45,000 children and about 5,000 other invitees.

All the States and Union Territories have also been urged to identify schools, select children and take other steps to organise similar programmes in their States on the Children's Day. Response from the States has also been very encouraging.

#### **National Foundation for Teachers' Welfare**

With the object of providing financial assistance to teachers and their dependents in indigent circumstances and to promote the welfare of teachers, the National Foundation for Teachers' Welfare was set up in 1962.

To provide a sound financial base to the teacher welfare schemes Corpus of Rs. 5.00 crores was created. This target has since been achieved and the funds of the Foundation have now actually exceeded Rs. 8.00 crores. As regards to the utilisation of the Corpus money the matter was referred to a Committee and the same will be put up for approval to the General Working Committee at its next meeting.

The Corpus of the Foundation comprises the contributions made by the Union and States/Union Territories. From the collections made by States/Union Territories, 20% of the Collection is contributed to the Corpus while the remaining 80% is retained by them for financial assistance to teachers.

This year, as in previous years, a campaign for collection of funds was organised by the Education Ministry and the States/Union Territories on Teachers' Day, which is celebrated on the 5th September. The collection for this year was very encouraging.

The Foundation also gives awards comprising of a certificate and cash prize of Rs. 1,000 every year to three teachers for their long and meritorious service. This award commemorates the memory of late Prof. D. C. Sharma, an eminent educationist and one of the founder-members of the Foundation. For 1981, three teachers were selected for this award.

#### **Cultural Exchange Programme in the field of School Education**

The Ministry has been implementing Cultural Exchange Programmes with various countries with a view to sharing experiences in the field of education as also to gain better understanding of the problems faced by various countries and to learn from their systems.

During the current year, two delegations visited USSR, one to make an on-the-spot study of vocational training in that country and the other to study vocational education, correspondence education, out of school activities, secondary education, primary education etc.

Further material in the form of textbooks, dealing with the educational system, and other relevant literature has been exchanged with various countries.

The Ministry had also sponsored an expert to visit the People's Democratic Republic of Yemen to identify areas of collaboration with the Republic of Yemen and to exchange experiences in the field of secondary education. Mr. J. A. Lijembe from Kenya visited NCERT for a week to exchange experiences in the fields of pre-school education, primary education, teacher training and curricular development.

#### **Scheme of Integrated Education of Disabled Children**

The Scheme of Intergrated Education for Disabled Children provides education for handicapped children in schools. The scheme which was started in 1974 has been further liberalised and enhanced benefits are now available to teachers as well as students.

100 per cent assistance is available to State Governments and Union Territories. The scheme which was initially implemented by the Ministry of Social Welfare has now been transferred to the Ministry of Education and Culture since October, 1982.

In addition to the grants to the State Governments and Union Territories, grants are also given through the University Grants Commission to selected Universities/Institutions for providing well-trained cadre of teachers with special training in teaching disabled children and for meeting a demand of trained teachers in any future expansion programmes.

#### **Educational Concessions to Defence Personnel**

This scheme which is offered to the children of the members of military and para-military forces who were either killed or permanently disabled during the Indo-China hostilities in 1962 or during the Indo-Pakistan hostilities in 1965 and 1971 was also implemented this year.

Under this scheme, various concessions are given to such children so as to enable them to continue their education. During this year, 34 students received such concessions.

### **PHYSICAL EDUCATION**

#### **Physical Education Policy and Programmes**

Physical Education and Sports are today accepted as an integral part of education all over the world. In the National Policy on Education approved by the Indian Parliament in 1968, due emphasis has been laid on promotion of a country-wide programme on Physical Education and Sports. A new National Sports Policy covering Physical Education and Sports is still under consideration of the Government. In the meanwhile, pending adoption of the new policy, the Central Government's programmes for promotion of Physical Education continue to be implemented within the broad framework of the 1968 National Policy on Education. The two-fold objective of the current programme continues to be participation in the internationally current programmes of Physical Education and Sports simultaneously with the broad-based mass participation and promotion of country's traditional physical education activities. Taking cognizance of potentialities of Yoga as a traditional physical fitness activity, teacher training and research programmes in Yoga also continue to be encouraged.

A Working Group on Sports and Physical Education has been constituted for formulation of proposals for inclusion in the Seventh Five-Year Plan (1985-90), the Working Group, besides taking up a review of the on-going programmes of Physical Education and recommend programmes for inclusion in the Seventh Five-Year Plan, is also expected to suggest feasible perspective of development up to 2000 A.D., particularly with a view to equalising basic minimum opportunities for all sections of people and to enable youth to excel in physical fitness and sports and to make its maximum contribution to the development of a modern society.

Salient features of the programmes of Physical Education and Yoga as implemented during the year are as under :

#### **Lakshmbai National College of Physical Education, Gwalior**

The primary object of the College, which is one of the two National Institutes established by the Government of India in the field of physical education and sports is to provide facilities for training of high calibre leadership in physical education for educational institutions and other organisations. During the year, the College continued to discharge its primary

responsibility of providing teacher training facilities at the Graduate and Post-Graduate level and also to provide leadership to the Physical Education Teacher Training Institutions in the country.

During the academic session 1983-84, the total student strength of the College was 366 including 81 women. The College had also on its rolls nine foreign students. Since its inception in 1957, when the college was set up, it has produced 2237 Graduate and Post-Graduate teachers including 405 women.

Besides its regular teacher training programme, the College continued to provide extension services and refresher courses for the in-service personnel in physical education and sports. With a view to giving due emphasis on research programmes, a full-fledged Research Division has been established at the College which has initiated a number of research projects. Further, the College continues to implement on agency basis the Central Programmes like National Physical Fitness Programme, National Prize Competition for the Published Literature in Physical Education and Sports on behalf of the Central Government.

The College has established a National Resource and Documentation Centre in Physical Education to serve as the clearing house for professional information in Physical Education and Sports for the general public. Construction of a Research Block and the College Guest House are the two important projects initiated by the College during the year.

#### **Strengthening of Physical Education Teacher Training Institutions**

This Scheme is a continuing scheme from the Second Five Year Plan and provides for financial assistance to physical education teacher training institutions, both Government and Non-Government, to cover expenditure from 50 to 75 per cent on specified projects for improvement of physical facilities and other developmental expenditure like construction of the Gymnasium Hall, Hostel Building, Administrative Block, Research Laboratory, Development of Play-grounds, Purchase of Sports/Laboratory/Research Equipment and Library Books, subject to specified ceilings of Central Government grant for each project.

The pattern of financial assistance under the Scheme has recently been revised to make the nature and scope of the Scheme more broad-based and its implementation more effective. With the revised pattern of the Scheme, the response from the various Physical Education and Training Institutions has been very encouraging.

#### **Promotion of Yoga**

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

Kaivalayadham Shreeman Madhava Yoga Mandi Samiti, Lonavla (Pune) continued to be assisted under the scheme both for its maintenance and developmental expenditure for research and teacher training programmes.

#### **Society for the National Institutes of Physical Education (SNIPES)**

The Society for the National Institutes of Physical Education (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, Lakshmi Bai National College of Physical Education, Gwalior, and Netaji Subhas National Institute of Sports, Patiala and also to initiate steps for raising standards of games and sports through National Coaching Scheme and Regional Coaching Centres continued to function during the year. The SNIPES held three meetings during the year. Besides this, its Standing Committees also met from time to time.

### HIGHER EDUCATION AND RESEARCH

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

#### A. UNIVERSITY GRANTS COMMISSION

##### **Trends and Growth of Higher Education**

The student enrolment in universities and colleges increased from 29.52 lakhs in 1981-82 to 31.37 lakhs in 1982-83. The rate of growth was 6.3 per cent against 7.3 percent in the previous year. The number of students in the university departments was 5.50 lakhs and in colleges 25.87 lakhs.

Enrolment in the Faculty of Arts constituted 39.7 per cent of the total enrolment. In the Faculties of Science and Commerce the Percentage was 19.7 and 21.8 respectively. Enrolment at the first degree level was 27.45 lakhs (87.5%) ; at post-graduate level 3.07 lakhs (9.8%) ; at research level 0.38 lakhs (1.2%) and at diploma and certificate level 0.46 lakhs (1.5%). Compared to 1981-82, the major increase was only at the first-degree level.

The number of teachers increased to 2.11 lakhs. Of these 0.46 lakhs were in the university departments/university colleges and the rest in the affiliated colleges. Of the 46343 in the universities, 4616 were Professors, 10294 Readers, 29499 Lecturers and 1934 Tutors and Demonstrators. In the affiliated colleges, the number of senior teachers was 16,436 and 1,41,211 were lecturers.

During 1982-83, four new universities were established. These are Amravati University, Amravati (Maharashtra); Guru Ghasi Das Vishwavidyalaya, Bilaspur (Madhya Pradesh) ; Sri Padma Vati Vishwavidyalaya, Tirupati (Andhra Pradesh) and Gandhiji University, Kottayam (Kerala). The number of affiliated colleges increased from 4886 to 5012 in 1982-83.

##### *Higher Education among Women*

The enrolment of women students during 1982-83 was 8.93 lakhs against 8.17 lakhs in 1981-82. The percentage of women students increased from 27.7 per cent in 1981-82 to 29.8 per cent in 1982-83. At the post-graduate level, the enrolment of women was 29.8 per cent of the total enrolment. Enrolment of women students was the highest in Kerala (48.2%) followed by Delhi (47.7%), Punjab (41.9%) and Jammu & Kashmir (41.8%). The percentage was the lowest in Bihar (15.4%).

##### *Activities during 1982-83*

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

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

#### (4) Development of Colleges.

##### Special Programmes for Improvement of Quality

- (a) *Centres of Advanced Study and Departments of Special Assistance* The Commission is at present providing assistance to 19 Centres of Advanced Study and 60 Departments of Special Assistance in Science, Engineering and Technology and 10 Centres of Advanced Study and 23 Departments of Special Assistance in Humanities and Social Sciences. During 1983-84, the Commission had examined the proposals from 54 Departments in Science and Engineering for Special Assistance and accepted them.
- (b) *Departmental Research Support* At present 42 Departmental Research Projects in Science and one in Humanities and Social Sciences are under implementation.
- (c) *College Science Improvement Programme (COSIP), College Humanities and Social Science Improvement Programme (COHSSIP); and University Leadership Programmes (ULP)* The Commission is presently assisting 191 Colleges under COSIP and 40 University Departments under ULP in Science. Similarly 188 Colleges under COHSSIP and 16 University Departments under ULP in Humanities and Social Sciences are receiving assistance from the Commission.
- (d) *Panels in Science, Humanities & Social Science* Special Committees and Working Groups have been set up to prepare detailed curricula including modernisation of laboratories, and development of innovative courses in Electronics, Physics, Chemistry, Mathematics and Biology. Under-Graduate Curriculum has been finalised in Home Science.
- (e) *Common Facilities and Services* The Commission has been trying to develop certain facilities at the national level for the use of university scientists. A variable energy cyclotron facility has already been functioning at Calcutta. 19 major research projects are under implementation with the use of these facilities.
- A Centre for Science Information is to be established at the Indian Institute of Science, Bangalore during 1983-84. The Centre would provide information to individual research scientists about current world publications in their subject fields and also copies of relevant papers published in the journals, on request.
- A Nuclear Science Centre as a major inter-University Research Facility has recently been approved. This will be located in the Jawaharlal Nehru University Campus. A Project Steering Committee has been constituted for implementation of the project.
- The Commission has also agreed to provide financial assistance to support research activities of university scientists for undertaking an integrated Indian Scientific Programme called the "Indian Middle Atmosphere Programme", as a multi-department/agency activity.
- The Commission is presently considering the feasibility of setting up of National faculties Centres in (i) Materials Research, (ii) Laser/Fibre Optics; and (iii) Synchrotron Radiation Research.
- (f) *Wild Life Studies* The Commission has taken steps to prepare textbooks and syllabi for Wild Life Studies and reading material required for under-graduate teaching. Ten universities have been identified for teaching programmes in wild life studies. The programmes will be undertaken in co-operation with other agencies like the Forest Research Institute, Dehradun, Department of Environment and the Ministry of Agriculture.
- (g) *Environmental Studies* An Expert Committee has been set up to advise on matters relating to development, teaching, research and extension work in environmental science in universities and colleges. Details for Special Programmes in Environmental Engineering and Pollution have been finalised. Steps have been initiated to prepare textbooks in environmental education.





### Development of Universities

The development requirements of almost all the universities during the Sixth Plan for institutional/general development have been assessed through Visiting Committees. The recommendations of the Visiting Committees have been approved in respect of 62 universities. The implementation of these programmes including those already approved in the Sixth Plan is expected to cost Rs. 80 crores.

### Development of Colleges

Basic assistance has been approved for about 2000 colleges. It is expected that by the end of the next year this number will increase to 3,000. proposals for development of under-graduate education from about 900 colleges have been approved. This number is likely to go up to 1500 by the end of the current plan. Some 500 colleges are expected to be assisted during the current plan for development of post-graduate education.

### Higher Education among Scheduled Castes and Scheduled Tribes

Fifty-nine universities have established Special Cells to look after the implementation of various University Grants Commission Programmes for Scheduled Castes and Scheduled Tribes. These Cells are being assisted by the University Grants Commission. The Commission has also formulated a Scheme for establishment of units to provide training, remedial teaching, special coaching to remove the deficiencies of students belonging to Scheduled Castes/Scheduled Tribes and to improve their performances in subjects like Languages, Mathematics and Science. A Bursary scheme for students belonging to Scheduled Castes/Scheduled Tribes at the first degree level is being introduced. 115 scholarships would be awarded during the current year under this scheme. A Committee has been set up to consider measures to be taken by universities to prepare Scheduled Caste/Scheduled Tribe students for various competitive examinations and on its recommendations the Commission has decided that colleges and institutions catering largely to the needs of Scheduled Caste/Scheduled Tribe students should be identified to provide special development assistance. Another Committee has been set up to prepare teaching materials for teachers under teachers' training and orientation programme especially for Scheduled Caste and Scheduled Tribe students.

In January, 1983 the Commission appointed a Committee under the Chairmanship of Dr. (Mrs) Madhuri R. Shah to enquire into the working of the Central Universities and to suggest remedial action for causes of periodic disturbances and measures for strengthening corporate life and other reforms. The Committee submitted its report to the University Grants Commission in November, 1983 and the same was considered by the Commission at its meeting held on 23rd December, 1983. Various recommendations contained in the report are at present under process.

### B. CENTRAL UNIVERSITIES

#### Aligarh Muslim University, Aligarh

The total number of students on rolls during 1982-83 was 16921. Of these 5783 were enrolled in the schools, 4509 in colleges and institutions and 6629 in the University departments. The number of fresh students admitted in 1983-84 was 4230.

During 1983-84 95 Ph. D. degrees, 93 M. Phil. degrees, 2 D. Litt. degrees were awarded.

The 1983-84 academic session started by middle of August and is likely to be completed on schedule. A serious academic atmosphere has been restored on the campus and the quality of life in the hostels has been significantly improved. There have, however, been minor incidents of violence and indiscipline, but these incidents have not led to any dislocation in the academic schedule.

The University has decided to implement the minimum programme of reform in examinations suggested by the University Grants Commission. The Departments of Geography, Physics and Mathematics have been selected by the University Grants Commission as Departments for Special Assistance. A School of Nursing has been opened to meet the acute demand for nurses. A scheme for starting Petroleum courses has been approved by the University Grants Commission. The Department of History has actively participated in the excavations at Atranjia Khera near Fatehpur Sikri. New

courses in Computer Sciences and Urdu calligraphy have been introduced. At the school stage the University introduced +2 stage from 1983-84.

The number of beds in the Medical College Hospital was raised from 350 to 500. The Brain Research Centre and the Immunology Centre located in the medical college have been making significant progress in their work.

The University Grants Commission approved the construction of additional hostel accommodation for 500 boys and 200 girls. During the year, the University organised a seminar on problems of education and employment of Indian Muslims, and an international seminar on food system of the world, and an All-India Geography Congress.

During the year, the constitution of the Executive Council and the Court of the University under the provisions of the amended Act of 1981 was nearly completed. However, the meetings of these bodies have been stayed by the Allahabad High Court on Petitions challenging the validity of their constitution.

The University teams registered significant achievements in sports during the year. The University won the North Zone Inter-University Championships in football and hockey.

The academic session of the University, for some time past, has been behind schedule in some faculties. The University has been making efforts to regularise the academic session and to hold examinations.

The Departments of Mining Engineering, Electronics Engineering and Ceramic Engineering in the Institute of Technology, the Department of Physics in the Faculty of Science and the Department of Biochemistry in the Institute of Medical Sciences, have received special assistance from the University Grants Commission, and their stature have been raised to selected Departments. The assistance to the three Departments in the Institute of Technology for five years is over rupees one crore. Besides, a number of research projects have also been sanctioned. Courses in Computer Science and Technology have been approved and are likely to commence from the next academic session. The Departments of Biochemistry (I.M.S.) and Physics, Botany and Zoology are also being considered under the COSIST Programme. Bharat Kala Bhavan, the University Museum, has also received an assistance of Rs. 16.70 lakhs for its development.

International Conference on DNA Repair and Chromosome Aberrations in the Department of Zoology and International Conference on Statistics under the auspices of the Department of Statistics were held. An All-India Seminar on 'Early Buddhism and on Mahayana' organised by the Department of Buddhism and Pali, was inaugurated by His Holiness the Dalai Lama on November 10, 1983. The 16th All-India Museum Camp was organised by the Bharat Kala Bhavan from October 19 to 31, 1983.

Prof. T. R. Anantharaman, Director, Institute of Technology, was awarded the Tata Gold Medal on the occasion of the Diamond Jubilee Celebrations of the Department of Metallurgical Engineering. These celebrations were combined with the 21st National Metallurgists Day and the 37th Annual Technical Meeting of the Indian Institute of Metals and also the International Symposium on 'Light Metals Science and Technology'.

Research scholars, who are not in receipt of financial assistance, are provided the facilities to visit the library anywhere in the country twice in a year. A sum of about Rs. 11,000 was sanctioned from Vice-Chancellor's Discretionary Fund for about 152 needy and deserving students.

All-India character of the University was continued to be maintained and admissions to Institute of Agricultural Sciences and Master of Management Studies were made on an all-India basis.

Integrated Rural Development Programme and Adult Education Centres continued to do commendable work.

The construction work of the Social Sciences Faculty Building, extension to the Central Library, 212-seat Students' Hostel and 50-seat Girls' Hostel sanctioned by the University Grants Commission is at an advanced stage.

**University of Delhi, Delhi**

During 1983-84, the total enrolment in the regular courses offered by the University and Colleges was 88,922. In addition, the Non-Collegiate Women's Board had 8,240 students and the school of Correspondence Courses 14,248 students. Besides 17,114 candidates were registered with the External Candidates Cell. Thus, the University has been catering to a total student body of 1,28,524 during 1983-84. The number of students enrolled for Ph.D. was 2,061 and for M.Phil. 616.

During 1983, the total number of teaching staff was 626—111 Professors, 273 Readers, 228 Lecturers and 14 Research Associates.

During 1983-84, Diploma Courses in Pharmacy and one-year Advanced Diploma Courses in Modern Arabic and Modern Persian were introduced. A separate Department of Business Economics was set up. The University decided to establish a Chair in Slavic Studies to be named after Madame Lyudmila Zhivkova. During the year the Sherubtse College in Bhutan was granted affiliation to the University.

The University celebrated its Diamond Jubilee in January, 1984.

**Hyderabad University, Hyderabad**

During 1983-84, the total number of students on the rolls of the University increased to 690. The number of students admitted during the year was 364. Of these, 48 belong to Scheduled Castes/Scheduled Tribes and 4 were physically handicapped. Special remedial courses were organised for students belonging to weaker sections and special coaching classes for improvement of communication skills for students. Twenty students were awarded Ph.D. Degrees during 1983.

The teaching strength of the University during the year was 100, consisting of 19 Professors, 36 Readers and 45 Lecturers. The Faculty continued to engage themselves in collaborate research and some of them were awarded prestigious National Awards. During the year, the University introduced a Master of Computer Application Course with an intake of 30 students. The School of Chemistry of the University has been recognised by the University Grants Commission as a Department of Special Assistance.

As a comparatively new University, the Hyderabad University is yet to provide full physical facilities. Provision of these facilities is proceeding at a satisfactory rate. During the year, more class-rooms and teachers' hostels were added. Construction of students' hostel, the Science School Complex and the Library and Administrative buildings is to be initiated soon. Towards the end of November 1983, agitation by a section of students resulted in *sine die* closure of the University. The University reopened on January 2, 1984. The semester Examination which were scheduled in December have been re-scheduled for January, 1984.

**Jawaharlal Nehru University,  
New Delhi**

During April-May, 1983 students agitation disrupted the normal functioning of the University. The University was closed *sine die* on May 12, 1983 and reopened on July 22, 1983. The closure of the University resulted in postponement of the admission processes. As a result, no fresh admissions were made in July, 1983.

During the year, the total number of students on rolls was 1541.

1,478 students were awarded Degrees/Diplomas/Certificates. They included 69 Ph. Ds., 157 M.Phil. and 490 M.A./M.Sc. Degrees.

During the year the total strength of teaching staff was 316 consisting of 68 Professors, 97 Associate Professors and 151 Assistant Professors.

During 1983-84, the University has been approved as a Centre for introduction of Master's Degree in Computer Application. The School of Environmental Sciences has been selected for establishment of a research Unit in "Genetic Engineering".

During the year the Faculty completed 20 research projects sponsored by various agencies.

42 new research projects were sanctioned till October, 1983. During the same period, the Council received completed reports in respect of 37 projects approved earlier. Till November, 1983, the Council had sanctioned 94 fresh awards and 39 contingency grants under various fellowship schemes. Completed reports were received in respect of 24 awards made earlier. The Council continued to provide support to two research programmes on entrepreneurship and North East India. The Council also rendered financial assistance for holding 29 seminars/workshops/conferences.

During the year, the Council continued to assist 17 research institutes in the field of social sciences. In addition, the Council continued its support to six regional centres. Fourteen professional organisations were given financial assistance and 11 organisations received endowment grants from the Council.

About 8000 scholars from all over India including a few from abroad used the library facilities under the documentation programmes of the Council. 950 publications including 170 theses and 105 research reports were acquired. Nearly 3700 issues of journals were obtained in exchange/gift/subscription. 250 Ph.D. Students from different universities were given study grants for visiting libraries to collect research material. Thirteen organisations were provided finance for maintenance of their libraries. The documentation centre provided consultancy services to Unesco Regional Adviser in Social Science, Bangkok for organising documentation services in his office. A regional plan for information system for social sciences for the Asia and Pacific was also prepared on the request of the Unesco Regional Office.

Under Area Study Bibliography project, collection of research material in regional languages was completed in Gujarat, Madhya Pradesh, Delhi, Tamil Nadu and Bihar. The bibliography of the material in Gujarati language has been completed.

Under the retrospective indexing of journals programme, 5 additional social science journals were completed.

Under the programme of acquisition of data sets, the Data Archives of the Council acquired 10 data sets in machine-readable form. An inventory of data generated by various research institutions in the country since 1951 is being prepared. Forty-two scholars availed of data processing facilities under the Guidance and Consultancy Services.

The Council brought out 4 publications during the year. It also exhibited its publications in various book fairs held in the country. During the year the Council supported publication of 5 doctoral theses. 8 issues of ICSSR journals in different disciplines such as public administration, political science, sociology, social anthropology and geography have been published and 8 more volumes are expected to be brought out upto March 1984. Besides, 8 journals were supported by the Council financially.

Under the modified scheme of the publication, grants for doctoral theses & Research work/papers, 2 scholars were sanctioned grants during the year.

The National Register of Social Scientists in India containing information on 7531 social scientists from 17 social science disciplines has been published. Social scientists who could not be included in the first volume are being covered.

During the year, the Council maintained and developed contacts, exchanges, co-operation and collaboration with social science research institutes and organisations outside India. Under the Indo-French Cultural Exchange Programme, three Indian scholars visited France during the year. A Scholar visited Czechoslovakia under Indo-Czech programme. Thirty Indian scholars visited different countries to collect data and to attend international conferences with support from the Council. A symposium on "Nature of State and its Structure in Developing Countries" was organised at Madras jointly with the Madras Institute for Development Studies under the Indo-Soviet Cultural Exchange Programme, during April 6-10, 1983. The first phase of the Indo-Dutch Programme on Alternatives in Development

comprising 13 Indian and Dutch research projects was completed and evaluated during the year. The work-plan for the second phase is under finalisation. An international seminar on "Welfare State in Europe: Origins, Constraints and Recent Trends" was also held under the IDPAD in the Hague during June 13-15, 1983 to which the Council sent a 4-member delegation. Delegates were also deputed to represent the Council in the Commission on Conceptual and Terminological Analysis (COCTA) Round Table held in Venezuela and to the 6th general conference of the International Federation of Social Science Organisations (IFSSO) held at Colombo during the year.

A 14-member team of social scientists from China visited India in January 1984 in return of the visit to China of an Indian delegation last year.

#### D BILATERAL/FOREIGN COLLABORATION PROGRAMMES

The Institute awarded "Fellowship to 11 Canadian Scholars during the year 1983-84 for undertaking research in humanities, learning Indian Languages and in the field of Performing Arts. The Institute awarded travel grants to 8 Canadian Scholars to participate in a one-week workshop in Educational Technology organised in New Delhi in May, 1983 by the Institute in collaboration with University Grants Commission and Jamia Millia. Four more Canadian Scholars have been awarded travel grant to participate in a Seminar on Canadian History being organised by the Institute at Delhi University in December, 1983. Travel grant was also awarded to a Professor of Economics in the University of Toronto to visit India under Canadian Studies Exchange Programme to deliver lectures at various Indian Universities.

Two Indian Scholars were also selected by the Institute to visit Canada under its Social Sciences and Humanities programmes.

Thirty-nine Russian teachers were assigned to various Indian Universities and Institutions for teaching Russian Language and Literature.

Seven Scholars came for study/internship in the fields of Medicine, Law, Engineering, Textiles, Architecture, Agriculture and Health.

The Institute is a co-operative organisation established by American Colleges and Universities interested in the study of Indian Culture and civilization. The Institute commenced operation in India in 1962. The Institute awarded fellowships (faculty/junior/ad-hoc short-term and languages) to 125 scholars during the academic year 1983-84 for doing research on social sciences, humanities etc.

Fifty-five American Scholars/students came to India during 1982-83 for doctoral and post doctoral research under the foundation's programme and also for assignment as visiting professors in Indian Universities. Similarly, 48 Indian scholars were awarded Lecturers/Research/Students Fellowships to USA.

Four short term groups consisting of 60 academics including professors, teachers, educational administrators from the USA came to India for short durations to acquaint themselves with the latest development in the field of educational life and culture in India. Their programmes are organised in collaboration with Indian Universities.

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 US held rupees funds in India are not utilised for the purpose.

Applications of 45 foreign individual scholars from the various countries were received for undertaking doctoral and post-doctoral research work on their own or on grants from their universities.

*Shastri Indo-Canadian Institute,  
New Delhi*

*Indo-USSR Cultural Exchange  
Programme*

*Berkeley Professional Studies  
Programme in India*

*American Institute of Indian  
Studies, New Delhi*

*United States Educational  
Foundation in India,  
New Delhi*

*American Studies Research  
Centre, Hyderabad*

*Foreign Scholars Visiting India  
for Research*

## E. OTHER ACTIVITIES

### Revision of Salary Scales of Teachers in Universities and Colleges

As a part of the revision of salary scales of teachers in universities and colleges, the Central Government had agreed to revise the salary scales of Librarians and Physical Education personnel also. However, the revised scales of pay approved for these categories of employees from 1-1-1973 were different from those approved for teachers. There have been persistent representations that the pay scales of Librarians and Physical Education Directors/Instructors in the universities and colleges should be reconsidered and brought at par with those of teachers. The Central Government has accordingly reviewed its earlier decision and agreed to upgrade the scales of pay of Librarians and Directors/Instructors of Physical Education with effect from April 1, 1980. The decision was communicated to all State Governments in December, 1982. The State Governments were also offered financial assistance to the extent of 80 percent of the additional expenditure involved in the upgradation for the period April 1, 1980 to March 31, 1985. In pursuance of this decision, the State Governments of Punjab, Tamil Nadu, Karnataka and Gujarat have so far agreed to upgrade the pay scales. Meanwhile, the residual claims of Central assistance in respect of the revision of salary scales of teachers of some State Governments are also being met by the Central Government.

### Jamia Millia Islamia

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

### Dr. Zakir Hussain College, Delhi

The Jamia Millia Islamia, New Delhi is an institution deemed to be a University under Section 3 of the UGC Act, 1956. It has been receiving recurring and non-recurring grants from the University Grants Commission for its University section. In so far as its non-University section, it has been getting grants from the Government of India. The non-higher education sections of the Jamia have recently been strengthened. The Jamia has been permitted to start vocational courses under the Commerce and Engineering streams at the +2 stage of Senior Secondary School. The Commerce stream has already been started and the Engineering stream will be started in the academic year 1984. Part-time degree course in Civil Engineering has also been regularised. Approval for the expansion of the existing Middle and Higher Secondary School buildings has also been given. Sanction for a new building for the Department of Technology has also been accorded. Strengthening of the existing Diploma courses in Engineering has been agreed to.

### Association of Indian Universities

The Association of Indian Universities is a voluntary federal body of the universities in the country. In recognition of the useful functions performed by the Association by providing a forum for universities to discuss their common problems and find solutions to them, the Government has been sanctioning a token grant towards its maintenance expenditure every year. In addition, the Government has agreed to finance a small Cell in its office as a Core Research Resource to initiate and implement research activities in areas of common interest to the universities. The Government have extended financial assistance for the construction of its own building.

The membership of the Association in April, 1983 was 131. In the course of the year, 8 new universities were enrolled as provisional members of the Association. The Association has produced the "Hand Book of Agriculture Education" for the first time. During the year, investigations on eight research projects were completed. Work has been initiated to bring out question banks in English literature at post-graduate level, mycology, Agronomy and Social Sciences. Besides, workshops and training program-

mes were organised in various universities, colleges and institutions and covered areas of examination reform, question banking, internal assessment paper setting etc. A National seminar "Contemporary Teaching Methods and Technologies in Higher Education" was held at the University of Madras.

#### **Panjab University, Chandigarh**

Following the reorganisation of the State of Punjab in 1966, the Panjab University was declared as an inter-State Body Corporate under the provisions of the Punjab Reorganisation Act, 1966. The maintenance expenditure of the University is being shared at present by the Government of Punjab and the Union Territory of Chandigarh in the ratio of 40 : 60. The developmental expenditure of the University is met substantially from the grants sanctioned by the University Grant Commission, the matching share to such grants, as well as expenditure on development programmes which do not qualify for grants from the Commission are met by the University from an annual loan sanctioned to it by the Central Government. During 1983-84, the University was sanctioned a loan of Rs. 25.00 lakhs for this purpose.

#### *Scheme of National Research Professorship*

The scheme of National Research Professorship was instituted in 1949, to honour distinguished academics and scholars in recognition of their contribution to knowledge in their respective fields. Between 1965 and 1981, no appointments of National Professors were made. In 1981, Dr. Salim Ali, a renowned ornithologist and Dr. T.M.P. Mahadwan, a distinguished Professor of Philosophy were awarded National Professorships. With the death of Prof. Mahadwan, there is only one National Professor at present. Appointment of another National Professor is under consideration.

#### *Scheme of Financial Assistance to Professional Organisations*

A new scheme for providing financial assistance to Professional Organisations working in the field of Physical and Natural Sciences, Social Sciences and Humanities for organising conferences, seminars etc. was finalised in the Sixth Plan. The objective of the scheme is to bring about better communication among those who are engaged in teaching, research or independent scholarly pursuits by giving them opportunities to come together, exchange views, discuss new developments and share new discoveries and additions to knowledge. During 1983-84, ten organisations have been sanctioned financial assistance under this scheme.

#### *Special Cell for Scheduled Castes/Tribes*

This Cell was established in January, 1977 in pursuance of a recommendation made in the 42nd Report of the Committee on the Welfare of Scheduled Castes and Scheduled Tribes. This Cell is responsible for review of the policy regarding reservation in admission and appointment in the colleges and the universities. The Cell also functions as a liaison Unit for furnishing information regarding reservation to the Commissioner for Scheduled Castes and Scheduled Tribes and the Parliament. Representations received from Scheduled Caste and Scheduled Tribe teachers/students/employees in colleges and universities are also examined by the Cell and taken up with the concerned authorities, wherever necessary.

The major work handled by the Cell during the year related to examination of the education facilities available to Scheduled Castes and Scheduled Tribes in the Central Universities by the Committee on the Welfare of Scheduled Castes and Scheduled Tribes (Seventh Lok Sabha). Information wanted in this connection by the Committee was collected from the University Grants Commission and the Central Universities, compiled and supplied to the Committee. The report of the Committee was examined and those of the recommendations which were accepted by this Ministry were taken up for implementation by the University Grants Commission/Central Universities. Besides, the Cell continued to deal with policy references regarding reservation for Scheduled Castes and Scheduled Tribes in university education. Forty-Five representations/complaints were received by the Cell during the year from various individuals and associations. These were taken up with the State Governments, University Grants Commission and the Central Universities for appropriate remedial action.

## TECHNICAL EDUCATION

The Technical Education System of the country is designed to meet the technological needs of economy both on short-term and long-term basis. The development of technical education is, therefore, regarded as area of high priority in economic planning. In order to meet the urgent requirements of the nation, each of the Five Year Plans of Technical Education is characterised by major stress on certain specific aspects. In the Sixth Plan period major emphasis has been on (a) optimum utilisation of existing facilities, (b) consolidation, (c) expansion of facilities in areas where weakness exists, (d) creation of infrastructure in areas of emerging technologies vital for the development of the country, (e) improvement of quality and standards of education and (f) furtherance of national efforts to develop and apply science and technology as an instrument of country's socio-economic progress. The Seventh Five Year Plan of Technical Education is in the process of being formulated. The emphasis on consolidation, modernisation, improvement of quality and standards, strengthening of facilities in areas of weakness and creation of infrastructure in areas of emerging technologies may, no doubt, continue but the exact objective of the plan will be available after the exercise on the subject has been done.

Besides the schemes instituted in the earlier years of the Sixth Plan and continuing from the earlier plans, the following new plan schemes have been instituted in the year under report.

**National Manpower Information System**

In pursuance of the recommendation made by the All India Council for Technical Education at its meeting held in 1978, the Scheme of National Manpower Information System has finally been approved by the Government of India. The main objective of the National Manpower Information System is to provide upto-date and meaningful manpower information on a continuing basis to enable the concerned authorities to anticipate areas of growth in the field of science and technology and consequently plan for technical manpower development on the proper lines. The system will help in so many ways including collection, storage, updating, retrieval and analysis of manpower information to formulate necessary development plans on scientific lines to meet the national requirements. The Scheme provides for establishment of a Lead Centre at the Institute of Applied Manpower Research, New Delhi and 17 nodal centres at the selected institutions of Engineering and Technology.

Consequent upon approval of the Government of India for establishment of the Manpower Information System, ad-hoc grants have been released to the Lead Centre and 14 nodal centres so as to enable them to appoint staff for the proposed system. Urgent action is being taken by the Lead Centre, Nodal Centres and the Ministry of Education to put the entire system into operation at the earliest.

**Quality Improvement Programme**

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

- (i) Faculty Development :
  - (a) Two-Year M. Tech. Programme;
  - Three-Year Doctoral Programme;
  - (b) Short-term Courses at Quality Improvement Programme Centre;
  - (c) Summer Institute Programmes through Indian Society for Technical Education; and



- (ii) Curriculum Development which includes preparation of instructional material, textbooks and laboratory development.

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

During the period 1970-71 to 1981-82 about 730 teachers were trained for M. Tech. Course and 800 teachers for Ph.D. course. About 500 short-term courses were organised by the Q.I.P. Centres at degree level in which 7,500 teachers participated. At diploma level about 1,000 courses were organised and about 17,000 teachers participated. Under short-term programme in industry, 1,525 teachers at degree level and 3,500 at diploma level were benefitted. Besides, 800 summer/winter schools were organised by I.S.T.E. where 16,500 teachers participated.

In 1983-84, the target was to train 95 fresh teachers in M. Tech. and 110 teachers for Ph.D., in addition to those continuing from the previous years. Under Summer School Programmes, 1,500 teachers were expected to be benefitted. Curriculum Development Programmes were conducted by 14 groups at Quality Improvement Centres. About 1,400 Degree/Diploma holder teachers were expected to be trained in industry under the programme relating to short-term training in industry.

#### Direct Central Assistance

The scheme which was started in the year 1976-77 continued in the year 1983-84 to extend special direct Central Assistance to the selected 12 engineering colleges and 22 polytechnics for identified projects relevant and important for improvement of quality and standards of technical education. The Nation Expert Committee set up to select technical institutions both at degree and diploma levels and the areas suitable for assistance under the scheme selected 17 engineering colleges and 29 polytechnics for grant of assistance under the scheme.

#### Community Polytechnics

The scheme was instituted under Central Sector in the year 1978-79 under which 36 polytechnics were selected to be developed as community polytechnics. In addition to offering diploma courses in different branches of engineering and technology, these polytechnics are also required to interact with environments and serve as focal points to promote transfer of technology to the rural sector. The scheme continued in the year under report, and necessary central assistance was provided. In accordance with the approved norms, in the year 1982-83 grants amounting to 43.36 lakhs were released to the various community Polytechnics for implementing the scheme.

#### Advanced Technician Course

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

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

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

#### **Institutional Network Scheme**

The Institutional Network Scheme, which was introduced in 1981-82, continued with vigour during 1983-84. Collaboration between the Indian Institutes of Technology and Regional Engineering Colleges continued in the areas of Laboratory Development and Faculty Exchange Programme. In addition to Regional Engineering Colleges, financial assistance was also extended to State Engineering Colleges/Private Autonomous Engineering Colleges as are identified by the National Expert Committee. During the year 1982-83, grant-in-aid to the extent of Rs. 80 lakhs was sanctioned for upgradation of 32 laboratories against Rs. 62.50 lakhs sanctioned during 1981-82 for 25 laboratories.

During 1983-84, there is a budget provision of Rs. 80 lakhs which will be utilised in full before the end of the financial year.

#### **Expansion of Facilities in Area where Weakness exists**

The scheme was instituted in 1981-82 to strengthen and expand facilities in the areas where weakness existed. The primary object of the scheme was to improve areas of Computer Science, Electronics, Maintenance Engineering, Instrumentation, Product Development and Bio-Sciences and Management Sciences etc. During 1982-83, grant-in-aid to the extent of Rs. 280 lakhs was extended to Regional Engineering Colleges/Technological Universities and State/Private Engineering Colleges for as many as 29 projects. There is a budget provision of Rs. 220 lakhs in 1983-84 which is likely to be expended in full before close of financial year.

At the time of writing the report, grants amounting to Rs. 187.50 lakhs have already been sanctioned to 26 institutions including Regional Engineering Colleges.

#### **Creation of Infrastructure in Areas of Emerging Technology**

The scheme, which was introduced in 1981-82, continued in the year 1983-84 also. Under this scheme, grant-in-aid on 100% basis is extended to create and develop facilities for research and education and training in the areas of new emerging technology so important for the development and advancement of the country in this respect. These include Microprocessor application, Remote Sensing, Laser Technology, Atmospheric Sciences, Environmental Engineering, Energy Sciences, and Water Resources Management. The strengthening and creation of facilities in these areas would be of immense help in accelerating the pace of development in the country. During 1982-83, grants-in-aid worth Rs. 384.50 lakhs were given to 35 institutions including Indian Institutes of Technology, Regional Engineering Colleges and other technological institutions. During 1983-84, there is a budget provision of Rs. 350 lakhs, but requirements for all the projects approved till date is of the order of Rs. 380 lakhs. Rs. 261 lakhs have already been sanctioned to 23 Engineering Colleges and subject to availability of the additional funds, grants will be released to all the approved projects within the financial year.

#### **Modernisation of Engineering Laboratories and Workshops**

This new scheme was instituted in 1981-82 and continued during the year under reference. The scheme envisages to meet the changing situations in industry and curricular changes. The laboratories are being modernised with more relevant and useful equipment. The scheme is expected to help improve the situation in this respect. During the year 1982-83, grants-in-aid of Rs. 120 lakhs were sanctioned for the modernisation of 24 laboratories in various Regional Engineering Colleges and private autonomous engineering colleges. During 1983-84, funds to the extent of Rs. 150 lakhs have been provided out of which Rs. 125 lakhs have already been released to 21 institutions. Proposals for another 23 laboratories have been finally processed and grants will be released to all of them during this year, if additional funds are available by way of re-appropriation or savings. In case of non-availability of additional funds, the balance of Rs. 150 lakhs available in the budget will, of course, be utilised fully.

#### **Other New Schemes under Formulation**

A considerable amount of spade work has been done on a few other important schemes which have also been approved by the Planning Commis-

sion and included in the Sixth Five Year Plan. The details of these schemes are being worked out in consultation with the concerned Ministries/Departments of the Government of India. These schemes are summarised below:—

(i) New Quality Improvement Programmes :

- (a) Degree Courses in Engineering for Diploma holding polytechnic teachers;
- (b) Post-graduate industry-oriented courses for the polytechnics teachers;
- (c) Learning Resources Centres.

(ii) Technical Institutions Society Inter-action.

**Programme of Apprenticeship Training**

The programme of apprenticeship training for engineering graduates and diploma holders continued to be implemented through the four Boards of Apprenticeship Training located at Kanpur, Bombay, Calcutta and Madras. As on November 30, 1983, 10862 trainees, 3335 engineering graduates and 7527 diploma holders were in position. A number of supervisory development programmes for improving the quality of apprenticeship training imparted under apprenticeship and career guidance programmes for the final year students of a few Engineering Colleges and Polytechnics have been organised by these Boards. After a number of meetings with the State Governments, the Special Vocational Education Training Scheme for providing six months practical training to the candidates passing out from 10+2 vocational stream has been launched.

**Educational Consultants India Limited**

The first public sector undertaking of this Ministry, the Educational Consultants India Limited, New Delhi was incorporated under the Companies Act, 1956 on 17-6-1981, with the main objective to offer educational consultancy service to a number of agencies and foreign governments and Educational Institutions in the field of general, medical, agricultural and technical education and training. The Corporation undertakes surveys of educational requirements, prepares feasibility/evaluation reports on educational projects and programmes, plans and establishes educational institutions on turn-key basis, prepares detailed project reports for the establishment of educational institutions of high excellence and advises on specifications of inputs; undertakes development of curricula, teaching aids, evaluation systems, educational technologies and learning resource centres; develops organisational structures for educational administration and management; undertakes studies and research on specific educational problems and manpower planning, fosters and maintains close liaison and cooperation with various national and international agencies.

The Corporation is managed by a part-time Chairman, eight Directors of the Board and a full-time Managing Director with other staff.

**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, interdisciplinary research, inter-institutional collaboration and consultancy services.

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

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

I.I.T.	Under Graduate	Post-Graduate & Research	Total	Out-turn
	1	2	3	4
Kharagpur	1,628	834+ 270	2,732	724
Bombay	1,508	583+ 646	2,737	615
Madras	1,191	1,383	2,574	672
Kanpur	1,126	765+ 573	2,464	449
Delhi	1,130	891+ 828	2,849	560

During the year 1982-83, the Institutes expanded their infrastructural facilities and made substantial progress in acquiring new sophisticated research equipment, starting new inter-disciplinary academic programmes and pursuing research and consultancy services. The Institutes also intensified their activities in the area of continuing education by organising a large number of short-term courses, long-term courses, symposia and workshops for the benefit of students, working engineers, technologists and scientists from all over the country. During the year, IIT, Delhi created a new academic Centre for Computer Science and Engineering and started B.Tech. programme in Computer Science in Engineering, IIT, Bombay celebrated 25th year (Silver Jubilee) of its establishment. IIT, Madras organised the Graduate Aptitude Test in Engineering (GATE) for admission to M. Tech./M.E. Programmes in Engineering Colleges throughout the country.

The visitor of the Indian Institutes of Technology has appointed an Academic Reviewing Committee for all the Five IITs. The terms of reference of the Committee are as under:—

- (a) to review the present progress of the Institutes of Technology in fulfilment of its broad objectives as centre of advanced studies and research in Science, Engineering and Technology;
- (b) to examine how far the institutes have interacted with other technical institutes with particular reference to courses of study, programmes of research and faculty development;
- (c) to assess the overall impact of the institutes on the training of high grade engineers for the technological development of the country;
- (d) to recommend the lines along which the five institutes should be further developed for advanced studies and research, taking into account the developments that have taken place or project at the other institutes of technology and the Indian Institute of Science, Bangalore.

No time limit has been prescribed for submission of report by the Committee.

#### Asian Institute of Technology

The Asian Institute of Technology, Bangkok set up in 1967 is an autonomous international post-graduate engineering institute governed by an International Board of Trustees whose members come from different countries including India. On a proposal received from the Institute for India's association with its academic development, it has been decided to extend assistance from India by donating equipment of indigenous origin worth Rs. 1.00 lakh every year and deputing Indian experts for short-term duration to the faculty of the Institute. During 1983-84, a budget provision of Rs. 5.00 lakhs (Non-Plan) has been made and it is expected that eight Indian experts will have been deputed during the year.

The Government of India have also decided to provide a grant of 2.00 lakhs to the Institute during 1984-85 for financing its certain specified activities in India.

#### **Regional Engineering Colleges**

Fourteen Regional Engineering Colleges were set up one each in the major States during the second and third plan periods to enable the country to meet the increased need for trained personnel during subsequent plan periods. The fifteenth college at Silchar (Assam) admitted the first batch of students in November, 1977. While all the colleges offer first degree courses in Civil, Mechanical and Electrical Engineering, some of them also offer courses in Chemical, Metallurgical, Electronics, Mining and Architecture Engineering. Thirteen of these colleges are also 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, construction of students' hostels and development of students' activity centres in all the colleges. During the year under report, the Regional Engineering Colleges made considerable progress in the implementation of their development plans. Sixty-four laboratories are being developed in these colleges under the scheme of Institutional network with IITs. A computer has been installed at Regional Engineering College, Rourkela and three systems are being purchased for the Regional Engineering Colleges, Allahabad, Warangal and Durgapur. There is a plan to provide computers to all Regional Engineering Colleges. MCA courses have been approved for starting in the three Regional Engineering Colleges at Allahabad, Rourkela and Tiruchirapalli.

#### **Development of Post-Graduate Courses and Research Work**

The Government of India is directly assisting 12 State Governments and 20 Non-Government institutions for the development of their post-graduate courses as a part of the continuing scheme under the scheme of Development of Post-Graduate Courses and Research Work in Engineering and Technology.

The Review Committee on Post-Graduate Education and Research in Engineering and Technology set up under the Chairmanship of Dr. Y. Nayudamma submitted its report in June, 1980. The Committee, *inter alia*, recommended restructuring and organisation of post-graduate courses, identification of emerging areas, revision in the norms of assistance, faculty improvement etc. The recommendations of this Committee have already been considered by the Empowered Committee consisting of the Secretaries of the concerned Ministries/Departments. The Empowered Committee had recommended to the Government the acceptance of the recommendations of the Review Committee with minor modifications. Major suggestions and recommendations of the Empowered Committee were processed for implementation during the year under report. Admission to all post-graduate courses in Engineering and Technology is required to be made through GATE with effect from 1984-85, except in two fields which will also be covered under GATE in due course. The duration of the post-graduate courses has also been reduced to three semesters.

#### **Colombo Plan Staff College for Technician Education in Singapore**

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

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

## **Technical Teachers' Training Institutes**

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

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

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

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

During the year under report, the Institutes have further intensified their activities in the above fields and also organised various specialised programmes at the request of UNESCO, Universities, Institutions etc.

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

The School established in 1959, provides Bachelor's degree course in Architecture. It is also providing Master's degree course in Landscape Architecture, Housing, Urban and Regional Planning, Transport Planning, Urban Design and Building Engineering and Management with effect from December 3, 1979. During the Session 1983-84, the School has started a part-time course leading to the degree in B.Arch. with an intake of 20 students. The School has been given the status of Institutions Deemed to be University under the UGC Act. With a view to further broadening its academic programmes relating to human settlements and the environment and also to promote research and extension, the School carried on effectively all its activities/programmes during the year.

## **National Institute for Training in Industrial Engineering, Bombay**

The Institute was set up in 1963 with the assistance of UNDP to provide facilities for training in Industrial Engineering and allied fields. The Institute conducts (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.

## **National Institute of Foundry & Forge Technology, Ranchi**

The Institute was set up in 1966 with the assistance of UNDP/UNESCO to provide requisite trained personnel in Foundry and Forge Technology. The Institute conducted (a) short-term refresher courses, (b) diploma course and (c) Research Programmes during the year. The Institutes provided 12 weeks special training to 12 Nepalese Nationals in Foundry Technology on the request of UNIDO for manning the Pilot Plant being set up in Nepal.

**Administrative Staff College of  
India, Hyderabad**

The College was set up in 1957 as a Joint venture of Government of India and the Industry. A distinctive feature of the college is its concentration on post-experience management development programmes in general management as well as in functional areas like production, marketing, finance, personnel, material management and investment planning. In 1982-83, the college completed its silver jubilee, and has conducted 58 courses attended by 1352 executives from Government, Public as well as Private Sectors including hospitals, universities etc. In addition, the College has completed 25 consulting assignments in energy and oil sector, port and docks etc. and 15 research projects including some in such frontier area of management as environment and energy.

During the year 1983-84, the Ministry of Education increased the ceiling of its contribution to the college from Rs. 2.5 lakhs to Rs. 3.5 lakhs per annum to cover the differential in the cost and actual fees charged to the participants from Central and State Governments to the college programmes.

**Indian Institutes of Management**

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

Indian Institute of Management	Post-Graduate Diploma	Fellow Diploma
Calcutta	102	6
Ahmedabad	170	6
Bangalore	99	5

The recommendations of the IIMs Review Committee have been considered by an Empowered Committee of Secretaries and action has been initiated to implement the decision of the Empowered Committee.

**Board of Assessment for  
Educational Qualifications**

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

**Management Education**

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

**University Grants Commission  
Scheme**

The University Centres/Departments for engineering and technology education have continued their efforts towards consolidation and modernisation. The necessary grants were released by the UGC for the implementation of the development project already instituted. The details of all the UGC Schemes have been described in a separate chapter in the Report.

## ADULT EDUCATION

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

Adult Education Programmes are being implemented through various agencies such as State Governments/Union Territory Administrations, Voluntary Agencies, Universities/Colleges, Nehru Yuvak Kendras etc. 1,50,969 Centres are being at present run by different agencies with or without financial assistance of the Government of India as shown below :

(i) Rural Functional Literacy Programme . . . . .	99,574
(ii) State Adult Education Programme . . . . .	59,015
(iii) Voluntary Agencies . . . . .	5,873
(iv) Nehru Yuvak Kendras . . . . .	527
(v) Universities/Colleges . . . . .	644
(vi) Others . . . . .	3,087
Total : . . . . .	1,38,720
*Jammu & Kashmir . . . . .	2,926
*Meghalaya . . . . .	1,195
*Karnataka . . . . .	8,128
Grand Total . . . . .	1,50,969

\*Programme-wise break-up could not be available from these States.

The total enrolment in these centres was 43.62 lakhs out of which, 24.85 lakhs were men and 18.76 lakhs were women. In addition, 3.52 lakhs women were covered under FLAW Programme for literacy learning. Of the total enrolment, 11.49 lakhs were Scheduled Castes and 7.31 lakhs were Scheduled Tribes.

At present the following Adult Education Programmes are in operation :

**Strengthening of Administrative Structures in States/Union Territories for Implementation of Adult Education Programmes**

Under this Scheme, financial assistance is provided to State Governments/Union Territory Administrations for creation of necessary administrative structures at the State level and district levels in accordance with an approved pattern, for implementation of adult education programmes in their areas. 18 States and 7 Union Territory Administrations have been sanctioned financial assistance under this Scheme during 1983-84. Two more States are likely to be sanctioned financial assistance for this purpose shortly. An expenditure of Rs. 221 lakhs will be made under this Scheme during the year 1983-84.

*Rural Functional Literacy Projects (RFLP)*

This Scheme envisages setting up of adult education projects with 100 to 300 centres in each project with an average enrolment of 30 adult illiterates in each Centre. Gradually all the districts in the country are to be covered by these Central Projects.

During 1983-84, 316 projects were continued. Of these 199 projects are located in the districts having literacy rate below the national average. 62 new projects have been sanctioned to States/Union Territories raising the total number of projects from 316 to 378. As per the policy of the Government most of these new sanctioned projects will be located in the areas with literacy rate below the national average. With the operationalisation of all the 378 projects the coverage of adult illiterates under this Scheme will be around 34 lakhs in a year.



*Scheme of Assistance to Voluntary Agencies working in the Field of Adult Education*

Voluntary agencies are given financial assistance for undertaking projects of functional literacy, post-literacy, publications and Resource development, organisation of workshops and seminars etc. During 1983-84, 350 voluntary agencies in 16 States/Union Territories have been approved for undertaking 16,340 adult education Centres for functional literacy and post-literacy work. These agencies will cover nearly 4.90 lakhs people. Grants amounting to Rs. 288 lakhs have been sanctioned by the Ministry to these voluntary agencies for this purpose.

*Involvement of Student in Adult Education Programme*

The New Twenty Point Programme also visualises the removal of adult illiteracy, through involvement of students in the programme. A Working Group under the Chairmanship of Dr. (Mrs.) Madhuri R. Shah (also Chairman of UGC) was set up to review the existing Adult Education and Extension Programme being implemented through Universities and Colleges, with a view to identify the difficulties and suggest measures to involve students and teachers in the removal of illiteracy. The Working Group has submitted its report and the recommendations made by it have generally been accepted. The Commission has initiated steps to involve affiliating type of universities and nearly 1500 colleges by 31st March, 1983 to organise nearly 15,000 centres and by 31st March, 1990 all the universities and colleges to undertake 50,000 centres. All the universities have been requested to formulate the programme according to the new guidelines formulated by the Commission.

*Post-literacy and Follow-up Programmes*

Post-literacy and follow-up activities are an integral part of the Adult Education Programme. The Programme is designed to reinforce the literacy skills in its use in daily life, improvement of vocational skills and initiate learning about supplement employment e.g., village industries, dairy, poultry and piggyery.

The programme has been strengthened under the new strategies of the Government adopted for effective implementation of the Adult Education Programme. Accordingly, financial assistance to the extent of Rs. 89.13 lakhs has been sanctioned to 22 States/Union Territories during 1983-84 for undertaking post-literacy and follow up activities. These States/Union Territories have also been permitted to utilise the unspent amount of nearly Rs. 100 lakhs available with them from the last year's grant.

*Shramik Vidyapeeths*

These Vidyapeeths provide non-formal education, training facilities to the workers and their families both in the organised as well as in the unorganised sectors in the urban areas.

During 1983-84, one new Vidyapeeth has been sanctioned in West Bengal, thus raising the strength from 17 to 18 Vidyapeeths in the country. Two more Vidyapeeths are expected to be set up shortly. These Vidyapeeths, during the year, have undertaken a number of polyvalent adult education programmes for workers and their families based on curricula suited to their needs.

**State Resource Centres (SRC)**

For providing technical support to the adult education programme, 15 State Resource Centres have been set up in the various parts of the country. These centres work in curriculum formulation, preparation of teaching and learning materials, development of methods and medias, training of functionaries, monitoring and evaluation, research and innovation. Proposals to set up two new State Resource Centres particularly in the North Eastern parts of the country have been mooted to cater to their specific needs in these areas.

Special cells have been set up in four State Resource Centres at Calcutta, Madras, Patna and Jaipur to develop materials for weaker sections and the women. During 1983-84, grant amounting to Rs. 43 lakhs (approximately) have been approved for these centres.

**Evaluation**

An element of evaluation is inbuilt in the system of adult education programme. However, to establish the credibility of the programme and to ensure that its quality does not suffer, evaluation of the programme is also got done from the institutions of Social Science Research. Seven such institutions have been entrusted the evaluation job of the programme running in 6 States. During the year 1983-84, appraisal studies were conducted by these Institutes for the adult education programme in the States

of Rajasthan, Gujarat, Bihar, Tamil Nadu and Maharashtra. Similar appraisal of the programme in Orissa is expected to be undertaken during this year itself. For this purpose, grants amounting to Rs. 5.07 lakhs have been released to them so far.

**National Board of Adult Education (NBAE)**

The National Board of Adult Education (NBAE) is an apex body set up by the Ministry of Education to advise the Government on the formulation of policies on all aspects of adult education and on coordination of their implementation. The Board held its first meeting in November, 1983 under the Chairmanship of the Minister of State for Education. The recommendations of the Board are *briefly* as under :

- (i) More attention should be paid for the coverage of women illiterates. For this purpose, Mahila Samitis, Gram Panchayats and prominent All-India Level Women Organizations should be involved.
- (ii) Participation of Students and Voluntary Organisations in the adult education programme should be increased. Alongwith university students, high school students may also be encouraged to participate in the programme. Panchayats and Municipalities should be treated as Voluntary Organisations for this purpose and once a voluntary organisation is selected for participation in the programme, the financial assistance should continue to be given to such an organisation for 3-4 years without its being asked to approach the Ministry through the channels of the State Governments/Union Territories every year.
- (iii) Linkage of the programme with the programmes of the development departments should be pursued. More important thing was to link the programme with the economic programme so that more people may be motivated to join the programme.
- (iv) The Teaching/Learning material produced by the State Resource Centres should be more informative, interesting and relevant to the needs of the learners. Separate material should be prepared for women learners keeping their needs in view.
- (v) The folk media and oral tradition including mass media in context of INSAT-I.B should be fully exploited.

**Directorate of Adult Education**

Following activities were undertaken by the Directorate of Adult Education which acts as a technical wing of the Ministry of Education and National Resource Centres (NRC) in the matters relating to Adult Education :

**CURRICULUM AND MATERIALS PRODUCTION**

**(a) Basic Literacy Material**

The following basic literacy materials were prepared and finalised for printing :—

- (i) A set entitled 'Khilti Kaliyan' which include the primer, a workbook and a teachers' guide.
  - (ii) Teachers Guide of 'Dharti Ke Lal' primer and a book containing aids with reference to 'Dharti Ke Lal'.
- (b) UNICEF assisted project of Non-formal Education for Women and girls.

A project of non-formal education for Women and Girls has been undertaken with the objective of strengthening of existing Adult Education Programme. Two meetings were convened in connection with the project to review the material prepared by the different agencies on 'Mother and Child Care'.

Some material worth Rs. 3.76 lakhs has been received from UNICEF and the same has been distributed to the State Resource Centres/State Governments concerned etc. for their use.



*A Class in Progress at an Adult Education Centre for Women*

(c) Post-literacy and Follow-up Programme

- (i) Guidelines for developing graded materials and Production of sample literature.

For the preparation of graded materials for neo-literates, guidelines were developed and sample material to illustrate the use of these guidelines was brought out.

- (ii) National Prize Competition of Manuscripts for Neo-literates.

The 24th National Prize Competition of manuscripts for neo-literates was organised this year and 40 manuscripts in 14 languages were accepted for award. Prizes worth Rs. 1000/- each to the writers of the manuscripts were given. The entries for the 25th Prize competition were invited.

**Orientation & Training Programmes**

- (a) Two orientation Seminars for District Adult Education Officers were organised, one in collaboration with literacy House, Lucknow and the other in collaboration with the Regional Resource Centre, Chandigarh. The main thrust of the Seminar was to provide the participants insights into their roles and responsibilities as head of the Adult Education Programme in the districts. Orientation about aspects relating to conceptualisation, implementation, monitoring, evaluation and Post-literacy was specifically done.
- (b) In collaboration with the NIEPA, a National Seminar of key level functionaries in adult education was organised. The objectives of the Seminar were :
- (i) to identify and discuss the key issue in the management of Adult Education Programme;
- (ii) to provide a forum for exchange of experience and innovative approaches adopted by different States/Union Territories; and
- (iii) to develop appropriate strategies for effective implementation and strengthening of the programme particularly at the field level with co-operation of various agencies.

- (c) Work relating to a scale for measuring outstanding workers in the field of Adult Education was initiated. This might act as a motivation to upgrade the adult education programme in practice.

**Planning Monitoring, Evaluation & Statistics**

- (i) A Seminar on Monitoring of post-literacy and follow-up programmes was organised in collaboration with the Gujarat State Resource Centre for Adult Education at Ahmedabad. A set of forms and guidelines for monitoring the post-literacy activities at various levels were prepared and finalized.
- (ii) Regional Orientation Workshop for Statistical Personnel was organised in collaboration with the Centre for Adult Education and Extension, University of Kerala, Trivandrum to orient the persons connected with the monitoring of the programme about the procedures and techniques of collection of data, its scrutiny, compilation and the necessity of examining its truthfulness, accuracy and reliability.
- (iii) Preparation of Quarterly Monitoring Reports : The Adult Education Programme forms part of the 20 Point Programme. The Directorate collected, compiled and prepared quarterly reports as well as abstract information for use of the Planning Commission and general dissemination purposes, took feed-back action on the problems mentioned by the States/Union Territories in their monitoring reports, and prepared detailed profiles on States/Union Territories for the use of Education Secretaries Conferences, Central Advisory Board of Education Meeting and orientation programmes for key functionaries.

- (iv) A status paper entitled "Adult Education Programme : its present position and future prospects" was prepared which was later on published by the Ministry of Education under the title 'Adult Education Programme : Policy Perspective and Strategies of Implementation.'
- (v) For the working group on Adult Education for the Seventh Five Year Plan, the Directorate of Adult Education provided the secretarial services. It produced background papers, prepared detailed proceedings of the meetings and also prepared the final report for use of the Planning Commission. The document when finalised will form part of the Seventh Five Year Plan strategy of implementing the programme.
- (vi) The Directorate functions as a National Resource Centre on Adult Education. The activities of State Resource Centres are monitored on a regular basis both to understand the contribution being made by them in the areas of materials production, training and studies and also to disseminate their activities to other similar bodies elsewhere.
- (vii) To oversee the functioning of the programme in different States/ Union Territories and to have a constant dialogue with them, an officer of the Directorate has been assigned a State/ Union Territory about which he/she keeps complete information and provides guidance and help in technical matters.
- (viii) During the year, the following reports received from the external agencies engaged in evaluation of the programme were received and follow-up meetings with the State Governments concerned and the projects, whose programme was evaluated, were organised to take action to strengthen the programme. The main findings were disseminated through summaries prepared by Directorate of Adult Education.

- |   |   |
|---|---|
| 1. Adult Education Programme in Rajasthan, Jhunjhunu district-Third Appraisal                 | } Submitted by Indian Institute of Management, Ahmedabad.                         |
| 2. Adult Education Programme in Rajasthan, Jaipur district-Third Appraisal                    |   |
| 3. Adult Education Programme in Tamil Nadu An Appraisal of the role of State Government       | } Submitted by Madras Institute of Development Studies, Madras.                   |
| 4. Adult Education Programme in Tamil Nadu An appraisal of Training of Functionaries          |   |
| 5. Adult Education Programme in Tamil Nadu-An assessment of the Internal Evaluation Practices |   |
| 6. Evaluation of Adult Education Programme in Bihar—A report on Gurua RFLP                    | } Submitted by A. N. Sinha, Institute of Social Studies, Patna.                   |
| 7. Motivation of the Government field functionaries in NAEP—A case study                      |   |
| 8. Adult Education & Social Awareness (Two case studies)                                      |   |
| 9. Evaluation of Adult Education Programme in Bihar—A report on Dhanwar RFLP                  | } Submitted by Xavier Labour Relations Institute, Jamshedpur.                     |
| 10. Adult Education Programme at Simaria Block  |   |
| 11. Adult Education Programme at Chandankiyari Block  |   |
| 12. Adult Education Programme at Jamua Block  |   |
| 13. Adult Education Programme at Punpon Block   | } Submitted by Sardar Patel Institute of Social and Economic Research, Ahmedabad. |
| 14. Adult Education Programme in Gujarat—Third Appraisal                                      |   |

## *Publications*

(a) The following material were published :

(i) Posters

The following posters were published in English and Hindi :

- “The future belongs to them”
- “Literacy Brings life into one’s life”
- “Literate youth, nation’s strength”
- “Shramik Vidyapeeth in the Service of youth of the nation”.

The following two posters were published in 13 languages :

- “Women’s literacy : key to progress”
- “Share your knowledge with others”

(ii) Folders

The following four folders were published in Hindi and English :

- Directorate of Adult Education
- Adult Education Programme
- Shramik Vidyapeeths
- Primary Health Care

(iii) Newsletter : State Resource Centre

A bi-monthly periodical “DAE Newsletter” was converted into a monthly newsletter from September, 1983.

(iv) The National Posters Competition

The Directorate for the first time held the National Posters Competition. Entries are being processed. Three prizes—first prize of Rs. 5,000/-, second prize of Rs. 3,000/- and third prize of Rs. 2,000/- are to be awarded under the scheme.

## *Funding for Research*

The research proposals received in the Directorate were examined for providing financial assistance. Four of the research proposals already sanctioned were in progress and reports of the following two studies were received by the Directorate which are being processed for dissemination to adult education workers.

- (i) “Adult Education for Women”—developing a research base through four case studies.
- (ii) “Action research on the Education Component of Holistic Health Care for Rural Community of West Bengal”.

## *Use of Mass Media for Adult Education*

- The Directorate provided the DAVP material for 30 seconds radio-spots in different languages. These spots are intended to provide motivational messages to illiterate adults.
- A film in Hindi “Likh Ke De Do” was sent to all the Hindi speaking States. They have been advised to screen it for enlisting peoples’ support in attending Adult Education Centres.

## *Population Education*

- (i) In order to prepare a status report in respect of the integration of population education in adult education at different stages (basic literacy, post-literacy and follow-up), a national base-line survey was launched. A schedule was mailed to different State Resource Centres, State Directors of Adult Education and other bodies of repute. The materials received were analysed and a report drafted.

- (ii) A project entitled "Population Education in Adult Education programme—Preparatory Project", has been prepared for a period of twelve months for receiving financial assistance from UNFPA. During the project period, training programme, development of curriculum and material production and documentation and clearing house activities will be organised jointly with the SRCs.

(a) *Organisation of Seminar*  
**International Collaboration**

The Directorate of Adult Education collaborated with the UNESCO Institute for Education, Hamburg and the German Foundation in organising an Asian Orientation Seminar on Post literacy and Continuing Education of Neo-Literates in the Perspective of life long Education held at New Delhi from October 3 to 15, 1983. Thirtyseven participants representing 16 countries, took part in the Seminar. In addition, representatives from regional organisations like ACCU Regional office for Education in Asia and the Pacific, Bangkok and UNESCO, Paris also attended the Seminar. The seminar was directed to evolve learning strategies necessary for promotion of post-literacy and basic education in the participating countries and helped in the preparation of guidelines for local level action.

(b) *Visits of DAE Officers Abroad*

- (i) One Deputy Director visited three Latin American countries to study the adult education and post-literacy programme under a UNESCO fellowship.
- (ii) One Assistant Director was deputed to a three week attachment programme in Thailand sponsored by UNESCO Regional Office for Education in Asia and the Pacific.
- (iii) An Assistant Director was deputed to participate in the UNESCO sponsored Workshop on Planning and Management of Literacy Programme held at Islamabad, (Pakistan).
- (iv) An Under-Secretary in the Ministry visited Mexico for two weeks under the Indo-Mexico CEP for exchange of ideas and experiences in the field of Adult Education.

(c) *Visitors from Abroad*

- Five UNESCO fellows from Afghanistan visited the Directorate of Adult Education. During their stay in India, different activities like field visits, demonstrations on the Population Education activities, case studies, exhibitions of material etc., were arranged. A folder on Population Education in English as well as in Dari language of Afghanistan was prepared.
- Dame Resemary Murry, Ex-Vice Chancellor and President of New Hall Cambridge University visited Directorate of Adult Education to study the Adult Education Programme in India.
- Mr. Peter James Suttin, Head of the languages and liberal studies at South Greenwich Institute in U.K. visited Directorate of Adult Education to Study the Adult Education Programme in India.
- Mrs. Ruth J. Celvin, Founder, Chairman of Research and Development, Literacy Volunteers of America, Inc. visited Directorate.
- Prof. Alan Rogers, Director, the new University of Ulster, Institute of Continuing Education, Londonderry visited the Directorate to study teaching methods in Adult Education Structure for University Involvement with the local community, adult education and development.
- Two Adult educators from Kenya visited Directorate of Adult Education to study Adult Education Programme in India.
- Two adult educators from SRI LANKA visited DAE to study the Adult Education Programme in India.
- A seven-member Afghan delegation sponsored by UNESCO under attachment programme visited Directorate to study population education and Adult Education Programme.

## 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

The Andaman & Nicobar Administration is having 16 pre-Primary schools with an enrolment of 1950; 184 Primary schools with an enrolment of 36,000; 39 Middle schools with an enrolment of 11,600 and 34 Secondary and Senior Secondary schools with an enrolment of 6,800. During 1983-84, 6 Primary schools, 8 Middle schools, 5 Secondary schools and one Senior Secondary school were opened. The total literacy percentage of the Andaman & Nicobar Territory is 51.27 (according to 1981 census).

Concessions like free mid-day meals (43,000 beneficiaries), free uniforms (2,000 beneficiaries), free text-books (25,000 beneficiaries), free travel concessions (3,500 beneficiaries), free stationery to all tribal students (4,500 beneficiaries) as also attendance scholarships to tribal students and stipend to hostelers are being allowed to students in the Union Territory of Andaman & Nicobar. Under the National Adult Education Programme, 200 centres with an enrolment of 3,716 are functioning. Non-formal Education has also been started and at present there are 19 centres with an enrolment of 670.

The Text-book Cell set up under the Department of Education has so far translated and printed 12 text-books (1980 to 1983).

The Secondary and Senior Secondary schools of the Union Territory of Andaman & Nicobar are affiliated to the Central Board of Secondary Education. The pass percentage at the Secondary and Senior Secondary level was 57.67 and 70.39 respectively in the annual examination conducted in 1983.

### 2. ARUNACHAL PRADESH

In the year 1947 Arunachal Pradesh had only two Primary schools and the literacy rate was below 1 per cent. However, 1971 and 1981 census revealed a rapid rise in literacy rate as 11.29 and 20.87 respectively. Within a short period from 1947 to 1983, a number of educational institutions have gone up to 1,317 with a total enrolment of 95,666. The break up of the institutions and enrolment are given below :—

1.	Pre-Primary . . . . .	199
2.	Primary . . . . .	941
3.	Middle . . . . .	120
4.	Secondary . . . . .	39
5.	Higher Secondary . . . . .	18
	Total : . . . . .	1,317



The enrolment during 1983-84 for classes I--XII has been 99,666 which includes 61,737 boys and 33,929 girls.

The institutions opened/upgraded during 1983-84 are as under :

Pre-Primary . . . . .	100
Primary . . . . .	17
I--V Schools with Hostel facilities . . . . .	7
Primary Schools converted into I--V . . . . .	9
Primary Schools upgraded to Middle . . . . .	11
Middle Schools upgraded to Secondary Schools . . . . .	15
Secondary Schools upgraded to Higher Secondary . . . . .	1

In respect of State Adult Education Programme and rural functional literacy project, the enrolment has been 6,830 and 10,986 respectively during the year 1983-84.

Twenty-four scouts and 24 guides from different schools of Arunachal Pradesh participated in first class training course. A number of students also attended NCC Camps and other leadership courses conducted by the NCC.

There are only two degree colleges and their enrolment is 560 at present.

To attract more children to schools and retain them till completion of their elementary education, free text-books, free stationery, school uniform and mid-day meals are provided in schools as incentives. These schemes have helped in reducing the rate of stagnation and drop-outs to a great extent. Scheme of merit scholarship is yet another incentive that has been introduced from 1983-84.

Two hundred and forty students from different higher secondary schools participated in the community singing programme organised on the Children's Day—14th November, 1983.

Science Motivation Course was organised at Jorhat and Itanagar in October-November 1983 in collaboration with Regional Research Laboratory, Jorhat. Twenty-one students attended the course.

### 3. DADRA & NAGAR HAVELI

Education is of fundamental importance in a backward area like Dadra & Nagar Haveli which is predominantly inhabited by Scheduled Castes/Scheduled Tribes and economically backward classes population. To make children habituated for attending schools regularly, there are 13 pre-Primary schools with 562 children on roll during 1983-84. There are 157 primary schools with an enrolment of 16237 out of which 528 belong to Scheduled castes. There are 5 high schools with a total strength of 1983 students out of which 140 belong to Scheduled Caste and Scheduled Tribe.

There are 9 Social Welfare Hostels run by the Union Territory of Dadra & Nagar Haveli in which Scheduled Castes/Scheduled Tribes as well as economically backward classes students are being admitted and provided with free board and lodging. During 1982-83 there were 555 inmates in these hostels.

In the Union Territory of Dadra & Nagar Haveli, free education is provided to all students up to higher secondary level, free mid-day meals provided to all students up to elementary education, free notebooks/text-books and other educational materials are being supplied to all Scheduled Caste/Scheduled Tribe students, two pairs of clothes are being supplied to each student of Scheduled Caste/Scheduled Tribe every year and one pair of canvas shoes are supplied to each student of Scheduled Caste/Scheduled Tribe every year. Besides the above, incentives, cash awards for punctual

attendance and reimbursement of examination fees paid by Scheduled Caste/Scheduled Tribe students, grant of cash awards to talented students, post-matric scholarships to Scheduled Caste/Scheduled Tribe students as also to lower income group is continued to be provided during 1983-84.

The Adult Education Programme was launched in the Union Territory in the year 1978-79 with 30 Centres comprising 1333 adult trainees. During the year 1983-84, the number of centres has gone to 62 and the number of trainees 1877. Necessary attention is also paid to Physical education and other co-curricular activities. Under the Unisef programme project viz. Primary education curriculum and renewal and developmental activities on community education and participation has been started. During the year one more project viz. population education is being started in the Union Territory.

#### 4. DELHI

The Union Territory of Delhi with an area of 1485 sq. km. is densely populated. Its population in 1982 was 64,57,740 with an average density of 4278 persons per sq. km. Out of the present population the number of school-age children constitute a substantial percentage of the population.

The stage-wise enrolment of children in the Union Territory of Delhi is as under :—

- (a) Primary Stage (Class I-V)—7.41 lakhs
- (b) Middle Stage (Class VI-VIII)—3.80 lakhs
- (c) Secondary Stage (Class IX-X)—1.80 lakhs
- (d) Senior Secondary Stage (Class XI-XII)—1.01 lakhs.

The Directorate of Education has to cater to the additional enrolment of about 30,000 students every year. About 800 sections were added during 1983-84 to the already existing 15,406 sections by :—

- (i) opening of ten new Government Middle Schools;
- (ii) bifurcation of seven Government Schools;
- (iii) upgradation of 12 Government Middle Schools to Secondary Schools; and
- (iv) upgradation of 19 Government Secondary Schools to Senior Secondary level.

A large number of facilities like free transport for girl students in rural areas (2800 beneficiaries), free supply of uniforms (23500 beneficiaries) free supply of text-books (12500 beneficiaries) and remedial/special coaching for students of Scheduled Castes/Scheduled Tribes and other weaker sections of society (1000 beneficiaries) besides promotion of sports, merit and open merit scholarships to Scheduled Caste students etc. are provided.

The Delhi Administration has also made adequate provision for the teaching of minority languages as Urdu, Punjabi, etc. in its schools. Education is also imparted in various streams i.e. Commerce, Science and Humanities.

The Directorate of Education have established 78 non-formal Education Centres and 2016 children have been enrolled in the Centres. Under the National Adult Education Programme, the Directorate of Education has opened 20 Urban Projects and one Centrally Sponsored Project of Rural Functional Literacy. The main purpose of the scheme is to involve the community in the National Programme of Development.

A Correspondence Course School is run by the Department of Education, Delhi Administration for Secondary and Senior Secondary examinations. This school is getting popularity from year to year. During 1983-84 the enrolment of the school has gone up to 25,000.

The Department has been making intensive efforts towards the implementation of a number of schemes under the 20-Point Programme. For the smooth functioning of the Directorate of Education, the entire Union Territory of Delhi has been divided into four Educational Districts. Each District is almost a mini Directorate headed by Deputy Director of Education who is assisted in his work by two Administrative Officers and a number of Education Officers/Deputy Education Officers.

There is an Educational Advisory Board consisting of eminent Educationists and other dignitaries to advise the Education Department on matters pertaining to Education.

The scheme of Delhi Archives relates to the preservation of the cultural properties of Delhi in the shape of documents, manuscripts and other record material containing valuable information of historical research and administrative references available both in public and private custody. An archive week was celebrated from 10-11-83 to 15-11-83 and on this occasion an exhibition of historical records and photographs on the subject "Delhi—A City of Gardens" was organised by the Department. The Exhibition was based on original records of the period 1858 to 1947 and photographs particularly highlighting the history of various gardens of Delhi of the Mughal and British period.

#### 5. GOA, DAMAN & DIU

In the Union Territory of Goa, Daman & Diu at the primary level, most of the schools are run by Government though at secondary level most of the high schools are run by private managements with financial assistance from the Government. During the year 1983-84 enrolment in Classes I-V is estimated to be 1,41,060 as compared to 1,38,815 during 1982-83. Enrolment in Classes V-VII is estimated to be 76,590 as compared to 75,059 during 1982-83. In secondary education, the enrolment is estimated to be of the order of 53,600 as compared to 51,501 during the year 1982-83. There are 22 higher secondary institutions (Government and aided), teaching higher secondary classes (XI-XII) with an approximate enrolment of 8,525 students compared to 8,381 during 1982-83. There are at present 18 colleges for general and professional education. The total enrolment of these colleges is estimated to be 7,065 during 1983-84.

Universalisation of pre-primary education is the major goal of the Government. Under this scheme it is envisaged to impart pre-school education to children between the age of 3-6 years. Eleven Pre-primary schools of such a nature are intended to be opened on pilot basis during 1983-84 and more and more such centres are proposed during 1984-85.

Under the scheme of Ashramshalas, two Ashramshalas have been completed. These schools will not only offer better educational facilities but also encourage tribal children to attend the schools. Under this scheme free lodging and boarding for tribal students are provided.

Under the National Adult Education Programme, 318 Centres have been opened in rural areas with an enrolment of 4,770 adults as against the target of 540 Adult Education Centres with an enrolment of 8,100 Adults. The Target is expected to be achieved before the end of the year.

Education is free in the Union Territory of Goa, Daman & Diu up to 10th Standard to all the students. Education is also free in Classes XI and XII of higher secondary to those students whose parent's annual income is up to 4,800 per annum. In all, 1,136 students were given free education under different schemes in Classes XI and XII. During 1983-84 it will be about 2,254. About 10,000 students are expected to be benefited during 1983-84 in respect of monetary incentives at primary and higher school level education. 40,688 students belonging to economically backward classes were awarded scholarships at middle and secondary school level during 1982-83 and 11,250 students are expected to be covered under the scheme during 1983-84.

The State Institute of Education works for the improvement of quality of education. The introduction of work-experience at the Middle school and High school level is also co-ordinated and supervised by the State Institute of Education.

Under the Scheme of Mid-day Meals, meals are provided to school-going children of age-group 6-11. This helps in checking drop-outs.

## 6. MIZORAM

The structural pattern of education in Mizoram Union Territory is as follows :—

- 6-11 age group from classes I-IV under Primary school section;
- 11-14 age-group from classes V-VII under Middle school section;
- 14-16 age-group from classes VIII-X under High school section.

The number of schools and the enrolment therein during 1982-83 has been as under :

S. No.	Stages	No. of schools	No. of students
1.	Primary Schools . . . . .	808	81072
2.	Middle Schools . . . . .	360	27313
3.	High Schools . . . . .	141	13522
4.	College/FTI Polytechnic etc. . . . .	17	5753

For full implementation of universalisation of elementary education much has yet to be done by the Mizoram Administration though 655 new habitations have been provided with 65 schools. Owing to floating population more such schools are yet to be opened.

The Administration has granted Pre-Matric Scholarships (special and merit) to 3346 beneficiaries besides Post-Matric Sholarships (tribal students) to 4204 beneficiaries and a number of other scholarships and stipends.

Under the Adult Education (Social) programmes, literacy seminars and campaigning were organised at 20 various places. There are 290 Adult Education Centres, 20 Social Education Centres and 60 Sub-centres. Two experimental adult schools were opened during the year. The Union Territory of Mizoram has also given grant-in-aid to various voluntary organisations engaged in the field of education.

Fifteen students were sent to Science Motivation Course at Regional Research Laboratory, Jorhat. 1,025 teachers have been given special training on teaching of Science and Mathematics. State Council of Educational Research and Training published 49 text-books to improve educational method. It also organised 18 different training workshops in which a number of officers and teachers participated.

## 7. PONDICHERRY

The Union Territory of Pondicherry is following the pattern of education as that of Tamil Nadu, Kerala and Andhra Pradesh in respect of Pondicherry, Karaikal, Mahey and Yanam regions. At present there are 611 educational institutions varying from Pre-primary to college level. In total, there are 1,51,479 students studying in Pre-primary to college level.

There are, at present ninety eight Pre-primary schools run by both Government and private management with a total enrolment of 4640 children in the age-group of 3-5 years. There are 339 census habitations

in which a primary school is located within a walkable distance of 1 km. and a middle school at a distance of 2 km. There are 326 primary schools and 101 middle schools run by both Government and private management. The total enrolment of children in primary schools and middle schools is 84,850 and 39,409 respectively. Of these, 14,010 and 4,735 belong to Scheduled Caste. The percentage of Scheduled Caste students population is only 15.05. Against a target of 5,000 in the age-group of 6-14 for the year 1983-84 as an additional enrolment, the achievement is 5,290.

In order to reduce the percentage of drop-outs, especially among the pupils belonging to the weaker sections, incentives like free supply of stationery and text-books, free supply of two sets of uniforms, attendance scholarship to girls in middle schools, special education scholarships to Schedule Caste girl students in primary schools and mid-day meals etc. are being provided.

There are 64 high schools with a total strength of 14,567 of whom 1,322 belong to Scheduled Caste. A Secondary school is located at a distance of 3 km. of any habitation. At present there are 18 higher secondary schools in Pondicherry and Karaikal regions with a total strength of 4,886 of whom 234 belong to Scheduled Caste. Education is made free up to higher secondary level. The Unicef assisted Projects II & III are being implemented in the Union Territory of Pondicherry.

There are 9 colleges providing facilities for higher learning. Two colleges in Pondicherry and one in Karaikal has post-graduate courses in various disciplines. The strength in these colleges is 3,980. On the professional side there is one Law College and a Polytechnic which impart technical and professional courses.

There are four high schools, one middle school and two primary schools run by Government to impart education through French Medium. In Pondicherry there is one French College run by French Government.

The State and National Scholarships numbering about 218 are available for the students at higher secondary/under-graduate and post-graduate level. The other activities like scouts and guides, NCC, Physical Education and Bal Bhawan Movements etc. are given due consideration in the Union Territory.

The National Adult Education Programme launched by the Government of India is being implemented continuously in the Union Territory of Pondicherry. The literate population of this Union Territory in the age-group 15-35 is assessed to be 85,000 at the time of introduction of the programme in the year 1978-79. There are 148 Centres maintained by the Education Department in State Adult Education Programmes besides 492 Centres run by other agencies including Welfare Department. The target of coverage for the year 1983-84 is 18,000 and nearly 90 per cent of the target has been achieved so far. As a result of consistent efforts made, the literacy percentage of the Union Territory of Pondicherry has risen up to 54.23 according to 1981 census and the Government is striving hard to push up this percentage further.

### 3 CHANDIGARH

Chandigarh Union Territory is the only Union Territory in India where universalisation of education at primary stage has been achieved. A few additional sections in the existing schools have been added to cope with additional enrolment of students.

Various incentives have been provided to children belonging to Scheduled Castes and other weaker sections of society which have proved helpful in achieving universalisation targets and reducing drop-outs. Uniform and stationery have been supplied to students belonging to weaker sections of society. Textbooks have also been provided free to these students.

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

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

In order to accelerate struggle against poverty, illiteracy among adults, the adult education programme is being expanded in the territory. Adequate attention is being given to sports and other activities amongst the students.

#### 9. LAKSHADWEEP

Facility for primary school education exists in all the habitable islands of Lakshadweep. During 1983-84 the enrolment at the primary and secondary schools in the Union Territory rose significantly.

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

## SCHOLARSHIPS

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

### **National Scholarships**

Under this scheme, scholarships are awarded on merit-cum-means basis. It is being implemented through the State Governments/Union Territory Administrations. The number of scholarships has been raised from 25,000 in 1982-83 to 26,000 in 1983-84. The rates of scholarships were increased with effect from July, 1981 and vary from Rs. 60/- p.m. to Rs. 120/- p.m. for day scholars and Rs. 100/- p.m. to Rs. 170/- p.m. for hostellers depending upon course of study.

### **National Loan Scholarships**

Under this scheme, 20,000 scholarships have been awarded in 1983-84. The scholarships are awarded on merit-cum-means basis. The scheme is being implemented through the State Governments/Union Territory Administrations.

### **Scholarships for Studies in approved Residential Schools**

The objective of the scheme is to provide educational facilities to talented but poor students who are otherwise unable to avail themselves of the opportunity of studying in good residential schools on their own.

Under this scheme, every year 500 scholarships are awarded to students of the age-group 11-12 years with parental/guardians' income not exceeding Rs. 500/- p.m. 15% of these scholarships are reserved for Scheduled Caste students and 5% for Scheduled Tribe students.

The candidates are selected on the basis of two examinations—preliminary examination conducted by the State/Union Territory Governments and the final examination conducted by the Central Board of Secondary Education, Delhi. 50% of the scholarships are awarded on All-India merit basis and the remaining 50% are allotted to States and Union Territories on the basis of population, subject to fulfilment of minimum standard laid down.

The scholarships are tenable for the secondary stage including plus 2 stage of education in approved residential schools. Scholars are entitled to full school fees, residential charges, cost of books and stationery, in addition to pocket money and clothing allowance.

### **Scheme of Scholarships to Students from Non-Hindi speaking States for Post-Matric studies in Hindi**

The object of the scheme which was started in 1955-56 is to encourage the study in 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 the scheme, 25,000 scholarships for post-matric studies (with Hindi as one of the subjects) were allocated to various Non-Hindi Speaking States/Union Territories during 1983-84. The rates of scholarships vary from Rs. 50/- to Rs. 125/- p.m. depending upon the course of study and the State/Union Territory in which study of Hindi is pursued. The scheme is being administered through the State Governments/Union Territory Administrations. In the case of Tamil Nadu, the payment of scholarships is made directly by this Ministry through the institutions concerned.

### **General Cultural Scholarships**

Under this scheme, 180 Scholarships are awarded every year to the nationals of selected African, Asian and other countries for higher education in India. The scheme has been evolved to promote friendly relations between India and foreign countries to provide for their nationals all such facilities for higher education as are available in India. While a majority

of the scholarships is earmarked for foreign students of indigenous origin, some are awarded to students of Indian origin domiciled in these countries and have acquired the nationality of these countries.

The value of a scholarship is Rs. 500/- p.m. for under-graduate courses and Rs. 600/- p.m. for post-graduate courses. In addition, the students are paid Rs. 500/- p.m. as summer vacation allowance as admissible under the terms and conditions of the scheme. A lump sum of Rs. 400/- per scholar per year in respect of Ph.D., Medical and Engineering courses and Rs. 300/- per scholar per annum for other courses is paid towards the cost of books and instruments. The expenditure incurred by the scholars on their medical treatment and study tours is also reimbursed as per rules of the Scheme. Fees and other compulsory charges are borne by this Ministry but hostel and messing charges are to be met by the scholars themselves.

#### Scholarships/Fellowships for the Nationals of Bangladesh

Under this scheme, 100 scholarships are awarded every year to the nationals of Bangladesh. The selection for scholarships is made by the Government of Bangladesh in consultation with the Indian High Commission in Dhaka. The value of a scholarship is practically the same as in the case of the General Cultural Scholarships Scheme.

#### Scholarships for Study Abroad

Under this scheme, 49 candidates have been actually selected for award of scholarships in 1983-84 as against the provision of 50 scholarships. The scholarships are available for graduate study in Printing Technology, Post-graduate studies in Naval Architecture and Paper Technology and doctoral and post-doctoral studies in Humanities, Sciences and Technology in any country abroad. Only those candidates the income of whose parents from all sources excluding usual standard rebates is Rs. 1000/- per month or less are eligible for these scholarships.

#### Research Scholarships to Products of Traditional Institutions engaged in the Study of Classical Languages other than Sanskrit like Arabic & Persian

Twenty Scholarships are awarded every year under this scheme. In 1982-83, 20 candidates were selected for this award.

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

The number of Scholarships has been increased from 28,000 in 1982-83 to 33,000 in 1983-84. The break-up of these scholarships is given below :

		<u>Total No. of Scholarships</u>
(a) General Category	3 scholarships per Community Development Block	15,000
(b) Children of Landless Labourers	2 scholarships per Community Development Block	10,000
(c) Scheduled Caste Children	1 scholarship per Community Development Block and one additional scholarship per Community Development Block having 20% or more Scheduled Caste population	6,500
(d) Scheduled Tribe Children	3 scholarships per Tribal Community Development Block	1,500

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

#### Scholarships/Fellowships offered by Foreign Governments/Organisations Institutions

Under the Scholarships schemes, nominations made by the Ministry have been accepted by the following foreign countries :

Greece 3, Sweden 3, Switzerland 5, Indonesia 2, Japan 9, U.S.A. 6, Netherlands 14, Turkey 1, Ireland 2, Italy 21, GDR 5, USSR 20, Austria 4, Germany 10, Australia 5, Newzealand 5, Trinidad & Tobago 1, British Technical Co-operation Training Programme, UK 10, Confederation of British Industry Overseas Scholarships, UK 2, British Council Scholarships UK 10, Norway 11, Denmark 8.

Approval of nominations is awaited from the following countries :



Greece 1, Hungary 6, Netherlands 22, Mat Sumae Foundation Fellowships, Japan 2, Hosei International Fund Foreign Fellowships, Japan 8, Czechoslovak 2, A.R.E. 6.

*Commonwealth Scholarships and Fellowships Offered by the Government UK/Canada* Out of 93 nominations made, approval of 54 candidates has been received till December and of these 27, candidates have already left for UK/Canada.

*Polish Government Scholarships* An offer of 15 scholarships from Poland is under process.

*Partial Financial Assistants Scheme* Under this scheme, financial assistance in the form of loan to the extent of Rs. 6,000/- is given to Indian students/academics desirous of going abroad and who have already obtained scholarship/financial assistance from other sources but are short of funds to meet the cost of passage. During the period under report, 6 candidates were given assistance under this scheme.

*Scholarships for Foreign Students for Study/Training in India* During the year under report, India offered about 300 scholarships to the following countries for studies in various fields as per bilateral Cultural Exchange Programmes :

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

*Commonwealth Scholarships/ Fellowship Plan/ Commonwealth Education Plan* Under the plan, 50 scholarships are offered to various scholars coming from the following countries viz., Australia, Barbados, Canada, Cyprus, Botswana, Fiji, Ghana, Kenya, Lesotho, Malaysia, Mauritius, Nigeria, New Zealand, Sri Lanka, Sierraleone, Seychelles, Swaziland, St. Lucia, Grenada, Dominica, Tanzania, Tonga, Nacra, Papua, New Guinea and other South Pacific Islands excluding Western Samoa, Malawa, Trinidad & Tabago, 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.

*Technical Cooperation Scheme of the Colombo Plan* Under T.C.S. of the Colombo Plan, assistance has been offered for placement of scholars coming from the following countries :

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

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

*Reciprocal Scholarship Scheme* Under the scheme, 25 scholarships have been offered for 1983-84 to the following sixteen countries :

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

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

*Commonwealth Education Co-operation Plan—1983-84 Short-term visit of Senior Educationist* Against the offer of three Senior Educationists, one Senior Educationist has already visited India and one is likely to come on 1st February, 1984.

## BOOK PROMOTION AND COPYRIGHT

Books are an essential tool of education. The steps taken by the Ministry for book promotion are related to producing good literature at moderate prices, encouraging indigenous authorship and popularising the reading habit among masses. 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 and organising book fairs/exhibitions as well as participating in book fairs (in India and abroad), exhibitions, seminars, symposia, etc. The Trust also operates a scheme of Subsidised Publication of higher education books in English and Hindi by Indian authors with a view to making them available to the students at low prices.

*Publishing Programme*

Some of the important series under which the Trust publishes books are : India--The Land and the People, National Biography, Young India Library, Folklore of India, Popular Science and World of To-day. Since its inception till 31st March, 1983, the Trust has brought out 1141 titles (368 in English and 773 in Indian languages) under these series. During 1983-84, the Trust proposes to bring about 40 titles of which 25 titles have been published by the end of November, 1983.

Besides the above series, the Trust has also two major publishing programmes for promotion of national integration, namely, *Aadan Pradan* and *Nehru Bal Pustakalaya* series. Under the *Aadan Pradan* series, the Trust has so far brought out 577 titles in various Indian languages and 8 more titles have been brought out during the current financial year. Under the *Nehru Bal Pustakalaya* series 846 titles have been brought out till 31st March, 1983. In addition, 52 titles have been published during April-November, 1983.

*Rural Publishing*

An on-the-spot survey relating to the reading needs of the neo-literates, which has now become an on-going programme of the Trust was undertaken in Madhya Pradesh at Patna Tehsil, by the Trust in collaboration with Rani Durgawati Vishwavidyalaya, Jabalpur from October 21-30, 1983. A number of writers from the Bundelkhand regions participated.

*Subsidized Scheme of University Level Books*

The Trust is implementing a scheme of university level standard books since 1970 to make available books at reasonable prices. The total number of books subsidized by the Trust since the inception of the Scheme (Till March, 1983) is 509 and 81 more books were subsidized during April-November, 1983. The scope of the scheme has been extended to cover university level books in Hindi and technical books at polytechnic level in both English and Hindi.

*Book Fairs*

The Trust is also organising book fairs and book festivals at national and regional levels. The Trust has so far organised 11 National Book Fairs in important metropolitan cities of India and over 98 regional book exhibitions.

A National Children's Book Fair was organised by the Trust from November 11-14, 1983 at Calcutta. On this occasion, a 3-day children's writers camp covering three languages i.e. Assamese, Bengali, Oriya as well as Cultural Programmes including screening of foreign children films were also organised.

To mark the closing of the Silver Jubilee of the Trust a function was held at the Auditorium of Nehru Memorial Museum and Library, Teen Murti, New Delhi on the evening of July 30, 1983. An exhibition entitled 25 years of NBT, displaying the books brought out by the Trust since its inception was organised from August 2-4, 1983 at AIFACS Hall, New Delhi.

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

This Ministry is operating three bilateral programmes in collaboration with the Governments of the UK, the USA and the USSR to make available standard books of foreign origin to the Indian university students in low priced editions. Latest editions of books are considered for coverage under these programmes and are assessed by expert agencies from the stand point of their suitability for Indian students. So far about 716 British, 1620 American and 435 Soviet books have been published under these programmes.

**National Book Development Council**

A National Book Development Board was set up by the Government in 1967 to lay down guidelines for the development of book industry in the context of the overall requirements of the country. This Board was reconstituted in 1970 and functioned until February, 1974.

The Government have now revised the Board to meet the crucial challenges in the book field. The new body, called the National Book Development Council, has been reconstituted and its functions, inter-alia are :

- (i) to lay down guidelines for the development of the book industry in the context of the overall requirements of the country;
- (ii) to foster reading habit among people;
- (iii) to promote production of literature, specially relevant to children and rural illiterates;
- (iv) to encourage authorship particularly in Indian languages and suggest measures for safeguarding the interests of the authors;
- (v) to draft National Book Policy; and
- (vi) to undertake and promote research, surveys, studies and special projects to help in the achievements of objectives referred to above.

The first meeting of the Council was held in New Delhi on January 9, 1984.

A 2-member Indian authors' delegation visited the USSR from May 3-18, 1983 under the Indo-Soviet Cultural Exchange Programme for the years 1982-83 and a 2-member Indian authors' delegation visited France from September 27 to October 10, 1983 under this programme.

**Import and Export of Books**

During 1983-84, 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 were allowed under Open General Licence. This facility was subject to the grant of permission by this Ministry in cases where more than 1000 copies of a single title were proposed to be imported. Recognised institutions could import teaching-aids, microfilms and microfiches of educational nature under Open General Licence. The import of foreign editions of books for which editions of Indian reprints are available was not allowed.

The concession for the release of post-parcels containing books, magazines and periodicals without the importers having to produce the import licences continued to be available during 1983-84.

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

**Book Export Promotional Activities**

India is one of the ten major book producing countries of the world and ranks third in production of English titles. To promote Indian books

abroad and sale of translation/reprint rights and securing printing jobs from abroad, steps are being taken to publicise our books through participation in international book fairs and organising special exhibitions of Indian books, conducting market studies and commercial publicity through annotated catalogues, brochures, etc.

In 1983-84, India participated in the International Book Exhibitions/Fairs held in Pakistan, Turkey, Indonesia, Jordan, Singapore, USSR, Malaysia, Frankfurt, Belgrade, Mexico, Bahrain and Egypt. Special exhibitions of Indian books were also organised with the assistance of Indian Missions abroad in Nigeria, Peoples Republics of China, Mauritius and Indonesia. Book exhibitions are also proposed to be organised in Iran, Ethiopia, Bangladesh and Burma.

As a result of participation in the International Book Fairs/Exhibitions abroad, our export of books including the journals and periodicals for the year 1983-84 is estimated to be about 20 crores of rupees.

#### RAJA RAMMOHUN ROY NATIONAL EDUCATIONAL RESOURCES CENTRE

The Centre serves as an information-cum-research Centre to encourage Indian authorship and indigenous book production at University Level. For this purpose the Centre has under one roof, a large collection of University level books produced in the country since 1965 in all languages, in various disciplines. The Centre conducts an on-the-spot evaluation of the indigenous books to assess their usefulness for university level students and exhibits these books in exhibitions organised at Indian universities. During the year 1983-84, the Centre organised five exhibitions at Chandigarh, Simla, Bangalore, Hyderabad and Cochin respectively. The Centre has brought out three quarterly supplements to the National Catalogue of university level books. The Centre has been designated as the National Agency to operate International Standard Book Number System in India. Data for introducing this system is being collected from the publishers.

The Centre has also prepared a report of sample survey based on the summaries of titles imported by 82 leading book importers during 1981-82. It is proposed to prepare two more such reports during 1983-84.

#### COPYRIGHT

The Copyright Office was established in January, 1958 in pursuance of Section 9 of the Copyright Act, 1958 (14 of 1957). During 1983 (up to November 30, 1983) the Copyright Office registered 5307 works.

India is a member of two International Conventions on Copyright, namely, the Berne Convention (1948) and the Universal Copyright Convention (1952). These Conventions were revised at Paris in July, 1971 whereby special concessions were given to the developing countries to enable them to issue compulsory licences for reproduction/translation of books of foreign origin.

The Copyright (Amendment) Bill, 1983 was adopted by both Houses of Parliament during the monsoon session which concluded on August 26, 1983. The main objectives of the Amendment Bill are :

- (i) to incorporate provisions in our Copyright Act in order to bring it in line with the Paris Text 1971 of the International Copyright Conventions of which India is a member so that we can take advantage of the facilities for reprint/translation rights provided to the developing countries under this Text;
- (ii) to provide adequate safeguards for the protection of authors' rights; and
- (iii) to remove certain lacunae and practical difficulties which have been experienced in the working of the Copyright Act, 1957.

During the year 1983, India participated in the following international Copyright meetings :

- (i) 5th Session of the World Intellectual Property Organisation (WIPO) Permanent Committee, and UNESCO/WIPO Seminar on the Protection of Folklore—January-February, 1983.

- (ii) Meeting of the WIPO's World-wide Forum on the piracy of Broadcasts and of the Printed word—March 16-18, 1983.
- (iii) 2nd Session of Budget Committee, April 20-22, 1983.
- (iv) Committee of Experts on Joint Inventive Activity, May 2-6, 1983.
- (v) Access by Developing Countries to works Protected by Copied by WIPO held at Geneva, September-October, 1983.
- (vi) Meetings of the Governing Bodies of WIPO/Unions Administered by WIPO held at Geneva, September-October, 1983.
- (vii) Meeting of the Governmental Experts on the Drafting of Model Statutes for Institutions Administering Authors Rights in developing countries held in Geneva during October, 1983.
- (viii) 4th Extra Ordinary Session of the International Governmental Committee of International Copyright Convention, Paris during November-December, 1983.
- (ix) Sub-Committees of ILO, UNESCO/WIPO, Meetings regarding Problems arising from transmission by Cable of television of Programme held in Geneva, December 5-7, 1983.
- (x) 9th Ordinary Session of the Inter-governmental Committee for the Protection of Performance, Producers of Phonograms held at Geneva from December 8-12, 1983.
- (xi) International Copyright Convention held in Geneva from December 12-16, 1983.

*Training Facilities to Foreign Trainees*

Under the Annual Copyright Training Programme, 1983 of WIPO, India received two trainees, one from Indonesia and one from Philippines, for receiving training in Copyright and related fields from November 1-10, 1983.

*Training Facilities to Indian Trainees*

Under the WIPO/UNESCO Fellowships Programme for 1983, two officers were deputed to participate in the following programmes :

- (i) Specialised training in the field of neighbouring right and administration of Copyright from May 5-20, 1983.
- (ii) General introductory copyright training course under the WIPO Fellowships for 1983 in West Germany, the UK and Switzerland from October 10 to November 10, 1983.

## PROMOTION OF LANGUAGES

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

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

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

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

### A. PROMOTION OF HINDI

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

#### **Appointment of Hindi teachers in non-Hindi speaking States/Union Territories**

Central aid on 50:50 sharing basis is given to non-Hindi speaking States/Union Territories for appointment of Hindi teachers under the Central Plan scheme for the propagation of Hindi. Against the total budget provision of Rs. 27.00 lakhs for the year 1983-84 an amount of Rs. 12.00 lakhs has already been released as on date.

#### **Opening of Hindi teachers training colleges in non-Hindi speaking States/Union Territories**

Central assistance on 100 per cent basis is given under this scheme to non-Hindi speaking States and Union Territories. Against the budget of Rs. 10.00 lakhs for the year 1983-84, cases for the release of Rs. 6.00 lakhs have already been processed as on date. So far 19 training colleges have been established in non-Hindi speaking States/Union Territories.

#### **Financial assistance to voluntary Hindi organisations**

Over the years, the number of organisations seeking financial assistance under this scheme is progressively increasing. With Government assistance, some of these organisations have grown into gigantic institutions operating simultaneously in more than one State. While in the earlier years, grants were generally sought for running Hindi classes, conducting course in Hindi typing and shorthand, establishment of libraries and reading rooms etc. Quite a number of organisations are now coming up with requests for

grants for training of teachers, publication of Hindi journals, conducting Hindi examinations, instituting prizes as well as for advance work in Hindi. Hindi is, thus, catching up well in the non-Hindi speaking regions.

During the year 1983-84 financial assistance to the extent of Rs. 47.00 lakhs will be rendered to about 130 voluntary Hindi organisations.

#### **Central Hindi Directorate**

Central Hindi Directorate is engaged in the implementation of schemes for the propagation and development of Hindi. Some of these schemes are: teaching of Hindi through correspondence course to the Non-Hindi speaking Indians and foreigners; preparation of bilingual and trilingual dictionaries of Indian languages and foreign languages and conversational guides etc. The Directorate has also taken up various schemes under its extension programme.

Progress made in implementation of these schemes during 1983-84 is given hereunder :

#### **Teaching of Hindi through Correspondence Courses.**

The work of teaching Hindi through correspondence courses was started in the year 1968. It was mainly meant for Indians from Non-Hindi speaking areas and foreigners, who are not in a position to learn Hindi through regular classes. The medium of instruction of these courses was English in the first instance and subsequently Tamil, Malayalam and Bengali have also been introduced. During the period under report, 14333 students were enrolled under this scheme. Out of these, 3458 were enrolled under medium of English, 5701 through the medium of Tamil, 568 through the medium of Malayalam and 494 through the medium of Bengali. There are two preliminary courses of two years' duration each viz. Hindi Pravesh and Hindi Parichaya. A special course is being conducted for Government servants and arrangements have been made to teach Hindi for three Hindi examinations viz. 'Prabodh', 'Praveen' and 'Pragya' conducted by the Ministry of Home Affairs. All these courses are of one year duration each. The number of students enrolled under these-courses for this year is 4112.

The Directorate is holding personal contact programmes in different parts of the country for familiarising the students with pronunciation, spellings of Hindi etc. These programmes are necessary to supplement the main scheme of teaching Hindi through correspondence courses. During the year under report, 19 programmes were held-Durgapur(3), Bhilai, Madurai, Tiruchirapalli, Calcutta, Coimbatore, Salem, Trivandrum, Madras (?) Bangalore Asansol, Bombay, Pondicherry, Tirunelveli, Gauhati and Cannanoor. In addition, four more Personal Contact Programmes are going to be held in Madras, Cochin, Calcutta and Tirunelveli.

The Directorate has also prepared three sets of Hindi record to help in the proper picking up of pronunciation and accent of spoken Hindi. Bilingual Conversational Guides, bilingual self-taught books and Primer for foreigners have also been published by the Directorate. Prizes are also being given to those who secure high positions in the examinations. Help literature is also being provided to students, who are enrolled for these correspondence courses. During 1983, arrangements were made for 2117 students to appear in the Hindi Prabodh/Praveen/Pragya examinations held in November, 1983 results of which are still awaited. Besides, 824 students appeared at the Hindi Pravesh and Parichaya examinations 1983 out of which 690 were declared successful.

#### **Extension Programmes**

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

During the year under report, six workshops of neo-Hindi writers have already been organised in different parts of the country. In these workshops, 136 trainees took active part.

Two study tours of Hindi students of non-Hindi speaking areas have been conducted in which 73 students in all took part. A travel grant of Rs. 400/- is given to each student.

Lecture tours of prominent Hindi scholars from Hindi speaking universities to non-Hindi speaking universities and vice versa were organised during the year under review. Such tour facilities do help them in understanding the progress of development as well as the problems of each other. Seven scholars took part under the scheme during the period under review.

*Prizes to Hindi writers of non-Hindi Speaking Areas*

With a view to encouraging Hindi writers of non-Hindi speaking areas, whose mother tongue is not Hindi, prizes of Rs. 2,500/- each are given under the scheme. During the period under report, 16 writers were awarded prizes for the year 1981-82.

*Prizes to Writers for Books written in Indian Languages other than Hindi, Sanskrit and Writers' own mother tongue*

Under this scheme a prize of Rs. 2000/- is awarded for writing original books in any Indian language other than author's mother tongue and Hindi and Sanskrit and translated work carries a prize of Rs. 1000/-. During the period under report, 6 authors were awarded prizes (4 prizes for original writing and 2 prizes for translated work) for the years 1980-81 & 1981-82.

*Scheme for Travel Grants to Research Scholars*

Under the scheme during the period under review 15 scholars from universities of non-Hindi were given travel grants of Rs. 350/- each for studying collecting materials etc. for their research work from university libraries situated in Hindi speaking areas.

*Recognition of Hindi Examinations*

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

*Publications*

Directorate is bringing out one quarterly journal 'Bhasha' and the monthly journal 'Unesco Doot' which is the Hindi version of 'Unesco Courier', published in all the prominent languages of the world. A series of books, under the scheme of "Bharatiya Sahitya Mala" are being published. Under this scheme, 'Bharatiya Bhasha Ka Itihas', 'Bharatiya Kahaniyan' have been published and 'Bharatiya Nibandh' is under printing. The manuscripts of 'Bharatiya Kavita' is under preparation. During the period under review, all the issues of 'Unesco Doot' and all the issues of 'Bhasha' were duly brought out. A special issue of 'Bhasha' (Vishwa Hindi Sammelan) was brought out in 1983.

*Publication of Popular Books in Collaboration with Publishers*

Under the scheme, during the period under review, 13 books were brought out and eight books are under print.

*Exhibition of Hindi Books*

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

*Purchase of Hindi Books and Magazines for distribution*

Hindi books and magazines worth Rs. 5,84,800.00 were purchased in this year for distribution to the schools, colleges and public libraries in non-Hindi speaking States in India. Hindi books of Rs. 2,87,900.00 were purchased and sent to our missions abroad. The scheme is intended to cater to the needs of Hindi knowing people and to acquaint them with the latest trends and richness of Hindi as also the progress made by the language in different fields. Besides that publications brought out by Central Hindi Directorate/Commission for Scientific and Technical Terminology in this year were distributed.

*Production of Dictionaries*

Twenty six bilingual dictionaries are under preparation. Manuscripts of 9 such dictionaries have been sent to the press and work on the remaining dictionaries is in progress.



<i>Trilingual Dictionaries</i>	Twenty four trilingual dictionaries are under preparation. Complete manuscripts of 7 such dictionaries have been sent to the press.
<i>Bharatiya Bhasha Kosh</i>	The manuscript of this dictionary has been sent to the press.
<i>Publication of German-Hindi and Hindi-German Dictionaries</i>	After discussion with German scholars till now 18,350 entries have been finalized.
<i>Publication of Czech-Hindi and Hindi-Czech Dictionaries</i>	Press copy of this Dictionary is being prepared in triplicate.
<i>Scheme of Preparation and publication of bilingual Conversational Guides</i>	In pursuance of the scheme approved by the Ministry of Education and Culture, 26 bilingual conversational guides, Hindi-regional language and Regional language-Hindi are to be prepared and brought out. Each guide will comprise approximately 800 sentences followed by useful glossaries, of common words. Tamil-Hindi guide has been published and Hindi-Tamil, Hindi-Malayalam, Hindi-Bengali, Hindi-Telugu, Hindi-Kannada, Hindi-Assamese and Hindi-Kashmiri guides are ready for press.
<i>Czech-Hindi and Hindi-Czech Conversational Guides</i>	Press copy of this guide has been prepared in triplicate.
<i>Hindi-Hungarian and Hungarian-Hindi Conversational Guides</i>	The Hungarian side has sent the draft copy of this guide with certain modifications and these are being studied for further action.
<i>Hindi-Russian and Russian-Hindi Guide</i>	The Russian Hindi Conversational guide has been published by the USSR. Hindi Russian guide has been modified, where necessary, according to the suggestions received from USSR.
<i>Bilingual Dictionaries of Hindi and U.N.O. Languages</i>	On the recommendations of the evaluation committee of the Ministry of Education and Culture it has been decided to prepare bilingual dictionaries of Hindi and four UNO languages. These languages are Spanish, Chinese, Arabic and French. There will be about 2,500-3,000 entries in each of the bilingual dictionary. These dictionaries will include basic terms of Hindi and of diplomacy. The editorial advisory board has been constituted.
<i>Tatsam Shabada Kosh</i>	On the recommendations of Evaluation Committee for reviewing the work of Central Hindi Directorate/Commission for Scientific and Technical Terminology it had been decided to prepare and produce a Tatsam Shabada Kosh. The work was started on the scheme during the latter part of the year 1983. Basic Terminology containing about 2,500 terms has been prepared. This dictionary will be in 13 languages having Sanskrit work as main entry. The project is expected to be completed in 2 years.
<i>Production of Standard Literature in Sindhi</i>	The objectives of this Scheme, which was started in 1975, are production of standard literature in Sindhi including re-printing of rare Sindhi books, classics and educational text books of secondary and university levels. Under this scheme so far 18 books have been published out of which during the period under review all books have been published. Twelve books are in press for publication. Manuscripts of 6 books are nearing completion. One seminar of All-India level on mystic classic poet 'Shah Abdul Lateef' was organised in Bombay and two workshop of neo-writers one on Sindhi Poetry, one on Sindhi Drama and Stage were organised in Nagpur and Ahmedabad respectively during the year 1983. One seminar on Identification of Scientific and Technical Terminology in Sindhi was also held in Poona in February/March, 1983.
<b>Commission for Scientific and Technical Terminology</b>	The functions of the Commission for Scientific and Technical Terminology are : to evolve scientific and technical terminology in Indian languages; prepare reference material in Indian languages; survey, review and collect available terminology in Indian languages and evolve Pan-Indian terminology; foster setting up of language bodies at regional levels, and prepare and publish definitional dictionaries, glossaries and lexicons.
	The progress made by the Commission for Scientific and Technical Terminology in the implementation of various schemes during 1983-84 is as follows :

#### *Production of university-level books*

Under this scheme, so far 6,170 books in Hindi and regional languages have been published in 30 subjects covering almost all the disciplines of humanities, social sciences, basic sciences and applied sciences. Out of this 1,560 books have been published in Hindi by the various Hindi Granth Akademies, Cells in the Universities and the Commission for Scientific and Technical Terminology. So far, 193 books relating to agriculture, medicine and engineering have been published in Hindi by the Commission. During the year about 34 books were published in the above subjects and some are in the process of printing. The titles include both translation as well as original writing.

#### *Definitional Dictionaries*

After the terminology in the various disciplines had been evolved it was felt that to make the concepts comprehensible it was necessary to explain them through definitions. Accordingly, the work of preparing definitional dictionaries in various subjects of basic sciences, social sciences, humanities, medical sciences, pharmacy, agriculture and civil, mechanical and electrical branches of engineering continued. So far 14 definitional dictionaries in sciences—2 each in botany, chemistry, physics, mathematics and home science and one each in zoology, geography, geology and medicine—and 9 definitional dictionaries in social sciences and humanities in the subjects like education, economics, econometrics, social work, commerce, psychology, archaeology, cultural anthropology and history have been published. Some dictionaries are in the press.

Seminars were held to discuss and finalise the definitions. Consolidation, coordination and compilation projects on basic definitional dictionaries of sciences and social sciences is also in progress.

#### *Procurement of Copyrights*

The Commission has been assigned the work of obtaining copyrights of books being translated by the Granth Akademies, the Commission and the Book Production Boards. So far 1,540 copyrights have been obtained. The work relating to renewal of copyrights is also being undertaken from time to time.

#### *Terminology*

In the context of residual terminology Hindi equivalents of terms were evolved only in those branches which had not been done so far such as veterinary science, space science and management.

#### *Departmental Terminology*

The work of departmental terminology is now in progress. During the year about 6,000 terms have been evolved, approved/finalised.

#### *Coordination and Simplification of Terminology*

The work of simplification and coordination of entire Hindi technical terms evolved and published so far is being done through meetings and seminars. Coordination and simplifications of entire terminology up to letter 'H' has been completed and it is expected that identification of terms requiring coordination up to letter 'Z' would be completed soon.

#### *Hindi-English Glossaries*

Side by side with the publication of Hindi equivalents of English terms as more and more people use them it was considered necessary to prepare the counter part Hindi-English glossaries also. One such Hindi-English glossary relating to basic sciences was published before and the other Hindi-English glossary pertaining to humanities and social sciences was published during the year. The third Hindi-English glossary in the series in applied sciences is under preparation.

#### *Digest /Reading /Monograph*

Digest/Reading/Monographs in the following subjects have either been brought out/or are in the advanced stage of publication: Zoology, Geology, Home Science, Physics, Botany (3 issues), Psychology, Economics (4 issues), Commerce-1, Education-1, Digest for Health workers (4 issues), medical science (6 issues), Digest for Technicians (4 issues), physical anthropology, physical sciences, biological sciences (2 issues), Earth sciences and political science.

#### *Compilation of medical terms and phrases in common use in Southern and other states*

The work pertaining to the compilation of medical terms and phrases in common use in the Southern Indian and other State languages was initiated in Telugu, Kannada and Marathi. This year, two meetings were held at Trivandrum and Madras for Malayalam and Tamil respectively.

#### *All India Conference*

In the last week of November 1983, an All-India seminar on "Indian Languages as "Media of Instruction" was inaugurated by the President.

Several eminent scientists including social scientists, professors and linguists from all parts of the country focused their original views and presented their well prepared papers in the business session. The conference was a great success and all the deliberations of the conference would be published in the form of a book.

#### **Kendriya Hindi Sansthan**

Kendriya Hindi Sansthan is an autonomous organization established by Government of India in 1961 and is governed by Kendriya Hindi Shikshan Mandal. The Institute is involved in organising programmes for Hindi-teaching, teaching and training, related areas of research and material production, work in India and abroad. The Institute also runs functional language programmes for the promotion and development of Hindi. The Institute is also an advanced centre of higher learning for applied linguistics, Hindi Language teaching, and comparative literature.

#### *Teaching-Training Programmes*

During this year 113 untrained in-service Hindi teachers are being given training in the various whole-time training courses of the Institute. Moreover, 250 non-Hindi speaking teachers are also being trained in its affiliated Colleges/Institutions.

Forty four foreign students, deputed under the Propagation of Hindi Abroad Scheme of Ministry of Education, Government of India and under various cultural exchange programmes with various countries, are being trained in Hindi at 4 different levels.

During the year, 765 non-Hindi speaking Hindi teachers belonging to various States and Union Territories are being given training in Refresher/ Remedial Courses at the Agra, Hyderabad and Gauhati Centres of the Institute.

#### *Language Awareness Camps*

The Institute organised special programmes for strengthening the training of 140 participants belonging to its affiliated Hindi teachers training Course for the untrained teachers in the non-Hindi speaking regions. In the cultural mainstream and linguistic milieu.

#### *Parangat Correspondence and Contact-Course*

The Institute has started a B. Ed. level Parangat Correspondence Course for the untrained teachers in the non-Hindi speaking regions. In the Second Course 340 participants have been admitted. Arrangements are being made to run personal contact programmes in Delhi, Agra, Hyderabad, Nagpur, Poona, Ahmedabad, Mysore, Gauhati etc. In the first course 179 teachers were given admission and the final examination was held in May, 1983. It is planned to admit 500 applicants in the Third Course.

#### *Material Production and Research*

On the request of Madhya Pradesh Government the Institute has prepared a text book—Adi-Bharati Part-2 its accompanying Exercise Book, a book on Arithmetic and a Teachers Mandal for tribal language speaking children of Kurukh, Korku, Gondi, Bhili and Halbi tribes under the Scheme for Preparation of Teaching Material. In all 20 books have been prepared and are being used at present in the schools.

“Adi Bharti-Part-3”, the accompanying Exercise Book and Teachers Manual will be ready during the current session.

One hundred teachers who are going to use this teaching material have been given training in Agra during May-June, 1983.

Under the scheme for 6 North-eastern States/Union Territories, a Mizo-Hindi Dictionary has been prepared. Four dictionaries for the tribal languages of the area are also under preparation. A beginning has been made for printing of materials prepared for teaching Hindi through a Correspondence Course to the All India Central Services Competitive Examinations Candidates. The Sansthan has also undertaken the job of helping in evaluating and revising the language teaching materials in the 5 languages of the Sikkim State on the request of the Government of Sikkim. Under the similar scheme evaluation of Hindi teaching text books of Nagaland, and Manipur governments is also being done with a view to making necessary revisions.

The Sansthan has also prepared the first draft of the Hindi Pronunciation Lessons and a selection of readings for Hungarian Speakers.

At present there are 33,000 volumes in the libraries of the Headquarters of the Sansthan at Agra and its various centres.

At the instance of the nodal Ministry for organising Third World Hindi Convention, the faculty members, research assistants and administrative personnel took part in the Convention, and organised Book Exhibition and Exhibition for Technical Aids.

The Sansthan published the following books during the year :

1. Premchand aur Bhartiya Sahitya
2. Aadhunik Ekanki Sangrah
3. Hindi Kavya Sangrah
4. Aadhunik Nibandh Sangrah
5. Aadhunik Kahani Sangrah
6. Hindi Ka Samajik Sandarbh
7. Gaveshana 40, 41, 42
8. Sansthan Bulletin 58-61, 62-63

#### *Seminars / Workshops*

The Sansthan organised a Seminar on Bilingual Language Education in December, 1983.

A Seminar-cum-Workshop was organised for preparation of Teaching Points for teaching of Hindi as a second language.

Under the Scheme of Extension Lectures, Dr. Shiv Mangal Singh 'Suman' will deliver a lecture on "Kavya Bhash" and Prof. Vidya Niwas Misra will speak on "Sampreshenparak Vyakaran aur Bhartiya Prampara" during the year.

#### *Exchange Programme*

During 1983-84, 40 Teachers and Evaluators participated in various academic programmes of national and international significance. During this year 56 scholars were invited to deliver lectures in various courses of the Sansthan at its centres. About 250 specially invited guests took part in the various Programmes arranged by the Sansthan.

#### *Propagation of Hindi Abroad*

The Scheme to promote Hindi Abroad is in operation immediately in Carribean Countries like South East and West Asia and in advanced countries like the U.K., the U.S.A., the USSR, France, West Germany and Japan.

The Scheme has a provision of awarding 50 scholarships every year to the students of different foreign countries for study of Hindi at Central Institute of Hindi, New Delhi. During the year 1983-84, 44 students have been admitted on scholarship basis at the Institute and about 6 students are studying on self-financing basis. The selected scholars are entitled to Rs. 650/- per month as scholarship and air fare from their home country to Delhi and back.

The Ministry continued to maintain 3 Hindi teachers at Surinam, Guyana and Trinidad, two part-time teachers in Sri Lanka and one full time Librarian in the Embassy of India at Kathmandu. It is also proposed to send a two member Indian delegation to the GDR (East Berlin) in connection with the work for preparation of German-Hindi/Hindi-German dictionary and conversational guide, in February, 1984, under Indo-GDR Cultural Exchange Programme.

### B. PROMOTION OF MODERN INDIAN LANGUAGES

#### *Production of University-level Books in Regional Languages*

The programme for production of university level books was launched in 1968-69 with a view to facilitating early adoption of the Indian languages as media of instruction in various disciplines at the university stage. Under the programme, 6,170 books have been published as on 1st December, 1983 out of which 1,455 are translations. A large number of books are in various stages of production.

#### *Core Books Production Programme*

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

#### *Assistance to Voluntary Organisation and Education Institutions for Propagation of Regional Languages*

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

#### *Production of Books in Urdu*

The Taraqqi-e-Urdu Board was set up in 1969 with the Education Minister as its Chairman to advise the Government on the production of academic literature in Urdu. The Board has since been re-constituted in December, 1983. The Board is a subordinate office of the Ministry of Education and Culture.

Under the guidance of the Board, three dictionaries (English-Urdu, Urdu-Urdu and Urdu-English) each in five volumes were completed and the students' Urdu-Urdu dictionary containing about 42,000 entries is already in the press. 1,35,000 technical terminology in different subjects have been finalised. Urdu encyclopaedia has been compiled in 12 volumes of which Volume-I will be assigned for printing. 410 books on various subjects, including books published by NCERT and re-printing, have been published. Out of 18 glossaries six are already completed. Ten subject panels have been constituted in different disciplines.

Twenty calligraphy training centres are in operation in different places in the country. A separate scheme for setting up of calligraphy centres exclusively for women is under active consideration. During the period under report five book exhibitions were organised at different places in the country. Urdu Books/publications worth Rs. 3,45,000 have been sold.

#### *Promotion of Books in Sindhi*

Started in 1975, the objective of the scheme is to bring educative books in Sindhi for the benefit of Sindhi students. Some of the important activities undertaken to develop Sindhi language are as follows : Nearly 8,000 copies of Sindhi books produced during the year 1982-83 have been distributed free of cost to approved school/college libraries. Under the scheme 18 titles have been published so far out of which 11 books have been brought out during the current year. Under the publishers' collaboration scheme six titles were brought out during 1983 to give incentive to Sindhi publishers. As far as Sindhi terminology is concerned, nearly 40,000 technical terms have been identified so far and the task of coining Sindhi terminology is to begin shortly. An amount of Rs. 1,25,000 was sanctioned to the Vishwa Sindhi Sammelan held in 1983. In addition, institutions which are engaged in the development and propagation of Sindhi language and literature are granted financial assistance to enable them to organise Sindhi seminars, mushairas, conferences and symposia.

A cash award to Sindhi writers is in operation since 1979. Five awards @ Rs. 2,500/- each are given to writers annually. The awards for the year 1983-84 are to be declared soon.

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

The Institute has by now taken up 52 tribal languages for linguistic description and material production. The work includes preparation of phonetic readers, grammars, dictionaries, school primers, adult literacy, Primers and collection of folklore besides imparting inservice training to Writers and teachers in tribal languages. The Institute has developed a model of bilingual education for the use of tribal and other minority languages as medium of instruction at the primary level. So far 23 Phonetic Readers, 9 Grammars, 3 Dictionaries, 6 Folklore collections, 7 Primers have been published or are under publication.

#### *Material Production*

In an effort to produce various types of instructional materials including auto instructional materials for teaching/learning Indian languages as first or second languages for different categories of learners such as school students,

adults of different professions like teaching administration and banking, the Institute has prepared :—

1. A Guide to Advance Learners of Tamil;
2. An Intermediate Course in Malayalam;
3. Semi-programmed Instructional materials for learners of Tamils as a second language;
4. 50 Language games and Opaque teaching aids for Kannada.

The following work have been initiated :

- (i) A Language teaching Manual “Patrakartarige Kannada”.
- (ii) Monograph on Language use in Administration.

The workshop for Radio-cum-Correspondence Course in Tamil was also conducted.

#### *Sociolinguistic Studies*

The Sociolinguistic studies, the Institute conducts, are wide-ranging like inter lingual communication pattern, pidgins and creoles, language standardisation, stagnation and wastage in education among children of different social strata, linguistic convergence, language maintenance and language loss, language attitude, language shift and language loyalty.

The Institute has prepared during the year :

- (i) Standardised grammar of Naga Pidgin.
- (ii) Report of LWC in a slum.
- (iii) Language convergence and variation of Tamil in Bangalore.
- (iv) Code Mixing and Code-switching among Konkani speakers of Mysore.
- (v) Language Attitude in Text books.
- (vi) Linguistic repertoire communication and interaction of workers in an Industry.

#### *Folklore*

A study of Marwari folklore in Bangalore is an on going project. On the basis of the Report of the Preliminary field work, a lot of follow up action has been taken. The project is likely to continue in 1984-85.

#### *Reading and Education*

The Institute's inter-disciplinary research in the area of reading and language pedagogy relates to the conduct of efficient reading courses and research. The research work is under taken in areas like assessment of silent Vs oral reading speed and comprehension, the study of gap between teacher-competence and curricular demands. Some important publications are Teaching Efficient Reading, Read Faster and understand better. The field work for the projects on medium of instruction and language load has been conducted. State Bibliography of Linguistic Research with reference to Indian Languages—Volume-II on North India is complete while on Volume V with reference to India has been initiated. Two monographs—one on statistics for linguistic research and the second on sampling methods for Linguistic Research, have also been completed. The report on a comparative analysis of the Interlingual and developmental errors of cognate and non-cognate group of learners of 12 and interim preparation reading diagnosis have also been completed. The field work for the projects on identification and diagnosis of reading disability with reference to Urdu as first language and English as second language and language of the disadvantaged have been conducted.

Two shooting scripts for TV Programmes have also been prepared.

#### *Adult Education*

The studies on take off level in literacy education and evaluation of literacy materials used in literacy education have been completed.

#### *Publication*

The Institute has published 8 publications—English for Adults-I; Hindi Proudha Shiksha Mala-I; Folklore of Rajasthan; Kashmiri Kitab-I; Lotha Grammar. Shina Phonetic Reader. Vartavaha No. 3, and Hindi Proudha Shiksha Mala-I (2nd reprint). Another 12 publications are likely to be brought out.

The Institute has conducted the following Seminars/Workshops/Training programmes—Inservice training for tribal teachers and educators in tribal languages. Need based course in Kannada for the SEM Officers, Orientation Course for the Secondary School Kannada teachers, Workshop on grammatical aspects of Tibeto Burman, Seminar-cum-workshop on Radio and IV in Language education, Seminar on linguistic method, meeting of literature committee members of tribal languages of Nagaland and Manipur, Workshop for materials production in Varli, Gutob and Wagdi to prepare primers, Workshop on construction and standardisation of tests in Indian Languages based on close procedure, refresher course for 5 language teachers of National Police Academy. The Institute in collaboration with the Institute of Applied Languages Sciences is conducting a course on Computers and Linguistics. In its scheme of extending expertise to the State Governments, the Institute organised an orientation programme for educational administration bilingual transfer model of education in Imphal.

The Institute will conduct in the remainder of the year the following Seminars/Workshops: Sociolinguistics Seminar on Code switching, (ii) Seminar on Lexical relations, Need based course in Kannada for Journalists (iii) a Workshop on script writing for Education Radio in collaboration with NCERT.

The Advisory Committee of the Institute held its Third meeting under the Chairmanship of the Deputy Minister of Education in Mysore on 29th September, 1983 and approved the Academic programmes of the Institute and its Regional Language Centres for the year 1984-85.

#### **Regional Language Centres**

##### *Training Programme*

Three hundred and thirty five teachers deputed from various States and Union Territories completed the Language training on 30th April, 1983 in 13 major Indian Languages through the five Regional Language Centres. The language training programme for the fresh batch commenced from the first week of July, 1983 at all the Regional Language Centres and 343 teachers deputed from various States and Union Territories joined the above course.

##### *Refresher Courses*

The Refresher Courses one each in Tamil (SRLC), Malayalam (SRLC), Bengali (ERLC) and Urdu (UTRC) were conducted in which 9, 14, 16 and 16 ex-teacher-trainees participated respectively.

##### *National Integration Camps*

The National Integration Camp in Tamil (at Pondicherry from 24th December to 2nd January 1984), Urdu (at Patna: 14th to 23rd January, 1984) and Oriya (18th January to 27th January, 1984) are scheduled to be conducted. In each camp 10 ex-teacher-trainees participate along with their 100 students. Also such camps in Assamese and Bengali are planned to be conducted before March, 1984.

##### *Seminars/Workshops*

The Workshop of Principals and Lecturers of the Regional Language Centres was conducted at CIIL, Mysore from 18th October to 27th October, 1983. A Three day contact programme was organised at ERLC, Bhubaneswar. A Seminar on Influence of Urdu on other Indian Languages was conducted at UTRC, Solan from 17th to 19th November 1983 and 18 members had attended the Seminar.

Also it is proposed to conduct (a) Seminar on Bengali Grammar (ERLC) during February 1984 at Calcutta, (b) Seminar on Teaching Tamil, Telugu and Malayalam (SRLC) at Mysore from 6th to 9th March 1984 and (c) Seminar on Teaching Gujarati as first and second language (WRLC) before March 1984.

### **C. PROMOTION OF ENGLISH AND OTHER FOREIGN LANGUAGES**

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

The Central Institute of English and Foreign Languages, Hyderabad, an Institution deemed to be a University, has been striving to improve the standards of teaching and learning English and Foreign Languages and their literatures in India. The Institute continued these activities through teacher training, research materials production and extension and consultancy services.

The Institute has been conducting Post-graduate courses for training teachers of English, Arabic, French, German and Russian. Besides regular

courses leading to post-graduate Diploma in the teaching of these languages and research courses leading to M.Litt and Ph.D. degrees, the Institute offers Correspondence-cum-Contact courses leading to the Post-graduate Certificate and Diploma. Through these Correspondence Courses so far 1483 persons have been trained at the Certificate level and 337 persons at the Diploma level.

The Institute has also been organising short courses and special need-based courses. A series of two-week training course-cum-workshops for B.Ed. colleges lecturers in English are being conducted. The Institute has designed a correspondence course for high school teachers. This course is to be administered by specially trained resource persons. Three 12-week courses for training of these resource personnel from different states were organised by the Institute during the previous years. 126 persons have already been trained on these courses. The fourth such course is being held from 15th December, 1983.

From the very beginning, the Institute had addressed itself to the task of preparing improved instructional materials suited to Indian conditions. A series of integrated text-books, workbooks and teachers' guides for schools, college level text books, graded supplementary readers and low-cost teaching aids prepared by the Institute are being used all over India. Remedial courses have been prepared keeping in mind the special needs of learners at different levels.

The Institute has done pioneering work in the use of mass media for the teaching of English. A five-year integrated courses in English, in the form of radio-programmes, prepared by the Institute is being broadcast by 25 stations of All India Radio. A programme meant for the teachers of English is also being broadcast over AIR. The Institute has also prepared a few T.V. programmes on an experimental basis. Preparation of Radio/T.V. programmes also forms part of the training courses at the Institute. Under the U.G.C. scheme of Educational Media Research Centres, one such centre is being set up at this Institute. This Centre will be producing educational programmes to be telecast using INSAT-IB, and will serve the needs of other educational centres in Hyderabad.

The Institute also offers extension and consultancy services to State Governments, English Languages Teaching Institutes and other institutions/organisations. Besides this, the research work at the Institute has been oriented towards evolving new methodologies for the teaching of English.

In Foreign Languages, the Departments of Arabic, French, German and Russian have been organising Post-graduate Diploma, M.Litt and Ph.D. courses, besides part-time proficiency, Diploma and Advanced Diploma courses. The Departments of French, German and Russian have been offering M.A. courses through correspondence-cum-contact. The Institute is conducting Post-graduate Diploma courses in Translation and Interpretation in French and German. The departments of foreign languages have also been organising short courses, seminars and workshops besides preparing instructional materials.

The Institute has two Regional Centres, one at Lucknow to cater to the needs of the northern region and the other at Shillong for the north-eastern region. These centres conduct a number of short training courses, seminars and workshops for teachers of English in their respective regions.

Under a scheme sponsored by the Government of India, the Institute has been entrusted with the responsibility of assisting the State Governments in setting up District centres in their respective States for saturation level training of secondary school teachers. These centres are also meant to serve as resource centres for effective implementation of programmes for the improvement of the standard of English teaching at the secondary level. With a view to enabling the State Governments to set up such Centres, it is proposed to increase the financial assistance to the State Governments under the schemes.



## D. PROMOTION OF SANSKRIT AND OTHER CLASSICAL LANGUAGES

Recognising the importance of Sanskrit in promoting national integration, international understanding and preservation of our culture, several schemes were introduced by Government of India since 1961 and they are being continued with greater vigour and larger financial outlay on the basis of the public response. A similar programme to propagate and develop Arabic and Persian has also been launched during the beginning of this Plan period.

The highlights of the scheme are financial assistance to voluntary Sanskrit, Arabic and Persian organisations, development of some of the deserving voluntary organisations into Adarsh Sanskrit Pathshalas with greater financial assistance; employing emeritus Professors to offer indepth knowledge in Sastras to younger teachers; editing and publication of rare manuscripts and catalogues of manuscripts, promotion of oral Vedic tradition; reprinting of out-of-print Sanskrit books; providing vocational training to products of Sanskrit Pathshalas, honouring eminent scholars by national awards, preparing and publishing standard dictionaries etc.

The details of the scheme wise progress are as follows :—

*Scheme of Financial Assistance to Voluntary Sanskrit Organisations Working in the field of Propagation and Development of Sanskrit.*

Under this scheme, registered voluntary Sanskrit Organisations/ Institutions are given grant-in-aid both of recurring and non-recurring nature on salary of teachers, scholarships to students, construction and repair of buildings, furniture, library, research projects etc. 75% of the approved expenditure on each of the above items are given as grant from the Ministry and in the case of 24 Vedic institutions where oral vedic tradition is being preserved, the Government grant covers 95% of the total approved expenditure.

**Adarsh Sanskrit Mahavidyala Sodh Sansthan Scheme**

Out of the voluntary organisations a few institutions which have the potentialities for future development and which are already having post-graduate level of the studies are provided with greater financial help from the Government than the usual voluntary organisations. So far 11 post-graduate teaching institutions and two post-graduate research institutions have been brought under the purview of this scheme. Three of them are in Uttar Pradesh, one in Bihar, one in West Bengal, two in Haryana and two in Maharashtra and three in Tamil Nadu and one in Kerala. These institutions are paid 95% of maintenance grant and Government reserves some powers with regard to the management of these institutions.

**Rashtriya Sanskrit Sansthan**

The Sansthan is an autonomous organisation under this Ministry exercising academic and administrative control over Seven Kendriya Vidya-peethas at Tirupati, Delhi, Allahabad, Puri, Jammu, Guruvayoor and Jaipur. Besides 15 voluntary institutions in the country are affiliated to it for purposes of examination. The Sansthan conducts examinations right from Prathma to Vidya Varidhi and Vachaspati, (Ph.D and D. lit.) respectively. It also conducts teachers training programme at graduate and post-graduate levels. A total number of 2,500 students are expected to appear in the next examination. More than 700 students including some from abroad, are expected to avail themselves of the facility of correspondence course in Sanskrit conducted by the Sansthan through medium of Hindi and English. More than 900 scholarships are awarded to the students of the Vidyapeethas and free hostel facility are being provided to about 500 students.

*Scholarships to the Students/Products of Sanskrit, Pathshalas, Post Matric Sanskrit/Shastri and Archarya Students.*

The Rashtriya Sanskrit Sansthan has been operating the following scheme of Sanskrit Scholarships on behalf of the Ministry of Education :

(a) Research Scholarships to the products of Sanskrit Pathshalas.

A monthly stipend of Rs. 300/- is given to the Research Scholars for a period of 2 years. In addition a contingent grant of Rs. 500/- per year is also given to these students. 196 students are proposed to be covered under this scheme. (98 fresh and 96 renewals).

(b) Post matric scholarships : Student who study Sanskrit as a subject at intermediate, B.A. and M.A. levels in the modern stream are also awarded scholarships at the rates respectively by Rs. 50/-, Rs. 75/-, and

Rs. 100/- per month. 1128 students are proposed to be covered under this scheme (497 fresh and 631 renewals).

(c) Stipend of Rs. 75/- per month is paid to the students studying in Shastri and Rs. 100/- per month to those studying in Acharya Classes of the traditional Pathshalas. 725 students are proposed to be covered under the scheme during the ensuing year (276 fresh and 449 renewals).

**Sanskrit Dictionary Project  
of Deccan College**

Assistance is being provided to Deccan College, Poona for preparing a Sanskrit Dictionary on Historical principles which will help research scholars in the interpretation of old and difficult Sanskrit Texts.

Four volumes have already been published.

**Shastra Chudamani Scheme**

Under this scheme in-depth coaching is given to young lecturers and Senior Post Graduate students in the Kendriya Vidyaapeethas/Adarsh Sanskrit Pathshalas etc. in various disciplines by utilising the services of senior eminent retired scholars who are appointed on monthly honorarium of Rs. 1000/-. 72 such scholars were working during 1982-83 under this scheme.

**Financial Assistance to Voluntary  
Organisations engaged in the pro-  
pagation and Development of Clas-  
sical Languages other than  
Sanskrit**

Under this scheme, registered voluntary organisations in the field of classical languages i.e., Arabic and Persian are given financial assistance towards salary, scholarships, furniture, library etc. and other activities. More than 150 institutions are being assisted under this scheme. The scheme will continue in 1984-85.

A national survey of Madrasas and Maktabas has been undertaken to evaluate the standards of teaching in the various institutions and this would help in further classifying them for purpose of channelising Government assistance. A major research work of critical edition of Fatwa-Al-Tatar Khania, a monumental work on Islamia law has been sponsored by the Ministry of Education which is to be completed within three years at the cost of about Rs. 2 lakhs.

**Award of Certificate of Honour to  
Sanskrit, Arabic and Persian Scho-  
lars**

This scheme envisages giving of President's award of Certificate of Honour to eminent Sanskrit, Arabic and Persian Scholars. Every year 14 scholars—10 in Sanskrit and 2 each in Arabic and Persian—are selected for the award and their names are announced on the eve of Independence Day. The award carries an annual monetary grant of Rs. 5,000/- for life and each scholar is presented with a Sanad and Shawl.

**Financial Assistance to Sanskrit Scho-  
lars in Indigent Circumstances**

Eminent Sanskrit scholars in indigent circumstances are being helped to the extent of Rs. 3,000/- each per year less their annual income under this scheme. For the current year about 1,600 scholars all over the country are receiving this assistance.

**Production of Sanskrit Literature**

Under this scheme, assistance is rendered for (i) Printing and publication of original works relating to Sanskrit Literature, (ii) Printing of out of print Sanskrit books, (iii) Purchase of Sanskrit publications from authors and publishers for free distribution to various institutions (iv) Sanskrit journals to improve their quality and contents, (v) preparation and publication of descriptive catalogue of Sanskrit manuscripts and publishing critical editions of Sanskrit manuscripts.

During 1983-84 (upto the end of November, 1983) 15 publications have been brought out with Government assistance. About 25 more publications are expected to be brought out during 1983-84. Besides these, Rig-Veda Samhita with the commentary of Sayancharya (Vol. IV), has also been brought out by Vedic Samshodhana Mandala, Poona. Dharma Kosha Mandala, Wai, who are in receipt of an annual grant of Rs. 50,000 per year for the sixth plan period are engaged in the work of preparation and publication of Dharamkosha, an encyclopedia of ancient Sanskrit Literature.

About 35 journals are being assisted by Government of India by giving a grant ranging from Rs. 500/- to Rs. 7000/- per annum to improve their quality and contents. Assistance to 21 has already been released. Government has also purchased about 130 books from individuals and

**publishers** for free distribution to various institutions. 3 catalogues/critical editions of manuscripts have been brought out in 1983-84. In six cases partial editing/editorial grants have been released and the books are under preparation/printing.

A crash programme to republish at low price by photo-offset process all the out of print publications of Nirnaya Sagar Press, 18 Puranas and some vedic texts has been launched since 1982-83. Out of these about 42 publications have already come out and the others are in process.

*Preservation of Oral Tradition of Vedic Studies*

As a special incentive to preserve the oral tradition of Vedic studies, a scheme was introduced during 1978 under which each Swadhyayin is expected to train two student each below the age of 12—one of them being their own son or near relative in a particular Veda Shakha. During 1983-84, six such units are receiving assistance. The honorarium of the scholar has recently been raised from Rs. 700/- p.m. to Rs. 1,000/- p.m. and each student under him is getting Rs. 150/- p.m. Two more such units are expected to be established during the current year.

In order to locate and identify the areas and families where the oral Vedic tradition is still alive, the Ministry holds a Vedic convention every year in which about 100 scholars from all over India are invited. This year's Vedic convention is going to be held in January, 1984 at Ahmedabad.

The Ministry is holding an All India Elocution Contest to encourage Oratorical talents in the students of traditional Sanskrit Pathshalas on various branches of Sanskrit learning. Teams of eight students alongwith a teacher from all state Governments is going to be held in January, 1984 at Jabalpur.

*Vocational Training to Products of Sanskrit Pathshalas*

In order to diversify the employment possibilities to students passing out of Kendriya Sanskrit Vidyapeethas, Adarsh Sanskrit Mahavidyalayas, and other traditional sanskrit institutions, a new scheme was introduced during 1982-83 to provide short-term vocational training to those students in subjects allied to Sanskrit students namely Epigraphy, Manuscriptology, Kartmakanda, Sanskrit printing and composing etc. Under this scheme cent percent grants are given to registered Voluntary Organisations for conducting these courses. During 1982-83 five such courses were conducted and during 1983-84 some more courses are likely to be conducted.

## INDIAN NATIONAL COMMISSION FOR COOPERATION WITH UNESCO

*Co-operation between India and Unesco* India is one of the founder members of the United Nations Educational, Scientific and Cultural Organisation (UNESCO) which was established with headquarters in Paris in November, 1946. During the year under report, India continued to play a leading role in matters relating to Unesco and participated in the following major Unesco Conferences and hosted a Sub-Regional meeting of the Unesco National Commissions of the Asian countries:

*Sub-Regional Meeting of Unesco National Commissions of the Asian Region* The Sub-Regional meeting of Unesco National Commissions of the Asian countries, was convened by the Indian National Commission for Cooperation with Unesco at Vigyan Bhawan, New Delhi, from April 5-8, 1983. The Conference was attended by the delegates from Afghanistan, Bangladesh, Bhutan, India, Islamic Republic of Iran, Nepal, Pakistan and Sri Lanka. Besides the representatives of the Unesco National Commissions from Australia, Democratic People's Republic of Korea, Republic of Korea, Mongolia and the USSR attended the meeting as observers. Mr. C. Bekri, Assistant Director-General, Executive Office of Director-General of Unesco and Mr. K. Clermont, Director, National Commissions Division, Unesco Headquarters, Paris, attended the meeting as representatives of the Director General of Unesco. Mr. C. Crellin, Educational Adviser, Unesco Regional Office for Education in Asia and the Pacific, Bangkok, and Dr. M. P. Derkatch, Director a.i., Unesco Regional Office of Science and Technology in South and Central Asia, New Delhi, also participated in the meeting. The main purpose of the meeting was to bring about better understanding of Unesco projects and activities undertaken in the sub-region and to exchange views about strengthening sub-regional and regional cooperation by Unesco National Commissions. The Final Report of the meeting has been published and distributed among all the National Commissions of Unesco.

*Meetings of Inter-Departmental Working Groups* Unesco's Draft Programme and Budget for 1984-85 received from the Director General of Unesco, followed an inter-disciplinary and inter-sectoral approach which was a marked departure from the pattern of previous years. In order to give best consideration to this document, 15 inter-departmental working groups were set up to examine each Major Programme. The Working Groups held their meetings in June and July, 1983 and their reports were placed before the five Sub-Commissions of the National Commission, which met in July and August, 1983.

*Meetings of the Five Sub-Commissions of the Indian National Commission for Cooperation with Unesco* For examining the Draft Programme and Budget of Unesco and to formulate India's stand, the Indian National Commission convened the meetings of its five Sub-Commissions in July-August, 1983.

*Seventeenth Session of the Indian National Commission for Unesco* The meetings of the Sub-Commissions were followed by the Seventeenth Session of the Indian National Commission for Cooperation with Unesco which was held in New Delhi, on September 16, 1983. Smt. Sheila Kaul, Minister for Education and Culture, who is also the President of the Commission, presided over the Conference.

The main purpose of the meeting was to consider the Unesco Draft Programme and Budget for the biennium 1984-1985. In addition, it considered the draft resolutions and amendments proposed to be moved by India at the Twenty-second Session of the General Conference of Unesco which was to be held in Paris in October-November 1983. The meeting was attended by 53 eminent personalities and experts who are members of the Indian National Commission for Cooperation with Unesco.

*Twenty-second Session of the General Conference of Unesco* A high-powered delegation led by Smt. Sheila Kaul, Minister of State for Education, Culture and Social Welfare, attended the Twenty-second Session of the General Conference of Unesco, held in Paris, from October 25 to November 26, 1983. The other members of the delegation were :

Shri T. N. Kaul, Member, Executive Board of Unesco; Smt. Serla Grewal, Education Secretary; Shri Kireet Joshi, Special Secretary, Ministry of Education and Culture; Shri Narendra Singh, Ambassador of India to France; Shri Chandrakar, M.P.; Smt. G. K. Brar, M.P.; Shri Inam Rahman, Ambassador and Permanent Representative of India to Unesco; Shri D. S. Misra, Joint Secretary, Ministry of Education and Culture; Prof. Sanat Biswas, Bengal Engineering College, Howrah; Shri Mani Shankar Aiyar, Joint Secretary, Ministry of External Affairs; Shri J. K. Bhattacharya, Joint Secretary, Ministry of Information and Broadcasting; Dr. Jawahar Dhar, Director, Department of Science and Technology; Shri S. L. Kaushal, Director, Ministry of Education and Culture; and Shri Baldev Mahajan, Deputy Secretary, Ministry of Education and Culture.

In her address to the General Conference, delivered on 31st October, 1983, Smt. Kaul observed that at a time when the contemporary world was passing through a great crisis, the General Conference of Unesco provided an opportunity to reflect on strategies and to plan in a concerted way programmes of action which are fundamental to the quest for peace, cooperation, development and fulfilment. She stated that it was a paradox of the present times that when science and technology promised bright prospects of universal peace and prosperity, nations were busy building up huge stock piles of weapons which posed the threat of imminent destruction of human civilisation. She, therefore, urged that in this critical hour, sincere efforts should be made to strengthen the capacity and role of Unesco to foster regional and international cooperation in the fields of education, culture, communication, science and technology.

The leader of the Indian delegation was elected as one of the Vice-Presidents of the General Conference. India was also elected as a member of the Drafting and Negotiating Group established by the Conference. In addition, India was elected as a member of the following inter-governmental bodies :

- (1) Council of the International Bureau of Education;
- (2) International Coordinating Council of the Programme on Man and Biosphere; and
- (3) Interim Inter-governmental Committee on Informatics.

Apart from the active participation of the Indian delegation in the discussions held in the plenary sessions, programme commissions and administrative commission, the Indian Delegation submitted 15 draft amendments and resolutions to emphasise the point of view of India and other developing countries and to highlight certain priorities and programmes for Unesco's work. India fully supported the adoption of the budgetary ceiling of US Dollars 374,410,000 for the biennium 1984-1985, together with Unesco's programme for the two-year period which comprised a series of 14 major programmes, put into operational terms of publications, meetings, conferences, regional and inter-regional and world-wide projects based on the Medium-Term Plan of Unesco for the next six years.

#### *Contribution to Unesco's Budget*

India's contribution to the Unesco Budget covering the period 1981-1983 was fixed at 0.59 per cent of the total Budget of Unesco as adopted at the Twenty-first Session of General Conference of Unesco held in September-October, 1980. Accordingly, India's share of contribution to Unesco Budget for the three-year period ending on December 31, 1983, amounted to US \$ 35,25,132 a sum of Rs. 1,17,73,900 was to be paid to Unesco in 1983 as a part of this contribution.

#### *Executive Board of Unesco*

Shri T. N. Kaul, India's representative on Unesco's Executive Board, participated in the 116th, 117th and 118th sessions of the Executive Board and the Special Committee meetings of the Board held during the year. Preparation for holding the Twenty-second Session of the General Conference of Unesco in October-November 1983 and adoption of Programme and Budget of Unesco for the biennium 1984-85 were some of the important items which were discussed at the meetings of the Executive Board.

**Visit of the Director-General of Unesco**

After his last visit to India for attending the inaugural session of the seventh non-aligned summit meeting in March, 1983, the Director General of UNESCO, Mr. Amadou Mahtar M'Bow, accompanied by Mrs. M'Bow, visited India again from December 8-11, 1983. During his stay in India, he inaugurated the NAMEDIA Conference held in New Delhi from December 9 to 12, 1983. He visited Lucknow where the University of Lucknow conferred on him the Degree of Doctor of Literature (Honoris Causa). Besides, Mr. M'Bow called on the Prime Minister, the Minister for Information and Broadcasting and the Minister of State for Education, Culture and Social Welfare. In addition to addressing a Press Conference, he attended a meeting of the Auroville International Advisory Council as well.

**First Conference of Ministers of Education and Culture of NAM and Other Developing Countries**

The First Conference of Ministers of Education and Culture of NAM and other Developing Countries was held from September 24 to 28, 1983 in Pyongyang, Democratic People's Republic of Korea. The meeting was convened to review the situation of education and culture in the non-aligned and other developing countries and to discuss strategy for the development of education and culture and to consider ways and means for strengthening cooperation among these countries in these fields.

The five-member Indian delegation to this Conference was led by Smt. Sheila Kaul, Minister of State for Education, Culture and Social Welfare. The Indian delegation carried a message from the Prime Minister, who is the Chairperson of the Non-Aligned Movement. The leader of the Indian delegation, Smt. Sheila Kaul, presided over the inaugural session of the conference and delivered the inaugural address. She called upon the non-aligned and other developing nations to evolve a system of education which would lead to a change of consciousness which could alone sustain and lead humanity in its passage from the old world order of tension and conflict to a new world of peace and cooperation.

Apart from its active participation, in the deliberations of the Education and Culture Commissions, Indian delegation was called upon to shoulder the onerous responsibility of finalising the Declaration of the Conference which provided the general framework, embodying principles and guidelines for cooperation between non-aligned and other developing countries in the fields of education and culture.

*Participation by India in other Conferences/Meetings sponsored by Unesco*

Unesco organised the international conference of States with a view to adoption of the regional convention on the Recognition of Studies, Diplomas and Degrees in Asia and the Pacific at Bangkok from December 12 to 16, 1983. India was represented by Shri M. R. Kolhatkar, Joint Secretary, Ministry of Education and Culture. It is hoped that this conference will pave the way for a greater exchange of ideas, scientific and technological experience, and provide for greater mobility of teachers, students and research workers in the region.

Shri Kireet Joshi, Special Secretary, Ministry of Education and Culture, attended Unesco's Inter-governmental Conference on Education for International Understanding, Cooperation, Peace and Education relating to Rights and Fundamental Freedom convened at Paris from April 12-17, 1983.

Shri D. S. Misra, Joint Secretary, Ministry of Education and Culture, and Miss Kamal Vasudeva, Principal, Teachers Training Institute, Delhi, participated in the International Congress on the occasion of the Thirtieth anniversary of the Associated Schools Project held at Sofia, Bulgaria, from September 12-16, 1983.

In addition to the above meetings, the Indian National Commission nominated experts to participate in about 46 national, regional and international meetings, workshops, seminars, conferences, etc., convened by or under the auspices of UNESCO.

*Contribution to Safeguard Mohenjodaro*

India has contributed US\$25,000 (Rs. 2,515,00) to the Unesco's International Campaign to safeguard Mohenjodaro in response to the second appeal by the Director General of Unesco. The international campaign to safeguard the important cultural site of Mohenjodaro was initia-

ted by Unesco in 1978 in response to the initiative taken by India. In 1980, a sum of US\$50,000 was contributed by India towards this campaign. Thus the total contribution by India at present stands at US\$ 75,000.

#### *Unesco Clubs*

With a view to disseminating and promoting information among people about United Nations and its specialised agencies, the Indian National Commission for Cooperation with Unesco has been encouraging Unesco Clubs movement in the country. The main activities of these clubs include observance of UN Day, Human Rights Day, Unesco Week, etc., and organisation of or participation in exhibitions of Unesco publications, symposia, seminars and lecture-programmes. At present there are 133 Unesco Clubs functioning throughout the country; majority of them being located in Universities and Public Libraries.

#### *Unesco Coupons*

The Commission continued to operate the Unesco International Coupons Scheme designed to help educational and research institutions and also individuals working in the fields of education, science and culture to import their *bonafide* requirements of educational publications, scientific equipments and educational films from abroad without undergoing the foreign exchange and import control formalities. The total sale of Unesco Coupons during 1983-84 will amount to Rs. 4 lakhs approximately.

#### *Unesco Courier*

The Indian National Commission for Cooperation with Unesco continues to get the Hindi and Tamil Editions of "The Unesco Courier" published through the Central Hindi Directorate and the Southern Languages Book Trust, Madras, respectively. The present number of each language issue is 3,000 copies.

#### *Newsletter*

The Commission brings out a quarterly "Newsletter" to publicise information about the activities of the Commission and Unesco in India. In all, 3,000 copies are printed and are distributed among National Commissions Abroad, Education Departments of States, Universities and other educational institutions, including Unesco Associated Schools in the country and abroad.

#### *Associated Schools Project*

The Indian National Commission participates in Unesco's Associated Schools Project which promotes understanding of the aims and activities of Unesco among the People of India. The Secretariat of the Commission continued to sanction grants-in-aid to voluntary organisations in spreading the message of Unesco.

#### *Strengthening the Activities of the Indian National Commission*

In order to enable the Indian National Commission for Unesco to discharge its functions and responsibilities in an adequate manner, a plan scheme for strengthening the activities of the Commission with a total outlay of Rs. 25 lakhs has been included in the Sixth Five-Year Plan. Out of the total outlay, a provision of Rs. 15.50 lakhs has been included in the budget estimates for 1984-85. A proposal is under consideration to set up under the aegis of the Indian National Commission, a Unesco House in New Delhi for the execution of Unesco activities in this country, such as organising exhibitions, coordinating the work of Unesco Clubs, publishing literature relating to Unesco Clubs for wide circulation in order to create a better awareness of world problems amongst the youth of the country. In addition, a proposal to construct a building to house offices of UNESCO functioning in New Delhi, is under active consideration. The Ministry of Works and Housing has earmarked a plot of land measuring one acre for constructing the proposed UNESCO House building.

#### *Auroville*

The management of the Auroville, an international cultural township, was taken over by the Government of India in 1980 under the Auroville (Emergency Provision) Act, 1980. Initially, the take-over was for a period of two years. The term of management has been extended now up to November, 1984.

During the current year, the meeting of the Auroville International Advisory Council was held on 9th December, 1983 under the chairmanship of Shri P. V. Narasimha Rao. The Council recommended various measures for proper management of the township with a view to ensuring that the people of different countries live together in harmony and are engaged in cultural, educational, scientific and other pursuits aiming at human unity.

Recalling its earlier resolution of 1970 in which the General Conference of Unesco had invited the Member States and international organisations to participate in the development of Auroville as an International Cultural Township, Unesco's General Conference adopted a resolution at its Twenty-second Session held in October-November, 1983, inviting the Director General to extend all possible support including financial assistance, within the approved budgetary provisions, for Auroville's Programmes-educational, cultural and developmental, including material and spiritual research aiming at human unity.



## OTHER ACTIVITIES

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

## ACTIVITIES IN COMMON

**Policy and Approach**

The most important problems in the field of education in India are (i) spread of literacy and (ii) universalisation of elementary education. The Sixth Plan lays emphasis on minimum essential education to all citizens irrespective of their age, sex and residence. Highest priority has, therefore, been assigned to the programme of universalisation of elementary education for the children of age group 6-14 and literacy for adults in the age group 15-35. These programmes are included in the new 20-Point Programme, which sets a target date of 1990, for the realisation of these objectives. Though the Programmes are basically implemented through State Governments, the Education Ministry is in close touch with the State Governments in so far as these programmes are concerned. In pursuit of these programmes, a Scheme of Awards to States for excellence in enrolment of girls and adult women has been started. In realisation of the fact that majority of the non-enrolled children belong to weaker sections, the system of non-formal education is being developed and elementary education is being imparted at places and timings convenient to them.

At the secondary stage, the programme of Vocationalisation at +2 Stage is being strengthened.

In the field of higher education, the first degree courses are being re-structured to make education more relevant to the needs of the people, to increase the employability of graduates and to instil in their minds a spirit of Service to the Community.

In the technical education sector, Schemes like Sandwich Diploma courses, Apprenticeship Training, Community Polytechnics are expected to bring technical education and industry together and to forge beneficial linkages between them.

For promoting national integration, a new Scheme of Community Singing has been launched.

*Planning & Monitoring*

Monitoring of point 16 of the new 20-Point Programme relating to universalisation of elementary education and adult education was continued during the year under report. The Bureau of Planning, Monitoring & Statistics of the Ministry submitted periodical reports to the Planning Commission and Prime Minister's Office after collecting the requisite information from various States/Union Territories. In addition, it continued to discharge its functions of coordination of Annual and Five Year Educational Plans and monitoring progress of implementation of the schemes in the Central and State sectors. It has been decided to strengthen the monitoring, evaluation and statistical machinery. Accordingly, special provisions are being made in the Annual Plan 1984-85 both in the Central and State sectors.

*Annual Plans 1983-84 and 1984-85*

The Annual Plan 1983-84 was finalised and a sum of Rs. 679.74 crores comprising Rs. 155.30 crores in the Central sector and Rs. 524.44 crores in the State sector was provided for immediate development of education. For the year 1983-84, the Plan outlay for education constituted 2.67 per cent of the total Plan outlay of the country; 1.12 per cent in the Central sector and 4.51 per cent in the State sector.

On education, the proportion of 1983-84 Plan outlay to the total Sixth Plan outlay worked out to 26.9 per cent (21.1 per cent in the Central sector and 29.3 per cent in the State sector)

For 1984-85 as against the Ministry's proposals for an outlay of Rs. 335 crores an outlay of Rs. 203.65 crores (inclusive of Rs. 7 crores for science and technology special schemes under SACC) has been agreed to. This constitutes 27.7 per cent of the Sixth Plan Central Sector outlay for Education.

*Review of Special Programmes*

A review of selected educational programmes in States 1981-82 was brought out. The review throws light on the working of selected programmes on elementary education, adult education and vocationalisation of higher secondary education.

*Studies*

A study entitled 'Progress of Educational Development of Scheduled Castes and Scheduled Tribes 1967-68 to 1977-78' was brought out.

*Annual Publications*

The following publications were brought out during the year under report :—

1. Progress of Education of Scheduled Castes & Scheduled Tribes 1973-74.
2. Progress of Education of Scheduled Castes & Scheduled Tribes 1978-79.
3. Analysis of Budgeted Expenditure on Education 1983-84.

*Statistics*

The Report of the High Level Committee to review the entire educational statistics system in the country has been approved by the Government and action has been initiated to implement its recommendations.

The Pilot Project 'Collection of Education Statistics on Sample Basis' undertaken by the Statistical Unit of the Ministry in collaboration with the Survey and Data Processing Unit, NCERT in respect of four States, namely, Bihar, Haryana, Maharashtra and Tamil Nadu has been completed. To discuss the results of this Pilot Project, a UNESCO sponsored workshop on 'experimental application of sample survey methods to obtain statistics of education to improve their quality' was organised by the NCERT in collaboration with the Ministry. Action has been initiated to prepare individual State Reports on the basis of the data collected for the Pilot Project in respect of above mentioned four States.

The study reports/publications brought out during the current year include :

1. Directory of Institutions for Higher Education 1977-78.
2. Selected Educational Statistics 1980-81.
3. Selected Educational Statistics 1981-82.
4. Boards of Secondary Education in India—Results of High School & Higher Secondary Examination 1979-80.
5. A Hand Book of Educational & Allied Statistics 1983.

*Supply of white Printing Paper at Controlled Rate for Educational Purposes*

The Scheme for allocation of white printing paper at the controlled rate to State Governments and Union Territories has been continued during the year under report. The price of white printing paper was revised from Rs. 4200/- to Rs. 5400/- per tonne with effect from 11th April, 1983. Consequent on the revision of price of paper the prices of exercise books were also revised.

About 1,06,675 tonnes of white printing paper has been allotted to State Governments and Union Territories for educational purposes for the three quarters starting from April-June 1983.

*Import of Paper from Norway*

Under a bilateral agreement with the Government of Norway, commodity assistance of paper worth Rupees 3 crores is expected during 1983-84. The entire paper is earmarked for the production of school text-books by the National Council of Educational Research & Training, New Delhi.

*Scheduled Caste/Scheduled Tribe Cell*

For the educational development of Scheduled Castes and Scheduled Tribes the Ministry have proposed to provide about 17.3 per cent of the divisible outlay for Special Component Plan for Scheduled Castes and 10.1 per cent of the divisible outlay for the Tribal Sub-Plan areas for the year 1984-85.

The Central Advisory Board of Education, which has been in existence since 1935, is the highest planning and policy-making body in the field of education. The Government of India reconstituted this Board in 1982 so as to make it a more broad-based national level advisory body on all educational matters. It advises the Central or any State Government or Union Territory on any educational question either suo moto or on a reference made to it. To discharge such functions the Board may call for information and comments concerning educational developments of special interest and value to India from any Government institution or organisation, either from within or outside the country.

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

The Board held its 39th session during 6-7 June 1983. The Board surveyed the educational activities and development in their totality, and adopted resolutions not only on the implementation of various programmes but also on additional mobilisation of financial and other resources for the development of education. With the recommendations and advice of the Board as the backdrop the Ministry expects to pursue its programmes and activities with greater vigour and perspective.

**Conference of Education Secretaries  
of all States and Union Territories**

A two day Conference of Education Secretaries of all the States and Union Territories was held during 20-21 September, 1983. The State Governments were urged to fix their Plan priorities for the purpose of educational development in shaping the Seventh Plan proposals, especially in the spheres of Universalisation of Elementary Education and Adult Literacy in the age group 15-35. The need for coverage of target oriented groups, such as weaker sections, females, minority communities and rural and tribal population was stressed. It was unanimously agreed that there was a need to give greater impetus to programmes of Vocationalisation of Education at the Plus 2 stage and improving the standards of teaching English. It was also agreed that steps should be taken to convert all single teacher schools to double-teacher or multi-teacher schools, as early as possible. The need to encourage community singing as one of the means of National Integration was also agreed to. At the Conference, two new schemes were announced viz., Scheme of Awards to States for Excellence in the field of Enrolment of Girls in schools and Adult Women in literacy classes. Some of the other important programmes discussed at the Conference were those of School Health Education Review of Utilisation of INSAT facilities and promotion of Population Education.

*Education of Minorities*

In pursuance of Prime Minister's directive about measures to check communalism and improvement in the lot of minorities, some of the programmes being implemented by the Ministry are : starting of coaching classes in universities, involvement of voluntary organisations for extending coaching facilities at lower levels of education, curriculum improvement of Madrasa Education, opening of I.T.I.s and Polytechnics in predominant minority areas, review of text-books from the point of view of National Integration, and setting up of Urdu calligraphy centres in the Urdu speaking areas.

*National Integration*

The third Meeting of the Education Sub-Committee of National Integration Council was held on 14 September, 1983. It reviewed certain major programmes pertaining to National Integration in the field of education, and to bring about greater co-ordination and involvement between the Central and the State Governments on the one hand and educational institutions on the other. At the meeting, recommendations were made for organising National Integration Camps specially for rural non-student youth, holding of traditional fairs, festivals and melas and revision of text-books at the school and univer-



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sity level with a view to eliminating references which are prejudicial to National Integration.

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

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

*National Institute of Educational Planning and Administration*

The National Institute of Educational Planning and Administration was set up mainly to improve the educational planning and administrative services in the country. Towards the achievement of this objective, it organises training courses, seminars, workshops and conferences of senior education officers at the Centre and in the States, conducts research and studies, provides on request, consultancy services, collaborates with the national and international agencies and acts as clearing house of information in the field of educational planning and administration.

The following Research studies were completed in 1983 :

A study on Inspection and Supervision practices and proforma in some educationally advanced and backward States;

Study for developing a Model Financial Code for the University System;

Study on matters concerning Rules for Transfer and Disciplinary proceedings applicable to School Teachers;

A study of Organizational set-up and system of Educational Planning, Monitoring and Statistics in States/Union Territories;

The Secondary School Head in comparative perspective;

Legal bases of General Education in India; and

Policy making in Indian Higher Education with special reference to 13 selected Universities

20 more Research studies are in progress. Some of these have been sponsored by National Commission on Teachers-II, various Ministries of the Central Government, State Governments, Universities etc.

The Institute organised more than 30 training and orientation programmes during 1983-83.

*Advisory, Consultancy and Support Services*

The National Institute of Educational Planning and Administration took up a number of research studies and programmes as already indicated at the instance of or in collaboration with the Ministry of Education and Culture, Ministry of Home Affairs, State Governments/Union Territories, Universities and other international organisations. Besides, the Institute continued to provide academic and professional guidance to Central, State Governments, institutions and personnel involved in educational planning and administration. The Institute participated in various high level conferences, committees and working groups at the central and working groups at the central and state levels.

**National Commissions on Teachers**

Consequent to decision of the Government of India that was announced on the Teachers' Day i.e. September 5, 1982, two National Commissions on Teachers were set up on February 16, 1983, through a Resolution, to advise the Government on the various aspects relevant to teaching community. The Ist Commission is to deal with issues relating to teachers at the school stage and the IInd National Commission is to deal with issues relating to the teachers at the higher education level including technical education. The National Commission on Teachers I comprises 20 members under the Chairmanship of Prof. D. P. Chattopadhyaya and the National Commission on Teachers II comprises 21 members with Prof. Rais Ahmed as the Chairman. The Member Secretary of the two Commissions is Shri Kireet Joshi, Special Secretary, Ministry of Education and Culture. The two Commissions first met on March 25, 1983

and had the privilege of having a fruitful exchange of views with the Prime Minister of India on March 26, 1983. The Commissions were advised to look into the matters which would be of crucial importance in the country with special emphasis on the community of teachers. The Commissions that met separately, subsequently, chalked out the mode of operation and methods of investigation. The NCT-I formed various Groups to look minutely into different aspects and to make in-depth studies with regard to terms of reference specifically assigned to them. Some educational experts were also coopted as Members of the Groups by NCT-I along with other Members of the Commission. The entire Commission-I alongwith the Members of the Group visited Hyderabad, Calcutta, Lucknow, Bombay, Gauhati and Shillong. Smaller visiting teams consisting of four or five members went to Chandigarh, Ahmedabad, Bangalore, Madras and Bhubaneswar. The purpose of these visits was to hold discussions with the policy makers, administrators, teachers, teachers' representatives and eminent educationists interested in the teachers' problems. Likewise, the National Commission-II formed itself into 5 Groups visiting 5 defined zones, namely, North, South, East, West and Central, and visited 35 colleges and 29 universities.

NCT-I took a decision to set up a Research Cell at Allahabad with Prof. S. B. Adaval as its Director. This Research Cell was assigned the job of preparing special reports on all terms of reference, including analyses of a Questionnaire distributed all over the country, besides preparing a small report on the Memoranda submitted by different Teachers' Organisations up to secondary level.

The National Commission on Teachers-I also held an Assembly of students on 17th and 18th December to find out about the "Student's perception of the Teacher". Top ranking 5 students from each Board of Education in the country were invited to attend the Seminar.

A meeting was held on the 19th December with eminent educationists and representatives of the local Teachers' Organisations of Delhi.

A seminar was also held under the Research Cell at Allahabad on the theme "Teachers today and tomorrow" on November 18th and 19th, 1983 which was attended by a large number of academicians and intellectuals from all over U.P. The same Cell organised a meeting of eminent experts on December 4, 1983 at Allahabad to provide them with the background for writing expert papers on different terms of reference.

NCT-II set up a Central Technical Unit (CTU) based at NIEPA for the purpose of preparing research studies and also analysing Memoranda.

Some basic data about the 120 universities, 4800 colleges and 2.5 lakh teachers are being collected by the UGC with the help of simple data information format to be filled in by heads of institutions in order to help NCT-II.

A stratified purposive sample survey composed of studies conducted on the basis of a sample of 20% of universities, 5% of colleges numbering 25 universities and 245 colleges is being conducted by CTU, NIEPA. It proposes to cover all the teachers employed in these institutions. The sample survey of universities and colleges would take the following factors into account :

- (a) developed or less developed areas;
- (b) old or new institutions;
- (c) affiliated or centralised institutions;
- (d) central or state institutions;
- (e) professional or general institutions.

Efforts were made to study, on the spot, the conditions under which teachers work in various institutions, the real opportunities for professional development, vertical and horizontal mobility problems and perceptions of the status of teachers. During their field visits, opinions of all concerned were sought on questionnaires devised by National Commissions, which were widely circulated to all organisations interested in teachers' problems and also to teachers.

A Conference was also held on November 26, 1983 by National Commission-II with Principals/Directors and representatives of the Engineering and Technological Institutions in the country with a view to finding out the conditions prevailing in the field of technical education.

In addition, four Seminars are being organised by NCT-II Secretariat on terms of reference 5, 6, 8 and 9 to produce another input for the consideration of Members of NCT-II.

In collaboration with the Indian Council of Philosophical Research, a Seminar on "New Goals of Education and New Roles of Teachers" was held in which university students were provided an opportunity to place their views. Some Members of the National Commission-II which is concerned with higher education were also invited to the Seminar.

A National Seminar on Teachers was held under the auspices of two Commissions at New Delhi from September 5-9, 1983, coinciding with Teachers' Day, in which eminent educationists from all over the country participated. National Addresses were delivered by Shrimati Sheila Kaul, Prof. D. S. Kothari, Prof. V. S. Jha, Prof. M. G. K. Menon, Dr. (Mrs.) Madhuri Shah and Prof. Satish Chandra which helped to provide a focus on the Commissions' work. The participants also contributed 87 papers on the subject.

In pursuance of the Provisions of the Official Languages Act 1963 and the rules made thereunder, various measures have been taken for promoting the use of Hindi in the Ministry, its attached/subordinate offices and also in the autonomous bodies/institutions. With a view to ensuring that Government directives on progressive use of Hindi are complied with, a broad based official Language Implementation Committee in the Ministry of Education and Culture and similar committees in the Attached/Subordinate offices are functioning. The duly constituted Hindi Salahkar Samiti is also functioning to advise the Ministry on matters relating to the use of Hindi in the work of the Ministry, its attached/subordinate offices etc.

The position about the progressive use of Hindi in the work of the Ministry is reflected in the Quarterly progress Reports which are sent regularly to the Department of Official Language, Ministry of Home Affairs.

Details of important work done by the Ministry in this direction are summarised below :—

Section 3(3) of the Official Languages Act, 1963 (as amended) is being fully complied with. If any deficiency is noticed in regard to compliance with it in any of the Sections etc. explanation is called for.

All Name Boards, Name Plates, Rubber Stamps etc. in the Ministry have been prepared in bilingual form (Hindi first then English).

There were 53 Devanagari Typewriters in the Ministry. Thirteen more Hindi Typewriters have been purchased during the year. Thus the number of Devanagari Typewriters has been increased to 66 which would be sufficient to meet the present requirements of the Ministry.

Under the Hindi Teaching Scheme 50 persons were nominated for training in Hindi course and 10 persons were nominated for training in Hindi Stenography and also 22 persons for training in Hindi Typewriting during the year 1983.

All letters received in Hindi wherever they call for a reply, are replied to in Hindi. With a view to ensuring compliance of the policy of Government in regard to the progressive use of Hindi on Official work, officers of the Ministry inspect from time to time the Attached/Subordinate Offices etc. under the control of the Ministry. The shortcomings detected are brought to the notice of the Head of the Office, and necessary remedial action is taken and compliance reports are called for from them.

Periodical magazines/books in Hindi as well as in English are being continued to be published in the Ministry, its attached/subordinate offices

etc. and a copy of the same is being sent to the Members of the Hindi Salahkar Samiti of the Ministry.

Checkpoints in the Ministry have been prepared and Despatch Section in the Ministry has been strengthened to make their check point more effective so that no letter could be issued to Hindi Speaking States in English. It shall be the responsibility of the Despatch Section that they should not accept any letter meant for Hindi Speaking States in English and such letter should be returned without issuing the same to the Officer signing it with the request that it should be sent in Hindi for issue. Simultaneously it shall also be the personal responsibility of the Officers that they should send all the letters meant for Hindi speaking areas in Hindi only to Despatch Section.

The Despatch Section was made responsible for simultaneous issue of all general orders both in Hindi and English.

Necessary guidelines as to where both Hindi and English in the day to day work are to be used and where Hindi alone can be used have been circulated among the staff and the officers of the Ministry. Instructions containing the Official Languages (Use for Official purposes of the Union) Rules 1976 and constitutional provisions regarding Official Language Policy, Official Languages Act, 1963 and other relevant orders/instructions for the use of Hindi have been circulated for compliance.

*Observance of orders regarding Representation in Posts and Services for Scheduled Castes and Scheduled Tribes*

A special cell exists in this Ministry to watch the interests of members of Scheduled Castes and Scheduled Tribes for appointments in the Government. The Director of Administration in this Ministry, acts as Liaison Officer to watch the interests of Scheduled Castes and Scheduled Tribes. All Heads of Subordinate Offices have been requested to nominate their Senior Officer as Liaison Officer to maintain proper Rosters. The reservation rosters of Subordinate Offices are checked in this Ministry by the Liaison Officer. Various returns and Statements regarding representation of Scheduled Castes and Scheduled Tribes are supplied to the Department of Personnel and Administrative Reforms and Commissioner of Scheduled Castes and Scheduled Tribes periodically. All cases of dereservation of reserved vacancies for Scheduled Castes and Scheduled Tribes are examined properly before obtaining the approval of Liaison Officer.

*Publication Unit*

The Publication Unit brought out 47 publications in English, including 4 bilingual (English and Hindi) titles and the two quarterly journals "The Education Quarterly" and the "Indian Education Abstracts" during 1983-84. The Education Quarterly journal entered its 35th Year of publication. A monthly resume "Educational and Cultural Developments at the Centre and in the States" with restricted circulation is brought out every month both in English and in Hindi.

The Hindi Publication Unit brought out during this period 20 titles including the two Quarterly journals "Shiksha Vivechan" and "Sanskriti".

The Ministry participated in the India International Trade Fair held at Pragati Maidan, New Delhi in November, 1983 by putting up an exhibition in the theme "Evolution". The Indian Council of Philosophical Research in collaboration with the Anthropological Survey of India and the National Council of Science Museums organised this exhibition on behalf of the Ministry.

The Ministry also participated in the Sixth World Book Fair held at New Delhi, from February 4-14, 1984.

*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 enquires on various subject-fields. During the year under report, it attended to 4302 enquiries relating to facilities for higher education in India and abroad. 1682 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. 1316 additions were made to the Reference Library of the Unit by way of the latest calendars, prospectuses and other relevant literature acquired from Universities/Institutions.



Specific requests for the procurement of educational certificates from Pakistan and Bangladesh were taken up with our Missions in those countries.

Attestation work of educational certificates for Indian students going abroad was done for 13940 persons.

*Vigilance Activities*

During the year 1983, disciplinary cases against five employees were finalised resulting in the imposition of major penalties in two cases and minor penalty in one case. Major penalty proceedings launched against other three employees are under various stages of consideration. Sanction for initiating departmental action under the CCS (Pension) Rules has been accorded against a retired Government servant for the alleged false LTC claim. An attached office was advised to institute major penalty proceedings against its employee for the alleged drawal of false T.A. Besides disciplinary cases, complaints against some employees of the Ministry as well as those working in autonomous organisations and attached/subordinate offices of the Ministry were also looked into. Most of the complaints received directly or through CVC/CBI were on verification found to contain false allegation and were, therefore, filed. Three complaints are under investigation.

*Deputations/Delegations sent abroad of Government Officials and Non-Officials during the year 1982-83*

No. of Delegations	No. of persons included in the delegations/deputations	Total expenditure incurred	
		in rupees	Foreign exchange component
106	158	Rs. 26,88,932.42	(in rupees) 10,36,344.31 and £ 4414.74

*Budget Estimates*

**DEPARTMENT OF EDUCATION**

The total budget provision for 1983-84 and 1984-85 in respect of this Department are as under :—

Particulars	(Rs. in lakhs)		
	Budget Estimates 1983-84	Revised Estimates 1983-84	Budget Estimates 1984-85
Demand No. 24 Department of Education Secretariat of the Department, including the Pay and Accounts Offices, hospitality and entertainment.	2,25.96	2,86.11	4,04.98
Demand No. 25	344,11.98 @—5,15.10		
Education Provision for general education, other revenue expenditure of the Department including provisions for grants-in-aid to States/Union Territories on Central/Centrally Sponsored Schemes (Plan) and also provision for loans for Central and Centrally Sponsored Schemes.	338,96.88	357,95.65	421,79.31

@This provision concerns Department of Sports but was included when Budget Estimates 1983-84 were prepared.

**DEPARTMENT OF CULTURE**

The budget provisions or 1984-85 of the Department or Culture are as follows :—  
(Rs. in lakhs)

Particulars	Budget Estimates 1983-84	Revised Estimates 1983-84	Budget Estimates 1984-85
Demand No. 26 Department of Culture	16,55.26	18,48.94	20,19.42
Demand No. 27 Archaeology	8,84.63	10,56.63	11,45.00

**DEPARTMENT OF CULTURE**

## INTRODUCTORY

The most significant achievement during the year was the setting up of a National Council of Arts under the Chairmanship of the Prime Minister. The Council will be responsible for coordination of activities of institutions of arts, archaeology, anthropology, archives, museums and for providing guidelines for future plans and programmes of institutions and agencies etc., engaged in the preservation and conservation of cultural heritage.

The Archaeological Survey of India continued its activities in the fields of protection and conservation of ancient and historical monuments, explorations, excavations, maintenance of archaeological sites—museums, architectural survey of temples and buildings, epigraphical research, publications etc., besides regulating the export trade in antiquities and art treasures. The Survey has also undertaken a project of preparing a National Catalogue for Monuments and the work is in progress.

The museums as repositories of our cultural heritage continued their activities in the fields of acquisition and conservation of art objects, organisation of exhibitions, documentation and publications. The National Museum organised exhibitions entitled "Masterpieces of South Indian Bronzes" and "Indian Coinage". The Indian Museum, Calcutta, organised exhibitions of "Tibetan Thans" and "Oil Paintings from Calcutta and its Neighbourhood". An exhibition of 234 works by Nandalal Bose (1882-1966) was organised by the National Gallery of Modern Art in December 1983, which was inaugurated by the Prime Minister.

As part of educational activities, the Salar Jung Museum, Hyderabad, organised a Seminar on "Atmospheric Pollution and Cultural Property". The Nehru Memorial Museum and Library brought out its first bulletin entitled "Jawaharlal Nehru on Nature and Environment".

The National Research Laboratory for Conservation of Cultural Property started its six-months Conservation Course in collaboration with UNESCO on 1st November, 1983. With a view to imparting basic knowledge of preservation of art and archaeological objects, the Laboratory organised an "Orientation Workshop on Care and Maintenance of Museum Materials" for the benefit of the persons in-charge of collection in the Museums. The National Council of Science Museums especially designed and developed an exhibition on "Evolution" which was held at Pragati Maidan, New Delhi, on the occasion of the International Trade Fair.

The activities of the Anthropological Survey of India centred round 60 research projects of All India/Regional Projects. The Survey awarded nine fellowships and also organised workshops and seminars during the year.

In the fields of Archives and Records, the National Archives of India appraised 66,302 files of different Ministries/Departments, acquired important papers, vetted the retention schedules for records of 15 Ministries/Departments. The National Archives also celebrated an "Archives Week" from November 1-7, 1983. One more rare manuscript of Arabic was published by the Rampur Raza Library. Financial assistance was extended to voluntary organisations, museums, libraries, universities etc., for cataloguing, editing, preservation and publication of rare manuscripts. Substantial financial assistance was provided to the Asiatic Society, Calcutta, which celebrated its bicentenary during the year and which has been declared as an institute of national importance.

A National Advisory Committee on Promotion of Buddhist Studies was set up under the chairmanship of the Deputy Minister for Education. The Department of Culture continued to give financial support to the institutions in the field of Buddhist and Tibetan Studies, viz., Central Institute

of Buddhist Studies, Leh, Central Institute of Higher Tibetan Studies, Varanasi, and Library of Tibetan Works and Archives, Dharamsala etc.

The National Library, Calcutta, continued its activities of acquiring publications and exchange of publications under cultural exchange programmes. The Central Reference Library has brought out its Annual Volume of Indian National Bibliography and the first Annual Volume 1981 of the Index Indiana. The Central Secretariat Library added over 10,300 new books in Hindi, English and other regional languages to its main collection of over 6,00,000 volumes.

The three National Akademies viz., Sahitya Akademi, Sangeet Natak Akademi and Lalit Kala Akademi have further strengthened their activities in the respective fields of literary, performing and the plastic arts. The Lalit Kala Akademi organised a National Exhibition of Art.

The Department also continued to provide financial assistance to dance, drama and theatre ensembles, building grants to cultural organisations and other grants and fellowships for cultural activities. It has also been decided to hold a Festival of India in the U.S.A. and France during 1985-86. The scheme of financial assistance to persons distinguished in letters, arts and such other walks of life who may be in indigent circumstances was revived.

The policy of promoting cultural relations with many countries in the world was actively pursued. During the year, five Cultural Agreements were signed with Ethiopia, Finland, Maldives, Upper Volta and Yemen Arab Republic and eleven Cultural Exchange Programmes were signed, renewed with Greece, Tunisia, Bangladesh, F.R.G., Jordan, D.P.R. Korea, Poland, U.S.S.R., Vietnam, Norway, Republic of Korea and France.

The Department of Culture also started the process of formulating the Seventh Five Year Plan for Art and Culture.

# CHAPTER I

## ARCHAEOLOGY

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

### I. EXPLORATIONS AND EXCAVATIONS

#### Explorations

In the course of explorations in parts of Andhra Pradesh, Bihar, Gujarat, Haryana, Jammu & Kashmir, Karnataka, Kerala, Madhya Pradesh, Maharashtra, Punjab, Rajasthan, Tamilnadu, West Bengal and Uttar Pradesh, a large number of sites representing various periods from prehistoric to medieval period were discovered. Amongst important discoveries, mention may be made of : Megalithic Cairn Circles, rock-shelters with engravings and medieval fortresses in Mehboobnagar district (Andhra Pradesh); sculptures and pottery in Bhagalpur district (Bihar); historical sites in Vadodara district (Gujarat); neolithic and megalithic sites in Bellary and Shimoga districts (Karnataka); early stone age sites, painted rock-shelters and remains of an early Gupta temple, *stupas*, *viharas* and megaliths in districts Raisen and Rewa (Madhya Pradesh); sites yielding stone age tools and traces of chalcolithic settlements yielding late Harappan pottery in Ahmednagar district (Maharashtra); sites containing prehistoric tools and remains of temples in Pali district (Rajasthan); mounds with chalcolithic and medieval relics in Malda district (West Bengal); and sites yielding ancient pottery and remains of old castles and sculptures in Bijnore and Ghazipur districts (Uttar Pradesh).

#### Indo-French Expedition

The Indo-French archaeological expedition carried out Geo-archaeological investigation in a part of ancient Sarasvati region in district Rohtak and district Hissar, Haryana; and district Jhunjunu Rajasthan, besides locating some Late Stone Age sites near Jhunjunu, located remains of a canal of the medieval period nearby Darba and also collected data about the drainage pattern of area since the last glaciation.

#### Excavations

During the year 1983-84, further excavations were carried out at Fatehpur Sikri, district Agra, Sringaverapura, district Allahabad; Hulas, district Saharanpur, Uttar Pradesh; Hampi, district Bellary, Banahalli, district Kolar, Karnataka; Khajuraho, district Chattarpur, Madhya Pradesh; Ballalddhipi, district Nadia, West Bengal; Banawali, district Hissar, Haryana; Kambarmedu, district Mayuram, Tamilnadu; Goraj, district Vadodara, Gujarat; and Ramapuram, district Kurnool, Andhra Pradesh.

As a result of these excavations interesting remains and scores of antiquities were brought to light of which the significant ones comprise; bases and foundations of buildings of Mughal period at Fatehpur Sikri; historical antiquities and structural details of an impressive tank complex at Sringaverapura; late-Harappan settlement of Hulas; hitherto unknown structural relics of the capital city of Vijayanagara at Hampi; developed Phase of neolithic culture at Banahalli; remains of temples of Chandella period at Khajuraho; a portion of temple-complex, cruciform in plan and pyramidal in elevation with a massive brick-wall at Ballalddhipi; impressive gateway with bastions containing a drain and cross wall of Protohistoric period at Banawali; cultural deposits of neolithic and megalithic habitation and early medieval period at Kambarmedu; brick foundations of a temple of Goraj; besides sequence of cultures of chalcolithic, megalithic and medieval period at Ramapuram.

#### Copying and Studying Inscriptions

Nearly two hundred and thirty Sanskrit and Dravidic and one hundred and sixty three Arabic and Persian inscriptions were located, copied and studied in the states of Andhra Pradesh, Gujarat, Karnataka, Madhya Pradesh, Maharashtra, Rajasthan, Tamilnadu and Uttar Pradesh.

## II CONSERVATION

### Structural Conservation

The conservation works carried out during the year 1983-84 by the Survey to the centrally protected monuments have been eventful. A part of the Archaeological Survey of India's resources and manpower had been diverted to Goa where Government of India had held the Retreat for the Heads of the Commonwealth countries who attended the CHOGM Meeting at Delhi during the third week of November 1983. Large-scale structural repairs had been carried out to Bom Jesus Church, Church of St. Francis of Assisi, Cathedral of the Holy See and to St. Castan Church at Old Goa; decayed plaster was removed and provided with fresh lime plaster as per original. Another notable work done during the year under report is the conservation of Chandramouleswara temple at Nattery in Tamilnadu. The badly shattered gopura and the out of plumb walls of the temple were dismantled after proper documentation and are being rebuilt as per original after providing firm foundations. The other notable work attended to by the Survey is the dismantling completely of a group of temples of Papanasi at Alampur in Andhra Pradesh after proper documentations and transportation of them to the new place of reconstruction. Otherwise the temples will be submerged in water due to the Srisailem dam Project. New wooden beams have been provided in place of missing ones inside the gopura of Ramappa temple at Palampet in Andhra Pradesh and the work is in progress. Major repairs to the Lord Jagannath temple at Puri in Orissa have been attended to. Weathered and damaged architectural stone pieces upto the spire portion are being removed and replaced with new ones. Strengthening of pillars of Mukti Mandapa by reinforcement and epoxy resin is completed. The work of rotary drilling, grouting the drilled holes with liquid cement is nearing completion at Bagh Caves in Madhya Pradesh. Extensive structural repairs such as restoring the missing ceiling slabs and beams as per the original construction was done at Baba Lauli's mosque in Ahmedabad in Gujarat. Conservation to the northern porch of Dwarakadhish temple at Dwaraka has been taken up. Repairs by way of removing the dislodged ashlar stones of the toe of Jaisalmer Fort are in progress.

The other well-known monuments undergoing structural repairs are Pari Mahal, Dera Temple at Babour in Jammu and Kashmir, Datumpa Gumpna at Tabo in Himachal Pradesh, Bastion and fort at Bhatinda, Punjab, Taj Mahal, Agra; Sishmahal in Agra Fort; Asaf-uddaula Imambara at Lucknow; Nirvan Stupa Kushinagar in U.P.; Excavated remains at Antichak in Bihar; Raipithoragarh, Sikander Lodi's tomb; Mahammadpur Tin Burji; Purana Qila in Union Territory of Delhi; monuments at Bangarh and Neelkanth in Rajasthan; Bawa Man's mosque at Champaran in Gujarat; Jama Masjid at Mandu; Man Singh's Palace at Gwalior; Buddhist Stupa at Gyaspur; Hamam Khanna in Chowk Mohila at Burhanpur in M.P., Venkatesaperumal temple at Tirumukkundal; Five Rathas at Mahabalipuram; Choleswara temple at Melpudi in Tamil Nadu; Bibi-Ka-Maqbara at Aurangabad in Maharashtra; Aguada Fort at Goa; Trimurthi Narayana temple at Bandalike. Basavanna temple at Hallur; Gol Gumbaz at Bijapur in Karnataka; temples at Bhubaneswara like Rajarani temple, Lingaraja temple; Sun temple at Konarak in Orissa; Hazar Duari Palace and Immambara in Murshidabad; the tomb and mosque of Mursid Kulikhan at Sahji Katra in West Bengal.

### *Landscaping and maintenance of Gardens*

During the year under review large scale horticulture operations were carried out in a number of monuments besides their regular maintenance. Landscaping and drilling of a tube-well for augmenting water supply was done at Vaishali in Bihar. landscaping the sand dunes at Sun Temple at Konarak, development of Archaeological site at Vishnupur, Bankura district in West Bengal; tree planting around Sati Complex and Victory Tower at Chittorgarh; large-scale landscaping and gardening work around monuments at old Goa has been carried out. The existing gardens around monuments in Agra and Delhi were given face lift by trimming the lawns,



*Banawali : Passage of the Harappan Gate and Drain*

pruning trees and introducing flowering plants. An informal garden has been laid around the archaeological remains and museum.

#### *Chemical Preservation*

Extensive chemical cleaning and preservation works were carried out at the following new important monuments. Chemical treatment and preservation of two Canvas paintings at Saint Francis Assisi Church in Old Goa, preservation and treatment of main altar (gilded area) in Basilica of Bom Jesus Church; insecticidal treatment to the back side of main altar in Cathedral of the Holy See, Goa; Chemical treatment and preservation of paintings in Chilkong Gumphā, and Dom Long Gumphā at Tabo, golden paintings, inlay work and plain marble in Diwan-i-Khas at Red Fort, Delhi and treatment of paintings at Brihadisvara temple at Tanjavur and Vadakuntha temple in Trichur, Kerala, were carried out. Large-scale chemical cleaning and preservation work was also carried out at the Taj Mahal, Agra.

#### *Expeditions Abroad*

Two teams of Chemical experts were sent to Bhutan for the treatment of mural in the monasteries.

### III. ANTIQUITIES AND ART TREASURES

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

The work of registration of antiquities continued and nearly 15,000 Registration Certificates were issued. A substantial number of objects of Art including arms and weapons which were intended for export were examined by the Advisory Committees and the Director General and 2405 export certificates for non-antiquities were issued. Further 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 & Art Treasures Act, 1972.

Archaeological Survey of India has set up Expert Advisory Committees for the issue of non-antiquities certificates at all international exit points.

Twenty-four cases of temporary export permits were handled. Permits were issued for exhibitions sent abroad by Government and other agencies.

Several cases regarding grant of financial assistance for photographing of the antiquities for registration received from various States, Union Territories and individuals were considered and deserving cases were given assistance.

### IV. ARCHAEOLOGICAL MUSEUMS

The Museums Branch of the Archaeological Survey of India looks after site museums built in different parts of India. The branch with its headquarters at Calcutta functions through four Regional Offices located at Delhi, Madras, Sarnath and Velha Goa. The programme of setting up of four more museums at Gwalior Fort (M.P.), Chandragiri (Andhra Pradesh), Ratnagiri (Orissa) and Rupar (Punjab) has been initiated. Thus with the addition of these museums the number of site museums under the Museums Branch of the Archaeological Survey of India comes to twenty-nine. The work of construction of museum building at Ratnagiri (Orissa) is in progress.

During the period under review the work of organizing the Archaeological Museum at Lothal (Gujarat) has been completed. The Archaeological Museum at Velha Goa has been extended and the entire museum reorganized in connection with the CHOGM. The work of organizing the Archaeological Museum at Badami, District Bijapur is in progress. The work of Photo-documentation of the Museums objects has made considerable progress.

Besides holding exhibitions in individual museum, a large-scale Photographic exhibition entitled "Indian Archaeology and World" was mounted at Rabindra Bhavan, New Delhi.



## V. SCHOOL OF ARCHAEOLOGY

The Archaeological Survey of India runs a School of Archaeology for one year's postgraduate diploma course. It is a professional course with emphasis on field work and practical training in different disciplines of Archaeology like prehistoric and geological investigations, excavations, explorations, structural conservation, chemical conservation, drawing, photographing, surveying etc.

At present it functions under a Director. Trainings or classes are mostly organized under the charge of an officer of the Survey specialized in a particular branch of Archaeology. The University professors are also invited to impart training to the students.

The current session is the twenty-fifth since its inception in 1959. Besides imparting training to fresh post-graduate students, recruited through an all-India test, the School offers training to in-service personnel of the State and the Central Governments. Moreover, short-term training courses on conservation of monuments are also organized to develop adequate expertise amongst officials and the staff engaged in such works. The same courses extend facilities for refresher training to the newly-recruited officers of the Survey.

The School has attracted trainees also from the neighbouring countries like Afghanistan, Bangladesh, Burma, Indonesia, Kampuchea, Nepal, Sri Lanka, Thailand etc.

## VI. PUBLICATIONS

The Survey brings out regularly specialized archaeological and epigraphical publications besides books for tourist and interested public. During the period under review following publications were brought out : (1) Ancient India : numbers 1 and 2 have been reprinted, volume III and IV sent to the press for reprinting; (2) Indian Archaeology—A Review : the issue for 1980-81 was brought out and the issue for 1981-82 sent to press for printing; (3) Epigraphia Indica : Volumes XVI to XX and Index of volumes XXI-XXIII were reprinted. Volume XXXIX parts II-V are in final stage of printing, parts VI and VII of the volume XXXIX and parts I and II of volume XL are in the press; (4) South Indian Inscription : volumes XXI, XXII and XXIV are at the final stages of printing; (5) Annual Report on Indian Epigraphy 1972-73; (6) Epigraphia Indica Arabic & Persian Supplement : the issue for 1975 has been published; (7) Memoirs of the Archaeological Survey of India: Memoir No. 79 Karandia Plates of Rajendra Chola, Ratnagiri (1958-61) Vol. II in Memoir No. 80, have been printed, Memoir No. 78, part II Lothal, and Memoir No. 81, Images of Nepal are in the press; (8) Corous Inscription Indicarum : Inscription of the Parmaras Chandellas, Kachchapaghatas, and two minor Dynasties. Part III of volume VII is in final stage of printing; (9) guide-books : Ajanta by D. Mitra and Hempi by D. Davakuniari are in the press (10) Picture post cards : Delhi, Sets A and B, were brought out, Belur and Mandu black and white picture postcards and a colour set on Sanchi are in the Press.



*Inscribed Degchi—Mughal, 17th Century A.D.*

## MUSEUMS

The Museums are repositories of cultural, historical, technical, industrial or other kinds of materials for preservation against decay and for transmission to posterity as records for history. They also serve as important audiovisual means of education. The development of museums in all their ramifications is considered important as on the one hand they promote national integration and on the other, international understanding.

The Constitution of India makes the States primarily responsible for setting up and maintenance of museums. The Central Government has however set up a number of important museums and provides financial assistance for the development of private museums, university museums, etc. Great emphasis is laid on the documentation of the existing collection in the Government and private museums, preservation of the collections by using latest scientific aids and publication of catalogues of collection. Keeping in view the financial resources available, it would be the endeavour of the Department of Culture to encourage construction of museum buildings to house the antiquities available in the various regions.

In the field of Indian art and archaeology, the Central Government has established the National Museum, New Delhi, Indian Museum, Calcutta and Salar Jung Museum, Hyderabad. In the contemporary history and art, Victoria Memorial Hall, Calcutta, National Gallery of Modern Art, New Delhi and the Nehru Memorial Museum and Library are the three museums financed by the Government of India. The National Council of Science Museums looks after Science Museums/Centres. A National Research Laboratory has also been set up. The work done by the museums during the year is given below :-

### I. MUSEUMS OF INDIAN ART AND ARCHAEOLOGY

#### National Museum, New Delhi

The National Museum is a subordinate office of the Department of Culture. The main activities of the Museum are in the field of acquisition, exhibition, conservation, publication and education.

#### Acquisition

The Museum further augmented its collection during the year by acquiring select art objects. A total amount of Rs. 9.32 lakhs was spent on the purchase of antiquities during the year. Some of the outstanding acquisitions are : Chola Ganesa datable to the 10th century A.D.; a Chalukya bronze of Vishnu with Sri Devi and Bhudevi of the 11th-12th century A.D., Avalokitasvara of Eastern India datable to the 9th century A.D., and copper plate grants of Orissa of 10th-11th centuries A.D. In addition, terracotta heads of Maurya and Sunga periods (3rd-2nd century B.C.); an inscribed Mughal 'Degchi' of the 17th Century A.D.; illustrated manuscripts, 'Madhumalti' of Bundi, 18th century A.D. and 'Rigamala' series of paintings of Jodhpur dated 1623 A.D. were purchased. Five shawls and textiles of Kashmir were also acquired.

#### Exhibitions

During the year the following exhibitions were compiled and organised both within the Museum and also in various countries :

- (i) Exhibition of Masterpieces of South Indian Bronzes' to coincide with the Non-Aligned Summit Conference in March, 1983.
- (ii) A Photo exhibition of 'The Mission of Peace, Creativity and Beauty' organised under the joint auspices of the National Museum and Bulgarian Culture and Information Centre in October, 1983.
- (iii) Exhibition of 'Indian Coinage' to coincide with Commonwealth Heads of Government Meeting in November, 1983.

- (iv) Work is in progress for the following exhibitions :
- (a) 'Decorative Arts of India', 16th-18th century A.D. to be organised in Moscow and Leningrad, USSR in February, 1984;
  - (b) 'Ancient Sculptures of India' to be organised at Tokyo and Kyoto in Japan under the aegis of Nihon Kezai Shimbun in March, 1984;
  - (c) The exhibition 'Light of Asia' to be organised at Los Angeles, U.S.A. in March, 1984;
  - (d) An exhibition entitled 'Art of Sakya Muni' to be organised in Nara National Museum, Nara, Japan in May, 1984.
- (v) Preliminary work in regard to the following exhibitions has been taken in hand :
- An exhibition 'Where the Peacock Dances' to be organised at the Metropolitan Museum of Art, Washington, U.S.A. in 1985;
  - An exhibition of "Terracottas" to be organised in Brooklyn Museum, U.S.A. in 1985;
  - An exhibition 'Masterpieces of Indian Art' to be organised at National Gallery, Washington, U.S.A. in 1985;
  - An exhibition of 'Kushan and Gandhara Sculptures' to be organised at the Cleveland Museum of Art, Cleveland, U.S.A. in 1985;
  - Preliminary work in regard to the Festival of India to be organised at the Grand Palais, Paris, has also been taken in hand;
  - All art objects received back from the Festival of India exhibitions in the United Kingdom, have been properly packed and returned to the respective lending Museums and private collections.

#### *Conservation*

In addition to the care of the objects of the National Museum, the Conservation Laboratory of the Museum also examined and treated art objects from the Museums on collection as well as from other Museums which were sent for exhibitions in other countries. Condition report in respect of each item for all the exhibitions was prepared and chemical treatment was undertaken wherever required before sending the objects and after receiving them back from abroad. It also assisted other Museums/Institutions in the matter of treatment of objects, requiring urgent attention. The Chemist of the Museum visited U.S.A. for three months under the INDO-U.S. Cultural Exchange Programme.

#### *Publications*

Besides many publications which are in the press, the Museum brought out catalogues, illustrated folders and posters of special exhibitions of Masterpieces of South Indian Bronzes and of Indian Coinage. A number of catalogues of the Museum collections together with the National Museum Bulletin, Combined Issue 4, 5, 6, were under preparation.

#### *Other Activities*

The Museum conducted the 14th Short Term in-service course in Museology. A three-month intensive in-service training programme on conservation of stone sculptures was also held.

Eight hundred and twenty-six books and 252 art slides were added to the National Museum Library bringing the total collections to 41910.

Assistance was rendered to the Films Division in the preparation of a film entitled 'Islamic Heritage of India' and to the Doordarshan Centre for making a T.V. film on Lord Buddha.

Assistance was also rendered in the organisation of a Sports and Games Museum in the Jawaharlal Nehru Stadium, New Delhi.

To further strengthen the security arrangements, several electronic devices were installed in the special exhibition gallery along with the permanent stationing of Armed Police Guards in the National Museum.

#### **Indian Museum, Calcutta**

The report of activities undertaken by the Indian Museum during the year is summarised hereunder :—

#### *Temporary Exhibitions*

On the occasion of the 1000th birth anniversary of Atise Dipankar Srijnan, an Indian reformer of Buddhism in Tibet, an exhibition on 'Tibetan Thankas in the Indian Museum' was organised. About twenty-five temple banners representing Buddha and Buddhist Gods and Goddesses of Lamaistic pantheon as well as Buddhist dharmagurus were displayed. These thankas, ranged in date between 16th to 20th century and were acquired by the Museum during 1912-74. The exhibition also highlighted the life and works of Atise through thankas and bronze images. His Holiness Dalai Lama inaugurated the exhibition.

Another exhibition on Oil Paintings from Calcutta and its neighbourhood was organised in September, 1983. These paintings done in oil in different ateliers like Chinsurah, Chandernagore and Calcutta depicting mythological themes, landscape and portraits by local artists of the soil, as also by Chinese and Italian artists commissioned in Calcutta, reflected a traditional artistic activities in these regions. Twenty-five oil paintings by the artists of Chinsurah and Chandernagore school and by Bamapada Bandyopadhyay, Debiprasad Roy Choudhury, Jamini Roy, Ramandranath Chakravarti and others were on view. Shri B. D. Pande, Governor of West Bengal inaugurated the exhibition.

#### *Exhibits of the Month*

Following exhibits were displayed at the Entrance Hall in connection with the exhibition of the month :

- (i) Wooden effigies 'Tawala Gaba of the Kondh tribes of Orissa'—Anthropology Section.
- (ii) Shaikh Saadi : His life and works as gleaned through objects of art on the occasion of 800 years of his birth centenary—Art & Archaeology Section.
- (iii) Double Coconut (*Cocos mucifera*) and Horned Coconut (*Lodocicis maldivika*)—Botany Section.
- (iv) Gilt Copper umbrella from Bodhgaya gifted by Burmese Guru in 1035 A.D.—Archaeology Section.
- (v) Coins of Babar and Prints from Babarnama (on the occasion of his 500th Birth Anniversary)—Archaeology Section.
- (vi) Japanese musical instruments gifted by Sourindra Mohan Tagore—Anthropology Section.

#### *Mobile Exhibition*

The Museo-Bus on Indian History and Archaeology travelled nine districts of West Bengal and Orissa and covered 1419 kilometres and was visited by 2,72,412 people. In some places educational films were also shown along with the exhibition.

#### *Travelling Exhibition*

A travelling exhibition on 'Museum Architecture' was sent to Sunderban Anchalik Sangrahashala at Baruipur and to Ramakrishna Mission Vidya-peeth at Narendrapur. Another exhibition on 'Inscriptions of Bengal' was sent to Dum Dum Kishore Bharati.

#### *Acquisition*

The museum has acquired seven sets of copper-plate inscriptions datable between 7th and 18th centuries A. D. Noteworthy among these are the inscriptions from Egre, Midnapore, issued during Sesanka's rule, and a few copper-plate inscriptions of the Ganga dynasty and Silabhanjadeva of Kalinga.

Two manuscripts in handmade paper, one containing three Sargas of the Mahabharata and another of the Harivansa written in old Bengali script were acquired.

Of the metal sculptures acquired by the Museum, two Buddhist images belonging to Pala school—one mahisamerdhni and one female deity standing on a ram—deserve to be mentioned.

Three terracotta decorative tiles, 49 clay dolls prepared by folk artisans of Jayanagar, 11 ivory and bone carvings which include mayurpankhi, plaque carved with a figure of Sultan with peacock, Krishna Lila Scene, etc. and 2 wooden windows with carvings, wooden palanka legs, and figures of Garuda and Radha-Krishna were also acquired.

About ninety coins made of gold, silver and copper were acquired of which a gold coin of Kumaragupta II and four coins commemorating IXth Asian Games are noteworthy.

Thirteen pieces of textiles such as Kashmiri shawl, Banarasi and Baluchari saris, nakshi kantha and a tapestry work were acquired. Besides, a Kalighat pata, an oil painting by Satish Sinha and three painted book covers were added to the collection of the Art Section.

Of ethnological specimens some tribal artifacts of the Kondh of Phulbani district of Orissa and of Jungle Rabhas, Jalpaiguri district, North Bengal were acquired.

The museum also received as gifts eightfold articles used by the Burmese Buddhists, a standing figure of Radha in brass and a standing image of Surya in stone datable to the 12th century.

#### *Publications*

The following publications were released by the Museum :

- (i) Catalogue of Damascened & Bidri Arts.
- (ii) Catalogue of Textiles in Cutch, Kathiawad.
- (iii) Indian Museum Bulletin Vol. XVI.
- (iv) Kishan Silver Coinage (Monograph No. 13).
- (v) General Guide Book (English).
- (vi) General Guide Book (Hindi).

#### *Other Educational Activities*

Under the mass communication programmes of the Museum, two dance demonstration programmes on Ramayana in Cho Style and Sakuntala in Cho Style were performed by Padmasri Gambhir Singh Mura and Padmasri Nepal Mehato and their parties from Purulia. Another Audio-visual programme on Manasamangal was also performed based on folk music and exhibition of folk art objects connected with the snake cult.

Under popular lecture series and gallery lectures, to correlate school and college curriculum with museum education the following talks, either illustrated with slides or followed by film shows, were organised :

1. Ancient Symbolism in Modern Indian and Western Art by Mr. Richard Lanney, British author and art-historian.
2. Geological Significance of Calcutta by Mr. Sankarshan Roy, Director, Geological Survey of India.
3. Appreciation of Arts Looking versus Seeing by Dr. Mulk Raj Anand.
4. Postcard Paintings by Nandalal Bose by Mr. Purnandu Pattres.
5. Sei Samayar Kalkata by Mr. Sunil Gangopadhyay.
6. In the Museum of Japan and Korea by Mr. Shyamalkanti Chakravarti.
7. On Indus Valley Civilisation by Mr. Saikat Banerji.
8. Early man in India and the Indus by Mr. S. Chakravarti.
9. Scroll paintings from Tibet and Bengal by Smt. Sipra Chakravarti.

#### **Salar Jung Museum, Hyderabad**

The activities undertaken during the period under report under various heads are as follows :

#### *Reorganisation of Galleries*

The Ivory Gallery and Marble Gallery have been taken up for reorganisation on modern scientific lines and the work is in progress. A sample showcase for the Ivory Gallery has been approved and order for the manufacture of 17 new showcases has been placed.



*Nandalal Bose Centenary Exhibition "PRATIKSHA"—Nandalal Bose*

The lighting arrangements in the European Painting Gallery and Indian Painting Gallery have been completed. A total of 12,904 objects in the stores of ground floor have been shifted to the newly constructed wing on the second floor of the Museum.

#### *Preparation of Records*

Art objects numbering 4718 have been physically verified with the existing records. Six thousand four hundred and fifty-one photographs of art objects have been pasted on the index cards and 4,000 photographs of first and last page of manuscripts have also been pasted in the master ledgers.

#### *Educational Activities*

During the period, three temporary exhibitions on various themes have been arranged. Three lectures and six gallery talks were delivered. Besides this, a Seminar on "Atmospheric Pollution and Cultural Property" was organised in the Museum on 5th June, 1983. Another Seminar on "Cultural Synthesis in Medieval India" was also arranged from 26th to 28th July, 1983.

The birthday celebrations of Salar Jung III were celebrated from 25th to 31st July, 1983. On this occasion Best Workêr awards (Rs. 250/- in cash and a certificate for class III & IV staff) were distributed by the Chairman, Salar Jung Museum Board. Various cultural programmes by Museum employees and by P&T artists and programmes for children were also conducted. Prizes to the winners of sports and games were distributed.

Under the school visit, students who visited the Museum, were given 75% concession in the admission fee. Introductory talk and guidance was given to see the Museum. Film shows on Art and Culture were arranged at regular intervals for the visiting public.

A mobile exhibition "Coinage of India" was arranged in the mobile van. Labels in four languages were prepared and commentary in English was also prepared. The mobile exhibition was sent to various schools, colleges and institutions of Hyderabad and Secunderabad.

#### *Publications*

Four folders of 10,000 copies each on Veiled Rebecca, Piazza of San Marco, Natraja and Kwanyin giving commentaries about the objects with photographs were brought out. Dummy copy of the Bi-annual Research Journal has been prepared and sent to the press.

#### *Conservation of Art Objects*

During the period, 565 art objects of various categories were given complete treatment in the chemical laboratory of the Museum.

#### *Other Works*

The colour washing of the Museum building has been taken up and the work is in progress.

#### **Financial Assistance for the Re-organisation and Development of Other Museums**

The objective of the scheme is to give financial assistance for developmental purposes to different museums such as Tribal Art Museums, Crafts Museum, Ethnological Museums, Paintings and Photographic Museums, Children's Museum etc. which are owned and managed by voluntary institutions, societies, trusts, colleges, universities, Municipal Corporation etc. i.e. all Museums except those directly managed by the State Government or the Central Government. The grant is given for the following purposes :

- (i) Establishment of Museums, construction of buildings, minor extensions, repairs, purchases of art or other objects for the museums.
- (ii) Purchase of equipment of display, storage and Photography.
- (iii) Publication of catalogues of Museum's collections, Guide Books, Photo Index Cards, Picture Post Cards, etc.
- (iv) Strengthening of existing Conservation Laboratories of the Museums.
- (v) Purchase of books on Art & Culture, racks, shelves for the libraries of the Museums.

Applications under the schemes are invited every year through the State Government, and are scrutinised by an Expert Committee which allocates grants.



## Museum Camps

In order to encourage museum movement in the country, the Department of Culture also holds a Museum Camp every year. The first camp was organised in 1965 and the 16th in the series was held at Varanasi between 19th October and 1st November, 1983 on the theme "Museum and Community". Eighteen representatives from private Museums participated. The idea of Camp was appreciated by all the participants and they seem to have benefited by this kind of professional get-together. The lectures were delivered by eminent scholars in the field of museology.

## II. MUSEUMS OF CONTEMPORARY HISTORY AND ART

### Victoria Memorial Hall, Calcutta

The Victoria Memorial Hall is a museum of material importance. The Museum continued to collect materials and data required to set up an extensive gallery for projecting Tribal and Peasant Movement of the 18th and 19th centuries in order to reorient the Museums as a Period Museum of Indian History.

Some major decisions were taken to arrest the deterioration and decay in the white marble structure of this historical building. A detailed report in this regard was submitted by a team consisting of the Central Building Research Institute, Calcutta, CPWD, National Environmental Engineering Research Institute, Calcutta and the Smoke Nuisance Directorate of West Bengal. The CPWD has agreed to handle the work of repairs/maintenance in the Victoria Memorial Building. Director (Conservation) of the ASI has also been associated with this job to give expert advice in matters of repairs of the marble structure. A number of remedial measures have been adopted to arrest the effect of pollution.

### National Gallery of Modern Art, New Delhi.

The National Gallery of Modern Art is a subordinate office under the Department of Culture. It continued its activities in the following fields :—

#### Art Collection

During the period under review, 7045 works of art were added to the Reserve Collection. It includes 6744 works of art by Nandalal Bose, acquired from his heirs, 97 works of art bequeathed by the family of late Shri S. A. Krishnan, erstwhile art critic of Statesman and 47 works of art received as gift from the artists of the Federal Republic of Germany through the Institute of Foreign Relations, Stuttgart (West Germany).

The entire collection of the works of art by Nandalal Bose comprises 9 wash paintings, 118 Tempera, 1947 Water Colours, 52 Linocuts, 7 Lithographs, 43 Drypoints and 4568 Drawings and sketches. These works are being accessioned.

#### Education

During this period, 4216 students and 1000 foreign visitors were provided conducted tours of the Gallery. Every Sunday, art films were projected for the general visitors besides special film programmes for art students. In all 161 such film shows were held in the Gallery.

#### Library

For the Art Reference Library, 126 books were purchased and 117 books were received as gift for the Library under the aegis of various organisations.

#### Restoration

Three hundred and twenty-four objects were handled by the Restoration Laboratory. This includes 220 paintings and drawings by Nandalal Bose and 64 Bulgarian Icons.

#### Exhibitions

(i) Government of India presented four paintings of Contemporary Indian Artists from the collection of National Gallery of Modern Art as a donation to JOSIF TITO Art Gallery, Titograd, Yugoslavia for their permanent collection.

(ii) Neo Tantra Art Exhibition comprising 56 paintings of Indian artists from the collection of National Gallery of Modern Art and from private collections were sent to Stuttgart, (West Germany) in October 1983 and will be exhibited in various museums there till September, 1984. The Gallery is planning to send this exhibition to the U.S.A. from West Germany next year.

(iii) An exhibition of 47 works received as gift from 31 artists of West Germany through the Institute of Foreign Relations, Stuttgart was organised from October 25 to November 15, 1983.

(iv) Fifteen paintings from the Gallery's collection by Boris Georgiev were sent to the Committee of Culture, Sofia on 20th October, 1983 for a special exhibition there.

(v) Under Indo-Bulgarian Cultural Exchange Programme, an exhibition of Bulgarian Icons was held from 17th November to 11th December, 1983.

(vi) An exhibition of 234 works by Nandalal Bose (1882-1966) was on view from 5th December, 1983 to 15th January, 1984 to celebrate his centenary which was inaugurated by the Prime Minister, Smt. Indira Gandhi, on 5th December, 1983.

*Department of Art History and Conservation*

National Gallery of Modern Art has undertaken teaching programme this year and has opened a new department "Department of Art History and Conservation" which offered the following academic programmes :—

(1) Art Appreciation in General (Certificate Course of four months)—16 lectures.

Art and Art Appreciation, emphasising a comparative analysis of masterpieces of both Western and Eastern and Modern and Ancient Art.

(2) History of Western Art and International including Indian Modern Art and their sources.

(Diploma Course at the level of M.A. Two-Years' programme—Two semesters each year).

16 lectures and seminars of 2 hours duration in each Semester; besides other academic and technical courses and a proficiency examination of a foreign language, a thesis equivalent to M.A. standard will also be required.

(3) History of Western Art and International, including Indian Modern Art and their sources.

Post Graduate Diploma Course at the level of Ph.D. or D. Phil, three years programme—Two semesters each year.

(4) Conservation of Oil paintings : Diploma Course at the level of M.A., two years programme—two semesters each year.

At present the following number of students are studying in the courses mentioned against each :

Art Appreciations Course—50.

Diploma in Art History—10.

Post-graduate Diploma—2.

Diploma in Restoration of paintings—6.

*Publications*

During the year the following reproductions of important works of Indian artists were brought out. These reproductions are sold to general public on no-profit-no-loss basis :—

(1) "Past Impression" by M. F. Hussain.

(2) "Steps into the Pride and Prestige" by Mohan Samant.

(3) "Lady in Moonlight" by Raja Ravi Verma.

(4) "Nandi" by R. D. Raval.

For special exhibitions, the Gallery brought out two catalogues "Gifts from 31 artists from the Federal Republic of Germany" and "Bulgarian Icons".

A very Prestigious catalogue of works of Nandalal Bose for his Centenary exhibition was also brought out.

The Nehru Memorial Museum and Library is an autonomous organisation fully financed by the Government. As in the previous years, the Museum of this institution continued to be a focus of attention from the

public. The average attendance on Sundays and holidays was 3,373, with a daily average of 2,639. This included several V.I.Ps and their entourage such as the President of the Central Committee of the Bulgarian Communist Party; Zambian Parliamentary Delegation; H. E. Mr. Samba Limane Mane, Foreign Minister of Republic of Ginnibisa; H. E. Mr. Maumoon Abdul Gayoom, President of the Republic of Maldives, etc. The Museum staff devoted considerable attention towards the face-lift of the objects and photographs on display during the period. The film shows on Jawaharlal Nehru also continued to be shown as hitherto.

The Library, which receives numerous scholars for research every day, continued to add valuable titles. During the period 3,665 new titles were added, of which 2,112 were purchased and 1,553 were received as gift from various sources, such as Smt. Indira Gandhi, Shri P. C. Sethi, Lok Sabha Secretariat, National Archives of India, etc. Amongst the gifted items, the most valuable was from A. C. N. Nambiar, comprising 952 volumes. The titles represented a variety of languages, such as Hindi, Tamil, Urdu, Marathi, Manipuri, Malayalam, etc. There were few in the foreign languages also, like Nepali, French, Italian, Russian and Japanese etc. With this, the total number of acquisitions in the Library up to date stands at 87,152 volumes. The Library continued to augment its collection on microfilms as well, and added 103 dissertations in microform, raising the total number of dissertations to 647. Besides six rolls of *Civil and Military Gazette* (Lahore) for the period 1932 were also acquired. The Reprography Section also continued to supplement this collection by transferring 652 rolls of different newspapers and private papers. The number of micro-rolls has thus risen to 7,319 and that of microfiche to 10,637. The Photo Section of the Library, with the addition of 1,023 more Photographs, raised their number to 60,181. The Technical Section cleared 6,479 books/microfilms through the process of classification and cataloguing necessitating typing of 16,322 catalogue cards. The vast resources of the Library continued to be popular with the scholars from every part of India and abroad. During the period 335 new scholars were registered raising the total number of scholars to 4,777. On an average 85 scholars attended the Library on each working day.

The Manuscripts Division made further acquisition by adding the papers of : Kaka Saheb Kalelkar, Raghubir Sahai, Upendra Desai, A. R. Bhat, Prof. Ashok Mitra, M. N. Roy, A. C. Kannan Nair, Surendranath Devedi, Subimal Dutt, Dhanraj Sharma, M. V. Krishnappa, R. P. Noronha, Shyama Prasad Mookerjee, Brij Krishan Chandiwala and Asutosh Mookerjee. Besides, another instalment of valuable papers of Motilal and Jawaharlal Nehru was received from Smt. Indira Gandhi through the Jawaharlal Nehru Memorial Fund. Wherever it was not possible to acquire collections in original, efforts continued to microfilm them with the consent of their donors. During the period, some instalments of the papers of Shri Pyarelal and Smt. Saroj Nanavatti were received for microfilming. The Manuscripts Section expects to receive papers of Shanmugham Chettiar (4th instalment), C. Rajagopalachari (2nd instalment), Raja Rameshwar Rao, D. V. Subba Reddy, C. S. Jha, Pyarelal (next instalment), and N. S. Hardiker (next instalment) during the remaining period of the current financial year.

The Reprography Unit continued to augment its facilities for researchers. A special feature of the period under review was the installation of 'INTEC-2000' microfilm Reader-Printer's which provides instant copying service to the scholars in the form of xerox copies. The Unit prepared 1,77,023 frames of the negative microfilms and 36,057 metres of positive microfilm during the period besides preparing 6,168 microfiche frames. The newspapers microfilmed by the Unit during the period included *Pakistan Times*, *Dawn*, *Tribune*, *Aj*, and *Vartman*. It also microfilmed papers of Pyarelal, Asutosh Mukerjee, and Assam Pradesh Congress Committee.

The Preservation Unit likewise continued to render valuable service in the repair and renovation of manuscripts. During the period under

review, it handled 16,479 sheets in all by the process of lamination, full-pasting and guarding. Besides, 2,500 files and 200 rare books were fumigated. It also continued to render useful service to the Reprography Unit in the microfilming of newspapers by systematically unstitching and restitching the old newspaper volumes.

The Oral History Division interviewed and tape recorded reminiscences of five persons in all, including four new individuals, i.e. Shri Sadashib B. Bagitkar, Shri Surendra Nath Pandey, Dr. Mohan Sinha Mehta, Shri Pyar Chand Bishnoi, spreading over 40 different sessions. The total number of persons interviewed stands at 858 and the sessions recorded to 2,715. The transcript of interview of Shri Chamanlal Batra was finalized during this period bringing the total number of such transcripts to 391.

The academic activities of the institution during the period under review included lectures, seminars on modern Indian History and Indian Nationalism, delivered by distinguished scholars, such as Dr. Anima Bose, Dr. B. R. Tomlinson, Prof. A. M. Khusro, Shri Aditya Mukherjee, Dr. Rajat K. Ray, Prof. Sumit Sarkar, Shri B. P. Singh, and Dr. Gail Minault. Besides, manuscripts of the second volume of the *Selected Works of Motilal Nehru, 1919—22*, and *Aspects of Economy, Society and Politics in Modern India, 1900—1950* were sent for publication. Another monograph, *Philosophical Theory and Social Reality* is in the final stage of publication. The first Bulletin of the institution and a brochure entitled 'Jawaharlal Nehru on Nature and Environment' which sets out his views on ecological issues, were brought out during the period under review; besides five 'Occasional Papers' covering various themes of modern Indian history written by our Fellows were brought out.

An exhibition entitled 'India and the Commonwealth' was organised at the time of the Commonwealth Heads of Government meeting held in New Delhi in November, 1983. This exhibition presented through photographs and write-ups the role which India had played in the gradual transformation of the Commonwealth into a free association of nations drawn from different cultures and ethnic groups and dedicated to the welfare of humanity and to the cause of world peace.

### III. MUSEUMS OF SCIENCE AND LABORATORY

The National Council of Science Museums administers and manages the following Museums/Centres :—

- (1) Birla Industrial & Technological Museum, Calcutta (BITM).
- (2) Visvesvarya Industrial & Technological Museum, Bangalore (VITM).
- (3) Nehru Science Centre, Bombay (NSC).

Srikrishna Science Centre, Patna and the District Science Centre, Purulia (West Bengal) are functioning as an institutional project of the BITM. An experimental District Science Centre is also operating by the BITM at Malda (West Bengal). The District Science Centre, Gulbarga (Karnataka) is functioning as an institutional project of VITM. The NCSM is engaged in setting up two District Science Centres at Dharampur (Gujarat) and Tirunelveli (Tamil Nadu) and a national level Science Centre at Delhi. Establishment of two more District Science Centers at Bhubaneswar (Orissa) and Nagaland are under process.

The National Council of Science Museums is primarily engaged in the task of popularising science and technology among students in particular and the masses in general through a wide range of programmes.

The Museums/Centres in Calcutta, Bangalore, Bombay, Patna, Purulia, Malda and Gulbarga were visited by a large number of visitors during the year 1983-84. Six "Museobuses" each carrying a series of working exhibits on a specific theme held exhibitions at 105 places all over the country. About 1,91,179 people visited the Mobile Science Exhibition Units which toured 10800 kms. Besides, 88632 people attended the scientific film shows held at different rural sites. The District Science Centres at Purulia, Gulbarga and Malda continued their regular extension acti-

vities to cater to the needs of the local people and students in particular. Srikrishna Science Centre, Patna added two popular exhibits—"You and Me" and "You can make a hole in your palm". The Museums/Centres organised State Level and Inter-State Level Science Fairs/Camps in a big way in Calcutta and Bangalore. Other regular features like holding of scientific film shows, science quiz competition, training programmes on amateur radio activities, teachers training programmes, community science programme, industrial technique demonstration were also organised in all Centres. An exciting exposition, the Mock-up Coal Mine was inaugurated at the BITM, Calcutta to give people an idea of the actual conditions inside a Mine and to educate them on the various facets of mining. Visit to the underground mine which is a unique experience, will create wonder, mystery and awe in a common man. In order to get the necessary input to the formulation of the Seventh Plan, four Regional Workshops were held at Calcutta, Bangalore, Bombay and Delhi with 40 outside experts interested in Science Museums. An Indo-FRG workshop on "Science Museums for Rural Development" was held in the District Science Centre, Purulia from December 2-7, 1983. Another Workshop on "Teaching Aids For Science Education" was organised at the BITM, Calcutta from December 12-22, 1983. The NCSM celebrated 'National Integration Week' from November 19-25, 1983. All the officers and staff members took integration pledge. Besides the celebration programme included, among others lectures; film shows on art & culture of the country, display of information folders, pamphlets, posters on the States and Union Territories, display of dolls of all States with traditional costumes and cultural programmes of various States.

During the period under report, the NCSM Museums/Centres laid stress on planning and fabrication of new exhibits for the Galleries, District Science Centres, Temporary Exhibitions and Mobile Science Exhibition Units. Temporary exhibitions on 'Contemporary German Physicists : Max Born and James Franck', 'Museums in India', 'Environment' and 'Application of Solar Energy' were organised during the period. The Soviet exhibition—'Micro to Macro' was arranged at Calcutta, Patna and Purulia under the Indo-USSR Cultural Exchange Programme. The exhibition stressed on Man's expanding ability to probe the mysteries of minutest particles to vast and distant outer space.

The Council especially designed and developed an exhibition on "Evolution" which was jointly organised with the Anthropological Survey of India and the Indian Council of Philosophical Research and held at Pragati Maidan, New Delhi on the occasion of International Trade Fair. This exhibition which was sponsored by the Ministry was visited by a large number of people including foreign dignitaries. The NCSM organised National Science Seminar in New Delhi for school students on the topic "Communication—Today and Tomorrow". The Seminar was also organised in all the States and Union Territories of India during August-September, 1983. The total number of participating students in the Block and District Levels Seminars were more than 1,00,000. About 700 students participated in the 31st States/Union Territories Level Seminars. One hundred and fifty two Science Demonstration Lectures were held at 94 schools for 18583 students and 422 teachers. Sixty seven teachers were trained under the Teachers' Training Programme conducted by the BITM. Scientific films were screened at all the Museums/Centres before 59,338 people and 14 Popular Lectures on contemporary scientific topics were held. Hobby Centre of NCSM Museums/Centres organised its programme during the year. Three hundred and forty one students undertook scientific projects on Physics, Electronics, Chemistry etc. Besides, 42 students carried out activities in Biology. Ecology and Environment under the Nature Club Activity of NSS, Bombay.

The following publications were brought-out during the period :

- (1) Museum Programme of Events (BITM and SSC).
- (2) BITM Guide Book.
- (3) Brochure on Mock-Up Coal Mine.
- (4) Folder on National Science Seminar.

- (5) Booklet on Creative Ability Section (SSC, Patna).
- (6) Muktakash Vigyan Vatika.
- (7) Brochure of National Science Seminar.
- (8) Folder on Evolution Exhibition.
- (9) Brochure on "Students' Science Seminar".
- (10) NCSM Annual Report 1982-83 (English and Hindi).

**National Research Laboratory for  
Conservation of Cultural Property,  
Lucknow**

The National Research Laboratory is a subordinate office of the Department. The Laboratory has made rapid progress in all the spheres of its activities. The equipment received has been installed and standardized. At present it is housed in two rented buildings. The construction of its own building has started. The foundation stone of the new building designed by CPWD was laid by Hon'ble Minister of Education and Culture, Mrs. Sheila Kaul on 2nd June, 1983.

The Laboratory continued with its research programmes, technical assistance to other institutions, literature documentation, training and other works assigned to it.

The main directions of research are :

- (i) Metallurgy of ancient metal objects including iron and copper;
- (ii) Studies on glass technology in ancient India;
- (iii) Identification of dye stuffs and other organic materials;
- (iv) Paper fibres identification;
- (v) Survey of fungi in Indian Museum;
- (vi) Conservation of iron objects;
- (vii) Copper corrosion inhibitors.

Some of the studies that have already been completed, are :

- (a) Conservation of rusted iron objects; Studies on the standardization of technique of chloride removal from iron and copper objects by anion-exchange resins has been completed and a paper on the findings has been sent for publication;
- (b) Metallurgy of iron in ancient India : Technical studies of iron objects from Tadkanahalli have been completed and the results sent for publication.
- (c) Copper-corrosion inhibitors. Several chemically synthesised products and some naturally occurring products were tested. The study on the project is complete and final recommendations for use by museum, archaeological departments etc. will soon be available.

#### *Conservation Projects*

The Laboratory provided technical assistance to many institutions and museums. There was a regular flow of correspondence seeking advice. Objects were received from various institutions for treatment at Lucknow.

Some important projects were :

- (a) Conservation treatment of Shahnama :—This is an illustrated manuscript of Fircausi belonging to the State Museum, Lucknow. Its conservation treatment is continuing.
- (b) Excavated iron and copper objects : Several excavated iron and copper objects belonging to U. P. State Archaeological organisation and Nagpur University were received and treated.
- (c) Treatment of a sketch paintings : A sketch painting by Nandalal Bose belonging to the National Gallery of Modern Art was restored.

- (d) Treatment of Bhuta Figures : A project has been undertaken for treatment of over 60 wooden Bhuta figures, some of them quite huge. These figures belong to the Crafts Museum, New Delhi and the work will be carried out at the Museum itself under the guidance of N.R.L.C. experts.

#### *Training*

The Laboratory holds regular courses in the field of conservation. The six-month Conservation Course started on 1st November 1983. The course is held in collaboration with UNESCO. Six candidates including two from abroad—one from Nepal and the other from Sri Lanka—participated in the course.

An Orientation Workshop on Care and Maintenance of Museum Materials meant for those who are in charge of collections was organized from 17-26 August, 1983. This workshop imparts the basic knowledge of preservation of art and archaeological objects to the participants who came from all parts of India.

A special workshop on Preservation of Library Materials and Documents was organised from 26th September to 1st October, 1983 in collaboration with the Indian Association of Special Libraries and Information Centres. This course was meant for persons in managerial/supervisory positions in libraries. The course was very well attended.

#### *Seminars*

A 3-day Seminar on Conservation Planning in India was organized at the Laboratory from 27-29 October, 1983. It was attended by several Directors of Museums, departments of archaeology and archives from various States of India and national institutions. The shortcomings of conservation work in India were discussed and recommendations for the consideration of the Government and the Planning Commission were formulated. These recommendations were also circulated to all the State Governments for action on their part.

A National Conservation Seminar—1983 was held at Lucknow in collaboration with the Indian Association for the Study of Conservation of Cultural Property, a professional body. The Seminar took place on 2-3 December, 1983. The subject was conservation of paintings.

#### *Library and Documentation*

The Library of the Laboratory has been developed into a specialized Documentation Centre. The total number of books in the library is now over 5000. A detailed catalogue and index cards of the library holdings are being prepared. The library issued quarterly lists of its acquisitions for the benefit of other institutions. Some bibliographies on relevant subject have also been brought out by the library.

### INSTITUTIONS OF ANTHROPOLOGY AND ETHNOLOGY

The Anthropological Survey of India, Calcutta and the National Museum of Man, Bhopal are the subordinate offices under the Department of Culture. Both these institutions carried on their activities in their respective fields.

#### Anthropological Survey of India

The Anthropological Survey of India has started functioning as an independent organisation since December 1, 1945. From a very modest beginning, the Survey has grown as a premier research institute of anthropological research at the national level and is now the biggest of its kind in the global perspective. Presently it has seven regional offices and one Sub-Regional Office located at different parts of the country with head office at Calcutta. Since its inception, the Survey has given a commendable service to the nation by way of involving itself in various fields of research activities. It conducts research to record and analyse the bio-cultural diversities of Indian population. It undertakes explorations to unearth, preserve and study the ancient skeletal remains in the context of biocultural history of Indian population and carries out field and laboratory based investigations among Indian population with emphasis on tribes and weaker sections on the problems of contemporary relevance. The Survey also collects, preserves, documents and displays ethnographic materials through its museums located at the head office and different regional and sub-regional offices.

During the year 1983-84, the activities of the Survey primarily centered round 60 research projects which are broadly categorised as All India Project, Regional project and individual project. Two of these projects are collaborative in nature, one with the Ministry of Home Affairs and the other with UNESCO. The Survey has also carried out activities of preservation, documentation and dissemination through its various sections such as Museum, Cinematography, Photography, Sound Laboratory, Clearing House Unit, Documentation Unit, Basic Data Archive, Library, Reprography and Printing and Publication. These apart, the Annual programme of the Survey includes seminars, symposia, workshops, training courses and exhibitions, all of which were given due and proper attention. A brief report of the activities for the year under report is as follows :

Physical anthropology division of the Survey carried out researches on 5 All India projects, namely (1) Survey of Indigenous Health Practices, (2) Small Population and Genetical Demography (3) All India Bio-Anthropological Survey (4) All India Dermatoglyphic Survey and (5) Portrait Building system. These apart, activities were continued on 3 Regional and 26 individual projects. Four scientific reports were completed on four projects.

Research activities of Cultural anthropology division centered round 4 All India projects, namely, (1) Tribes in Contemporary India (2) Tribal Education in India (3) Shifting Cultivation in India and (4) Museum Adaptation to Extreme Climate. Research activities were continued on 3 Regional projects and 118 Individual projects. Field investigations were undertaken in relation to the projects. Bengalee Refugees in Andaman, Language in relation to Ethnicity, Agrarian Situation in Karnataka, Jagdalpur : A town in Tribal Milieu, Sacred Institutions in Mysore City and Human Adaptation to Extreme Climates. Fourteen Scientific reports including a book on the Nagesia of Chhatisgarh were completed.

The Project Tribes in Contemporary India was undertaken jointly by the Physical and Cultural Anthropology Division of the Survey in order to provide base line information of little known tribes and to determine the trends of changes in the tribal way of life due to impact of external influence. Reports on ten tribes from different parts of the country were completed. Second round of field investigation was undertaken on 18 tribes and the data were analysed for the preparation of final reports.



Portrait Building system, a collaborative project was taken up with the Bureau of Police Research and Development (Ministry of Home Affairs) for developing kits of identification on the basis of morphological traits. Field investigation was undertaken in Madhya Pradesh to collect photographs and somatoscopic data from the general population. Data from various other populations collected from other parts of India were partly processed and analysed.

#### Museum

Preservation, maintenance and documentation of ethnographic materials were continued in the Central and Zonal Anthropological Museums of the Survey. New ethnographic materials were collected from the Gujjar of Uttar Pradesh, Aka, Bangi, Miji and Mongpo of Arunachal Pradesh and Lepahca, Rabha, Moch and Toto of West Bengal and were added to the stock of Central and Zonal Anthropological Museums. About 1541 visitors including foreign scholars visited the museums of the Survey.

#### Printing and Publication

During the year under review three pending Annual Reports of activities of the Survey for the years 1979, 1980 and 1981, one booklet containing abstracts and programme of seminar on Human Adaptation to Extreme Climates, one issue of Bulletin (Vol. 30, 1 & 2) and three issues of Newsletter (Vol. 1 No. 3, 4 & 5) were published. Besides, three memoirs and one issue of Bulletin are under publication.

#### Fellowship Programme

The Scheme of Fellowship was introduced in the Survey to provide opportunity for research scholars to undertake advanced studies in Anthropology and allied disciplines and to develop collaborative programme with the Universities and other national institutions of the country. During the year under report, nine fellowships were awarded in addition to 17 existing Fellows of the Survey of which 13 Fellows are attached to various organisations as follows :

Place of attachment	Senior Fellow	Junior Fellow
Delhi University	—	2
Andhra University	1	2
Punjab University	—	1
Ranchi University	—	1
Punjab University	—	1
Calcutta University	—	4
Rural Development Centre, IIT, Kharagpur	—	1

#### UNESCO Sponsored Project : Study of Historic Cities of Asia

Under this project a number of ancient cities in Asia have been selected, one in each country, for intensive study under the auspices of UNESCO. In India, the historic city of Kancheepuram situated in the State of Tamil Nadu has been selected for the purpose. The Anthropological Survey of India is one of the collaborating institutions for this project. In consultation with Archaeological Survey of India, it has been decided that this Survey will cover the following aspects :

1. Historical aspect with special reference to population and ethnicity.
2. Demography of Kancheepuram including population movements and changes in urban status.
3. Socio-economic aspect of silk-weaving trade.
4. Land-use, settlement, vocational and residential pattern of households with special reference to traditional occupation.

Exploratory studies are in progress which will be followed by systematic field investigations. Bibliographical researches have also been initiated.

#### Workshops & Seminars

The Survey organised one workshop on "Human Adaptation to Extreme Climate" and three Refresher Courses, namely, (i) Study of Blood Groups; (ii) Study of Material Aspect of Culture; and (iii) Museum Method. Another workshop on Tribes in Contemporary India is proposed to be organised in March, 1984.

In early 1983 the National Museum of Man embarked upon developing instant facilities for periodical temporary exhibitions to be held regularly of diverse themes. As a result, a temporary exhibition gallery has been prepared in the present hired accommodation. The first thematic exhibition put up in the new gallery recently provided display of a selection of ritual objects from museum's collection. The preparation on second thematic exhibition on 'Fossil Man' to be held in January 1984 is in progress involving preparation of life-size exhibits. A major part of this exhibition will later become permanent feature of the outdoor complex being developed at the site of National Museum of Man. Through regularly organised interlinked periodical exhibition, the museum will be able to bring to the public its growing collections of information and specimens even before its permanent galleries at the site become operational.

The National Museum of Man has been conceptualised as an organic whole, dedicated to unfold the story of human-kind highlighting human biological evolution and cultural patterns with particular reference to India. In 1983 the museum has carried further the work on under mentioned earlier schemes :—

1. Exhibition on Tribal Habitat.
2. Exhibition of painted rock-shelters within the site of NMM.
3. Exhibition of a few pre-historic sites by transplantation.
4. Exhibition on Extinct Hominoids.

The Museum has already constructed a number of tribal dwellings for the outdoor exhibition 'Tribal Habitat in India'. Three more tribal dwellings will be added during the year under report.

Further excavation at the painted rock-shelter, situated at the site of National Museum of Man has been taken up. Also, analysis of material excavated in 1982 is being done, which together with the new material will provide sufficient information for presentation of this site as an exhibit in museum's outdoor complex.

The museum is developing a reference library to facilitate research work. During the year over 500 books were added and 77 foreign and 35 Indian journals were subscribed.

## ARCHIVES AND RECORDS

Manuscripts constitute an important part of the rich Indian Cultural Heritage. These are the major repositories of the contribution that our predecessors made in the diverse fields of religion, philosophy, astronomy, literature, history, medicine and science. They constitute the primary source of reconstruction of India's past.

The Department has introduced a scheme of financial assistance to voluntary organisations, educational institutions, libraries, museums and universities for preservation, listing, cataloguing, evaluation, publication etc. of manuscripts. The Department of Culture has also taken over under Act of Parliament, the Rampur Raza Library, Rampur, and Khuda Baksh Oriental Public Library, Patna, which contain a rich collection of manuscripts in Arabic, Persian and Urdu. In addition, proper care of manuscripts is also being taken in museums, libraries and other such institutions which are under the control of Central and State Governments.

**National Archives of India, New Delhi**

The National Archives of India is the largest well organised repository of Government records in Asia. It receives all Union Government records and additionally acquires private papers of research value through gift, exchange or purchase even from abroad. It tenders advice and assistance to various State Archives for proper administration and conservation of their holdings, provides research facilities to scholars and imparts professional training in Archives Keeping through its School of Archival Studies. The significant activities are :

*Accessions* : Important acquisitions included (i) papers relating to martyr Sukhdev; (ii) Private papers of the late Sardar Gian Singh Rarewala, former Chief Minister, PEPSU, and a Minister of Punjab (iii) E. Macleagan (Civil Secretariat), J.J. Cotton correspondence on Europeans in Maharaja Ranjit Singh's army; (iv) C. Rajagopalachari papers (15 microfilm rolls); (v) documents relating to Netaji Subhas Chandra Bose and (vi) Indian colonies in Astrakhan (2 microfilm rolls and zerox copies).

*Records and Archives Management* : (a) 66,302 files of different Ministries/Departments were appraised. (b) Retention Schedules for records of 15 Ministries/Departments etc. were vetted. (c) Conducted Records Management Study of 4 departments and reports were prepared. (d) The note for Cabinet on 'Public Records Act' was approved by Minister of State for Education & Culture.

*Archival Training* : (a) Eighteen trainees secured one year Diploma in Archival Studies (1982-83 session) and 7 Indian and 4 foreign students joined the course in 1983-84 session. (b) Short term courses in Archives Administration, Records Management, Reprography, care and Conservation, Servicing and Repair of Records were conducted. (c) Dr. Ye Tut, Director General of Burmese National Archives, made a week's observation study.

*Reference Media* : Public and private records relating to Ministry of Finance, erstwhile Central India Agency, Dadabhai Naoroji, Sir Sita Ram, Mutiny papers and Inayatjang Collection were listed.

*Research and Reference* : The Research Room of the Department continued to provide research facilities to scholars. Various queries from records by different public and private institutions and individuals were attended to.

*Publications* : The Indian Archives (Volume XXXI Nos. 1 and 2), Annual Report of the National Archives of India, 1982 and Proceedings of the Indian Historical Records Commission (volume XLVII) were published. National Register of Private Records (Vol. XIII) and Bulletin of Research, Thesis and Dissentation (Volume XII) are ready for publication.

*Towards Freedom* : Project made steady progress in selection of materials from public, and private records and microfilms (1937-39) in the custody of the National and State Archives and 5,228 pages of selected extracts were sent to the Indian Council for Historical Research for editing.

*Indian Historical Records Commission* : Forty-ninth Session was scheduled to be held in January, 1984.

*Technical Services and Advice* : Besides providing information and guidance to 21 different government and private institutions, a total of 61,248 sheets were repaired and rehabilitated and 2,89,884 exposures of microfilms and 47,481 zerox copies were prepared. Archives Week was celebrated from 1-7 November, 1983. An exhibition 'India and the Commonwealth', 'Open House' (A visit of Archives) and a workshop on "Records Management" were the significant features.

*Regional Branch* : Department's Offices at Bhopal, Jaipur and Pondicherry continued their normal activities. They also celebrated the 'Archives Week' from 1 to 7 November 1983.

**Khuda Bakhsh Oriental Public Library, Patna**

One of the richest collections of Arabic and Persian manuscripts and Mughal Paintings, Khuda Bakhsh Library is making continuous progress towards reference and research. Use of the Library material has increased manifold and continues to ascend. Scholars from India and abroad are being provided with research material through reference service in reply to the academic queries and by providing transcribed copies, microfilms or photocopies of the manuscripts they require. Several major collections of manuscripts and printed books have been acquired on loan, in consideration in gift, by reclamation, and/or on payment, besides, rare manuscripts of several major Indian collections, like those of Aligarh, Rampur, Bhagalpur, Maner and Phulwari-sharif. For security reasons and longer life of the Library's rare materials, such manuscripts are also being microfilmed. Books and manuscripts requiring immediate repair and binding are being attended to, under the supervision of a Preservation Unit. The Library is producing a Quarterly research journal. Twenty-four issues of the Journal containing about 4500 pages have so far been published. Descriptive catalogues of the Library's manuscripts, 34 in number, have so far been printed. Reprinting of old volumes of catalogue is being done. The project of publication of critical editions of rare manuscripts was started in 1977 and some critical editions of rare and unique manuscripts have been published. The Library is also bringing to light rare prints and periodicals of historical importance. Ten Khuda Bakhsh Fellowships (3 Senior and 7 Junior) have been created for research work on the manuscripts preserved in the Library. One National Fellowship and two Visiting Fellowships of ICHR/UGC have also been created on the pattern for the same purpose.

Besides the traditional activities, the Library also arranges Khuda Bakhsh Annual and Extension Lecture from time to time which are delivered by an outstanding scholar of History, Urdu, Persian, Arabic in Islamic Studies. The Library is also holding Seminars at different intervals to accelerate the speed of research and inculcate reading habits. A series of Reminiscent talks have been started in memory of Dr. Zakir Hussain who extended his full, unqualified patronage to the Library during his tenure of Governorship and later as Vice-President and President of India.

The Extension building of the Library has been completed. The President of India, Giani Zail Singh, inaugurated the new building on 14th February, 1983.

**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 has 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 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 Central Government is at present giving Plan grants in pursuance of the recommendations of a committee set up in 1977.

#### **Rampur Raza Library, Rampur**

The Rampur Raza Library is a world known library in respect of oriental manuscripts and painting collections. It is also one of the oldest libraries in the country as it was established during the years 1774-1794. The library is famous throughout the world and attracts scholars working in the field of oriental and Islamic research and Iranian and Indian Mughal paintings.

Through an Act of Parliament the library was declared as an institution of national importance in 1975 and is fully funded by the Central Government. A fixed annual grant of Rs. 48,000 is, however, given by the State Government of Uttar Pradesh.

With a view to introducing certain new schemes and adding to facilities for visiting scholars the Central Government approved a special grant of Rs. 1.5.00 lakhs for furnishing, repair and renovation etc. of Hameed Manzil and Rang Mahal the buildings of rare architectural value in themselves.

During 1983-84 the library published one more rare manuscript of Arabic which is now available for sale. Another important Urdu manuscript of Khajyyam's Rubayats has been sent to the press. The number of visitors to the library has exceeded 10,000 per annum which includes atleast 50 scholars from a number of countries.

#### *Preservation of Manuscripts*

Under this scheme Financial Assistance is given 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.

#### *Fellowships covering different disciplines and Fields including Epigraphy, Paleography, Extinct Languages, Ancient Scripts and Numismatics*

The objective of the scheme is to evolve a process by which knowledge of scripts and ancient languages is made available to the students who might be attracted to these fields, with a fellowship for two years which may lead to M. Phil or Ph. D. degree of a recognised University or for further research, under the guidance of eminent scholars/Pandits. The number of awards, with a fellowship of Rs. 600 per month is ten each year and there is no subjectwise distribution of fellowships. Twelve fellowships were awarded during 1982-83 and 10 more are expected to be awarded during 1983-84.

#### **Asiatic Society of India, Calcutta**

The Asiatic Society, Calcutta was founded in 1784 with the object of enquiring into the history, the antiquities, arts, sciences and literature of Asia. The Institute has proved to be the fountain head of all literary and scientific activities in India and the parent of all other Asiatic Societies. Its declared objects are to conduct research into matters which are largely cultural and sociological with special bearing on Indology. The Society is being assisted by the State Government of West Bengal and the Centre on 50 : 50 basis. The Society has celebrated its bicentenary during the year. A proposal to declare it as an institute of national importance is under the consideration of the Government.

## INSTITUTIONS OF TIBETAN, BUDDHIST AND OTHER HISTORICAL STUDIES

Many centuries ago, Indian scholars took arduous journeys across the Himalayas to Tibet and with them they carried Indian philosophy and thought. The evolution of Tibetan thought and culture was a consequence of this interaction.

At the initiative of Shri Jawaharlal Nehru, a number of Buddhist Institutions were started, in India to provide facilities for study in Buddhist Philosophy and Metaphysics with a view to ending the age-old practice of sending the young Lamas and novices to Tibet for the purpose. Amongst them were the School of Buddhist Philosophy, Leh set up in 1959 now renamed as the Central Institute of Buddhist Studies, and the Central Institute of Higher Tibetan Studies, Varanasi, which are fully financed by this department. The main objectives of these institutions are preservation of Tibetan culture and tradition and imparting of studies in ancient and traditional subjects through a modern university framework and conducting research in Tibetan studies. Besides, Government gives grants to Sikkim Research Institute of Tibetology, Gangtok and Library of Tibetan Works and Archives, Dharamsala.

### Central Institute of Higher Tibetan Studies, Varanasi

The Institute of Tibetan Studies was established in Varanasi as a constituent wing of Varanasi Sanskrit Vidyapeeth. It became a fully autonomous organisation in 1977 and was renamed as the Central Institute of Higher Tibetan Studies.

The main objectives of the Institute are :

- (a) Preservation of Tibetan Culture and Tradition;
- (b) Restoration of ancient Indian Science and Literature Preserved in Tibetan;
- (c) Providing opportunities to border students who formerly availed themselves of higher education in Tibet; and
- (d) Imparting teaching of ancient and traditional subjects through a modern university educational framework and conducting research in Tibetan Studies with a view to awarding degrees in these disciplines.

For the achievement of the above objectives, the Institute has a planned programme of training, research and publication which would bring to light the Tibetan heritage, particularly a body of knowledge of the Indian heritage which was lost to Sanskrit and Pali but was preserved in Tibet. The institute prepares students for various courses of Sampurnanand Sanskrit Vidyapeeth. The present strength of the institute is 162 in the academic side and seven researchers are working on different projects. The institute organises lectures series, vocational training, educational tours, etc.

The Institute has a well stacked library to which a large number of books and photo-copied documents are being added every year.

The Institute has undertaken the construction of a building complex. The hostel and administrative blocks have been completed and the remaining work to complete the library and academic blocks are in progress.

The Institute is governed by a Board of Management of which the Additional Secretary in the Department of Culture is the Chairman. In addition to the Department of Culture, the Ministries of External Affairs, Finance and Sampurnanand Sanskrit Vidyapeeth are also represented in the Board. The Principal, who is ex-officio Director of the Institute, looks after the day-to-day administration of the Institute.

**Central Institute of Buddhist Studies,  
Leh**

The Central Institute of Buddhist Studies, Leh, a fully financed autonomous body of the Department of Culture was established in 1959 for providing facilities for study in Buddhist Philosophy and Metaphysics to Young Lamas and novices to compensate the age-old practice of sending them to Tibet. The basic objectives of the Institute is to train the students in Buddhist philosophy, literature and arts. The Institute is affiliated to the Sampurnanand Sanskrit Vishwa Vidyalaya, and prepares the students for various courses of the Vishwa Vidyalaya. The Institute grants four junior fellowships on the pattern of the U.G.C. The Institute also conducts educational tours and All India seminars on Buddhism. The Institute has a very good library.

The Institute is managed by a Board of Management of which Additional Secretary in the Department of Culture is the Chairman and the representatives of the Ministry of External Affairs, Government of Jammu and Kashmir and Sampurnanand Sanskrit Vishwa Vidyalaya are members. The Institute proposes to start the construction work of its new complex on the plot of land allotted for the purpose by the State Government, during the financial year.

**Sikkim Research Institute of Tibetology,  
Gangtok**

The Institute is an autonomous organisation of Sikkim and has been set up for Research and Studies in Tibetology. The Institute has done significant work in promoting research in 'CHHO' (Tibetan for Dharma) and associate subjects like iconography, medicine, astrology, history, etc. It publishes a Quarterly Journal, A Bulletin of Tibetology covering the history, art, culture of Tibet etc. It also provides research facilities to scholars in Tibetology and allied subjects.

**Library of Tibetan Works and Archives,  
Dharamsala**

The aims of the Library are to acquire and conserve Tibetan books and manuscripts to provide intensified reference service to act as a reference centre for queries on Tibetan source material etc. It has a rich collection of Tibetan manuscripts, paintings and object d'arts.

The main activities of the Library are : providing research facilities; acting as a referral centre through the collections of all the manuscripts, texts, documents and written materials; running of regular courses on Buddhist Philosophy and Tibetan Language Classes; running of schools of Tibetan traditional wood-carving and Thangka painting, filming documentation of all the aspects of Tibetan civilisation under its Oral History Project : publishing and reprinting of Tibetan texts, research papers, translations of important Tibetan works including Tibet Journal and Tibetan Medicine Series; and conducting lectures and seminars from time to time.

## LIBRARIES

Under the Government of India (Allocation of Business) Rules, the work pertaining to the Central Libraries of national importance, the Delivery of Books Act and publication of rare manuscripts is assigned to the Department of Culture. The Central Government is not a law maker for a library system of the country as a whole as the subject "Libraries" is included in the State list. However, the Central Government takes initiative to secure the voluntary cooperation of the State Governments and to promote coordinated development of national, and State Library system. Though some beginning has been made by a few States by introducing Public Library Acts, it is still very far from the target.

Apart from maintaining and developing the libraries of national importance, the Central Government is giving financial assistance to libraries sponsored by voluntary organisations throughout the country. The Department of Culture is taking keen interest in the country's public library movement programme by providing full financial support. The Raja Rammohun Roy Library Foundation, Indian Library Association, Indian Association of Special Libraries and Information Centres, etc., are some of the pioneer professional bodies where library movement programmes are given support and encouragement.

## National Library, Calcutta

The National Library, Calcutta, as one of the recipient libraries in India, receives one copy of the publications, documents published in India under the provisions of the Delivery of Books Act, 1954. The newspapers, periodicals are also received under the same Act which was amended in 1956. The National Library as a depository Library, receives all publications emanating from the United Nations and its various agencies. This Library also keeps up 'Gift & Exchange' relations with 144 institutions in 50 countries all over the world. The 'Gift & Exchange' programme is utilised in acquiring material which are not readily available from normal book trade channels. The National Library publishes bibliographies and catalogues of its holdings with a view to disseminating information. The work relating to the construction of a 3-storeyed building i.e. the first phase of the Second Annexe has been taken up on priority basis to accommodate the ever-increasing collection of material in the Library. This will facilitate the stacking, maintaining and servicing of the collections in a better manner.

The space available in the existing buildings has been utilised to the maximum by providing additional shelvings to accommodate reading material.

The Government of India constituted a Committee to appraise the present security arrangements and to make recommendations for further tightening of security measures. The Committee met at National Library, Calcutta in June, 1983 and its recommendations are being implemented. Two expert committees on acquisition and weeding out policies and on conservations were set up and their meetings were also held during the period under report.

During the period under report, a large number of prominent persons visited the library out of whom mention may be made of the visit of His Excellency the Governor of West Bengal, the members of the Consultative Committee of Parliament attached to the Ministry of Education & Culture, Mr. Vesselin Traikov of Bulgarian Academy of Sciences, Bulgaria and Mrs. Maria Yordonova, Director of Libraries, Sofia.

An up-to-date information highlighting the acquisitions of the Library is given below :—

1. Total number of books in the Library	17,30,530
2. Total number of books in Indian Languages	3,61,480



3. Total number of manuscripts	3,023
4. Total number of maps	75,666
5. Total number of current periodicals (Titles)	15,757
6. Total number of bound volumes of periodicals	1,02,618
7. Publications received as Gift & Exchange	3,89,484
8. Publications received under the Act	3,28,828
9. Indian Official Documents	4,18,943
10. Government Documents	3,85,829

#### **Central Library, Bombay**

The library is one of the four recipient libraries authorised to receive books, newspapers, etc. published in India under the Delivery of Books, and newspapers (Public Library Act, 1954). The library is assisted by Central Government and the Government of Maharashtra on a sharing basis is so far as non-recurring expenditure on maintenance of Delivery of Books Act section of the Library is concerned. The Central Government contribution is limited to the extent of 2/3rd of the non-recurring expenditure and 1/2 of the recurring expenditure of the Delivery of Books Act section. Besides, the Central Government has also been giving grants for the development of the library. Grants are released to the recommendations of the State Government.

#### **Central Reference Library, Calcutta**

The Central Reference Library located in the National Library premises is mainly responsible for the implementation of the two schemes, viz. (1) Compilation and publication of Indian National Bibliography (both in roman script and in respective language script)—a bibliography of current Indian publications published in Indian Languages including English and (2) Compilation and publication of Index Indiana (in roman script)—an Index to articles appearing in current Indian periodicals in major Indian Languages.

#### *Indian National Bibliography*

The Indian National Bibliography was being published as monthly issues up to 1977 with its annual Cumulations. In order to bring the Bibliography up-to-date within the shortest possible time, it has been decided to publish the Indian National Bibliography 1978 and onwards as Annual volume only until it is brought up-to-date. Annual volume of 1979 will be published by the end of this year. Annual volume 1978 is in the press. Annual volume of 1980 is ready for the press. The Photo-Composing Machine imported from the U.S.A. in March, 1983, to get the matter composed at the Central Reference Library so that the Government of India Presses may print each issue more expeditiously, has been commissioned and one post of Operator of the machine and one post of Photo Assistant have been created. Compilation of the language bibliographies in language scripts for 1983 will be completed by March, 1984. One volume each of Assamese Bengali, Malayalam and Oriya bibliographies will be published during the year.

#### *Index Indiana*

The first annual volume 1981 of the Index Indiana covering six languages viz. Bengali, Hindi, Gujarati, Marathi, Malayalam and Tamil will be published by the end of this year.

#### *Progressive use of Hindi for Official Purpose of the Union of India*

An official Language implementation committee has been set up for implementation of the Government Orders relating to progressive use of Hindi in the Central Reference Library. In all, four meetings were held during the year. One Hindi Assistant has been appointed for the progressive use of Hindi in the Library.

#### *Setting up of a Review Committee*

Government of India have constituted a Review Committee to review the working of the Library for the re-organisation of the Central Reference Library into a national bibliographical centre. Two meetings of the committee have already been held.

#### *Visit of Expert*

Mrs. J. C. Dowing, a British Bibliographical Expert (Former Deputy Chief Editor, British National Bibliography) who visited the Library at the invitation of the Government of India at the end of 1982 has submitted a report on the working of the Indian National Bibliography Project.

#### **Raja Rammohun Roy Library Foundation, Calcutta**

Raja Rammohun Roy Library Foundation is an autonomous organisation sponsored the Government of India, Department of Culture. It was established in May, 1972 to support and promote public library services in the country with a view to developing reading habit among the people. It

renders assistance to public libraries in various States and Union Territories under the schemes mentioned below :—

- (1) Assistance towards building-up of adequate stock of books and reading and visual materials;
- (2) Assistance towards development of rural book deposit centres and mobile library services;
- (3) Assistance towards binding and preservation of rare books, journals and manuscripts;
- (4) Assistance towards organisation of library workshops, seminars and book exhibitions;
- (5) Assistance towards storage of books.

During 1982-83, the Foundation rendered assistance worth Rs. 49.12 lakhs approximately to 2,000 public libraries all over the country. From 1972-73 to 1982-83 the value of assistance amounted to Rs. 326.12 lakhs covering 17084 libraries at different levels.

The Foundation is not merely a grant giving body; it promotes library services in many other ways. During 1982-83 the Foundation compiled with the help of computer a list of about 17,000 libraries so far assisted by it. The Foundation also organised in collaboration with the National Library a reorientation seminar for State/Central Librarians on Library Cooperation with Special Reference to Inter Library Loan from March 4-7, 1983. It also organises lectures on different aspects of librarianship and is preparing a draft of national library policy for consideration of Government of India.

**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. The Central Government provides on annual grant of Rs. 2.00 lakhs to the Council to meet its deficit.

**Delhi Public Library, Delhi**

The Delhi Public Library established in 1951 by the Ministry of Education, Government of India with financial and technical assistance from UNESCO has been providing free library service to the citizens of Delhi. Starting as a small unitary library in Old Delhi it has since developed into a metropolitan Public Library system consisting of Central Library, 24 Branches and Sub-branches, a Braille Department for the Blind and a net work of Mobile Service Stations serving 52 areas and 11 Deposit Stations spread all over the Union Territory of Delhi. The Library which was declared as the fourth Recipient Public Library under the Delivery of Books & Newspapers (Public Libraries) Act last year has started receiving copies of books, etc. published in India in different languages and is going to establish a Legal Deposit Division for the processing and use of reading materials received by it as a Recipient Library under the aforesaid Act.

The Library Building at Sarojini Nagar, designed and constructed on functional lines, is going to house the Zonal Library (South Zone), the projected Legal Deposit Division and the offices of the Delhi Public Library and Delhi Library Board. The Library Building at Bawana is nearing completion.

The Library had a net collection of 705606 volumes and 86155 registered borrowers as on 31st March, 1983. It issued 24,88,641 volumes during the year 1982-83.

**Central Secretariat Library, New  
Delhi**

The Central Secretariat Library, including the Hindi and Regional Languages Wing at Bahawalpur House and a branch library at Ramakrishna puram, New Delhi, has been engaged in providing research and reference services to government organisations, members of the library, research scholars and others. A small collection of materials for lending in English, Hindi and other Indian languages are maintained for the members only.

The library added over 10,300 new books in Hindi, English and other regional languages to its main collection of over 600,000 volumes. In addition, 15,539 items of Central and State Government publications, including Gazettes, legal documents, proceedings of the legislative bodies, etc.

were received by the library. Official publications received from international agencies, such as, UNESCO, United Nations, ILO., etc., and other foreign governments exceeded over 4800 during this period. From this year, the library has started receiving the US Government publications in microfiche form instead of printed volumes. Nine hundred and fifty periodicals and 70 daily newspapers of various languages are being regularly received in the library.

The library enrolled 3730 new members and lent out about 201,700 volumes during 1983. In addition, 275 volumes were borrowed on inter-library loan basis by various Government organisations in Delhi and about 4500 photocopies were supplied to institutions and individual readers.

A very successful book exhibition of a selected 275 volumes, out of a very large collection of Indian Official Publications upto 1900 AD was organised during 14-16 December, 1983. The Exhibition was inaugurated by the Education Secretary. Two eminent historians, who have specialised on this period, made fruitful comments on their value as research materials.

## AKADEMIES AND NATIONAL SCHOOL OF DRAMA

For 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. The National School of Drama has also been set up for promoting dramatic arts. The activities undertaken by these organisations during the period under report are described in the paragraphs that follow.

**Sahitya Akademi, New Delhi**

The main activities of the Sahitya Akademi are : popularising writers and language-literature beyond their language boundaries through translations, literary awards to outstanding books of literary merit and fellowship honours through its publication programme; assessing literary trend and encouraging experiments in the various Indian languages through its various journals; encouraging younger generation writers through its various workshops; travel grants and other schemes. The Akademi is now compiling a detailed Encyclopaedia of Indian Literature with the help of over 1,000 writers belonging to its 22 recognised languages.

During the year the Akademi organised the following Seminars :

- (i) International Seminar on Subramania Bharati to mark the birth centenary of the Tamil Poet in January, 1983 at New Delhi on the theme 'Poetry and National Identity'.
- (ii) Seminar in honour of Fakir Mohan Senapati, the Oriya Writer on the theme 'Social Realism in Indian Novels, in May, 1983 at Bhubaneswar.
- (iii) Seminar on G. V. Raman Pillai, the noted Malayalam historical novelist on his birth centenary, on the theme, 'Vision and Craft in Historical Fiction' in September, 1983 at Trichur.
- (iv) Seminar in honour of Narmadashankar, the distinguished Gujarati writer on his birth centenary on the theme 'Social or Literary Trends in the Social Life in the 19th Century' in December, 1983 at Surat.

**Workshops**

The literary workshops were held at Madras, Bombay and Calcutta on the art and craft of Book Reviewing. Another workshop was held at Bhopal on Short Story in the North Indian languages in April, 1983.

The Sahitya Akademi Annual Awards were presented to 22 Indian writers in the languages recognised by the Akademi.

The Akademi published several new titles in its 'Makers of Indian Literature' series and translations and reprints of earlier monographs were published in major languages. About sixty new publications are proposed to be brought out in 1983-84. Noted publications include 'Who's who of Indian Writers—1983'. 'The Epic Beautiful' and English verse rendering of the Sundara Kand of Valmiki and 'Asian Variations in Ramanaya' (being the papers presented at the Second International Seminar on the Ramayana in 1981).

Six issues of Indian Literature (English Journal) and four issues of Samakaleen Bharateeya Sahitya (Hindi Journal) were also published during the period.

**Sangeet Natak Akademi, New Delhi**

The Sangeet Natak Akademi is a national institution which is chiefly responsible for promotion and growth of Indian music, dance and theatre arts, maintenance of standards of training in the field of performing arts, revival and preservation, documentation and dissemination of classical, tribal and folk art forms of music, dance and drama and recognition and award to outstanding artists. The Akademi has two constituent units namely (1) Kathak Kendra, New Delhi, and (2) Jawaharlal Nehru Manipur Dance Academy, Imphal, where training is imparted in Kathak Dance and Manipuri Dance respectively.

Presenting, collaborating, participating and subsidising cultural programmes is one of the items of work undertaken by the Akademi for promotion of performing arts. The Akademi is holding monthly programmes in Delhi. The important programmes undertaken during the current year are as under :—

- (i) Panel discussions on the play 'Hayavadana';
- (ii) Performance of the play 'Hayavadana' in Marathi directed by Smt. Vijaya Mehta;
- (iii) Conferring of Fellowship on Pandit Ravi Shankar and presenting the award to Shri Vijaya Raghava Rao;
- (iv) Illustrated talk by Shri Vijay Tendulkar through slides—the Faces;
- (v) Lecture Demonstration by Miss Aban Bana on Eurhythmy;
- (vi) Programme of choral music by Calcutta Youth Choir and Gandharva Maha Vidyalaya, New Delhi on the occasion of the International Music Day celebrations on 1st October, 1983;
- (vii) Lecture Demonstration by Shri M. K. K. Nayar on Goethe's Faust in Kathakali;
- (viii) Performance of Dr. Faust in Kathakali by Mankompu Sivasankara Pillai and party from Kerala;
- (ix) Production of Dance-Drama "Chaitanya Mahaprabhu" by Jawaharlal Nehru Manipur Dance Academy, Imphal;
- (x) Programmes—Dance, Drama and Music;
- (xi) Festival of Modern Contemporary Ballet;
- (xii) Festival of Young Dancers by Kathak Kendra;
- (xiii) Maharaj Kalka Bindadin Kathak Mahotasava by Kathak Kendra.

The Akademi also organised five music festivals during the year in five different States under the Scheme of organising Musim Festivals.

Cultural troupes were sent to different States throughout the country under the Scheme of Inter-State Exchange of Cultural Troupes in Collaboration with various State Governments/Akademies.

The Akademi had identified 74 institutions for giving block grants for the ensuing five years with effect from the year 1982-83 and till 1986-87. In addition, grants were sanctioned to 192 institutions/State Akademies on *Ad-hoc* basis during the year under report.

#### *Documentation and Dissemination*

Recording was done of Yusuf Hussain Khan (Vocal), Nissar Hussain Khan, Zafar Hussain Khan & Party (Vocal), C. R. Vyas (Vocal), Kritis and Padas of Shri S. Pinakapani, Smt. Kesarbai Kerkar, Panel discussion on the play 'Hayavadana'.

The Akademi undertook production of a documentary film on 'Bhoota Nritya' which was being directed by Shri B. V. Karanth. The Akademi has plans to produce more documentary films on various folk, tribal and traditional performing arts. The Akademi also continued its programme of acquiring prints of documentary films on performing arts from the Films Division and other eminent producers for its archives.

The prints ordered are :

'Krishnattam' by Adoor Gopala Krishnan (from the Films Division), Bhand Pather, 35 mm print of Smt. Balasaraswathy from National Centre for the Performing Arts, Bombay, Film on 'Dhrupad' by Shri Mani Kaul and Tragada Bhavai by Shruti Daishan Sampati Sansthan.

The Akademi has placed orders for acquiring 5 sculptures of eminent musicians from Shri Sharbari Roy Choudhury of Santiniketan. The Akademi has other proposals for acquiring more prints as well as for making films on eminent musicians/dancers during the year. The Akademi is planning to produce LP Records and Cassettes.

Under this scheme, the following training programmes were continued:—

- (i) Koodiyattam training under guru Mani Madhava Chakiar (9 students).
- (ii) Koodiyattam training under guru Ammannur Madhava Chakiar (10 students).
- (iii) Dhrupad training under :—
  - (a) Ustad Nasir Aminuddin Dagar
  - (b) Pandit Siyaram Tiwari
  - (c) Pandit Ram Chattur Mallick
- (iv) Sarangi training under Pt. Ram Narain.
- (v) Been training under Ustad Asad Ali Khan.
- (vi) Pakhwaj training under guru Purushottam Dasji.
- (vii) Training in Ashtapadi singing under the supervision of Shri G. Sankara Pillai.
- (viii) Training in Nav Janardhanam under Shri Nataraj Ramakrishna.
- (ix) Training in puppetry under the supervision of Shri K. L. Ramachander (Tolpava Koothu, glove puppets of Kerala).

These training programmes are continuing activities. Initially the programmes are approved for one year and extensions are granted after review of the training programme, if necessary.

Except Ashtapadi singing and Nav Janardhanam the other training programmes are likely to continue.

In addition, the Akademi has been imparting specialised training in the fields of Kathak and Manipuri dances through its two constituent units, namely, the Kathak Kendra, New Delhi and Jawaharlal Nehru Manipur Dance Academy, Imphal.

*Assistance to Young Theatre  
Workers*

This Scheme was introduced during 1979-80. Under this scheme, the Akademi organised one National Street Theatre Workshop at Bhopal in which eminent directors and observers participated. Street plays were presented in various parts of the city. The Akademi also planned organising two zonal festivals at Bangalore and Lucknow.

*Preservation and Promotion of  
Puppetry*

The Scheme aims at training, renovating puppets etc., organising festival-cum-workshop on puppet theatre and preparing films on puppetry.

The training programmes are conducted for the following traditional puppet theatre forms.

Tolpava Koothu, Ravanchhaya, Gombe-atta, Tolu Bommalatta, Togalu Gombe-Atta, Sakhi Kundhai, Kundhai Natcha.

Grants are also given for holding puppet shows for school children and production of puppet figures.

The Akademi continued to provide assistance for these activities during the year. A national puppet festival depicting various puppet forms prevalent in the country was also being planned.

*Development of Tribal Culture*

Under the scheme, the Akademi has been assisting various tribal festivals in different parts of the country. During the year the Akademi assisted Kutch Maldhari tribal festival at Bhuj in collaboration with Indian National Theatre, Bombay. One more tribal festival organised by Bharatiya Lok Kala Mandal in Rajasthan was given financial assistance.

*Publications*

During 1983-84, the Akademi brought out three issues of "Sangeet Natak" journal (Nos. 64 to 66) and two more issues were in the Press and would be brought out before the close of the year. Quarterly News Bulletin was also being published. The publications brought out by the Akademi are :—

"Ayodhyakanda of Tolpava Koothu" by K. L. Krishnamutty Pulavar;

"Pushti Sangeet Prakash" by late B. P. Bhatt;

"Who's who of Indian Musicians" (2nd Edition) and Monôgragh of 'Bhaona' were expected to be published before the close of the year.

The Akademi is maintaining a well-equipped library and archives of colour slides and photographic records of contemporary Indian arts. It accords recognition to art organisations and gives grant-in-aid each year for promotion of art in the States. The Akademi also brought out a number of publications. Notable among these are : portfolios of miniature paintings of Devgarh, Kishangarh and Bundi, monographs of Somanti Hute Sultan Ali, B. S. Gaitonde and Jahangir Sabavala. The Akademi brought out special publications of commemorative volume on Nanda Lal Bose and Coomarswami Memorial Seminar papers.

The Akademi is presently busy in making preparations for holding of National Exhibition of Art in February-March, 1984. It has already organised exhibitions of selections from the National Exhibition of Art at Lucknow, Chandigarh, Simla and Panaji. An Exhibition of new aspects of landscape by 10 young British painters, exhibition of works by Bulgarian artists and exhibition of paintings by 7 German artists were also organised. The Akademi is also participating in international exhibition in 2nd Asian Art Biennial in Bangladesh.

The National School of Drama and Asian Theatre Institute was set-up in the year 1959, under the Sangeet Natak Akademy. In the year 1975 it became an independent Registered Society under the name of the National School of Drama. The main aim of the School is to promote in India a Vibrant theatre movement of contemporary relevance which would take root in the traditions and the cultural diversities of the country. During these twenty six years of its establishment, the School has done a tremendous work in the field of theatre movement and has given a new direction to the theatrical form of the country. Today the School is linked to comparative theatre developments in the World. The School imparts training in dramatic arts to talented and enthusiastic young theatre workers. Besides the regular classes, the School also continued the following activities :

1. Putting up performances of plays.
2. Organisation of theatre workshops in different regions to provide training facilities in the field of drama to those enthusiasts who cannot afford to spend 3 years at the School for regular training but are involved in theatre.
3. Putting up theatre exhibitions.
4. Conducting children's theatre activities and other part-time courses.

During the academic year under review the School and its Repertory Company were engaged in a large number of performances and other activities. The School organised a number of extension lectures, workshops and study tours for the benefit of its students. The workshops to popularise theatre among children between the age-groups 7 to 14 years were also held for a duration of about 3 months at Delhi, Betul (M.P.) and Gorakhpur (U.P.).

The Pilot Project towards the discovery of Indianness in theatre which was started at Trichur in collaboration with the School of Drama, Calicut University under the directorship of Prof. G. Sankara Pillai ended with great success.

### PROMOTION AND DISSEMINATION OF CULTURE

#### Centre for Cultural Resources and Training

##### (i) *Promotion and Dissemination*

The Centre for Cultural Resources and Training, an autonomous body, is fully financed by the Government of India. The Centre's main objective is to help revitalise the educational system by creating an understanding and awareness among students about the plurality of regional cultures of India and integrating this knowledge with the curriculum subjects. To fulfil its objectives, the Centre organises a number of training programmes for the benefit of inservice teachers drawn from primary/high/higher secondary schools from different parts of the country.

During the year 1983-84, the following training programmes were organised :

1. Orientation Course on the Appreciation of the Arts.
2. Refresher Course for trained teachers.
3. Workshops and Seminars on different facets of Indian Culture.
4. Course on Puppetry for Education.

During the period under report, the Centre organised six Orientation Courses/Refresher Courses, and several Workshops of the duration of 2-5 weeks at New Delhi and Udaipur. These training programmes are designed to create an awareness of the fundamental principles underlying development of Indian Culture in the fields of Architecture, Sculpture, Paintings, Literature, Dance, Music, Theatre, Folk Arts, Handicrafts etc. The training programmes consist of lectures and lecture-demonstrations, practical training in these art forms, seminars and discussions etc. In addition 4 courses on Puppetry for Education were also organised at New Delhi.

In order to fully realise the objectives of the training given to the teachers and to foster an understanding and appreciation of Culture among school children, audio-visual material is provided to the institutions from which the teacher has been trained in the Orientation Course. During 1983-84, 300 sets of audio-visual material were expected to be produced for distribution to the institutions.

The Centre also organised a Seminar on the Role of Administrators in the implementation of the CCRT activities. In addition 4 Seminars for the Principals/Headmasters have been organised during the period under report.

The Centre continued the publication of its quarterly journal entitled 'Newsletter' which provides a platform for dialogue amongst trained teachers working in different regions to exchange views on Education and Culture.

Field trips to rural and tribal areas of Himachal Pradesh, Karnataka, Tamil Nadu were organised with a view to collecting audio-visual resources.

The films, on 'Kinnaur Ka Lok', 'The Woman Painters of Madhubani' and the 'Tales of the Fisherwomen' were being completed during this period.

#### *Building Grants to Voluntary Cultural Organisations*

The object of the scheme is to give grants to voluntary cultural organisations for construction of buildings and purchase of equipment. The scheme covers organisations (other than religious institutions, public libraries, museums, municipalities, schools, universities or institutions fully financed by the Central/State Governments) primarily working in the cultural fields of dance, drama, music, fine arts, indology and literature.

During the year 1983-84, applications under the scheme were invited from the cultural institutions through State Governments for giving grants for construction and purchase of equipment. Building grants have been sanctioned to 14 new organisations under the scheme.



*Financial Assistance to Dance,  
Drama and Theatre Ensembles*

Under this head, two schemes of financial assistance are presently in operation. The first scheme provides for financial assistance to well established institutions doing good work in the field of performing arts, to help them become national or regional resource centres in their respective fields. Twenty one institutions are in receipt of financial assistance under this scheme during 1983-84.

The objectives of the second scheme are to provide financial assistance to professional groups and individuals for specified performing arts, projects, dramatic groups, theatre groups, music ensembles, orchestration units, childrens' theatres, puppet theatres, socio-artists and all genres of performing arts activities are considered. About 60 groups and individuals are in receipt of financial assistance on a non-recurring *ad-hoc* basis under this scheme during 1983-84, and assistance is likely to be given to a few more cases.

*Festival of India  
(Exhibitions)*

The Government of India has decided to organise a Festival of India in the United States of America and France during 1985-86. The Prime Minister of India has set up a high level Advisory Committee in India under the Chairmanship of Smt. Pupul Jayakar, to coordinate the various programmes to be presented during the Festival. Similar committees have also been set up in the U.S.A. and France. The Festival of India will offer a most comprehensive projection of the various facets of social and cultural life in India from ancient time to the present day. The celebrations would consist of a series of exhibitions and programmes of music, dance, dramas, and film shows as well as seminars, symposia, workshops and lectures to discuss various aspects of Indian literature, arts and social sciences. The Festival will seek to depict the variety, character and quality of modern India by presenting the continuity of her traditional skills in folk and classical arts simultaneously with her technological achievements, contemporary films, books, graphics and photography. The Festival will commence in the spring of 1985 and will continue till 1986 and will be one of the biggest events ever-mounted to promote goodwill and understanding between India and the two countries.

**Development of Cultural Organisations**

Government of India has recently started a scheme entitled "Financial Assistance to Institutions/Organisations/Societies engaged in cultural activities". Under this scheme a grant of Rs. 20,000/- or 50% of the total expenditure, whichever is less, is provided to the organisations which are engaged in cultural activities. The grant is given to the registered voluntary organisations with the recommendation of State Government for the following purposes (a) Holding of Conferences, Seminars and Symposia on important cultural matters (b) to meet expenditure on activities of developmental nature like conduct of surveys, pilot projects etc.

The organisations which will qualify for the grant will be recommended by an Expert Committee of the Department. The Scheme was advertised and applications received are being processed.

*Grants to Cultural Organisations*

Financial assistance is being given to institutions of all India character which are engaged in the development of cultural activities to meet part of their expenditure on maintenance and development activities. The institutions covered include PEN All India Centre, Bombay; Ramakrishna Mission Institute of Culture, Calcutta; Asiatic Society, Calcutta; Institute of Historical Studies, Calcutta; Numismatic Society, Varanasi; Bharatiya Vidya Bhavan, Bombay and Institute of Traditional Culture, Madras.

**Scheme of Award of Cultural Talent Search Scholarships**

(ii) *Schemes for  
Training and Research*

Under Cultural Talent Search Scholarship Scheme, 100 Talented Children in the age group 10-14 from different States and Union Territories are selected each year for the award of scholarships in different cultural fields. The scholarships are awarded for one year at a time and are renewable on a year to year basis up to the completion of First Degree of University stage of education or 20 years of age whichever is earlier, provided the progress of the recipients remains satisfactory.

For the two years viz., 1980 and 1981, 200 scholarships were to be awarded. The Scheme has been transferred to Centre for Cultural Resources and Training with effect from the year 1982 for further implementation.

*Scholarships to young workers  
in different fields*

The objective of the scheme is to give financial assistance to young artists of outstanding promise for advanced training within India in the field of music, drama, dance, painting, sculpture etc. The scholarships are given to candidates in the age group of 18-28 years. The number of scholarships is 75 per annum. The value of each scholarship is Rs. 350 per month. From 1st April 1984, the value of stipend will be Rs. 400 per month.

The number of scholarships awarded under the scheme during the year 1983-84 is 75, and it is proposed to award 75 scholarships during 1984-85 also.

*Award of Fellowships to  
outstanding artists in the field  
of the performing, literary and  
the plastic arts*

Scheme of award of fellowships to outstanding artists in the fields of the performing, literary and plastic arts provides basic financial support either for very advanced training or individual creative effort or for outstanding men of the performing, literary and plastic arts. The scheme provides for 50 fellowships every year tenable for two years, out of which 15 (fifteen) are Senior fellowship of the value of Rs. 1,000 per month each and 35 (thirty five) Junior fellowships of the value of Rs. 500 per month each.

The number of fellowships awarded under the scheme during 1983-84 is 50.

*Scheme of Financial Assistance  
to persons distinguished in Letters,  
Arts and such other walks of life  
who may be in indigent circumstances*

Financial assistance is given to persons distinguished in letters, arts and such other walk of life who may be in indigent circumstances. Cases under the scheme are considered on recommendations of the concerned State Governments and expenditure is shared between the Central and the State Governments in the ratio of 2 : 1 respectively. In some exceptional cases 100% expenditure is met by the Central Government. According to the scheme, persons who are not less than 58 years of age and whose monthly income does not exceed Rs. 600 per month can be given a monthly financial assistance up to Rs. 400 per month.

During 1982-83, 226 persons were given financial assistance and the process of selection for 1983-84 is underway.

*Emeritus fellowships to most  
eminent artists in the fields of  
performing, literary and plastic  
arts*

The Scheme of Emeritus Fellowships has been formulated so that the artists who have achieved a high degree of excellence in their respective fields but have since retired from the profession can be given financial support to enable them to continue experimentation in a spirit of financial freedom. Ten fellowships will be awarded every year commencing with 1983-84. The value of each fellowship will be Rs. 2,000 per month which will be tenable for two years extendable by two more years. The selection of the fellows for the award of fellowships under the scheme will be made from amongst the persons who will be recommended by the State/Union Territory Governments and Central Academies, by a high powered Central Selection Committee under the Chairmanship of Education Minister.

### MEMORIALS

**Gandhi Darshan Samiti, New Delhi** Gandhi Darshan Samiti Exhibition was set up during 1969 with a view to propagating the life and ideals of the Father of the Nation through visual displays, exhibitions, seminars, cultural and educational programmes, besides maintaining and running pavilions. On 2nd October, 1970 this Exhibition was reopened to the public under the aegis of the Gandhi Darshan Samiti. The Exhibition aims at educating the general public about the significance of Gandhiji's mission for socio-economic and moral uplift of the nation while ensuring universal peace, harmony and cooperation. It also organises special programmes on days of national importance, which include periodical exhibitions, cultural performances, educational programmes, seminars, on the spot essay, art and music competitions for school and college students. Free film shows are held on these days for groups of school and college students or tourists and also, on request, on any working day.

*Visitors* The number of visitors to Gandhi Darshan during the period April 1 to November 30, 1983 on an average came to about 332 persons per working day. On special occasions like Gandhi Jayanti Day and on the day of conferences etc., the number of visitors goes up in thousands.

*Pavilions* As in the past, more emphasis was given to keep the pavilions and the surroundings neat and tidy and offer good guide service to the public. Old and faded photographs were replaced by new ones and also some new exhibits and appropriate photographs were added. A new pavilion called "Hall of Nation Builders" was inaugurated by the Working Chairman, Gandhi Darshan Samiti. This pavilion houses photographs of eminent educationists, social reformers and prominent freedom fighters, who played a leading role in building a strong India in various spheres.

*Taking Gandhi to Schools* On the eve of Gandhi Jayanti on 1st October, 1983 a students' silent rally was organised, in which more than 3,000 boys and girls drawn from various schools of Delhi participated. This rally passed through important areas of Delhi and was addressed by Shri Jagpravesh Chandra, Chief Executive Councillor, Delhi, at the premises of Gandhi Darshan.

With a view enabling the students gain a fairly good knowledge about the life and teachings of Gandhiji, a General Knowledge Test was held on 30th November, 1983 in which 23,652 students from 245 schools and 225 students from 35 colleges from all over Delhi participated.

Weekly coaching classes were held at the premises of Gandhi Darshan for the benefit of interested students during the months of September-October-November, 1983.

*Youth Training Programme* On 30th September, 1983 a Quiz Programme (Prashnottar Manch) was organised, in which 16 teams from different colleges of Delhi participated. The winning teams were awarded coupons for purchasing khadi cloth from Punjab Khadi Bhandar, New Delhi.

Camps were organised in Gandhi Darshan premises for college students with a view to making them understand the dignity of labour and arousing interest for the study of Gandhian literature. One hundred and thirty five students from 3 colleges participated in the programme.

*Art & Exhibition* Temporary exhibitions were organised in colleges and a special exhibition on Gandhiji was arranged at the Embassy of USSR.

The Gandhi Darshan participated in the Gandhi Mela organised annually by the Municipal Corporation of Delhi at the Red Fort. The Gandhi

Mandap depicting the life and works of Gandhiji through pictures, paintings, charts etc. was visited by lakhs of people during the period from 20th September to 2nd October, 1983.

**Nav Nalanda Mahavihara & Huen-T-Sang Memorial Hall, Nalanda**

The Huen-T-Sang Memorial Hall at Nalanda is being constructed by the Government through C.P.W.D. The building is likely to be completed this year. A proposal of merger of these two institutions is under consideration of the Government of India in consultation with the State Government of Bihar.

### CENTENARIES AND ANNIVERSARIES

The Centenaries of distinguished personalities who have contributed towards cultural heritage, development of thought and reform of social systems are observed from time to time. Normally year-long programmes are drawn up for major centenaries which are observed at national level. The programmes which are recommended by High-powered Committees, set up for each such Centenary include various types of activities and are implemented by various Ministries/Departments of Government of India including the Ministry of Education and Culture under their normal and 'on-going' Schemes. However, programmes which cannot be covered under any existing schemes are implemented by Centenary Cell of this Ministry for which 'Ad-hoc' provisions are made under Plan budget. These programmes include organisation of national and international seminars, functions, publications, exhibitions, memorials etc.

The Department of Culture organised the following centenaries of important personalities during the year.

#### *Nandalal Bose Birth Centenary Celebration*

A National Committee was set up, with the Prime Minister as its Chairman, to celebrate the birth Centenary of Shri Nandalal Bose, the famous artist and painter, in December, 1983.

Two meetings of the National Committee on Nandalal Bose were held on 24th February and 25th August, 1983 respectively. As per the recommendations of the Committee, an exhibition was inaugurated on 5th December, 1983 by the Prime Minister and a special commemorative postage stamp was released by her on the same day at National Gallery of Modern Art. A commemorative Volume is being produced by National Book Trust.

#### *Jayaprakash Narayan Memorial Committee*

A Jayaprakash Narayan Memorial Committee has been set up under the Chairmanship of Prime Minister of India to suggest programmes for perpetuating the memory of late Shri Jayaprakash Narayan.

A Second Meeting of the National Committee on Jayaprakash Narayan Memorial was held on 29th August, 1983 under the Chairmanship of the Prime Minister to review the progress made so far on the recommendations made in its first meeting held on 21st June, 1981. The recommendations made in the second meeting were being implemented.

#### *Dr. Rajendra Prasad Birth Centenary*

The Birth Centenary of Dr. Rajendra Prasad, first President of India falls on the 3rd December, 1984. It has been decided to celebrate it at National level. A National Committee has been set up, with the Prime Minister as its Chairman, to celebrate the birth centenary of Dr. Rajendra Prasad.

In the first meeting of the National Committee held on 1st December, 1983, the Committee suggested a number of programmes which are being implemented in consultation with concerned Departments/State and other agencies. The programmes include release of postage stamp, installation of statue of Dr. Rajendra Prasad, publication of Commemorative Volume and correspondences, Documentary or TV film, Exhibitions, organisation of a National Seminar, erection of memorial, setting up of a big library and Museum.

#### **Other Centenaries**

#### *Dayanand Saraswati Death Centenary*

For observing Dayanand Saraswati's death centenary during the year 1983, a grant of Rs. 3 lakhs was sanctioned for publication of commemorative volume and translation of 4 Vedas in English and Hindi by Sarvadeshik Arya Prathinidhi Sabha, Ramlila Ground, New Delhi.

#### *Celebrations of 1400th Anniversary of the Hijra Era*

Shri M. S. Sathyu an eminent producer was entrusted with the work of production of documentary film on 'Islamic Heritage of India'. The cost of the film would be Rs. 14.00 lakhs

An All India Subramania Bharati Centenary Celebration with a Committee under the direction of the Prime Minister was constituted with Shri Kamlapati Tripathi, M.P. as Chairman to celebrate the birth Centenary of Subramania Bharati during 1982. Action was taken to implement all the recommendations of the committee during the year including publication of a Commemorative Volume.

A Publication Committee was constituted for bringing out the Commemorative Volume in English and Hindi of selected works of Subramania Bharati. A grant of Rs. 2.12 lakhs was sanctioned for this purpose.

In addition to celebrating the above centenaries, financial assistance was also provided to Voluntary Organisations for celebrating Centenaries/Anniversaries of eminent personalities. Grants were released for organising Atis Dipanker, a renowned Buddhist's 1000th Birth Anniversary.

## CULTURAL RELATIONS

**Cultural Agreements/Cultural Exchange Programmes**

Exchanges in education, arts, science, technology and information are a potent vehicle for inculcating a spirit of international understanding between peoples and nations. There is an increased recognition among countries about the importance of cultural and educational exchanges in building a stable world community and supporting social and economic development. This makes the role of international cultural cooperation significant.

The Ministry has been actively pursuing a policy of cultural relations with many countries in the world and this forms an essential and valuable part of India's total international effort. From a mere 21 Cultural Agreements signed with foreign countries until 1970, the number has increased to 70 at present including 5 agreements signed this year with Ethiopia, Finland, Maldives, Upper Volta and Yemen Arab Republic. This is a viable evidence of progress in our external cultural relations. Cultural agreements help in the establishment of new relationships, strengthening of old and historic relationships and even for re-orienting the existing relationships.

The Cultural Agreements lay down the broad principles of cooperation and are implemented through cultural exchange programmes which specify the details of exchanges. These programmes are formulated and reviewed every 2-3 years. A sustained effort has been made to develop within the framework of Cultural Agreements, regular programmes of exchanges with a number of countries, 39 at present including 16 Cultural Exchange Programmes signed/renewed this year with Greece, Tunisia, Bangladesh, FRG, Jordan, Democratic People's Republic of Korea, Poland, USSR, Vietnam, Norway, Republic of Korea, France, Cuba, Peoples' Democratic Republic of Yemen, Finland and Mauritius. In respect of countries with which regular programmes of cultural exchanges have not so far been evolved, bilateral cultural relations are maintained on the basis of *ad-hoc* cultural activities such as visits of performing troupes, offer of scholarships etc.

Cultural presentations through performing delegations, exhibitions and exchange of scholars have played an important role in cultural projections and is creating favourable environment in our over all relations with various countries. However, our exchange programmes are now exploring new avenues and are not restricted to the standard pattern of student, teacher, art exchanges. Many more areas of cooperation *viz.* sports, mass media, academic links between institutions of higher learning in India and Abroad, language study programmes, exchange of specialists, participation in conferences, professional and technical training, archaeology, etc. have been included. These programmes are proving valuable in providing new dimensions to our international cultural relations.

**Goodwill Visits/Official Delegations**

In the development of cultural relations, goodwill visits at the highest level have been historically important. During the year, the Education Minister, Smt. Sheila Kaul led delegations to Ethiopia and Kenya. Cultural agreement was signed during the visit to Ethiopia where as the programme in Kenya included discussions with the Minister of Higher Education and Basic Education on matters of mutual interest. The Deputy Minister of Education, Shri P. K. Thungon visited Vietnam and during this visit. Cultural Exchange Programme with Vietnam for 1983-84 was signed. Delegations led by Hungarian Deputy Minister for Culture and Education (H.E. Dr. Ferenc Ratkai), Greek Minister for Culture and Sciences (H.E. Mrs. Melina Mercuri), Egyptian Deputy Education Minister (H.F. Dr. Mansour Hussain) and Bangladesh Minister of Education (H.E. Dr. A. Majeed Khan) and Tanzanian Minister of National Education (H.E. Mr. Jackson M. Makwetta) visited India.

Besides Ministerial visits, official Indian delegations were sent to (1) USA under Indo-US Sub-Commission on Education and Culture, (2) FRG for participation in the 6th Meeting of the Indo-FRG Permanent Committee and for formulation of a new Cultural Exchange Programme, (3) USSR for attending the meeting of Indo-USSR Joint Committee for finalisation of new cultural exchange programmes, (4) Japan, for participation in the 31st International Congress of Human Sciences in Asia and North Africa, (5) Hong Kong, for participation in the 3rd Conference of Commonwealth Arts Administrators, and (6) P.D.R. Yemen, for finalisation of Cultural Exchange Programme.

Official delegations from Belgium, Democratic People's Republic of Korea, Republic of Korea, France, Cuba and Finland were received for discussion and finalisation of Cultural Exchange Programmes with these countries.

While the Ministry develops and coordinates the International Cultural Policies (including formulation, negotiation and signing of cultural agreements; ministerial and official level visits etc.) the actual implementation of cultural programmes is handled by the concerned ministries/departments and other institutions like the University Grants Commission, Indian Council of Cultural Relations, Archaeological Survey of India etc. which are specialised in handling projects in their respective fields. This decentralised operation of cultural programme was continued during the year.

**Presentation of Books, Art Objects and Essay Competitions**

Books, art objects and essay competitions being important media for promotion and better understanding of life and culture of India, the Ministry continued to provide funds to the Indian Council of Cultural Relations for presentation of books and art objects to foreign governments, organisations, libraries and individuals and for organising essay competitions abroad through the Indian Missions.

**Assistance to Indo-Foreign Friendship Societies**

The Indo-Foreign Friendship Societies provide useful avenues for the promotion of Indian culture abroad. These societies organise cultural activities such as lectures, festivals, exhibitions and performances of Indian artists. Some of these societies also maintain small libraries and reading rooms. The Ministry has been extending financial assistance to these societies on the recommendation of the concerned Indian missions abroad. The programme was continued during the year.

Besides assistance to these societies, grants were given to a few selected Indian missions for the encouragement of cultural activities among the local population of Indian origin.



**FINANCIAL ALLOCATIONS (IN LAKHS OF RUPEES) OF ITEMS  
DISCUSSED IN VARIOUS CHAPTERS**

Sl. Item No.	Plan/ Non-Plan	Budget Estimates 1983-84		Budget Estimates 1984-85	
		original	revised		
1	2	3	4	5	6
<b>DEPARTMENT OF EDUCATION</b>					
<b>School Education</b>					
1.	Central Tibetan Schools Administration . . . . .	Non-Plan	112.75	122.51	130.69
2.	Kendriya Vidyalaya Sangathan . . . . .	Non-Plan	3490.00	3864.32	4486.27
3.	Bal Bhavan Society . . . . .	Plan	22.00	22.00	22.00
		Non-Plan	24.14	27.86	29.36
4.	Community Singing Movement . . . . .	Plan	Nil	15.63	40.00
5.	Central Board of Secondary Education (Open School Project) . . . . .	Plan	--	--	21.00
*6.	Scheme of Integrated Education of Disabled children	Plan	41.00	41.00	
7.	Educational concessions to the children of the Armed Forces/ Personnel killed/permanently disabled dur- ing hostilities . . . . .	Non-Plan	1.70	1.75	1.75
8.	Cultural Exchange Programme in the field of school education . . . . .	Non-Plan	1.00	1.00	1.00
9.	National awards to Teachers . . . . .	Non-Plan	3.15	3.22	5.79
10.	NCC Junior Division Troops in Central, Public & Residential Schools . . . . .	Non-Plan	5.50	5.60	5.50
11.	Educational Technology Programme . . . . .	Plan	359.00	359.00	599.00
12.	Population Education . . . . .	Plan	150.00	103.00	150.00
13.	National Council on Educational Research & Training . . . . .	Plan	310.00	251.35	330.00
		Non-Plan	800.00	912.00	939.00
14.	Assistance to voluntary organisations . . . . .	Plan	10.00	8.50	17.00
15.	Non-formal Education . . . . .	Plan	475.00	732.00	677.00
16.	Early Childhood Education . . . . .	Plan	15.00	15.00	20.00
17.	Mid-day Meals Programme . . . . .	Plan	--	--	--
18.	Central Commodity Assistance to the States in the form of paper for Non-formal Education . . . . .	Plan	550.00	144.52	450.00
<b>Physical Education</b>					
1.	Lakshmbai National College of Physical Educa- tion . . . . .	Plan	14.00	14.00	22.00
		Non-Plan	27.80	33.00	36.42
2.	Strengthening of Physical Education Training Insti- tutions . . . . .	Plan	6.00	6.00	8.00
3.	Promotion of Yoga . . . . .	Plan	10.00	7.00	8.00
		Non-Plan	6.75	7.85	8.15
<b>Higher Education and Research</b>					
1.	University Grants Commission . . . . .	Plan	5722.00	4272.00	6100.00
		Non-Plan	8000.00	8900.00	9320.00
2.	Indian Institute of Advanced Study . . . . .	Non-Plan	35.00	32.53	35.53
3.	Indian Council of Philosophical Research . . . . .	Plan	25.00	33.00	32.00
4.	Indian Council of Historical Research . . . . .	Plan	20.00	22.00	33.00
		Non-Plan	34.50	38.00	39.66
5.	All India Institute of Higher Learning . . . . .	Plan	5.00	5.00	25.00
		Non-Plan	10.00	10.00	10.50
6.	Indian Council of Social Science Research . . . . .	Plan	135.00	148.00	170.00
		Non-Plan	145.00	160.00	166.98
7.	Shastri Indo-Canadian Institute . . . . .	Non-Plan	18.90	18.90	20.00
8.	Revision of Salary Scales of teachers in Universities and Colleges . . . . .	Non-Plan	200.00	200.00	190.00

\*Budget provision with the Ministry of Social Welfare. Scheme implemented by this Ministry.

1	2	3	4	5	6
9.	Loan to Panjab University . . . . .	Plan	25·00	25·00	25·00
10.	National Research Professors . . . . .	Non-Plan	1·40	0·65	1·40
11.	Assistance to Professional organisations . . . . .	Plan	5·00	5·00	5·00
12.	Dr. Zakir Hussain College . . . . .	Plan	5·00	5·00	26·00
		Non-Plan	2·00	2·13	2·23
13.	Association of Indian Universities . . . . .	Plan	15·00	25·00	15·00
		Non-Plan	1·52	1·60	1·64
14.	Jamia Millia Islamia . . . . .	Plan	15·00	15·00	19·00
		Non-Plan	27·81	29·04	30·09
<b>Technical Education</b>					
1.	Quality Improvement Programme (Direct Central Assistance and Community Polytechnics) . . . . .	Plan	150·00	200·00	200·00
		Non-Plan	78·00	78·00	85·00
2.	Programme of Apprenticeship Training . . . . .	Plan	40·00	40·00	94·00
		Non-Plan	163·35	175·70	186·78
3.	Indian Institutes of Technology . . . . .	Plan	700·00	700·00	800·00
		Non-Plan	2998·82	3306·71	3766·18
4.	Development of Post-Graduate courses and Research . . . . .	Plan	70·00	70·00	100·00
		Non-Plan	130·00	130·00	140·00
5.	Regional Engineering Colleges . . . . .	Plan	115·00	115·00	250·00
		Non-Plan	676·95	735·15	810·25
6.	Central Institute (Technical Teachers Training Institutes), School of Planning and Architecture, NITIE Bombay and NIFT Ranchi . . . . .	Plan	125·00	120·00	150·00
		Non-Plan	296·74	316·19	345·09
7.	Indian Institutes of Management . . . . .	Plan	200·00	200·00	225·00
		Non-Plan	311·90	348·22	362·82
8.	Administrative Staff College . . . . .	Non-Plan	2·50	3·73	3·50
9.	Management Education . . . . .	Plan	15·00	15·00	20·00
10.	University Grants Commission Schemes . . . . .	Plan	600·00	575·00	500·00
11.	New Schemes . . . . .	Plan	1000·00	1980·00	2030·00
12.	Asian Institute of Technology . . . . .	Non-Plan	5·00	7·50	8·50
13.	Educational Consultants India Limited . . . . .	Plan	8·00	13·00	10·00
<b>Adult Education</b>					
1.	Strengthening of Administrative Structure . . . . .	Plan	110·00	221·00	160·00
2.	Rural Functional Literacy Project . . . . .	Plan	1530·00	1609·00	2870·00
		Non-Plan	130·00	130·00	130·00
3.	Assistance of Voluntary Agencies working in the Field of Adult Education (including State Resources Centres and Evaluation) . . . . .	Plan	135·00	235·00	335·00
		Non-Plan	7·50	7·50	10·71
4.	Post literary and Follow up Programme . . . . .	Plan	180·00	90·00	280·00
5.	Shramik Vidyapeeths . . . . .	Plan	20·00	20·00	25·00
		Non-Plan	21·23	21·34	22·28
6.	Directorate of Adult Education (including printing press) . . . . .	Plan	25·00	14·05	22·00
		Non-Plan	24·78	23·94	24·65
7.	Award to States for doing good work for Female Adult Literacy . . . . .	Plan	—	300·00	Nil
8.	Unicef Assisted Projects of Non-formal education for Women and Girls . . . . .	Plan	—	4·65	3·00
		Non-Plan	1·66	3·76	4·59
<b>Scholarships</b>					
1.	National Scholarships Scheme . . . . .	Plan	350·00	300·00	420·00
2.	(a) National Loan Scholarship Scheme . . . . .	Non-Plan	400·00	400·00	400·00
	(b) Write-off irrecoverable loans and advances . . . . .	Non-Plan	8·00	8·20	8·30
	(c) 50% share of the State Governments in respect of recoveries made from scholars for pre-1974 consolidated loans . . . . .	Non-Plan	16·00	16·00	16·00
3.	Scholarships in approved Residential Secondary Schools . . . . .	Non-Plan	105·00	105·00	110·00
4.	Grant-in-aid of Scholarships to students from Non-Hindi speaking states for Post-Matric studies in Hindi . . . . .	Non-Plan	33·00	33·00	33·00
5.	General Cultural Scholarships Scheme . . . . .	Non-Plan	60·00	50·00	60·00

1	2	3	4	5	6
6.	Scholarships for Nationals of Bangladesh funds with Ministry of External Affairs	Non-Plan	20·00	20·00	20·00
7.	National Scholarships for Study Abroad	Non-Plan	80·00	75·00	77·00
8.	Research Scholarships to Products of Traditional institutions engaged in study of classical languages other than Sanskrit e.g. Arabic and Persian	Plan	1·00	1·00	1·00
9.	National Scholarships Scheme at Secondary Stage for Talented Children from Rural Areas	Plan	150·00	150·00	130·00
10.	Indian Scholars going abroad	Non-Plan	7·50	7·50	8·00
11.	Partial Financial Assistance to scholars going abroad	Non-Plan	0·40	0·40	0·40
12.	Scholarships to Foreigners for studies in India	Non-Plan	24·00	17·00	24·00
<b>Book Promotion and Copyright</b>					
1.	National Book Trust	Plan	20·00	26·00	37·00
	(a) Normal Activities	Non-Plan	32·91	37·91	42·19
	World Book Fair	Plan	12·00	25·00	0·50
	(b) Aadan Pradan	Plan	4·00	4·75	6·00
	(c) Nehru Bal Pustakalaya	Plan	17·00	17·00	18·00
	(d) Scheme of Subsidized Publication of University level books	Plan	25·00	25·00	35·00
	(e) Nehru Bhavan	Plan	12·00	5·25	10·00
2.	Publication of Low Priced University level books of foreign authors	Plan	1·00	1·00	1·50
3.	National Book Development Council and Book Promotional Activities	Plan	3·00	3·00	15·00
4.	Book Export Promotional Activities	Plan	6·00	6·00	7·00
5.	Contribution to the International Union for the Protection of Literary and Artistic Works and CEP	Non-Plan	10·00	10·00	7·00
6.	TA/DA for non-official members of the Copyright Board	Non-Plan	0·20	0·20	0·30
7.	Honorarium to Chairman and other non-Official members of the copyright board	Non-Plan	0·40	0·38	0·40
8.	Purchase of special papers, cards, steel cabinets, etc.	Non-Plan	0·50	0·50	1·00
9.	Grant to Netaji Subhas Chandra Bose Research Bureau for collected works	Non-Plan	0·78	—	0·78
10.	Raja Rammohun Roy National Educational Research Centre office expenses	Plan	1·00	1·00	0·50
<b>Promotion of Languages</b>					
1.	Appointment of Hindi Teachers in non-Hindi speaking States/Union Territories	Plan	27·00	27·00	20·00
2.	Opening of Hindi Teachers Training Colleges in Non-Hindi speaking States/Union Territories	Plan	10·00	10·00	6·00
3.	Financial Assistance to Voluntary Hindi Organisations	Plan	35·00	45·00	30·00
		Non-Plan	12·00	12·00	12·00
4.	Central Hindi Directorate	Plan	17·74	17·92	31·77
		Non-Plan	44·88	46·25	47·62
5.	Correspondence Courses in Central Hindi Directorate	Non-Plan	9·00	10·65	11·00
6.	Award of prizes of Hindi writers of Non-Hindi areas	Plan	0·40	0·80	Nil
7.	Purchase of Books for CHD library	Non-Plan	0·40	0·40	0·60
8.	Commission for Scientific & Technical Terminology	Plan	6·00	6·00	8·67
9.	Kendriya Hindi Shikshan Mandal	Plan	30·00	35·00	45·16
		Non-Plan	43·07	50·00	54·95
10.	Propagation of Hindi abroad	Plan	8·00	8·00	10·00
		Non-Plan	4·94	5·25	5·80
11.	Promotion of University level Books in Regional Languages	Plan	49·42	25·00	30·00
12.	Promotion of Translation of Core Books	Plan	3·00	3·00	3·00
13.	Assistance to Voluntary organisations and Educational institutes for promotion of Regional languages	Plan	4·50	7·00	6·15
14.	Central Institute of Indian Languages	Plan	10·65	11·72	25·00
		Non-Plan	35·00	35·53	39·03

1	2	3	4	5	6
15.	Regional Languages Centres	Plan	6.54	7.19	9.00
		Non-Plan	55.44	62.83	64.63
16.	Bureau for Promotion of Urdu	Plan	24.00	21.00	23.00
		Non-Plan	11.81	11.99	12.34
17.	Production of Books in Sindhi	Plan	6.00	4.50	6.00
18.	Scheme for financial assistance to English Teaching Institutes	Plan	5.00	5.00	15.00
19.	Grants to Cultural & Language organisations	Plan	1.00	1.00	1.00
20.	Scheme of prizes to Books/Manuscripts in Indian Languages other than Hindi	Plan	0.75	0.50	0.75
21.	Financial Assistance to voluntary Sanskrit organisations	Plan	40.00	40.00	49.00
22.	Development of Sanskrit Education	Plan	38.00	38.00	40.00
23.	Production of Sanskrit Literature	Plan	4.50	4.50	5.00
24.	Purchase of Sanskrit Books	Plan	4.50	4.50	8.00
25.	Publication of Sanskrit manuscripts	Plan	2.00	2.00	2.00
26.	Sanskrit Dictionary Department	Plan	1.00	1.00	1.00
		Non-Plan	6.90	7.00	7.40
27.	Adarsh Sanskrit Pathshalas	Plan	22.50	25.00	30.50
		Non-Plan	2.31	2.7	2.38
28.	All India Elocution contest for the students of Sanskrit Pathshalas	Plan	0.50	0.50	0.75
29.	All India Vedic Convention	Plan	0.50	0.50	0.75
30.	Preservation of Vedic recitation	Plan	1.50	1.50	2.00
31.	Rashtriya Sanskrit Sansthan	Plan	75.00	75.00	109.00
		Non-Plan	75.88	84.59	87.14
32.	Financial assistance to voluntary Arabic & Persian organisations	Plan	9.00	9.00	10.00
33.	Utilisation of the Services of the eminent elderly scholars in Adarsh Sanskrit Pathshalas and other voluntary organisations in order to preserve the indepth study of Shastras	Plan	10.00	10.00	10.00
34.	Special orientation course to Post Graduate students in vocational disciplines like Paleography, Epigraphy, Ironography etc.	Plan	2.00	2.00	2.00
35.	Award of Scholarships to the students/producers of Sanskrit pathshalas, post matric Sanskrit students/Shastri & Acharya students	Non-Plan	9.50	9.50	9.50
36.	Award of certificate of honour to eminent Sanskrit/Arabic/Persians scholars	Non-Plan	6.00	6.50	7.00
<b>Indian National Commission for Cooperation with Unesco</b>					
1.	Contribution to UNESCO	Non-Plan	118.65	118.65	86.15
2.	Deputation and delegations abroad	Non-Plan	5.00	5.00	5.00
3.	Documentation-cum-Distribution and other Schemes of UNESCO	Non-Plan	0.70	0.70	0.60
4.	Grants to Non-Governmental organisations	Non-Plan	0.36	0.25	0.25
5.	Other Programmes Hospitality	Non-Plan	0.10	0.10	0.05
6.	Expenditure on Indian National Commission for Publication of Hindi and Tamil editions of UNESCO Courier	Non-Plan	6.50	6.50	7.00
7.	Auroville Management	Non-Plan	2.75	4.35	5.20
8.	Re-organistaion of INC Library into a full-fledged library	Plan	2.50	2.38	5.50
9.	Holding of meetings/conferences and organisation of exhibitions	Plan	2.50	2.50	3.00
10.	Strengthening of Voluntary orngisations engaged in UNESCO's Programme and activities	Plan	1.00	0.50	1.50
<b>Other Activities</b>					
1.	Publication	Non-Plan	5.50	7.00	7.00
2.	Educational and Cultural Themes Pavilion at Pragati Maidan	Non-Plan	10.00	10.00	10.00
3.	National Institute of Educational Planning and Administration	Plan	40.00	36.00	45.65
		Non-Plan	28.90	29.35	31.82

1	2	3	4	5	6
<b>DEPARTMENT OF CULTURE</b>					
1.	Archaeological Survey of India	Plan	110·00	110·00	245·00
		Non-Plan	773·13	945·13	910·00
2.	Financial assistance to Institutions/Bodies for preservation of monuments etc.	Plan	1·50	1·50	5·00
3.	National Museum, New Delhi	Plan	30·00	30·00	42·00
		Non-Plan	57·70	60·85	66·85
4.	Indian Museum, Calcutta	Plan	10·00	10·00	22·00
		Non-Plan	34·20	39·88	41·06
5.	Salarjung Museum, Hyderabad	Plan	15·00	15·00	20·00
		Non-Plan	17·61	19·63	23·26
6.	Victorial Memorial Hall, Calcutta	Plan	19·00	19·00	34·00
		Non-Plan	12·36	13·68	14·08
7.	National Gallery of Modern Art, New Delhi	Plan	21·00	21·00	48·00
		Non-Plan	10·88	11·86	12·21
8.	Financial assistance to private museums including University Museums for organisations and Development	Plan	10·00	14·75	10·00
		Non-Plan	0·81	0·90	0·93
9.	Nehru Memorial Museum and Library, New Delhi	Plan	20·00	20·00	22·00
		Non-Plan	46·00	49·18	53·13
10.	Allahabad Museum	Plan	—	—	5·00
11.	National Council of Science Museums, Calcutta	Plan	129·00	129·00	135·00
		Non-Plan	82·47	85·32	87·83
12.	National Research Laboratory for Conservation of Cultural Property, Lucknow	Plan	18·00	18·00	22·00
13.	Anthropological Survey of India	Plan	4·29	4·75	15·00
		Non-Plan	109·46	122·60	127·60
14.	National Museum of Man	Plan	12·00	12·00	18·00
15.	National Archives of India	Plan	43·00	43·00	62·80
		Non-Plan	49·65	54·59	56·20
16.	Khuda Baksh Oriental Public Library, Patna	Plan	20·14	20·14	14·70
		Non-Plan	5·00	5·58	6·08
17.	T.M.S.S.M. Library, Thanjavur	Plan	6·00	4·06	6·00
18.	Rampur Raza Library, Rampur	Plan	8·00	8·00	8·00
19.	Asiatic Society, Calcutta	Plan	—	—	13·00
20.	Preservation of Manuscripts	Plan	15·00	17·00	20·00
21.	Scholarships covering different disciplines & fields including epigraphy etc.	Plan	1·40	0·80	1·50
22.	Central Institute of Buddhist Studies, Leh	Plan	6·00	6·00	35·00
		Non-Plan	12·30	13·93	16·18
23.	Central Institute of Higher Tibetan Studies, Varanasi	Plan	60·00	60·00	36·00
		Non-Plan	17·50	17·13	22·39
24.	Library of Tibetan Works & Archives, Dharamsala	Plan	4·00	4·00	4·00
25.	National Library, Calcutta	Plan	30·00	31·95	36·00
		Non-Plan	89·71	98·48	104·05
26.	Central Library, Bombay	Plan	2·75	2·75	3·00
		Non-Plan	3·00	3·05	3·05
27.	Central Reference Library, Calcutta	Plan	9·00	9·00	12·00
		Non-Plan	10·15	11·27	11·60
28.	Indian Council of World Affairs, New Delhi	Plan	2·00	2·00	2·00
29.	Delhi Public Library	Plan	14·00	14·00	16·00
		Non-Plan	41·35	43·36	44·66
30.	Raja Rammohun Roy Library Foundation	Plan	28·00	29·00	30·00
		Non-Plan	4·61	5·32	5·57
31.	Central Secretariat Library	Plan	6·82	6·82	7·66
		Non-Plan	1·34	1·41	1·45
32.	Financial assistance to Voluntary Educational Organisations Working in the field of Public Libraries/Manuscripts Libraries	Plan	12·00	12·00	12·50
33.	Sahitya Akademi	Plan	16·00	16·00	20·00
		Non-Plan	27·65	28·07	30·07
34.	Sangeet Natak Akademi	Plan	35·00	33·63	40·00
		Non-Plan	41·44	45·95	48·05

1	2	3	4	5	6
35.	Lalit Kala Akademi	Plan	21.50	21.50	34.85
		Non-Plan	30.16	32.63	45.45
36.	National School of Drama	Plan	24.00	22.99	27.00
		Non-Plan	27.10	28.58	29.40
37.	Strengthening of existing institutions & establishment of Performing, Plastic & Literary Arts	Plan	2.00	1.00	2.00
38.	Centre for Cultural Resources and Training	Plan	27.00	29.50	29.00
		Non-Plan	12.00	12.18	12.54
39.	Building Grants to Voluntary Cultural Organisations	Plan	10.00	12.00	15.00
40.	Financial Assistance to Dance, Drama & Theatre Ensemble	Plan	30.00	30.00	34.00
		Non-Plan	4.80	4.80	4.80
41.	Festival of India/Exhibitions	Plan	8.00	10.00	13.15
		Non-Plan	2.00	2.00	3.00
42.	Development of Cultural Organisations	Plan	2.00	2.00	2.50
43.	Cultural Talent Research Scholarships Scheme	Plan	7.00	4.50	4.50
		Non-Plan	3.75	3.00	2.90
44.	Scholarships to young workers in different cultural fields	Plan	7.00	7.00	7.00
		Non-Plan	3.05	3.06	3.70
45.	Award of Fellowships to Outstanding artists in the fields of performing the Literary and the Plastic Arts	Plan	8.00	8.39	9.00
		Non-Plan	2.90	2.70	3.00
46.	Scheme of Financial assistance to the Persons in Letters, arts & such other walks of life who may be in the indigent circumstances	Plan	3.00	3.00	4.00
		Non-Plan	3.00	3.00	3.00
47.	Emeritus Fellowships	Plan	1.00	1.00	3.00
48.	Gandhi Darshan Samiti	Plan	1.00	1.00	2.20
		Non-Plan	16.50	16.74	17.24
49.	Centenaries/Anniversaries	Plan	10.00	10.00	15.00
50.	Exchange of visits of Archivists, Librarians, Museumologists etc.	Plan	0.50	0.50	0.50
51.	Centre for South East Asian Cultural Studies	Plan	1.00	---	1.00
52.	Contribution to World Heritage Fund	Plan	---	2.63	---
		Non-Plan	---	---	1.50
53.	Secretariat of the Department of Culture	Plan	3.00	3.00	5.10
		Non-Plan	60.86	68.02	70.53
54.	Sikkim Research Institute of Tibetology, Gangtok	Non-Plan	2.00	4.00	2.00
55.	Shanker's International Children Competition	Non-Plan	1.75	1.75	1.75
56.	International Cultural Archives and Grant to Indo-Foreign friendship societies (including other items)	Non-Plan	9.15	9.25	9.25
57.	Contribution to International Centre for Conservation, Rome	Non-Plan	1.20	1.15	1.20
58.	Presentation of Books & Art Object	Non-Plan	3.00	3.00	3.00
59.	Institutions engaged in Literary activities	Non-Plan	4.86	19.90	15.90
60.	Cultural organisations in India	Non-Plan	7.43	107.43	10.15
61.	Delegations	Non-Plan	9.50	9.50	9.50

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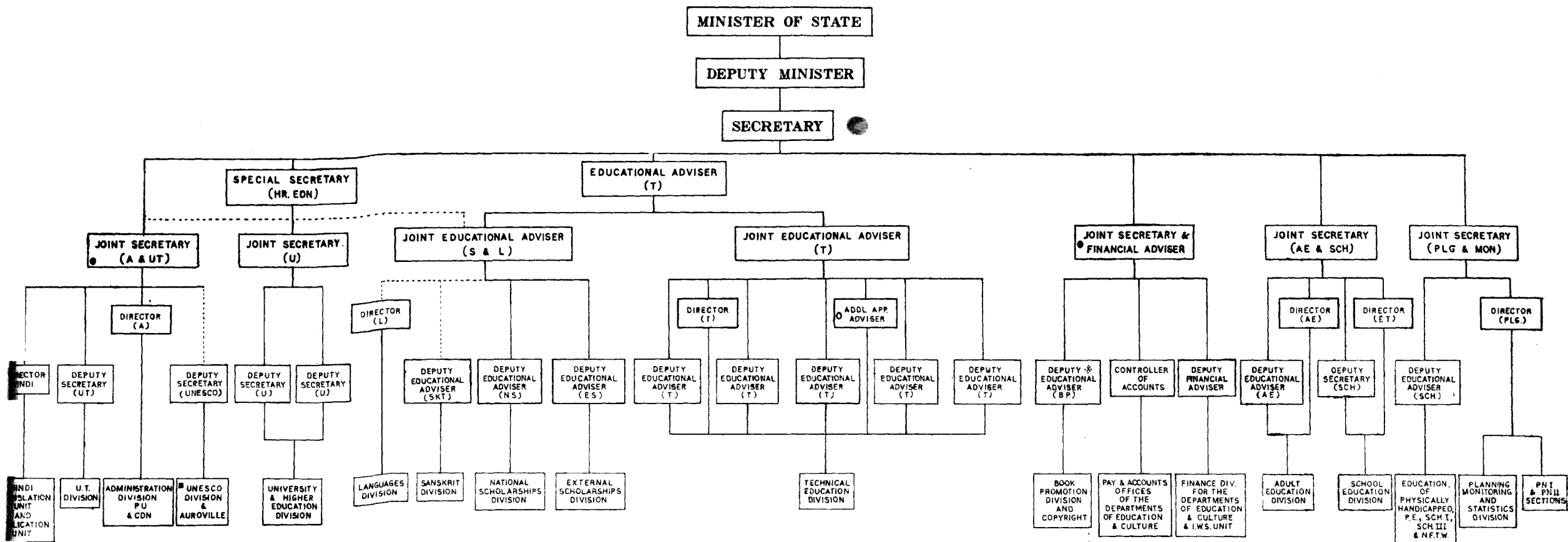


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# ADMINISTRATIVE CHART

## DEPARTMENT OF EDUCATION



### LEGEND

- A ADMINISTRATION
- BP BOOK PROMOTION
- NS NATIONAL SCHOLARSHIPS
- ES EXTERNAL SCHOLARSHIPS
- PN POLICY NORMS
- A & UT ADMINISTRATION AND UNION TERRITORIES
- U UNIVERSITIES
- COMMON FOR THE DEPARTMENTS OF EDUCATION & CULTURE
- O VACANT
- T TECHNICAL
- S & L SCHOLARSHIPS AND LANGUAGES
- SKT SANSKRIT

### NOTE:—

1. THE DIRECTOR (SHRI KAUSHAL) ASSISTS THE MS IN THE WORK RELATING TO PARLIAMENTARY BUSINESS
2. THE WORK OF EDUCATIONAL TECHNOLOGY (SCHOOLS DIVISION) IS BEING LOOKED AFTER BY E A(T) THROUGH JS (AE & SCH)
- THE WORK OF PUBLICATION UNIT, UNESCO & AUROVILLE IS BEING LOOKED AFTER BY SPL SECY (HR EDN) THROUGH JS (A & UT)
- \* DE A (BP) IS ALSO RESPONSIBLE FOR THE WORK RELATING TO THE CENTENARY CELL IN THE DEPARTMENT OF CULTURE

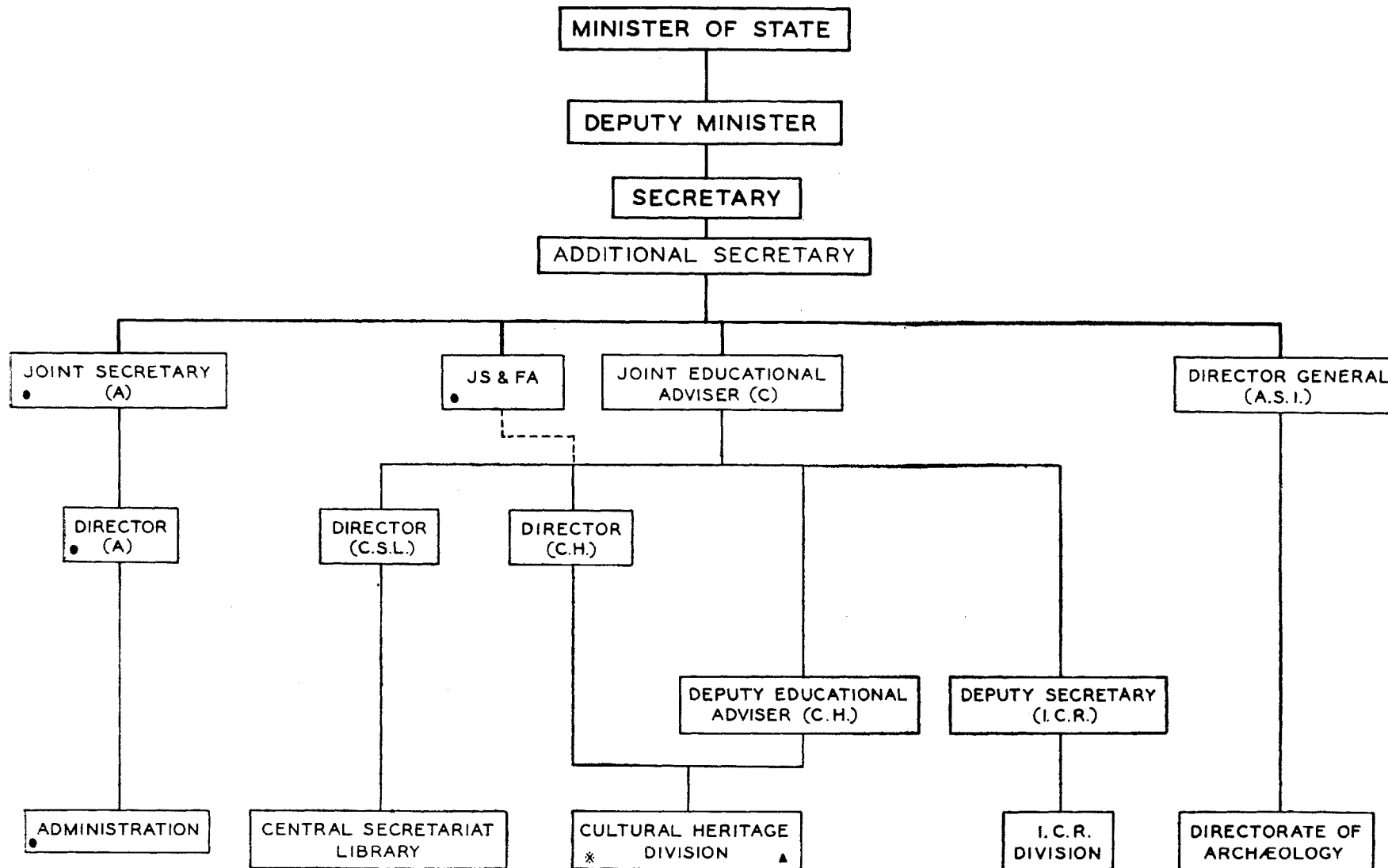
AS ON 1.1.1984

### LEGEND

- AE ADULT EDUCATION
- SCH SCHOOLS
- L LANGUAGES
- T TECHNICAL EDUCATION
- CDN CO-ORDINATION
- NFTW NATIONAL FOUNDATION FOR TEACHERS' WELFARE
- PU PARLIAMENT UNIT
- ET EDUCATIONAL TECHNOLOGY
- UT UNION TERRITORIES
- PE PHYSICAL EDUCATION
- IWS INTERNAL WORK STUDY
- PLG & MON PLANNING AND MONITORING

# ADMINISTRATIVE CHART

## DEPARTMENT OF CULTURE



### LEGEND

A — ADMINISTRATION  
 C — CULTURE  
 ● — COMMON FOR THE DEPARTMENTS OF EDUCATION & CULTURE  
 CH — CULTURAL HERITAGE  
 ICR — INTERNATIONAL CULTURAL RELATIONS  
 JS & FA — JOINT SECRETARY & FINANCIAL ADVISER  
 ASI — ARCHÆOLOGICAL SURVEY OF INDIA

1. \* THE ENTIRE WORK RELATING TO CENTENARY CELL IN CH-DIVISION IS BEING LOOKED AFTER BY JS & FA THROUGH DEA (BP) IN DEPARTMENT OF EDUCATION
2. ▲ THE WORK RELATING TO NATIONAL MUSEUM & NATIONAL GALLERY OF MODERN ART OF CH-DIVISION IS BEING LOOKED AFTER BY JS & FA THROUGH DIRECTOR (CH)