

UNIVERSITY GRANTS COMMISSION

**REPORT FOR THE YEAR
1979-80**

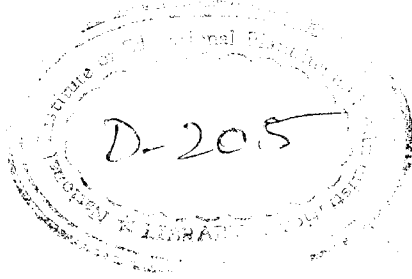
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**Presented to the Government of India in compliance with Section 18 of
the UGC Act, 1956
NEW DELHI**

University Grants Commission
New Delhi-110002
(INDIA)



Note

Figures given in the report have been rounded

1 Lakh = 1,00,000

1 Crore = 1,00,00,000 = 10 million

CONTENTS

	<i>Para No.</i>	<i>Page No.</i>
<i>Section I</i> Introduction		
Review Committee	1.02	1
Science and Technology Plan	1.03	2
Facilities for Scheduled Castes/Tribes	1.04	2
Development Strategy	1.05	3
State of Higher Education and Trends	1.06	4
Maintenance and Coordination of Standards	1.07	5
<i>Section II</i> Institutions and Enrolment in Higher Education: Growth in Numbers		9
Student Enrolment	2.01	9
Growth Rate of Enrolment	2.02	10
State-wise Enrolment	2.03	10
Faculty-wise Enrolment	2.04	11
Establishment of New Colleges	2.05	11
Stage-wise Growth of Colleges	2.06	11
Staff Strength	2.07	12
Doctorate Degrees Awarded	2.08	12
Record of Higher Education and Trends	2.09	12
<i>Section III</i> Guidelines to the Universities for preparation of proposals for the Sixth Plan		13
<i>Section IV</i> Maintenance and Coordination of Standards		18
Restructuring of Courses	4.04	18
Introduction of Vocational Courses	4.07	19
Scheme of Assistance for the preparation of University Level Books by Indian Authors	4.08	19

	<i>Para No.</i>	<i>Page No.</i>
Re-publication of Foreign Books in Cheaper Editions	4.09	20
Modernisation of University Level Courses	4.10	20
Panels of Experts in Individual Subjects	4.11	21
Panels in the Humanities and Social Sciences	4.12	21
Panel on History	4.13	22
Panel on Philosophy	4.14	22
Panel on Law	4.15	22
Panel on Anthropology	4.16	22
Panel on Social Work Education	4.17	23
Panel on English & Foreign Languages	4.18	23
Panel on Modern Indian Languages	4.19	23
Panel on Mass Communication	4.20	23
General Recommendations of the Various Panels	4.21	24
Status Reports and Departmental profiles	4.22	24
Promotion of Gandhian Studies	4.23	24
Introduction of Defence Studies at the Undergraduate and Postgraduate Levels in the Universities	4.28	26
Science Panels	4.29	26
Physics Panel	4.33	27
Chemistry Panel	4.34	28
Mathematics Panel	4.35	28
Bio-Sciences Panel	4.36	28
Geography Panel	4.37	29
Geo-Sciences Panel	4.38	29
Centres of Advanced Study/Departments of Special Assistance	4.39	30
Support for Research	4.46	31
Advanced Research Projects (Humanities)	4.48	32
Short-term Research Projects (Humanities)	4.49	33
Major Research Projects (Science)	4.51	34
Short-term Research Projects (Science)	4.52	35
Wild Life Studies	4.53	36
Research in Engineering & Technology	4.54	36
Computer Development	4.55	37
Examination Reforms	4.57	37
Development of Library Facilities in Universities & Colleges	4.61	38
Establishment of University Postgraduate Centres	4.66	39
Journal/Bulletin of Higher Education	4.67	40

	<i>Para</i>	<i>Page</i>
	<i>No.</i>	<i>No.</i>
<i>Section V</i> Faculty Improvement Programmes		41
Seminars, Symposia, Summer Institutes, Work-shops etc.	5.02	41
English Literature Seminars	5.05	43
Conferences	5.06	44
National Fellowships	5.07	44
National Associateship	5.08	44
National Lectures	5.09	45
Teacher Fellowships	5.10	45
Travels Grants for attending Conferences etc.	5.11	46
Staff Quarters and Teachers Hostels	5.12	47
Visiting Professors and Visiting Appointments	5.13	47
Utilisation of the Services of Retired Teachers	5.14	48
Career Awards to Young Scientists	5.15	49
<i>Section VI</i> Adult, Continuing and Extension Education and Correspondence Courses		50
Continuing Education	6.06	50
Correspondence Courses	6.07	50
M.B.A. by Correspondence Courses	6.09	51
<i>Section VII</i> Cultural Exchange Programmes and International Collaboration		52
Indo-Foreign Cultural Exchange Programme	7.01	52
Indo-British Universities Collaboration Programme	7.02	54
Indo-US Fellowship Programme	7.03	55
Indo-US Exchange of Scientists Programme	7.04	55
CSIR-CNRS Exchange Programme	7.05	55
Commonwealth Academic Staff Fellowships & Scholarships	7.06	56
Programme of Exchange of Visits by Younger Scientists and Social Scientists between India and United Kingdom	7.07	56
UNESCO Programmes	7.08	57
UNESCO Sponsored Courses	7.09	57
UNESCO/UNDP Assistance Programme for selected university departments	7.10	57

	<i>Para No.</i>	<i>Page No.</i>
<i>Section VIII</i> Development of Universities		59
Development Grants—Priorities	8.07	60
Distribution of Grants	8.08	61
Grants for Development of Science	8.12	66
University Service and Instrumentation Centres (USIC)	8.13	66
Regional Instrumentation Centres	8.14	66
Science Education Centres	8.15	67
Eco Studies	8.16	67
Grants for the Development of Humanities & Social Sciences	8.17	67
Development Grants for Engineering & Technology	8.18	68
Business Management	8.19	68
Minimum Qualifications for Teachers in Engineering & Technology	8.20	68
Area Studies	8.21	68
Development of Bilateral Academic Links		72
Development of Culture	8.22	73
National Integration Samithies	8.23	73
Planning Forums	8.24	73
Unassigned Grants to Universities	8.25	<u>73</u>
UGC Units	8.26	<u>74</u>
 <i>Section IX</i> Non-Plan Grants to Universities		 75
Grants to Central Universities	9.02	76
 <i>Section X</i> Development of Colleges		 77
General Development of Colleges	10.05	78
Development of Postgraduate Studies	10.09	79
College Science Improvement Programme (COSIP) & College Humanities and Social Science Improvement Programme (COHSSIP)	10.10	79
Colleges in backward/tribal areas/districts	10.11	81
Basic grants to colleges for books & equipment	10.12	82
Other programmes of assistance to the colleges	10.13	82
Autonomous colleges	10.15	84

	<i>Para No.</i>	<i>Page No.</i>
Section XI Students		86
Student Welfare Programmes	<i>11.01</i>	86
Scholarships and Fellowships	<i>11.03</i>	86
Senior Research Fellowships	<i>11.04</i>	86
Junior Research Fellowships	<i>11.05</i>	87
Senior/Junior Research Fellowships for Scheduled Caste/Scheduled Tribe Students	<i>11.06</i>	87
Research Fellowships in Engineering & Technology	<i>11.07</i>	87
Grants Paid for Fellowships in Science, Humanities, Engineering and Technology	<i>11.08</i>	88
Border Hill Areas Scholarships	<i>11.09</i>	88
Scholarships for Full-time LL.M. Courses	<i>11.10</i>	88
Award of Junior/Senior Research Fellowships in Science & Technology for Students from Developing Countries	<i>11.11</i>	88
Research Associateships	<i>11.12</i>	89
Award of Studentships for M.Sc./M.Sc.(Tech.) courses in Applied Sciences and post M.Sc. Diploma courses	<i>11.13</i>	89
Construction of Hostels	<i>11.14</i>	90
Assistance for the Improvement of Existing Hostel Facilities in Universities and Colleges	<i>11.15</i>	90
Scheme for the Improvement or Establishment of Study Centres in Universities	<i>11.16</i>	91
Student Homes/Non-Resident Student Centres	<i>11.17</i>	91
Student's Aid Fund	<i>11.18</i>	92
Book Banks in the Colleges	<i>11.19</i>	93
Play Fields and Gymnasia	<i>11.20</i>	93
Provision of Assistance for the Extension or Construction of Canteens including Furniture or Equipment in Universities and Colleges	<i>11.21</i>	93
Section XII Facilities for Scheduled Castes and Scheduled Tribes		95
Reservation of Seats for Scheduled Caste/Scheduled Tribes Students in the Universities/Colleges	<i>12.02</i>	95

	<i>Para No.</i>	<i>Page No.</i>
Creation of Separate Cells in Universities to ensure implementation of orders regarding reservation for Scheduled Castes and Scheduled Tribes issued by the Government of India from time to time	12.03	96
Reservation of Seats in Hostels for Students belonging to Scheduled Castes and Scheduled Tribes	12.04	96
Assistance to Colleges in Backward/Tribal Areas	12.05	97
Reservation of Fellowships	12.06	97
Reservation for Scheduled Castes/Scheduled Tribes in the matter of Appointment to the Teaching Posts in Universities/Colleges	12.07	98
Remedial Courses for Weaker Sections	12.08	99
Committee on Facilities for Scheduled Castes and Scheduled Tribes	12.09	100
Reservation in the UGC Office	12.10	100
Section XIII Higher Education and Women		102
Visits Abroad		107

APPENDICES

<i>I</i>	List of Universities and Institutions Deemed to be Universities in India (1979-80)	108
<i>II</i>	Growth of Student Enrolment: 1960-61 to 1969-70 and 1970-71 to 1979-80	112
<i>III</i>	Growth of Enrolment (Excluding PUC/Inter/PP) during the period from 1975-76 to 1979-80 (Statewise)	113
<i>IV</i>	Student Enrolment in the Universities: Stagewise: (1975-76 to 1979-80)	115
<i>V</i>	Stagewise Enrolment: Universities and Affiliated Colleges (1979-80)	117
<i>VI</i>	Student Enrolment in Universities: Facultywise. (1975-76 to 1979-80)	118
<i>VII</i>	Distribution of Colleges According to Courses of Study (1975-76 to 1979-80)	119
<i>VIII</i>	Increase in Number of Colleges during the period 1975-76 to 1979-80 (Statewise)	120

	<i>Page No.</i>	
<i>IX</i>	Increase in Number of Affiliated Colleges (Arts, Science and Commerce only) during the period from 1975-76 to 1979-80 (Statewise)	121
<i>X</i>	Number of Postgraduate Colleges (Arts, Science & Commerce only) (Affiliated): Statewise: (1975-76 to 1979-80)	122
<i>XI</i>	Number and Distribution of Teaching Staff (University Departments/University Colleges) According to Designation (1975-76 to 1979-80)	123
<i>XII</i>	Number and Distribution of Teaching Staff in the Affiliated Colleges According to Designation (1975-76 to 1979-80)	124
<i>XIII</i>	Number of Doctorate Degrees awarded: Faculty-wise (1974-75 to 1978-79)	125
<i>XIV</i>	Record of Higher Education during the period from 1975-76 to 1979-80	126
<i>XV</i>	Trends during 1979-80	127
<i>XVI</i>	Criteria for Categorisation of Universities	128
<i>XVII</i>	Pattern of Assistance to Universities during Plan: 1979-83	130
<i>XVIII</i>	List of Centres of Advanced Study (Science) with areas of specialisation and year of recognition	131
<i>XIX</i>	List of Centres of Advanced Study in Humanities and Social Sciences	133
<i>XX</i>	List of Departments approved under special Assistance Programme in Science Subjects	134
<i>XXI</i>	List of Departments of Special Assistance in the Humanities and Social Sciences	135
<i>XXII</i>	Computer facilities available in universities	136
<i>XXIII</i>	Concept of University Postgraduate Centres	138
<i>XXIV</i>	List of Universities having Departments/Centres on Continuing Education during the Fourth and Fifth Plan period	140
<i>XXV</i>	Universities Offering Correspondence Courses	141
<i>XXVI</i>	Development Grants to Universities (1969-70 to 1973-74)	146
<i>XXVII</i>	Development Grants to Universities (1974-75 to 1978-79)	147
<i>XXVIII</i>	Statement showing grants paid to Universities during the year 1979-80 (Major Headwise) under Plan and Section III	149

	<i>Page No.</i>
<i>XXIX</i>	Grants to Central and State universities for other schemes 156
<i>XXX</i>	List of USICs approved by the Commission 159
<i>XXXI</i>	Statement showing grants paid to Colleges during the year 1979-80 (Major Headwise) under Plan and Section III 161
<i>XXXII</i>	Grants paid by UGC for Student Welfare Programmes (1969-70 — 1978-79) 168
<i>XXXIII</i>	Grants paid by UGC for Student Welfare Programmes during 1979-80 169
<i>XXXIV</i>	Information regarding posts of Lecturers in University Teaching Departments and those held by SC/ST Candidates as on 1st June 1980 170
<i>XXXV</i>	Percentage of Women Enrolment to Total Enrolment: Statewise: 1975-76, 1976-77 & 1979-80 174
<i>XXXVI</i>	Sexwise distribution of Enrolment—Stagewise : 1969-70 to 1979-80 175
<i>XXXVII</i>	Distribution of Student Enrolment Sexwise and Facultywise: 1969-70 to 1979-80 176
<i>XXXVIII</i>	Details of Tours undertaken by the Chairman, Vice-chairman and Officers of the Commission during the year 1979-80 179

List of Illustrations

Grants for the Development of Universities: 1975-76 to 1979-80	64
Grants Paid to Colleges for Special Programmes: 1975-76 to 1979-80	83
Percentage of Women Enrolment: 1969-70 to 1979-80	103
Quinquennial Growth of Student Enrolment: 1950-51 to 1980-81	116

Members of the University Grants Commission during 1979-80

Chairman

1. Professor Satish Chandra

Vice-Chairman

2. Professor B. Ramachandra Rao£

Members

3. Professor Amales Tripathi
4. Professor C.V. Subramanian
5. Professor Usha H. Mehta
6. Professor Ram Lal Parikh
7. Professor Mrinal Miri
8. Mr. Justice S.M. Sikri@
9. Shri P. Sabanayagam**
10. Shri J.P. Kacker*
11. Dr. A.R. Kidwai†
12. Dr. Amrik Singh Cheema††

£ Re-appointed as Vice-Chairman for 3 years with effect from 2.6.1979.

@ Appointed in place of Mr. Justice H.R. Khanna with effect from 24.4.1979.

* Resigned in July 1979. Shri S. Vasudevan was appointed in his place with effect from 8.8.1979 and Shri V.B. Eswaran with effect from 31.7.1980.

† Resigned with effect from 3.10.1979. Professor Wahid U. Malik appointed in his place with effect from 10.12.1979.

†† His term expired on 24.1.1980. Dr. V.S. Arunachalam appointed in his place with effect from 21.3.1980.

** Since retired.

UNIVERSITY GRANTS COMMISSION

ANNUAL REPORT

April 1979—March 1980

In compliance with Section 18 of the UGC Act, 1956 (No. 3 of 1956)* we have the honour to present to the Central Government the Annual Report of the University Grants Commission for the year 1979-80 to be laid before the Houses of Parliament.

SECTION I

Introduction

1.01 The year 1979-80 has been important in the sense that the fifth plan for the universities, as approved by the Commission, came to a close in 1978-79 and as such preparations were made for the next plan in order that efforts towards the maintenance of standards may be further strengthened. During the year, the efforts of the Commission were directed towards the following: (a) measures to ensure that there is no discontinuity in the implementation of the development programmes of the universities and colleges initiated during the earlier period (b) processing of priority proposals so that these could later be dovetailed in the sixth plan (c) preparation of guidelines for the universities and colleges in the sixth plan and (d) steps towards the formulation of policies and programmes for the sixth plan.

1.02 Review Committee: An event of great significance during the year 1979-80 was that the report of the review committee was finalised. It was for the first time that the Commission undertook a self-appraisal of the various ongoing programmes in order that the implementation of these programmes in the sixth plan may be suitably oriented in the light of the review.

In exercise of the powers conferred under Section 20 of the UGC Act, 1956, the Ministry of Education had directed the Commission in October, 1978 to undertake a comprehensive review of the various programmes being implemented by it and the impact that these have made on the fulfilment of the statutory responsibilities of the Commission, namely determination and maintenance of standards of teaching, examination and research in universities. The Commission was also asked to identify schemes which are considered peripheral or which have not registered any impact on the main-

*The University Grants Commission Act 1956 (Act No. 3 of 1956) (as amended upto the 17th June, 1972).

tenance and improvement of standards of university education and to discontinue them.

In view of the fact that the Commission had already taken steps to review the existing schemes being implemented by it and a committee was on the ground, it was agreed that the committee be reconstituted and those quality programmes be reviewed which had been in operation for about three years or so, in order that their full impact may be assessed.

As part of the review, a sub-committee was appointed to suggest important quality programmes that may be taken up for detailed study as also those schemes which may be considered peripheral and hence discontinued. The schemes selected for indepth study were (a) centres of advanced study/departments of special assistance (b) college science improvement programme/college humanities and social sciences improvement programme and (c) financial assistance to teachers for research work. These schemes were reviewed by sub-committees, specially constituted for the purpose. Sub-committees were also appointed to visit twelve universities and twelve colleges, selected on a zonal basis, keeping in view their stage of development.

The sub-committees visited the universities and colleges between March 19 and April 12, 1979 and submitted their reports in May, 1979. The report of the main review committee has since been finalised. It has made an assessment of the impact of Commission's programmes on standards of higher education and given detailed suggestions for bringing about necessary improvements in the planning, implementation and monitoring of the development as well as special programmes of the Commission.

1.03 Science and Technology Plan: Realising the importance and value of a well-defined science and technology policy as well as an action plan, the Commission has prepared a plan for the development of science education and research in the universities during the sixth plan period. The objective is that science education and research should play an effective role in national development in future. For this purpose, significant changes have to be made in course contents, research programmes and extension activities, and research facilities in the universities strengthened. The plan document prepared by the Commission is an attempt in that direction. This plan will be a part of the revised sixth plan prepared by the Commission for the years 1980-85.

1.04 Facilities for Scheduled Castes/Tribes: The Commission has over the years made special efforts for ensuring facilities for Scheduled Castes/Tribes at the level of higher education in the light of suggestions made by the Government of India and the Commissioner for Scheduled Castes/Tribes from time to time. These measures include reservation of seats in various courses offered by the universities and colleges, reservation in recruitment

for the posts of lecturer, provision of seats in hostels, scholarships, fellowships, remedial courses, special assistance to colleges in backward/tribal areas, etc.

The Commission has also set up a committee to prepare a document regarding facilities for Scheduled Castes and Scheduled Tribes at higher education level and to identify special measures to be taken to ensure that facilities as prescribed by the Government of India are actually made available to these communities.

The Commission has also decided to formulate a subplan as part of the programme of educational development to be taken up in the sixth plan with a view to bringing about real improvement of human resources of these communities at various levels of education.

1.05 Development Strategy: As part of the new development strategy, the Commission has proposed that departments may be grouped under three categories on the basis of profiles being prepared by the subject panels. The main attempt would be to see that (a) in the case of well-developed departments, the general plan assistance is utilised to a very minimal level (b) to make available to the developing departments necessary amounts to bring their facilities and activities to an optimum level essential for maintenance of proper standards and (c) to identify from amongst the developing departments, a few departments which are in a stage of development and have the potential to become fully developed over the next five years with the help of some critical inputs and academic guidance.

In so far as the college sector is concerned, it is proposed to provide to all eligible colleges fulfilling certain minimum eligibility conditions, basic grants for purposes of faculty improvement, book banks and bringing science laboratory facilities and equipment to an optimum level. On the other hand, developmental assistance to colleges would be on a selective basis, based upon well defined eligibility criteria, academic viability, potential for change and capacity to attain high standards.

Efforts on the part of some of the enterprising colleges to undertake innovative programmes are often defeated because they have to mould themselves to a stereotyped pattern as well as the rigid procedures of the apex body. It was in this context that the idea of autonomous colleges was mooted way back in the sixties and supported by the Education Commission (1964-66). As a result of vigorous efforts made during the past 4 or 5 years, a modest but firm beginning has been made in this regard and at the end of 1979-80, 13 institutions were enjoying autonomous status. It is hoped that the movement towards autonomy would gather momentum during the next plan period.

One of the problems in universities of the affiliating type is that the academic links between the university and its affiliated colleges are tenuous. Efforts are, therefore, being made to forge links between the two

as equal partners through such measures as the establishment of college development councils.

1.06 State of Higher Education and Trends: There were 17,92,780 students in 79 universities, 10 institutions deemed to be universities and 3,297 colleges in 1969. The progress in terms of quantitative indicators during the present decade can be gauged by the fact that in 1979-80 we had 26,48,579 students enrolled in 108 universities, 11 institutions deemed to be universities and 4,558 colleges.

The average growth rate of enrolment during the decade 1970-71 to 1979-80 was 4 per cent per annum. This was considerably lower than the average growth rate of 14 per cent during the decade 1960-61 to 1969-70 and 12 per cent during the decade 1950-51 to 1959-60. The growth rate declined from 9.5 per cent in 1970-71 to 0.2 per cent in 1976-77. It was 1.2 per cent in 1979-80 and seems to have stabilised at the level of 2-3 per cent per annum, which is fortuitously in close correspondence with the average rate of the growth of the national economy.

It is gratifying to note that the percentage enrolment at the post-graduate and research level has continuously gone up from 9.8 in 1975-76 to 9.9 in 1976-77, 10.2 in 1977-78, 10.6 in 1978-79 and 11.1 in 1979-80.

The facultywise distribution of student enrolment shows that the percentage of enrolment in the faculty of arts (including oriental learning) to the total enrolment went down from 44.5 in 1975-76 to 44.4 in 1976-77, 43.7 in 1977-78, 42.3 in 1978-79 and 40.6 in 1979-80. However, the percentage of students enrolled in commerce courses has gone up from 17.1 in 1975-76 to 17.7 in 1976-77, 18.1 in 1977-78, 18.8 in 1978-79 and 19.5 in 1979-80. The percentage enrolment in science which had been going down until 1976-77 increased from 18.2 in 1976-77 to 18.4 in 1977-78, 18.8 in 1978-79 and 19.2 in 1979-80. The changes in percentages of enrolment in the professional courses have been of a marginal nature.

A significant development during the period 1974-80 has been that the number of arts, science and commerce colleges increased in a somewhat regulated manner. During the fourth plan period (1969-74) the number of newly established arts, science and commerce colleges increased by 765 or by 191 per year. During the period 1974-80, the number of such newly established colleges was 329 or 66 per year. However, no rules have been prescribed as yet and the rate of setting up of new colleges may go up again unless necessary measures are taken by the central government for setting up new colleges.

In 1979-80 the teacher-pupil ratio was 1:11 in the university departments and the university colleges. This shows a distinct improvement in the position as compared to a teacher pupil ratio of 1:13 in the university departments/colleges in 1974-75. The improvement of teacher-pupil ratio becomes more meaningful in the context of the efforts made by the Com-

mission to simultaneously improve the proportion of senior teachers viz. professors and readers in university departments/colleges. The proportion has gone up from 26 per cent at the close of the fourth plan to 29.2 per cent in 1979-80.

1.07 Maintenance and Coordination of Standards: The Commission has taken several important measures for the maintenance and coordination of standards of teaching, research and examinations. These include the development of universities and colleges, restructuring of courses, faculty improvement programmes and support for research.

(a) *Development of Universities:* In September 1979, the Commission considered the guidelines to be issued to the universities for preparing their development proposals for the sixth plan. It was felt that the allocation likely to be made to the Commission for the purpose may just be sufficient to meet the spill-over/committed expenditure of the earlier plans. The Commission, therefore, felt that it may not be possible to take up new programmes for development and quality improvement. However, universities were requested to formulate their new proposals within a provisional allocation suggested to each one of them in case there was a revision of allocation for higher education by the Planning Commission.

The guidelines issued to the universities underline the need for regulating admissions in relation to facilities, strengthening of postgraduate departments, development of pre-Ph.D. programmes and centralisation of instrumentation and repair facilities.

Universities have been informed that in preparing their plans for the sixth plan, they may allocate upto 20 per cent of the ceiling on the construction of buildings required for academic programmes viz. class-rooms, libraries, workshops, library and similar facilities; 20 to 25 per cent for new posts of academic staff, technical supporting staff and staff required for administrative back-up to the teaching departments; and the remaining 55 to 60 per cent for equipment, central instrumentation facilities, augmentation of the workshop for repair and maintenance of equipment, and for library books and journals for the central library as well as the departmental libraries (including reprographic facilities) required to support the ongoing academic programmes of teaching and research.

(b) *Development of Colleges:* An important step taken by the Commission during the year towards the improvement of standards in the affiliated colleges has been the revision of the criteria for determining the viability of a college. The norms hitherto adopted were based on student enrolment and the strength of teachers. The Commission is now giving due consideration to the following aspects:

- (i) Social and educational needs of the community in which the college is located.

- (ii) Academic viability rather than financial, managerial or other considerations.

The Commission has, accordingly, adopted the following criteria for determining viability in respect of (a) arts colleges (b) science colleges and (c) multi-faculty colleges.

- (i) There should be at least four departments in the college.
- (ii) There should be at least two teachers in each department.
- (iii) There should be a minimum of ten permanent teachers in the college, excluding the principal and the director of physical education.
- (vi) The pupil-teacher ratio in the college should not exceed 20:1. This, however, could be relaxed in specific cases.
- (v) Annual expenditure on books and journals should be at least Rs. 15 per student.
- (vi) Annual expenditure on laboratory equipment should be at least Rs. 60 per student.

(c) *Restructuring of Courses:* The scheme of restructuring of courses has two important aspects viz. (i) to make the first degree courses more relevant to the rural environment and to the development needs of the community and (ii) to link education with field work, practical experience and productivity.

Guidelines have also been issued to the universities for the reorganisation of courses at the undergraduate stage following 12 years of schooling. Universities have been asked to keep certain considerations in view e.g. updating courses, diversification, flexibility, social responsibility, relevance, inter-disciplinary approaches and practical orientation. Universities have also been asked to provide in their curriculum a set of foundation courses, under which one may introduce such themes as Indian history and culture, history of the freedom struggle in India and other parts of the world; social and economic life in India, concepts and processes of development; population education, alternative value systems and societies based thereon; cultures of Asia and Africa (selected countries), Gandhian thought, science and society, scientific methods, science in everyday life etc.

In view of the rapid expansion of knowledge, great importance is also being attached to the updating and revision of syllabi. The need to link practical/field work more closely to theoretical studies has also been stressed so that the employability of the products of university education is improved. The work relating to the revision of syllabi has been done with the help of panels in different subjects through a series of regional workshops involving a large number of scholars and scientists in the universities. These efforts have not always borne fruit in terms of specific measures as the teachers are not properly oriented and motivated and the procedures for revision of syllabi are often very cumbersome.

(d) *Faculty Improvement Programme:* The Commission has been attaching great importance to faculty improvement programmes by (i) providing opportunities to teachers to keep abreast of modern developments in their fields of study and research and to exchange ideas with experts in similar or related fields through seminars, summer institutes, workshops, conferences etc. (ii) enabling teachers, especially in the affiliated colleges, to improve their professional competence through the award of teacher fellowships by providing opportunity to them to work for M.Phil. or Ph.D. with adequate provision for salary plus living expense (iii) increasing the mobility of teachers and enabling colleges and departments in backward and other areas to avail of the services of outstanding teachers in different disciplines through such programmes as national lectures, utilisation of services of retired teachers, travel grants, visiting professorships, fellowships etc., and (iv) enabling teachers to take time off their normal teaching and engage themselves in writing up the results of their studies/research through such programmes as national fellowships, national associateships etc.

During 1979-80, 67 seminars, symposia, workshops and summer institutes were organised to enable college teachers and research scholars to keep abreast of modern developments in their fields. This number was such less as compared to 293 seminars and other programmes organised in 1978-79 and reflects the inavailability of resources for the purpose.

The present mode of operation of the scheme of teacher fellowship is through identified departments. Each of these departments has been allotted a maximum of ten fellowships at any given time. In addition, such fellowships are also available to colleges eligible for development grants (under Rs. 5 lakhs scheme), which can sponsor their teachers for such awards. However, the Commission has not been considering applications received after 31st December, 1979 for the award of teacher fellowship under Rs. 5 lakhs scheme of development of colleges due to paucity of funds.

(e) *Support for Research:* The Commission has suggested that research projects be formulated on well-defined topics keeping in view the facilities already available. At the end of March, 1980, 260 advanced research projects and 2,173 short-term projects were being implemented in the universities in the humanities and social sciences at a total cost of about Rs. 121 lakhs. In science subjects, a total number of 1,227 research projects at a cost of Rs. 905 lakhs had been approved at the end of March, 1980. In addition to this, 28 departmental research projects in science subjects involving an expenditure of Rs. 234.50 lakhs had also been approved. More than 11,000 teachers have also been benefited under the scheme of small research projects by individual teachers.

1.08 Although during the year, efforts continued to be made by the Commission towards the maintenance, improvement and coordination of standards, as detailed above, there were also stresses and strains on the system

of higher education. The main problem faced by the Commission during the year 1979-80 was that the resources placed at its disposal for the implementation of various programmes were totally inadequate. There was also a good deal of uncertainty about the likely allocation of the Commission for the plan period with the result that the process of planning for the development of universities and colleges was, to some extent, hampered. Mention may also be made of the fact that a number of university campuses continued to be disturbed. Examinations were also held behind schedule in a number of places. The various measures of examination reform viz. sessional evaluation and grading which had gained momentum in the earlier years also suffered a set-back during the year under review. It will be the continued endeavour of the Commission to evolve ways and means for the invigoration of the system and for the realisation of specified objectives in the field of higher education.

SECTION II

Institutions and Enrolment in Higher Education Growth in Numbers

2.01 Student Enrolment : There were 17,92,780 students in 79 universities, 10 institutions deemed to be universities and 3,297 colleges in 1969-70. The progress in terms of quantitative indicators during the present decade can be gauged by the fact that in 1979-80 we had 26,48,579 students enrolled in 108 universities, 11 institutions deemed to be universities and 4,558 colleges. The following table indicates the growth of numbers for the period 1969-70 to 1979-80. Figures relating to student enrolment exclude enrolments in intermediate classes, pre-university and pre-professional courses, unless otherwise specified :

<i>Year</i>	<i>Number of Universities</i>	<i>Number of Colleges</i>	<i>Number of Students</i>
1969-70	79 + 10 institutions deemed to be universities	3,297	17,92,780
1970-71	84 + 9 institutions deemed to be universities	3,604	19,53,700
1971-72	86 + 9 institutions deemed to be universities	3,896	20,65,041
1972-73	90 + 9 institutions deemed to be universities	4,158	21,68,107
1973-74	95 + 9 institutions deemed to be universities	4,308	22,34,385
1974-75	102 + 9 institutions deemed to be universities	4,170	23,66,541
1975-76	102 + 9 institutions deemed to be universities	4,272	24,26,109
1976-77	105 + 10 institutions deemed to be universities	4,317	24,31,563
1977-78	105 + 10 institutions deemed to be universities	4,375	25,64,972
1978-79	108 + 10 institutions deemed to be universities	4,460	26,18,228
1979-80	108 + 11 institutions deemed to be universities	4,558	26,48,579

Note : The number of colleges from 1974-75 onwards excludes junior colleges and colleges offering diploma/certificate courses. Hence the change in trend.

A chronological list of universities with their student enrolment is given in Appendix I. It will be noted that during the year 1979-80 the School of Planning and Architecture, New Delhi, was recognised as an institution deemed to be a university, thus raising the number of such institutions to eleven.

2.02 Growth Rate of Enrolment: The growth of student enrolment during the year 1960-61 to 1969-70 and 1970-71 to 1979-80 is given in Appendix II. The average growth rate of enrolment during the decade 1970-71 to 1979-80 was 4 per cent per annum. This was considerably lower than the average growth rate of 14 per cent during the decade 1960-61 to 1969-70. The growth rate declined successively from 9.5 per cent in 1970-71 to 0.2 per cent in 1976-77 except during the period 1974-75 when it rose to 5.9 per cent from 3.1 per cent in 1973-74. The growth rate which increased to 5.5 per cent in 1977-78 again came down to 1.2 per cent in 1979-80.

During the five year period from 1975-76 to 1979-80, the average annual compound growth rate of enrolment was 2.2 per cent. However, there were wide deviations from this average growth rate of 2.2 per cent among different states as indicated in Appendix III. Meghalaya/Nagaland, for instance, had a growth rate of 10.9 per cent which is five times the average growth rate. Similarly, Rajasthan and Assam/Manipur had growth rates more than four times the average growth rate and Kerala had a growth rate of more than three times the average. States which had growth rates more than double the average growth rate were Karnataka (6.5 per cent), Madhya Pradesh (6.4 per cent), Bihar (5.9 per cent) and Uttar Pradesh (5.3 per cent). On the other extreme were states like West Bengal, Jammu & Kashmir, Gujarat and Himachal Pradesh which registered negative growth rates during 1975-76 to 1979-80. The Union territory of Delhi also registered negative growth rate during the period.

2.03 Stage-wise Enrolment: According to the stage-wise enrolment from 1975-76 to 1979-80 given in Appendix IV, undergraduate enrolment as a percentage of total enrolment decreased from 88.5 in 1975-76 to 87.1 in 1979-80. The percentage enrolment at the postgraduate and research levels has, however, steadily gone up from 9.8 in 1975-76 to 9.9 in 1976-77, 10.2 in 1977-78, 10.6 in 1978-79 and 11.1 in 1979-80.

Appendix V gives the stage-wise enrolment in university departments, university colleges and affiliated (private or government) colleges. The affiliated colleges account for 83.4 per cent of the total enrolment. The percentage of students in affiliated colleges is as high as 88.5 at the undergraduate stage and 53.5 per cent of the enrolment at the postgraduate stage. At the research level, affiliated colleges account for 14 per cent of the total enrolment.

2.04 Faculty-wise Enrolment: The faculty-wise distribution of student enrolment from 1975-76 to 1979-80 (Appendix VI) shows that the percentage of enrolment in the faculty of arts (including oriental learning) to the total enrolment went down from 44.5 in 1975-76 to 44.4 in 1976-77, 43.7 in 1977-78, 42.3 in 1978-79 and 40.6 in 1979-80. However the percentage of students enrolled in commerce courses has gone up from 17.1 in 1975-76 to 17.7 in 1976-77, 18.1 in 1977-78, 18.8 in 1978-79 and 19.5 in 1979-80.

The percentage enrolment in science which had been declining until 1976-77 increased from 18.2 in 1976-77 to 18.4 in 1977-78, 18.8 in 1978-79 and 19.2 in 1979-80. The changes in percentages of enrolment in the professional courses have been of a marginal nature.

2.05 Establishment of New Colleges: There was an increase of 98* in the number of colleges during the year (Appendix VII). Of these new colleges, 66 were arts, science and commerce colleges. The distribution of newly established professional colleges is as under:

Engineering & Technology	7
Medicine, Pharmacy, Ayurveda, Homeopathy, Nursing and Dentistry	7
Law	9
Music & Fine Arts	4
Oriental Learning	12
Veterinary Science	1

The number of colleges in the faculties of education/physical education came down from 340 in 1978-79 to 332 in 1979-80.

2.06 State-wise Growth of Colleges: The state-wise distribution of the growth of colleges during the period 1975-76 to 1979-80 is given in Appendix VIII. There was a total increase of 286 in the number of colleges during the five-year period.

The following states account for a substantial increase in the number of colleges.

Bihar	50
Maharashtra	37
Assam/Manipur	32
Karnataka	32
Andhra	30
Kerala	27
Rajasthan	26
Uttar Pradesh	20

* The difference is due to change in the status of some of the existing colleges.

These eight states taken together account for nearly 90 per cent of the total increase in the number of colleges. There was a decline in the number of colleges in Himachal Pradesh, Gujarat and Madhya Pradesh and in the Union territory of Delhi during the period 1975-76 to 1979-80.

Appendix IX gives the state-wise increase in arts, science and commerce colleges during the period 1975-76 to 1979-80. It will be seen that the increase in arts, science and commerce colleges accounted for nearly 79 per cent of the total increase in the number of colleges during the period. Appendix X gives the state-wise position of colleges conducting post-graduate classes during the period 1975-76 to 1979-80.

2.07 Staff Strength: Appendix XI shows the strength and distribution of teaching staff in university departments and university colleges during the period 1975-76 to 1979-80. In 1979-80 there were 39,838 teachers in the university departments and university colleges. Out of them, 3,942 were professors, 7,690 readers, 25,610 lecturers and 2,596 tutors and demonstrators. The proportion of senior teachers viz. professors and readers to the total teaching staff was 29.2 per cent which shows that there has been an increase in the proportion as compared to 26.8 per cent senior teachers in 1975-76. The teaching staff in the university departments and university colleges increased by 1,003 in the year 1979-80 as compared to an increase of 1,700 in 1978-79 over the preceding year. The staff in the affiliated colleges (Appendix XII) totalled 1,48,664 teachers in 1979-80, including 15,060 senior teachers, 1,23,597 lecturers and 10,007 tutors and demonstrators. There was an increase of 5,840 teachers in affiliated colleges in 1979-80 over the year 1978-79 as compared to an increase of 1,600 in 1978-79 over the year 1977-78.

2.08 Doctorate Degrees Awarded: The faculty-wise position of doctorate degrees awarded during 1974-75 to 1978-79 given in Appendix XIII shows that the maximum number of doctorates were awarded in science followed by arts. In professional faculties, the maximum number of degrees awarded was in agriculture followed by engineering/technology. The number of degrees awarded during the period for all the faculties taken together increased by nearly 35 per cent. The increase was particularly marked in 1977-78.

2.09 Record of Higher Education and Trends: Appendix XIV shows the state-wise record of higher education in terms of the average growth of students per annum and in terms of the number of colleges added (arts, science and commerce) during the period 1974-75 to 1979-80. Appendix XV shows trends in higher education during the year 1979-80 in terms of enrolment and the number of undergraduate and postgraduate colleges (arts, science and commerce only).

SECTION III

Guidelines to the Universities for preparation of proposals for the Sixth Plan*

3.01 The Commission has formulated its policy for the development of higher education programmes for universities and colleges in the current Plan period. The "Policy Frame" and the "Approach to Development of Higher Education" prepared in this regard were considered and endorsed at the two conferences of the Vice-Chancellors of Universities held in May and July, 1978.

3.02 The main emphasis in the Plan is on (a) improvement of standards; (b) regulation of admissions; (c) centralization of instrumentation and repair facilities and (d) extension as an integral part of education. Low priority has been given to the expansion of educational facilities by way of new universities, centres for postgraduate studies and new departments and to basic infrastructural facilities by way of buildings.

3.03 The commission has formulated the guidelines to the universities for preparation of proposals for the sixth plan. The basic purpose of undertaking this exercise was to ensure that the universities are ready with their plans for urgent developmental needs and particularly where the universities have mostly implemented their fifth plan programmes. It was, therefore, felt desirable to request the universities to formulate their new proposals, within a provisional allocation suggested for each university and to have such proposals examined with the help of visiting committees.

3.04 Grants approved in respect of any other schemes on the basis of the fifth plan visiting committee or subsequently, the implementation of which has not been taken up by the university so far, would not form a part of spillover grants. This would be particularly so in respect of construction of buildings which may have been approved, plans and estimates accepted but the construction not begun so far. Such construction projects will have to be treated as new proposals and included within the new ceiling grants suggested for the sixth plan period.

The Commission would continue to consider proposals separately in respect of various quality improvement programmes and support for research and for engineering and technology.

The policy followed during the last plan period to keep the expenditure on construction of new buildings to the minimum essential would be conti-

* The Fifth plan of the Government of India was for 1974-79. The Sixth plan was originally formulated for 1978-83. The programmes have now been adjusted to 1980-85 in accordance with the national plan.

nued in this plan period. Special cases, where there are compelling reasons to spend more funds on construction programmes, particularly in the case of the new universities established in the last ten years or so would, however, be considered on the merit of each case.

3.05 Keeping this in view, the Commission agreed that without making any firm or provisional commitment, the universities may be requested to formulate and send their proposals for development in the light of the guidelines summarised below:

(a) *Regulating enrolment in relation to facilities*—Universities which have already reached a critical size and stage of development should exercise considerable restraint on expansion of enrolment in formal and full-time instructional programmes at the undergraduate stage in the university departments, keeping a broad balance of 3:1 between undergraduate teaching and advanced teaching and research. In these universities demands for increase in enrolment in undergraduate courses should be substantially met through correspondence courses, extended/evening classes, increasing enrolment in the colleges, and by allowing students to appear as private students. In the case of postgraduate courses and research, training for M.Phil./Ph.D., enrolment should be kept within a limit determined in relation to the strength of the faculty and other facilities available. Greater emphasis should be laid on improvement of quality of instruction and research output.

(b) *Preparation of university plan*—Each university is required to prepare a comprehensive plan to cover teaching and general research programmes of its departments of study, giving detailed information about:—

- (i) the number of students enrolled at various stages in the fifth plan and subsequent years in relation to faculty strength and other facilities available;
- (ii) output of students; results in relation to inputs;
- (iii) total income and expenditure on non-plan and plan from all sources viz. UGC, State Government and other sources; and
- (iv) present position of enrolment at various levels as well as the enrolment proposed to be attained at the end of the plan period.

(c) *Strengthening of postgraduate departments*—Efforts should be made to develop suitable pre-Ph.D. programmes in the various faculties, in relation to their needs and to make the training of Ph.D. both interdisciplinary and broad-based. M.Phil. courses as well as post-M.A./M.Sc. specialised courses of regional relevance could be introduced in relation to the faculty strength and other facilities and on the justification of felt manpower needs.

Universities should give priority to the programmes of strengthening

existing postgraduate departments from the point of adequate staff—both academic and technical supporting personnel, research facilities, workshop and library services. The consolidation of such facilities should be given priority before universities consider starting further specialisation within the existing departments or starting new departments, as otherwise both of them are likely to remain sub-vaiable.

(d) *Centralisation of instrumentation and repair facilities*—Every effort should be made to coordinate and centralise major instrumentation and other experimental facilities in the universities so as to make them available for a number of users. There should be adequate provision for maintenance and repair of such equipment so that their use is maximized. The university service and instrumentation centre or the central workshop and instrumentation facility should be adequately strengthened for this purpose.

(e) *Departmental Programmes*—Prior to the actual formulation of the development proposals of the teaching departments, it would be necessary to keep in view the new approach to distinguish between developing departments and well-developed departments and to see that :

- (i) In the case of developing departments, necessary amounts are made available within the plan allocation to bring their facilities and activities to an optimal level essential for their teaching and general research work and for maintenance of adequate standards;
- (ii) To identify from amongst developing departments *a few* departments which have reached a stage of development and, therefore, have the potential to become fully developed over the next five years, with the help of some critical inputs and academic guidance. A cluster of such departments could be considered for intensive development during the current plan period; and
- (iii) In the case of well-developed departments, to utilise the general plan assistance mainly to make good their deficiencies for teaching programmes. In addition, such departments may also be requested to prepare additional proposals outside the plan ceiling suggested, to obtain assistance for their activities, on the basis of merit, from the various quality improvement programmes and research support available from the Commission. Such programmes should be well defined and timebound and must have specific academic accountability. These proposals should be prepared separately and sent to the Commission for consideration.

(f) *Criteria for categorisation of universities*—For purposes of deter-

mining the state of development of each department, appropriate criteria with regard to the infrastructure facilities, faculty strength, supporting technical staff, student enrolment at different levels, types of academic teaching and research activities undertaken and output of the departments could be taken into account as indicated in the criteria suggested in Appendix XVI. These criteria are not to be *rigidly applied* since the situation would differ from subject to subject, from experimental sciences to theoretical disciplines and from university to university. If the university considers it essential to depart from these criteria, the criteria adopted by the university could be indicated. The university, on the basis of these criteria, may group its existing departments into three categories mentioned above.

(g) *Limits for expenditure for different purposes—*

- (i) *Buildings:* In the matter of utilisation of the available grants in the next plan period, universities may spend upto 20% of the ceiling grant for construction of buildings required for academic programmes viz. class rooms, laboratories, workshops, library and similar facilities.
- (ii) *Academic and other Staff and Faculty Improvement:* Similarly, universities may utilise 20% to 25% of the grant indicated for purposes of creating new posts of academic staff, technical supporting staff and staff required for providing administrative back-up to the teaching departments. This may include faculty improvement programme component also to enable young teachers to improve their qualifications by further training for keeping abreast of latest research and extension of the frontiers of knowledge in the relevant/related fields/disciplines. The creation of new posts, if any, in the developed departments should be very carefully examined and kept at a minimum so that other departments in the developing category could bring their staff strength to the required level as per UGC norms.
- (iii) *Laboratory Equipment and Library Books and Journals:* The remaining 55% to 60% of the allocation would be available for purposes of equipment required for teaching and research, creation of central instrumentation facilities, augmentation of the workshop for repair and maintenance of the equipment, equipment required for library to provide for reprographic and other facilities and for library books and journals for the central library as well as the departmental libraries to support the ongoing academic programmes of teaching and research.
- (iv) *Maintenance of Equipment:* At least 10% of the equipment grant should be set apart for repair and maintenance so as to

ensure that no equipment remains idle and that all equipment are fully commissioned to use.

(h) *Pattern of Assistance*—The pattern of assistance and the sharing basis for various projects in respect of development programmes are given in Appendix XVII.

SECTION IV

Maintenance and Coordination of Standards

4.01 Section 12 of the UGC Act lays down that, "It shall be the general duty of the Commission to take, in consultation with the universities or other bodies concerned, all such steps as it may think fit for the promotion and coordination of university education and for the determination and maintenance of standards of teaching, examination and research in universities." Accordingly, all efforts of the Commission have been directed towards the maintenance and coordination of standards in regard to development as well as special programmes.

4.02 In the past few years, concerted efforts have been made to raise the level of university education, firstly, to the highest standards obtaining in our own country; and, secondly, to raise standards in our country to the highest standards 'anywhere' in the world. Simultaneously efforts have been made to bring about coordination between the need for maintaining quality through a proper consolidation of the existing facilities and expansion in order to meet the developmental requirements of the country, especially the need for trained personnel produced by universities for shouldering positions of responsibility in various fields.

4.03 The Commission, since its inception, has taken several measures for the maintenance and coordination of standards of teaching, research and examinations. This section deals with specific measures relating to the improvement and updating of courses of study, support for research and publications, examination reforms and quality improvement programmes, all of which have a direct and significant bearing on standards, in the university system.

4.04 Restructuring of Courses: The Commission's scheme of restructuring of courses has two important aspects viz. (a) to make the first degree course more relevant to the rural environment and to the developmental needs of the community and (b) to link education with work/field/practical experience and productivity.

The Commission is of the view that special attention needs to be given to the orientation of the existing courses towards rural problems without creating a completely different channel for such studies. The courses are to be reoriented in such a manner that a student can apply his theoretical knowledge to the problems of the region through field work, project work, extension etc. In other words, the existing conventional courses may be integrated with concrete problems and the courses related to the development of the region. The key concept underlying restructuring of courses

is to remodel the existing conventional three-subject courses at the first degree level by courses comprising two of the existing subjects together with a third subject being oriented towards field/practical work or having a bearing and direct relevance to the local/regional needs and requirements.

4.05 24 institutions were participating in the scheme at the end of March, 1980. The colleges have been selected, generally speaking, in the vicinity of agricultural universities/krishi vigyan kendras, so that these agricultural universities/krishi vigyan kendras can render useful assistance to the colleges in drawing up the syllabi for the new papers/subjects with a practical/rural/field orientation.

Colleges have been advised not to diversify this programme by introducing too many courses. Instead, to begin with, a college may consider starting one course in the social sciences and one in sciences.

4.06 The UGC supports the programme by providing assistance in the form of grants for the purchase of books and journals and appointment of core staff on the merit of each proposal. Assistance to the colleges towards restructuring of courses is limited to Rs. One lakh per annum for recurring as well as non-recurring expenditure for three years.* The main difficulty in implementing the programme and the scheme making headway is that colleges are required to follow the curricula laid down by the apex body i.e. the university and as such they do not have the freedom to restructure their courses on their own. On the other hand, the procedures within the university for revising courses are often very cumbersome. Efforts are being made to remove these and other obstacles.

4.07 Introduction of Vocational Courses: The Commission in October 1979 considered a reference from the Ministry of Education and Culture regarding the introduction of vocational courses as a part of the regular general education programme of the two-year degree course in the colleges located in small towns. As agreed to by the Commission, a small working group has been appointed to look into the question of adding integrated vocational subjects alongwith other academic subjects so as to increase the employability of the graduates and also to frame guidelines for vocational studies. The work of the committee is in progress.

4.08 Scheme of Assistance for the Preparation of University Level Books by Indian Authors: In consultation with the Ministry of Education and Culture, the UGC initiated in 1970-71, the scheme for 'Preparation of university level books by Indian authors.

* The period has since been extended to five years and the per annum grant is now treated as non-lapsable.

During the year under report the Commission accepted 64 fresh projects for the preparation of university level books in various fields of sciences, humanities, social sciences and engineering and technology under this scheme. Four authors, however, could not take up the projects. During this period 13 manuscripts were completed. The position at the end of March, 1980 was as under:

(i) Projects initially accepted	516
(ii) Projects cancelled due to non-implementation	66
(iii) Projects where manuscripts have been completed	127
(iv) Projects under implementation	323

4.09 Re-publication of Foreign Books in Cheaper Editions: The Ministry of Education and Culture in consultation with the UGC initiated in 1960 programmes of re-publication in low priced editions of books originally published in USA, UK and USSR and found useful by university and college students in India.

Presently there are three such programmes viz:—

- (i) Joint Indo-American Standard Works Programme
- (ii) English Language Book Society Series (ELBS)
- (iii) Joint Indo-Soviet Text Book Board Scheme

Suggestions regarding books that may be published under the above programmes are made by specialists in the subject concerned from India as well as the respective countries. The Ministry of Education and Culture receives such suggestions from the respective countries as also copies of the books and in turn refers them to the UGC for getting them evaluated from the standpoint of their suitability to the university and college students.

Under the programme, the UGC got 67 books evaluated during the year 1979-80 as detailed below:

<i>Scheme</i>	<i>Number of titles evaluated</i>
(i) Joint Indo-American Standard Works Programme	19
(ii) English Language Book Society Series (ELBS)	26
(iii) Joint Indo-Soviet Text Book Board Scheme	22
Total	67

4.10 Modernisation of University Level Courses: As mentioned in the Annual Report for 1978-79, 40 regional workshops in various disciplines

were arranged in some selected university centres throughout the country for upgrading and modernising the syllabi in various courses and for bringing them nearer to the needs of the society and students. The final reports of the workshops in law, psychology, philosophy, political science, economics and history have since been printed and circulated to the universities for placing the recommendations of these workshops before their academic bodies for further action. The report of the workshop on English has also been received. The Commission expects a new thrust in teaching and research in university courses after the recommendations of these workshops are implemented by the universities.

4.11 Panels of Experts in Individual Subjects: As mentioned in the earlier reports, the Commission constitutes panels of experts* in various subjects of study and research in the universities to advise the Commission on all matters relating to the present status and standards of teaching and research in the subject concerned, facilities available within the country and in different regions for training in the subjects and also to suggest measures to be taken for proper development of facilities for pursuing studies at an advanced level. These subject panels review syllabi and courses of study followed by different universities at undergraduate and postgraduate levels with reference to such courses of study being made up-to-date and, wherever necessary, relevant to the regional and national needs and also to bring about necessary interdisciplinary aspects. The advice given by the panels has helped in initiating appropriate measures so that teaching and research in the subjects concerned can be brought to the required level. The panels consisting of experts from different disciplines and different regions of the country are generally reconstituted once in every two years.

4.12 Panels in the Humanities and Social Sciences: Panels of experts in various disciplines in the humanities and social sciences were set up in February, 1974. These panels advise the Commission regarding measures for improvement of standards and facilities of teaching and research in the subject concerned for development of inter-disciplinary and multi-disciplinary programmes and on such matters as may be referred to them by the

* At the end of March, 1980, 22 subject panels, 16 in the humanities and social sciences and 6 in science subjects were functioning. These were: Humanities and Social Sciences—(1) English and Foreign Languages, (2) Linguistics, (3) Modern Indian Languages, (4) Economics, (5) Political Science and Public Administration, (6) Sociology & Social Anthropology, (7) Anthropology, (8) Commerce and Business Administration, (9) Law, (10) History, (11) Mass Communication, (12) Psychology, (13) Philosophy, (14) Library & Information Science, (15) Social Work, (16) Teacher Education, and Science subjects—(1) Physics, (2) Chemistry, (3) Mathematics, (4) Biological Sciences, (5) Geography, (6) Geology/Geophysics.

Commission. The panels may also recommend for consideration of the Commission proposals for promotion and support for studies/research which may demand special attention and resources in relation to education and developmental needs of the country.

The panels have concentrated their work on the objectives of teaching at different levels, the structure of various courses and the articulation of compulsory and optional papers, modalities of introducing inter-disciplinary approach, major developments in the teaching of courses and the need for remedial measures, encouraging production of text-books, monographs and supplementary reading materials by Indian authors, introduction of new and better methods of teaching, faculty improvement and methods of evaluation.

4.13 Panel on History: The panel on history recommended that in addition to the departments which are already participating in the programme of centres of advanced study/departments of special assistance, some departments may be included in the list of identified departments for the award of teacher fellowships. These fellowships, will be awarded as soon as funds become available for the purpose. Similarly, action would be taken on the recommendation of the Panel that some departments of affiliating universities be considered by the Commission for participation in the university leadership project under college humanities and social sciences improvement programme.

4.14 Panel on Philosophy: The panel on philosophy recommended that a book on the history of Indian philosophical ideas authorwise and in chronological order (by locating them in the social, political and economic context showing the influence of philosophical ideas on events and vice-versa) may be prepared. This is under active consideration.

4.15 Panel on Law: The panel on law recommended that regional workshops in (i) criminology and criminal law (ii) public law, constitutional and administrative law (iii) legal regulation of economic activities may be organised in addition to three workshops on jurisprudence. It is proposed to organise these workshops during 1980-81.

4.16 Panel on Anthropology: The panel recommended that the Commission may give liberal grant for enriching museums, considering the physical requirements of individual departments. The panel emphasised that the organisation and maintenance of a museum especially the one attached to the department of anthropology may highlight the regional heritage and perform the following four functions (i) museum as a teaching aid (ii) museum as a source of material for research (iii) museum as an instrument of mass education and (iv) documentation. The panel also

recommended that some departments may be included under the faculty improvement programme in physical anthropology, pre-history and social and cultural anthropology. Action on the above will be taken in the context of Sixth Plan proposals of the universities.

4.17 Panel on Social Work Education: The Panel on Social Work Education considered the proposals received from the institutions under the scheme of experiments in field training for social development and recommended departments/universities for assistance. The proposals received in this regard are being processed.

4.18 Panel on English & Foreign Languages: The Panel on English & Foreign Languages felt that it was high time that five or six outstanding departments of English are be identified for participation under the scheme of special assistance to selected departments. The panel, however, decided that it would be advisable if, in the first instance, the entire question is gone into by a sub-committee of the panel. Accordingly, a sub-committee was constituted to make recommendations in this regard.

4.19 Panel on Modern Indian Languages: The Panel on Modern Indian Languages recommended that Sursagar may be edited with the help of an expert committee.*

The panel while noting the recommendations of the seminar on Hindi language and literature recommended that similar workshops may be organised in regional languages as indicated below:—

	<i>Venue of Workshop</i>
1. Eastern Zone (for Hindi, Assamese, Bengali and Oriya)	Utkal University, Bhubaneswar
2. Western Zone (for Gujarati, Marathi and Hindi)	Saurashtra University, Rajkot
3. Northern Zone (for Panjabi, Urdu, Kashmiri and Hindi)	Panjab University, Chandigarh
4. Southern Zone (for Tamil, Telugu, Kannada and Malayalam)	Sri Venkateswara University, Tirupati

Proposals in this regard have been invited from the universities.

4.20 Panel on Mass Communication: The panel on mass communication recommended that a report on the present state of teaching and research

* The Committee has since been appointed.

in journalism/communication may be prepared on the basis of the Hyderabad workshop report, Press Institute of India report, B. Siva Rao Committee report and reports of the Berhampur and Madras Universities (Departments of Journalism and Communication). A subcommittee was appointed for preparing the report. This has since been finalised.

4.21 General Recommendations of the Various Panels:

- (i) The panels identified certain areas of study in each discipline for which scholars may be sent abroad for doctoral and post-doctoral research studies under the Scheme of National Scholarships being implemented by the Ministry of Education and Culture.
- (ii) Some panels recommended that journals in regional languages may be brought out as it has been the policy of most of the state governments to switch over the medium of instruction to regional languages. In addition to the publication of journals in regional languages, the panels have also recommended some books to be translated in regional languages.
- (iii) Some of the panels identified scholars belonging to non-university institutions for participation under the UGC scheme of national associateship.
- (iv) The panels recommended proposals for book-writing under the scheme of preparation of university level books by Indian authors.

4.22 Status Reports and Departmental Profiles: There is an urgent need for the preparation of status reports and the departmental profiles in the various disciplines of humanities and social sciences because these reports could be helpful to the various visiting committees which would visit the universities to examine their proposals under the sixth plan. Accordingly, the convenors/chairmen of panels of specially constituted sub-committees were requested to prepare the status report and the departmental profiles in their respective disciplines. The status reports in the disciplines of (i) law (ii) philosophy (iii) psychology (iv) social work education (v) anthropology (vi) English and foreign languages (vii) economics (viii) commerce and (ix) political science have already been considered by the respective panels and are now ready for print. The status reports in other disciplines and departmental profiles are also being prepared.

4.23 Promotion of Gandhian Studies: The Commission set up a Standing Committee on Gandhian Studies to advise the Commission regarding measures for initiating and developing studies and research on Gandhian thought and its relevance to modern times, on inter-disciplinary programmes and on such matters as may be referred to it by the Commission. The

committee could also recommend on its own for consideration of the Commission proposals for promotion and support for studies/research which merit special attention and resources in relation to educational and developmental needs of the country.

4.24 As advised by the committee, letters were addressed to the vice-chancellors of universities and proposals were specifically invited in relation to one or all of the following measures:

- (i) Preparatory work so that courses on Gandhi, Gandhian Thought and Values could be started. Preparatory work would include organisation of seminars/workshops to promote study and research on Gandhian thought and values, framing of courses, provision of a basic collection of books etc., and preparation of details of staff, library, and other facilities required for the introduction of the proposed courses.
- (ii) Strengthening of library and other facilities for courses on Gandhian Studies currently provided by the university.
- (iii) Research projects on Gandhian studies. Some relevant themes are: national integration, education, rural development, economic growth, science and values, ahimsa and satyagraha, violence in society and disarmament.
- (iv) Organisation of seminars/workshops on Gandhian thought and values in relation to the important problems facing the country.

4.25 A grant of Rs. 20,000 for the purchase of books and journals has already been placed at the disposal of each of the universities where Gandhi Bhavans have been functioning effectively. Similarly, a grant upto a ceiling of Rs. 10,000 has been placed at the disposal of each university which sent a proposal for organising seminars, workshops etc. as part of preparatory work for the introduction of courses in Gandhian thought and values.

4.26 During the year under report, the Commission also provided financial assistance to the Madurai university for strengthening its department of Gandhian studies and to the Bhagalpur university to enable it to offer diploma course in Gandhian thought. Assistance to other universities during the year was provided for seminars/workshops/books etc. An amount of Rs. 1.39 lakhs was paid to the universities towards promotion of Gandhian studies during the year.

4.27 With a view to providing an opportunity to research scholars and teachers to undertake advanced study and research in science, humanities and social sciences and engineering and technology, the Commission awards 50 research associateships annually. Five of these awards are

reserved for Gandhian studies. The value of these awards is Rs. 1,000 (A), Rs. 1,200 (B), and Rs. 1,400 (C). This has since been enhanced to Rs. 1,100, 1,300 and 1,500 respectively with a contingency grant of Rs. 4,000 per annum for approved contingency expenditure. The associateship is tenable for 5 years.

4.28 Introduction of defence studies at the undergraduate and postgraduate levels in the universities: The UGC in October 1979 agreed that the syllabus suggested by the committee for defence studies for the postgraduate level may be brought to the notice of the universities for their guidance along with the suggestions received from the Ministry of Defence for association of defence personnel in the conduct of these courses. The UGC in January, 1980 accepted the recommendations of the committee that universities and colleges if they so desire may provide for defence studies as one of the subjects at the undergraduate level also. It was also agreed that the syllabus suggested by the committee may be circulated to the universities for their guidance. This has been done.

4.29 Science Panels: The Commission has constituted specialist panels in science subjects to advise regarding steps to be taken for improvement of science teaching and research in the universities and colleges, implementation of multi-disciplinary programmes, support of research projects and such matters as are referred to them by the Commission. The first set of panels was set up in 1968.

4.30 The panels apart from recommending suitable research projects for support of research by the Commission (including those for departmental support and departments of special assistance) have (i) considered and reviewed, wherever necessary, the need for curricula development and upgrading of syllabi at the undergraduate and postgraduate levels (ii) suggested appropriate measures to be taken up by the Commission for faculty improvement in universities and colleges and (iii) identified professional/academic associations in India which could be supported by the Commission for organising conferences, etc.

4.31 The science panels have prepared departmental profiles of the university departments. The need for such profiles, based on adequate and useful information furnished by the individual departments arose out of three major considerations, viz. (i) determination of the stage of development of the department and its recognition as either belonging to the developed or developing or subviable category, (ii) the development of the subject and its sub-disciplines or specialisations within the departments in relation to the teaching and research activities undertaken by it with reference to the infrastructure facilities and the faculty composition and deve-

lopment of thrust areas for research and (iii) the development of the individual subject departments in relation to the over-all development of the subject and its, disciplines in the country as a whole, keeping in view the need for developing inter-disciplinary and newly emerging, areas of importance in the subject.

4.32 The departmental profiles indicate the present stage of development of the department concerned and give suggestions with regard to the directions for future growth of teaching and research activities, staffing pattern and the nature of support that may be made available by the Commission, both as general plan support as well as for special programmes of the UGC. The profiles would also be useful for the Sixth plan visiting committees.

4.33 Physics Panel:

- (i) On the recommendations of the panel, a programme of sequential all-India summer institutes for teachers in postgraduate colleges/universities so as to contribute to improvement of content and quality of postgraduate instructions in colleges, was initiated during 1975-76. The institutes have covered (a) mathematical physics (b) electronics (c) optics and electromagnetic theory (d) quantum mechanics and (e) application of quantum mechanics to atomic, molecular and solid state and nuclear physics. The institutes were held at different selected universities/institutions where necessary expertise and infrastructure facilities were available.
- (ii) The panel recommended that the UGC may enter into a federation agreement with the International Centre for Theoretical Physics, Trieste. It has suggested that while signing this agreement the question of participation of Indian teachers as faculty members for this course should be stressed. The panel observed that India at present has considerable expertise to establish such a centre for participants from South Asian countries. It was decided that some centres in India may be identified for this purpose where short-term courses on the lines of Trieste institution should be opened and for this purpose assistance from COSTED/UNESCO could be obtained.
- (iii) The panel recommended the need to develop facilities for crystal growing technique in the universities. A sub-committee was constituted by the Commission to discuss the basic facilities required for the purpose.
- (iv) With a view to encouraging research, emerging areas in physics are to be identified. The sub-committees constituted to prepare the status report in physics are expected to identify these areas.

4.34 Chemistry Panel:

- (i) The panel agreed, in principle, with the idea of the short duration courses on the lines run by the American Chemical Society for a number of years. A few of these were organised in areas such as Spectroscopy, VPC etc. In the opinion of the panel, the courses should be roughly of 4-5 days' duration. For the success of such a course, material should be circulated to the participants well in advance. Typical of such courses are: Bio-inorganic chemistry, NMR spectroscopy, photoelectron spectroscopy, homogeneous catalysis, quantum chemistry and radiation chemistry.
- (ii) The panel had taken up the work of preparing a report on the status of research in chemistry in Indian universities and accordingly a brief status report in chemistry was prepared and printed during 1979. The report, *inter alia* identifies areas where considerable research work has already been done and also such areas which have so far been neglected and which now need to be taken up earnestly. The report not only provides an objective assessment of the areas of current research and contributions made by our universities, but also draws attention to the existing gaps and the need for promoting newly emerging areas in chemistry which have distinct relevance to the research and development effort of chemistry.
- (iii) The panel identified "photo-chemistry" and "polymer chemistry" as the area of research to be promoted in India and, therefore, recommended that special effort be made to encourage both basic and applied work in these disciplines. Accordingly, special sub-committees were constituted for those areas for preparing status reports. The reports have been brought out by these committees.

4.35 Mathematics Panel: The panel while considering the special problems of M.Phil. course stressed the need for organising some preparatory programme to enable teachers from colleges to benefit from M.Phil./Ph.D. courses as part of the faculty improvement programmes. These instructional courses organised on a regional basis, are essential if teachers are to be made aware of the current nature of mathematics and enabled to join M.Phil./Ph. D. courses. These courses should be organised in universities by rotation as distinct from summer institutes etc. The centres for the purpose are being identified.

4.36 Bio-Sciences Panel:

- (i) The panel considered a proposal received from the president of the Association of microbiologists for introduction of unit

courses in microbiology. It was recommended that some unit courses in microbiology as a part of the syllabus of botany, zoology, biological sciences be introduced even at the undergraduate level. The present status of the organisation of masters degree courses should also be reviewed to bring them up-to-date and make them relevant to our needs of development.

- (ii) A proposal received from the Botanical Survey of India for the establishment of herbaria in identified institutions/colleges to collect and preserve samples of such flora which are being destroyed was considered by the panel. The panel welcomed the proposal of such coordinated effort and recommended that specific proposals from identified institutions/colleges could be supported. This has also been approved by the Commission. Regional coordination committees are supervising such work in collaboration with regional botanists of the Botanical Survey of India.
- (iii) The following areas have been identified as of prime importance: molecular biology, microbiology and microbial genetics, photobiology, bio-engineering, environmental studies including physiology and biochemistry of stress, marine sciences, developmental biology, genetics, plant physiology and biochemistry, neurobiology, reproductive biology, cell biology, aquatic biology, ecology, toxicology, immunology, plant pathology, comparative animal physiology.
- (iv) As recommended by the panel, universities are being encouraged to start the development of biological sciences besides traditional botany and zoology departments and thus create a philosophy of biological sciences in the university system. A workshop to suggest specific courses which could be included in the inter-disciplinary curriculum in the new biological science departments for ensuring uniform standard was held in the School of Life Sciences, Jawaharlal Nehru University, New Delhi.

4.37 Geography Panel:

With a view to encouraging research, the following emerging areas in geography have been identified:—geomorphology & land form geography, agricultural geography, industrial geography, urban geography & metropolitan development, transport geography, population geography, anthropo-geography.

4.38 Geo-sciences Panel: The panel has identified the following major areas of research:—quantitative geology, geochemistry, geo-exploration techniques, quarternary geology, precambrian geology, marine geology,

engineering geo-sciences, geochronology (geo-sciences), remote sensing (photogeology & geomorphology—data studies), environmental geo-sciences, experimental deformation, experimental mineralogy and petrology.

The panel has also identified the following instruments which could be fabricated by the universities—grinding machines, polishing, mounting and cutting machines, ore microscope, isodynamic mineral separators and hammers.

4.39 Centres of Advanced Study/Departments of Special Assistance: The scheme of recognising certain departments as centres of advanced study was initiated by the Commission in 1963-64 with the object of strengthening postgraduate teaching and research and channelling available resources effectively for the purpose. The scheme is intended to encourage the pursuit of 'excellence' and team work in study and research and to accelerate the realisation of 'international standards' in specific fields. With this end in view, the Commission decided to give active support and substantial assistance to promising departments in the universities so that efforts and resources are concentrated on certain growth points instead of being scattered thinly over a wide area.

4.40 The scheme of providing special assistance to a limited number of selected departments (DSA) was initiated in 1972-73 with the object of enabling these departments to develop their existing potentialities and become active centres of teaching and research in selected areas and also attain the level of centres of advanced study in course of time.

4.41 Present Position: The Commission, on the advice of a Standing Committee, specially constituted for the purpose, initially selected 26 departments (15 in science and 11 in humanities and social sciences) as centres of advanced study. Assistance to these departments was made available for a period of ten years. Subsequently in 1967-68 four more departments (two in science and two in humanities and social sciences) were added to this programme. The work of the 30 centres of advanced study functioning since 1963-64 was assessed by evaluation committees. Based on the recommendations of these committees and on the advice of the Standing Committee, it was decided that seven centres of advanced study be excluded from the programme with effect from April 1, 1974. Thus the number of centres that were functioning at the end of March, 1979 was 23.

4.42 During the year 1979-80, the Commission on the advice of the Standing Committee, recognised five more departments to function as centres of advanced study with effect from 1.4.1979. These are:

- (i) Department of Botany, Banaras Hindu University.
- (ii) Department of Botany, Calcutta University.

- (iii) Department of Inorganic and Physical Chemistry, Indian Institute of Science, Bangalore.
- (iv) Department of Metallurgy, Banaras Hindu University.
- (v) Department of Psychology, Utkal University.

Thus the number of centres functioning at present is 28 (18 in science/engineering and 10 in humanities)—Appendices XVIII & XIX.

4.43 Initially, 26 departments (20 in science and 6 in humanities and social sciences) were selected under the programme of departments of special assistance. Assistance to these departments was for five years from April, 1972 but was continued upto March 31, 1979. The work of these departments was also assessed with the help of assessment committees. Subsequently, more departments were brought under the category of special assistance, bringing the number to 33 departments in science subjects and 20 departments in the humanities and social sciences at the end of March, 1979.

4.44 During the year 1979-80, the Commission, on the recommendation of the Standing Committee and on the basis of the reports made by the Assessment Committee, discontinued its assistance to the following four departments with effect from 1.4.1979.

- (i) Department of Physical Chemistry, Madras University.
- (ii) Department of Physics, Allahabad University.
- (iii) Department of Botany, Panjab University.
- (iv) Department of Psychology, Utkal University.

4.45 Simultaneously, on the recommendations of the science panels and the Standing Committee on CAS/DSA, the Commission approved the following five departments under the special assistance programme during the year 1979-80:

- (i) Department of Physics, Panjab University.
- (ii) Department of Physics, Poona University.
- (iii) Department of Physics, Indian Institute of Science, Bangalore.
- (iv) Department of Mathematics (Applied), Bangalore University.
- (v) Department of Chemistry (solid state and structural) Indian Institute of Science, Bangalore.

A list of 50 departments (31 in science and 19 in humanities) functioning at the end of March, 1980 is at Appendices XX and XXI.

4.46 Support for Research: The programme has three important compo-

nents viz. (a) research fellowships and scholarships, (b) support for research projects in the humanities, social sciences and science subjects, and (c) assistance towards the publication of theses and learned research works.

The programme of research fellowships and scholarships has been reviewed in Section XI of this report.

4.47 The Commission provides support towards advanced and short-term research projects in the humanities, social sciences and science subjects. In formulating research projects, universities were requested to keep in view (a) the importance of defining major thrust areas and detailing the plans for coordinating and making the best use of visiting facilities and staff. (b) inter-departmental and/or inter-disciplinary proposals as well as collaboration with universities, national laboratories, and industries (c) scarcity of resources of foreign exchange, and therefore, the need to emphasise indigenous instruments and design, fabrication and building of equipment, (d) the need for utilisation of sophisticated equipment by scientists from other departments or other universities or colleges etc. (e) installation of computer or purchase of computer time and (f) repair and servicing of instruments. The projects are approved by subject panels concerned.

4.48 Advanced Research Projects (Humanities): The UGC provides support to teachers in the universities and colleges with facilities for postgraduate studies and research to enable them to take up work on intensive and depth studies in specific areas in the humanities and social sciences.

Research projects may be undertaken by an individual teacher or by a group of teachers or by a department as a whole. The Commission also provides assistance for research, technical and other staff, travel, field work, apparatus, equipment, postage, stationery, computation work, printing of questionnaires, books, journals, contingencies and similar other items needed for the project.

Assistance is normally available to a teacher or a department for one project at a time. The duration of the project may be upto a period of three years. In special cases, however, projects covering a period of three to five years may be considered but in no case will assistance for a project be available for a period of more than five years.

After the completion of the project, any apparatus, equipment, books and data etc., procured with UGC assistance becomes the property of the institution where the project was undertaken for use by other scholars.

At the end of March, 1980 the Commission approved 255 advanced research projects at a cost of Rs. 62 lakhs as detailed in Table IV.1.

Table IV.1

<i>S. No.</i>	<i>Subject</i>	<i>No. of projects approved</i>	<i>Amount approved (in lakhs of rupees)</i>
1.	Anthropology	4	0.81
2.	Commerce	12	3.55
3.	Economics	21	7.20
4.	Education	12	4.06
5.	English & Foreign Languages	4	1.18
6.	History	43	12.61
7.	Law	6	1.71
8.	Linguistics	33	6.35
9.	Library Science	4	1.14
10.	Mass Communication	11	1.49
11.	Modern Indian Languages	29	6.13
12.	Political Science	32	6.09
13.	Philosophy	12	1.12
14.	Psychology	16	4.11
15.	Sociology and Social Anthropology	16	4.45
Total		255	62.00

4.49 Short-term Research Projects (Humanities): Under this scheme, financial assistance ranging from Rs. 5,000 to Rs. 10,000 is provided to a university or college teacher who wishes to undertake, along with teaching work, a short-term research project or an investigation for a doctoral degree under approved supervision. Assistance is available only for field work, preparation of questionnaires, computation work, equipment, books and journals which are specifically required for the proposed project but which are not normally available to the teachers in the institution where he is employed. The Commission has decided during 1979-80 that henceforth the amount required for T.A./D.A. in connection with the field work undertaken by an investigator may be determined by experts in accordance with the need of the research project. The Commission has also agreed to allow upto 10 per cent of the grant approved to a researcher for the purpose of typing, stationery and contingencies. In special cases assistance may also be provided for publication of monographs and research papers.

Grants under this scheme are available to individual teachers and are neither transferable nor available for appointment of any staff or items of a recurring nature. After the project has been completed, any apparatus or equipment purchased, with the Commission's support, becomes the pro-

perty of the institution where the teacher is employed. Books and journals may, however, be retained by the teacher, if he/she so desires.

4.50 During 1974-75 to 1979-80 the Commission approved 2,173 short-term projects at a cost of Rs. 58.93 lakhs as detailed below:

Table IV.2

<i>S. No.</i>	<i>Subject</i>	<i>No. of projects approved/teachers provided assistance</i>	<i>Amount approved (in lakhs of rupees)</i>
1.	Anthropology	17	0.72
2.	Commerce	248	8.05
3.	Economics	253	6.08
4.	Education	224	7.13
5.	English & Foreign Languages	161	2.34
6.	History	277	9.16
7.	Law	31	1.15
8.	Library Science	3	0.09
9.	Linguistics	131	3.00
10.	Mass Communication	2	0.10
11.	Modern Indian Languages	347	6.54
12.	Philosophy	63	1.44
13.	Political Science	150	5.27
14.	Psychology	141	3.94
15.	Social Work	5	0.14
16.	Sociology & Social Anthropology	120	3.78
Total		2,173	58.93

4.51 Major Research Projects (Science): Assistance for science research is provided to faculty members in the universities, university centres for postgraduate studies and affiliated colleges for taking up well-defined research projects in pure and applied sciences. The research projects may relate to major programme of research to be undertaken by the university departments as a whole in a selected field or to projects by small research groups as well as by individual teachers.

With the help of panels, departments are identified for assistance under departmental research support, so that with these additional inputs, the departments concerned can develop studies and researches in specialised fields and later on be considered for other programmes. The departments

concerned have to formulate suitable projects in their respective fields of specialisation. Expert committees are constituted to visit these departments for examining the proposals and recommending the extent of assistance that may be provided to each one of them for undertaking departmental research programmes.

At the end of March, 1980 a total number of 1,227 research projects recommended by the Science Panels were approved. The break-up of the proposals is given below:

Table IV.3

<i>S. No.</i>	<i>Subject</i>	<i>No. of Projects</i>	<i>Amount approved (in lakhs of rupees)</i>
1.	Physics	222	230
2.	Chemistry	383	220
3.	Biological Sciences	505	360
4.	Mathematics & Statistics	39	29
5.	Geology & Geophysics	56	35
6.	Geography	22	31
Total		1,227	905

These include 265 projects with distinct R & D value and development of instruments. Others are of fundamental importance.

Apart from these a total number of 28 departmental research projects in science subjects involving an expenditure of Rs. 234.50 lakhs have been approved by the Commission. Subject-wise break-up of these projects is: Physics (8), Botany (4), Geology (9), Geography (3), Zoology (2), Bio-Sciences (1) and Marine Biology (1).

4.52 Short-term Research Projects (Science): The Commission has been providing assistance to individual teachers working in the universities and colleges for undertaking research in their specific fields. Support under this programme is specifically provided to college teachers and junior teachers in the universities who do not have adequate resources to meet the expenses connected with their individual research either for a degree or as part of their individual project. Assistance under this programme is limited to Rs. 10,000 for every selected teacher and is available for field work, computation, purchase of equipment, apparatus, chemicals and books which are required for the project and not normally available in the university/college where the teacher may be

working at the time. More than 9,000 teachers have benefited under this scheme so far. More than 800 teachers were selected during 1978-79/1979-80; the amount approved for their projects being Rs. 41.79 lakhs as detailed below:

Table IV.4

<i>S. No.</i>	<i>Subject</i>	<i>No. of teachers selected</i>	<i>Grants approved (Rs. in lakhs)</i>
1.	Physics	69	5.82
2.	Chemistry	240	16.43
3.	Mathematics	82	2.43
4.	Botany	200	7.12
5.	Zoology	128	5.96
6.	Geography	36	1.63
7.	Geology	39	1.47
8.	Medicine	15	0.67
9.	Home Science	5	0.26
Total		814	41.79

4.53 Wild Life Studies: The Commission has approved grants of over seven lakh rupees for a number of research projects in wild life. This has been done with a view to promoting interest in wild life studies and ecology in universities.

Nearly half of the total grant is meant for studies of mammals. Other research topics include the forest eco-system of Western Ghats of Karnataka, besides the behaviour of migratory birds and Rhesus monkeys.

An ecological survey of the sprawling Chilka Lake in Orissa is among the research projects which are under the consideration of the Commission.

The Commission has written to vice-chancellors suggesting that universities, which have the necessary infrastructure as well as talent, should take up both studies and research in wild life. The Commission has also circulated a list of illustrative research topics and problems concerning wild life. These cover status surveys of some of the fast disappearing species.

An outline has already been developed for courses at the undergraduate and postgraduate levels. Efforts are being made to produce books based on studies of the Indian wild life for use by students and teachers.

4.54 Research in Engineering and Technology: During 1979-80 the Commission had accepted 10 research projects involving a total expenditure of

Rs. 9.55 lakhs received from engineering/technology departments of universities. The number of national associateships awarded in engineering and technology during 1979-80 was two.

4.55 Computer Development: In view of the role of the computer as an essential aid to research, the Commission, in consultation with the Electronics Commission, agreed to the provision of medium-sized computers in selected universities and later on to provide assistance to some universities for the purchase of computer time. The universities were advised to make adequate preparation for the installation of the computers as well as for appointing necessary technical staff and getting them trained by the suppliers of the system.

The Commission has so far accepted 29 proposals recommended by the Computer Development Committee for the installation of computers in the universities. A statement giving the present position of computer facilities available in the universities is at Appendix XXII.

4.56 The Commission in consultation with the department of Electronics approved installation of major computer facilities at Poona, Roorkee and Banaras Hindu Universities. During 1979-80, major computer system to Aligarh Muslim University has been approved on the recommendations of the Electronics Commission.

In case of Panjab University, it had been decided to provide computer terminals at the University campus of the major computer centre being set up at Mohali by the Department of Electronics, Government of India.

4.57 Examination Reforms: The Commission has been emphasising the implementation of various measures of examination reform with a view to improving the reliability, validity and objectivity of evaluation and bringing about a closer integration of teaching, learning and evaluation.

4.58 During the close of the fourth five year plan and in the current plan period, the Commission paid special attention to the implementation of various measures of examination reform. The main emphasis was on continuous sessional evaluation, question banks and grading.

4.59 The Commission has constituted an Implementation Committee to advise it on various measures for implementing the examination reform programme. Information collected from the universities from time to time regarding their progress in implementing the programmes of examination reform is also reviewed by the committee.

The Commission has also provided support to the universities towards the appointment of some core staff and organisation of seminars, workshops and other facilities within an overall ceiling of Rs. 5 lakhs for

the plan period. The grants paid to the universities have enabled them to introduce specific measures of reform and to monitor the programme.

4.60 According to information available with the Commission as on 31st March, 1980, sessional evaluation at different levels has been introduced in 43 universities, 15 agricultural/technical universities and 7 institutions deemed to be universities. Question banks have been or are being developed in 21 universities. Grading system is in operation at 25 universities/institutions and 14 agricultural and technological universities. Semester system has been adopted by 47 universities, 5 institutions deemed to be universities and 15 agricultural and technological universities.

4.61 Development of Library facilities in universities and colleges: In recent years, the library has come to be regarded as an important means of promoting the 'communication' and 'advancement' of knowledge. It is an inseparable part of academic programmes and institutions.

4.62 Since its inception, the UGC has been giving a very high priority to the development of library facilities in the universities and colleges. The UGC has also taken an integrated view of library development. Grants are given for construction/extension of library buildings, purchase of books and journals, library furniture, reprography and essential library staff. This ensures effective and integrated development of library facilities in the universities and colleges.

4.63 Grants to the universities for the purchase of books and journals are paid under general development schemes as well as some special programmes like Centres of Advanced Study, Departments of Special Assistance, Departmental Support, Support for Research to individual teachers, Promotion of Gandhian Studies, Area Studies etc. For general development, grants are allocated for the central library as well as departmental libraries on the recommendations of plan visiting committees.

4.64 Grants to colleges for the purchase of books and journals are given under Rs. 3/5 lakh scheme for development of undergraduate education. Colleges have to satisfy certain norms and conditions laid down under the scheme. However, owing to limitation of funds, new proposals received after 31st December, 1978 are not being considered except from colleges located in predominantly tribal areas.

4.65 During the fifth plan period, the Commission decided to make available to every college affiliated to a university and eligible to receive grants from the Commission some basic grants for the purchase of books (including text books and other reading materials). These grants ranged from

Rs. 10,000/ to Rs. 40,000/ depending on the enrolment of the college. During 1979-80 a sum of Rs. 77.35 lakhs was paid to the colleges as basic grant for the purchase of books and journals.

4.66 Establishment of University Postgraduate Centres: The Commission in January, 1980 considered the recommendations of a committee appointed to define the concept of university centres for postgraduate studies and to examine further the development of postgraduate studies in the colleges. The Commission accepted the guidelines suggested by the committee for the setting up of university postgraduate centres. The guidelines (Appendix XXIII) as accepted by the Commission and circulated to the universities are summarized below:

- (a) It will be desirable to advise the universities to modify their conditions of affiliation for starting postgraduate courses in affiliated colleges in consonance with the norms prescribed by the UGC for the purpose.
- (b) In order to relieve the pressure of demand for postgraduate education, greater use may be made of providing facilities for correspondence courses, external degrees, and allowing students to appear as private candidates for various postgraduate courses.
- (c) New centres for postgraduate education be established where existing facilities for postgraduate education have been fully utilised and the need for the creation of additional facilities for postgraduate education is justified on academic considerations. The universities may consider the desirability of introducing multiple streams of courses as also multiple shifts in the existing departments at the postgraduate level before a proposal for the establishment of a university centre for postgraduate studies is considered to ensure the optimum utilisation of the existing resources.
- (d) The Commission while considering a proposal for the establishment of a university centre for postgraduate studies may keep in view the all-India average for postgraduate enrolment as a percentage of undergraduate enrolment in a state. The states having a ratio which is significantly lower than the all-India average may be given a higher priority in the establishment of such a university centre.
- (e) The state government while formulating a proposal for the establishment of a university centre for postgraduate studies would not only take appropriate steps to provide for necessary finances and facilities for its establishment but also for its maintenance and initial development. The Commission may prescribe certain minimum norms which may be fulfilled by the state governments, as in the case of the new universities before a centre for postgraduate studies could be considered for assistance by the UGC for its future development.
- (f) A university centre for postgraduate studies should be allowed acade-

mic as well as administrative autonomy. Such a centre should normally function with a few selected departments, say four to six departments, to begin with, in sciences and humanities and social science subjects, and the courses offered by them should be distinct and not merely duplication or extension of the courses already offered on the main university campus.

4.67 Journal/Bulletin of Higher Education: Since Monsoon, 1975, the Commission has been bringing out a *Journal of Higher Education* to promote scholarly study as well as discussion of contemporary problems and policies in higher education. The hundred and fifty page journal is issued three times a year—Monsoon, Autumn and Spring.

Upto 1980, 14 issues of the journal have been published. Some important topics discussed in articles and communications relate to equality of educational opportunity with particular reference to Scheduled Castes and Tribes, examination reforms and restructuring of courses.

A *Bulletin of Higher Education* is also published by the University Grants Commission for dissemination of information regarding the ongoing schemes and programmes of the Commission. Upto 1980 four volumes of the bulletin have been published.

SECTION V

Faculty Improvement Programmes

5.01 The Commission has been attaching great importance to faculty improvement programmes by (a) providing opportunities to teachers to keep abreast of modern developments in their fields of study and research and to exchange ideas with experts in similar or related fields through seminars, summer institutes, workshops, conferences etc., (b) enabling teachers, especially in the affiliated colleges, to improve their professional competence through the award of teacher fellowships by providing opportunity to them to work for M.Phil. or Ph.D. with adequate provision for salary plus living expense of Rs. 250 per month (c) increasing the mobility of teachers and enabling colleges and departments in backward and other areas to avail of the services of outstanding teachers in different disciplines through such programmes as national lectures, utilisation of services of retired teachers, travel grants, visiting professorships, fellowships, etc. and (d) enabling teachers to take time off their normal teaching and engage themselves in writing up the results of their studies/research through such programmes as national fellowships, national associateships etc.

The Commission has formulated guidelines for the implementation of these programmes. These guidelines are given in the UGC Annual Report 1975-76.

An important policy decision taken by the Commission during 1979-80 has been that it has permitted universities to utilise the allocation, made under the faculty improvement programme during the fifth plan, upto 31st March, 1981.

5.02 Seminars, Symposia, Summer Institutes, Workshops etc.: The Commission has been supporting the efforts of universities and colleges in providing opportunities for teachers and research workers to keep abreast

Table V.1

<i>S. Programmes No.</i>	<i>Humanities and Social Sciences</i>	<i>Sciences</i>	<i>Total</i>
1. Seminars	20	14	34
2. Symposia	7	1	8
3. Workshops	5	2	7
4. Summer Institutes	8	10	18
Total	40	27	67

of modern developments in their fields of study with provision of grants towards organisation of seminars, symposia, refresher courses, workshops, conferences etc. The number of such programmes organised with UGC support during 1979-80 is given in table V.1.

5.03 The Commission during 1979-80, in the light of the experience gained during the earlier years, formulated revised guidelines for the organisation of these programmes. These are detailed below:

- (a) In order that this programme may ensure good academic return to the teaching community, it is necessary that apart from adequate preparation, well documented papers and other literature are also prepared for these activities.
- (b) No department of a university or college should organise more than one programme in a particular year and it should be ensured that the minimum needed internal resources and expertise to organise the programme are available.
- (c) The themes and areas to be dealt with should be such that they are related to the teaching or research programmes of the university/college and have relevance to the period.

5.04 The Commission has also redefined the scope and coverage of seminars, symposia, workshops and institutes as given below:

- (a) *Seminars:* A seminar is intended to enable university and college teachers as also research workers to acquaint themselves with the latest developments in their respective fields of work. It will also facilitate exchange of ideas with experts in the same or related fields. The seminars have, therefore, to be designed to meet such professional needs of university and college teachers. It will also enable them to obtain additional knowledge of the subject matter in their disciplines and help them to get acquainted with new research work that is growing in their areas as also new laboratory equipment and new methods and techniques adopted for laboratory work etc. The seminar should usually be of less than a week's duration and the selected themes of the seminar should be made known in advance to the participants. The seminar may take the shape of a lecture series by outstanding teachers in particular fields followed by intensive discussions by the participating members.
- (b) *Symposia:* In the case of symposia, while the objective will be the same as that for seminars, the programme will be oriented towards exploration in teaching of a specific topic or related area which has become potentially significant for organising and streamlining of curricular or research activities. It would, therefore, be a discussion

only on a particular topic and there could be lectures by different members but all activities will be on a particular chosen topic or area and not on different topics related as in the case of seminars. In either case the number of participants would normally be 35-40.

- (c) *Workshops*: The workshops are also programmes intended for augmenting professional competence of the teachers. These are conducted under the direction of competent faculty members who provide specialised short-term institutional programmes covering recent advances in selected areas or a number of fields of special relevance. These programmes will include activities for improvement of teaching competency and will also cover advanced courses. In order to ensure the maximum utility of this activity to the participating teachers, the number of participants may be 25 to 30 and duration normally 2 to 4 weeks. If the programmes are for graduate level courses, it may be more than two weeks and for postgraduate level courses it may not be of less than three weeks duration. Workshops may be organised to effect improvement of curricula, teaching methods, examination reforms etc. It is necessary that at the end of the workshop, the performance of all participants is evaluated and the participants themselves do a self-evaluation indicating changes required to be effected in organising such programmes.
- (d) *Institutes*: The institutes should be for updating courses and the areas should be identified by subject panels. They offer programmes comprising lectures of two hours duration in the morning followed by 2-3 hours of laboratory work/field work/project work. There should be opportunities to the participants to confer with resource personnel for obtaining their advice on matters like teaching aids, methods of presentation, project matters, planning of courses and other problems. Generally the institutes may have 20-25 participants, but the number could go up to 50 depending upon the nature of course and the areas to be covered. The duration of the institutes may be a minimum of three weeks and a maximum of six weeks.

The UGC may ensure that one or two all-India advanced level institutes are organised in each major subject every year on the basis of the identification done by the subject panels. The location of these institutes should be done on regional basis. There should be programmes at two levels with refresher courses for graduates and postgraduates and also advanced level courses for researchers mainly under the auspices of the centres of advanced study, departments of special assistance and departments selected for assistance for research.

5.05 English Literature Seminars: The Advisory Committee appointed by the UGC on Summer Institutes in English Language Teaching in 1979 considered the question of organising English literature seminars during

1979-80 and subsequent years. The committee was of the view that adequate time should be provided by way of preparation for these seminars. Keeping this in view, it was decided that English literature seminars may not be held in 1979-80, but during 1980-81. Two seminars (each of 10-12 days' duration) may be organised during December, 1980 and January, 1981—one at Shivaji University, Kolhapur (in the Western Zone) and the other at Utkal University, Bhubaneswar (in the Eastern Zone).

5.06 Conferences: The conferences are meant for providing opportunity to faculty members and researchers to discuss their research findings. Generally, the conferences are arranged alongwith the annual meet of the professional societies and other organisations. The Commission provides a token contribution depending on whether the conference is at state or regional or all-India or international level. During the year under view, the Commission provided assistance to 141 conferences as below:

State level	—	45
Regional level	—	19
All-India level	—	72
International level	—	5

5.07 National Fellowships: Twenty national fellowships are available for teachers of outstanding eminence to take a year or two off from normal duties to devote themselves exclusively to research and writing of results of their study. Teachers selected under the programme receive their normal salary and allowances and a fellowship of Rs. 250 per month in addition to a grant of Rs. 3,000 a year for secretarial assistance, travel and contingent expenditure. Five awards were made under the scheme during the year 1979-80. A grant of Rs. 5.77 lakhs was paid for the purpose to universities and colleges during the year.

5.08 National Associateships: The Commission has a scheme of national associateships in sciences, humanities and social sciences, engineering and technology and agriculture subjects for assisting outstanding university/college teachers, generally below the age of 35 years and engaged in research, to visit and work for short periods (not exceeding three months at a time) at other university centres/research institutions/national laboratories which have special facilities (e.g. research groups, laboratory/library facilities etc.) relevant to their respective fields of work and active research interest.

The Commission meets the actual cost of travel of the national associate once each way from his place of work to the place of host institution and back. In addition, each associate receives an allowance of Rs. 500 per calendar month to cover his living expenses either in part or full. No

travel or living expenses are available in cases where the host institution is located in the same city. Where a national associate is required to undertake field work, a sum upto Rs. 500, maybe provided in addition, in a year, depending on the nature and need for such field work. No other allowances are available for meeting laboratory expenses or persons accompanying the visitor for any other purpose. In case of real need, the parent institution may consider giving assistance for such special grants from out of the unassigned grant or grant for support of research placed at the disposal of the university by the Commission during the plan period.

The scheme of national associateship was started in 1971-72 initially with the awards tenable for a five year period beginning from the year 1975-76. The following two categories of awards are made under the scheme:

- (a) Awards extending over a total of five year period.
- (b) Awards extending over one year duration only.

Details of these are given in the UGC Annual Report for 1978-79.

Total positions available under the five year scheme are 300 against which 201 were filled at the end of March, 1980. Total positions available under the one year scheme are 100 out of which 13 were filled at the end of March, 1980.

5.09 National Lectures: The scheme of national lectureship was initiated in 1970-71 to enable outstanding teachers and research scholars to visit university departments for delivering a series of lectures in their special fields and to participate in the academic programmes of host universities. The Commission provides to the selected teachers an honorarium of Rs. 1,500 and a grant of Rs. 250 for preparation of lecture aids etc., in addition to travel expenses. During 1979-80, 26 teachers, drawn from several major subjects and disciplines, participated in the programme.

5.10 Teacher Fellowships: The teacher fellowship scheme, in operation since 1975, is specifically meant to provide opportunities for college teachers to work towards either an M.Phil. or a Ph.D. degree. Fellowships available under the scheme are of two types:

- (a) Short-term fellowship of one year's duration.
- (b) Long-term fellowship of three year's duration.

Teachers selected under the award are entitled to a living expense allowance of Rs. 250 per month from the UGC (in case the place of research is away from their normal place of duty) along with a grant of Rs. 1,500 per annum for contingencies.

The colleges concerned are entitled to the salary of the substitute who may be appointed in accordance with the rules framed by the state government or the university concerned.

The implementation of the scheme originally was by 'direct selection' under which more than 900 awards were made upto 1977. From 1978 onwards direct selection was dispensed with and the scheme was decentralised.

Thus, the present mode of operation of the scheme is through 'identified departments', which are carefully selected on the basis of their research potentialities. Each of these departments has been allotted 10 fellowships i.e. at any given time, each such identified department can award 10 (and not more than 10*) teacher fellowships under the scheme. In addition such fellowships are also available to colleges eligible for development grants (under the Rs. 5 lakh scheme), which can sponsor their teachers for such awards. The Commission has not been considering applications received after 31st December, 1979 for the award of teacher fellowships under the Rs. 5 lakh scheme.

The total number of departments identified for operation of the teacher fellowship programme is 338. In addition, fellowships are also available to 75 CAS/DSA and earmarked fellowships to the University of Delhi (50), Jawaharlal Nehru University (31) and Government College, Port Blair (5).

Grants to the tune of Rs. 246.49 lakhs were paid under this scheme during the year 1979-80.

During the year under report, the Commission has agreed that in special cases extension of six months but not exceeding one year may be given to the teacher fellows working under the long-term fellowship of three years' duration.

5.11 Travel Grants for attending Conferences etc.: Travel grants are available to teachers in the universities/colleges and full-time post-doctoral fellows for participation in international conferences and seminars to present their research results and to benefit from participation in the discussions. The provision for this purpose (except for post-doctoral fellows) is included in the unassigned grants placed annually at the disposal of the universities. The Commission's assistance in respect of teachers in the university is limited to the extent of 50 per cent of the travel costs, registration and living allowance, provided the other 50 per cent is met by the university/state government. The colleges can also enable the participation of teachers working with them in international conferences, provided they are willing to meet 50 per cent of the cost of international travel from their own or university or government funds. In such cases, the remaining 50 per cent of the expenditure is provided by the Commission, after evaluation by referees regarding the value of the paper/research work to be presented by the teacher. A few selected post-doctoral fellows can, on the same basis, be assisted by the Commission on a cent per cent basis for participating in a

* Except in the case of CAS/DSA where there is provision for additional awards i.e. over and above the normal ten.

conference. On the recommendations of a committee, the Commission has decided to extend this scheme to technical personnel assisting in research in the universities on the same terms and conditions as to teachers in the universities. Only scientific/technical officers enjoying a scale of not less than Rs. 700-1300 are considered for such assistance.

The universities/institutions can spend upto 75 per cent of the unassigned grant towards travel and other expenditure on attending international conferences, seminars etc. in accordance with the guidelines.

In 1979-80 travel grants amounting to Rs. 1.96 lakhs were paid to the colleges to enable teachers to attend conferences within the country and abroad. In addition, unassigned grants of Rs. 18.94 lakhs were placed at the disposal of the universities.

5.12 Staff Quarters and Teachers Hostels: The Commission continued to provide grants on a limited basis towards the construction of staff quarters and teachers hostels. These included constructions approved during the fourth plan period and the recommendations made by the fifth plan visiting committees.

The position of grants paid to the universities and colleges under the scheme is given in the following table:

Grants paid for Staff Quarters/Teachers Hostels

	1975-76	1976-77	1977-78	1978-79	1979-80
<i>Universities:</i>					
Staff Quarters	19.77 (22)	21.16 (25)	35.36 (18)	188.46 (42)	114.58 (34)
Teachers Hostels	7.85 (9)	1.8 (7)	5.96 (6)	9.54 (7)	14.16 (10)
<i>Colleges:</i>					
Staff Quarters	12.36 (41)	12.09 (33)	12.38 (28)	10.69 (28)	7.96 (16)

Note: Figures in brackets indicate the number of universities/colleges.

5.13 Visiting Professors and Visiting Appointments: The Commission further reviewed the guidelines earlier prescribed for appointment of visiting professors. The revised guidelines are given in the UGC Annual Report for 1978-79.

In view of the importance and value of the scheme of inviting visiting faculty for short or long period for improvement of standards, the Commission has agreed that a grant of Rs. 1.00 lakh may be made available to

each of the universities and deemed universities during the plan period. This would be in addition to any provision that the universities may have also made within their fifth plan allocation. This amount would be utilised in accordance with the guidelines laid down by the Commission. It will not be necessary for the universities to refer individual cases under the scheme for approval by the Commission.

During 1979-80, a grant of Rs. 6.82 lakhs was paid to the universities for visiting professorships/fellows/ faculty. The implementation of the scheme is reviewed continuously to ensure that it would have perceptible impact through high level participation.

5.14 Utilisation of the Services of Retired Teachers: Since 1961-62, the Commission had been implementing the scheme of utilisation of services of retired teachers under which universities, colleges and approved institutions were assisted to avail of the services of teachers of outstanding merit who had crossed the normal age of retirement but who were otherwise fit to continue their teaching and research work.

An honorarium of Rs. 9,000 per annum and an annual grant of Rs. 2,000 for meeting authorised contingent expenditure in connection with the approved research and teaching work were admissible to an awardee.

Assistance to a person under the scheme was limited to a period of three years in the first instance. On the recommendation of the vice-chancellor concerned, it could be continued, thereafter, till the age of 68 years provided the teacher retained active interest in academic work. Assistance under the scheme was normally available for a maximum period of five years.

The Commission in October, 1979 decided that the scheme of USRT may be discontinued. It was, however, agreed that superannuated teachers should be eligible to participate in any of the following schemes:

- (a) Preparation of university level books.
- (b) Educational innovations.
- (c) Support for research projects.

In the case of projects which are finally accepted the principal investigator (the superannuated teacher) could be paid an honorarium of Rs. 750 per mensem in addition to such other facilities which maybe recommended as part of the project.

Normally, no person beyond the age of 65 years may be considered for participating in any of the above schemes, unless, in exceptional cases, the concerned panel makes a specific recommendation to this effect.

In the original scheme of USRT, awards were made initially for a period of three years, but the UGC could grant extension upto a maximum of two years subject to the age limit of 68 years on the basis of the assessment of the contribution of the teachers during the initial tenure of the

award and the research work proposed to be done. On the analogy of the provisions made in the original scheme regarding extension of tenure, it has been agreed to that extension beyond three years may be granted in the case of outstanding retired teachers who were already working under the scheme at the time the decision to discontinue the scheme was taken by the Commission.

5.15 Career Awards to Young Scientists: The Commission initiated the scheme of career awards to young scientists in 1978-79. The purpose of the scheme is to identify young talented scientists who have established competence and good potential in their areas of specialisation and to promote their professional growth by enabling them to devote all their efforts and energies early in their career for research and study with minimum encumbrances and teaching responsibilities.

Ordinarily career awards are offered for a period of three years to lecturers or readers in universities who are not more than 35 years old on the first of July of the year in which the award is made and who have completed doctoral or post-doctoral or other equivalent professional training. A candidate may, however, apply for the award before he/she has actually joined the faculty but the award will be operative only after he/she has joined.

The Commission pays the awardees their full salary and allowances. In addition, the Commission provides each awardee a research grant of upto Rs. one lakh (including travel costs, contingency, etc.) and two or three research fellows. The awardees are also expected to take part in teaching work of the department.

The awardee may spend the term of the award in his/her own institution or in any approved institution in the country. During the period of the award the awardee is not allowed to leave the country except for a maximum period of six months. Prior concurrence of the Commission is to be obtained before accepting any foreign assignment. No assistance is available from the Commission for meeting travel expenses or any other expenditure connected with the foreign assignment.

Selections for these awards are made in consultation with the respective subject panels. The total number of 16 selections made during 1979-80 included four in Physics, three each in Mathematics and Engineering/Technology, two each in Botany and Zoology and one each in Geology and Microbiology.

The scheme has been extended to cover social scientists and teachers from the humanities also during the year 1979-80 by allocating 15 positions for the purpose.

SECTION VI

Adult, Continuing and Extension Education and Correspondence Courses

6.01 The Commission appointed a working group to formulate the guidelines for the implementation of the adult education and extension programmes by the universities and colleges. As recommended by the working group, the programme has three components, viz (a) Adult education (with functional literacy as an essential component) (b) Community extension service and (c) Educational extension.

6.02 The guidelines on adult education and extension programme were circulated to all the universities and colleges. The Commission also appointed a committee for processing the proposals received from universities and colleges.

6.03 One of the important agencies for the implementation and coordination of the programme is the state/regional centre. State resource centres have been established at Osmania University and Kashmir University. A regional resource centre has also been established at the Panjab University to cater to the states of Panjab, Haryana and Himachal Pradesh. A resource unit for Royalaseema area exists at the Sri Venkateswara University, Tirupati.

6.04 The Commission has approved the proposals of 706 colleges and sanctioned 8,860 centres for adult education/extension upto 31st March, 1,980 besides 50 units in the universities.

6.05 Training programmes for the adult education functionaries of the universities and colleges viz. teachers, supervisors and instructors were organised at 18 universities/institutions with the help of the state resource centres and other institutions.

6.06 Continuing Education: 21 universities/institutions (Appendix XXIV) were participating in the programme of continuing education during 1979-80. The Commission requested these universities to incorporate in the programmes of the departments/centres of continuing education activities envisaged in the guidelines for adult education and extension as also those with a major thrust on the weaker and backward sections of the society. It has been decided to continue assistance to universities which restructure their programmes in the light of the above objectives.

6.07 Correspondence Courses: The objective of correspondence education is to provide a new stream of education to enable a large number of persons

with necessary aptitude to acquire further knowledge and improve their professional competence. Correspondence courses are thus intended to cater to (a) students who had to discontinue their formal education owing to pecuniary and other circumstances, (b) students in geographically remote areas, (c) students who had to discontinue education because of lack of aptitude and motivation but who may later on become motivated, (d) students who cannot find a seat or do not wish to join a regular college or university department, although they have the necessary qualifications to pursue higher education, and (e) individuals who look upon education as a life-time activity and may either like to refresh their knowledge in an existing discipline or to acquire knowledge in a new area.

6.08 The University of Delhi introduced correspondence courses in July, 1962. At the end of March, 1980, 21 universities and one institution deemed to be university were offering correspondence courses. These are: Allahabad, Andhra, Annamalai, Bhopal, Bombay, Delhi, Himachal Pradesh, Jammu, Kashmir, Kerala, Madurai Kamraj, Meerut, Mysore, Panjab, Punjabi, Rajasthan, S.N.D.T. Women's, Sri Venkateswara, Utkal, Osmania, Udaipur and Central Institute of English and Foreign Languages, Hyderabad. The proposals of Calcutta and Patna Universities for starting B.A. and B. Com. (Pass) courses through correspondence have been accepted in principle. A statement giving the present position of universities offering correspondence courses, their enrolment etc. is at Appendix XXV.

6.09 M.B.A. by Correspondence: The Commission has endorsed an All-India Board of Management Studies (AIBMS) plan for correspondence courses leading to the degree of Master of Business Administration.

To start with, the programme will be introduced in not more than three selected universities. The total number of candidates to be admitted initially will be 200. This will be in addition to the enrolment for the three-year correspondence course of Punjabi University, Patiala, for M.B.A., which is open only to officers of the defence services.

The admission test for candidates will be similar to those held by the Indian Institutes of Management and some of the universities like Delhi, Bombay and Panjab. Candidates will be expected to have work-experience.

The minimum duration of the programme will be three years. However, for those needing more time, modules will be developed on the basis of a semester system to enable them to complete the programme within five years.

A committee of the AIBMS, which went into the question of starting the correspondence programme, has suggested that it should be supplemented by contact classes at suitable intervals. The total duration of these classes will be at least 12 weeks, spread over the entire course.

SECTION VII

Cultural Exchange Programmes and International Collaboration

7.01 Indo-Foreign Cultural Exchange Programme: The University Grants Commission implements such items of the cultural exchange programme with foreign countries as are assigned to it by the Government of India Ministry of Education and Culture (Department of Culture). These programmes involve exchange of academics for lecture-cum-study, development of bilateral academic links between institutions of higher learning on the two sides, organisation of joint seminars, award of short and long-term scholarships/fellowships and provision of language teachers to universities in India for teaching foreign languages.

During the year under review 59 scholars from India visited foreign countries under this programme. The corresponding number of foreign scholars coming to India was 44. The exchange of scholars which has been operated for quite some time has enabled universities in these countries to initiate a continuing dialogue. The Commission has now shifted its emphasis from the exchange of general visits to the development of bilateral academic links between institutions of higher education in the two countries. This involves identification of areas of interest to the two sides for bilateral cooperation and identification of institutions to take up collaborative programmes. These collaborative programmes involve exchange of faculty for short and long-term organisation of binational seminars on topics of mutual interest in connection with the implementation of joint research projects. The areas for development of bilateral academic links have been identified under the cultural exchange programmes with USSR, GDR, Iraq, Czechoslovakia, Hungary, FRG, France, Romania, Poland and Belgium. The links include such specific areas as Atomic Chemistry, Petroleum Exploration, Drilling and Refining, Urban Geography, Economic Planning in Socialist countries, Astronomical Research, Radiation Biology, Social Linguistics, Educational Psychology etc. In some cases, progress has been achieved in the development of collaborative programmes while in others the programmes are in various stages of finalisation.

During the year under review an agreement of general cooperation was signed by the University of Baghdad and the University of Delhi when a delegation from the former visited India. The details regarding areas of cooperation are being worked out.

During 1979-80, twelve foreign language teachers in French, ten in German and one each in Rumanian, Bulgarian, Korean, Polish and Serbo-Croatian were provided to universities under the cultural exchange programme. The Commission also agreed to provide foreign language teachers for Mangolian language to Jawaharlal Nehru University, New Delhi and Viet-

name language teacher to Sri Venkateswara University, Tirupati from the academic session 1980-81.

A Yugoslav delegation of five rectors/pro-rectors headed by the President of the Union of Yugoslav University visited India from December 9 to 20, 1979 for initiating discussions on the development of bilateral academic collaboration between institutions of higher education in India and Yugoslavia. Apart from holding discussions in the UGC with a group of academics, the delegation members visited universities and other centres. The areas for collaboration and the institutions in the two countries which would take up the collaborative programme would be decided when the Indian delegation visits Yugoslavia during September 1980. A four-member Indian delegation headed by the Chairman, University Grants Commission paid a return visit to Poland to finalise the areas of collaboration in terms of the cultural exchange programme. A protocol of cooperation was signed and is being implemented. Similarly another delegation of three members led by the Vice-Chairman, UGC, visited GDR in November-December, 1979 to review the programmes of academic collaboration between institutions of higher education in the two countries and identify some more areas for expanding the programme. A protocol of cooperation was also signed.

A three-member delegation of Vietnam headed by Vietnamese vice-minister of higher education visited India in March, 1980. They had discussion on various points and submitted their requirements. These are being examined by the Government of India in consultation with the Government of Vietnam. The Commission also agreed to host in April, 1980 the visit of a three-member delegation from Korea (DPRK) led by the vice-minister of higher education.

As provided in the financial protocol of the cultural exchange programmes, the to and fro travel expenses of the members of the Indian delegation referred to were met by the UGC and the host government provided hospitality. Similarly, the Commission provided hospitality to the members of the Yugoslav and Vietnamese delegations during their visit to India, while their travel expenses were met by the Yugoslav and Vietnamese sides.

On the suggestion of the Department of Culture and in view of the invitation given by the Indian delegation to Thailand, the Commission played host to Professor M.C. Subadradis Diskul, Dean, Faculty of Fine Arts, Silpakorn University, Bangkok and his wife. Professor Diskul visited a number of universities and held discussions with the academics. He also delivered lectures at some places.

The Commission nominated scholars for participation in the following programmes:

- (i) International Seminar on University Today in Dubrounik (Yugoslavia) August/September, 1979;

- (ii) XI Seminar on Macedonian language, Literature and Culture held in Skopje (Yugoslavia) in August, 1979;
- (iii) Seminar on Socialism in Yugoslavian Theory and Practice held in Belgrade (Yugoslavia) in September, 1979;
- (iv) International Round Table on Federalism and Regionalism in the contemporary world in Belgrade in May-June, 1979;
- (v) XVI International Summer Seminar on strengthening national academy in Socialist and Developing countries held in East Berlin in June-July, 1979;
- (vi) Courses on Germanistic studies at different places in GDR in July-August, 1979;
- (vii) Seminar on Russian language Teaching in Moscow in June-July 1979.
- (viii) Colloquium on Literature, Social change and Development held in Hamburg (FRG) in June, 1979;
- (ix) Summer course on Economics held at Budapest (Hungary) in August, 1979;
- (x) International symposium sponsored by UNESCO on Advances in the education and training of students in conjunction with social practice held at Leipzig (GDR) in November, 1979;

The Commission also nominated three scholars for participation in international conferences held in Warsaw (Poland).

On the invitation of the Federal Republic of Germany, the Commission deputed eight German language teachers from different universities for a visit to FRG for their familiarisation with German language teaching in June, 1979 for two weeks. Their travel expenses and hospitality were provided by the FRG side.

The Commission nominated teachers for ten fellowships provided by the FRG Government for advanced research work.

The Commission also nominated students and teachers for eight scholarships and five fellowships for advanced studies in French language, literature and civilization.

7.02 Indo-British Universities Collaboration Programme: The programme provides for the development of academic collaboration between selected universities in India and UK in identified fields. A review of the programme was undertaken in the case of the following links:

- (i) Department of Chemistry, Poona University and Department of Chemistry, Manchester University.
- (ii) Departments of Physics, Poona and University College, London/York University, U.K.
- (iii) Department of Chemistry, Panjab University, Chandigarh and its counterpart in Nottingham University, U.K.

(iv) Indian Institute of Science, Bangalore and Liverpool University.

The link between the Department of Chemistry, Poona University and the Manchester University has been terminated on the expiry of its period of joint collaboration. A review of the programme of collaboration between the Department of Metallurgical Engineering, Banaras Hindu University and Sheffield University, U.K. and the Department of Botany, Calcutta University and Queen Mary College, London/Nottingham University would be undertaken shortly.

The British Council has suspended the operation of some schemes such as SMAV (Source Material Access Visit) and COOV (Conference off and on visits) offered to the Commission earlier.

Some of the centres of advanced study are also participating in the IBUC Programme. So far proposals from (i) Centre of Advanced Study in Applied Chemistry, Bombay University, (ii) Centre of Advanced Study in Biochemistry, Indian Institute of Science, Bangalore, (iii) Centre of Advanced Study in Radio Physics and Electronics, Calcutta University for participating in collaborative research programmes have been approved by the British side. The exchange of visits under these programmes is being arranged.

7.03 Indo-US Fellowship Programme: The Programme initiated in 1975-76 was continued. The Commission was allocated ten fellowships for the visit of Indian scholars to USA for advanced post-doctoral research work and against this allocation, the Commission nominated seven scholars for a full-term fellowship of ten man-months and nine scholars for a visitorship of 13 weeks each. The Commission offered 15 fellowships to American nationals for their research work in India under this programme.

7.04 Indo-US Exchange of Scientists Programme: This programme is also being implemented by CSIR in India with National Science Foundation in USA. The CSIR has made available 150 man-days to UGC for the visit of Indian teachers in USA. The Commission provides to and fro travel expenses and the US authorities the hospitality of the Indian visitor while he is in America. The Commission nominated five Indian teachers for a visit to USA under this programme and also received two American scholars during the year.

7.05 CSIR-CNRS Exchange Programme: The CSIR, which is implementing the above programme, has allocated 200 man-days for the visit of Indian scientists to France for their research work. The Commission provides to and fro travel expenses of the Indian scientists and the CNRS provides hospitality for the duration of stay in France. The Commission received two French scientists under the programme during the year under reference.

7.06 Commonwealth Academic Staff Fellowships and Scholarships: The University Grants Commission has been coordinating with Commonwealth Scholarship Commission in United Kingdom since 1969-70 in making nominations for the Commonwealth academic staff fellowships and scholarships to enable promising staff members in Indian universities to obtain experience in a university or similar institution in the United Kingdom. The Commonwealth academic staff fellowships are intended primarily, though not exclusively, to help universities in developing Commonwealth countries to enhance the experience of their academic staff. Though no special areas of study have been identified, the field of medicine and surgery have been excluded as facilities are available under the Commonwealth medical awards for the purpose.

For the year 1979-80, out of 200 nominations received, the University Grants Commission recommended 21 scholars for fellowships and 15 scholars for scholarships. The Commonwealth Scholarship Commission in United Kingdom selected fifteen candidates for fellowships (including 5 reserve) and 6 for scholarships (including one reserve). Finally seven candidates for fellowships and four for scholarships were selected.

7.07 Programme of Exchange of visits by Younger Scientists and Social Scientists between India and United Kingdom. The programme of exchange of visits by younger scientists between India and United Kingdom began in 1963, initially with provision for six places each way. Subsequently, this number was raised to eight and on the basis of periodical reviews of the benefits accruing to the participating scientists and institutions under this programme, the number of places available has been increased to twenty, making provision for five places for social scientists also to participate in the programme.

The programme enables young scientists in the age-group of 25 to 35 years in the universities in India and United Kingdom who have shown potential and promise of teaching and research work in their chosen areas, to spend up to three months in one or more laboratories in the host country for exchange of ideas regarding education and research and to establish meaningful academic contacts. The opportunity of working with the university research groups has long-range significance and value in promotion of contacts at working level between the scientists and social scientists in the universities in India and United Kingdom. Generally, it is expected that the visiting scientists or social scientists would spend about one-half to two-third of their total period of three months visit to work in an institution best suited for their scientific, educational and research interests and utilise the remaining part of their time to visit two or three other institutions engaged in work in the area of specialisation.

In the case of visits by Indian scholars and scientists, the Commission meets the expenditure on return economy class air-fare, by direct route to

London and back and the British Council provides allowances to meet expenditure towards board and lodging for the period of their stay in United Kingdom. In the case of visits by British scholars and scientists, the British Council meets the expenditure on the return air-fare to India and back and the Commission provides allowances for their stay in India.

During 1979-80, 12 scientists from UK visited India and 17 scientists from India visited UK under this programme against the total number of 20 placements available to each country.

7.08 UNESCO Programmes: The information material regarding various programmes/courses received from the Ministry of Education, Ministry of Finance and the Ministry of External Affairs etc. is circulated to universities/institutions for their information and for the submission of applications of suitable candidates, if any, direct to the organisers of the course. The Commission does not have any financial liability. As regards the courses conducted by the International Centre for Theoretical Physics, Trieste, Italy, the nominations of candidates/scholars are done by them under intimation to the Commission. Keeping in view the availability of funds, the Commission supports a limited number of teachers to the extent of 50 per cent air-fare subject to the condition that the ICTP meets the other half, besides maintenance. During 1979-80 the Commission agreed to support five scholars for attending two such courses at ICTP, Trieste.

7.09 UNESCO Sponsored Courses: In view of a number of advanced research institutions in basic sciences with excellent facilities for training and recognised international scientific standard in India, the UNESCO invited the UGC (which is responsible in assisting and maintaining the standards of higher education and training) to participate in UNESCO's international postgraduate training programme.

The UNESCO authorities had agreed to support the organisation of an international postgraduate training course for the benefit of participants from other member states in South-Asia region at the centre of Exploration Geophysics, Osmania University, Hyderabad from December 26, 1979 to February 7, 1980.

The expenditure including travel of foreign participants was met by the UNESCO and for participants from Indian Universities/Institutions by the UGC. The UGC contribution towards this was around Rs. 6,968.

7.10 UNESCO/UNDP Assistance Programme for Selected University Departments: The UNESCO/UNDP approved from October, 1975, a programme of assistance to selected university departments spread over a period of 18 months at a total cost of \$ 898,400 to help in the development of the R&D potential of nine selected university departments. These depart-

ments engaged in manpower training and development oriented research, worked in close collaboration with appropriate user agencies including industries to endeavour to meet the demands, to some extent, of scientific manpower, geared to developmental effort.

After successful completion of the first phase of this programme, in November/December, 1977 the UNESCO Mission visited these departments to evaluate the work done under the programme and to recommend further assistance for the second phase of the programme. A project document prepared on the basis of the recommendations made by the UNESCO Evaluation Mission, had been submitted to the Ministry of Finance for onward submission to UNDP/UNESCO. The duration of the second phase which has a provision of \$2,491,575 would be for 39 months. The project became operative w.e.f. 1st October, 1979. In the second phase two new departments have been added replacing two departments participating in the first phase. The departments covered under the second phase programme are given below:

- (i) Department of Biochemistry, M.S. University of Baroda.
- (ii) Department of Inorganic and Physical Chemistry, Indian Institute of Science, Bangalore.
- (iii) Department of Chemistry, Calcutta University.
- (iv) Department of Geology, Jadavpur University, Calcutta.
- (v) Department of Biochemistry, Lucknow University.
- (vi) Department of Geology, Andhra University, Waltair.
- (vii) Department of Physics, Andhra University, Waltair.
- (viii) Molecular Biophysics Unit, Indian Institute of Science, Bangalore.
- (ix) Department of Zoology, Calcutta University, Calcutta.

The general break-down of UNDP/UNESCO assistance available under the project for consultants training/study tour fellowships and equipment is as under:—

<i>Components</i>	<i>m/m</i>	<i>Cost in US \$</i>
1. Services of foreign experts/consultants	92	608,750
2. Training/Study tour fellowship	—	786,200
3. Equipment	—	1,089,625
4. Miscellaneous	—	7,000
Total		2,491,575

SECTION VIII

Development of Universities

8.01 The general approach of the Commission to the development programmes of universities was decided in accordance with the recommendations of the Planning Group. The main emphasis was on consolidation, flexibility and reorientation of the existing departments towards social needs, specially those of the underdeveloped sections and more particularly those living in the rural areas.

8.02 Though the UGC is concerned directly only with the development of higher education in universities other than agricultural universities and Gujarat Ayurveda University, nevertheless, through a number of programmes and projects it has been striving to help in providing inter-linkages between agriculture, technology, medical sciences, humanities, social sciences and sciences as no branch of higher education can develop fully in isolation.

8.03 In regard to the maintenance of standards and co-ordination of work or facilities in universities, it was felt that best results would be achieved by developing simultaneously the physical infrastructure of classrooms, libraries, laboratories, hostels etc. A substantial investment is required to ensure minimum facilities even in selected institutions with sufficient regional spread. The Commission tried to utilise the resources available to it by bearing this in mind.

8.04 Development grants to the universities for the fifth plan period were paid on the basis of proposals made by the universities and accepted by the Commission on the basis of evaluation by expert committees. These included continuing schemes and projects relating to the construction of academic buildings, library buildings, staff quarters, teachers hostels, student hostels, canteens, guest houses, purchase of books, journals and equipment, appointment of additional teaching staff and other miscellaneous schemes approved by the Commission.

8.05 Development proposals of the universities in the fifth plan period were accepted on the basis of the recommendations of the visiting committees keeping in view the availability of resources. The visiting committees consist of experts in various fields of specialisation who are generally drawn from the university system and have, therefore, intimate knowledge of the needs and requirements of individual departments, inter-disciplinary approaches and the general direction in which the university should move in order to improve its standards of teaching and research. In the fifth plan period, it was decided to associate a representative of the state government

with the work of the visiting committees so that the state governments become fully involved in the development programmes of the universities even at the initial stage of planning. The visiting committees were specially asked to take a coordinated view of the development of the universities within a state. This procedure ensured the largest measure of participation by the academic community in planning and in determining priorities and programmes and in bringing about coordination as well as the optimum utilisation of resources.

8.06 The Commission had invited proposals from the universities/institutions deemed to be universities and postgraduate centres within an allocation of Rs. 107.25 crores. The period of Commission's assistance ended on 31st March, 1979 but the Commission has agreed that the following items may be included in calculating spillover:

(a) salary payable for the teaching and non-teaching staff approved by the Commission in the fifth plan; (b) amount payable towards fellowship and contingencies for the fellows selected upto 31st March, 1979 against junior research fellowships on the basis of fifth plan visiting committee recommendations upto the end of their tenure per fellowship rules. (c) amount approved per annum for items of recurring nature approved under miscellaneous schemes for the period ending 31st March, 1981; (d) amount paid upto 31st March, 1980 against the allocation approved for books and equipment during fifth plan; (e) amount payable after 1st April, 1979 within the approved amount in respect of all building projects, construction of which has actually been started.

It has also been decided that the allocation provided on the recommendation of the visiting committees to the universities for faculty improvement programme within the fifth plan allocation may be permitted to be utilised upto 31st March, 1981. Similarly, grants, if any, included in the fifth plan development schemes of universities for visiting faculty, seminars and publication of learned research work may be utilised by the universities concerned upto 31st March, 1981.

8.07 Development Grants—Priorities: A statement of development grants paid by the Commission to all the universities during the period 1969-70 to 1973-74 and 1974-75 to 1978-79 is at Appendices XXVI and XXVII. A comparison of the total expenditure during the two periods under reference shows that the expenditure on equipment increased by 2.2 times and the expenditure on books and journals by 2.5 times. But the expenditure on staff, buildings and infrastructural facilities declined, even in absolute terms. As a proportion of the total expenditure, the expenditure on staff declined from 20 to 13 per cent during the periods under reference. The expenditure on buildings and infrastructural facilities declined from 49 to 30 per cent while the expenditure on equipment increased from 20 to 34 per cent and

the expenditure on books and journals from 11 to 34 per cent. Thus, the order of priority has substantially changed in favour of equipment, books and journals during the period 1974-75 to 1978-79 as part of the development strategy, proposed by the Planning Group in the beginning of the fifth plan period.

8.08 Distribution of Grants: As indicated in reports for earlier years, there is a somewhat uneven pattern of distribution of grants between central and state universities. However, the higher level of UGC grants to central universities is mainly due to the existing provision regarding maintenance grants, as detailed below:

- (a) The maintenance grants are paid to the central universities in terms of the statutory provision under section 12(b) of the UGC Act. This includes the deficit on approved items, expenditure on institutions of professional education and maintenance of the hospitals attached to the medical colleges of these universities.
- (b) In pursuance of Section 12(c) of the UGC Act, and at the instance of the Ministry of Education, the Commission also pays grants to certain institutions deemed to be universities.
- (c) Whereas in the case of state universities the additional expenditure on revision of scales of pay was shared between the central government and the state government, in the case of the central universities, the entire expenditure is met out of the non-plan funds placed at the disposal of the Commission.
- (d) The staff of the central universities is also entitled to allowances e.g. dearness allowance, H.R.A., C.C.A., etc. on the same basis as for corresponding government servants located at the headquarters of the universities. The expenditure on this account is met out of the non-plan funds placed at the disposal of the Commission for central universities and institutions deemed to be universities.
- (e) The Commission pays grants for the maintenance of schools which form an integral part of Aligarh Muslim University, Banaras Hindu University and Visva-Bharati.
- (f) The Commission also pays grants for campus development in the central universities i.e. roads, water, electricity etc.
- (g) The recurring expenditure at the end of the plan period is treated as committed expenditure by the state government concerned in the case of state universities. In the case of the central universities and institutions deemed to be universities, it is merged into non-plan expenditure paid to them through the UGC.
- (h) The Commission bears 100% expenditure for development schemes of central universities and institutions deemed to be universities which receive maintenance grants from the UGC. The lower incidence of

utilisation of grants by state institutions is largely due to non-availability of matching share from state governments and managements.

8.09 The following table regarding the payment of grants to the central and state universities for humanities, science, engineering and technology and grants to constituent/affiliated colleges and miscellaneous schemes shows that there was a perceptible decline in expenditure under all heads in 1979-80 partly because of the inadequacy of the allocation made to the Commission and partly because of the time-lag between completion of earlier projects and starting of new projects.

Table VIII.1

<i>Plan Projects</i>	<i>1975-76</i>	<i>1976-77</i>	<i>1977-78</i>	<i>1978-79</i>	<i>1979-80</i>
A. Grants to central and state universities for humanities	304.82 1.99*	544.72 0.10*	443.71 0.78*	571.45 8.34*	413.84 1.00*
B. Grants to central and state universities for science	776.14 5.74*	1,158.84 3.51*	1,060.85 2.66*	1,152.19 8.77*	863.85 11.47*
C. Grants to central and state universities for engineering & technology (including engineering colleges)	339.34	577.78	442.31	606.54	397.43 12.10*
D. Grants to constituent/affiliated colleges	277.34 0.29*	335.70 0.06*	1,199.98 0.56*	1,023.98 4.27*	724.99 1.21*
E. Grants to central and state universities for miscellaneous schemes**	1,072.82 4.39*	1,197.37 2.97*	1,253.76 0.90*	1,870.85 12.83*	775.84 12.51*
F. Miscellaneous expenditure	23.42	31.23	38.61	53.35	41.01
Total Plan***	2,847.88 12.71*	3,849.65 7.35*	4,439.22 5.05*	5,278.36 34.24*	3,216.96 38.29*

* By adjustment.

** This has, in fact, reference to grants paid to the central and state universities for various schemes including important programmes such as (a) Examination reforms, restructuring of courses, correspondence courses, adult and continuing education, (b) Summer institutes/seminars, faculty awards, teacher fellowships, cultural and bilateral exchange programmes, establishment of chairs, (c) college science improvement programme and college humanities and social sciences improvement programme, (d) Guest houses, (e) Student welfare programmes including study homes, health centres and non-resident student centres, scholarships, (f) Medical colleges of central universities including hospitals attached to them (g) Grants to central universities for development and (h) Miscellaneous including printing presses, common facilities including publications grant, other academic programmes and unassigned grants. Details of grants under these schemes are given in Appendix XXIX.

*** From 1977-78 basic grants to colleges for books, journals and equipment and grants for the development of playfields have been included under budget head 'D' and hence the figures are not comparable with those of earlier years.

A statement of total development grants disbursed by the UGC to each university (state-wise) is given in Appendix XXVIII.

8.10 The Commission continued to provide grants under plan expenditure to the Banaras Hindu University, Aligarh Muslim University and Delhi University for medical education. The following grants were paid in 1979-80.

Table VIII. 2

(Amount of lakhs of rupees)

<i>Sl. No.</i>	<i>Name of the University</i>	<i>Medical Colleges</i>	<i>Hospitals</i>
1.	Aligarh Muslim University	11.80	—
2.	Banaras Hindu University	31.26	39.75
3.	Delhi University College of Medical Sciences	6.25	—

The maintenance expenditure of the medical colleges at the Aligarh Muslim University and the Banaras Hindu University and the attached hospitals was met out of block grant of the universities.

The Commission also continued to pay grants to the central universities for their campus development under plan. During 1979-80 a grant of Rs. 20.00 lakhs was sanctioned for the purpose.

8.11 The following grants were paid to the universities and institutions deemed to be universities during 1975-76, 1976-77, 1977-78, 1978-79 and 1979-80.

Table VIII. 3

(Rupees in lakhs)

<i>Purpose</i>	<i>1975-76</i>	<i>1976-77</i>	<i>1977-78</i>	<i>1978-79</i>	<i>1979-80</i>
1. Science Departments*	781.88	1,162.36	1,063.51	1,160.96	875.32
2. Humanities and Social Sciences*	306.82	554.82	444.49	579.79	414.84
3. Engineering and Technology*	393.64	577.88	442.46	606.54	409.53
4. Miscellaneous schemes**	1,077.21	1,194.34	1,254.66	1,883.68	788.16

* The figures include research fellowships and support for departmental projects and miscellaneous schemes etc. and hence do not tally with those given in subsequent tables in respect of science departments, humanities and social sciences and engineering and technology for the years 1975-76 to 1978-79. However during 1979-80, although research fellowships/scholarships have gone under non-plan, the discrepancy is accounted for by such schemes as support for departmental projects and other miscellaneous schemes.

** Refer to footnote on page 62 (Table VIII.1).

GRANTS FOR THE DEVELOPMENT OF UNIVERSITIES 1975-76 TO 1979-80

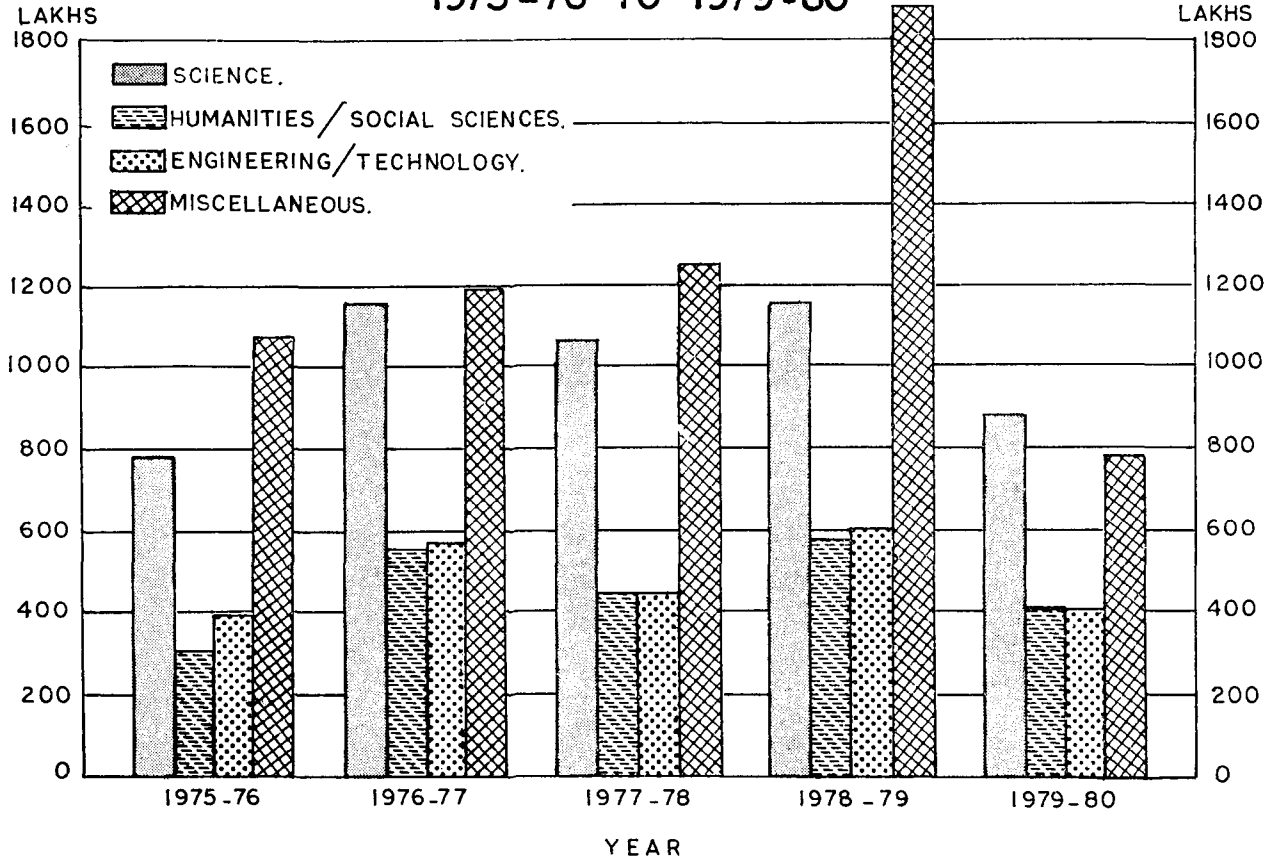


Table VIII. 4

Grants for the Development of Science

(Rupees in lakhs)

Sl. No.	Item of Expenditure	1975-76	%	1976-77	%	1977-78	%	1978-79	%	1979-80	%	Total expenditure 1975-76 to 1979-80	%
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1.	Staff	12.92	2	161.48	19	48.35	7	52.16	6	55.56	8	330.47	9
2.	Equipment	268.09	50	332.16	39	320.22	14	434.02	47	366.68	52	1,721.17	46
3.	Books and Journals	101.30	19	125.28	15	170.93	23	207.71	22	116.20	16	721.42	19
4.	Buildings	52.52	10	77.30	9	107.75	15	116.88	13	76.00	11	430.45	11
5.	Centres of Advanced Study	36.65	7	85.12	10	17.69	2	42.15	5	28.36	4	209.97	6
6.	Special Assistance to selected departments	57.72	11	59.03	7	59.76	8	55.45	6	53.48	7	285.44	8
7.	Other schemes	5.70	1	4.16	1	10.07	1	9.12	1	14.24	2	43.29	1
	Total	535.90	100	844.53	100	734.77	100	917.49	100	710.52	100	3,742.21	100

8.12 Grants for Development of Science: The assistance given to the universities and colleges for science education and research during 1975-76, 1976-77, 1977-78, 1978-79 and 1979-80 is indicated in Table VIII.4.

It will be seen from the table that expenditure on science education and research in 1979-80 followed the same pattern as noticed since 1975-76 viz., expenditure on equipment accounting for maximum followed by expenditure on books and journals and buildings. However, in absolute terms, there was a decline in expenditure on equipment, books and journals, and buildings while there was a marginal increase in the expenditure on staff.

8.13 University Service and Instrumentation Centres (USICs): The programme was initiated during the year 1976 with the main objective of assisting universities to maintain and repair equipment and also to pool together costly sophisticated equipment so that the various departments can use them as a common facility. The objectives of the scheme are: (a) to repair and service instruments; (b) to design and fabricate attachments for or modifications to the existing equipment; (c) to train instrument scientists and technicians; (d) to develop instrument R & D; and (e) to provide analytical services by pooling together major equipment in the different departments under the common instrumentation centres.

The Commission has constituted a Standing Committee for the purpose of examining the various proposals received from the universities for establishing USICs. Based on the recommendations of this committee, the Commission has so far approved proposals of fifty one universities for setting up USICs. These centres are expected to play a vital role in improving facilities for teaching, research and training for necessary manpower. A list of universities for which USICs have been approved is given in Appendix XXX.

The Commission has also suggested that universities should constitute User Committees with representatives from all user departments in order that the common facilities and equipment pooled in USICs are utilised to the maximum advantage.

8.14 Regional Instrumentation Centres: The Commission has also initiated the programme of setting up of Regional Instrumentation Centres for not only taking up servicing and maintenance activities, but also instrumentation development work in a major way with inter-faces with local industries, R & D institutions and the regional units of the Central Scientific Instrumentation Organisation of the CSIR.

The Commission also assisted the establishment of two regional instrumentation centres with a view to serving the needs of instrumentation facilities particularly regarding repair of sophisticated equipment, organising courses and also designing and developing major instruments in a region.

One such centre was established in the Bombay university and the other at the Indian Institute of Science, Bangalore.

8.15 Science Education Centres: The main objective of the establishment of Science Education Centres on a pilotproject basis in the fifth plan period was to promote greater interaction between university science and science in the community around it, to promote a proper awareness of scientific innovation and development and impact of science on every day life.

The Commission has approved the establishment of Science Education Centres at the Madurai Kamraj and Rajasthan universities. A grant of Rs. 5 lakhs has been sanctioned to each of these universities as 'seed money'. These Science Education Centres would have necessary facilities, both information base as well as workshop facilities, to enable citizens with creative ideas in science to experiment and test such ideas and enter into worth-while dialogue with scientists within the universities and colleges. Some of the science education centres may also engage in designing and fabrication of scientific tools required for science education and organise lectures, film shows and use of mass-media for dissemination of science and scientific temper in the local communities.

8.16 Eco Studies: The Commission has set up an expert committee to promote studies and research in environmental sciences.

This is a follow up to a national seminar organised last year, which made specific recommendations for the development of environmental education at the university level.

Some universities in the country are at present offering Master's degree programmes in environmental sciences with emphasis on biological aspects or physical sciences. They include Jawaharlal Nehru University, A.P. Singh University, Saurashtra University, Madurai Kamraj University and the North Eastern Hill University. A few others have included some of the courses of studies in the normal Master's degree programme.

During the fifth plan period, a number of projects have been funded by the UGC in the areas of environmental sciences. One of the major projects in progress relates to the process of desertification in Saurashtra undertaken by the Department of Biological Sciences, Saurashtra University, Rajkot.

8.17 Grants for the Development of Humanities and Social Sciences: Grants paid to the universities during the years 1975-76, 1976-77, 1977-78, 1978-79 and 1979-80 for the development of humanities and social sciences are indicated in table VIII.5.

It will be seen that, as in the case of science departments, the overall expenditure on the humanities and social science departments was lower

during 1979-80 as compared to 1978-79. In so far as individual items are concerned, the expenditure on staff and books and journals was higher in the humanities and social science departments as compared to science subjects. Year to year variations in regard to itemwise expenditure are not to be given much significance, but the total expenditure for the years 1975-76 to 1979-80 shows the same trend as reflected in the year 1979-80 in respect of expenditure being the highest for books and journals followed by expenditure on staff.

In absolute terms, there was some increase in the expenditure on staff and buildings in 1979-80 as compared to 1978-79 but there was a decline in the expenditure on books and journals and equipment.

8.18 Development grants for Engineering and Technology: Assistance provided by the Commission to the universities for the development of engineering and technology during 1975-76, 1976-77, 1977-78, 1978-79 and 1979-80 is indicated in Table VIII.6.

It will be seen that there was a substantial decline in the expenditure on equipment and on books and journals in the year 1979-80 as compared to the year 1978-79. However, the expenditure on buildings more than doubled and that on fellowships/scholarships registered some increase during the year under reference.

As in the case of science and humanities, the total expenditure on engineering and technology during 1979-80 was lower as compared to 1978-79. Nevertheless, the general trend of expenditure in 1979-80 was similar to that noticed in the earlier years viz., expenditure on equipment, fellowships/scholarships and books and journals accounting for more than two third of the total expenditure on the development of engineering and technology.

8.19 Business Management: The Commission continued to provide assistance to universities/institutions for conducting courses in business administration. An amount of Rs. 7.32 lakhs was paid to 20 universities during 1979-80.

8.20 Minimum qualifications for teachers in Engineering and Technology: In March, 1980 the Commission accepted the minimum qualifications for recruitment to the post of lecturer, reader and professor in the faculties of engineering and technology including architecture as recommended by a committee. These have been circulated to the universities for their guidance.

8.21 Area Studies: The Commission initiated in 1963 a programme of providing assistance to selected universities for undertaking studies relating to history, economy, geography, culture and language etc. of different countries and regions of the world, particularly those with which India has

TABLE VIII. 5

Grants for the Development of Humanities and Social Sciences

Rupees in lakhs

<i>Sl. No.</i>	<i>Item of Expenditure</i>	<i>1975-76</i>	<i>%</i>	<i>1976-77</i>	<i>%</i>	<i>1977-78</i>	<i>%</i>	<i>1978-79</i>	<i>%</i>	<i>1979-80</i>	<i>%</i>	<i>Total expenditure 1975-76 to 1979-80</i>	<i>%</i>
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>	<i>12</i>	<i>13</i>	<i>14</i>
1	Staff	19.78	11	135.96	44	68.92	21	73.58	16	97.90	26	446.14	25
2	Equipment	4.57	2	30.93	7	29.13	9	54.23	12	32.32	9	151.68	9
3	Buildings	33.98	18	24.35	6	31.24	10	38.19	8	51.00	13	179.26	10
4	Books and Journals	101.09	54	150.18	35	155.00	49	270.34	57	142.98	38	819.59	47
5	Centres of Advanced Study	13.23	7	19.48	5	13.23	4	9.79	2	19.07	5	74.80	4
6	Special assistance to selected departments	5.03	3	6.05	1	14.45	5	14.69	3	20.88	5	61.10	3
	Other Schemes:												
	(a) Area Studies	5.52	3	7.65	2	5.63	2	10.20	2	13.87	4	42.87	2
	(b) Teacher Education	4.20	2	—	—	—	—	—	—	—	—	4.20	—
	Total	187.40	100	25.10	100	317.60	100	471.02	100	378.52	100	1,779.64	100

TABLE VIII. 6

Grants for the Development of Engineering and Technology

Rupees in lakhs

<i>Sl. No.</i>	<i>Item of Expenditure</i>	<i>1975-76</i>	<i>%</i>	<i>1976-77</i>	<i>%</i>	<i>1977-78</i>	<i>%</i>	<i>1978-79</i>	<i>%</i>	<i>1979-80</i>	<i>%</i>	<i>Total Expenditure 1975-76 to 1979-80</i>	<i>%</i>
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>	<i>12</i>	<i>13</i>	<i>14</i>
1	Staff and Maintenance	50.79	18	25.38	7	16.45	5	23.62	5	22.29	8	138.53	8
2	Equipment	74.92	27	191.13	49	136.33	46	284.18	60	171.44	65	858.00	50
3	Books and Journals	10.20	4	66.85	17	30.50	10	68.78	14	26.53	10	202.86	12
4	Buildings	28.12	10	26.51	7	20.05	7	17.89	4	41.22	16	133.79	8
5	Fellowships and Scholarships	113.26	41	77.08	19	95.57	32	82.73	17	—*	—	368.64	22
6	Misc. Schemes	0.52	—	3.18	1	0.65	—	—	—	2.68	1	7.03	—
Total		277.81	100	390.13	100	299.55	100	477.20	100	264.16	100	1,708.85	100

*This has become a part of Non-Plan Grants, during 1979-80.

had close and direct contacts. The objective of this programme is three-fold:

- (a) to train a body of scholars for specialised studies on problems and culture of a given area;
- (b) to develop inter-disciplinary research;
- (c) to develop teaching/research in social science disciplines introducing a comparative and interdisciplinary dimension.

The programme has been reviewed from time to time and new universities added. The present programmes for various regions are as follows:

- | | |
|-------------------------------|---|
| 1. Africa (East Africa) | Bombay |
| 2. West Asia | Aligarh
Jawaharlal Nehru |
| 3. South Asia | Rajasthan
Banaras Hindu
Calcutta
Bombay
North Bengal
Punjabi
Punjab
Madras |
| 4. South East Asia | Delhi
Jadavpur
Sri Venkateswara
Madras
Calcutta |
| 5. Soviet Union & East Europe | Jawaharlal Nehru
Bombay
Poona |
| 6. Latin America | Poona |

The Commission's assistance to the centres of area studies in the universities covers additional academic staff, fellowships/scholarships, strengthening of library facilities, field grant for researchworkers to enable them to visit the areas of their interest for collecting source material, assistance for inviting scholars to the centres and for holding seminars and publication of research work.

In the light of the working of the programme, and keeping in view its long-term perspectives, the Commission has communicated the following guidelines to the universities for implementation of this programme:

- (a) the thrust of the programme should be on academic studies. The

centre should also, however, take up research on contemporary problems. There should be close interaction between the academics involved in the programme and the administrative machinery of the Government of India.

- (b) the programme should be interdisciplinary and language teaching integrated in it;
- (c) the programme should involve course work and the student should be awarded degree of a basic, discipline so that he does not have to face any employment problem later on;
- (d) the faculty should be multidisciplinary;
- (e) special programmes of depth study on interdisciplinary basis may be developed on a selective basis and may include both research and training; and
- (f) programmes of research and studies based on one or more disciplines in the specified areas may be developed. The study should include development of society and culture and also contemporary developments in the concerned country/region.

The programme of area studies visualised at two levels—depth studies for the countries in the neighbourhood of India and survey level studies for others. Developed and developing countries are receiving equal attention under the programme. However, countries in Africa are receiving special attention. The University of Delhi set up a Department of African Studies in 1955 and is offering postgraduate courses as well as registering students for M.Phil. and Ph.D. A monograph on “Economic Development of Associated Africa” is ready for publication. The Bombay University was identified for undertaking area studies on problems of East Africa in 1971-72. It covers a number of countries in the region. The Centre has organised a number of seminars and workshops and has been bringing out occasional papers on Africa. The three-year undergraduate course of the University contains special papers on African Studies. The Division of African Studies in the School of International Studies, Jawaharlal Nehru University was set up in 1970. Although, it is not a specified area studies centre, it has built up an infrastructure of higher research and training in the area.

In view of the growing importance of African studies in India the Commission invited proposals from universities for depth study of Africa (excluding East Africa which is already being done by the Bombay University). A few universities have shown interest in taking up this programme. The proposals are being processed.

Development of Bilateral Academic Links

This is another important programme which has been implemented by the Commission. Joint seminars have been organised under the cultural

exchange programmes with FRG, Hungary, USSR and France on topics of mutual interest. These seminars have covered important topics like Indo-Afghan relations, problems of regional planning, educational policies, urban growth, economic planning, management and development etc.

8.22 Development of Culture: The Commission has taken an integrated view of the development of culture by providing assistance towards the provision of facilities in university museums, setting up of archival cells, improvement of courses in museology, promotion of the study of classical languages, viz. Pali, Prakrit, Arabic and Persian, studies in tradition and social history of Indian art, development of expertise in archaeology and the improvement of facilities in university departments of dance, drama, music and other performing arts. A scheme of travelling fellowships or special visiting professorships has also been instituted to attract creative artists and writers and enable them to play their part in the promotion of various cultural activities in the universities and other institutions. The Commission has also set up a committee to look into the question of linkage between education and culture. The basic objective is to have an institutional framework or system for utilizing the vast body of scholarship and creative talent in various research institutions outside the university system for the advancement of knowledge and culture in the universities.

The Commission in June, 1980 also agreed to provide assistance to universities and colleges for appointment of instructors for performing arts including drama and on a selective basis for strengthening/setting up of departments of fine arts and culture including drama, if proposals in this regard are included by the universities in their development plans.

8.23 National Integration Samitis: The responsibility for the implementation of the scheme of national integration samitis in the universities and colleges was taken over by the UGC from the Ministry of Education and Culture from 1978-79. The scheme was reviewed with the help of a committee appointed for the purpose. The committee recommended that the programme be further reviewed in the light of the views of the vice-chancellors and principals regarding the implementation of the scheme during the last three years, and difficulties and problems encountered by them. It is proposed to review the position accordingly.

8.24 Planning Forums: The scheme of planning forums initiated by the Planning Commission in 1965 was transferred to the Ministry of Education and Culture in 1968 and to the UGC in April, 1978. A committee has been constituted to review the scheme.

8.25 Unassigned grants to universities: Unassigned grants are placed at the disposal of universities to enable them to meet the cost of approved travel

by teachers and for exchange of teachers. The UGC in September, 1979 accepted the guidelines framed by a committee in regard to unassigned grants to the universities. According to the guidelines, the amount of unassigned grant is to be determined on the following basis:

- (a) For a university having upto 100 teachers—Rs. 20,000 per annum.
- (b) For a university having between 101 and 200 teachers—Rs. 30,000 per annum.
- (c) For a university having 201 teachers and above, unassigned grant may be determined on the basis of Rs. 150 per teacher and Rs. 50 per full time research scholar in the university departments subject to a maximum of Rs. 1.50 lakhs.
- (d) The number of teachers and research scholars is to be taken as on 15th August of the previous year.

8.26 UGC Units: These units were set up with assistance from the Commission in 74 universities/institutions deemed to be universities to enable them to serve as a link and liaison between the UGC on the one hand and the university and its affiliated colleges on the other. The working of the units and their role and responsibility are being reviewed by a working group.

SECTION IX

Non-Plan Grants to Universities

9.01 The maintenance grants are paid to the central universities in terms of the statutory provision under Section 12 (b) of the UGC Act to meet the deficit after taking into account salaries of teaching and non-teaching staff, maintenance of laboratories, libraries, and other day to day requirements of the universities including funds for the retirement benefits of the employees. It also includes the institutions for professional education i.e. Aligarh Muslim University—technical and medical; Banaras Hindu University—technical, medical and agricultural; and Visva-Bharati—agricultural. In addition, the maintenance of the hospitals attached to medical colleges at the Aligarh and Banaras universities is also met out of the maintenance grants. Table IX.1 shows the break-up of non-plan grants paid to the universities during the years 1975-76 to 1979-80. (non-plan grants now include scholarships and fellowships under engineering and technology, teacher fellowships, national fellowships, national associates, national lectures, utilisation of services of retired teachers, research fellowships and grants

TABLE IX. 1

Amount in lakhs of Rupees

	1975-76	1976-77	1977-78	1978-79	1979-80
NON-PLAN PROJECTS					
A. Administration Charges***					
B. Block grants to					
(i) Central Universities	1721.00	1950.00	2035.00	2144.36	2842.50 * 0.50
(ii) Institutions deemed to be universities	176.77	366.90	286.18	405.17 *0.11	566.50@
(iii) Grants paid to universities/ Institutions for specific purposes††	—	7.00	7.00	9.00	9.00
C. Maintenance grants to constituent/affiliated colleges of Delhi Univ. ****	821.30 *2.98	878.09 *32.39	969.60 *25.21	977.90 *61.83	1051.98 *76.88
D. Schemes not covered under block grants**	198.96	1.00	11.99	5.14	32.56
E. Scholarships and Fellowships	—	—	—	—	661.13
Total Non-Plan***	2918.02 *2.98	3202.98 *32.39	3409.16 *25.21	3617.89 *61.94	5163.67 *77.38

* By adjustment.

** These include health service scheme and house building advance to staff of central universities.

*** The figures do not include the administration charges of UGC amounting to

Continued on page 76

payable to non-university institutions). These schemes are discussed elsewhere in the report.

9.02 Grants to Central Universities. Grants paid by the Commission towards the maintenance of Central universities* for the years 1975-76 to 1979-80 are indicated in Table IX.2

Table IX. 2

Amount in lakhs of Rupees

	1975-76	1976-77	1977-78	1978-79	1979-80
1. Aligarh Muslim University	500.00	557.50	585.37	629.79	730.00
2. Banaras Hindu University	650.00	717.50	746.01	783.31	976.00
3. Delhi University	301.00	365.00	378.11	367.00	503.00
4. Hyderabad University	—	—	—	—	97.00
5. Jawaharlal Nehru University	143.00	165.00	173.25	194.56	267.50
6. North Eastern Hill University	—	—	—	—	79.00
7. Visva Bharati	127.00	145.00	152.25	169.70	190.00
Total	1721.00	1950.00	2035.00	2144.36	2842.50

* Upto 1978-79, grants to North-Eastern Hill University and Hyderabad University were paid under plan.

Note : The increase in non-plan grants paid during 1979-80 as compared to the earlier years (Table IX.1) is due to (a) taking over of the V Plan committed expenditure, (b) payment of grants to Hyderabad and North Eastern Hill University under non-plan from 1979-80 onwards, (c) payment of additional dearness allowance, and (d) inclusion of scholarships and teacher fellowships etc. under non-plan.

Continued from page 75

Rs. 63.62, 66.68, 71.52, 76.31 and 77.41 lakhs during the years 1975-76, 1976-77, 1977-78, 1978-79 and 1979-80 respectively under budget head 'A'.

**** Since the transfer of the scheme from the Ministry in 1955-56, the Commission has been paying maintenance and development grants to a number of colleges of the University of Delhi. The Commission pays 95% of the approved deficit for affiliated/constituent colleges and 100% of the approved deficit for university maintained colleges. The maintenance grants, inter-alia, include pay and allowances of the teaching and non-teaching staff, expenditure on repairs of buildings, replacement of furniture and equipment, water and electricity, books and journals, grants towards revision of pay scales, payment of dearness allowance, retirement benefit etc. The Commission also pays grants to the mess for the hostels attached to some of the Delhi Colleges for the approved staff on sharing basis of 75 : 25.

@ Increase during 1979-80 is due to (a) taking over of V plan committed expenditure and (b) increase in the number of institutions deemed to be universities.

†† This is for Roorkee University.

SECTION X

Development of Colleges

10.01 The system of affiliated colleges, which is peculiar to India in many ways, has a crucial role to play in the university system with particular reference to the maintenance and coordination of standards. A bulk of the student population in the country, particularly at the first degree level, is enrolled in the colleges and there is also a fair proportion of teachers working in the colleges. These colleges cater to 88.5 per cent of the total enrolment of students at the undergraduate level; 53.1 per cent at the postgraduate level and 14.0 per cent at the research level. Teachers employed in colleges constituted nearly 79 per cent of the total number of teachers in the universities and colleges during 1979-80.

10.02 The Commission's policy in regard to the development of colleges is governed mainly by two factors, firstly removal of disparities and regional imbalances and secondly the improvement of standards and quality of education in the institution. Regional disparities are sought to be removed by a system of grant-in-aid in which the necessary conditions are relaxed in the case of colleges in rural or backward or tribal areas. Qualitative improvements are brought about through various quality programmes at the undergraduate as well as the postgraduate level. The impact of these programmes should however, be judged keeping in view the limitation of resources and the immensity of the problems.

10.03 An important step taken by the Commission during the year towards the improvement of standards in the affiliated colleges has been the revision of the criteria for determining the viability of a college. The norms hitherto adopted were based on student enrolment and the strength of teachers. The Commission is now giving due consideration to the following aspects:

- (a) Social and educational needs of the community in which the college is located.
- (b) The capacity of the institution to maintain standards and to provide infrastructural facilities.
- (c) Academic viability rather than financial, managerial or other considerations.

The Commission has, accordingly, adopted the following criteria for determining viability in respect of (a) arts colleges, (b) science colleges and (c) multi-faculty colleges.

- (i) There should be at least four departments in the college.

- (ii) There should be at least two teachers in each department.
- (iii) There should be a minimum of ten permanent teachers in the college, excluding the principal, and the director of physical education.
- (iv) The pupil-teacher ratio in the college should not exceed 20:1. This however, could be relaxed in specific cases.
- (v) Annual expenditure on books and journals should be at least Rs. 15 per student.
- (vi) Annual expenditure on laboratory equipment should be at least Rs. 60 per student.

10.04 The Commission provides assistance to colleges under (a) general development including construction of libraries, laboratories, class-rooms, hostels, staff quarters, workshops, animal houses, non-resident student centres, purchase of books and equipment, appointment of additional staff, introduction of remedial courses and faculty improvement programmes; (b) development of postgraduate studies in the humanities, social sciences and science subjects, (c) quality programmes, such as, college science improvement programme, college humanities and social sciences improvement programme, faculty improvement, support for research etc., and (d) restructuring of courses to make undergraduate education more relevant to the rural environment and to the development needs of the community and to link theory with field work and practical experience.

10.05 General Development of Colleges: During the fourth plan period the Commission provided assistance generally upto rupees three lakhs to the colleges for development of undergraduate education in arts, science and commerce. Depending upon the progress of the implementation of the scheme, a college could be further assisted for an additional amount of Rs. one lakh. In addition, assistance upto rupees three lakhs was made available to selected colleges for construction of a teacher's hostel on approved sharing basis of 80 (University Grants Commission): 20 (colleges), outside the general financial ceiling of rupees three lakhs.

10.06 At the beginning of the fifth plan, the Commission agreed to provide assistance upto rupees five lakhs during the plan period for the development of undergraduate education in arts, science and commerce courses in the colleges. Assistance was available in two phases viz., rupees three lakhs in phase I and rupees two lakhs in phase II. In June, 1976 the Commission reviewed the position and agreed that in the case of colleges which have a student enrolment and a staff of 50% more than the prescribed eligibility condition, the proposals may be considered for the total rupees five lakhs instead of limiting them to rupees three lakhs in the first priority. The Commission also decided that colleges having an enrolment beyond 1,000 stu-

dents in degree classes would be eligible for assistance upto Rs. eight lakhs and beyond 2,000 students upto Rs. ten lakhs.

10.07 For women's colleges and colleges where 50 per cent of the enrolment constitutes scheduled caste and scheduled tribe students as also colleges situated in backward areas, the conditions regarding minimum enrolment and the minimum number of qualified permanent teachers was relaxed in order to bring in more of such colleges within the purview of UGC assistance.

10.08 In the interest of social justice, the Commission decided that in the fifth plan, all institutions assisted by it to construct student hostels would be required to reserve 20 per cent of the seats in such hostels for students belonging to scheduled castes and scheduled tribes. The Commission also decided that its assistance for construction of hostels in backward areas would be at the rate of 75 per cent of the total expenditure as against 50 per cent available for other areas.

10.09 Development of Postgraduate Studies: The Commission continued its assistance to affiliated colleges for the improvement of post-graduate studies towards various items, such as, appointment of additional staff, buildings, including animal house, workshops etc., purchase of books, journals and equipment and faculty improvement programmes. The proposals from colleges for assistance towards their development programmes are assessed with the help of visiting committees, specially constituted for the purpose. However, grants towards the purchase of books and equipment are provided without sending any visiting committee.

The norms for starting postgraduate courses in the colleges in different subjects are fairly comprehensive and take into consideration the need for starting new courses, adequate facilities by way of libraries, laboratories, classrooms, minimum number of teachers and their qualifications, areas of specialisation, potentiality for development etc.

The pattern and ceiling of assistance for colleges towards the development of postgraduate studies are given in the UGC annual report for 1978-79.

10.10 College Science Improvement Programme (COSIP) and College Humanities and Social Sciences Improvement Programme (COHSSIP): The College Science Improvement Programme was initiated by the Commission in 1970-71 in order to bring about qualitative improvements in the teaching of science at the undergraduate level. The purpose of the programme is to accelerate the development of the science capabilities of undergraduate students and to initiate a process of continuous self-renewal. This is brought about through an integrated approach and simultaneous improvements

in the subject-matter, methods of instruction, syllabi, curricula, laboratory exercises, workshop, library and teaching material.

The College Science Improvement Programme was taken up at two levels (a) in selected colleges to include the entire science faculty and (b) university leadership project in one science subject in all the colleges affiliated to a university.

Encouraged by the success of COSIP, the Commission in 1974-75, decided to extend the programme to the humanities and social sciences. The College Humanities and Social Sciences Improvement Programme (COHSSIP) aims at bringing about improvements in the teaching of humanities and social sciences at the undergraduate level with particular reference to (a) adoption of new teaching methods, e.g., preparation of synopsis of lectures and other teaching material, use of audiovisual and other teaching aids, tutorials and seminars etc., (b) extension of library services, (c) introduction of special courses, (d) inter-disciplinary programmes, (e) adoption of various measures of examination reforms, (f) remedial teaching and (g) field/project work etc. If both programmes exist in one college, they are expected to be coordinated so that each may benefit from the experience of the other.

The first selection of colleges and university departments under COSIP and ULP respectively was made by the Standing Committee and initially 118 colleges and 15 university departments were selected for participating in this programme. Presently (at the end of a ten-year period) 177 colleges and 40 departments are being assisted.

In the case of colleges to be invited for participation in COHSSIP, it was agreed that in the first phase proposals received from only the COSIP colleges may be processed. Accordingly, 4% COSIP colleges which secured 15 or more points on a certain scale were asked to formulate their proposals under COHSSIP also. Rating was done by giving points on a five point scale for the quality of staff, number of books and journals, staff-student ratio, examination results at the undergraduate level and quality of programmes. A conference of principals of selected colleges was also held to identify the general principles which should guide the implementation of this programme. 126 colleges have so far been selected for participation in COHSSIP besides 15 departments under ULP.

COSIP and COHSSIP are implemented in consultation with the Standing Committees constituted by the Commission for this purpose. The committees meet regularly and advise the Commission regarding policy matters.

In 1977, four regional conferences were organised to review the programmes under COSIP and also to discuss the future plan for implementation of this scheme. The coordinators of ULP departments, COSIP colleges and some other colleges in the respective regions participated in these conferences. Alongwith these conferences, subjectwise ULP coordinators' meetings were also arranged

Under COHSSIP five regional conferences were organised between December, 1977 and March, 1978. These conferences not only created a greater awareness among the participants about the underlying objectives of the programme but also made useful suggestions about the future course of action. A consolidated report on these conferences has been prepared and circulated to all the COHSSIP colleges.

10.11 Colleges in backward/tribal areas/districts: The question of assistance to colleges located in the predominantly tribal areas in different parts of the country has been receiving attention of the Commission which is eager to promote open access for the educationally deprived sections of the society to institutions of higher education. It is in this context that the Commission has decided to provide special assistance to such colleges in the current plan period and a circular has already been issued inviting proposals in this regard.

Although the Commission has not yet formulated guidelines for the development of colleges in the sixth plan due to uncertainty in the allocation of funds, nor is it accepting fresh proposals for the development of colleges under Rs. five lakh scheme after 31st December, 1978, the Commission has decided to entertain proposals from colleges located in tribal areas. Universities have been requested to identify such colleges on the basis of the following criteria :

- (a) The college should be located in a tribal/rural/semi-urban area;
- (b) At least one third of the students on the rolls of the college should belong to Scheduled Tribes;
- (c) The college should have maintained adequate standards.

Assistance will be provided to such colleges for the following :—

- (i) Appointment of adequate qualified staff;
- (ii) Exchange of teachers to enable these colleges to have outstanding teachers from other universities for short period;
- (iii) Remedial courses for enabling Scheduled Caste and Scheduled Tribe students to come up to the requisite standards;
- (iv) Programmes of educational extension whereby the colleges could assist higher secondary schools in the neighbourhood; and
- (v) For construction of buildings viz., classrooms, laboratories, libraries and hostels for students and teachers and to make laboratories and libraries commensurate with the teaching programme of the institution concerned.

Assistance for item No. (i) is to be provided by the state government concerned, and assistance for item Nos. (ii), (iii) and (iv) by the UGC on 100% basis and that for item No. (v) on 75 : 25 sharing basis by the UGC.

10.12 Basic grants to colleges for books and equipment: With a view to improving the facilities in the colleges in the matter of providing books (including text books and other reading materials) and equipment for science laboratories to support the undergraduate programmes, the Commission decided to make available to every eligible college affiliated to a university under section 2(f), basic grants during the plan period (1974-79) as indicated below:

<i>Student Enrolment excluding PUC/ Inter-Pre. Engg.</i>	<i>Grants for Books (in Rs.)</i>	<i>Grants for Equipment (Either physical or biological science group) (in Rs.)</i>
150-400	10,000	10,000
401-800	20,000	20,000
801-1,500	30,000	30,000
1,501 and above	40,000	40,000

A college providing both physical and biological science groups and/or geology, home science, was eligible for 50 per cent additional allocation for the purchase of equipment.

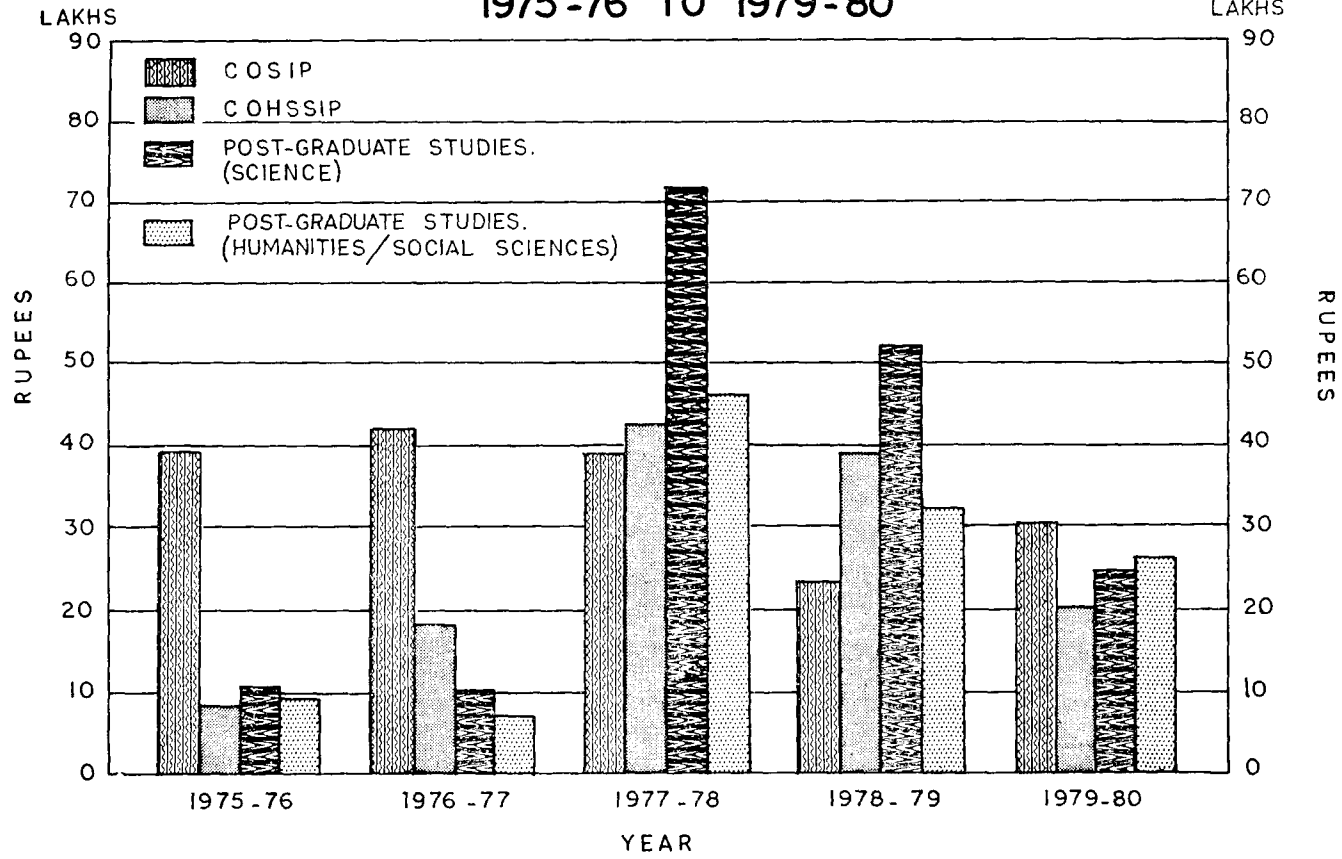
Grants paid amounted to Rs. 74.66 lakhs for equipment and Rs. 77.35 lakhs for books.

10.13 Other programmes of assistance to the colleges

- (i) An adhoc allocation of Rs. one crore each to Bombay and Madras universities and Rs. two crores to Calcutta University was made in order to meet the needs of colleges situated in metropolitan cities. This allocation was made on 100 per cent basis and was in addition to normal assistance available for the development of colleges.
- (ii) Assistance is being provided to colleges having an enrolment of 1,000 students and above (excluding pre-university course/intermediate classes) for setting up canteens.
- (iii) Assistance is also available under faculty improvement programmes for teachers in affiliated colleges. Under this scheme, teachers in the affiliated colleges have been provided teacher fellowships to pursue research work for M.Phil/Ph.D. degree.
- (iv) Centenary grant upto Rs. one lakh for a capital project is available to a college on completion of 100 years of its existence.
- (v) There are a number of schemes for the welfare of students in the colleges viz. improvement of existing hostel facilities, development of play fields and purchase of accessories for games and sports,

Contd. on page 84

GRANTS PAID TO COLLEGES FOR SPECIAL PROGRAMMES 1975-76 TO 1979-80



canteens/cafeteria, establishment of study centres, construction of gymnasias etc. as detailed in Section XI of the Report.

10.14 Grants paid to colleges for general development and other schemes during the period 1975-76 to 1979-80 are detailed in the following table. It will be seen that grants paid during 1979-80 were on the whole lower as compared to the level achieved during 1978-79, except in regard to COSIP, which is again a reflection of the general position of the constraint of funds.

Table X. 1

Grants paid to Colleges for General Development and other Schemes*

(Rupees in lakhs)

Sl. No.	Name of the Scheme	1975-76	1976-77	1977-78	1978-79	1979-80
1.	Development of affiliated colleges	99.03	176.76	950.85	852.21	606.92
2.	Book Banks	96.44 (1291)	75.01 (1211)	46.19 (1078)	18.37 (567)	
3.	College Science Improvement Programme	39.36	42.14	39.11	23.62	30.27
4.	College Humanities and Social Sciences Improvement Programme	8.38	18.28	42.52	39.09	20.27
5.	Students Aid Fund**	23.48 (1352)	25.94 (1467)	43.76 (1444)	29.33 (924)	15.74 (526)
6.	Centenary Grants	0.46	—	1.50	1.05	0.75
7.	Development of Postgraduate studies in Science	10.75	10.54	72.04	52.26	24.73
8.	Development of Postgraduate studies in Humanities and Social Sciences	9.91	7.33	46.07	32.37	26.31

* A statement of development grants to colleges (State-wise) is given in Appendix XXXI.

** The scheme was not in operation during 1979-80. However, amount left unspent out of the grants paid by the Commission towards the scheme for the year 1978-79 at the end of that academic session could be utilised during the year 1979-80.

Note: Figures in brackets denote number of colleges assisted.

10.15 Autonomous Colleges: The Commission has been supporting the concept of autonomous colleges by which the universities could give a few carefully selected colleges the much needed autonomy in formulating curri-

cula and courses of study, evaluation methods and other related matters. The Commission with the help of an expert committee and after consulting a number of principals and educationists finalised a set of criteria, guidelines and pattern of assistance to autonomous colleges.

The Commission has so far given its concurrence to conferring autonomous status on the following colleges:

Ranchi University

- (i) Birla Institute of Technology, Mesra.

Madras University

- (ii) Madras Christian College, Madras.
- (iii) P.S.G. College of Technology, Coimbatore.
- (iv) P.S.G. College of Arts and Science, Coimbatore.
- (v) Loyola College, Madras
- (vi) Vivekananda College, Madras (Postgraduate departments of Chemistry and Economics).
- (vii) St. Joseph's College, Tiruchirapalli.
- (viii) Shri Avinashilingam Home Science College, Coimbatore.
- (ix) Regional Engineering College, Tiruchirappalli.

Madurai University

- (x) American College, Madurai.
- (xi) Sri Parasakhti College for Women, Courtallam.
- (xii) Madura College, Madurai.
- (xiii) Lady Doak College, Madurai.

The UGC has agreed to provide to each of these colleges, a non-lapsable annual grant of Rs. one lakh for a period of five years. 75 per cent of the grant can be used for academic activities and balance of 25 per cent for administrative support arising out of the autonomous status. A grant of Rs. 12.80 lakhs was paid to these colleges in 1979-80.

The Madras University also proposes to grant autonomous status to six more colleges and in this context the Commission has desired that a review be made of the functioning of the colleges already declared autonomous.

SECTION XI

Students

11.01 Student Welfare Programmes: The Commission has initiated a number of programmes of student welfare, specially in regard to needy and poor students on the one hand and the meritorious students on the other. These include student aid fund, non-resident student centres, student study homes and book banks. Assistance is provided to universities and colleges on the basis of the norms laid down by the Commission in each case.

11.02 A comparison of the grants paid to all the universities in the country under student welfare programmes in the fourth plan and during the period 1974-75 to 1978-79 (*Appendix-XXXII*) shows that outlay on student welfare programmes increased from Rs. 429.38 lakhs in the fourth plan to Rs. 499.70 lakhs during the period 1974-75 to 1978-79. By any standard, this is a marginal increase.

11.03 Scholarships and Fellowships: The Commission has given high priority to the award of scholarships and fellowships for the development of research in the universities and colleges. The objective of the scheme is to enable academically bright students to carry on their research as an independent and full-time activity through adequate support for their maintenance and for the purchase of books, journals, equipment etc. by them. In addition to the fellowships specially created for centres of advanced study and those provided for approved programmes of research and departments selected for special assistance, the University Grants Commission awards annually senior and junior research fellowships* in science and humanities (including social sciences) and research fellowships in engineering and technology on an all-India basis.

11.04 Senior Research Fellowships:** The Commission awards 100 senior research fellowships every year in science, humanities and social sciences to provide an opportunity to research scholars and teachers to undertake advanced study and research. The fellowships are intended for students and teachers preferably below the age of 45 who have obtained a doctorate degree or have equivalent published research work to their credit and have already proved their aptitude for original and independent research. The

* Junior research fellowships have been allotted to universities for award except in the case of fellowships for Scheduled Caste and Hill Area scholarships.

** These fellowships have since been redesignated as Post-Doctoral Fellowships (PDF). The value of the fellowship has been raised from Rs. 600 p.m. to Rs. 900 p.m. w.e.f. October, 1980 and the annual contingency grant has been raised from Rs. 2,000 to Rs. 4,000.

value of the senior research fellowship is Rs. 600. An annual contingency grant of Rs. 2,000 is also attached to these fellowships for meeting working expenses. The tenure of fellowships is two years. Selections for these awards during 1979-80 are being finalised.†

11.05 Junior Research Fellowships: The Commission has been awarding junior research fellowships to the universities for the promotion of research in the humanities, social sciences and science subjects. The normal tenure of the fellowship is four years extendable by another six months in special case, on the recommendations of the supervisor/head of the department and the university. The value of the fellowship is Rs. 400* per month for the first two years and Rs. 500* per month thereafter for another two years after the work of the fellow has been assessed and found satisfactory. The contingency grant attached with the fellowship is Rs. 1,500** per annum. Six hundred and fifty junior research fellowships have been allocated to the universities to be awarded directly by them annually.

In addition, the Commission has also been awarding 250 fellowships to the universities on the basis of selections made at the central level with ten per cent of the fellowships reserved for scheduled caste and scheduled tribe candidates. From 1978-79, the scheme was decentralised, and these fellowships were allocated to the universities on the basis of (i) number of Ph.Ds. produced during the year; (ii) number of departments in the university in the faculty of arts and science. Accordingly, in the year 1979-80, 225 junior research fellowships were allocated to the universities.

11.06 Senior/Junior Research Fellowships for Scheduled Caste/Scheduled Tribe students: In addition to the 10 per cent reservation in the general category of junior/senior research fellowships, the Commission set aside 50 junior and 20 senior research fellowships in science, humanities and social sciences for the candidates belonging to scheduled caste/scheduled tribes. The first selection under the scheme was made during 1976-77. During the year 1979-80, the Commission awarded 46 junior research fellowships (31 in the humanities and social sciences and 15 in science subjects). Applications for the award of senior fellowships are under the consideration of the Commission.††

11.07 Research Fellowships in Engineering and Technology: The Com-

† Since finalised.

* This has since been raised to Rs. 600 p.m. for the first two years; Rs. 700 p.m. for the third year and designated as senior research fellowship if the work is found to be good; Rs. 800 p.m. in the case of those who have submitted their Ph.D. thesis.

** This has since been raised to Rs. 3,000.

†† Since finalised.

mission awards 60 post-master fellowships in engineering and technology to enable students to undertake advanced study and research in their fields of specialisation. These fellowships are open to students preferably below the age of 40 years. The duration of the fellowship is four years and the value Rs. 500 per month for the first two years and Rs. 600 per month thereafter subject to the condition that the research work is found satisfactory on assessment after the initial period of two years. Each fellowship carried an annual contingency grant of Rs. 1,000 per annum. Provision also exists for a grant of Rs. 2,000 during the tenure of award for publication of research work completed during the period of fellowship and approved field work undertaken by the fellow. During the year under review, the Commission awarded 31 research fellowships in engineering and technology.

11.08 Grants paid for Fellowships in Science, Humanities, Engineering and Technology: The following grants were paid by the Commission towards the award of senior/junior research fellowships during 1979-80:

<i>Scheme</i>	<i>Rs. in lakhs</i>
(i) Science, Humanities and Social Sciences	200.70
(ii) Engineering and Technology*	103.87

11.09 Border Hill Areas Scholarships: In order to promote channels of academic communication between the students of border hill areas and the rest of the country, the Commission has instituted 25 scholarships for postgraduate studies for meritorious students from these regions for study anywhere in the country. Preference is given to scholars who intend to pursue studies in subjects of relevance to the problems of border hill areas. During 1979-80, 16 postgraduate scholarships were awarded by the Commission under this programme in the humanities, social sciences and science subjects.

11.10 Scholarships for Full-time LL.M. Courses: The Commission has instituted 50 scholarships for LL.M. studies to be administered directly by the Commission to enable talented students to pursue their full-time LL.M. courses in universities. The first selection was made during 1976-77 and 50 scholarships were awarded. During the year 1979-80, the Commission awarded 50 scholarships to LL.M. students.

11.11 Award of Junior/Senior Research Fellowships in Science and Technology for students from Developing countries: The Commission also has a

* Includes scholarships

scheme under which five senior and ten junior research fellowships in science, humanities and social sciences are set aside for foreign students from the developing countries. During the year 1979-80, the Commission awarded eight junior research fellowships and three senior research fellowships to students from developing countries.

11.12 Research Associateships: The Commission offers research associateships to provide opportunity to research students and teachers who have shown extraordinary talent for research and competence to take up research work independently. During the year 1977-78, the Commission rationalised the scales and put them under three categories as under:

- | | |
|---------------------------------|-----|
| (i) Rs. 1,000 per month fixed | } @ |
| (ii) Rs. 1,200 per month fixed | |
| (iii) Rs. 1,400 per month fixed | |

The associateship also carries a contingency grant of Rs. 2,000* per annum. Awards under the scheme are being finalised for the year 1979-80.

The Commission has agreed that with effect from 1979-80, 20 research associateships may be awarded to scheduled caste/tribe students to enable such candidates to obtain necessary teaching and research experience in the university departments. The Commission has also set aside five research associateships in Gandhian Studies. During the year 1979-80, three awards were made under this.

11.13 Award of Studentships for M.Sc./M.Sc.(Tech.) Courses in Applied Sciences and Post-M.Sc. diploma courses: On the recommendations of a committee, the Commission has agreed that there should be uniformity in the nomenclature of M.Sc. (Tech.) degrees being awarded by various universities. Nomenclature of M.Sc. (Tech.) should be confined to a three-year integrated course after the B.Sc. degree course and should not be used for one year post-M.Sc. course. The one year post-M.Sc. course should be designated as post-M.Sc. diploma.

The Commission has also agreed that students pursuing the three-year integrated M.Sc. (Tech.) course already approved by the UGC be given studentships of Rs. 400 per month instead of Rs. 250 per month in their third year as at present, to bring them at par with the studentship of Rs. 400 per month available to those doing one-year post-M.Sc. courses. In respect of one-year post-M.Sc. courses, where the Commission in consultation with the subject panels concerned is satisfied in regard to the academic content of the course and its relevance to national needs and the employability of the students trained, the Commission may award a studentship of Rs. 400

@ Since revised to Rs. 1100, 1300 & 1500 respectively.

* Since raised to Rs. 4,000 p.a.

per month for a specific period.

While awarding such scholarships, it would be ensured that the assistance from the Commission would be available for the period ending 1982-83 and the State Governments will have to treat this as committed expenditure thereafter.

11.14 Construction of Hostels: The Commission has been giving a high priority for the construction of hostels for students in universities and colleges in view of the fact that improvement of the conditions in which students live and work has an important bearing on their academic performance. Provision of hostel facilities is one of the important items included in the general programme of development of universities and colleges.

In the interest of social justice, the Commission has decided that in the fifth plan, all institutions assisted by it to construct students' hostels would be required to reserve 20 per cent of the seats in such hostels for students belonging to Scheduled Castes and Scheduled Tribes. The Commission has also decided that its assistance for construction of hostels in backward areas would be at the rate of 75 per cent of the total expenditure as against 50 per cent available for other areas. In order to keep the cost of construction low, the Commission has been encouraging the construction of dormitories and/or double or triple seated rooms rather than single seated rooms in the hostels.

During 1979-80, a grant of Rs. 42.85 lakhs was paid to 27 universities towards the construction of hostels. A grant of Rs. 41.36 lakhs was paid to the colleges for the purpose during the year.

The position of grants paid during the period 1975-80 for the construction of hostels is summarised below:

Table XI. 1

Construction of Hostels		
Year	Grants paid (Rupees in lakhs)	
	Universities	Colleges
1975-76	57.41	16.33
1976-77	43.51	24.22
1977-78	36.88	40.54
1978-79	70.22	64.84
1979-80	42.85	41.36
Total	250.87	187.29

11.15 Assistance for the Improvement of Existing Hostel Facilities in Universities and Colleges: On the recommendations of the Working Group on Student Welfare Programmes, the Commission decided to provide

assistance during the fifth plan to universities and colleges for the improvement of living conditions in hostels which were constructed without the financial assistance from the University Grants Commission e.g. sanitary facilities, proper dining halls etc. The Commission's assistance for this scheme is outside the fifth plan allocation of the university or the scheme of general development of colleges and on 75 : 25 sharing basis.

A grant of Rs. 3.30 lakhs was paid to ten universities for the purpose during the year 1979-80.

11.16 Scheme for the Improvement or Establishment of Study Centres in Universities: A scheme for the establishment of study centres was introduced by the Commission during the fourth five year plan with the object of providing students in the residential areas, with essential library facilities, multiple copies of text books etc. The scheme was subsequently reviewed by the Working Group on Student Welfare Programmes. As a result, the Commission provides the following assistance for the existing study centres and for the establishment of new study centres:

	<i>Additional provision for existing centres</i>	<i>Provision for new study centres</i>
<i>(i) Non-Recurring:</i>		
(a) Books	Rs. 20,000	Rs. 30,000
(b) Stacks & Furniture	—	Rs. 15,000
<i>(ii) Recurring (per annum till the end of fifth plan):</i>		
(a) Staff	Rs. 5,000	Rs. 15,000
(b) Contingencies (including electricity charges etc.)	Rs. 5,000	Rs. 4,500

A grant of Rs. 5.60 lakhs was paid to 16 universities during the year under report towards study centres. Assistance for study centres is outside the general plan allocation for the university.

11.17 Student Homes/Non-Resident Student Centres: Non-resident student centres and student homes set up by the universities and colleges with assistance from the Commission provide facilities for study to day scholars through their leisure hours. Student homes provide facilities for about 100 students and stack space for 5,000 books, besides a cafeteria. The Com-

mission's share towards each student home in the universities is limited to Rs. one lakh or the actual cost whichever is less. A non-recurring grant of Rs. 24,000 is also available for purchase of books and furniture for student homes.

The Commission has taken a decision that assistance for establishment of non-resident student centre will also be made available under the Rs. five lakh scheme for colleges within the overall provision available for construction of buildings. The colleges may, accordingly, if they assign priority to this programme, include a proposal for the setting up of a non-resident student centre in their programme for general development.

In the case of a college which has a student enrolment of 1,000 or above, the assistance available from the Commission will be Rs. 70,000. In the case of colleges which have a student enrolment of less than 1,000 in the degree classes, the UGC assistance will be limited to Rs. 35,000. Colleges which have already received assistance from the Commission for the establishment of a non-resident centre in the earlier plans will be eligible for further assistance under this programme. If a college with a student enrolment of 1,000 and above has availed of assistance upto Rs. 35,000 only, a further grant for extension of the existing centre or for construction of another centre will also be given by the Commission but such assistance will be within the total grant of Rs. 70,000 admissible for such a college.

The following grants were paid for student homes/non-resident student centres during the year 1979-80.

Table XI. 2

Grants Paid

(Rupees in lakhs)

<i>Universities</i>	
(a) Non-Resident Student Centres	0.30
(b) Student Homes	0.97
<i>Colleges</i>	
(a) Non-Resident Student Centres	15.43*

11.18 Students' Aid Fund: Earlier the Commission used to provide assistance to universities and colleges equivalent to the amount collected by the university/college and subject to a maximum of Rs. 25,000 for a university and Rs. 5,000 for a college. From 1st July, 1977 the Commission's assistance under the students' aid fund scheme was fixed at double the amount collected by a university/college subject to a ceiling of Rs. 25,000 for universities having direct enrolment below 5,000, Rs. 50,000 for universities having

* Includes grants for canteens also.

direct enrolment of 5,000 and above and Rs. 10,000 for a college having enrolment above 2,500. The minimum assistance to a college under this scheme was raised from Rs. 750 per annum to Rs. 1,500 per annum subject to the collections made by the college.

In 1978-79, a grant of Rs. 4.41 lakhs was paid to 31 universities and a grant of Rs. 29.33 lakhs to 924 colleges for the purpose. In 1979-80* a grant of Rs. 1.29 lakhs was paid to ten universities and a grant of Rs. 15.74 lakhs to 526 colleges for the purpose.

11.19 Book Banks in the Colleges: The Commission has been providing financial assistance for the establishment of book banks in the college-libraries. A college should have an enrolment of at least 100 students (70 students in a teacher's training college) to claim this grant.

By the end of March, 1979, grants amounting to Rs. 253.60 lakhs had been released for the establishment of book banks in 2,528 affiliated colleges in the country. The scheme was kept in abeyance for some time thereafter. However, it is being revived again from 1980-81.

11.20 Play Fields and Gymnasia: Upto 1975-76, assistance for play fields and gymnasia was being provided to universities and colleges from the earmarked funds provided by the Ministry of Education and Culture under the National Sports Organisation Programme. However, to encourage participation in games and sports of as large a number of students as possible, the Commission decided to provide assistance for improvement/development of play fields in addition to those institutions which were earlier assisted under the national sports organisation programme. During 1977-78, it was decided that assistance for improvement/development of play fields may be made a continuous process and even those institutions which were assisted during the fourth five year plan, may be provided assistance during the fifth plan. For construction of gymnasia, the Commission had earlier agreed to provide assistance to institutions with a minimum enrolment of 1,500 students. During 1977-78, the minimum enrolment was brought down to 1,000 students.

11.21 Provision of Assistance for the Extension or Construction of Canteens including Furniture or Equipment in Universities and Colleges: Assistance under the scheme is provided for the extension or construction of canteens including furniture or equipment subject to the following:

- (a) (i) universities having a direct enrolment of 1,000 students and above

* The scheme was not in operation during 1979-80. However, amount left unspent out of the grants paid by the Commission towards the scheme for the year 1978-79 at the end of that academic session could be utilised during the year 1979-80.

and (ii) colleges having an enrolment of 1,000 students and above in three-year degree course and 650 and above in two-year degree courses but excluding pre-university course or intermediate classes would be eligible for assistance. Assistance will be provided outside the fifth plan allocation on a sharing basis of two third (University Grants Commission): one third (Institution) for construction/extension and furniture and equipment. No assistance will be provided for crockery and utensils.

- (b) The seating capacity in the canteen or cafeteria may not be provided for more than 10 per cent of the students on rolls (excluding pre-university/intermediate) but the maximum seating capacity that may be provided should not exceed 200 students at any given time.
- (c) Areas to be provided in the canteen and the kitchen attached to it should not exceed the norms provided by the Commission for dining halls of hostels.
- (d) The canteens to be provided should neither be constructed nor furnished as restaurant but on an austere basis. While designing the construction, the institutions, wherever possible, should take advantage of the open space that may be available for outdoor seating.

The Commission has also decided to provide assistance for the establishment or improvement of canteens on a sharing basis of two third (University Grants Commission): one third (Institution), to those colleges which have enrolment of less than 650 for colleges offering two-year degree courses and less than 1,000 for colleges offering three-year degree courses. But in such cases the assistance to be provided would be treated as one of the schemes under the rupees five lakh scheme provided the college is qualified to be considered under the scheme.

During 1979-80 a grant of Rs. 6.22 lakhs was paid to the universities for the establishment/improvement of canteen facilities and a grant of Rs. 15.43 lakhs to the colleges for canteens including non-resident student centres.

11.22 A statement of the grants paid under student welfare programmes during the year 1979-80 is at Appendix XXXIII.

SECTION XII

Facilities for Scheduled Castes and Scheduled Tribes

12.01 The Commission has over the years made special efforts for ensuring facilities for scheduled castes and scheduled tribes at the level of higher education in the light of suggestions made by the Government of India and the Commissioner for Scheduled Castes/Tribes from time to time. These measures include reservation of seats in various courses offered by the universities and colleges, reservation in recruitment for the post of lecturer, provision of seats in hostels, scholarships, fellowships, remedial courses, special assistance to colleges in backward/tribal areas, etc. These are reviewed below.

12.02 Reservation of Seats for Scheduled Caste/Scheduled Tribes Students in the Universities/Colleges: As already reported, the Commission in January, 1973 invited the attention of the universities to the guidelines issued by the Ministry of Education and Social Welfare regarding reservation of seats for scheduled caste/scheduled tribe students in universities/colleges. It was mentioned that according to the present arrangement 20 per cent of the seats are reserved for scheduled caste/scheduled tribe candidates who are also given a concession of five per cent marks in the minimum percentage of marks required for admission to any course. It was later observed that even with these concessions, some of the seats in the reserved quota remained unfilled as adequate number of scheduled caste/scheduled tribe candidates with requisite marks were not available. Accordingly, it was suggested that in case the 20 per cent seats earmarked for them remain unfilled, a further relaxation in the marks may be given to them in order of merit, amongst themselves so that all the reserved seats can be filled by candidates belonging to these categories.

An analysis of the information collected by the UGC from the universities shows that many universities have provided reservations according to the percentage of population but the practice is not uniform. There are some universities which do not have any reservation though a liberal policy of admission is followed. Nearly 60 per cent of the universities provide facilities as prescribed by the Government and in some cases even more. The remaining 40 per cent of the universities provide facilities only to the extent of 2-15 per cent.

The actual position regarding the admission of scheduled castes/tribes at the undergraduate, postgraduate and research levels is being analysed. It is disturbing to see that there has been a fall in the growth rate of enrolment of scheduled castes/tribes in the last five years (1972-77) in Assam, B'har, Himachal Pradesh, Rajasthan and West Bengal. Decline has also taken place in the enrolment rate of scheduled tribes even in Mani-

pur and Delhi.

The Commission has also made a study of the co-efficient of equality, which represents the percentage of scheduled castes/tribes to total enrolment over the percentage of scheduled castes/tribes to total population. A co-efficient of 100 would mean proportionate representation; of 70 to 100 a fairly satisfactory position; and a co-efficient below 70 would call for special efforts. The analysis shows that special efforts are required in all the States except Maharashtra, Manipur, Assam and Gujarat for scheduled castes and Himachal Pradesh and Meghalaya in respect of scheduled tribes.

12.03 Creation of separate cells in universities to ensure implementation of orders regarding reservation for Scheduled Castes and Scheduled Tribes issued by the Government of India from time to time: In its 42nd report the Committee on Welfare of Scheduled Castes and Scheduled Tribes had recommended as under:

“The Committee would like all the universities in the country to set up within the universities special cells to ensure implementation of the orders regarding reservation for scheduled castes and scheduled tribes issued by the Government of India from time to time. The University Grants Commission should keep a watch that all the universities set up such cells without any loss of time.”

This recommendation had been accepted by the Commission and all universities were requested to set up such cells without loss of time. From 73 universities which have so far responded, it is seen that only 27 universities have responded positively either intimating that special cells have been set up or indicating that steps will be taken to set up such a machinery. The remaining universities are yet to take a final decision in the matter. Further, there are certain universities which do not have such cells or which do not consider it necessary to have such cells. The matter is being pursued.

12.04 Reservation of seats in Hostels for Students belonging to Scheduled Castes and Scheduled Tribes: The Commission in the light of the recommendations made in the 22nd report of the Commission for Scheduled Castes and Scheduled Tribes (1973-74) relating to the reservation of seats in hostels in universities and colleges for students belonging to scheduled castes and scheduled tribes agreed that the universities/colleges may be advised to provide reservation of 20 per cent seats in hostels for scheduled caste and scheduled tribe students irrespective of whether the hostels were constructed with assistance from the Commission or from other sources. The Commission has subsequently followed up with the universities the progress made in this respect.

12.05 Assistance to colleges in Backward/Tribal Areas: In order to accelerate the pace of development of higher education among the scheduled caste and scheduled tribe candidates, the Commission has decided to provide assistance under Rs. five lakhs scheme in respect of colleges located in backward/tribal areas, although fresh proposals under this scheme are not being entertained from other colleges. In this connection, the Commission has also decided that assistance to such colleges would be made available in relaxation of the normal eligibility conditions regarding faculty strength and student enrolment. It has been decided that in the case of colleges located in predominantly tribal areas, the Commission would give assistance for general development of colleges in case the enrolment of tribal students constitutes one-third of the total enrolment or 100 whichever is less. The Commission has also in pursuance of this decision requested universities to forward proposals from such colleges. Similar relaxation has been made in respect of colleges catering to scheduled caste students.

12.06 Reservation of Fellowships

(i) *Junior Research Fellowships:* Out of the total number of junior research fellowships allocated to the universities, 10 per cent are reserved for scheduled caste/scheduled tribe candidates. In addition to this, 50 junior research fellowships are awarded by the Commission exclusively for scheduled caste/scheduled tribe candidates in science, humanities and social sciences.

(ii) *Senior Research Fellowships:* Out of 100 senior research fellowships awarded by the Commission on all-India basis, 10 per cent are reserved for scheduled caste/scheduled tribe candidates in science, humanities and social sciences. In addition to this, 20 senior research fellowships are exclusively reserved for scheduled caste/scheduled tribe candidates.

(iii) *Research Associateships for persons belonging to Scheduled Castes/Scheduled Tribes:* Out of 50 positions available under this scheme 10 per cent are reserved for scheduled caste/scheduled tribe candidates. The UGC has also instituted 20 research associateships exclusively for scheduled castes and scheduled tribes with effect from 1979-80. These will be awarded annually.

(iv) *Junior Research Fellowships for candidates belonging to Scheduled Tribes of the Border Hill Areas:* The Commission has instituted 25 scholarships to be awarded every year to students belonging to scheduled tribes of border hill areas for undertaking postgraduate studies in science, humanities and social sciences.

(v) *Research Fellowships in Engineering & Technology:* Out of 60 research fellowships in engineering and technology awarded annually on an all-India basis by the Commission, 10 per cent are reserved for scheduled caste/scheduled tribe candidates.

12.07 Reservation for Scheduled Castes/Scheduled Tribes in the matter of Appointment to the teaching/posts in Universities/Colleges

The Commission in July, 1975 agreed in principle that reservations may be provided for scheduled castes/ scheduled tribes for recruitment to the posts of lecturers in the universities/colleges and mechanics for such reservations may be worked out. The Commission further decided that in order that a teaching post may not remain vacant for long period such reservations may not be operated on roster basis nor should the reserved posts be carried forward from year to year. The decision was brought to the notice of the universities/colleges for their guidance.

Subsequently, the University Grants Commission in June, 1976, in the light of the recommendations made by the Committee of Vice-Chancellors of the Central Universities, agreed to observe the following mechanics to ensure reservations for scheduled castes/scheduled tribes for recruitment to the post of lecturers in a university/college.

- (a) Before the beginning of each academic year the university should determine the likely vacancies that may occur during the year for recruitment to the post of lecturers.
- (b) The number of posts to be filled under the reserved category may be determined faculty-wise, although no individual post may be designated as "reserved post". The advertisement for these posts should indicate that preference would be given to scheduled caste/scheduled tribe candidates who are considered fit. On receipt of applications, the university may invite for interview all scheduled caste/scheduled tribe candidates who fulfil the minimum qualifications prescribed for recruitment to the post of lecturer.
- (c) The candidates belonging to scheduled castes and scheduled tribes may be interviewed separately in the first instance. The candidates belonging to the general category may then be interviewed separately keeping in view the recommendations made by the selection committee in respect of scheduled caste/scheduled tribe candidates.

In January, 1978 the Commission again reiterated its decision that for recruitment to the post of lecturers, candidates belonging to scheduled castes and scheduled tribes should be interviewed separately by the selection committee. In such cases, where a candidate belonging to scheduled castes and scheduled tribes was not found suitable for the post of lecturer and the selection committee recommended him/her for appointment as a research associate, the person should possess the minimum qualifications prescribed for recruitment to the post of lecturer. The Commission has also ascertained from the universities to what extent SC/ST candidates have benefited from the policy of reservation in the matter of teaching appointments.

The position of the appointment of lecturers by university departments

against the reserved quota has been ascertained from all universities and the position as on 1st June, 1980 is given in Appendix XXXIV. The position regarding colleges is being analysed.

12.08 Remedial courses for weaker sections

The Commission while framing the guidelines for the preparation of development proposals by colleges for the fifth plan made a specific reference that universities/colleges may consider organising special supplementary, remedial programmes to make up for the deficiency of earlier school education of the students from weaker sections of the society like scheduled castes and scheduled tribes.

The Commission has also accepted the following recommendations and observations of a committee appointed by it to elaborate the concept and modalities of the implementation of the remedial courses in the universities and colleges.

- (a) Remedial courses are necessary for the students coming from the weaker sections of the society, poor peasants and working classes, from rural and city areas. Such students would receive special assistance and be provided necessary guidance and training to come up to the level necessary for pursuing higher studies efficiently.
- (b) Diagnostic test could be used to identify such groups of students.
- (c) It would be necessary to divide the student's requirements for special help into two classes.
 - (i) those needing intensive help; and
 - (ii) those needing marginal help.

For those requiring intensive help, it would be necessary if they were to complete the course in time to utilise the long vacation during summer and during October-December.

- (d) A lump sum amount may be provided to a college which should be utilised for the appointment of supplementary staff or for payment of honorarium to the existing staff and also for meeting contingency expenditure, if any.
- (e) It would be desirable to have only one teacher for each subject in each class which may consist of not more than 20 students so that responsibility could be fixed and the teachers themselves could get to know their students better. It should be for the universities and colleges to engage the services of motivated teachers for the purpose.
- (f) During the working days when universities are open, perhaps not more than three periods a week could be fitted in the time table for this

purpose and this would be planned for those students who need marginal help.

- (g) The summer courses should have approximately five classes per day of which only three should be lecture periods, and the others should be tutorials and practicals.
- (h) In providing remedial training the main emphasis should be on overcoming deficiency in language, science and mathematics.

12.09 Committee on Facilities for Scheduled Castes and Scheduled Tribes

The UGC has set up a committee to prepare a document regarding facilities for scheduled castes and scheduled tribes at higher education level and to identify special measures to be taken to ensure that facilities as prescribed by the Government of India are actually made available to these communities. These relate to admission to various courses, employment to teaching and non-teaching posts and other facilities and concessions.

The Commission has also decided to formulate a sub-plan as part of the programme of educational development to be taken up in the sixth plan with a view to bringing about real improvement of human resources of these communities at various levels of education.

The committee is also paying special attention to the development of a programme of remedial teaching and compensatory coaching to be organised as part of educational extension activities of the various universities and colleges.

12.10 Reservation in the UGC Office

Efforts were continued to give due representation to the reserved categories of scheduled castes and scheduled tribes and to complete the backlog in the office of the University Grants Commission in pursuance of the recommendations of the Parliamentary Committee on the Welfare of Scheduled Castes and Scheduled Tribes and the orders issued by the Government of India on the subject. Two statistical assistants, three lower division clerks and one farash belonging to the reserved category of scheduled castes and one assistant librarian belonging to the category of scheduled tribes were appointed during the year under report.

While one assistant belonging to the category of scheduled caste, on reversion from deputation from another department, was appointed to officiate as section officer (grade-II), one post each of junior roneo operator and daftri were filled by promotion as a regular measure from candidates belonging to the category of scheduled castes.

Dereservation was resorted to in the following cases due to non-availability of eligible/qualified candidates, as per Government of India orders on the subject as applicable to the UGC employees:—

	<i>Promotion</i>		<i>Direct Recruitment</i>	
	<i>Scheduled Caste</i>	<i>Scheduled Tribe</i>	<i>Scheduled Caste</i>	<i>Scheduled Tribe</i>
Section Officer (Grade I)	1	1	Statistical Assistant-nil	1
Section Officer (Grade II)	1	1	Jr. Stenographer-1 (Departmental quota)	1
			Jr. Stenographer-1 (Outside quota)	1
			Lower Division Clerk-2 (Direct quota)	2
			Lower Division Clerk (quota for Group 'D')-1	1

Necessary action has been initiated to fill the carried forward posts with candidates belonging to the respective reserved categories as per Government of India orders on the subject.

A post each of deputy secretary and under secretary reserved for candidates belonging to the category of scheduled castes and one post of education officer reserved for candidates belonging to the category of scheduled tribes was advertised in the leading newspapers as also in the Employment News/Rozgar Samachar during the year of report but the recruitment could not be finalised. One post of each of deputy secretary and education officer has since been filled by appointment of a candidate each belonging to the category of scheduled castes and scheduled tribes respectively. The candidate belonging to the category of scheduled caste selected for appointment as under secretary has also joined.

The cell created in the Office of the University Grants Commission consequent to the recommendations made by the Parliamentary Committee on the Welfare of Scheduled Castes and Scheduled Tribes for the effective implementation of the reservation orders in favour of scheduled castes and scheduled tribes is already functioning. The cell was strengthened in July, 1979 by posting one assistant, two upper division clerks and one lower division clerk. Another assistant was added to the cell. The work of the cell is presently supervised by a full-time branch officer belonging to the category of scheduled caste.

SECTION XIII

Higher Education and Women

13.01 Women's education has always been regarded as a key factor in the development of society, in the transformation of character and value system and in the mobilisation of human resources.

13.02 The role of women today is different from what it was a few decades ago. Women are now adopting careers of their choice including diverse areas like medicine, law, judiciary, teaching, social work, engineering, police, commerce, management and administration. The distinction between male and female jobs has narrowed down over the years. Women are also playing a leading role in civic and social life.

13.03 In response to the needs of the society and the pattern of women employment in public and private sectors, there has also been a reorientation in the education of women at the university and collegiate levels. The highly specialised and professional courses offered by the universities are no longer a male prerogative as more and more women are competing for admission to these courses.

13.04 There has been a spectacular growth in the number of girls in institutions of higher education as shown by the following table:

Table XIII. 1

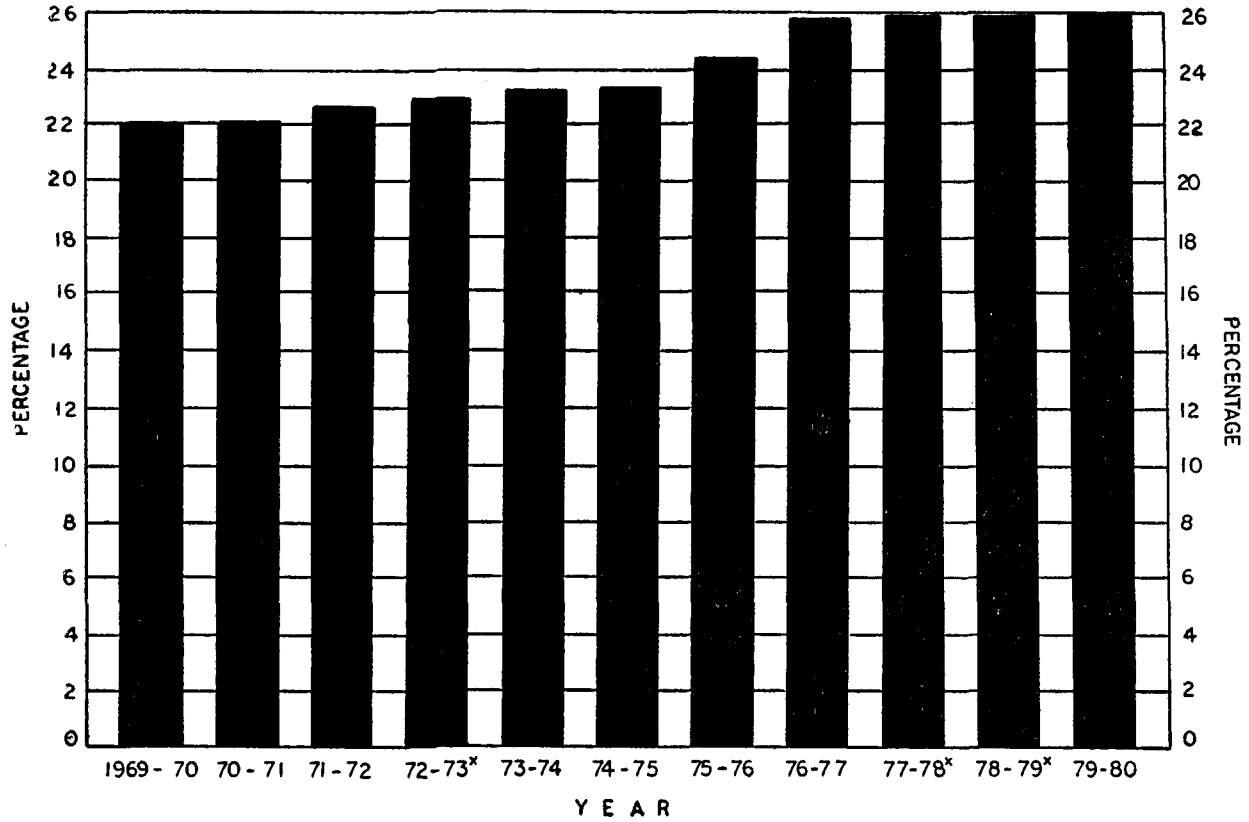
	<i>1950-51</i>	<i>1955-56</i>	<i>1960-61</i>	<i>1965-66</i>	<i>1975-76</i>	<i>1979-80</i>
Total enrolment (in thousands)	40	84	150	271	595	689
No. of girls per hundred boys	14	17	23	24	33	35

It will be seen from the above table that during the past thirty years or so, the enrolment of girls has gone up by approximately seventeen times while the proportion of girls to boys has more than doubled itself during this period.

13.05 The total women enrolment is more or less evenly distributed between the women's colleges and co-educational colleges according to analysis done for a few selected years. Even so, the number of women's colleges has gone up from 211 in 1961-62 to 543 in 1976-77 and 577 in 1979-80.

13.06 A general survey of the facilities for women in higher education during the 1970s (from 1969-70 to 1979-80) indicates the position briefly given here.

PERCENTAGE OF WOMEN ENROLMENT



^x FIGURES INTERPOLATED

Table XIII.2 shows women enrolment as a proportion of total enrolment during the period 1969-70 to 1979-80. It will be seen that women enrolment as a percentage of total enrolment has increased progressively from 22 per cent in 1969-70 to 23.3 per cent in 1973-74, 25.8 per cent in 1976-77 and 26 per cent in 1979-80.

Table XIII.3 shows the number of colleges meant exclusively for women. This number has gone up by nearly 35% over the period 1971-72 to 1979-80. In absolute terms, the number increased from 430 in 1971-72 to 577 in 1979-80.

Table XIII. 2

Total enrolment and enrolment of Women

<i>Year</i>	<i>Total enrolment</i>	<i>Women enrolled</i>	<i>Percentage of women</i>
1969-70	17,92,700	3,94,594	22.0
1970-71	19,53,640	4,30,822	22.1
1971-72	20,65,041	4,68,696	22.7
1973-74	22,34,385	5,20,825	23.3
1974-75	23,66,541	5,53,009	23.4
1975-76	24,26,109	5,95,162	24.5
1976-77	24,31,563	6,27,346	25.8
1979-80	26,48,579	6,89,042	26.0

Table XIII. 3

Colleges exclusively meant for women

<i>Year</i>	<i>No. of colleges for women only</i>
1971-72	430
1974-75	506
1975-76	528
1976-77	543
1979-80	577

13.07 State-wise distribution of women enrolment for the years 1975-76 and 1979-80 is given in Appendix XXXV. Women enrolment as a percentage of total enrolment has gone up in 1979-80 as compared to 1975-76 in all the states, except Bihar and the union territory of Delhi. A noteworthy development during the period 1975-76 to 1979-80 has been that, while in 1975-76 Kerala followed by Delhi recorded the highest percentage of women enrolment, in 1979-80 Delhi has been relegated to third place(*) and replaced by Panjab in terms of percentage of women enrolled to total enrolment. During the year, the proportion of women in total enrolment was 45.5 per cent in Kerala followed by Panjab (38.6 per cent) and Delhi (38.4 per cent). The proportion was less than 20 per cent in Bihar, Orissa, Rajasthan and Uttar Pradesh.

13.08 Stage-wise enrolment of women students is given in Appendix XXXVI. During 1969-70 to 1979-80, women enrolment at the undergraduate and research levels showed an upward trend as compared to enrolments at other levels. Women enrolment at the postgraduate level, which had been declining in the earlier years, showed a perceptible improvement during 1979-80. There was, however, a decline in the percentage of women at the diploma/certificate level during 1979-80. The percentage at the graduate, postgraduate and research levels was 26.0, 27.1 and 24.8 respectively during 1979-80.

13.09 Faculty-wise distribution of women enrolment is given in Appendix XXXVII. While there was an increase in women enrolment as a percentage of total enrolment in most of the faculties during the period 1969-70 to 1979-80, this increase was particularly marked in the faculty of commerce where women enrolment, although substantially low vis-a-vis enrolment in the faculties of arts, science and education, went up from 2.6 per cent in 1969-70 to 13.2 per cent in 1979-80. In the faculty of medicine, women enrolment as a percentage of total enrolment declined progressively from 22.4 in 1969-70 to 18.3 in 1975-76, whereafter it went up again to 21.8 in 1979-80. In the faculties of arts and science, women enrolment maintained a steady upward trend whereas in the faculty of education, periods of rising enrolment were interspersed with periods of falling enrolment upto 1975-76 after which there was a marked increase in percentage enrolment in the year 1979-80. Women enrolment in other professional faculties like agriculture, veterinary science and law also showed a gradual upward trend during the period under reference. Women enrolment as percentage of total enrolment in each faculty during 1979-80 was the highest in the faculty of education (47.3) followed by arts (37.0), science (27.5), medicine (21.8) and commerce (13.2).

* This is presumably due to the introduction of the new pattern of education.

13.10 The participation of women in research effort in the universities has increased considerably with the result that presently a number of major and minor research projects funded by the UGC and other agencies have been taken up by women, as principal investigators and research staff on projects. The number of women selected in faculty improvement programmes and in award of research fellowships, research associateships, national associateships and other faculty awards of the UGC has also increased largely in the past five years. Out of a total number of 49 research associateships awarded during 1979-80, 19 were women. Likewise, out of 26 persons selected under national lecture scheme, three were women.

The concern of the Commission for promoting women's education is reflected by the fact that in the case of women's colleges, the sharing basis for construction of hostels is 75 (UGC): 25 (college/state government) as against 50:50 for other colleges. Similarly, as part of general development, the condition regarding assistance from the Commission under Rs. five lakh scheme has been relaxed in the case of women's colleges which become eligible for such assistance with 300 students on rolls and 15 permanent teachers in the case of three-year degree course colleges and 200 students and 10 teachers in the case of two-year degree course colleges. The corresponding eligibility conditions for other colleges are 400 students and 20 teachers in the three-year degree course and 270 students and 15 teachers in two-year degree course.

It would be the continued endeavour of the Commission to encourage active participation of women in all matters relating to higher education and to provide for greater opportunities as well as to look into the special needs of women in the development of higher education, both formal and informal, including programmes of adult education and educational extension.

Visits Abroad

In pursuance of the decision taken on recommendation 3.8 contained in the 73rd Report of the Public Accounts Committee (Sixth Lok Sabha) on University Grants Commission, the information in respect of the visits abroad of the Chairman, Vice-Chairman and officers of the Commission during the year 1979-80 is given in Appendix XXXVIII.

R.K. Chhabra
Secretary

Professor Satish Chandra
Chairman

Professor B. Ramachandra Rao
Vice-Chairman

Members

Shri P. Sabanayagam*
Shri V.B. Eswaran
Professor Amles Tripathi
Professor C.V. Subramanian
Professor Wahid U. Malik
Professor Usha H. Mehta
Professor Mrinal Miri
Professor Ram Lal Parikh
Mr. Justice S.M. Sikri
Dr. V.S. Arunachalam.

*Since retired.

APPENDIX I

List of Universities and Institutions Deemed to be Universities in India
1979-80

<i>Year of Establish- ment</i>	<i>Sl. No.</i>	<i>University</i>	<i>Total Enrolment</i>	<i>Number directly enrolled in the teaching Depts. of the University</i>
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
1857	1.	Calcutta University	1,50,083	13,753
	2.	Bombay University	1,32,855	4,554
	3.	Madras University	1,19,863	2,915
1887	4.	Allahabad University	28,160	13,466
1916	5.	Banaras Hindu University	18,901	15,695
	6.	Mysore University	62,765	2,361
1917	7.	Patna University	10,887	2,758
1918	8.	Osmania University (Hyderabad)	43,393	5,241
1921	9.	Aligarh Muslim University	13,094	13,094
	10.	Lucknow University	33,054	14,906
1922	11.	Delhi University	68,842	11,476
1923	12.	Nagpur University	48,153	2,348
1926	13.	Andhra University (Waltair)	58,391	6,907
1927	14.	Agra University	44,346	545
1929	15.	Annamalai University	7,332	7,332
1937	16.	Kerala University (Trivandrum)	67,956	1,030
1943	17.	Utkal University (Bhubaneswar)	29,885	2,260
1946	18.	Saugar University	30,038	7,343
1947	19.	Rajasthan University (Jaipur)	1,19,614	7,743
	20.	Punjab University (Chandigarh)	48,571	5,214
1948	21.	Gauhati University	41,744	3,949
	22.	Kashmir University (Srinagar)	11,149	1,214
1949	23.	Roorkee University	2,273	2,273
	24.	Poona University (Pune)	69,782	1,590
	25.	M.S. University (Baroda)	17,250	17,250
	26.	Karnatak University (Dharwar)	57,373	4,129
1950	27.	Gujarat University (Ahmedabad)	84,000	1,992
1951	28.	S.N.D.T. Women's University (Bombay)	7,707	—
	29.	Visva-Bharati (Santiniketan)	1,453	1,453
1952	30.	Bihar University (Muzaffarpur)	18,800	1,474
1954	31.	Sri Venkateswara University (Tirupati)	30,754	2,244
1955	32.	Sardar Patel University (Vallabh-Vidyanagar)	9,321	1,207
	33.	Jadavpur University (Calcutta)	4,724	4,185
1956	34.	Kurukshetra University	31,014	2,981
	35.	Indira Kala Sangit Visvaavidyalaya (Khairagarh)	1,059	151
1957	36.	Vikram University (Ujjain)	25,532	708
	37.	Gorakhpur University	75,774	7,877

APPENDIX I (Contd.)

1	2	3	4	5
1957	38.	Jabalpur University	18,582	1,076
1958	39.	Sampurnanand Sanskrit Visvavidyalaya (Varanasi)	3,209	1,147
	40.	Marathwada University (Aurangabad)	25,944	1,919
1960	41.	G.B. Pant University of Agriculture & Technology (Pantnagar)	2,353	2,353
	42.	Burdwan University	30,006	1,453
	43.	Kalyani University	2,415	1,558
	44.	Bhagalpur University	14,810	1,713
	45.	Ranchi University	32,933	2,380
1961	46.	K.S. Darbhanga Sanskrit Visvavidyalaya	4,371	680
1962	47.	Punjab Agricultural University (Ludhiana)	3,078	3,078
	48.	Punjabi University (Patiala)	22,419	2,050
	49.	Orissa University of Agriculture & Technology (Bhubaneswar)	1,022	1,022
	50.	North Bengal University (Siliguri)	15,819	977
	51.	Rabindra Bharati (Calcutta)	2,700	2,700
	52.	Magadh University (Gaya)	26,794	1,503
	53.	Jodhpur University	11,400	9,676
	54.	Udaipur University	11,238	5,704
	55.	Shivaji University (Kolhapur)	43,454	1,276
1964	56.	Indore University	21,134	975
	57.	Jiwaji University (Gwalior)	26,597	238
	58.	Ravi Shankar University (Raipur)	35,534	743
	59.	University of Agricultural Science (Bangalore)	3,391	3,391
	60.	Andhra Pradesh Agricultural University (Hyderabad)	2,637	2,637
	61.	Bangalore University	57,965	4,547
	62.	Jawaharlal Nehru Krishi Visvavidyalaya (Jabalpur)	2,553	2,553
1965	63.	Dibrugarh University	17,111	775
	64.	Kanpur University	56,463	—
	65.	Meerut University	59,222	472
	66.	Madurai Kamaraj University	50,346	1,048
	67.	Saurashtra University (Rajkot)	29,920	308
	68.	South Gujarat University (Surat)	21,096	908
1967	69.	Berhampur University	7,033	993
	70.	Sambalpur University	12,472	1,001
1968	71.	Gujarat Ayurved University (Jamnagar)	1,976	629
	72.	Jawaharlal Nehru University (New Delhi)	3,781	3,437
	73.	Mahatma Pule Krishi Vidyapith (Rahuri, Dt. Ahmednagar)	1,822	1,822
	74.	Calicut University	35,939	721
	75.	Awadesh Pratap Singh University (Rewa)	19,423	76
	76.	Assam Agricultural University (Jorhat)	857	857
1969	77.	Guru Nanak Dev University (Amritsar)	38,071	1,336
	78.	Jammu University	6,844	1,521
	79.	Punjabrao Krishi Vidyapith (Akola)	2,246	2,246

APPENDIX I (Contd.)

1	2	3	4	5
1970	80.	Haryana Agricultural University (Hissar)	2,045	2,045
	81.	Himachal Pradesh University (Simla)	11,224	1,221
	82.	Bhopal University	19,682	130
	83.	Rajendra Agricultural University (Dholi, Dt. Muzaffarpur)	1,411	1,411
1971	84.	Tamil Nadu Agricultural University (Coimbatore)	2,633	2,633
	85.	Cochin University	1,036	1,036
1972	86.	Kerala Agricultural University (Trichur)	1,366	1,366
	87.	Gujarat Agricultural University (Ahmedabad)	1,856	1,856
	88.	Konkan Krishi Vidyapith (Dapoli)	594	594
	89.	Marathwada Krishi Vidyapith (Parbhani)	1,438	1,438
	90.	Mithila University (Darbhanga)	14,267	504
1973	91.	Jawaharlal Nehru Technological University (Hyderabad)	3,562	3,562
	92.	North Eastern Hill University (Shillong)	7,170	904
	93.	Kumaon University (Nainital)	7,355	—
	94.	Garhwal University (Srinagar, Garhwal)	13,112	—
1974	95.	Kashi Vidyapeeth (Varanasi)	5,999	5,999
	96.	Bidhan Chandra Krishi Visvavidyalaya (Kalyani)	1,074	1,074
	97.	University of Hyderabad	418	418
	98.	Narendra Deo University of Agriculture & Technology (Faizabad)	44	44
	99.	Chandrasekhar Azad University of Agriculture & Technology (Kanpur)	1,197	1,197
1975	100.	Avadh University (Faizabad)	26,247	—
	101.	Bundelkhand University (Jhansi)	12,093	—
	102.	Rohilkhand University (Bareilly)	28,388	—
1976	103.	Maharishi Dayanand University (Rohtak)	29,523	1,042
	104.	Kakatiya University (Warangal)	7,406	996
1978	105.	Nagarjuna University (Nagarjunanagar, Guntur)	18,018	1,137
	106.	Bhavnagar University (Bhavnagar)	4,004	—
	107.	Perarignar Anna University of Technology (Madras)	3,677	3,677
	108.	Himachal Pradesh Krishi Visvavidyalaya (Palampur)	625	625

APPENDIX I (Contd.)

Institutions Deemed to be Universities

1*	2	3	4	5
1958	1. Indian Institute of Sciences (Bangalore)		1,181	1,181
	2. Indian Agricultural Research Institute (New Delhi)		565	565
1962	3. Gurukul Kangri Visvavidyalaya (Hardwar)		300	300
	4. Jamia Millia Islamia (New Delhi)		1,341	1,341
1963	5. Gujarat Vidyapith (Ahmedabad)		455	455
1964	6. Tata Institute of Social Science (Bombay)		216	216
	7. Birla Institute of Technology & Science (Pilani)		2,189	2,189
1967	8. Indian School of Mines (Dhanbad)		762	762
1973	9. Central Institute of English & Foreign Languages (Hyderabad)		458	458
1976	10. Gandhigram Rural Institute (Gandhigram)		444	444
1979	11. School of Planning & Architecture (New Delhi)		332	332
Grand Total			26,48,579	3,14,269

- Note:**—1. The Universities have been arranged according to the year in which the respective Acts were adopted; the position shown above is upto 31.3.1980.
2. The enrolment figures which include the enrolment in constituent/affiliated colleges of the Universities generally indicate the position as on Sept. 30, 1979. The figures for Rabindra Bharati relate to the University campus only. In case of K.S. Darbhanga Sanskrit Visvavidyalaya and Sampurnanand Sanskrit Visvavidyalaya the enrolment includes the University campus as well as such of the colleges from whom information was received in time. In case of some colleges data for the previous year have been used.

*Year of recognition as Institution deemed to be University under Section 3 of the UGC Act 1956.

APPENDIX II

Growth of Student Enrolment
1960-61 to 1969-70 and 1970-71 to 1979-80

<i>Year</i>	<i>Total Enrolment</i>	<i>Increase over the preceding year</i>	<i>Percentage increase</i>
1960-61	5,56,559	75,025	15.6
1961-62	6,63,661	1,07,102	19.2
1962-63	7,52,095	88,434	13.3
1963-64	8,42,110	90,015	12.0
1964-65	9,50,277	1,08,167	12.8
1965-66	10,66,884	1,16,607	12.3
1966-67	11,90,713	1,23,829	11.6
1967-68	13,70,261	1,79,548	15.1
1968-69	15,66,103	1,95,842	14.3
1969-70	17,92,780	2,26,677	14.5
1970-71	19,53,700	1,60,920	9.0
1971-72	20,65,041	1,11,341	5.7
1972-73	21,68,107	1,03,066	5.0
1973-74	22,34,385	66,278	3.1
1974-75	23,66,541	1,32,156	5.9
1975-76	24,26,109	59,568	2.5
1976-77	24,31,563	5,454	0.2
1977-78	25,64,972	1,33,409	5.5
1978-79	26,18,228	53,256	2.1
1979-80	26,48,579	30,351	1.2

APPENDIX III

Growth of Enrolment (Excluding PUC/Inter/PP) During the period from 1975-76 to 1979-80 (Statewise)

Sl. No.	State/Union Territory	1975-76		1976-77		1977-78		
		Enrolment	Enrolment	Increase over the Preceding Year	Percentage Increase	Enrolment	Increase over the Preceding Year	Percentage Increase
1.	Andhra Pradesh	1,58,193	1,38,960	-19,233	-12.2	1,41,963	3,003	2.2
2.	Assam/Manipur	41,522	42,688	1,166	2.8	47,957	5,269	12.3
3.	Bihar	99,434	1,05,778	6,344	6.4	1,17,754	11,976	11.3
4.	Gujarat	1,74,696	1,68,803	-5,893	-3.4	1,80,375	11,572	6.9
5.	Haryana	58,565	57,219	-1,346	-2.3	61,010	3,791	6.6
6.	Himachal Pradesh	11,949	9,255	-2,694	-22.5	10,866	1,661	17.4
7.	Jammu & Kashmir	20,738	18,806	-1,932	-9.3	18,393	-413	-2.2
8.	Karnataka	1,42,027	1,45,404	3,377	2.4	1,60,157	14,753	10.1
9.	Kerala	78,854	83,671	3,817	6.1	91,909	8,238	9.8
10.	Madhya Pradesh	1,56,252	1,60,345	4,093	2.6	1,88,530	28,185	17.6
11.	Maharashtra	3,09,575	3,09,753	178	0.1	3,37,400	27,647	8.9
12.	Meghalaya/Nagaland	4,756	5,041	285	6.0	6,115	1,074	21.3
13.	Orissa	44,348	43,498	-850	-1.9	42,339	-1,159	-2.7
14.	Punjab	1,05,715	1,04,656	-1,059	-1.0	1,03,345	-1,311	-1.3
15.	Rajasthan	97,019	98,572	1,553	1.6	1,20,286	21,714	22.0
16.	Tamil Nadu	1,62,734	1,63,902	1,168	0.7	1,65,748	1,846	1.1
17.	Uttar Pradesh	3,51,483	3,62,970	11,487	3.3	4,03,062	40,092	11.0
18.	West Bengal/Tripura/Sikkim	3,26,167	3,27,022	855	0.3	2,73,086	-53,936	-16.5
19.	Delhi	82,082	85,220	3,138	3.8	94,677	9,457	11.1
All India		24,26,109	24,31,563	5,454	0.2	25,64,972	1,33,409	5.5

Note: The enrolment relating to the Union Territories of Andaman & Nicobar Islands, Arunachal Pradesh, Mizoram, Pondicherry, Goa, Daman & Diu have been clubbed with the enrolments of Punjab, Assam, Meghalaya, Tamil Nadu, Maharashtra and Gujarat respectively. The enrolment of Chandigarh has been merged with that of Punjab.

APPENDIX III (Contd.)
Enrolment (Statewise): Continued: 1978-79 & 1979-80

Sl. No.	State/Union Territory	1978-79			1979-80			Average annual compound rate of growth during the period from 1975-76 to 1979-80
		Enrolment	Increase over the preceding year	Percentage increase	Enrolment	Increase over the preceding year	Percentage increase	
1.	Andhra Pradesh	1,43,595	1,632	1.1	1,65,037	21,442	14.9	1.0
2.	Assam/Manipur	53,357	5,400	11.3	59,712	6,355	11.9	9.5
3.	Bihar	1,25,902	8,748	6.9	1,25,035	-867	-0.7	5.9
4.	Gujarat	1,74,769	-5,606	-3.1	1,69,878	-4,891	-2.8	-0.7
5.	Haryana	60,480	-530	-0.9	62,582	2,102	3.5	1.6
6.	Himachal Pradesh	11,296	430	4.0	11,849	553	4.9	-0.2
7.	Jammu & Kashmir	18,757	364	2.0	17,993	-764	-4.1	-3.5
8.	Karnataka	1,74,998	14,841	9.3	1,82,675	7,677	4.4	6.5
9.	Kerala	99,975	8,066	8.8	1,06,297	6,322	6.3	7.7
10.	Madhya Pradesh	1,99,138	10,608	5.6	2,00,134	996	0.5	6.4
11.	Maharashtra	3,44,103	6,703	2.0	3,34,211	-9,892	-2.9	2.0
12.	Meghalaya/Nagaland	6,644	529	8.7	7,170	526	7.9	10.9
13.	Orissa	46,917	4,578	10.8	50,412	3,495	7.4	3.2
14.	Punjab	1,12,774	9,429	9.1	1,12,139	-635	-0.6	1.5
15.	Rajasthan	1,37,432	17,146	14.3	1,44,441	7,009	5.1	10.5
16.	Tamil Nadu	1,70,530	4,782	2.9	1,84,295	13,765	8.1	3.1
17.	Uttar Pradesh	4,17,568	14,506	3.6	4,31,584	14,016	3.4	5.3
18.	West Bengal/Tripura/Sikkim	2,36,449	-36,637	-13.4	2,08,274	-28,175	-11.9	-10.6
19.	Delhi	83,544	-11,133	-11.8	74,861	-8,683	-10.4	-2.3
	All India	26,18,228	53,256	2.1	26,48,579	30,351	1.2	2.2

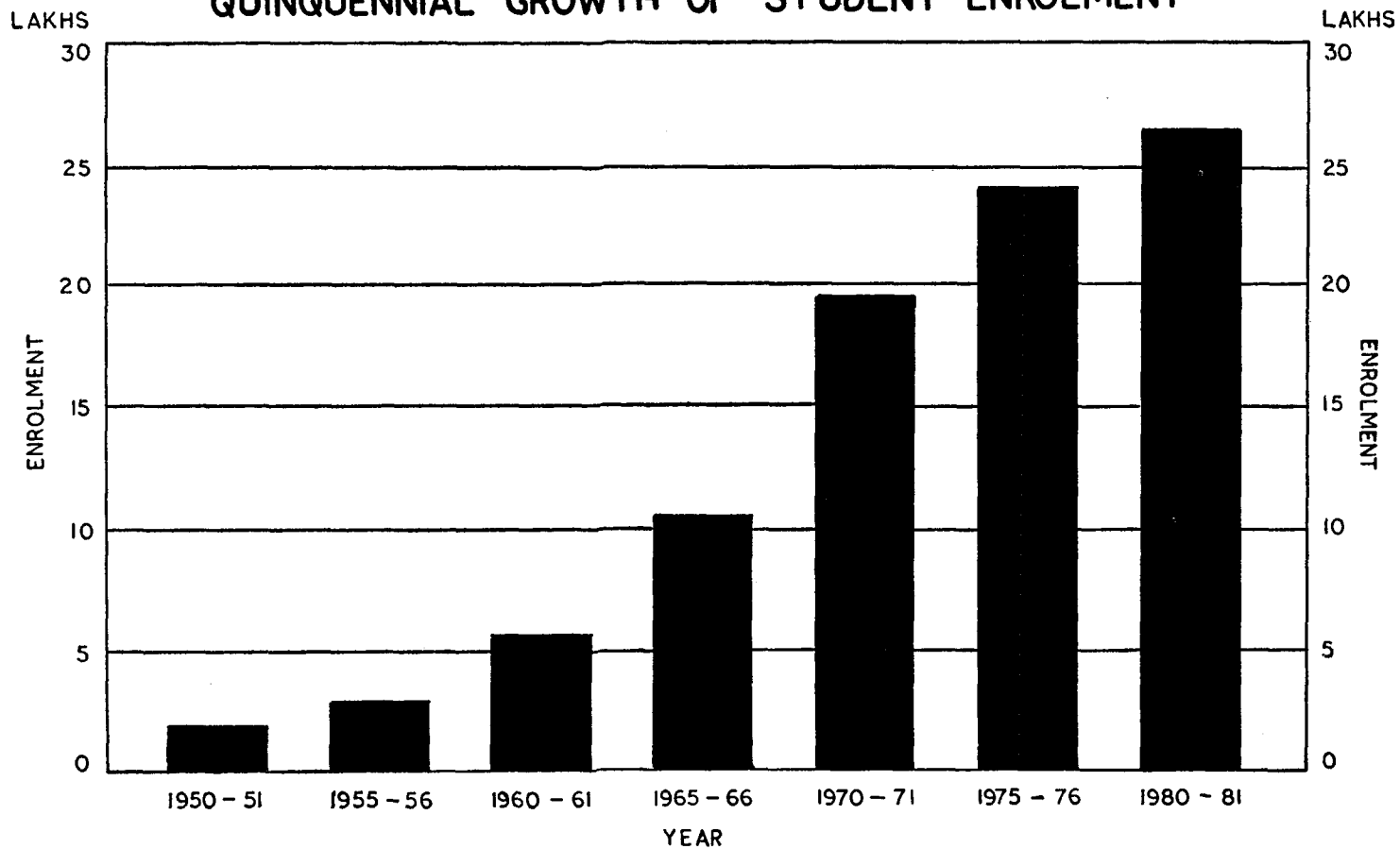
Note: The enrolment relating to the Union Territories of Andaman & Nicobar Islands, Arunachal Pradesh, Mizoram, Pondicherry, Goa, Daman & Diu have been clubbed with the enrolments of Punjab, Assam, Meghalaya, Tamil Nadu, Maharashtra and Gujarat respectively. The enrolment of Chandigarh has been merged with that of Punjab.

APPENDIX IV

Student Enrolment in the Universities: Stagewise: (1975-76 to 1979-80)

<i>Stage</i>	<i>1975-76 Enrolment</i>	<i>Percentage of Total</i>	<i>1976-77 Enrolment</i>	<i>Percentage of Total</i>	<i>1977-78 Enrolment</i>	<i>Percentage of Total</i>	<i>1978-79 Enrolment</i>	<i>Percentage of Total</i>	<i>1979-80 Enrolment</i>	<i>Percentage of Total</i>
Graduate	21,46,919	88.5	21,41,542	88.1	22,55,306	87.9	22,94,785	87.7	23,07,924	87.1
Postgraduate	2,19,826	9.1	2,18,128	9.0	2,33,644	9.1	2,49,528	9.5	2,65,251	10.0
Research	18,381	0.7	21,910	0.9	26,659	1.1	30,078	1.1	29,570	1.1
Diploma/ Certificate	40,983	1.7	49,983	2.0	49,363	1.9	43,837	1.7	45,834	1.8
Total	24,26,100	100.0	24,31,563	100.0	25,64,972	100.0	26,18,228	100.0	26,48,579	100.0

QUINQUENNIAL GROWTH OF STUDENT ENROLMENT



APPENDIX V

Stagewise Enrolment: Universities and Affiliated Colleges (1979-80)

<i>Stage</i>	<i>University Departments</i>	<i>University Colleges</i>	<i>Affiliated Colleges</i>	<i>Total</i>	<i>Percentage in Affiliated Colleges</i>		
					<i>1979-80</i>	<i>1978-79</i>	<i>1977-78</i>
Graduate	1,49,186	1,15,185	20,43,553	23,07,924	88.5	88.0	88.8
Postgraduate	1,16,834	7,559	1,40,858	2,65,251	53.1	53.5	53.9
Research	24,834	590	4,146	29,570	14.0	13.2	14.4
Diploma/Certificate	23,415	752	21,667	45,834	47.3	48.8	55.2
Total	3,14,269	1,24,086	22,10,224	26,48,579	83.4	83.2	84.2

APPENDIX VI

Student Enrolment in Universities: Facultywise 1975-76 to 1979-80

Faculty	1975-76		1976-77		1977-78		1978-79		1979-80	
	Enrolment	% of Total	Enrolment	% of Total	Enrolment	% of Total	Enrolment	% of Total	Enrolment	% of Total
Arts (including Oriental Learning)	10,79,990	44.5	10,78,967	44.4	11,21,238	43.7	11,07,407	42.3	10,76,076	40.6
Science	4,63,841	19.1	4,43,013	18.2	4,72,981	18.4	4,92,143	18.8	5,08,763	19.2
Commerce	4,14,946	17.1	4,30,387	17.7	4,63,957	18.1	4,93,449	18.8	5,16,170	19.5
Education	76,641	3.2	72,512	3.0	73,258	2.9	71,213	2.7	72,981	2.8
Engineering/Technology	96,067	4.0	1,00,400	4.1	1,03,706	4.0	1,11,659	4.3	1,18,607	4.5
Medicine	1,05,140	4.3	1,13,151	4.6	1,12,915	4.4	1,11,655	4.3	1,12,194	4.2
Agriculture	30,160	1.2	31,860	1.3	35,415	1.4	39,019	1.5	39,962	1.5
Veterinary Science	6,377	0.3	6,700	0.3	6,777	0.3	6,949	0.2	7,435	0.3
Law	1,41,298	5.8	1,40,680	5.8	1,58,522	6.2	1,66,897	6.4	1,77,448	6.7
Others	11,649	0.5	14,253	0.6	16,193	0.6	17,837	0.7	18,943	0.7
Total	24,26,109	100.0	24,31,563	100.0	25,64,972	100.0	26,18,228	100.0	26,48,579	100.0

APPENDIX VII

Distribution of Colleges According to Courses of Study (1975-76 to 1979-80)

(Number of Colleges)*

<i>Courses of Study</i>	<i>1975-76</i>	<i>1976-77</i>	<i>1977-78</i>	<i>1978-79</i>	<i>1979-80</i>
Arts, Science and Commerce	3,085	3,123	3,160	3,240	3,306
Technical/Professional	412	412	425	433	448
Break up					
(a) Engineering/Technology	109	111	113	117	124
(b) Medicine/Pharmacy/Ayurveda/Nursing/ Dentistry/Homeopathy	224	225	236	240	247
(c) Agriculture	56	53	52	52	52
(d) Veterinary Science	23	23	24	24	25
Law	132	138	141	143	152
Physical Education & Education	330	332	343	340	332
Oriental Learning	271	268	262	259	271
Music/Fine Arts	42	44	44	45	49
Total	4,272	4,317	4,375	4,460	4,558

•Excludes Junior Colleges and Colleges having only Diploma/Certificate Courses.

APPENDIX VIII

Increase in Number of Colleges during the Period 1975-76 to 1979-80 (Statewise)

S. No.	State/Union Territory	1975-76		1976-77		1977-78		1978-79		1979-80		Increase during 1975-76 to 1979-80
		No. of Colleges (UC+AC)	No. of Colleges (UC+AC)	Increase over the preceding year	No. of Colleges (UC+AC)	Increase over the preceding year	No. of Colleges (UC+AC)	Increase over the preceding year	No. of Colleges (UC+AC)	Increase over the preceding year		
1.	Andhra Pradesh	307	314	7	322	8	326	4	337	11	30	
2.	Assam/Manipur	142	146	4	148	2	157	9	174	17	32	
3.	Bihar	282	305	23	318	13	329	11	332	3	50	
4.	Gujarat	276	279	3	274	-5	275	1	272	-3	-4	
5.	Haryana	129	129	—	132	3	132	—	129	-3	—	
6.	Himachal Pradesh	33	27	-6	26	-1	26	—	27	1	-6	
7.	Jammu & Kashmir	37	37	—	38	1	39	1	37	-2	—	
8.	Karnataka	350	347	-3	357	10	361	4	382	21	32	
9.	Kerala	146	152	6	155	3	168	13	173	5	27	
10.	Madhya Pradesh	347	343	-4	341	-2	342	1	345	3	-2	
11.	Maharashtra	559	563	4	571	8	589	18	596	7	37	
12.	Meghalaya/Nagaland	25	23	-2	23	—	24	1	29	5	4	
13.	Orissa	107	107	—	108	1	115	7	118	3	11	
14.	Punjab	211	213	2	213	—	215	2	217	2	6	
15.	Rajasthan	166	168	2	182	14	185	3	192	7	26	
16.	Tamil Nadu	261	264	3	267	3	271	4	276	5	15	
17.	Uttar Pradesh	520	523	3	522	-1	526	4	540	14	20	
18.	West Bengal/ Tripura/Sikkim	318	321	3	321	—	323	2	328	5	10	
19.	Delhi	56	56	—	57	1	57	—	54	-3	-2	
Total		4,272	4,317	45	4,375	58	4,460	85	4,558	98	286	

Note: Colleges situated in the Union Territories of A & N Islands, Arunachal Pradesh, Mizoram, Pondicherry, Goa, Daman & Diu have been merged with the colleges of Punjab, Assam, Meghalaya, Tamil Nadu, Maharashtra & Gujarat respectively. Colleges in Chandigarh have been merged with Punjab. UC=University Colleges, AC=Affiliated Colleges.

**Increase in Number of Affiliated Colleges (Arts, Science and Commerce only) During the Period from
1975-76 to 1979-80 (Statewise)**

S. No.	State/Union Territory	1975-76		1976-77		1977-78		1978-79		1979-80		Increase from 1975-76 to— 1979-80
		No. of Colleges	No. of Colleges	Increase over the preceding year	No. of Colleges	Increase over the preceding year	No. of Colleges	Increase over the preceding year	No. of Colleges	Increase over the preceding year		
1.	Andhra Pradesh	204	210	6	216	6	221	5	229	8	25	
2.	Assam/Manipur	117	119	2	118	—1	128	10	144	16	27	
3.	Bihar	194	210	16	226	16	236	10	229	—7	35	
4.	Gujarat	188	190	2	186	—4	186	—	183	—3	—5	
5.	Haryana	95	96	1	95	—1	95	—	94	—1	—1	
6.	Himachal Pradesh	20	22	2	21	—1	22	1	22	—	2	
7.	Jammu & Kashmir	22	22	—	22	—	23	1	22	—1	—	
8.	Karnataka	227	227	—	234	7	240	6	251	11	24	
9.	Kerala	100	105	5	107	2	119	12	122	3	22	
10.	Madhya Pradesh	239	240	1	237	—3	239	2	240	1	1	
11.	Maharashtra	406	404	—2	407	3	419	12	427	8	21	
12.	Meghalaya/Nagaland	21	18	—3	18	—	18	—	22	4	1	
13.	Orissa	86	86	—	84	—2	91	7	92	1	6	
14.	Punjab	167	167	—	165	—2	166	1	168	2	1	
15.	Rajasthan	93	97	4	110	13	111	1	114	3	21	
16.	Tamil Nadu	185	188	3	193	5	195	2	197	2	12	
17.	Uttar Pradesh	344	349	5	349	—	353	4	367	14	23	
18.	West Bengal/ Tripura/Sikkim	247	248	1	248	—	252	4	257	5	10	
19.	Delhi	38	38	—	38	—	37	—1	37	—	—1	
Total		2,993	3,036	43	3,074	38	3,151	77	3,217	66	224	

Note: Colleges situated in the Union Territories of 'A & N' Islands, Arunachal Pradesh, Mizoram, Pondicherry, Goa, Daman & Diu have been merged with the Colleges of Punjab, Assam, Meghalaya, Tamil Nadu, Maharashtra & Gujarat respectively. Colleges in Chandigarh have been merged with Colleges in the Punjab.

* Also includes Constituent Colleges.

APPENDIX X

Number of Postgraduate Colleges (Arts, Science & Commerce only) (Affiliated): Statewise: (1975-76 to 1979-80)

<i>S.No.</i>	<i>State</i>	<i>1975-76</i>	<i>1976-77</i>	<i>1977-78</i>	<i>1978-79</i>	<i>1979-80</i>	<i>Increase during the period</i>
1.	Andhra Pradesh	11	16	15	13	13	2
2.	Assam/Manipur	5	2	2	2	2	—3
3.	Bihar	1	2	4	2	3	2
4.	Gujarat	56	30	20	12	12	—44
5.	Haryana	13	16	17	17	17	4
6.	Himachal Pradesh	1	—	1	1	1	—
7.	Jammu & Kashmir	—	—	—	—	—	—
8.	Karnataka	3	5	3	2	2	—1
9.	Kerala	41	41	41	45	49	8
10.	Madhya Pradesh	116	116	110	114	118	2
11.	Maharashtra	123	130	141	145	152	29
12.	Meghalaya/Nagaland	—	—	—	—	—	—
13.	Orissa	3	3	3	4	8	5
14.	Punjab	34	33	36	40	41	7
15.	Rajasthan	17	18	35	38	38	21
16.	Tamil Nadu	60	64	66	74	86	26
17.	Uttar Pradesh	106	108	114	128	127	21
18.	West Bengal/Tripura/Sikkim	5	6	4	5	6	1
19.	Delhi	—	—	—	—	—	—
Total		595	590	612	642	675	80

APPENDIX XI

**Number and Distribution of Teaching Staff University Departments/
University Colleges According to Designation (1975-76 to 1979-80)**

<i>Year</i>	<i>Professors</i>	<i>Readers</i>	<i>Lecturers*</i>	<i>Tutors/ Demonstrators</i>	<i>Total</i>
1975-76	2,996 (9.5)	5,484 (17.3)	20,658 (65.3)	2,486 (7.9)	31,624 (100.0)
1976-77	3,055 (19.5)	5,707 (7.8)	20,824 (64.8)	2,556 (7.9)	32,142 (100.0)
1977-78	3,477 (9.4)	6,629 (17.8)	23,837 (64.2)	3,199 (8.6)	37,142 (100.0)
1978-79	3,678 (9.5)	7,146 (18.4)	25,268 (65.0)	2,743 (7.1)	38,835 (100.0)
1979-80					
(a) University Depart- ments	3,632	7,019	18,138	1,641	30,430
(b) University Colleges	310	671	7,472	955	9,408
Total	3,942 (9.9)	7,690 (19.3)	25,610 (64.3)	2,596 (6.5)	39,838 (100.0)

Note: Figures in Parentheses indicate the percentage of the cadre to the total staff in the corresponding year.

*Including Assistant Professors and Assistant Lecturers.

APPENDIX XII

**Number and Distribution of Teaching Staff in the Affiliated Colleges
According to Designation (1975-76 to 1979-80)**

<i>Year</i>	<i>Senior Teachers*</i>	<i>Lecturers**</i>	<i>Tutors/ Demonstrators</i>	<i>Total</i>
1975-76	16,513 (12.1)	1,06,243 (78.1)	13,243 (9.8)	1,35,999 (100.0)
1976-77	16,797 (12.2)	1,07,255 (78.0)	13,421 (9.8)	1,37,473 (100.0)
1977-78	16,391 (11.6)	1,11,692 (79.1)	13,119 (9.3)	1,41,202 (100.0)
1978-79	16,662 (11.7)	1,15,596 (80.9)	10,566 (7.4)	1,42,824 (100.0)
1979-80	15,060 (10.1)	1,23,597 (83.1)	10,007 (6.8)	1,48,664 (100.0)

Note: Figures in Parentheses indicate the Percentage of the Cadre to the total staff in the corresponding year.

*Including Principals/Sr. Lecturers/Readers.

** Including Assistant Professors & Assistant Lecturers.

APPENDIX XIII

**Number of Doctorate Degrees Awarded: Faculty-wise
(1974-75 to 1978-79)**

<i>Faculty</i>	<i>1974-75</i>	<i>1975-76</i>	<i>1976-77</i>	<i>1977-78</i>	<i>1978-79</i>
Arts	1,258	1,282	1,364	1,677	1,811
Science	1,515	1,516	1,671	1,901	2,044
Commerce	55	41	70	96	87
Education	77	82	98	92	105
Engineering/ Technology	163	136	152	168	134
Medicine	50	42	49	51	48
Agriculture	281	289	334	329	364
Veterinary Science	60	44	66	81	58
Law	5	14	15	5	10
Others	14	19	24	44	14
Total	3,478	3,465	3,843	4,444	4,675

APPENDIX XIV

Record of Higher Education During the Period from
(1975-76 to 1979-80)

Division/State	Average growth of students per annum in percentage	Total Number of Colleges* (Arts, Science & Commerce) added)	Non-Viable Colleges	
			1973-74	1979-80
Div. I South				
Andhra Pradesh	1.0	24	69 (40.6%)	118 (50.4%)
Karnataka	6.5	21	111 (58.1%)	116 (46.4%)
Kerala	7.7	22	23 (25.8%)	39 (32.0%)
Tamil Nadu	3.1	12	66 (39.5%)	63 (32.3%)
Div. II North				
Delhi (Union Territory)	-2.3	-1	3 (7.0%)	2 (3.8%)
Haryana	1.6	-2	41 (52.6%)	52 (54.7%)
Himachal Pradesh	-0.2	2	12 (57.1%)	14 (60.9%)
Jammu & Kashmir	-3.5	-	6 (35.3%)	11 (50.0%)
Punjab	1.5	-	85 (57.8%)	97 (57.7%)
Uttar Pradesh	5.3	22	126 (38.9%)	100 (27.9%)
Div. III East				
Assam/Manipur	9.5	27	100 (74.1%)	86 (61.0%)
Bihar	5.9	35	147 (75.0%)	115 (51.1%)
Meghalaya/Nagaland	10.9	2	17 (85.0%)	14 (60.9%)
Orissa	3.2	6	62 (79.5%)	51 (56.7%)
West Bengal/Tripura/Sikkim	-10.6	10	62 (31.0%)	126 (49.2%)
Div. IV West				
Gujarat	-0.7	-6	86 (50.6%)	55 (29.6%)
Madhya Pradesh	6.4	1	130 (59.4%)	115 (47.7%)
Maharashtra	2.0	25	196 (50.8%)	245 (57.5%)
Rajasthan	10.5	21	54 (50.9%)	40 (34.5%)
Total (All India)	2.2	221	1,396 (50.5%)	1,459 (45.3%)

* The figures indicate total increase in Arts, Science and Commerce Colleges (both affiliated and University Colleges) in 1979-80 as compared to 1975-76.

APPENDIX XV

Trends During 1979-80

<i>Division/State</i>	<i>Growth of Students over the preceding year in percentage</i>	<i>Number of Colleges added (University colleges and affi- liated colleges-Arts, Science & Commerce- combined)</i>	<i>Increase in the number of postgraduate affiliated Colleges (Arts, Science & Commerce) over the preceding year</i>
Div. I South			
Andhra Pradesh	14.9	8	—
Karnataka	4.4	11	—
Kerala	6.3	3	4
Tamil Nadu	8.1	2	12
Div. II North			
Delhi (Union Territory)	-10.4	-1	—
Haryana	3.5	-1	-1
Himachal Pradesh	4.9	—	—
Jammu & Kashmir	-4.1	-1	—
Punjab	-0.6	2	1
Uttar Pradesh	3.4	14	-1
Div. III East			
Assam/Manipur	11.9	16	—
Bihar	-0.7	-7	1
Meghalaya/Nagaland	7.9	5	—
Orissa	7.4	1	4
West Bengal/ Tripura/Sikkim	-11.9	5	1
Div. IV West			
Gujarat	-2.8	-3	—
Madhya Pradesh	0.5	1	4
Maharashtra	-2.9	8	7
Rajasthan	5.1	3	—
Total (All India)	1.2	66	32

APPENDIX XVI

Criteria for Categorisation of Universities

1. All departments which are participating in the UGC programmes of (i) Centres of Advanced Study and (ii) Special Assistance to selected departments, are to be considered as belonging to the Developed Category.
2. In the case of all other departments the following criteria should be applied to determine whether they belong to *Developed* or developing category. These criteria are not to be applied rigidly, as situations vary from subject to subject and university to university. If a Department scores 10 or more points out of possible 16 points given below, such a department could be considered as belonging to the developed categories.
3. The criteria below have been suggested for university departments mainly engaged in postgraduate teaching and research. However, where the department has teaching responsibility for undergraduate classes also an additional 4 staff members may be added to criteria No. 1 relating to staff strength.

<i>Criteria suggested</i>	<i>For Science Departments</i>	<i>For Humanities & Social Science Departments</i>	<i>Suggested points for Scores</i>
1	2	3	4
1. Staff strength (with atleast 2 Professors, and 2 Readers each and 50% of the lecturers with research qualifications)	16 or more	12 or more	3
2. Number of students <i>admitted</i> to the Master's degree class each year.	16 or more	25 or more	1
3. Number of students admitted to M. Phil. or other Post M.A./ M.Sc. courses in special areas.	10 or more	10 or more	
4. Total number of full time research students working for Ph.D. degree and average annual output of Ph.Ds. (taken as a 5 year average)	20 or more 5 or more (in the case of Theoretical Science 2 or more)	20 or more 3 or more	2
5. Number of major fields/areas (Thrust) of specialisation in the department (only those areas which have <i>atleast</i> 2 specialist staff should be counted)	3 or more	3 or more	1
6. Number of on-going research projects supported by various funding agencies (each scheme with not less than Rs. 10,000 p.a.)	5 or more	3 or more	2

APPENDIX XVI (Contd.)

1	2	3	4
7. Are the library facilities satisfactory-including books, journals subscribed)	(i) Over 2000 titles (multiple copies of the same book to be taken as one title) (ii) An average of 100 new books added each year. (iii) At least 20 journals currently subscribed and with back volumes for past 20 years or so.	Yes/No	2 pts. in case of Humanities and Social Sciences and one point in case of Science Departments.
8. (a) Are the laboratory facilities (including equipment) adequate to support present teaching and research training programmes (total value of equipment not less than Rs. 5 lakhs at current prices.	Yes/No	Not applicable	1 pt.
(b) Are there any specialised laboratory facilities in major areas of research in the department (total value of such equipment above Rs. 10 lakhs)	Yes/No	Not applicable	
(c) Is there adequate Technical supporting staff, say a ratio of 1:3 (teaching staff)	-do-	-do-	
9. Has the department been invited by UGC to participate in:			
(i) Department Research Support OR Area Studies Programme.	Yes/No	Yes/No	1
(ii) College Science improvement Programme OR COHSSIP-University Leadership Project	Yes/No	Yes/No	1
(iii) Has the Department organised Summer Institute, Seminars, Refresher Courses etc. in past 5 years.	5 or more	5 or more	1
10. Has the staff been invited to participate in the following:			
(i) National Lectures Scheme of UGC	Yes/No	Yes/No	
(ii) National Fellowships Scheme	Yes/No	Yes/No	
(iii) National Associateships	Yes/No	Yes/No	
Total Points			16

APPENDIX XVII

Pattern of Assistance to Universities during Plan: 1979-83

Sl. No.	Scheme/Project	Pattern of Assistance	
		Contribution by UGC	Contribution to be made by State Govt. and/ or Univ. as matching grant
1	2	3	4
1.	University departments and University postgraduate Centres. (Research/post-graduate and undergraduate: (both facilities).		
	(i) Staff: Professor	100%	—
	Readers	100%	—
	Lecturers	100%	—
	Technical staff	100%	—
	(ii) Equipment	75%	25%
	(iii) Books and Journals	75%	25%
	(iv) Buildings (teaching laboratories)	50%	50%
	(v) Workshop (including sheds & machine tools)	50%	50%
	(vi) Animal House Facilities	50%	50%
2.	Libraries:		
	(a) Buildings & furniture	50%	50%
	(b) Books & Journals	75%	25%
	(c) Professional staff	100%	—
	(d) Library Equipment	75%	25%
3.	Staff quarters/Teachers Hostels visiting Faculty Complex (Buildings)	50%	50%
4.	Students Hostels (Building)		
	(a) Men's Hostel	50%	50%
	(b) Women's Hostel	75%	25%
5.	Establishment/Improvement of University presses (including machinery and equipment only)	50%	50%
6.	Health Centre:		
	(a) Non-recurring (building & equipment)	50%	50%
	(b) Recurring (salaries of staff)	50%	50%
7.	Canteen (building, furniture and equipment)	50%	50%
8.	Faculty Improvement Programmes	100%	—
9.	Improvement of existing hostel facilities	50%	50%
10.	Extension programmes and cultural activities	75%	25%

APPENDIX XVIII

List of Centres of Advanced Study with areas of specialisation and year of recognition

SCIENCE

<i>Sl. No.</i>	<i>Subject</i>	<i>Area of specialisation</i>	<i>Department</i>	<i>Year of recognition</i>
1	2	3	4	5
1.	Physics	Theoretical Physics and Astrophysics	Department of Physics and Astrophysics, Delhi University	1963
2.	Physics	Radiophysics & Electronics	Institute of Radiophysics & Electronics Calcutta University	1963
3.	Chemistry	Chemistry of Textile Fibres and Dyes	Department of Chemical Technology, Bombay University	1963
4.	Chemistry	Chemistry of Natural Products	Department of Chemistry, Delhi University	1963
5.	Botany	Plant Morphology and Embryology	Department of Botany University of Delhi	1963
6.	Botany	Plant Pathology and Mycology	Department of Botany University of Madras	1963
7.	Zoology	Cell Biology and Endocrinology	Department of Zoology Delhi University	1963
8.	Zoology	Marine Biology	Department of Marine Biology, Annamalai University	1963
9.	Geology	Himalayan Geology and Palaeontology	Department of Geology, Panjab University	1963
10.	Mathematics	Pure Mathematics	Department of Mathematics, Bombay University (in collaboration with the Tata Institute of Fundamental Research, Bombay)	1963
11.	Mathematics	Pure Mathematics	Department of Mathematics, Panjab University	1963
12.	Mathematics	Pure Mathematics	Department of Mathematics, University of Madras & Ramanujan Institute of Mathematics, Madras.	1967

APPENDIX XVIII (Contd.)

<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
13. Astronomy	Experimental Astronomy	Department of Astronomy & Niazmia Observatory, Osmania University, Hyderabad	1964
14. Biochemistry	Proteins, Lipids, Vitamins	Department of Biochemistry, Indian Institute of Science, Bangalore	1968
15. Botany	Algology and Ecology	Banaras Hindu University	1979
16. Botany	Cell and Chromosome Research	Calcutta University	
17. Inorganic & Physical Chemistry	Inorganic & Physical Chemistry	Indian Institute of Science, Bangalore	
18. Metallurgical Engineering	Physical and Mechanical Metallurgy	Banaras Hindu University	

APPENDIX XIX

List of Centres of Advanced Study in Humanities and Social Sciences

<i>Sl. No.</i>	<i>Name of the Centre</i>	<i>Subject</i>	<i>Area of specialisation</i>	<i>Year of recognition</i>
1.	Deptt. of Economics Bombay University Bombay-32	Economics	Public Finance and Industrial Economics	1963
2.	Deptt. of Economics Delhi University Delhi	Economics	Economics of Development and Economic History	1963
3.	Gokhale Institute of Politics & Economics Poona University	Economics	Agricultural Economics	1963
4.	Deptt. of Philosophy Madras University Madras	Philosophy	Advaita and Allied Systems of Philosophy	1964
5.	Deptt. of Sanskrit Poona University Poona	Sanskrit	Sanskrit Literature	1964
6.	Deptt. of Linguistics Annamalai University	Linguistics	Dravidian Linguistics	1963
7.	Deptt. of Education M.S. University of Baroda	Education	Educational Research	1963
8.	Deptt. of History Aligarh Muslim University	History	Medieval Indian History	1968
9.	Deptt. of Sociology	Sociology	Sociology	1968
10.	Utkal University	Psychology	Educational & Social Psychology	1979

APPENDIX XX

List of Departments approved under Special Assistance Programme in Science Subjects

<i>Sl. No.</i>	<i>Department</i>	<i>University</i>
1	2	3
1.	Biochemistry	Lucknow University
2.	Biochemistry	M.S. University of Baroda
3.	Bio-physics	Indian Institute of Science, Bangalore
4.	Biological Sciences	Madurai Kamaraj University
5.	Botany	Andhra University
6.	Botany	Lucknow University
7.	Botany	Patna University
8.	Chemistry	Allahabad University
9.	Solid State Structural Chemistry	Indian Institute of Science, Bangalore
10.	Pure Chemistry	Calcutta University
11.	Chemistry	Osmania University
12.	Chemistry	Panjab University
13.	Chemistry	Poona University
14.	Chemistry	Rajasthan University
15.	Chemistry	Sardar Patel University
16.	Geography	Aligarh Muslim University
17.	Geography	Osmania University
18.	Geology	Andhra University
19.	Geology	Jadavpur University
20.	Geology	Mysore University
21.	Geology & Geophysics	Roorkee University
22.	Physics	Andhra University
23.	Physics	Roorkee University
24.	Physics	Panjab University
25.	Physics	Poona University
26.	Physics	Indian Institute of Science, Bangalore
27.	Mathematics (Applied Mathematics)	University of Bangalore
28.	Statistics	Poona University
29.	Zoology	Banaras Hindu University
30.	Zoology	Calcutta University
31.	Zoology	Marathwada University

APPENDIX XXI

List of Departments of Special Assistance in the Humanities and Social Sciences

<i>Sl. No.</i>	<i>Name of the University/ College</i>	<i>Subject</i>	<i>Year of Establish- ment</i>	<i>Remark</i>
1.	Osmania	Economics	1972	
2.	Presidency College, Calcutta	Economics	1972	
3.	Andhra	Economics	1977	
4.	Punjabi	Economics	1977	
5.	Calcutta	Economics	1977	
6.	Patna	History	1972	
7.	Allahabad	History	1977	
8.	Mysore	History	1977	
9.	Calcutta	History	1977	
10.	Baroda	History	1977	
11.	Bombay	Sociology	1972	— (Discontinued
12.	Panjab	Sociology	1977	w.e.f. 1.4.79)
13.	Saugar	Anthropology	1972	
14.	Ranchi	Anthropology	1977	
15.	Deccan College, Post-graduate & Research Institute, Poona	Archaeology	1972	
16.	Utkal	Psychology	1976	— (upgraded as
17.	Allahabad	Psychology	1977	CAS w.e.f. 1.4.79)
18.	Osmania	Linguistics	1977	
19.	Jadavpur	Philosophy	1977	
20.	Rajasthan	Philosophy	1977	
Research Support				
1.	M.S. University of Baroda	Economics	1980	

APPENDIX XXII

Computer Facilities available in Universities

<i>Sl. No.</i>	<i>Name of the University</i>	<i>Type of computer</i>	<i>Remarks</i>
1	2	3	4
1.	Aligarh Muslim	IBM-1130	The proposal for computer YAX/11/780 system has been approved by the Department of Electronics. Computer building yet to be constructed. Installation will take time.
2.	Andhra	IBM-1130	—
3.	Annamalai	TDC-316	—
4.	Banaras Hindu	(i) TDC-12 (ii) ICL-1904 S	ICL 1904 S system arrived in March, 1979. Installation is expected to be within 2-3 months when the Computer Centre Building is completed
5.	Bombay	(i) IBM-1620 (ii) TDC-316	—
6.	Calcutta	IBM-1130	—
7.	Delhi	(i) IBM-1620 (ii) IBM-360-44	—
8.	Dibrugarh	TDC-312	—
9.	Gauhati	TDC-316	—
10.	Gujarat	IBM-1620	—
11.	Jadavpur	B-6700	Eastern Regional Computer Centre
12.	Jammu	TDC-316	—
13.	Jawaharlal Nehru	R-1020	—
14.	Jodhpur	TDC-12	—
15.	Karnatak	TDC-12	—
16.	Kerala	TDC-316	—
17.	Kurukshetra	(i) TDC-12 (ii) TDC-316	—
18.	Madras	IBM-1130	—
19.	Maharaja Sayajirao University of Baroda	IBM-360-40	—
20.	Mysore	TDC-1130	—
21.	Osmania	TDC-12	—
22.	Panjab	(i) IBM-1620 (ii) Regional Computer Centre	VDU Terminals from DEC 2050 Computer system has been provided
23.	Poona	ICL-1904 S	—

APPENDIX XXII (Contd.)

1	2	3	4
24.	Ranchi	TDC-316	—
25.	Roorkee	(i) TDC-12 (two)	—
		(ii) DEC-2040 or 2050	To be installed, building under construction
26.	Sardar Patel	IBM-1620	—
27.	Utkal	IBM-1130	—
28.	Birla Institute of Technology & Sciences, Pilani	IBM-1130	—
29.	Indian Institute of Science, Bangalore	LEC-1090	—

APPENDIX XXIII**Concept of University Postgraduate Centres**

- (i) At present three broad patterns for providing postgraduate education were obtaining in the country. These were: (a) universities where postgraduate teaching is imparted in university teaching departments only, (b) universities where postgraduate instructions are given by affiliated colleges only, and (c) universities where postgraduate teaching is done through university teaching departments as well as affiliated colleges. In addition, a few universities provided postgraduate instructions in university teaching departments and university centres for postgraduate studies as well as affiliated colleges. In the interest of maintaining and raising the standard of postgraduate education and research in the country, it would be desirable to develop postgraduate education (and a minimal level of research associated with it) in the university teaching departments and/or in the university centres for postgraduate studies. In the case of universities where postgraduate education is imparted through affiliated colleges, the norms prescribed by the Commission for postgraduate education should be used both for purposes of according affiliation to new courses to be started in the colleges as well as for bringing up to the required level the facilities in the colleges already offering postgraduate courses.
- (ii) It will be desirable to advise the universities to modify their conditions of affiliation for starting postgraduate courses in affiliated colleges in consonance with the norms prescribed by the UGC for the purpose.
- (iii) The pressure of demand for postgraduate education will continue to grow on account of limited employment opportunities. Also, increasing facilities should be provided to students from the weaker sections of the society to pursue postgraduate education. Towards this end, greater use may be made of providing facilities for correspondence courses, external degrees, and allowing students to appear as private candidates for various postgraduate courses.
- (iv) The main aim of raising academic standards, as also the scarcity of resources would demand very careful planning and consideration of proposals for such centres on well defined criteria, justified demand and need, so that the available resources may be channelled into locations, where it was absolutely necessary to create additional facilities for post-graduate studies. New centres for postgraduate education should be established where existing facilities for postgraduate education have been fully utilised and the need for the creation of additional facilities for postgraduate education is justified on academic considerations. The universities may consider the desirability of introducing multiple streams of courses as also multiple shifts in the existing departments at the postgraduate level before a proposal for the establishment of a university centre for postgraduate studies is considered to ensure the optimum utilisation of the existing resources.
- (v) The UGC assistance for the development of postgraduate education in affiliated colleges should be made available to those colleges which have fulfilled the norms as prescribed by the Commission for postgraduate education. The UGC assistance for general development should not be used to attain or to fulfil the conditions of affiliations or the norms prescribed by the UGC.
- (vi) The establishment of university centre for postgraduate studies, should, as a rule, be a step towards raising the academic standards, innovative changes and interaction with the college system rather than merely as providing for another campus for postgraduate teaching and research in the existing subjects only. A centre for postgraduate studies should not provide for such courses as would be duplicating the

courses existing in university departments and affiliated colleges. Also, such a centre should not function in isolation, but should function as a modal point for purposes of collaboration and in cooperation with the colleges in the immediate vicinity, and also help in improving the standards of undergraduate teaching in the colleges by providing opportunities for college-teachers to interact with Centre's departments in teaching and research activities.

- (vii) Proposals for the establishment of a university centre for postgraduate study, should be considered by the UGC, if the State Government, in consultation with universities concerned, has formulated a long range 10-15 years perspective plan for the development of higher education in the State, based on a well designed survey of existing facilities and future projected demand and need for higher education in the State. The survey should also determine whether the demand and need for higher education could be met by extending and improving the facilities for postgraduate education in existing university teaching departments and affiliated colleges (selected with the help of college development councils recently set up in universities) to ensure their optimum utilisation, or by opening university centre for postgraduate studies or in the alternative allowing some carefully selected college departments to start postgraduate classes. Any university which allowed its colleges to have postgraduate classes for postgraduate studies also. Some of the existing better developed postgraduate colleges may be provided additional facilities and inputs to function on the pattern of university centres for postgraduate studies.
- (viii) Bases on a well-designed survey, and long range perspective plan, if the need for setting up a university centre for postgraduate studies has been established, then it needs to be impressed that such a university centre is in effect, the nucleus of a new university and should, therefore, be allowed to grow as an autonomous centre, on the basis of a ten year development plan. It should be examined and ensured that the location for the proposed centre, which should be sufficiently away from the existing university(ies) has essentially the potential for removing regional imbalances, if any, and for developing into a further university after the lapse of initial preparatory period which should be of at least ten years duration depending upon the State of growth and development attained by it.
- (ix) The University Grants Commission while considering a proposal for the establishment of a university centre for postgraduate studies may keep in view the all India average for postgraduate enrolment as to percentage of undergraduate enrolment in a State. The states having a ratio which is significantly lower than all India average may be given a higher priority for the establishment of such a university centre.
- (x) The State Government while formulating a proposal for the establishment of a university centre of or postgraduate studies would not only ensure to take appropriate steps to provide for necessary finances and facilities for its establishment but also for its maintenance and initial development. The University Grants Commission may prescribe certain minimum norms which may be fulfilled by the State Governments, as in the case of the new universities before a centre for postgraduate studies could be considered for assistance by the UGC for its future development.
- (xi) A university centre for postgraduate studies should be allowed-academic as well administrative autonomy. Such a centre should normally function with a few selected departments, say four to six departments, to begin with, in sciences and humanities and social sciences subjects, and the courses offered by them should be distinct and not merely duplication or extension of the courses already offered on the main university campus.

APPENDIX XXIV**List of Universities having Departments/Centres etc. on Adult/Continuing Education during the Fourth and Fifth Plan periods**

1. Aligarh Muslim University
2. Andhra University
3. Bombay University
4. Gujarat University
5. Jabalpur University
6. Jadavpur University
7. Jammu University
8. G.B. Pant University of Agriculture & Technology
9. Kashmir University
10. Kumaon University
11. Madras University
12. M.S. University of Baroda
13. Mysore University
14. Poona University
15. Panjab University
16. Saurashtra University
17. S.N.D.T. Women's University
18. Sri Venkateswara University
19. Gujarat Vidyapith
20. Indian School of Mines
21. North-Eastern Hill University

APPENDIX XXV
Universities offering Correspondence Courses

<i>S.No.</i>	<i>Name of the University</i>	<i>Courses offered</i>	<i>Year of starting</i>	<i>Duration of courses</i>	<i>Total no. of students enrolled</i>		
					<i>1977-78</i>	<i>1978-79</i>	<i>1979-80</i>
<i>(1)</i>	<i>(2)</i>	<i>(3)</i>	<i>(4)</i>	<i>(5)</i>	<i>(6)</i>	<i>(7)</i>	<i>(8)</i>
1.	Delhi	B.A.	1962	3 years	6302	5016	3464
		B.Com.	1971		6265	5237	3818
		B.Com. (Hons)	1971	-do-	365	368	403
		M.A. (Hindi)	1977	2 years	77	256	335
		M.A. (Pol. Sc.)	1977	-do-	194	256	335
2.	Meerut	B.A.	1969	2 years	850	907	600
3.	Bhopal	B.A.	1975	3 years	747	973	132
		B.Com.	1975	-do-	172	264	375
4.	Sri Venkateswara	B.A.	1972-73	3 years	239	237	257
		B.Com.	-do-	-do-	385	388	452
5.	Utkal	I.A.	1975	2 years	1288	985	792
		I.Com.	1976	-do-	138	118	126
		B.A.	1975	-do-	1456	905	467
		B.Com.	1979	-do-	—	—	91
6.	Jammu	B.A.	1976	2 years	268	Not Received	
		B.Com.		-do-	—	-do-	
		B.Ed.		14 months	—	-do-	On the recom-
		L.L.B.		2 years	1103	-do-	mentation of Bar Council the University has been requested to discontinue the L.L.B. Course.

APPENDIX XXV (Contd.)

1	2	3	4	5	6	7	8
7.	Madurai	P.U.C.	1971-72	1 year	20,451	24,298	19,450
		B.A.		3 year			
		B.Com.		-do-			
		M.A. (His)	1976-77	2 year	1454	1970	3600
		M.A. (Eco.)		-do-	1290	2546	3925
		M.A. (Tamil)		-do-	1620	2396	3600
		M.A. (Eng.)		-do-	4307	5773	7400
		M.Com.		-do-	2506	3233	4750
		B.G.C. (Professional)		-do-	2881	2926	2850
		B.Sc.	1979	3 years	—	—	800
		M.A. (Po. Sc.)	1979	2 years	—	—	1800
8.	Punjab	Pre-univ.	1971-72	1 year	1402	1602	1168
		B.A.	1971-72	3 year	4770	3975	3640
		B.Com.	1973-74	-do-	724	628	731
		M.A. (Eng.)	1976-77	2 year	863	956	892
		M.A. (Eco.)		-do-	813	856	723
		M.A. (His.)		-do-	364	329	304
		M.A. (P. Sc.)		-do-	495	473	324
		M.A. (Pub. Ad.)		-do-	874	847	810
		M.A. (Hindi)	1979-80	-do-	—	—	174
		M.A. (Pun.)		-do-	—	—	102
		9.	Punjabi	Pre-Univ.	1968	1 year	505
B.A.	1968-69			3 year	939	2105	2320
M.A. (Pun.)	1974-75			2 year	305	412	406
M.A. (Eng.)	1976-77			-do-	220	209	290
M.A. (P. Sc.)	-do-			-do-	235	342	435
M.A. (His.)	-do-			-do-	139	224	272

APPENDIX XXV (Contd.)

1	2	3	4	5	6	7	8
10.	Mysore	P.U.C.	1969-70	1 year	1000	961	952
		B.A.	1969-70	3 years	1078	11837	10064
		B.Com.	1972-73	-do-	1432	2125	1705
		B.Ed.	1975-76	18 months	2257	—	464
		B.G.L.	1974-75	2 years	983	774	419
		M.A. (Kannada)	1973-74	2 years	241	445	389
		M.A. (English)	-do-	-do-	458	803	587
		M.A. (History)	1974-75	-do-	615	1172	973
		M.A. (Pol. Sc.)	1975-76	-do-	825	1405	1160
		M.A. (Sociology)	-do-	-do-	1147	1741	1300
11.	Bombay	F.Y. Arts	1971-72	1 year	770	1348	—
		Inter Arts	1972-73	-do-	1326	1731	—
		F.Y. Commerce	1971-72	-do-	344	569	—
		Inter Commerce	1972-73	-do-	808	687	375
		B.A.	1973-74	2 year	1171	3011	1931
		B.Com.	-do-	-do-	939	1770	1155
		M.A.	1975-76	-do-	928	946	1008
		M.Com	-do-	-do-	1116	1671	1866
		Diploma in financial management	1975-76	1 year	92	208	182
		Diploma in operations research for Management	-do-	-do-	43	113	68
12.	CIEFL Hyderabad	P.G.C.T.E.	1973	1 year	554	701	527
		P.G.D.T.E.	1978	-do-	—	95	95
		M.A. in:					
		French	1977	3 year	16	12	12
		German	1977	-do-	9	5	9
Russian	1976	-do-	11	5	11		

APPENDIX XXV (Contd.)

1	2	3	4	5	6	7	8	
13.	Osmania	B.A.	1977-78	3 years	163	223	259	
		B.Com.		-do-	126	257	361	
14.	Annamalai	B.Com.	1979	3 years	—	—	235	
		B.Ed.		-do-	1 year	—	—	5445
		Diploma in law		-do-	-do-	—	—	1202
15.	Kerala	Pre-Degree	1977-78	2 years	1090	724	810	
		B.A.	1979-80	3 years	—	—	654	
16.	Allahabad	B.Com.	1978-79	2 years	—	176	164	
		B.A.		-do-	—	104	90	
17.	Kashmir	B.A.	1976	3 years	348	383	398	
		B.Com.		-do-	-do-	—	—	—
		L.L.B.		14 months	239	241	241	
18.	Andhra	L.L.B.	1972-73	2 years	—	350	357	
		PUC		2 years	429	900	1224	
		B.A.		1972-73	3 years	1019	1601	2498
		B.Com.		-do-	775	932	1282	
		M.A. (Econm.)		1978-79	2 years	—	365	545
		M.Com.		-do-	—	723	1116	
19.	Himachal Pradesh	B.A.	1971-72	3 years	883	929	1045	
		M.Ed.		1 year	1320	1598	3518	
		M.Com.		2 years	2236	2154	2326	
		M.A. English		-do-	971	850	611	
		M.A. History		-do-	496	430	374	
		M.A. Economics		-do-	1054	822	983	
		M.A. Pol. Science		-do-	1179	953	787	
		M.A. Hindi		-do-	630	685	524	
		M.A. Sanskrit		-do-	114	96	71	
		PUC		-do-	464	556	591	

APPENDIX XXV (Contd.)

1	2	3	4	5	6	7	8
20.	Udaipur	B.A.	1979-80	3 years	—	—	50
21.	Rajasthan	B.A.	1976	3 years	1125	898	640
		B.Com.	1968	-do-	1937	785	564
		M.Com.	1976	2 years	1297	1614	1599
		M.A. in Hindi	1976	-do-	430	409	306
		M.A. in History	1968	-do-	1147	827	610
		M.A. in Sociology	1976	-do-	518	537	592
		M.A. in Pol. Sec.	1968	-do-	1273	1058	747
		M.A. in Pub. Admn.	1976	-do-	512	553	554
		M.A. in Economics	1976	-do-	1432	1425	980
		B.Ed.	1976	14 months	239	240	240
22.	S.N.D.T. Womens University	B.A.	1978-79	2 years	—	650	1980

APPENDIX XXVI

Development Grants to Universities (1969-70 to 1973-74)

<i>Item/Year</i>	<i>Grants paid (in lakhs of Rupees)</i>					<i>Total</i>
	<i>1969-70</i>	<i>1970-71</i>	<i>1971-72</i>	<i>1972-73</i>	<i>1973-74</i>	
Staff	150.46	197.46	267.96	271.79	301.74	1,189.41 (20)
Equipment	168.27	127.70	142.95	408.56	264.25	1,111.73 (20)
Books & Journals	167.92	140.66	96.96	127.24	115.62	648.40 (11)
Buildings	162.30	153.04	195.91	183.35	139.27	833.87 (14)
Other Infrastructural facilities	244.51	441.09	473.12	532.30	386.45	2,077.47
Total	893.46	1,059.95	1,176.90	1,523.24	1,207.33	5,860.88

Note: Figures in parenthesis indicate percentage to total.

APPENDIX XXVII

Development Grants to Universities (1974-75 to 1978-79)

<i>Item/Year</i>	<i>Grants paid (in lakhs of rupees)</i>					<i>Total</i>
	<i>1974-75</i>	<i>1975-76</i>	<i>1976-77</i>	<i>1977-78</i>	<i>1978-79</i>	
Staff	183.25	83.49	372.82	133.72	149.35	922.63 (13)
Equipment	278.63	347.58	554.22	485.68	772.43	2,438.54 (34)
Books & Journals	153.35	212.59	342.31	356.63	536.08	1,600.76 (23)
Buildings	160.38	114.62	128.66	159.04	171.95	734.65 (10)
Other Infrastructural facilities	350.14	198.77	184.61	205.59	467.80	1,406.91 (20)
Total	1,125.75	957.05	1,582.62	1,340.66	2,097.61	7,103.49

Note: Figures in parenthesis indicate percentage to the total.

Statement showing grants paid to Universities during the

Central Universities

<i>S.No.</i>	<i>Name of University</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>
1.	Aligarh	7.77	21.58	7.15	0.09
2.	Banaras	5.73	31.45	28.61	0.17
3.	Delhi	19.70	33.93	2.50	0.62
4.	Hyderabad	10.54	6.69	—	0.04
6.	Jawaharlal Nehru	18.04	39.30	—	0.04
7.	N.E.H.U.	11.20	32.41	—	—
7.	Visva Bharati	1.47	3.14	—	—
<i>Total</i>		74.45	168.50	38.26	0.96

Institutions Deemed to be Universities

1.	B.I.T.S., Pilani	1.72	3.88	0.32	—
2.	C.I.E.F.L. Hyderabad	5.80	3.21	—	—
3.	Gandhigram Rural Instt.	0.70	—	—	—
4.	Gujarat Vidyapith	0.17	0.40	—	—
5.	I.I.Sc., Bangalore	—	11.69	61.31	—
6.	Indian School of Mines, Dhanbad	—	—	73.68	—
7.	Jamia Millia Islamia, N. Delhi	3.49	3.08	—	—
8.	Tata Instt. of Social Sciences	4.92	—	—	—
<i>Total</i>		16.80	22.26	135.31	—

State Universities

ANDHRA PRADESH

1.	Andhra	2.80	21.13	9.59	1.11
2.	Osmania	9.59	20.78	1.49	2.03
3.	Sri Venkateswara	4.15	6.18	5.96	7.10
<i>Total</i>		16.54	48.09	17.04	10.24

ASSAM

1.	Dibrugarh	3.33	6.65	—	—
2.	Gauhati	6.23	12.69	—	0.15
<i>Total</i>		9.56	19.34	—	0.15

XXVIII

year 1979-80 (Major Headwise) under Plan and Section-III

(Rupees in lakhs)

<i>E</i>	<i>F</i>	<i>Total</i>	<i>Section III</i>	<i>Grand Total</i>
30.86	0.04	67.49	—	67.49
89.41	0.04	155.41	0.07	155.48
38.68	0.10	95.53	—	95.53
46.40	—	63.67	—	63.67
27.48	0.11	84.97	—	84.97
30.49	—	74.10	—	74.10
0.91	—	5.52	—	5.52
264.23	0.29	546.69	0.07	546.76
0.81	—	6.73	—	6.73
4.60	—	13.61	—	13.61
0.70	—	1.40	0.03	1.43
1.07	—	1.64	—	1.64
6.26	0.30	79.56	6.00	85.56
0.50	—	74.18	—	74.18
7.34	—	13.91	—	13.91
3.29	—	8.21	—	8.21
24.57	0.30	199.24	6.03	205.27
16.13	0.09	50.85	—	50.85
11.32	—	45.21	—	45.21
10.41	0.12	33.92	0.13	34.05
37.86	0.21	129.98	0.13	130.11
4.71	0.02	14.71	—	14.71
0.71	—	19.78	—	19.78
5.42	0.02	34.49	—	34.49

Appendix XXVIII (Contd.)

<i>S.No.</i>	<i>Name of University</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>
State Universities					
BIHAR					
1.	Bhagalpur	1.30	2.34	—	0.04
2.	Bihar	3.25	6.65	—	—
3.	K.S. Darbhanga Sanskrit	0.23	—	—	—
4.	Lalit Narayan Mithila	—	0.20	—	—
5.	Magadh	0.13	0.03	—	—
6.	Patna	2.32	5.09	2.00	—
7.	Rajendra Agricultural	—	0.03	—	—
8.	Ranchi	3.65	7.00	—	—
<i>Total</i>		10.88	21.34	2.00	0.04
GUJARAT					
1.	Gujarat	6.57	11.29	0.53	4.55
2.	M.S. University of Baroda	19.28	28.32	6.01	0.03
3.	Sardar Patel	6.70	14.57	—	0.37
4.	Saurashtra	4.76	19.07	—	3.38
5.	South Gujarat	2.70	5.38	0.10	2.17
<i>Total</i>		40.01	78.63	6.64	10.50
HARYANA					
1.	Haryana Agricultural	—	0.03	—	—
2.	Kurukshetra	6.23	5.84	0.54	2.82
<i>Total</i>		6.23	5.87	0.54	2.82
HIMACHAL PRADESH					
1.	Himachal Pradesh	0.29	1.46	1.73	0.02
<i>Total</i>		0.29	1.46	1.73	0.02
JAMMU & KASHMIR					
1.	Jammu	6.44	6.46	—	—
2.	Kashmir	1.00	11.64	—	1.37
<i>Total</i>		7.44	18.10	—	1.37
KARNATAKA					
1.	Bangalore	7.03	16.27	15.20	3.00
2.	Karnatak	7.68	16.82	0.80	3.20
3.	Mysore	11.74	16.49	—	10.73
4.	University of Agricultural Scs.	—	0.20	—	—
<i>Total</i>		26.45	49.78	16.00	16.93

<i>E</i>	<i>F</i>	<i>Total</i>	<i>Section III</i>	<i>Grand Total</i>
2.86	—	6.54	—	6.54
1.35	—	11.25	—	11.25
0.45	—	0.68	—	0.68
—	—	0.20	—	0.20
10.03	—	10.19	—	10.19
1.85	—	11.16	—	11.26
—	—	0.03	—	0.03
2.40	—	13.05	—	13.05
18.94	—	53.20	—	53.20
3.68	0.01	26.63	—	26.63
7.04	0.31	60.99	0.70	61.69
5.70	—	27.34	0.03	27.37
1.53	—	28.74	—	28.74
9.56	—	19.91	—	19.91
27.51	0.32	163.61	0.73	164.34
0.83	—	0.86	—	0.86
7.84	0.20	23.47	—	23.47
8.67	0.20	24.33	—	24.33
0.60	—	4.10	—	4.10
0.60	—	4.10	—	4.10
2.74	—	15.64	—	15.64
3.13	—	17.14	—	17.14
5.87	—	32.78	—	32.78
3.63	—	45.13	—	45.13
15.64	0.06	44.20	—	44.20
13.76	0.02	52.74	—	52.74
0.36	—	0.56	—	0.56
33.39	0.08	142.63	—	142.63

Appendix XXVIII (Contd.)

<i>State University</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>
KERALA				
1. Calicut	3.87	6.18	—	6.57
2. Cochin	1.27	10.21	3.30	—
3. Kerala	4.34	6.83	—	22.16
<i>Total</i>	9.48	23.22	3.30	28.73
MADHYA PRADESH				
1. Awadesh Pratap Singh	2.00	5.00	—	—
2. Bhopal	1.55	3.55	—	0.03
3. Indira Kala Sangit	0.20	0.05	—	—
4. Indore	3.64	9.23	—	2.45
5. Jabalpur	2.55	11.05	—	2.80
6. Jawaharlal Nehru Krishi	—	—	—	—
7. Jiwaji	1.05	5.52	—	—
8. Ravi Shankar	4.70	5.58	—	7.00
9. Saugar	2.61	13.38	0.78	2.89
10. Vikram	4.41	5.56	—	3.77
<i>Total</i>	22.71	58.72	0.78	18.94
MAHARASHTRA				
1. Bombay	8.97	12.01	9.07	6.15
2. Marathwada	1.02	5.34	—	1.05
3. Nagpur	5.53	14.73	2.00	2.60
4. Poona	13.81	6.22	—	1.75
5. S.N.D.T. Women's	0.80	0.16	2.25	0.50
6. Shivaji	2.03	2.86	—	—
<i>Total</i>	32.16	41.32	13.32	12.05
ORISSA				
1. Berhampur	1.16	6.70	—	1.07
2. Orissa Univ. of Ag. & Tech.	—	0.05	—	0.05
3. Sambalpur	5.68	10.88	4.30	—
4. Utkal	7.37	3.25	—	—
<i>Total</i>	14.21	20.88	4.30	1.12
PUNJAB				
1. Guru Nanak Dev	0.53	4.50	—	0.08
2. Panjab	7.38	20.45	4.15	11.50
3. Punjab Agricultural	—	1.48	—	—
4. Punjabi	2.59	6.30	—	0.13
<i>Total</i>	10.50	32.73	4.15	11.71

<i>E</i>	<i>F</i>	<i>Total</i>	<i>Sec. III</i>	<i>Grand Total</i>
5.25	—	21.87	—	21.87
5.68	—	20.46	—	20.46
5.55	0.27	39.15	—	39.15
16.48	0.27	81.48	—	81.48
0.51	—	7.51	—	7.51
6.55	0.02	11.50	—	11.50
0.20	—	0.45	0.07	0.52
0.48	—	15.80	—	15.80
2.01	—	18.41	—	18.41
0.10	—	0.10	—	0.10
3.54	—	10.11	—	10.11
1.42	—	18.70	—	18.70
2.48	0.14	22.28	—	22.28
5.13	0.08	18(95	—	18.95
22.42	0.24	123.81	0.07	123.88
29.82	—	66.02	—	66.02
1.63	0.04	9.08	—	9.08
8.90	—	33.76	—	33.76
13.69	—	35.47	—	35.47
6.99	—	10.70	—	10.70
3.95	—	8.84	1.80	10.64
64.98	0.04	163.87	1.80	165.67
4.60	—	13.53	—	13.53
—	—	0.10	—	0.10
3.35	—	24.21	—	24.21
5.65	—	16.27	—	16.27
13.60	—	54.11	—	54.11
1.00	—	6.11	—	6.11
16.94	0.06	60.48	—	60.48
—	—	1.48	—	1.48
17.60	0.10	26.72	—	26.72
35.54	0.16	94.79	—	94.79

Appendix XXVIII (Contd.)

<i>State Universities</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>
RAJASTHAN				
1. Jodhpur	0.69	5.99	18.50	—
2. Rajasthan	17.46	9.28	—	4.87
3. Udaipur	1.00	6.25	—	—
<i>Total</i>	19.15	21.52	18.50	4.87
TAMIL NADU				
1. Annamalai	2.74	5.75	17.74	0.02
2. Madras	9.91	30.13	11.44	12.99
3. Madurai Kaniraj	4.44	16.47	—	3.15
4. Tamilnadu Ag.	—	0.03	—	—
5. P.A. Univ. of Tech., Madras	—	—	2.88	—
<i>Total</i>	17.09	52.38	32.06	16.16
UTTAR PRADESH				
1. Agra	6.00	—	—	1.50
2. Allahabad	4.90	10.49	3.75	0.08
3. Garhwal	0.19	1.24	—	0.05
4. GB Pant Univ. of Ag. & Tech.	—	0.08	—	—
5. Gorakhpur	1.00	2.45	—	6.94
6. Kanpur	1.50	1.00	—	3.00
7. Kashi Vidyapith	0.56	—	—	0.34
8. Kumaon	0.13	3.37	—	0.80
9. Lucknow	7.37	27.26	—	0.53
10. Meerut	6.18	9.29	—	6.43
11. Roorkee	3.54	21.63	59.66	—
12. Sampurnanand Sanskrit	3.93	—	—	—
<i>Total</i>	35.30	76.81	63.41	19.67
WEST BENGAL				
1. Bidhan Chandra Krishi	—	0.05	—	—
2. Burdwan	4.35	6.80	—	0.04
3. Calcutta	20.94	54.23	6.38	26.11
4. Jadavpur	1.80	8.23	33.22	0.72
5. Kalyani	0.80	1.94	—	—
6. North Bengal	2.19	8.12	—	0.03
7. Rabindra Bharati	2.97	—	—	—
<i>Total</i>	33.05	79.37	39.60	26.90
<i>Grants paid to Non-University institutions</i>	—	—	—	—
<i>Grand Total: (Universities)</i>	402.30	840.32	396.94	183.18

<i>E</i>	<i>F</i>	<i>Total</i>	<i>Sec. III</i>	<i>Grand Total</i>
2.85	0.03	28.06	—	28.06
11.54	0.35	43.50	—	43.50
5.63	—	12.88	—	12.88
20.02	0.38	84.44	—	84.44
7.81	—	34.06	—	34.06
18.11	0.04	82.62	0.06	82.68
6.31	0.17	30.54	—	30.54
—	—	0.03	—	0.03
0.48	—	3.36	25.12	28.48
32.71	0.21	150.61	25.18	175.79
0.50	—	8.00	—	8.00
1.23	0.05	20.50	—	20.50
0.40	—	1.88	—	1.88
0.28	0.04	0.40	—	0.40
2.82	—	13.21	—	13.21
0.53	—	6.03	—	6.03
1.84	—	2.74	—	2.74
0.25	—	4.55	—	4.55
19.91	0.10	55.17	—	55.17
0.17	—	22.07	—	22.07
15.80	0.07	100.70	—	100.70
2.34	—	6.27	—	6.27
46.07	0.26	241.52	—	241.52
—	—	0.05	—	0.05
10.27	—	21.46	—	21.46
7.08	—	114.74	0.07	114.81
10.39	—	54.36	—	54.36
5.85	—	8.59	—	8.59
1.98	—	12.32	—	12.32
0.14	—	3.11	—	3.11
35.71	—	214.63	0.07	214.70
—	1.30	1.30	—	1.30
714.59	4.28	2541.61	34.08	2575.69

APPENDIX XXIX

Grants to Central and State Universities for other Schemes

		(Rupees)
1.	Grants to Delhi University (for Development of South Delhi Campus)	60,000
2.	<i>University Postgraduate Centres</i>	
	(i) Universities	59,80,813
	(ii) Colleges	10,92,610
		70,73,423
		22,950*
3.	College Development Council in the University	2,04,973
4.	Visiting Professors/Fellows	6,81,574
5.	<i>Faculty Improvement Programmes</i>	
	(a) Summer Institutes	
	(i) Universities	12,79,322
	(ii) Colleges	2,62,241
		15,41,564
	(b) Seminars/Orientation Courses & Conferences:	
	(i) Universities	17,19,264
	(ii) Colleges	2,02,572
		19,21,836
6.	Examination Reforms	7,83,000
7.	Restructuring of Courses	
	(i) Universities	25,000
	(ii) Colleges	1,56,262
8.	Correspondence Courses	22,40,500
9.	Unassigned Grants	
	(i) Universities	18,91,667
	(ii) Colleges	2,449
		18,94,117
		1,38,731*
10.	<i>Publication of Research Work (including Doctorate Thesis)</i>	
	(i) Universities	9,05,110
	(ii) Colleges	27,630
		9,32,760
11.	Adult Education	
	(i) Universities	25,57,342
	(ii) Colleges	41,45,930
		67,03,272

* By Adjustment

Appendix XXIX (Contd.)

12.	Continuing Education		7,29,842
13.	Construction of Library Buildings		14,31,527
14.	<i>Construction of Residential Accommodation for Teachers</i>		
	(a) Staff Quarters		1,14,58,368
			3,50,000*
	(b) Teachers Hostels		14,15,567
15.	(a) Construction of Hostels		42,85,298
			50,000*
	(b) Improvement of Hostel facilities		5,30,300
16.	Guest House		4,99,000
17.	Printing Press		2,32,000
18.	<i>Welfare Schemes</i>		
	(a) Student Aid Fund		1,29,012
	(b) Non-Resident Students Centre		30,000
	(c) Students Study Homes		96,677
	(d) Health Centres		5,12,594
	(e) Study Centre		5,60,189
	(f) Establishment/Improvement of canteen facilities		6,36,600
19.	<i>Scholarships</i>		
	(a) Arabic & Persian		
	(i) Universities	72,000	
	(ii) Colleges	12,000	
			84,000
	(b) Hill Area Scholarships		
	(i) Universities	1,01,146	
	(ii) Colleges	—	
			1,01,146
	(c) Sanskrit/Pali/Prakrit		
	(i) Universities	36,000	
	(ii) Colleges	30,000	
			66,000
	(d) LL.M. Studies		1,86,040
20.	Indo-USSR Credit Projects		5,00,000
			56,044*
21.	<i>Medical Colleges (Central Universities)</i>		
	(a) Aligarh Muslim University		
	(i) Building		3,00,000
	(ii) Equipment		5,80,000
	(iii) Books		3,00,000

* By Adjustment

Appendix XXIX (Contd.)

(b) Banaras Hindu University		
(i) Building		15,90,000
(ii) Equipment		10,00,000
(iii) Books		5,10,000
(iv) Staff		1,192
(v) Other Schemes		24,700
(c) Delhi University		
Equipment		6,25,000
22. Hospitals attached to Medical Colleges of Central Universities		
(i) Building		22,50,000
(ii) Equipment		17,25,000
23. Development of Campus		20,00,000
24. Golden Jubilee Grants		11,16,000
25. National Integration Samities		19,150
26. Promotion of Gandhian Studies		1,38,877
27. Appointment of Development Officers		1,67,384
28. Appointment of Trained Coaches		30,336
29. Common Facilities Programme		
(a) Development of Computer Facilities		48,60,028
(b) Central Instrumentational Facilities		85,39,905
(c) Science Education Centres		2,25,000
30. Travel Grant to research fellow/scholars-College Teachers attending confereces within the country and abroad:		
(i) Universities	26,099	
(ii) Colleges	1,69,479	
		1,95,578
		1,465*
31. Miscellaneous		43,12,248
<i>Total</i>		7,75,83,586
		12,51,257*

* By Adjustment

APPENDIX XXX

List of University Service Instrumentation Centres-(USIC)

<i>Name of the University</i>	<i>Name of the University</i>
1. Allahabad University	27. Madras University
2. Andhra University	28. Madurai Kamraj University
3. Banaras Hindu University	29. Magadh University
4. Bangalore University	30. Marathwada University
5. Bhagalpur University	31. Mysore University
6. Bhopal University	32. Nagpur University
7. Burdwan University	33. North Bengal University
8. Calicut University	34. Osmania University
9. Cochin University	35. Punjab University
10. Delhi University	36. Patna University
11. Dibrugarh University	37. Poona University
12. Gauhati University	38. Punjabi University
13. Gujarat University	39. Rajasthan University
14. Guru Nanak Dev University	40. Ravishankar University
15. Himachal Pradesh University	41. Roorkee University
16. Indore University	42. Sambalpur University
17. Jabalpur University	43. Sardar Patel University
18. Jadavpur University	44. Saugar University
19. Jawaharlal Nehru University	45. Shivaji University
20. Jiwaji University	46. South Gujarat University
21. Jodhpur University	47. Sri Venkateswara University
22. Kalyani University	48. Udaipur University
23. Karnatak University	49. Utkal University
24. Kashmir University	50. Vikram University
25. Kerala University	51. B.I.T.S. Pilani
26. Kurukshetra University	

Statement showing grants paid to Colleges during the

Central Universities

<i>S. No. Name of University</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>
1. Banaras Hindu	—	—	—	0.37
2. Delhi	0.40	0.38	—	26.45
3. N.E.H.U.	0.10	0.11	—	1.68
<i>Total</i>	0.50	0.49	—	28.50

State Universities

ANDHRA PRADESH

1. Andhra	0.15	0.80	—	27.17
2. Kakatiya	0.02	0.10	0.07	1.49
3. Nagarjuna	0.01	0.01	—	6.67
4. Osmania	0.06	0.42	—	20.88
5. Sri Venkateswara	0.06	0.69	—	9.64
<i>Total</i>	0.30	2.02	0.07	65.85

ASSAM

1. Dibrugarh	0.02	0.03	—	3.73
2. Gauhati	0.22	9.35	—	6.44
<i>Total</i>	0.24	0.38	—	10.17

BIHAR

1. Bhagalpur	0.48	0.28	—	7.25
2. Bihar	0.06	0.05	—	11.31
3. Lalit Narayan Mithila	0.08	0.16	—	2.81
4. Magadh	0.10	0.13	—	6.47
5. Patna	0.17	0.05	—	5.77
6. Ranchi	0.01	—	—	8.27
<i>Total</i>	0.90	0.67	—	31.88

GUJARAT

1. Gujarat	0.07	0.04	—	9.90
2. Sardar Patel	—	0.02	—	0.91
3. Saurashtra	0.04	0.04	—	3.75
4. South Gujarat	0.02	0.08	—	3.60
<i>Total</i>	0.13	0.15	—	18.16

XXXI

year 1979-80 (Major Headwise) under Plan and Section III

(Rupees in Lakhs)				
<i>E</i>	<i>F</i>	<i>Total</i>	<i>Sec. III</i>	<i>Grand Total</i>
—	—	0.37	—	0.37
1.31	0.14	28.68	—	28.68
—	—	1.89	0.05	1.94
1.31	0.14	30.94	0.05	30.99
1.12	—	29.24	0.15	29.39
—	—	1.68	—	1.68
—	—	6.69	0.03	6.72
1.50	—	22.86	0.10	22.96
11.94	0.01	22.34	0.34	22.68
14.56	0.01	82.81	0.62	83.43
0.84	—	4.62	—	4.62
0.95	—	7.96	0.15	8.11
1.79	—	12.58	0.15	12.73
0.90	0.05	8.96	0.05	9.01
0.05	—	1.47	—	1.47
0.01	0.17	3.23	0.05	3.28
0.09	0.16	6.95	0.05	7.00
0.44	—	6.43	—	6.43
0.83	—	9.11	0.10	9.21
2.32	0.38	36.15	0.25	36.40
1.77	—	11.78	0.36	12.14
0.17	—	1.10	0.02	1.12
1.18	0.34	5.32	0.04	5.36
0.44	—	4.14	0.03	4.17
3.56	0.34	22.34	0.45	22.79

Appendix XXXI (Contd.)

<i>S.No.</i>	<i>Name of University</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>
State Universities					
HARYANA					
1.	Kurukshetra	0.01	0.09	—	4.31
2.	Maharishi Dayanand	0.06	0.11	—	5.29
<i>Total</i>		0.07	0.20	—	9.60
HIMACHAL PRADESH					
1.	Himachal Pradesh	0.06	0.04	—	1.83
<i>Total</i>		0.06	0.04	—	1.83
JAMMU & KASHMIR					
1.	Jammu	0.03	0.09	—	0.28
2.	Kashmir	0.02	0.16	—	2.58
<i>Total</i>		0.05	0.25	—	2.86
KARNATAKA					
1.	Bangalore	0.09	0.10	—	6.41
2.	Karnatak	0.04	0.22	—	5.03
3.	Mysore	—	0.49	0.10	12.69
<i>Total</i>		0.13	0.81	0.10	24.13
KERALA					
1.	Calicut	0.05	0.02	—	17.99
2.	Kerala	0.08	0.52	—	37.63
<i>Total</i>		0.13	0.54	—	55.62
MADHYA PRADESH					
1.	A.P. Singh	—	0.06	—	2.05
2.	Bhopal	0.01	0.54	—	2.04
3.	Indore	0.08	—	—	1.13
4.	Jabalpur	—	0.13	—	0.30
5.	Jiwaji	0.01	0.04	—	3.90
6.	Ravi Shankar	0.06	0.05	—	3.98
7.	Saugar	—	0.18	—	4.22
8.	Vikram	0.03	0.14	—	4.45
<i>Total</i>		0.19	1.14	—	22.07

<i>E</i>	<i>F</i>	<i>Total</i>	<i>Sec. III</i>	<i>Grand Total</i>
0.36	—	4.77	0.10	4.87
—	0.09	5.55	0.07	5.62
0.36	0.09	10.32	0.17	10.49
0.15	—	2.08	—	2.08
0.15	—	2.08	—	2.08
—	—	0.40	—	0.40
0.10	—	2.86	—	2.86
0.10	—	3.26	—	3.26
0.40	—	7.00	0.06	7.06
0.63	—	5.92	0.08	6.00
0.74	—	14.02	0.09	14.11
1.77	—	26.94	0.23	27.17
1.01	0.02	19.09	0.68	19.77
1.26	—	39.49	0.31	39.80
2.27	0.02	58.58	0.99	59.57
—	0.02	2.13	—	2.13
0.38	—	2.97	—	2.97
0.13	—	1.34	—	1.34
0.60	—	1.03	—	1.03
0.80	—	4.75	—	4.75
0.75	—	4.84	—	4.84
—	—	4.40	—	4.40
—	—	4.62	0.02	4.64
2.66	0.02	26.08	0.02	26.10

Appendix XXXI (Contd.)

<i>S.No.</i>	<i>Name of University</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>
State Universities (Contd.)					
MAHARASHTRA					
1.	Bombay	0.02	1.09	—	10.99
2.	Marathwada	0.14	0.73	—	20.30
3.	Nagpur	0.10	0.10	—	7.10
4.	Poona	3.14	1.41	—	28.23
5.	SNDT Women's	0.12	—	—	0.53
6.	Shivaji	0.03	0.25	—	11.57
<i>Total</i>		3.55	3.58	—	78.72
ORISSA					
1.	Berhampur	0.07	0.13	—	2.53
2.	Sambalpur	0.04	0.16	—	4.78
3.	Utkal	0.45	0.44	—	8.05
<i>Total</i>		0.56	0.73	—	15.36
PUNJAB					
1.	Guru Nanak Dev	0.09	0.06	—	8.23
2.	Punjab	0.13	0.58	—	8.30
3.	Punjabi	—	—	—	4.68
<i>Total</i>		0.22	0.64	—	21.21
RAJASTHAN					
1.	Jodhpur	0.01	—	—	—
2.	Rajasthan	0.24	1.16	—	14.96
3.	Udaipur	0.07	—	—	0.15
<i>Total</i>		0.32	1.16	—	15.11
TAMIL NADU					
1.	Madras	0.73	2.72	—	37.08
2.	Madurai	0.16	0.62	—	19.50
<i>Total</i>		0.89	3.34	—	56.58

<i>E</i>	<i>F</i>	<i>Total</i>	<i>Sec. III</i>	<i>Grand total</i>
0.88	0.01	12.99	0.10	13.09
2.75	—	23.92	0.57	24.49
3.28	0.17	10.75	0.07	10.82
3.84	—	36.62	1.49	38.11
0.20	—	0.85	0.02	0.87
0.51	—	12.36	0.10	12.46
11.46	0.18	97.49	2.35	99.84
0.53	—	3.26	0.05	3.31
0.61	—	5.59	0.07	5.66
1.11	0.22	10.27	0.10	10.37
2.25	0.22	19.12	0.22	19.34
0.21	—	8.59	0.35	8.94
0.22	—	9.23	0.02	9.25
0.36	5.04	5.04	0.03	5.07
0.79	—	22.86	0.40	23.26
—	0.01	0.02	—	0.02
1.00	—	17.36	0.16	17.52
0.10	—	0.32	—	0.32
1.10	0.01	17.70	0.16	17.86
3.20	—	43.73	0.27	44.00
4.56	0.03	24.87	0.10	24.97
7.76	0.03	68.60	0.37	68.97

Appendix XXXI (Contd.)

<i>S. No.</i>	<i>Name of University</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>
State Universities (Contd.)					
UTTAR PRADESH					
1.	Agra	0.18	1.18	—	6.32
2.	Allahabad	—	0.15	—	1.17
3.	Avadh	0.16	0.30	—	5.51
4.	Bundelkhand	—	0.07	—	3.47
5.	Garhwal	0.06	0.38	—	1.61
6.	Gorakhpur	0.56	0.28	—	14.30
7.	Kanpur	0.01	0.85	—	7.28
8.	Kumaon	0.12	0.05	—	0.01
9.	Lucknow	0.01	0.10	—	4.43
10.	Meerut	0.55	1.24	—	18.63
11.	Rohilkhand	0.06	0.38	—	6.28
<i>Total</i>		1.71	4.98	—	69.01
WEST BENGAL					
1.	Burdwan	0.12	0.27	—	4.51
2.	Calcutta	1.34	2.06	0.10	8.46
3.	North Bengal	0.13	0.08	—	2.18
<i>Total</i>		1.59	2.41	0.10	15.15
Hamdard College of Pharmacy		—	—	0.22]	—
<i>Total</i>		—	—	0.22	—
Grand Total (Colleges)		11.54	23.53	0.49	541.81

<i>E</i>	<i>F</i>	<i>Total</i>	<i>Sec. III</i>	<i>Grand Total</i>
1.23	—	8.91	0.03	8.94
0.36	—	1.68	—	1.68
0.68	—	6.65	0.92	7.57
0.27	—	3.81	1.37	5.18
0.26	—	2.31	—	2.31
1.32	—	16.46	0.06	16.52
1.24	—	9.38	0.16	9.54
—	—	0.18	0.02	0.18
0.05	—	4.59	0.02	4.61
0.34	0.02	20.78	0.26	21.04
0.11	—	6.83	0.05	6.88
5.86	0.02	81.58	2.87	84.45
0.94	0.02	5.86	—	5.86
0.18	0.05	12.19	0.28	12.47
0.05	0.02	2.46	0.07	2.53
1.17	0.09	20.51	0.35	20.86
—	—	0.22	—	0.22
—	—	0.22	—	0.22
61.24	1.55	640.16	9.65	649.81

APPENDIX XXXII

Grants paid by UGC for Student Welfare Programmes

<i>Sl. Programme/ No. Year</i>	<i>Fourth Plan Period</i>						<i>Fifth Plan Period</i>					
	1969-70	1970-71	1971-72	1972-73	1973-74	<i>Total</i>	1974-75	1975-76	1976-77	1977-78	1978-79	<i>Total</i>
(a) Student Aid Fund	25.06	40.55	41.60	46.66	41.35	195.22	27.92	27.80	31.28	48.56	33.72	169.28
(b) Non-Resident Student Centre	7.06	9.90	13.84	18.42	14.52	63.74	11.53	4.30	2.38	2.69	1.47	22.37
(c) Students Study Homes	2.48	4.40	7.07	3.85	4.90	22.70	8.45	2.58	1.08	0.89	—	13.00
(d) Book Bank	—	—	114.13	23.68	9.91	147.72	58.14	96.44	75.91	46.19	18.37	295.05
<i>Grand Total</i>						429.38						499.70

APPENDIX XXXIII

**Grants paid by UGC for Student Welfare
Programmes during 1979-80**

<i>S.No.</i>	<i>Programme</i>	<i>Amount paid (in lakhs of Rupees)</i>
1.	Student Aid Fund	Rs. 17.03
2.	Non-Resident Students Centre	15.73*
3.	Students Study Homes	0.97
Total		Rs. 33.73

* Includes grants paid for canteens also

APPENDIX XXXIV

Information regarding posts of Lecturers in University Teaching Departments and those held by SC/ST candidates as on 1st June 1980

<i>S. No.</i>	<i>Name of the University</i>	<i>Total No. of posts of Lecturers</i>	<i>No. of posts of Lect. held by SC/ST</i>	<i>Percentage</i>
1	2	3	4	5
Andhra Pradesh				
1.	Andhra	412	38	9
2.	Andhra Pradesh Agri.	171	—	—
3.	Hyderabad	34	—	—
4.	Jawaharlal Nehru Tech. University	174	5	3
5.	Kakatiya	113	—	—
6.	Osmania	398	6	2
7.	Sri Venkateswara	175	9	5
8.	C.I.E.F.L. Hyderabad	37	—	—
9.	Nagarjuna	45	4	9
Assam				
10.	Dibrugarh	62	4	6
11.	Gauhati	137	1	1
Bihar				
12.	K.S. Darbhanga Sanskrit	6	—	—
13.	Magadh	62	8	13
14.	Mithila	Information not received	—	—
15.	Rajendra Agricultural	297	—	—
16.	Patna	Not available	—	—
17.	Ranchi	285	42	15
18.	Indian School of Mines	54	—	—
Gujarat				
19.	Bhavnagar	There is no teaching Department	—	—
20.	Gujarat Ayurveda	18	—	—
21.	Gujarat Agricultural	138	2	1
22.	Gujarat	59	—	—
23.	Mahatama Phule Krishi	—	—	—
24.	M.S. Univ. Baroda	622	3	0.5
25.	Sardar Patel	76	—	—
26.	Saurashtra	17	—	—
27.	South Gujarat	25	—	—
Haryana				
28.	Haryana Agricultural	172	—	—
29.	Kurukshetra	210	1	0.5
30.	Maharshi Dayanand	88	—	—

Appendix XXXIV (Contd.)

1	2	5	4	5
Himachal Pradesh				
31.	Himachal Pradesh	119	—	—
32.	H.P. Agricultural	214	10	5
Jammu & Kashmir				
33.	Jammu	Not available	There is at present	
34.	Kashmir	do	no SC/ST.	
Karnatak				
35.	Bangalore	253	4	2
36.	Karnatak	226	5	2
37.	Mysore	364	9	2
38.	Univ. of Agri. Sciences	347	—	—
39.	Indian Institute of Science	114	—	—
Kerala				
40.	Calicut	75	2	3
41.	Cochin	70	—	—
42.	Kerala	72	4	6
43.	Kerala Agricultural	135	—	—
Madhya Pradesh				
44.	A.P. Singh	3	—	—
45.	Bhopal	8	—	—
46.	Indore	17	—	—
47.	Indra Kala Sangeet	15	—	—
48.	Saugar	—	—	—
49.	Jabalpur	38	—	—
50.	J.N. Krishi	443	—	—
51.	Jiwaji	15	—	—
52.	Ravi Shankar	22	—	—
53.	Vikram	43	—	—
Maharashtra				
54.	Bombay	46	—	—
55.	Komkon Krishi Vidyapeeth	111	—	—
56.	Maharathwada	60	7	12
57.	Marathwada Krishi	211	9	4
58.	Nagpur	169	8	5
59.	Poona	130	—	—
60.	S.N.D.T.	115	6	5
61.	Shivaji	85	3	4
62.	Tata Instt. of Soc. Sc.	17	—	—
63.	Pb. Rao Krishi Vidayapith	285	29	10
Meghalaya				
64.	N.E.H. Univ.	57	16	28

Appendix XXXIV (Contd.)

1	2	3	4	5
Orissa				
65.	Berhampur	36	—	—
66.	Orissa Univ. of Agri. & Tech.	250	—	—
67.	Sambalpur	85	—	—
68.	Utkal	Not available	—	—
Panjab				
69.	Gurunanak Dev	81	—	—
70.	Panjab	417	—	—
71.	Punjabi	174	—	—
72.	Pb. Agri. Univ.	Not available	—	—
Rajasthan				
73.	Rajasthan	427	—	—
74.	B.I.T.S.	105	—	—
75.	Udaipur	451	1	—
76.	Jodhpur	404	2	0.5
Tamil Nadu				
77.	Madras	205	5	2
78.	Tamil Nadu Agri. Univ.	919	5	0.5
79.	Gandhi Gram Rural Instt.	37	1	3
80.	Madurai Kamraj	100	2	2
81.	Annamalai	259	1	—
82.	Perarignar Anna Univ. of Tech.	198	6	3
Uttar Pradesh				
83.	Agra	Not available	No SC/ST	—
84.	A.M. Univ.	518	—	—
85.	B.H. Univ.	679	3	—
86.	Allahabad	311	—	—
87.	Bundelkhand	No Univ. Deptts.	—	—
88.	Gorakhpur	214	4	2
89.	Chandra Shekar Azad	41	2	5
90.	Garhwal	Not available	—	—
91.	Meerut	27	—	—
92.	Avadh	1	—	—
93.	Rohilkhand	Not available	—	—
94.	Kashi Vidyapeeth	65	1	2
95.	Kumaon	193	3	1.5
96.	Lucknow	461	2	0.4
97.	Roorkee	205	—	—
98.	Sampurnanand Sanskrit Univ.	43	—	—
99.	Gurukul Kangri Univ.	41	—	—
100.	N.D. Univ. of Agri. & Tech.	10	—	—
101.	G.B. Pant Univ. of Agri.	—	—	—

Appendix XXXIV (Contd.)

1	2	3	4	5
West Bengal				
102.	Burdwan	Not available	No one belongs to SC/ST	
103.	Calcutta	365	—	—
104.	Jadavpur	257	3	1
105.	Vinva Bharti	191	1	0.5
106.	North Bengal	70	—	—
107.	Rabindra Bharati	Not available	—	—
108.	Kalyani	103	There is no reservation for SC/ST	
Delhi				
109.	Delhi Univ.	216	2	1
110.	J.N. Univ.	164	—	—
111.	I.A.R.I. New Delhi	292	5	2
112.	Jamia Millia Islamia, New Delhi	113	—	—
Grand Total		16,444	287	1.75

APPENDIX XXXV

Percentage of Women Enrolment to Total Enrolment: Statewise: 1975-76, 76-77 & 79-80

Sl. No.	State/Union Territory	1975-76			1976-77			1979-80		
		Total Enrolment	Women Enrolment	% of Women	Total Enrolment	Women Enrolment	% of Women	Total Enrolment	Women Enrolment	% of Women
1.	Andhra Pradesh	158193	31103	19.7	138960	33453	24.1	165037	41394	25.1
2.	Assam/Manipur	41522	9377	22.6	42688	10570	24.8	59712	15857	26.6
3.	Bihar	99434	12713	12.8	105778	13814	13.1	125035	15123	12.1
4.	Gujarat	174696	45134	25.8	168803	45195	26.8	169878	47009	27.7
5.	Haryana	58565	14898	25.4	57219	15865	27.7	62582	19075	30.5
6.	Himachal Pradesh	11949	2628	22.0	9255	2179	23.5	11849	3147	26.6
7.	Jammu & Kashmir	20738	6023	29.0	18806	5772	30.7	17993	5710	31.7
8.	Karnataka	142027	29591	20.8	145404	31797	21.9	182675	41164	22.5
9.	Kerala	78854	33462	42.4	83671	36862	44.1	106297	48654	45.8
10.	Madhya Pradesh	156252	36551	23.4	160345	40144	25.0	200134	48914	24.4
11.	Maharashtra	309575	78382	25.3	309753	81872	26.4	334211	97904	29.3
12.	Meghalaya/Nagaland	4756	1481	31.1	5041	1782	35.4	7170	2272	31.7
13.	Orissa	44348	5899	13.3	43498	6694	15.4	50412	8072	16.0
14.	Punjab	105715	37339	35.3	104656	38028	36.3	112139	43330	38.6
15.	Rajasthan	97019	17166	17.7	98572	18428	18.7	144441	26765	18.5
16.	Tamil Nadu	162734	43633	26.8	163902	46199	28.2	184295	54505	29.6
17.	Uttar Pradesh	351483	63942	18.2	362970	68786	19.0	431584	79322	18.4
18.	West Bengal/ Tripura/Sikkim	326167	92699	28.4	327022	95474	29.2	208274	62072	29.8
19.	Delhi	82082	33141	40.4	85220	34432	40.4	74861	28753	38.4
<i>Total</i>		2426109	595162	24.5	2431563	627346	25.8	2648579	689042	26.0

APPENDIX XXXVI

Sexwise distribution of enrolment—Statewise: 1969-70 to 1979-80

Year	Graduate			Postgraduate			Research		
	T	W	%	T	W	%	T	W	%
1969-70	16,03,898	3,49,518	21.8	1,46,804	36,024	24.5	12,474	2,342	18.8
1970-71	17,46,090	3,78,843	21.7	1,61,182	41,516	25.8	13,311	2,753	20.7
1971-72	18,35,077	4,11,307	22.2	1,80,343	45,952	25.5	14,995	3,097	20.7
1972-73	19,20,364	(N.A.)	—	1,95,307	N.A.	—	16,443	N.A.	—
1973-74	19,64,432	4,54,972	23.2	2,14,691	53,871	25.1	16,417	3,605	22.0
1974-75	20,75,039	4,84,382	23.3	2,34,114	55,572	23.7	17,977	4,107	22.8
1975-76	21,46,919	5,26,260	24.5	2,19,826	54,824	24.9	18,381	4,477	24.4
1976-77	21,41,542	N.A.	—	2,18,128	N.A.	—	21,910	N.A.	—
1979-80	23,07,924	5,99,493	26.0	2,65,251	71,963	27.1	29,570	7,331	24.8

Year	Diploma/Certificate			Total		
	T	W	%	T	W	%
1969-70	29,524	6,710	22.7	17,92,700	3,94,594	22.0
1970-71	33,057	7,710	23.3	19,53,640	4,30,822	22.1
1971-72	34,626	8,340	24.1	20,65,041	4,68,696	22.7
1972-73	35,993	N.A.	—	21,68,107	N.A.	—
1973-74	38,845	8,378	21.6	22,34,385	5,20,825	23.3
1974-75	39,411	8,948	22.7	23,66,541	5,53,009	23.4
1975-76	40,983	9,601	23.4	24,26,109	5,95,162	24.5
1976-77	49,983	N.A.	—	24,31,563	6,27,346	25.8
1979-80	45,834	10,255	22.4	26,48,579	6,89,042	26.0

T=Total Enrolment

W=Women Enrolment

N.A.=Not Available

APPENDIX XXXVII

Distribution of Student Enrolment Sexwise and Facultywise: 1969-70 to 1979-80

Year	Faculty								
	Arts			Science			Commerce		
	T	W	%	T	W	%	T	W	%
1969-70	7,65,081	2,54,902	33.3	4,87,353	89,710	18.4	2,12,282	5,485	2.6
1970-71	8,42,162	2,79,702	33.2	5,13,163	95,601	18.6	2,54,572	7,722	3.1
1971-72	9,06,068	3,03,063	33.4	5,05,925	1,01,215	20.0	2,89,946	10,549	3.6
1972-73	9,63,044	N.A.	—	4,94,599	N.A.	—	3,18,888	N.A.	—
1973-74	10,03,375	3,41,238	34.0	4,73,685	1,01,244	21.4	3,40,392	16,121	4.7
1974-75	10,56,077	3,62,979	34.4	4,63,441	1,06,203	22.9	2,89,504	22,127	5.6
1975-76	10,79,990	3,92,737	36.4	4,63,841	1,11,714	24.1	4,14,946	27,551	6.6
1976-77	10,78,967	N.A.	—	4,43,013	N.A.	—	4,30,387	N.A.	—
1979-80	10,76,076	3,97,914	37.0	5,08,763	1,40,098	27.5	5,16,170	68,051	13.2

T=Total Enrolment

W=Women Enrolment

N.A.=Not Available

Appendix XXXVII (Contd.)

Distribution of Student Enrolment Sexwise and Facultywise: 1969-70 to 1979-80 (Contd.)

Year	Faculty											
	Education			Engg/Tech.			Medicine			Agriculture		
	T	W	%	T	W	%	T	W	%	T	W	%
1969-70	51,854	19,620	37.8	94,774	1,027	1.1	85,913	19,233	22.4	27,502	163	0.6
1970-71	56,922	20,799	36.5	87,257	870	1.0	89,569	20,479	22.9	27,195	148	0.5
1971-72	63,658	24,003	37.7	82,804	958	1.2	89,921	19,919	22.2	25,971	274	1.1
1972-73	67,848	N.A.	—	82,674	N.A.	—	99,643	N.A.	—	25,882	N.A.	—
1973-74	76,680	27,571	39.0	86,665	1,026	1.2	1,02,242	21,314	20.8	26,520	233	0.8
1974-75	77,179	29,055	37.6	90,685	1,341	1.5	1,06,340	20,992	19.7	25,293	272	0.9
1975-76	76,641	30,110	39.3	96,067	2,061	2.1	1,05,140	19,208	18.3	30,160	432	1.4
1976-77	75,512	N.A.	—	1,00,040	N.A.	—	1,13,151	N.A.	—	31,860	N.A.	—
1979-80	72,981	34,497	47.3	1,18,607	4,428	3.7	1,12,194	24,426	21.8	39,962	1,101	2.8

T=Total Enrolment

W=Women Enrolment

N.A.=Not Available

Appendix XXXVII (Contd.)

Distribution of Student Enrolment Sexwise and Facultywise: 1969-70 to 1979-80 (Contd.)

Year	Faculty											
	Vety. Science			Law			Others			Total		
	T	W	%	T	W	%	T	W	%	T	W	%
1969-70	6,035	43	0.7	56,240	1,984	3.5	5,666	2,427	42.8	17,92,700	3,94,594	22.0
1970-71	6,196	44	0.7	70,618	2,626	3.7	5,986	2,831	47.2	19,53,640	4,30,822	22.1
1971-72	6,086	59	1.0	84,443	4,551	5.3	10,219	4,105	40.2	20,65,041	4,68,696	22.7
1972-73	5,954	N.A.	—	98,855	N.A.	—	10,720	N.A.	—	21,68,107	N.A.	—
1973-74	6,334	50	0.8	1,13,230	5,769	5.1	11,262	6,269	55.7	22,34,385	5,20,825	23.3
1974-75	6,736	80	1.2	1,34,811	5,888	4.4	12,475	4,072	32.6	23,66,541	5,53,009	23.4
1975-76	6,377	91	1.4	1,41,298	7,053	5.0	11,649	4,205	36.1	24,26,109	5,95,162	24.5
1976-77	6,700	N.A.	—	1,40,680	N.A.	—	14,253	N.A.	—	24,31,563	6,37,346	25.8
1979-80	7,435	202	2.7	1,77,448	10,975	6.2	18,943	7,350	38.8	26,48,579	6,89,042	26.0

T=Total Enrolment

W=Women Enrolment

N.A.=Not Available.

APPENDIX XXXVIII

Details of Tours undertaken by the Chairman, Vice-Chairman and Officers of the Commission during the year 1979-80

<i>Sl. No.</i>	<i>Name & Designation of the Officer</i>	<i>Name of the country visited</i>	<i>From</i>	<i>To</i>	<i>Purpose</i>	<i>Remarks</i>
1	2	3	4	4	6	7
1.	Professor Satish Chandra, Chairman	(a) Paris and Poland	18.6.79	30.6.79	To lead Indian delegation in connection with development of academics collaboration between institutions of higher education in specified fields in terms of the Indo-Polish and Indo-French Cultural Exchange Programmes.	The travel expenses were met by the UGC and hospitality was provided by the Polish and French Governments.
		(b) Geneva	27.8.79	31.8.79	To attend the meeting of the Bureau of International Committee of Historical Sciences, (a UNESCO organisation) as a Member	The international air fare and local hospitality was provided by the organisers.
2.	Professor B. Ramachandra Rao, Vice-Chairman	(a) Singapore	12.9.79	16.9.79	To participate in the COASTED Seminar-cum-workshop on communication of Scientific information organised by the Coasted in cooperation with UNESCO	The travel and local hospitality was provided by the host organisation.

APPENDIX XXXVIII (Contd.)

Details of Tours undertaken by the Chairman, Vice-Chairman and Officers of the Commission during the year 1979-80

1	2	3	4	5	6	7
2.	(Contd.)	(b) G.D.R.	26.11.79	1.12.79	Development of bilateral academic links between institutions of higher education in India and GDR in specified fields under Indo-GDR Cultural Exchange Programme	(i) The travel expenses were met by the UGC. (ii) Local hospitality was provided by the host organisation.
3.	Shri R.K. Chhabra, Secretary	USSR	14.5.79	21.5.79	Proceeded abroad as a member of the delegation to attend the eleventh meeting of the Joint Indo-Soviet Text-Book Board.	The expenditure on his passage etc. was borne by the Government of India in the Ministry of Education and Social Welfare.
4.	Dr. D. Shankar Narayan, Additional Secretary	(a) Pakistan	8.12.79	15.12.79	To attend International Symposium on New Research in Biology and Genetics organised by UNESCO at Islamabad.	The travel, hotel and subsistence in Islamabad was met by the organisers.
		(b) GDR Yugoslavia & Belgium	17.3.80	30.3.80	To discuss and finalise the Cultural Exchange Programmes with respective countries	(i) Included as a member in the official delegation (ii) Expenditure debited to the existing sources.

