

UNIVERSITY GRANTS COMMISSION

**REPORT FOR THE YEAR
1982-83**

NIEPA DC



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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)

D. 6261
9/7/91



Note

Figures given in the report have been rounded

1 Lakh = 1,00,000

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

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Members of the University Grants Commission during 1982-83

Chairman

1. Dr. (Mrs.) Madhuri R. Shah

Vice-Chairman

2. Prof. Rais Ahmed^a

Members

3. Mrs. Serla Grewal^b
4. Shri C.G. Somiah
5. Prof. C.N.R. Rao^{*}
6. Prof. Anita Banerjee^{*}
7. Prof. R.C. Mehrotra^{*}
8. Dr. Ramesh Mohan^{*}
9. Mr. Justice P.N. Shinghal^{*}
10. Shri Kireet Joshi^{*}
11. Dr. Wahid U. Malik^c
12. Dr. V.S. Arunachalam^d

^a Appointed in the place of Prof. B. Rama Chandra Rao w.e.f. 21-6-1982.

^b Appointed in the place of Mrs. Anna R. Malhotra w.e.f. 12-11-1982.

^{*} Appointed w.e.f. 31-5-1982 on the retirement of Prof. Amales Tripathi, Prof. C.V. Subramanian, Prof. Usha H. Mehta, Prof. Ram Lal Parikh, Prof. Mrinal Miri whose terms expired on 4-2-1982 and Mr. Justice S.M. Sikri whose term expired on 23-4-1982.

^c Term expired on 9-12-1982.

^d Term expired on 20-3-1983.

Against Sl. No. 11 and 12 Dr. B.C. Parekh and Dr. C.V. Kulendaiswamy have been appointed as members w.e.f. 17-6-1983.

UNIVERSITY GRANTS COMMISSION ANNUAL REPORT

April 1982-March 1983

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 1982-83 to be laid before the Houses of Parliament.

SECTION 1

Institutions and Enrolment in Higher Education Growth in Numbers

1.01 For at least two decades beginning in 1950, higher education in India was witness to what has aptly been described as an explosion in numbers. Immediately after independence in 1947, India found itself face to face with a large social upsurge at all levels of education. In view of the prevailing conditions at that time, it was felt that expansion of education, even in purely quantitative terms, would lead to an accelerated growth of the national economy. Consequently, there took place a spectacular growth in the tertiary sector of education. Qualitative improvements so essential for the proper growth of education were, to some extent, neglected in the initial phase of development. On the one hand, there took place an unplanned proliferation of universities and colleges and on the other, universities were unable to withstand pressures for admission and threw their doors open to good, bad and indifferent students. This had a somewhat adverse impact on the standards of teaching, research and examinations as also the tone and tenor of discipline.

1.02 In recent years, efforts have been made to regulate the growth of higher education as well as the establishment of new universities and colleges with a view to ensuring that higher education grows in response to the genuine needs of the society for trained manpower with appropriate levels of professional training, skills and specialisations or general educational attainments. It is also an important part of the national educational policy that institutions which are established to cater to the needs of university students at different levels possess a modicum of facilities by way of basic infrastructure such as class rooms, libraries, laboratories,

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

hostels, staff quarters, teachers' hostels, non-resident students' centres and other inputs in terms of teaching and non-teaching staff, administrative, technical and research support and resources for purchase of equipment, books and journals etc.

1.03 In the context of the growth of higher education in India during the last three decades or so, three important facts need to be emphasised. First, enrolment at the level of higher education as a proportion of the relevant age-cohort is hardly adequate in spite of the unprecedented growth that has taken place. Second, in spite of the fact that there is a need to regulate expansion in view of the limitations of resources, it is not easy to deny expansion altogether. The weaker sections of the society have looked upon higher education as the only means for vertical, social and economic mobility and to deny them access to higher education would be against all canons of social justice and equity. Third, it would not be proper to determine the demand for education from the point of view of the labour market alone without due consideration of the social, cultural and humanistic aspects of education.

1.04 The development of higher education in India thus faces the challenge of quantity versus quality and the best manner to achieve an acceptable balance of the two demands. This is not an impossible proposition and yet it is not easy to achieve. An adequate realization of this objective requires concerted efforts, careful educational planning and coordination of resources and constant vigil as well. This also calls for dynamic action, identification of real priorities, regional needs and above all, determination of relevance and excellence in higher education.

1.05 This section gives figures relating to the number of institutions of higher education, enrolments, growth rate of enrolment, growth of colleges —total and state-wise, staff strength and doctorate degrees awarded during the year 1982-83.

1.06 Student Enrolment: As against an enrolment of 21,68,107 students in 90 universities, nine institutions deemed to be universities and 4,158 colleges in the year 1972-73, there were 31,36,986 students enrolled in 1982-83 in as many as 120 universities, 13 institutions deemed to be universities and 5,012 colleges. Growth in the number of institutions and enrolments for the period 1972-73 to 1982-83 is given in the following table. Figures pertaining to student enrolment exclude enrolment in intermediate, pre-university and pre-professional classes, unless otherwise specified.

A chronological list of universities is given in Appendix I. It will be noted that during the year 1982-83 two new universities were set up viz.

<i>Year</i>	<i>Number of universities</i>	<i>Number of Colleges</i>	<i>Number of Students</i>
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
1980-81	112+11 institutions deemed to be universities	4,722	27,52,437
1981-82	118+13 institutions deemed to be universities	4,886	29,52,066
1982-83	120+13 institutions deemed to be universities	5,012	31,36,986

- Note: (1) The number of colleges from 1974-75 onwards excludes junior colleges and those offering diploma/certificate courses. Hence the change in trend.
(2) All figures in this section for 1982-83 are provisional.

Andhra Pradesh Open University (Hyderabad) and Sher-e-Kashmir University of Agricultural Science and Technology (Srinagar).

1.07 New Universities: The Commission has accepted "in principle" the establishment of a university in North Gujarat area, a technological university in Maharashtra, a university in Amravati in Maharashtra and a University in Arunachal Pradesh. Proposals for new universities are considered in accordance with the guidelines laid down for the purpose and on the advice of the Standing Committee constituted for the purpose.

In accordance with the provisions of the UGC Act, particularly under Section 12(A) three universities have been declared fit to receive central assistance. These include Manipur University in Manipur, Sri

Krishnadevaraya University, Anantapur in Andhra Pradesh and Maharshi Dayanand University, Rohtak in Haryana. Besides the above, the Tamil University at Thanjavur in Tamil Nadu has also been declared fit to receive central assistance (other than for institutional development) in terms of the rules framed under Section 12(A) of the UGC Act.

The following universities which were established by the state governments earlier have not been declared fit to receive central assistance in terms of Section 12(A) of the UGC Act as the state governments have yet to fulfil the conditions laid down under the rules:—

<i>S.No.</i>	<i>Name of the State</i>	<i>Name of the University</i>
1.	Andhra Pradesh	Andhra Pradesh Open University, Nagarjuna Nagar
2.	Bihar	Birsa Agricultural University, Ranchi
3.	Gujarat	Bhavnagar, University, Bhavnagar
4.	Himachal Pradesh	Himachal Pradesh Krishi Vishwa-vidyalaya, Palampur
5.	Jammu and Kashmir	Sher-e-Kashmir University of Agricultural Science and Technology, Srinagar
6.	Karnataka	(i) Gulbarga University, Gulbarga (ii) Mangalore University, Mangalore
7.	Orissa	Shri Jagannath Sanskrit Vishwa-vidyalaya, Puri
8.	Tamil Nadu	(i) Bharathiar University, Coimbatore (ii) Bharathidasan University, Tiruchirapalli
9.	Uttar Pradesh	(i) Avadh University, Faizabad (ii) Bundelkhand University, Jhansi (iii) Rohelkhand University, Bareilly
10.	West Bengal	Vidya Sagar University, Midnapore.

The position in this regard is being reviewed. The following universities have been declared fit to receive central assistance in terms of Section 12(A) of the UGC Act, but have not been declared fit for assistance for institutional development as the state governments concerned have yet to fulfil certain conditions:—

<i>S.No.</i>	<i>Name of the State</i>	<i>Name of the University</i>
1.	Bihar	L.N. Mithila University, Darbhanga
2.	Uttar Pradesh	(i) Garhwal University, Srinagar, Garhwal (ii) Kumaon University, Nainital.

1.08 Colleges: At the end of 1982-83, 3,633 colleges affiliated to various universities had been included in the list maintained under Section 2(f) of the UGC Act. The corresponding figure for the year 1981-82 was 3,573.

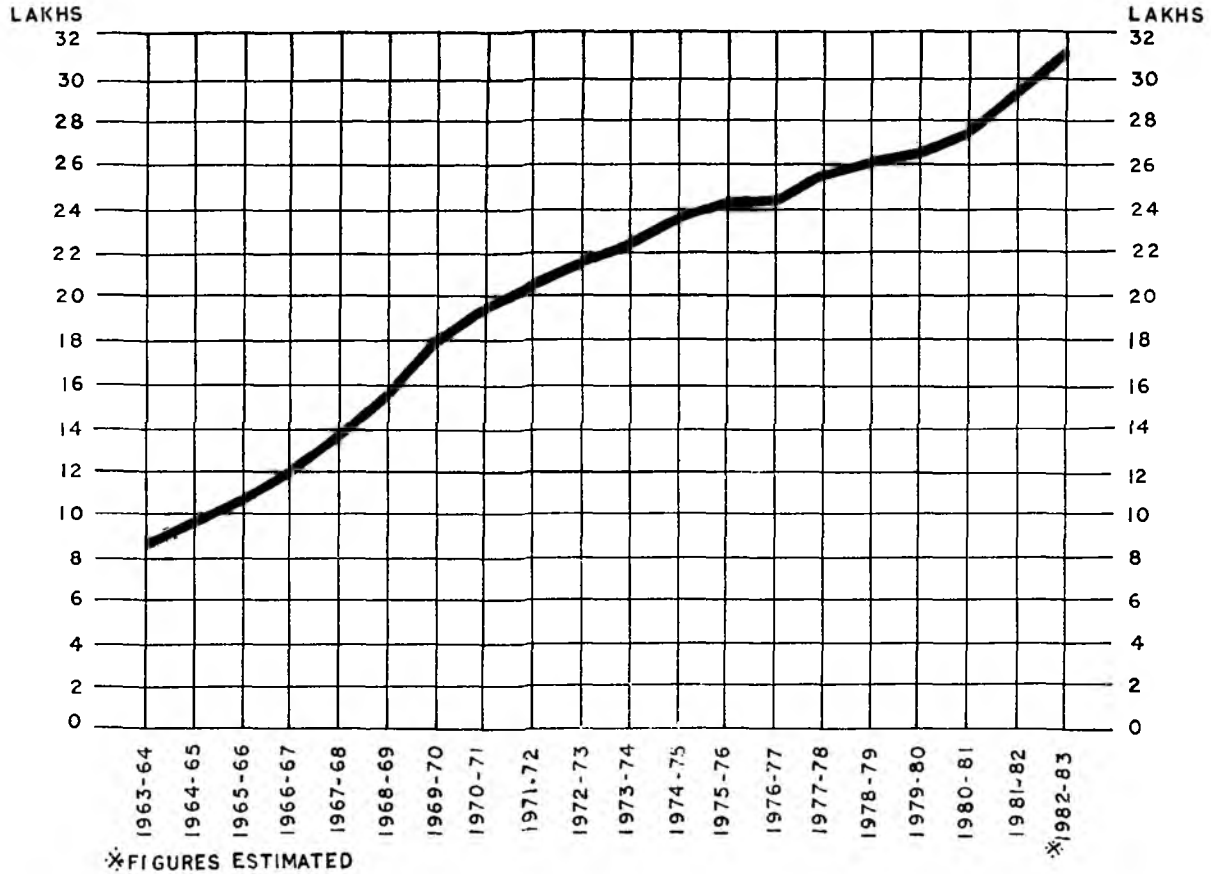
The number of postgraduate colleges as per list maintained under Section 2(f) of the UGC Act, during the year 1981-82 was 1,066. During the year 1982-83 it was 1,117 which shows an increase of 51 over the preceding year.

1.09 Growth Rate of Enrolment: The growth of student enrolment in Higher Education in the university system during the period 1963-64 to 1972-73 and 1973-74 to 1982-83 is given in Appendix II. The average growth rate of enrolment during the decade 1973-74 to 1982-83 was 3.8 per cent per annum. This was substantially lower than the average growth rate of 11.2 per cent during the previous decade 1963-64 to 1972-73. The latest ten year period 1973-74 to 1982-83, however, shows a widely fluctuating growth rate of enrolment year after year, with 0.2 per cent recorded as the lowest growth rate during 1976-77 and 7.3 per cent as the highest during 1981-82. Even in absolute terms, the year 1981-82 recorded the highest increase of 1,99,629 in enrolment for the decade 1973-74 to 1982-83. The growth rate of enrolment in the year 1982-83 was 6.3 per cent over the previous year.

During the five year period from 1978-79 to 1982-83, the average annual compound growth rate of enrolment was 4.6 per cent. However, there were wide deviations from this average growth rate among different states as indicated in Appendix III. During the period under reference, Andhra Pradesh had a growth rate of 14.1 per cent which is more than three times the average growth rate for the country as a whole. States which had double or more than double the average growth rate were Assam (11.1), Bihar (11.1), Himachal Pradesh (9.8), Manipur (10.3), Meghalaya/Nagaland (9.1) and Orissa (9.2).

On the other extreme was the State of West Bengal which registered negative growth rate during the period 1978-79 to 1982-83. The Union territory of Delhi also registered negative growth rate during this period.

The above wide variations are partly due to structural adjustments



Growth of Student Enrolment (University Level) 1963-1964 to 1982-1983

in adopting the 10+2+3 pattern and some of the states providing for 10+2+2 pattern as well.

1.10 Stage-wise Enrolment: Stage-wise enrolment from 1978-79 to 1982-83 given in Appendix IV indicates only marginal variations in respect of percentage enrolment both at the undergraduate and the postgraduate/research levels. Enrolment at the undergraduate stage has varied between 87-88 per cent of the total enrolment while postgraduate/research enrolment has been in the vicinity of 10-11 per cent; the balance being in various short term courses.

Appendix V gives the enrolment in the university departments and university colleges and affiliated (private or government) colleges. The affiliated colleges account for 82.5 per cent of the total enrolment. In terms of their contribution to the stage-wise enrolment, the affiliated colleges account for 87.1 and 55.6 per cent of the total enrolment at the undergraduate and postgraduate stage respectively. At the research level they constitute 13.3 per cent of the total enrolment.

1.11 Faculty-wise Enrolment: The faculty-wise distribution of student enrolment from 1978-79 to 1982-83 (Appendix VI) shows that the percentage of enrolment in the faculty of arts (including oriental learning) to the total enrolment has been going down gradually from 42.3 in 1978-79 to 40.6 in 1979-80, 40.5 in 1980-81, 40.3 in 1981-82 and 39.7 in 1982-83. However, the percentage of students enrolled in commerce courses has gone up from 18.8 in 1978-79 to 19.5 in 1979-80, 20.1 in 1980-81, 21.3 in 1981-82 and 21.8 in 1982-83.

Similar trend is observed in the case of science faculty where percentage enrolment has gradually gone up from 18.8 in 1978-79 to 19.2 in 1979-80, 19.4 in 1980-81, 19.6 in 1981-82 and 19.7 in 1982-83. Changes in percentages of enrolment in the professional courses other than medicine have been of a marginal nature. Percentage enrolment in the medicine faculty has steadily declined from 4.3 in 1978-79 to 3.7 in 1982-83.

1.12 Establishment of New Colleges: There was an increase of 153 (in the number of) colleges during the year (Appendix VII). Of these new colleges, 113 were arts, science and commerce colleges. The distribution of newly established professional colleges is as under:—

Engineering and Technology	— 3
Medicine, Pharmacy, Ayurveda, Homeopathy, Nursing & Dentistry	— 7
Law	— 11
Music and Fine Arts	— 3
Oriental Learning	— 1
Agriculture	— 1
Veterinary Science	— 1
Education/Physical Education	— 13

1.13 State-wise Growth of Colleges: The state-wise distribution of the newly established colleges during the period 1978-79 to 1982-83 is given in Appendix VIII. There was a total increase of 579 in the number of colleges during the five-year period.

The following states account for substantial additions to the number of colleges:

Karnataka	—	105
Bihar	—	113
Andhra Pradesh	—	84
Maharashtra	—	36
Orissa	—	35
Madhya Pradesh	—	37
Uttar Pradesh	—	33
West Bengal	—	26
Rajasthan	—	26

These states taken together account for nearly 85 per cent of the total increase in the number of colleges.

Appendix IX gives the state-wise increase in the number of arts, science and commerce colleges during the period 1978-79 to 1982-83. It will be seen that the increase in arts, science and commerce colleges accounted for nearly 64 per cent of the total increase in the number of colleges during the period.

1.14 Staff Strength: Appendix X shows the strength and distribution of teaching staff in university departments and university colleges during the period 1978-79 to 1982-83. In 1982-83, there were 46,343 teachers in the university departments and university colleges. Out of them 4,616 were professors, 10,294 readers, 29,499 lecturers and 1,934 tutors and demonstrators. The proportion of senior teachers viz. professors and readers to the total teaching staff was 32.2 per cent which shows that there has been an increase in the proportion as compared to 27.9 per cent senior teachers in 1978-79. The teaching staff in the university departments and university colleges increased by 4,157 in the year 1982-83 as compared to an increase of only 2,222 in 1981-82 over the preceding year. The teaching staff in the affiliated colleges (Appendix XI) totalled 1,65,408 teachers in 1982-83 including 16,436 senior teachers, 1,41,211 lecturers and 7,761 tutors and demonstrators. There was an increase of 7,690 teachers in affiliated colleges in 1982-83 over the year 1981-82 as compared to an increase of 4,341 in 1981-82 over the year 1980-81.

1.15 Doctorate Degrees Awarded: The faculty-wise position of doctorate degrees awarded during 1977-78 to 1981-82 is given in Appendix XII. During the year 1981-82, 6,404 doctorate degrees were awarded. However, increase in the number of doctorate degrees awarded during 1981-82 was much less (324) as compared to the corresponding increase in 1980-81 (1,004). Maximum number of doctorates were awarded in science followed by arts. In professional faculties, the maximum number of doctorate degrees awarded was in agriculture followed by engineering/technology and education. The number of degrees awarded during the period for all the faculties taken together increased by 44 per cent.

SECTION 2

Maintenance and Coordination of Standards

2.01 Standards in higher education need to be considered in the context of several alternate frames of reference, and yet every educational institution should strive to achieve the highest possible standards in consonance with its own objectives and the overall needs of relevance and excellence. In the past few years, conscious efforts have been made to raise the quality and standards of university education, firstly to attain, on a wider scale, the highest standards obtaining in our own country; and, secondly, 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, and to meet the emerging and fast changing needs of occupations.

2.02 The Commission, since its inception, has taken several measures for the maintenance and coordination of standards of teaching, research and examinations. The Commission has received in considerable measure willing cooperation and advice from the academics and educational system in general in implementing these measures. This section deals with specific action programmes directed 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 of education in the university system.

2.03 Restructuring of Undergraduate Courses: The 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 new subjects and courses of an applied nature to be introduced under the scheme do not have to be necessarily in the nature of professional and/or job-oriented courses, but should involve development of appropriate skills and competence, and lead to wider, employment opportunities as well.

2.04 Restructuring of courses has become particularly important in view of the introduction of the new pattern of education which has enhanced the duration of courses leading to the first degree in arts, science, commerce etc. from 2 to 3 years after 12 year school in a number of States. The opportunity should obviously be utilised to modernise the course as well as to enrich

the contents and to make them relevant to social needs and aspirations, and to respond to emerging needs of trained manpower in different sectors.

2.05 The restructured courses at the first degree level would have three components:

- (i) Foundation Courses
- (ii) Core Courses
- (iii) Courses of Applied Nature

The suggestions regarding foundation courses and applied courses are illustrative and not prescriptive in nature. The purpose of the scheme is not a mechanical addition to the contents of courses but to make education more purposeful and to move away from highly formalised and narrow courses based on information and rote memory, to a situation where knowledge, skills and values could be brought together in the teaching—learning environment.

2.06 In regard to financial assistance for the implementation of the programme, the Commission has agreed to provide assistance to universities for (a) seed money, (b) orientation of teachers, and (c) preparation of course materials, teaching aids etc. Universities may also be assisted for offering some courses on an experimental basis. Total assistance to a university for the programme may be limited to Rs. five lakhs for a period of five years.

2.07 The Commission may assist a college under this programme upto Rs. one lakh per annum, for appointing core staff, utilising services of part-time staff and other non-recurring expenses for a period of five years. The core staff may be appointed wherever necessary in the new areas to be introduced as a part of restructuring of courses. Part-time staff may be drawn from other institutions and local industries etc.

2.08 At present assistance is being provided by the Commission under the scheme to 57 colleges and one university.

2.09 College Science Improvement Programme (COSIP): 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 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, workshops, library and teaching material.

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

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 186 colleges and 40 departments are being assisted under COSIP.

A wide range of teaching materials, books, laboratory manuals, demonstration and laboratory equipment and teaching aids developed by the institutions have been brought together and published. Efforts are being made to popularise these materials by making them available to a larger number of colleges.

The reconstituted Standing Committee on College Science Improvement Programme, in August 1982 reviewed the college science improvement programme—university leadership project and *inter-alia* made the following recommendations:

(i) The teaching and other materials developed so far need to be reproduced in large numbers and made available to the colleges and universities. This would involve production and distribution on a commercial scale.

(ii) The need for bringing up to a minimum level the infrastructural facility for science education such as laboratories, scientific equipment, books and journals, technical supporting staff etc. should be worked out and these norms should be used to determine the real inputs required for the college system.

(iii) Regional conferences should be organised in different regions for bringing together persons who have participated in COSIP-ULPs; as well as from institutions who have not so far taken up COSIP.

(iv) Publication of subject-wise COSIP News Bulletins until action is initiated for publication of journals in science education, in physics, chemistry, biological sciences and mathematics.

The Commission generally accepted the recommendations of the Committee and desired that further action may be taken on the recommendations. As regards publication of journals in each science education subject, the Commission felt that the question whether a single journal for all science education subjects or separate journals for each major subject may be published as also the question of periodicity may be separately examined. Such journals should, however, aim to become self-supporting over a period of three years. The Commission also noted that considerable amount of materials including laboratory and demonstration equipment have been developed under the programme and there was need for taking steps to manufacture and make these available on a large scale to the colleges.

With the implementation of this programme, it has been possible to set in motion a process of continuous self renewal and development of science capabilities of colleges to have beneficial impact on teachers, students, subject matter and methods of instructions, syllabi, curricula and courses of

study, facilities, equipment, workshops, library and teaching materials. It has also resulted in production of textbooks and other reading materials, laboratory manuals and teachers guide of adequate quality for use by the college system. It has also enabled development of demonstration and laboratory equipment as well as teaching aids for better science instruction in the class rooms as well as laboratories. The equipment has been mainly produced with the help of indigenous materials and by utilising workshop facilities available and these equipment have been tested and made available to the colleges along with the training of the teachers in the proper use and maintenance of the equipment. Some of the items of equipment have also been supplied to other institutions both within the country as well as outside. While most of such ULP Centres have developed new equipment and produced them in numbers mainly to meet the requirements of the colleges affiliated to that university, some others have been able to develop capabilities, in association with small industries in the neighbourhood, for production of multiple sets of such equipment.

2.10 College Humanities and Social Science Improvement Programme (COHSSIP): 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 materials, use of audio-visual 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 programme is now being implemented in 227 colleges and 16 university departments.

A review of the scheme has brought out the fact that colleges have undertaken several innovative programmes and other activities for the improvement of standards of undergraduate education under this scheme. It has since been decided to bring out a brochure highlighting the achievements, problems and difficulties for circulation to universities and colleges so that they have a better appreciation of diverse activities that have been successfully launched under this programme.

2.11 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

curricula 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 finalized a set of criteria, guidelines and pattern of assistance to autonomous colleges.

The Commission has agreed to provide to each of these colleges having justifiable need, a non-lapsable annual grant of Rs. two lakhs for a period of five years. Seventy five per cent of the grant can be used for academic activities and balance of twenty five per cent for administrative support arising out of the autonomous status. A grant of Rs. 31.72 lakhs was paid to these colleges in 1982-83. The academic performance of such colleges is reviewed at regular intervals to ensure that the autonomy is used to promote educational innovation and experimentation.

2.12 Subject Panels of Experts: The Commission constitutes once in every two or three years, panels of experts in various subjects of study and research from the universities and other institutions, to advise it 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 teaching, training and research in the subjects and also to suggest measures to be taken for further development of facilities for promoting studies at an advanced level. These subject panels periodically 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 inter-disciplinary 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 standards.

The following terms of reference for various subjects panels were laid down, in 1982, to guide the work of the panels:

As a body of experts in a subject area and related disciplines and interdisciplinary fields, and coming from universities, R & D laboratories and other institutions, the panels could assist the Commission in continuously reviewing the activities of the different universities in education and research in the various areas of the subjects, and in suggesting suitable measures and methods for improvement of standards and relating education to emerging national needs. The panels could also give expert advice for support of research by identifying thrust areas of importance and by way of evaluation and monitoring of research projects by individuals groups or departments as a whole, within the overall policy of the Commission.

As regard specific items included in the terms of reference of the subject panels, these are as follows:

- (a) Collect information and material to report on prevailing standards of teaching and examinations in their subject area.

- (b) Prepare periodically status reports regarding research facilities, research areas, performance and perspectives; and indicate areas of thrust and importance and suggest measures to promote greater research efforts in areas of national needs.
- (c) Examine research and other proposals referred to them in order to make suitable recommendations to the Commission.
- (d) Advise on measures for enhancing the quality of work in education and research and make recommendations in this connection, for consideration of the Commission.
- (e) Prepare a list of experts in the subjects concerned together with their areas of specialization; and
- (f) Render advice on such other matters as may be referred to them by the Commission.

2.13 (A) Panels in the Humanities and Social Science Subjects: Panels of experts in the various disciplines in the humanities and social sciences were first set up in February, 1974 and generally recast in 1982. At present 19 subject panels in the humanities and social sciences are functioning. These are (1) English and Foreign Languages, (2) Linguistics, (3) Modern Indian Languages, (4) Economics, Political Science and Public Administration, (6) Sociology and Social Anthropology, (7) Anthropology, (8) Commerce and Business Administration, (9) Law, (10) History, (11) Mass Communication, (12) Psychology, (13) Philosophy, (14) Library and Information Science, (15) Social Work, (16) Teacher Education, (17) Classical Languages, (18) Art History and Museology and (19) Performing Arts.

The important recommendations of some of the panels are summarized in the following paragraphs:

2.14 Panel on Economics: The Panel has emphasised the need for introducing specialised courses at the postgraduate and M.Phil. levels especially those with practical orientation with particular reference to such areas as manpower planning, public finance, international trade, transport economics etc. It has also emphasized the need for active collaboration between university and non-university institutions in regard to teaching programmes and collaborative research.

A Committee was appointed to work out the modalities of two national level seminars and five workshops for syllabi reform. The workshops will be on the following themes: (i) Economic theory: value, growth, trade and distribution, (ii) Quantitative Economics, (iii) Money and public finance, (iv) Applied Economics (industrial economics, labour and manpower economics, agricultural economics, transport economics, demography, energy, economics, business economics and managerial economics) and (v) undergraduate economics course. One of the national level seminars is to be organized during 1983-84. It is proposed that the seminar should deal with

the Future of the Indian Economy—experience and prospects with regard to (i) agriculture, (ii) poverty eradication, (iii) employment exchange, (iv) distribution, (v) self-reliance, (vi) price stability, (vii) productivity, (viii) ecological balance, (ix) role of economic planning and (x) consumption.

2.15 Panel on Political Science: The Panel has suggested the organisation of a series of regional workshops in the field of research methodology preferably in collaboration with the Indian Council of Social Science Research.

2.16 Panel on Psychology: The Panel has suggested a national workshop with the following themes: (i) organisational behaviour with reference to entrepreneurial development, (ii) identities and social tension, (iii) social disadvantages and (iv) community population and health. A background note has been prepared for organising these workshops and further action is being taken in this regard.

2.17 Panel on Mass Communication: The Panel has appointed a sub-committee for re-structuring the curriculum in mass communication at different levels of competence. It has stressed the need for development of communication skills, use of communication and comprehension skills for teaching/learning as well as the importance of educational technology for development of communication skills. The Commission has also set up a special Working Group on encouraging the use of Mass Media in education and to promote research in this field. On the recommendations of the Working Group, active steps are being taken to set up Centres in some universities to train academics and produce software for telecast through INSAT-IB.

2.18 Panel on Teacher Education: The Panel has suggested that modernization of syllabi of various courses in teacher education should be undertaken keeping in view the contents of curriculum at the school level. The Panel has also expressed the view that exchange of teachers in different departments/institutions should be encouraged.

2.19 Panel on Anthropology: The Panel has identified the following thrust areas of research to be undertaken by teachers in university and college departments with support from the Commission: (i) problems of land alienation in tribal areas, (ii) changes in the religious institutions of the tribals, (iii) studies of minor tribes and (iv) study of education among Scheduled Castes/Tribes.

2.20 Panel on Sociology: The Panel has expressed serious concern in regard to (i) varying standards of the M.Phil. degree in different universities,

(ii) sub-viable colleges offering postgraduate courses in sociology, (iii) lack of efforts to enrich courses after the introduction of 10+2 system of education, (iv) need for augmenting library resources, (v) the need for expeditious action on the reports of visiting committees and (vi) communication gap between the university and its departments. On a suggestion made by the Panel, the Commission has agreed that a research project be undertaken to survey M.Phil. programmes in different universities including the objective of the courses, duration and contents, dissertation requirements etc.

2.21 Panel on Commerce: The Panel has taken up the work of preparing a status report in the light of information to be collected from university departments, workshop reports and the report of the Special Committee on Commerce Education.

2.22 Panel on Law: The Panel appointed a sub-committee to discuss with the Bar Council of India the academic, professional and financial implications of the integrated law course of five-year duration after 10+2.

2.23 Panel on Linguistics: The Panel has decided to update the questionnaire attached to the status report published in 1982 as the first step towards the preparation of the next status report. It is also preparing a note on the faculty improvement scheme.

2.24 Panel on Classical Languages: The Panel has emphasised the need for the study of classical languages with particular reference to evolving new methods of teaching these languages. It has also expressed the view that all classical languages should be studied, wherever relevant for purposes of research and for consultation of primary source materials but the emphasis should be on the study of the language as a library language. These languages should be grouped in the following manner: (i) Sanskrit, Pali & Prakrit, (ii) Arabic & Persian.

2.25 Panel on Modern Indian Languages: The Panel has emphasised the vital and critical role of Modern Indian languages and stressed the need for opening up of new horizons in language learning and teaching and developing correct attitudes towards language learning and the need for restructuring of language courses so as to make them more application-oriented. It has also suggested that the courses in Hindi be restructured placing emphasis on simplification of the language with audio-visual aids, if necessary, and making these more relevant. Journalism, translation, preparation of manuscripts for publication, lexicography, printing technology, advertising, precis-writing etc. may be introduced in the courses so as to impart to them a practical orientation.

2.26 Panel on Library and Information Science: The Panel has expressed concern about sub-standard institutions offering courses in library science, some of which are run by commercial organizations. In this context, it is necessary to lay down certain minimum norms for recognition of various diploma courses in library science.

2.27 Panel on Philosophy: The Panel has identified the following priority areas of research: (i) philosophy of social science, (ii) philosophical methods, (iii) metaphysics and philosophy of religion, (iv) socio-political philosophy, (v) Indian logic and philosophy of language, (vi) Current trends in Indian philosophy and (vii) Indian philosophical classics. Individual scholars have also been requested to draw up guidelines for the formulation of research projects in the above areas.

2.28 Panel on Art History & Museology: The Panel is preparing a list of creative artists and critical writers in the field of visual art, performing arts and art history as also a list of the following: (i) award winners and fellows of Lalit Kala Academy and Sangeet Natak Academy, (ii) President's award winners of Master Craftsman, (iii) award winners of national and international films and (iv) Museum directors, assistant directors and professors, in the field of archaeology and music, who had retired in the last eight years.

2.29 Panel on History: The Panel has identified the following areas of research as priority areas for financial support by the Commission: (i) pre-history-eco-systems and ethnography, (ii) proto historic period, (iii) transition from Bronze Age to the Iron Age, (iv) emergence of cities and their excavation in the Ganga Valley, (v) excavation of a few zones of the 16th century, (vi) under-water archaeology (archaeology may be added as a separate area), (vii) history of science & technology with collaboration of historians and scientists. It should be possible to collaborate with the Indian National Science Academy in this regard, (viii) broad topics may be added on urban history and historical records, (ix) survey of records with individuals, their editing etc. A few fellowships may be given for this purpose, (x) India's relations with other countries specially with the neighbouring countries and (xi) agrarian communities.

2.30 Panel on English & Foreign Languages: The Panel has identified the following priority areas for research: (i) use of educational technology, (ii) language teaching and testing, (iii) stylistics, (iv) comparative literature and (v) literary criticism and literary theory. The Panel has also suggested standardization of course contents and uniform course pattern in foreign languages.

2.31 (B) Panels in Science, Engineering & Technology: The Panels in Science and Engineering subjects were reconstituted during the year under review. The Engineering Panel was bifurcated into three panels; viz. (i) Engineering, (ii) Technology, and (iii) Electronics and Instrumentation. In addition to subject panels, expert committees have been set up in the areas of bio-chemistry, microbiology, environmental studies and wild life studies.

During the year under review, the panels discussed certain important questions in regard to science education and research. The main deficiency, noted by the panels is the widening disparity in the funding of research in the university sector and the non-university sector. On the basis of the recommendations of the panels, the Commission approached the Department of Science and Technology for special allocation of funds for the university sector.

The main focus of the work of panels is on improvement of standards, which encompasses various aspects such as selection of talented students, modernization of curricula in its totality (contents, methods of teaching and evaluation), training of teachers, research and development activities with special reference to innovation, design, fabrication, production and distribution of reading materials, kits, apparatus, audio-visual aids; procedure for selection of research fellows, the choice of topics, modalities of supervision, accountability of the fellows and the supervisors, sharing of sophisticated and expansion facilities etc.

It was decided that common points emerging out of discussions in various panels should be discussed periodically with the convenors of the panels so as to evolve a strategy and plan of action. It was also recommended that national facilities/centres be developed in the university-system jointly managed by a group of universities active in the particular field of research.

2.32 Panel on Geography: As recommended by the panel, pilot studies have been undertaken for Ecosystem mapping in the following areas:

- (i) South Mirzapur plateau region with the bordering Ganges plain;
- (ii) Mahanadi delta and Chilka region;
- (iii) Rayalaseema/Pulicat region;
- (iv) Lower Damodar basin;
- (v) Mahabaleshwar Plateau;
- (vi) Part of Konkan coast, Godavari and Krishna deltas and Kaveri delta.

The panel has also recommended some case studies for the investigation of existing standards, methods of geography teaching and basic facilities available in undergraduate colleges for effective implementation of

revised syllabi prepared by universities. The panel also recommended organisation of two national level workshops, one in the North and the other in the South in Regional development and planning; and in climatology and geomorphology, to help young teachers to design research projects.

2.33 Panel on Geosciences: The organisation of the course in marine geology to deal with essential features and processes of formation of marine mineral deposits in collaboration with the National Institute of Oceanography is under the consideration of N.I.O. The panel is devoting attention to the modernisation of curricula in geosciences at the undergraduate and postgraduate levels.

2.34 Panel on Mathematics: The panel suggested that sample surveys and case studies be undertaken to ascertain the position in regard to existing variations in standards among colleges and universities in various regions. It suggested a number of concrete steps for improving teaching and research in mathematics.

2.35 Panel on Chemistry: The report on photochemistry has been prepared and circulated to the universities. The Panel is also updating the status report in chemistry. The Panel also felt the imperative need to organise short courses in chemical instrumentation and to promote interaction between college and university teachers with distinguished scientists including foreign scientists. The Panel is working on the norms of curricula, laboratory and other facilities required for modern chemistry teaching at a reasonable standard.

2.36 Panel on Biosciences: The Panel recommended that workshops/research seminars may be conducted every year to bring together principal investigators of the research projects and other experts. The Panel also recommended that application-oriented research may be done in collaboration/consultation with user agencies to increase the potential for employment of the outgoing research students.

2.37 Panel on Physics: The Panel felt that a planned approach is necessary so as to link universities abroad with Indian universities in areas of priority in research work. The Panel recommended that research personnel have to be carefully selected for training in various fields. The Panel is in the process of identifying areas and departments/centres which can develop expeditiously. The Panel recommended that laboratory experiments be set up in the field of cryogenics in university departments having adequate facilities.

2.38 Panel on Engineering and Technology: The Panel identified 21

departments for consideration of the Commission's support under special assistance programme.

2.39 Panel on Home Science: The Panel suggested constitution of a sub-committee for curriculum development in home science at the undergraduate and postgraduate levels. The Panel is working out revised syllabi in home science with the necessary degree of flexibility and modernization.

2.40 Status Reports: With a view to assessing the present status of major disciplines in sciences and the future needs of various university departments, the panels have been engaged in the preparation of status reports and departmental profiles. The status report on biosciences has been printed and circulated to the universities. Status reports in mathematics, statistics, home science and engineering are being finalised.

2.41 Environmental Sciences: To consider the importance of environmental education and the role of the university system in developing an adequate level of environmental awareness and training manpower required in this newly emerging area of importance, the Commission constituted an expert committee in February, 1982 on environmental sciences to advise it on matters relating to development, teaching, training, research and extension work in environmental sciences in universities and colleges. A sub-committee has also been constituted to work out details with regard to specific programmes in environmental engineering and pollution.

Development of guidelines for a diploma course in environmental technology for science streams and environmental engineering for engineering streams to provide trained manpower and to have uniform undergraduate/postgraduate syllabi in environmental science is under active consideration.

2.42 Biochemistry/Microbiology Committees: The Commission constituted expert committees on biochemistry and microbiology to review the present status of development of teaching and research in these subjects in universities and colleges and to suggest measures to be taken for improvement of standards of teaching and research and related matters.

Development of curriculum in biochemistry and microbiology is under active consideration of the committees, for introducing these subjects at the undergraduate level and for training of manpower needed at higher levels.

2.43 Biotechnology: To develop specific programmes for the development of biotechnology training/research programmes in the universities, the Commission has constituted a Sub-Group of Biosciences Panel to (i) prepare modules for biotechnology teaching and research; a short course containing 10-12 lectures may be prepared to be introduced at the under-

graduate level; (ii) develop course for postgraduate teaching and also to indicate the inputs required; (iii) formulate training programmes to train the teachers in this area; and (iv) identify problems/ institutions where biotechnology research can be promoted in coordination with the National Biotechnology Board.

2.44 Education and Research in Electronics: A Working Group on Education and Research in Electronics was set up during the year. A workshop consisting of 30 high level participants from universities and other national agencies, to prepare a plan of action for modernization of courses in electronics at various levels, was held. The University Grants Commission, keeping in view the rapid advances in the field of Electronics and the need for strengthening education and research organised a workshop on Education and Research in Electronics at the Indian National Science Academy, New Delhi from 14th to 16th October, 1982. The workshop reviewed various aspects of research and training in Electronics in Indian universities, identified the gaps in present research and training programmes, the thrust areas in which the universities could make major contributions.

The committee recommended as follows:

- (i) Electronics should be recognized as a separate subject of higher study and an expert panel on Electronics be constituted.
- (ii) The Electronics Panel should draw up a model syllabus for Electronics at the B.Sc. and M.Sc. stages which may serve as guideline for the universities.
- (iii) Adequate non-recurring and recurring funds be immediately made available to a few selected universities to start revised Electronics courses immediately.
- (iv) More universities be funded for acquiring computer system and they should be advised to teach computer sciences courses. There is need to emphasise software aspect because of high potential and projected demand of software manpower.
- (v) A few selected university research groups should be liberally funded to establish at least medium level instrumentation for analysis and characterisation of materials.
- (vi) The scope of University Services and Instrumentation Centres be enlarged to include certification of specification of instruments.
- (vii) Set up a machinery for achieving close cooperation between universities, national laboratories and industries.
- (viii) The U.G.C. as well as the Department of Electronics should make available some funds to the collaborating universities to organise joint seminars and for travel within the country.
- (ix) The Panel of Experts set up by the University Grants Commission should assess the manpower requirements for the next decade

and also indicate the direction in which progress is expected. This will help in planning the curricula for the coming years.

Accordingly, a Sub-Committee was set up to work out further details.

2.45 Nuclear Science Centre: On the basis of the recommendations of an expert committee, the Commission has decided to set up a Nuclear Science Centre as an inter-university national research facility. The project report has been accepted for further action. The Centre will promote research and advanced studies in related areas of physics, chemistry, biology, and medicine etc. and its facilities will allow research to be done at the very frontier of science. Setting up of similar centres in other areas is also under the consideration of the Commission.

2.46 Development of Astronomy: A Working Group for Education and Research in Astronomy has been constituted. The Group will advise the Commission on the direction of the development of the Centre of Advanced Study in Astronomy at Osmania University after Commission's assistance ceases at the end of 15 years. The main problem concerns the organization of Rangpur Observatory as a national facility for use by scientists/astonomers in the various universities and also to consider other questions pertaining to the development of research in astronomy.

2.47 Cosmology and Relativity: A National Committee on Cosmology and Relativity was also set up. On the basis of the recommendations of the committee, it was decided to organise four summer/winter institutes, one each in the different regions of the country. The first one was held at Calcutta during the year. The other three will be held during 1983-84.

2.48 Regional Conferences on Science Education: During January and February 1983, the Commission organised four regional conferences on science education in the universities of Panjab, Madurai Kamraj, Ranchi and Poona. The conferences, organised on the suggestion made by the Standing Committee for COSIP, considered specific problems and programmes of importance for improvement of science education. The regional conferences also displayed the teaching materials, educational aids, laboratory equipment designed and developed by institutions participating in the COSIP. The participants included not only persons from COSIP institutions but from other universities/colleges who may be potential participants in COSIP. Some of the important recommendations of the conference and the follow-up action thereon are detailed below:

- (i) 100 top students from the list of candidates under the national talent search scheme of NCERT may be provided scholarship

by the Commission for pursuing three-year science degree courses in identified institutions. The scheme for B.Sc. students is to be started from the academic session 1983 and for M.Sc. students from 1984. It is also proposed to hold a national examination for science graduates.

- (ii) Special summer schools/enrichment programmes will be organised for gifted students in appropriate centres which will be equipped with modern facilities.
- (iii) Special programmes will be conducted for mathematics students and teachers through all-India seminars/international instructional conferences where outstanding mathematicians (including some from abroad) will be invited to participate.

It is also proposed to establish science education cells in universities having a sizeable enrolment of undergraduate students. For a cluster of university science education cells, a Regional Science Education Centre will be established which will, among other things, prepare modern curricular materials, promote research in science education and organise refresher/orientation programmes for college teachers and students. It has also been decided to support the publication of science education journals. This will be undertaken by the following universities:

- (i) Journal of Biology Education, Madurai Kamaraj University.
- (ii) Journal of Chemical Education, Delhi University.
- (iii) Journal of Physics Education, Poona University.
- (iv) Journal of Mathematics Education, I.I.T., Kanpur.

2.49 Integrated Rural Development: In September 1980, the Commission appointed a committee to prepare a plan of action on integrated rural development to serve as the basis for follow-up activities involving various disciplines like economics, sociology, public administration, anthropology and agencies like the Planning Commission and the Reserve Bank of India.

The committee held several meetings between May, 1981 and November, 1982. A national level workshop was also organised at the Department of Social Work, Delhi University from 11th to 13th November, 1982 to discuss the role of universities in rural development in regard to the economic, social and technological aspects of rural development. The Rural Development Committee met on 14th November, 1982 to finalize its recommendations on the basis of the deliberations of the workshop.

The Commission considered the recommendations of the Committee on Rural Development in March 1983. The Commission desired that the general recommendations on the role of universities in rural development in regard to the socio-economic, scientific and technological aspects of integrated rural development may be circulated to the universities to enable

them to formulate suitable projects be to undertaken by them. It would be desirable to encourage the participation of universities and colleges and particularly those located in rural areas in local developmental work. The universities may be particularly requested to take up extension work on socially important areas such as alternative source of energy, soil and water conservation, ecodevelopment, afforestation and adult education etc. Seed money upto Rs. 10,000 may be provided to universities for preparation of projects in case such a request is made by the university. The universities may organize workshops/seminars or other forms of consultation for the purpose, if necessary. Proposals have been invited from the universities in the light of the above decision of the Commission.

2.50 Promotion of Gandhian Studies: The Commission is supporting the introduction of courses in Gandhian Thought and Values at different levels and has initiated various measures on its own to encourage universities in this regard.

The Commission set up a Standing Committee on Gandhian Studies to advise it regarding measures for initiating and developing studies and research on Gandhian Thought and its relevance to modern times, on interdisciplinary 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.

As advised by the committee, letters were addressed to the Vice-Chancellors of universities and proposals were specifically invited in relation to the promotion of Gandhian Studies. Proposals were also invited for preparatory work so that courses in Gandhi, Gandhian Thought and Values could be started.

The Standing Committee, in September 1981 made a number of important recommendations for the promotion of Gandhian Studies which were summarised in the Annual Report for the year 1981-82 (p. 17).

On the advice of the Standing Committee, the universities of Madurai Kamraj, Panjab and the Gujarat Vidyapith have instituted Correspondence Courses in Gandhian Studies at the postgraduate and diploma levels.

The following grants (in rupees) were paid to 22 universities and one institution deemed to be university during the last five years for the promotion of Gandhian Studies:

1978-79	1979-80	1980-81	1981-82	1982-83
60,000	1,38,878	45,500	76,179	97,046

2.51 Centres of Advanced Study: In the vast and expansive situation prevailing in India involving a large number of universities and colleges, it is difficult to bring about improvement of standards by spreading the resources too thinly over a large area. The strategy has, therefore, to be one of concentrating on essential growth points in order that the selected centres of excellence may maintain the highest standards attainable in that field.

The scheme of Centres of Advanced Study was initiated in 1963-64. The scheme is intended to encourage "pursuit of excellence" and team work in study and research and to accelerate the realization of international standards in specific fields. With this object in view, substantial assistance is given to promising departments in the universities carefully selected on the basis of quality and extent of work already done, reputation and contribution to research as well as their potentialities for further development.

An important condition inherent in the very concept of 'Centre of Advanced Study' is that the centre should have an all-India character and be able to attract students and teachers from all over the country and help in promoting academic mobility. Another additional advantage that should accrue from the scheme is that the personnel trained at the centres would in course of time be available for strengthening the staff of other university departments—thus helping to meet to some extent the difficulties experienced by the universities in securing the services of competent teachers in specialised areas.

It was decided that assistance for these centres may be provided for a period of 10 years in the first instance and the question of further assistance be examined in each case on the basis of satisfactory progress and the assessment of work done by these departments.

A list of 29 Centres of Advanced Study functioning presently and dates from which they were recognised as such is given in Appendices XIII and XIV.

2.52 Programme of Special Assistance to Selected Departments: The scheme of special assistance to selected departments was initiated in 1972. This is a supporting programme for centres of advanced study and basically its aim is to promote advanced study and group research effort, so that the identified department can strengthen research in one or two thrust areas and on the basis of evaluation could then be recognised as a centre of advanced study. The departments for special assistance are identified by the subject panels, keeping in view the on-going research activities and their achievements. The recommendations of the panels are placed before the Standing Committee on Centres of Advanced Study/Departments for Special Assistance which after screening recommends the departments for assistance. Thereafter, expert committees are constituted which examine

the proposals in detail. The reports of the expert committees are considered by the Commission for a final decision.

A total of 26 departments were selected under this programme during 1972; 19 in science, one in metallurgy and six in social sciences and humanities. These departments were assessed by expert committees at the end of five years.

Presently there are 30 departments of special assistance in science and 18 in the humanities and social sciences (Appendices XV and XVI).

During the year, the Commission accepted "in principle" 24 departments for support under special assistance programme. Committees have been constituted to examine the proposals received from these departments. 45 departments have been identified for consideration towards departmental research support.*

2.53 Guidelines: On the advice of the Standing Committee for Centres of Advanced Study and Departments of Special Assistance, the University Grants Commission has agreed to revise the guidelines for the implementation of the programme of centres of advanced study/departments of special assistance in order that the objectives of the scheme may be realised in a more effective manner. The guidelines envisage that the identification of the thrust areas should not be made too narrow and that while supporting an identified area it should be ensured that a good proportion of the funding would strengthen the infrastructure of research in the department, and equally important is the need for promoting an overall growth of the department by utilizing the general plan assistance in such areas in the departments which are not being specially funded under Centres of Advanced Study/Departments of Special Assistance.

All departments invited by the Commission to participate in the programmes of Centres of Advanced Study/Departments of Special Assistance have been advised to constitute Advisory Committees consisting of the following:—

*With the help of panels, the departments are identified for assistance under departmental research support, so that with these additional inputs, the departments concerned can develop studies and research in specialized 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.

Table 2.1

<i>Subjects</i>	<i>Number of awards</i>	<i>Approved amount (in lakhs of Rs.)</i>
Modern Indian Languages	15	3.65
English and Foreign Languages	2	0.54
Classical Languages	4	1.81
Linguistics	3	1.92
History	12	5.09
Art History	1	0.60
Philosophy	1	0.35
Economics	3	1.15
Political Science	1	0.34
Sociology	1	0.47
Anthropology	1	0.64
Psychology	2	0.23
Commerce	2	0.53
Education	4	1.22
Total	52	18.44

2.57 Minor Research Projects (Humanities): Under this scheme, financial assistance upto Rs. 10,000 is provided to a university or college teacher who wishes to undertake, alongwith 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 questionnaire, computation work, equipment, books and journals which are specifically required for the proposed project but which are not normally available to the teacher in the institution where he is employed.

During the year, the Commission approved 501 minor research projects at a cost of Rs. 31.85 lakhs as detailed in Table 2.2.

Table 2.2

<i>Subject</i>	<i>Number of awards</i>	<i>Amount approved (in lakhs of Rs)</i>
Modern Indian Languages	87	9.00
English & Foreign Languages	50	2.19
Classical Languages	15	0.69
Linguistics	10	0.59
History	36	1.75
Art History & Museology	5	0.38
Philosophy	9	0.42
Economics	69	4.78
Political Science	38	1.74
Sociology and Social Anthropology	16	0.77
Anthropology	4	0.24
Psychology	25	1.76
Commerce	78	4.93
Education	43	1.87
Law	12	0.51
Social Work	1	0.05
Library and Information Science	3	0.18
Total	501	31.85

2.58 Major Research Projects (Science)/Engineering and Technology: Assistance for science research is provided to faculty members in the universities and affiliated colleges for taking up well-defined research projects in pure and applied sciences. The research projects may relate to major programmes 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.

During the year, the Commission approved 226 major research projects at a cost of Rs. 216.48 lakhs in science, engineering and technology as detailed below :

Table 2.3

<i>Subject</i>	<i>Number of projects</i>	<i>Amount approved (in lakhs of Rs.)</i>
Physics	41	76.29
Chemistry	69	43.97
Bio-Sciences	92	86.33
Geology	8	3.73
Geography	2	1.51
Mathematics & Statistics	11	3.55
Home Science	1	—
Engineering	2	1.10
Total	226	216.48

A statewise and subjectwise distribution of major research projects in the humanities, social sciences and science subjects is given in Appendices XVII (b) and XVII (c).

2.59 Minor 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 are not normally available in the university/college where the teacher may be working at the time.

During the year, the Commission approved 877 projects in science, engineering and technology as detailed below:

Table 2.4

<i>Subject</i>	<i>Number of projects</i>	<i>Amount approved (in lakhs of Rs.)</i>
Physics	158	11.84
Chemistry	173	9.30
Mathematics	79	2.82
Botany	164	9.20
Zoology	185	6.62
Geography	22	1.05
Engineering & Technology	30	2.71
Geology	33	2.37
Medicine	18	1.51
Home Science	6	0.31
Anthropology/Physical	9	0.73
Total	877	48.46

2.60 Examination Reform: Ever since the publication of the report on "Examination Reform—A Plan of Action" prepared by a working group constituted by the Union Ministry of Education, the movement towards Examination Reforms in our universities shifted from the idealistic plane to its new phase of concretization of ideas and their phased implementation. The report was endorsed by the UGC and thereafter discussed by the appropriate university bodies, so that each university could evolve its own plan of action. The Commission simultaneously sponsored a series of zonal workshops to involve the academic community, representing different levels and shades of opinion. The basic philosophy in the Plan of Action was, by and large, accepted in these workshops. The workshops suggested specific measures towards identified goals and for perfecting the tools and techniques and for removing the obstacles.

The Commission has laid special emphasis on the implementation of certain specific measures leading to examination reforms with a view to improving the reliability, validity and objectivity of evaluation and with a

view to bringing about a closer integration of teaching, learning and evaluation and to make examinations an educational experience. The main emphasis is on the following aspects of examination reforms:

- (i) Continuous internal evaluation as a supplement to the present final examination.
- (ii) The development of question banks in order to eliminate some of the shortcomings of setting up examination papers and as means for revision and modernization of courses of study.
- (iii) Introduction of grade system instead of the present marking system in order to increase reliability and bring about better comparability among different subjects.
- (iv) Introduction of the semester system in order to have greater flexibility.

While the above measures have been suggested as a package plan, it was felt that continuous internal evaluation was the most crucial of these reforms. As pointed out by the University Education Commission as far back as in 1948-49: "The crippling effect of external examinations on the quality of work in higher education is so great that examination reform has become crucial to all progress, and has to go hand in hand with the improvement in teaching." Accordingly, the Commission appointed a study group to prepare the guidelines on continuous internal evaluation. These have been published and circulated to the universities with the suggestion that the same be placed before academic bodies and concrete steps taken for the implementation of the various measures suggested in this document. The Commission has recently drawn up the minimum programme on Examination Reforms which incorporates the following:—

(a) Syllabus/Question paper:

(i) The syllabus in each paper should be demarcated into well-defined units/areas of content alongwith a topicwise break-down. The units may be numbered.

(ii) Examiners should be free to repeat questions set in previous examinations. This is necessary in order to ensure that students do not leave out important portions of the syllabus. Instructions to paper setters should be amended accordingly.

(iii) There is often a very wide choice given to students for answering questions, say 5 out of 10. Such overall choice restricts the area of knowledge with which a student can pass an examination and is therefore undesirable. If there is choice, it may be provided by alternate questions in each unit of the syllabus.

(iv) No examination should be held without fulfilling the requirement

of a minimum number of lectures/tutorials/laboratory sessions etc. which should be clearly laid down by the university.

(b) Conduct of examinations:

Universities must take all steps for the proper conduct of examinations such as effective security measures, proper supervision and invigilation, cordoning off the examination centres from the range of loudspeakers and other interference, flying squads and stern action in all cases involving copying and use of unfair means.

The above plan for Minimum Programme for Examination Reforms, drawn up by the Implementation Committee on Examination Reforms was accepted by the Commission in December 1982. Universities/institutions were advised to take suitable steps in this regard so as to introduce the various reforms with examinations beginning in 1983-84. A large number of universities have responded favourably and Commission intends pressing on with the minimum reform to meet the existing apprehension regarding effectiveness of university evaluation.

2.61 Preparation of University Level Books by Indian Authors: In consultation with the Ministry of Education and Culture (Government of India) the University Grants Commission initiated in 1970-71, the scheme for providing financial assistance for 'Preparation of University Level Books by Indian authors'.

During the year under report, the Commission accepted 83 fresh projects for preparation of university level books in various fields of science, humanities, social sciences, engineering and technology. Two authors could not take up the approved projects and the sanction was cancelled. During the year, 21 manuscripts were completed. The position of the scheme at the end of the year was as under:—

(a) Projects initially accepted	703
(b) Projects cancelled due to non-implementation	76
(c) Projects under which the manuscripts have been completed	201
(d) Projects in different stages of implementation	426

2.62 Assistance for Publication of Learned/Research Work including Doctoral Theses: After a review of the guidelines for implementation of the scheme of publication of learned/research work including doctoral thesis, the Commission has agreed to increase the limit of subsidy for publication of thesis from Rs. 5,000 upto Rs. 7,500 unless a university is publishing the thesis on its own. It has also agreed that proposals from college teachers who wish to get their Ph.D. thesis published, may not be

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considered separately as at present, but these may also be considered by the respective universities as for other scholars who have been awarded Ph.D. degree and desire to have their thesis published. The publication of proceedings of international or biennial seminars hosted by a university could also be considered by the institution concerned and expenditure on such publication may be met out of the grant allocated to it under the above scheme. The university may consider proposals from its teaching departments under the above scheme keeping in view the allocation made and the guidelines.

2.63 Workload and Professional Ethics: The question of workload of teachers, the number of working days in the universities, ratio of senior and junior teachers etc. are some of the urgent problems being looked into by the Commission. Similarly, efforts are being made to lay down acceptable norms for professional ethics for teachers and observance of the same in universities and colleges.

2.64 Linkages between Education and Culture: The Commission has accepted the recommendation of the Panels regarding the need for specific measures for establishing linkages between education and culture through introduction of suitable courses at different levels, development of museums, laboratories, incentives to creative artists, traditional scholars etc. The Commission could consider proposals for support towards the preparation of teaching materials needed for introduction of suitable courses. The Commission also agreed that universities be advised to consider, in accordance with their own rules and regulations, suitable museums as recognised institutions for purposes of research work by students.

2.65 Moral Education: The Commission has appointed a Working Group to prepare a plan of action in the light of the recommendations of a seminar on moral education. Its report is awaited.

2.66 Regional Library Centres: The Commission has agreed "in principle" to the setting up of regional library centres in order to avoid unnecessary duplication in the acquisition of costly journals etc.

2.67 Centre for Science Information: The Commission has agreed to establish a Science Information Centre at the Indian Institute of Science, so as to help research workers find out recent publications in world journals in their own specialization, and to provide where requested a copy or translation of the desired paper. A similar service for social science research is being contemplated in cooperation with other agencies.



SECTION 3

Development of Universities

3.01 The system of higher education in India is often criticized on the ground that it lacks relevance and significance and has not been able to contribute adequately to national development. To some extent, the present situation can be ascribed to lack of infrastructural facilities, incidence of educated unemployment, growing social imbalances, a slow pace of economic development and erosion of values. Even so, the university system cannot altogether escape the blame for this situation as some of the short-comings also stem from dysfunctionalities within the university system.

3.02 In planning the growth of universities in India, it is important to keep in view the federal character of its polity. The very size and complexity of the system of higher education indicates that improvements can be brought about only with the active collaboration with the UGC of the universities and the state governments concerned. Such a collaborative effort is crucial for the implementation of various development activities and maintenance of standards.

Since maintenance, coordination and, *inter alia*, raising of standards is the prime concern of the Commission, it has very recently set up a Committee to propose Regulation for the determining of "minimum standards" for the award of any degree by university. The last meeting of the Central Advisory Board of Education was given a report by the Commission on the issue so that the universities—after several years of consultation, could be given advance notice of this step.

It is also important that universities develop a new vision of perspective planning spread over 15-20 years with well-defined goals and objectives. The planning process should also have the fullest participation of teachers, students, administrators and citizens of the area. Each university must define its own perspective in the light of the needs of the region which should aim at the goals of excellence, relevance, social justice and development.

3.03 The main emphasis in the current plan is on (a) improvement of standards; (b) regulation of admissions; (c) restructuring of courses for practical orientation and greater relevance; (d) centralization of instrumentation and repair facilities and (e) 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, new departments and to construction/extension of buildings involving 'brick and mortar'.

3.04 The guidelines to the universities for the preparation of proposals for

the Sixth Plan were reviewed in the UGC Annual Report for 1979-80. In October 1979, the Commission advised the universities to formulate and send their proposals for development in the light of these guidelines. It was also suggested that the spill over (as defined in the guidelines) be treated as independent of the amount earmarked for the new plan proposals.

3.05 In the guidelines issued to the universities for preparation of proposals for the Sixth plan, the Commission, keeping in view the financial resources available, emphasised the need 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-up 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 developed 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 utilize 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 time-bound and must have specific academic accountability. These proposals should be prepared separately and sent to the Commission for consideration.

3.06 The Commission also finalized the guidelines for the visiting committees, which *inter alia*, include their objectives, composition, duration, terms of reference and basic documents required by them as also the format of the reports and recommendations.

3.07 The Commission has decided to provide assistance to the universities on 100% basis for essential inputs required by the university system viz. additional staff, i.e. professor, reader, lecturer, technical staff, library staff and administrative/supporting staff, for academic programmes, equipment (for teaching/research, workshop), books and additional journals, and faculty improvement programmes. Assistance towards women's hostels

and extension programmes and services including related training programmes, continuing education and cultural activities will be on 75 (UGC); 25 (state government/university) basis and for the remaining items on 50 : 50 basis.

3.08 In order to enable the universities to meet their priority needs, the Commission allocated funds for the purchase of books, journals and scientific equipment. The Commission also decided that pending visits and recommendations to be made by the visiting committees urgent proposals for development of individual universities be discussed by the Chairman, UGC with the Vice-Chancellor concerned and schemes of an urgent nature, which could not wait until visits by the committees, be accepted within the allocation of funds already suggested to the universities. Generally speaking, new proposals including those already accepted as a first charge on the Sixth plan allocation were considered within 40%-50% of the total allocation of the university. The schemes accepted by the Commission were communicated to the universities.

3.09 During the year under review, the visiting committees completed their assessment of the needs and requirements of universities, as detailed below:

Division (A)

- | | |
|-------------------------|---------------------------------|
| 1. Andhra University | 8. Kerala University |
| 2. Annamalai University | 9. Madras University |
| 3. Bangalore University | 10. Mysore University |
| 4. Calicut University | 11. Nagarjuna University |
| 5. Cochin University | 12. Osmania University |
| 6. Kakatiya University | 13. Sri Venkateswara University |
| 7. Karnatak University | |

Division (B)

- | | |
|--|------------------------------|
| 1. A.P. Singh University | 9. M.S. University of Baroda |
| 2. Bhopal University | 10. Marathwada University |
| 3. Gujarat University | 11. Nagpur University |
| 4. Gujarat Vidyapith | 12. Poona University |
| 5. Indira Kala Sangit
Vishwavidyalaya | 13. Ravi Shankar University |
| 6. Indore University | 14. Sardar Patel University |
| 7. Jabalpur University | 15. Saugar University |
| 8. Jiwaji University | 16. Saurashtra University |

- | | |
|---------------------------------|------------------------------|
| 17. Shivaji University | 20. Tata Institute of Social |
| 18. S.N.D.T. Women's University | Sciences |
| 19. South Gujarat University | 21. Vikram University |

Division (C)

- | | |
|--------------------------------|------------------------------------|
| 1. Guru Nanak Dev University | 6. Kashmir University |
| 2. Himachal Pradesh University | 7. Kurukshetra University |
| 3. Jamia Millia Islamia | 8. Mohanlal Sukhadia
University |
| 4. Jammu University | 9. Punjabi University |
| 5. Jodhpur University | 10. Rajasthan University |

Division (D)

- | | |
|-------------------------|-----------------------|
| 1. Allahabad University | 6. Magadh University |
| 2. Bhagalpur University | 7. Meerut University |
| 3. Bihar University | 8. Patna University |
| 4. Kashi Vidyapeeth | 9. Roorkee University |
| 5. Lucknow University | |

Division (E)

- | | |
|-------------------------|----------------------------|
| 1. Berhampur University | 6. North Bengal University |
| 2. Burdwan University | 7. Sambalpur University |
| 3. Gauhati University | 8. Utkal University |
| 4. Jadavpur University | 9. Viswa Bharati |
| 5. Kalyani University | |

The Commission has undertaken a mid-term appraisal of the Sixth plan. The work relating to the preparation of the broad outline of the Seventh plan has also been initiated. In this connection, the conveners of the Sixth plan visiting committees to universities have been requested to indicate the nature of programmes which specific universities should undertake during the Seventh plan.

3.10 Grants for on-going Programmes: The following table regarding the payment of grants to the central and state universities for humanities, science, engineering and technology and miscellaneous schemes shows that there was a decrease in expenditure during 1982-83 under all heads except grants to central and state universities for miscellaneous schemes.*

*This category includes several important programmes common to both universities and colleges such as examination reforms, restructuring of courses, correspondence courses adult and continuing education, faculty awards, teacher fellowships, college science improvement programme and college humanities and social sciences improvement programmes, grants to central universities for campus development, unassigned grants, student welfare programmes, guest houses, establishment of chairs etc.

Table 3.1

(Rupees in lakhs)

<i>Plan projects</i>	<i>1978-79</i>	<i>1979-80</i>	<i>1980-81</i>	<i>1981-82</i>	<i>1982-83</i>
(i) Grants to Central and State Universities for humanities	571.45 8.34*	413.84 1.00*	417.75 5.35*	568.76 4.31*	439.24 0.87*
(ii) Grants to Central and State Universities for Science	1152.19 8.77*	863.85 11.47*	906.05 18.56*	1186.81 8.04*	913.07 5.09*
(iii) Grants to Central and State Universities for Engineering and Technology (including engineering colleges)	606.54	397.43 12.10*	348.90 0.25*	745.02 10.21*	517.32 3.00*
(iv) Grants to Central and State Universities for miscellaneous schemes	1870.85 12.83*	775.84 12.51*	1031.02 12.43*	961.91 7.85*	1152.75 5.66*
(v) Miscellaneous expenditure	53.35 0.02*	41.01	45.65	67.89	64.90
Total:	4254.38 29.96*	2491.97 37.08*	2749.37 36.59*	3530.39 30.41*	3087.28 14.62*

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

Sub-plan for Central Universities: The Government of India has agreed to have a sub-plan for the developmental requirements of Central Universities since in their case the Central Government/UGC have also to play the same role as State Governments do for their universities. Accordingly, the Commission has considered a sub-plan in the Sixth plan by the help of a committee. The committee looked into:

- (i) Revised Sixth plan proposals in the light of the total allocations now made.
- (ii) Scheme-wise requirements during 1983-84 on the basis of the budget provision of Rs. 52.22 crores; and
- (iii) The question of increasing the ceiling of assistance during the Sixth plan in respect of universities having both postgraduate and undergraduate education in the university departments.

3.11 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 1982-83:

*By adjustment.

Table 3.2

(Rupees in lakhs)

<i>Name of the University</i>	<i>Medical College</i>	<i>Hospitals</i>
Aligarh Muslim University	29.71	11.00
Banaras Hindu University†	38.20	28.50
Delhi University College of Medical Sciences†	20.50	—

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 and institutions deemed to be universities for their campus development under plan. During 1982-83, a grant of Rs. 55.93 lakhs was sanctioned for the purpose.

3.12 The following grants were paid to the universities and institutions deemed to be universities during 1978-79, 1979-80, 1980-81, 1981-82 and 1982-83.

Table 3.3

(Rupees in lakhs)

<i>Purpose</i>	<i>1978-79</i>	<i>1979-80</i>	<i>1980-81</i>	<i>1981-82</i>	<i>1982-83</i>
†Science Departments*	1,160.96	875.32	924.61	1,194.85	918.16
†Humanities & Social Sciences	579.79	414.84	423.10	573.07	440.11
†Engineering & Technology*	606.55	409.53	349.15	755.23	520.32
†Miscellaneous schemes	1,883.68	788.35	1,043.45	969.76	1,158.41

3.13 Grants for Development of Science: The assistance given to the universities for science education and research during 1978-79, 1979-80, 1980-81, 1981-82 and 1982-83 is indicated in Table 3.4

*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 year 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.

†Figures include payments made by adjustment.

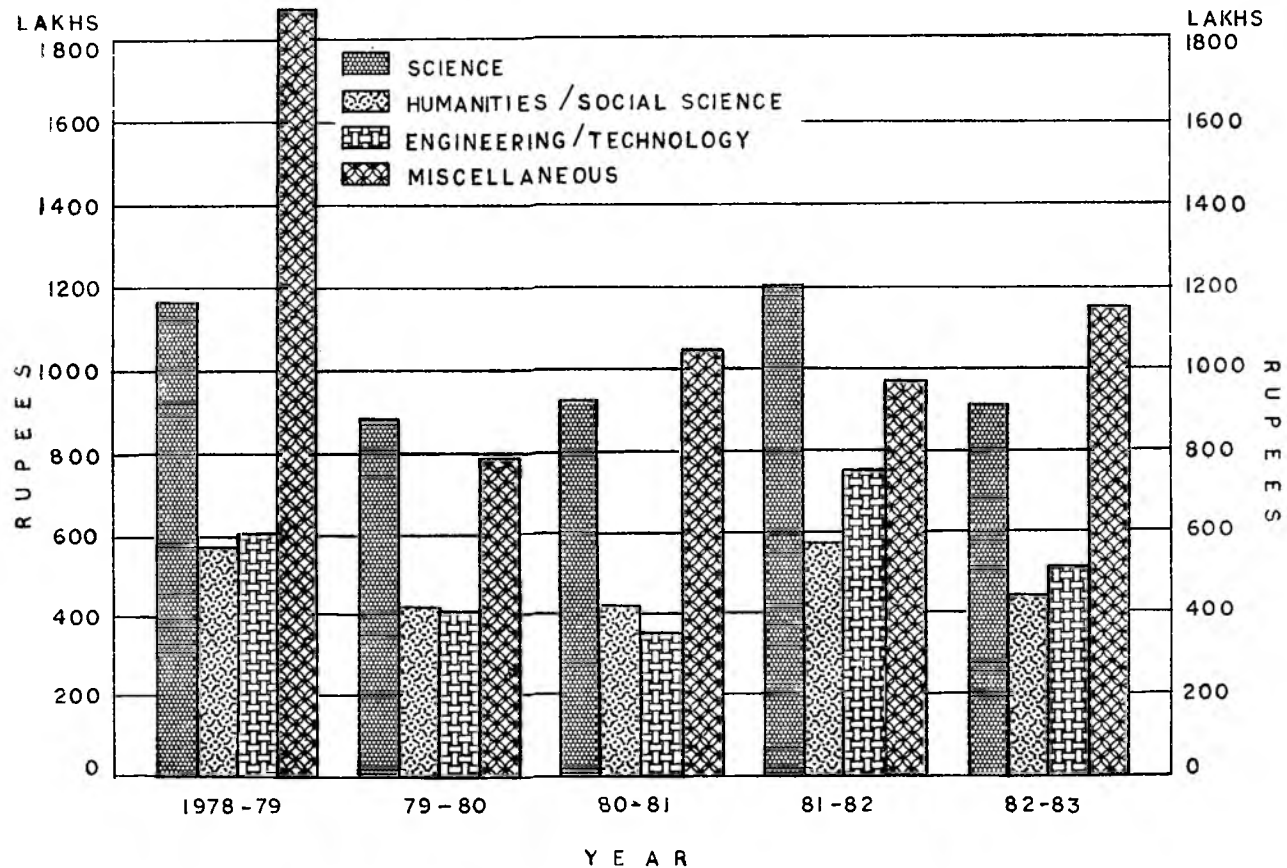


Table 3.4

Grants* for the Development of Science

(Rupees in lakhs)

Sl. No.	Item of Expenditure	1978-79		1979-80		1980-81		1981-82		1982-83		Total Expenditure 1978-79 to 1982-83	
			%		%		%		%		%		%
1.	Staff	52.28	6	55.56	8	208.24	31	136.71	15	64.09	11	516.88	14
2.	Equipment	434.02	47	366.68	52	116.47	17	483.24	52	232.21	39	1632.62	43
3.	Books & Journals	207.71	22	116.20	16	69.68	10	109.30	12	75.38	13	578.27	15
4.	Buildings	116.88	13	76.00	11	115.63	17	51.30	6	58.18	10	417.99	11
5.	Centres of Advanced Study**	42.15	5	28.36	4	94.34	14	38.95	4	63.29	10	267.09	7
6.	Special Assistance to selected Departments	55.45	6	53.48	7	64.40	9	93.78	10	93.30	16	360.41	9
7.	Other schemes	9.12	1	14.24	2	11.56	2	9.12	1	8.82	1	52.86	1
Total:		917.61	100	710.52	100	680.32	100	922.40	100	595.27	100	3826.12	100

* Including payments made by adjustment.

** Including staff, buildings, books, equipment etc.

3.14 Science Education Centres: With a view to initiating appropriate activities and programmes to help in preparing, training and motivating the students and creating an interest in science as a career and to popularise science, the Commission set up science education centres at Madurai Kamraj University and Rajasthan University in the year 1976. A sum of Rs. five lakhs was provided as 'seed money' to each of the universities over a period of five years. An assessment committee visited these centres and on its recommendations further assistance was approved to the extent of Rs. four lakhs each for the continuation of activities.

3.15 Hari Om Ashram Trust Awards: The Commission with the help of an endowment made by the Hari Om Ashram Trust, Nadiad has instituted the following awards of the value of Rs. 10,000 each to be awarded to outstanding scientists:

- (i) C.V. Raman Award for Experimental Research in Physical Sciences.
- (ii) Homi J. Bhabha Award for Research in Applied Sciences.
- (iii) Meghnad Saha Award for Research in Theoretical Sciences.
- (iv) Jagdish Chandra Bose Award for Research in Life Sciences.

The awards for 1979 and 1980 have been given. Nominations for 1981 and 1982 awards are under the consideration of the Commission.

3.16 Wild Life Studies: The details of the scheme of the Commission for promoting Wild Life Studies in universities are given in the UGC Annual Report for 1980-81 (para 3.16, pp. 26-28).

The Committee for promoting Studies and Research in Wild Life Biology was constituted in June, 1981. The committee has inter-alia, recommended (a) the need for preparing reading materials required for teaching at the undergraduate level and for creating general awareness; (b) preparation of syllabus and textbooks for wild life studies as a subject of study at the undergraduate level and (c) finalisation of lecture notes for teaching wild life at the postgraduate level. The reading materials and literature for undergraduate and postgraduate levels in wild life studies and framing of detailed course structure is under preparation by experts suggested by the committee.

The Commission has also accepted the proposal for starting M.Sc. course in wild life biology at A.V.C. College, Mayuram in Tamil Nadu and the introduction of oimthology and wild life biology at the undergraduate and postgraduate levels at the Aligarh Muslim University and a few other places where such programmes could be developed to train the manpower needed.

3.17 University Service 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 instruments 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 attachment 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 centre.

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 56 universities for setting up USICs.

On the recommendation of the Standing Committee, the Commission has agreed to provide further assistance to the Regional Instrumentation Centre, Indian Institute of Science, Bangalore, Western Regional Instrumentation Centre, Bombay University and the Lucknow University. In the case of the Lucknow University, the Commission has agreed to provide assistance for USIC Level I, merging the facilities available at the Central Instrumentation complex with the USIC as per UGC norms. The Commission has also agreed to a grant of Rs. one lakh for the completion of a building under construction.

The Commission also noted that while some of the R&D activities and need-based training programmes may be undertaken by the Regional Instrumentation Centres, the main functions of the USICs should be to provide services for maintenance and repairs of the existing equipment in the university departments and also in the colleges affiliated to the universities. Future development assistance to these Centres would be considered primarily in the light of efficiency of these services as suggested by the Standing Committee.

3.18 Grants for the Development of Humanities and Social Sciences: Grants paid to the universities during the years 1978-79, 1979-80, 1980-81, 1981-82 and 1982-83 for the development of humanities and social sciences are indicated in Table 3.5.

3.19 Developing Expertise in Archaeology: On the recommendation of the Committee for the Development of Expertise in Archaeology, the Commission agreed, that assistance may be provided to the following universities

Table 3.5

Grants for the Development of Humanities and Social Sciences

(Rupees in lakhs)

Sl. No.	Item of Expenditure	1978-79		1979-80		1980-81		1981-82		1982-83		Total Expenditure 1978-79 to 1982-83	
			%		%		%		%		%		%
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1.	Staff	73.58	16	97.90	25	186.13	47	183.83	35	89.25	22	630.69	29
2.	Equipment	54.23	11	32.82	8	19.95	5	26.77	5	13.69	4	146.96	7
3.	Buildings	38.19	8	51.00	13	25.62	7	35.62	7	42.93	11	193.36	9
4.	Books & Journals	270.34	56	142.98	36	91.11	23	161.51	30	129.06	32	795.00	36
5.	Centres of Advanced Study*	9.79	2	19.07	5	19.66	5	15.88	3	22.89	6	87.29	4
6.	Special Assistance to selected departments	14.69	3	20.88	5	31.24	8	61.28	12	54.95	14	183.04	8
7.	Area Studies	10.20	2	13.87	4	12.45	3	17.25	3	24.12	6	77.89	4
8.	Other schemes	7.67	2	15.09	4	8.76	2	25.26	5	21.06	5	77.84	3
Total:		478.69	100	393.62	100	394.92	100	527.40	100	397.95	100	2192.07	100

*Includes staff, buildings, books, equipment etc.

for a period of five years for strengthening their activities in the field of archaeology:

- (i) Aligarh Muslim University
- (ii) Banaras Hindu University
- (iii) Kurukshetra University
- (iv) Calcutta University
- (v) Patna University
- (vi) M.S. University of Baroda
- (vii) Poona University
- (viii) Madras University

It was further agreed that assistance be provided on 100% basis, outside the plan allocation of the universities on the usual terms and conditions. The posts in the case of state universities under the scheme are to be taken over by the state government concerned as committed expenditure when the assistance from the Commission ceases at the end of 1987-88.

3.20 Promotion of Buddhist Studies in Universities: The Commission is providing assistance to the universities of Poona, Andhra and Saugar for the appointment of staff and purchase of books for strengthening teaching and research in Buddhist studies. Assistance was provided on cent per cent basis initially for a period of five years. In March 1983, the Commission agreed to continue the assistance upto the end of the Sixth plan period on condition that expenditure of a recurring nature, excluding fellowships would be taken over by the state government as committed expenditure thereafter.

3.21 Development of Studies in the History of Science and Technology in the Universities: The Commission has been providing assistance towards the appointment of one reader/lecturer in the universities of Poona, Aligarh, Banaras Hindu University and Calicut towards the introduction of a course in the history of science and technology at the postgraduate level in the department of ancient Indian history, culture and archaeology. Assistance was provided on cent per cent basis upto the end of March 31, 1981. It has since been decided to provide assistance to the above universities upto the end of 1984-85 for the course in the history of science and technology.

3.22 Assistance towards Legal Service Clinics: On the recommendations of the Law Panel, the Commission has agreed to provide financial assistance towards the setting up of legal service clinics in Banaras Hindu University, I.L.S. Law College, Poona and Panjab University, Chandigarh. Assistance is provided within a ceiling of Rs. 30,000 per annum for a period of three years and subject to the following conditions:

(i) The law teachers who are rendering service in the legal aid clinics may be permitted to appear before the courts and (ii) the university may continue the programme with its own resources after the Commission's assistance ceases at the end of three years.

3.23 Strengthening/Establishment of Archival Cells: The Commission in September 1982 accepted the recommendations of the Committee on Archival Cells for strengthening/establishment of archival cells in universities. The Commission agreed to provide assistance to 20 universities for a period of five years from the date of approval on condition that on the expiry of this period, the university/state government will take over the recurring items. Universities have also been asked to send proposals for instituting a diploma course in archival studies of one year's duration. The course is to be offered under the auspices of the history department but on the interdisciplinary basis involving the department of library and information science, university library and visiting lectures from the National Archives/state archives and other institutions. Universities have also been informed that the diploma course should be open to those with M.A. in history, economics, political science, sociology or M.Sc. in physics or chemistry or any other relevant subject.

3.24 Development Grants for Engineering and Technology: An allocation of Rs. 2775 lakhs has been made available to the U.G.C. for the development of engineering and technology during the Sixth plan period. The Commission is at present providing financial assistance to 30 universities/institutions deemed to be universities (Appendix XIX).

The above allocation also includes provision due to increase in the value of postgraduate scholarships/senior research fellowships being paid to postgraduate students of engineering and technology from Rs. 400 p.m. to Rs. 600 p.m. and for Ph.D. from Rs. 500 p.m. to Rs. 700 p.m. with effect from 1st November, 1980.

During the year 1982-83, the Commission approved the following new courses:—

- (i) Postgraduate course in Petroleum Technology at the Dibrugarh University, Assam.
- (ii) Starting of postgraduate studies in Pharmaceutical Sciences at Kakatiya University, Warangal.

During 1982-83, the Commission released grants amounting to Rs. 5,17,32,416 to the universities for the development of engineering and technology and management studies, as indicated in Table 3.6.

Table 3.6

Grants for the Development of Engineering & Technology

(Rupees in lakhs)

Sl. No.	Item of Expenditure	1978-79		1979-80		1980-81		1981-82		1982-83		Total Expenditure 1978-79 to 1982-83	
			%		%		%		%		%		%
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1.	Staff and Maintenance	23.62	5	22.29	8	169.88	60	129.74	25	129.63	37	475.16	25
2.	Equipment	284.18	60	171.44	65	30.95	11	248.13	49	116.28	34	850.98	45
3.	Books and Journals	68.78	14	26.53	10	18.59	6	83.07	16	30.60	9	227.57	12
4.	Buildings	17.89	4	41.22	16	62.30	22	44.51	9	66.24	19	232.16	12
5.	Fellowships and Scholarships	82.73	17	*	—	*	—	*	—	*	—	82.73	5
6.	Miscellaneous schemes	0.06	—	2.68	1	2.93	1	2.54	1	2.96	1	11.17	1
Total:		477.26	100	264.16	100	284.65	100	507.99	100	345.71	100	1879.77	100

* Transferred to non-plan.

3.25 Unesco Coupons: The Commission continued to provide UNESCO Coupons to the universities for the import of books and replacements/spares for scientific equipment. For major items, universities are making use of the policy laid down under open general licence.

3.26 Business Management: The Commission continued to provide assistance to universities/institutions for conducting courses in business administration. An amount of Rs. 3,78,268 was paid to the universities during 1982-83 for the purpose. This amount is included in the total amount of Rs. 5,17,32,416 referred to above.

The Commission is considering the question of introducing M.B.A. course through correspondence, with the help of an Expert Committee.

During the year 1982-83, the Commission approved the following new courses in management studies:

- (i) Two-year full-time M.B.A. course at the University of Burdwan.
- (ii) Two-year full-time M.B.A. course at Sri Venkateswara University.

3.27 Development of Computer Facilities & Computer Education for Man-power Training: Recognizing the role of computer as an essential aid to research work, the Commission, in consultation with the Electronics Commission, agreed to provide medium sized computers in selected universities. Universities were advised to make adequate preparation for the installation of computers as well as for appointing necessary technical staff and getting them trained by the suppliers of the system. Universities are also provided financial assistance for buying computer time from nearby computer centres.

The Commission has so far accepted 36 proposals recommended by the Computer Development Committee for the installation of computers in universities. Out of these, 30 computers have already been installed in the universities. A statement showing the present position of computer facilities available in the universities is at Appendix XX. The remaining universities are making efforts to procure the computers as early as possible.

In addition, the Commission in 1982-83 accepted the recommendations made by the Standing Committee for the Development of Computer Facilities and agreed to provide funds for the establishment of computer centres at six universities with Level 'O' system and seven universities with Level 'I' system. Requests for replacement of the existing computer system in respect of seven universities are being examined with the help of expert committees appointed for the purpose.

Efforts were made to set up an inter-institutional Computer Centre at Osmania University, Hyderabad. However, in view of the problems involved in management of such Centre for use by several universities, it has been withdrawn and in its place the proposals from the Jawaharlal

Nehru Technological University, Hyderabad and Hyderabad University have been approved for installing an inhouse computer system.

In view of the urgent need for computer manpower training, the Commission agreed to initiate B. Tech., M.Tech., M.C.A. programmes in Computer Science and Technology, on the basis of recommendations made by the Joint Manpower Panel of UGC and Department of Electronics. The costs of organisation of these courses are also shared by UGC/DOE.

The Commission, in consultation with the Department of Electronics, Government of India also examined the proposal concerning post-degree diploma course of one-year duration in computer science and application. 27 universities have been identified for the purpose and the course is being initiated in a phased manner starting from 1982-83 to 1984-85, again as a co-ordinated jointly-funded programme.

3.28 Area Studies: The Commission continued to provide assistance to selected universities for undertaking area studies programme relating to different countries and regions. In the light of the recommendations of the Standing Advisory Committee on Area Studies, the Commission appointed assessment committees to assess the working of the area studies centres and also to look into their requirements for the five year period beginning 1983-84. The assessment committees visited the following area studies centres and made recommendations with regard to their requirements for the five-year period:

- (i) Centre of East African Studies and Centre of Soviet Studies, Bombay University.
- (ii) Gokhale Institute of Economics and Politics, Poona.
- (iii) Centre for South and Southeast Asian Studies, Madras University.
- (iv) Centre for the Study of Indo-China, Sri Venkateswara University.
- (v) Centre for South Asian Studies, Rajasthan University.
- (vi) Centre for Urban and Regional Planning in developing countries around Indian Ocean, Osmania University.
- (vii) Department of Chinese and Japanese Studies, Delhi University.
- (viii) Centre for the Study of Nepal, Banaras Hindu University.
- (ix) Centre of West Asian Studies, Aligarh Muslim University.
- (x) Centre of Area Studies, Jadavpur University.
- (xi) Centre of South East Asian Studies, Calcutta University.

The Commission, in the light of the recommendations made by the conference of directors of area studies held in Jaipur towards the end of 1981 as also the recommendations of the UGC Standing Advisory Committee on Area Studies, formulated revised guidelines for the area studies

programme which were sent to the universities for their guidance. One of the important recommendation made is that the centre of area studies should function on a multi-disciplinary basis and have a proper organisational structure in the university set-up so that it may effectively utilise resource persons and facilities of all departments. The guidelines also emphasise that the centre may operate as an independent administrative unit and have the status of a department in the university.

The Commission continued to utilise the Ford Foundation assistance of \$ three lakhs for the development of area studies programme. The period of validity of the above grant was extended for a further period of six months from February, 1983. A number of centres were provided dollar grant for the purchase of books and journals. Some scholars were also provided maintenance grant for their visit abroad for field work.

3.29 Regional Centres: The Commission has experienced certain difficulties in the funding and proper management of its regional centres whether they are in the field of computers for instrumentation etc. This is because a regional centre cannot be allowed to become part of one university because of having to channelize funds through the university nor can it be funded just for a plan period and thereafter left to the care of the state in which it is situated. In modern times more centres for research, library services, accreditation services etc. are needed and therefore the question of the Commission having the power to set up its own institutions or facilities or services to further the aims of maintaining and raising standards of education and research has assumed great importance and urgency. Steps have been initiated by the Commission to have an enabling provision made so as to facilitate and expedite this activity.

SECTION 4

Development of Colleges

4.01 Development of Colleges which are responsible in a large measure, for undergraduate education and to a certain extent even for postgraduate education is an important area in higher education from the point of view of maintenance of proper standards, ensuring optimum utilisation of facilities, promoting innovation and change, relating education to emerging occupational pattern, viability and equalisation of educational opportunities for the weaker sections of society particularly Scheduled Castes and Scheduled Tribes and in educationally backward areas of the country.

4.02 The financial resources for higher education during the Sixth plan being limited, the development needs of the colleges have to be carefully identified so that the resources are mainly utilised for such programmes which can make an appreciable impact on improvement of standards through modernisation and rationalisation as well as diversification of undergraduate courses in humanities, social sciences, commerce etc. in the colleges.

4.03 For a majority of students going in for higher education, the first degree level is likely to be terminal. It is, therefore, necessary that the degree courses offered should be adequately strengthened and diversified to make these worthwhile to the students. With this end in view, the courses should include both basic as well as emerging inter-disciplinary and application oriented areas and sufficient freedom be allowed to the students to choose the courses best suited to their interest and capability.

4.04 A large number of non-viable colleges with low enrolment and inadequate facilities have come into existence in the past. Establishment of such non-viable colleges would have to be discouraged. Only in exceptional cases a new college would be set up in an educationally backward area where facilities for higher education do not exist. The resources available with the Commission in the Sixth plan are to be largely utilised to provide adequate level of financial support for the improvement of existing arts, science and commerce colleges which are mainly responsible for undergraduate teaching.

4.05 The Commission's policy, therefore, for development of undergraduate and postgraduate education in colleges during the Sixth plan period has two main aims (a) improvement of standards and quality of education and (b) removal of disparities and regional imbalances in higher educational facilities.

4.06 The pattern, sharing basis and ceiling of assistance for (a) basic grants, (b) development of undergraduate education*, (c) development of postgraduate education in colleges and the basis on which special consideration is given for intensive development of colleges situated in educationally backward areas and colleges catering to the needs of Scheduled Castes/Scheduled Tribe students are given in the UGC Annual Report 1981-82 (pp. 43-45). The report also gives the basis of assistance to single faculty colleges in professional subjects (para 4.07, p. 46).

4.07 Colleges located in Rural Areas: The Commission has agreed that for the purpose of identification of colleges located in rural areas, the definition adopted by the Ministry of Rural Reconstruction as given below may also be followed by the Commission.

“A rural area is an area which is covered by a community development block as distinguished from the area covered by municipality, corporation or a notified area committee. The area covered by corporations or municipality or notified areas cannot be treated as rural areas”.

Universities have been requested to identify such colleges keeping in view the above definition and make such a list available to the Commission for reference.

4.08 Colleges in Backward Areas: The Commission is of the view that the list of backward areas as given by the Planning Commission is based on primary and middle stage school education only but for purposes of assistance to colleges, enrolment in higher education in universities and colleges per thousand of population in the relevant age-group provides a better basis.

Accordingly, the Commission has considered the question of defining the term “Colleges located in Backward Areas” for purposes of developmental assistance in the Sixth plan period and agreed that, keeping in view the wide range of students per thousand of population in the relevant age group enrolled in higher education, the districts in each state where enrol-

*The Commission has since agreed that in the light of the experience of consideration of the proposals from colleges for their development programmes, the eligibility condition relating to the overall student-teacher ratio may not be insisted upon for the present. The Commission has further agreed that in the case of colleges which have an enrolment exceeding 2,000 students (excluding law) in degree classes and above as on 15th August, 1981 in the academic session 1981-82, the ceiling of assistance may be raised to Rs. 7.5 lakhs in the Sixth plan period.

It has also been decided that in the light of experience so far, the guidelines laid down for purposes of assistance to colleges in the Fifth and Sixth plan period may be reviewed with the help of a committee. This committee may also suggest suitable guidelines for assistance to colleges in the Seventh plan period, indicating also the nature and pattern of assistance that may be provided for the development of colleges.

ment is 50% or less than the average obtained in that state may be considered as educationally backward.

4.09 Plan Assistance for Delhi Colleges: In December 1982, the Commission decided that Delhi Colleges be brought within the purview of Sixth plan assistance but such assistance would be made available as per guidelines drawn up for the purpose. The Delhi Colleges are now also eligible to receive assistance under the College Science Improvement Programme and the College Humanities and Social Sciences Improvement Programme.

4.10 Basic and Development Assistance to Colleges: Assistance has been provided to colleges during the year under report by way of basic and developmental grants. The regionwise position is as under:

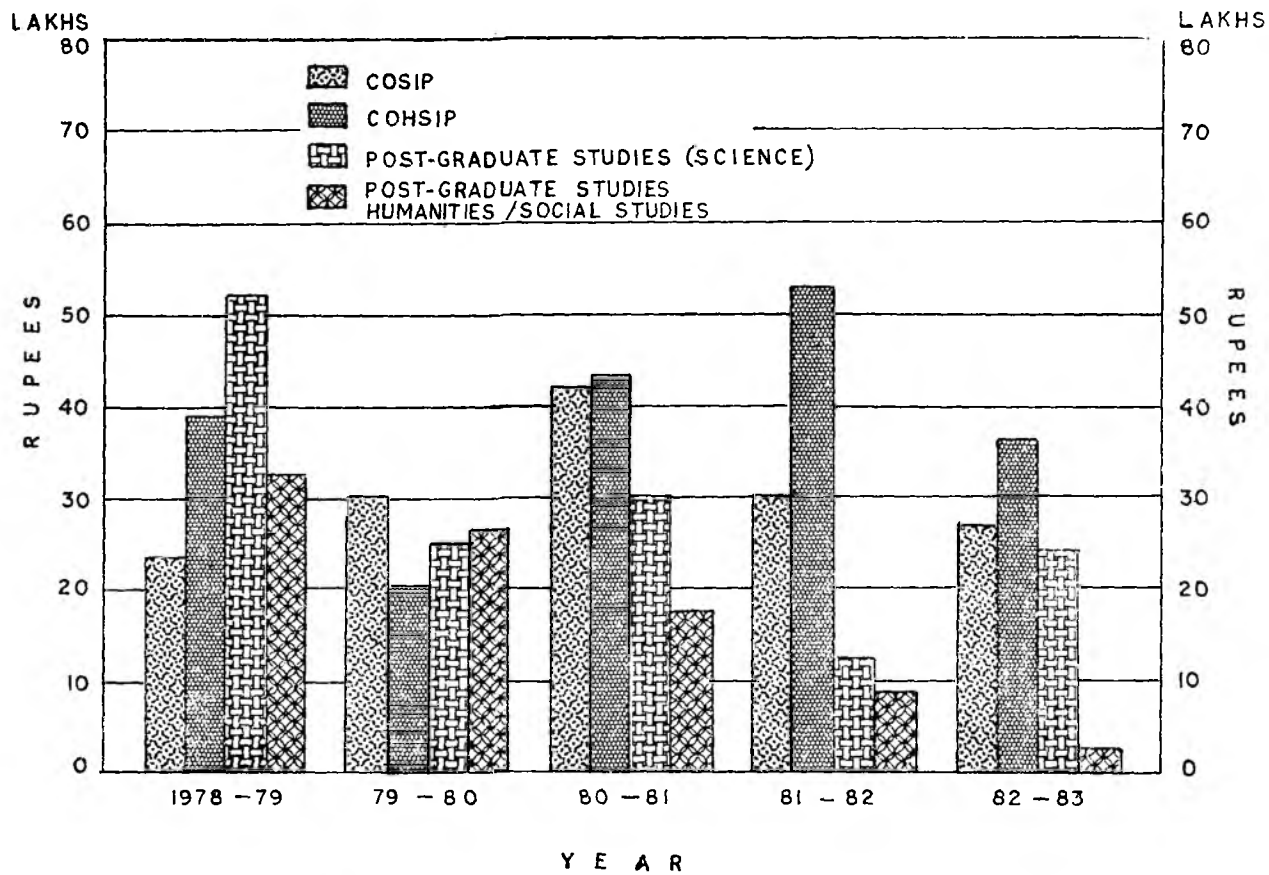
Table 4.1

Number of Proposals Approved

<i>Division</i>	<i>Basic Assistance</i>	<i>Development of Under-graduate Education/ Post-graduate</i>	
South	500	109	(+11 Post-graduate)
West	495	37	
North	280	39	
U.P. and Bihar	289	69	(+1 Post-graduate)
East	246	70	

4.11 Grants paid for General Development: Grants paid to colleges for general development and other schemes during the period 1978-79 to 1982-83 are detailed in the following table. It will be seen that during 1982-83, grants paid for the development of affiliated colleges and postgraduate studies in science were about double the grants paid for these purposes during 1981-82. This has happened in view of the fact that the programmes have now picked up and are being implemented in accordance with the revised guidelines.

Grants paid during 1982-83 for other schemes were lower as compared to those paid during 1981-82.



Grants paid to Colleges for Special Programmes: 1978-79 to 1982-83

Table 4.2

Grants paid to Colleges for General Development and other Schemes*
(Rupees in lakhs)

<i>Sl. No.</i>	<i>Name of the Scheme</i>	<i>1978-79</i>	<i>1979-80</i>	<i>1980-81</i>	<i>1981-82</i>	<i>1982-83</i>
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>
1.	Development of affiliated colleges	852.21	606.92	314.22	239.14	416.29
2.	Book Banks**	18.37	—	—	—	—
3.	College Science Improvement Programme	23.62	30.27	41.86	29.83	26.87
4.	College Humanities and Social Sciences Improvement Programme	39.09	20.27	43.69	52.82	36.44
5.	Student Aid Fund***	29.33	15.74	1.60	—	—
6.	Centenary Grants	1.05	0.75	0.60	2.35	—
7.	Development of Postgraduate Studies in Science	52.26	24.73	30.40	12.42	24.21
8.	Development of Postgraduate Studies in Humanities and Social Sciences	32.37	26.31	17.62	8.61	2.54
9.	Strengthening of undergraduate teaching institutions.	—	—	—	0.50	0.90

*A statement of development grants to colleges (statewise) is given in Appendix XXI.

**The Commission had provided basic grants to colleges for books ranging from Rs. 10,000 to Rs. 40,000/-; the colleges could utilise upto 1/3rd of the book grant for setting up a book bank for needy students.

***The scheme has not been in operation since 1979-80.

SECTION 5

Development of Institutions deemed to be Universities

5.01 Section 3 of the UGC Act provides for declaring an institution of higher education other than a university to be deemed to be a university. This provision has been made in the Act to bring under the purview of the Commission institutions which for historical and other reasons are not universities and yet are doing work of a high standard in an academic field and at university level. Granting of the status of deemed to be a university enables them to develop ideals belonging to higher education and research. The institution is generally expected to aim at strengthening its activities in its field of specialisation rather than make efforts towards growing into multi-faculty university of the general type.

5.02 The table given below gives information regarding institutions deemed to be universities along with the year during which these were established and the year when it was agreed to give them the status of institution deemed to be university.

Table 5.1

<i>Sl. No.</i>	<i>Name of the Institution</i>	<i>Year of Establishment</i>	<i>Year during which recognized</i>	<i>Enrolment during 82-83 (Provisional)</i>
1.	Indian Institute of Science (Bangalore)	1909	1958	1081*
2.	Indian Agricultural Research Institute (New Delhi)	1905	1958	558
3.	Gurukul Kangri Viswavidyalaya (Hardwar)	1900	1962	328
4.	Jamia Millia Islamia (New Delhi)	1920	1962	2168
5.	Gujarat Vidyapith (Ahmedabad)	1920	1963	460*
6.	Tata Institute of Social Science (Bombay)	1936	1964	273
7.	Birla Institute of Technology and Science (Pilani)	1964	1964	2152
8.	Indian School of Mines (Dhanbad)	1926	1967	626
9.	Central Institute of English & Foreign Languages (Hyderabad)	1958	1973	421*
10.	Gandhigram Rural Institute (Gandhigram)	1956	1976	607
11.	School of Planning & Architecture (New Delhi)	1959	1979	342
12.	Dayalbagh Educational Institute (Agra)		1981	1202
13.	Sri Sathya Sai Institute of Higher Learning (Prasanthi Nilayam).		1981	392

*Relates to 1981-82.

5.03 Maintenance Grants:@ The quantum of grants paid to institutions deemed to be universities during 1978-79 to 1982-83 is given below:

Table 5.2

	<i>Grant paid in lakhs of Rupees</i>				
	<i>Y</i>	<i>E</i>	<i>A</i>	<i>R</i>	
	<i>1978-79</i>	<i>1979-80</i>	<i>1980-81</i>	<i>1981-82</i>	<i>1982-83</i>
Institutions deemed to be Universities	405.17 0.11*	566.50	732.01	788.79	839.58

*By adjustment.

5.04 Major Achievements: Some of the achievements of the deemed universities as reported by them are highlighted below:

(a) Indian Institute of Science, Bangalore

(i) The Indian Institute of Science, Bangalore introduced the three-year B.E. degree programme in Computer Engineering and inter-disciplinary programmes of teaching and research in a number of areas viz. (i) materials science and solid state electronics, (ii) bio-engineering, (iii) molecular biology, (iv) electronics design technology and (v) applications of science and technology to rural areas ecology.

(ii) The programme in aeronautical engineering was restructured to meet the needs of developing areas in space science and technology. The M.E. degree was designated as M.E. degree in Aerospace Engineering.

(iii) The Centre for Continuing Education at the institute conducted a teacher training programme for high school science teachers during January, 1983 in Kodagu district. 78 teachers from 30 high schools participated in the programme. A mathematics olympiad was conducted with the objective of spotting and nurturing mathematical talent in schools and colleges.

(iv) Under the curriculum development cell, financial assistance was provided for preparation of 33 text-books/monographs for students at the undergraduate level. The cell has also been involved in the preparation of a

@Maintenance grants are not paid to Indian Agricultural Research Institute, Birla Institute of Technology and Science, School of Planning and Architecture, Dayalbagh Educational Institute and Sri Sathya Sai Institute of Higher Learning.

model syllabus for a four-year integrated M.E. course. The Centre has been successfully continuing its programme of Proficiency. This programme is conducted in collaboration with a few professional societies in Bangalore. During the year under review, 54 courses were conducted in three semesters with about 2500 participants.

(v) The Centre for Scientific and Industrial Consultancy at the Institute has undertaken several interesting real life problems of relevance to industries, in a wide spectrum of scientific and engineering disciplines for public and private sector industries, R & D establishments and utilities.

(vi) As part of the activities of the Cell for the Application of Science and Technology to Rural Areas (ASTRA), a village school has been designed, built and handed over to demonstrate the alternative cost-reduction building technologies; a community biogas plant involving piped biogas was built; a three-pan jaggery production unit was demonstrated and a three-pan wood stove for this purpose was designed which is yielding efficiency of over 30%, a rope making machine has been designed, fabricated and installed as a part of sisal industry demonstration unit at Ungra Village (extension course of ASTRA). Two practical training courses—one on 'windmill' and the other on 'Biogas Plants' were conducted at the request of the Tata Energy Research Institute.

(vii) The Bio-chemistry Development has isolated a protein that inhabits the enzyme which in its turn is responsible for cholesterol finding synthesis. This has been named Fermodulin. If this is confirmed it will provide a method of regulation of cholesterol.

(viii) In relation to silencers for internal combustion engines, the perforated element mufflers are known to have the best aero-acoustic performance. Since no exact mathematical understanding of these sound mufflers exists, their design has always been on a hit or miss basis. The Mechanical Engineering Department has bridged this long-standing gap between theory and practice and its work received the Nelson Acoustical Paper Award. With the theory well worked out, it would now be possible to design good exhaust mufflers for I.C. engines.

(ix) Under the UGC Extension Lecture Programme, 96 lectures were delivered by the faculty members of the institute at various places outside the campus.

(x) About 160 faculty members attended academic conferences, seminars and workshops etc. The faculty members also assisted a refereeing work/educational work for nearly 100 national/international journals/proceedings

of symposia etc.

(xi) Several departments are participating in centres of advanced study and special assistance programmes of the Commission.

(b) Tata Institute of Social Sciences, Bombay

(i) The teaching of social work is basically an inter-disciplinary endeavour. The courses studied at the Institute are distributed between (i) Basic Social Sciences (ii) Social Work Methods; and (iii) Specialisation courses in particular fields. A good deal of the research done at the Institute is problem and policy oriented and inevitably requires inter-disciplinary perspectives.

(ii) The Institute has restructured its courses (papers) for greater relevance and new courses have been developed for (a) Social Work which includes four optional courses for women and (b) Personnel Management and Industrial Relations programme. Both these courses are to be offered from 1983-84.

(iii) In an endeavour to interact with the society and neighbourhood, the Institute continued to place its students for field work in social service and industrial settings in the community with different agencies in Bombay. Extension programmes were also arranged through (i) faculty participation in managing committees of community based agencies, (ii) direct organisation of services by the Institute, (iii) research relating to services offered and (iv) plans to initiate field action projects.

(iv) Besides organising five short-term courses and one workshop under extension programmes, the Institute organized 35 seminars/workshops/short-term programmes. Work was also progressing on 41 research projects of which five have been completed.

(v) The Institute has adopted the semester system and also developed audio-visual aids in the form of slides and short films on rural regeneration for instructional purposes.

(vi) In an attempt to improve standards, the Institute held faculty seminars on the basis of students' evaluation of courses and their research projects. In addition to new courses, changes in the contents of courses for revision were also undertaken. Faculty members were encouraged to do Ph.D. at the Institute. So far four faculty members have completed Ph.D., four have completed their M.Phil. and 15 faculty members are registered for the Ph.D. programme.

(c) Gujarat Vidyapith, Ahmedabad

(i) The Vidyapith started a new one-year postgraduate diploma course for wardens of rural hostels and one-year diploma for archival studies besides a new multi-disciplinary programme of research and studies on interaction between science and non-violence.

(ii) The Vidyapith hosted important conferences and seminars including among others a conference of Indian Psychiatric Social Workers Association on the theme of evils of drinking, a conference of Indian Society for community education on crisis and response in education, a seminar on eradication of poverty in co-operation with Khadi and Village Industries Commission, working group on curricular dimensions of Gandhian Studies, and use of Hindi in Banking etc. The Vidyapith also conducted household surveys of two villages adopted by its Rural Service College and of 49,144 Harijan families in more than 730 villages. Two block level full employment plans were completed and published by the Tribal Research Institute with the help of the Vidyapith. Besides participation of its teachers in various conferences/seminars, the Vidyapith also conducted training courses/programmes for supervisors/project officers of adult literacy programme for 2966 marginal farmers for improved farming and better crop-planning and also trained 107 farmers for cowdung gas plants.

(iii) The Vidyapith is engaged in designing and fabricating less expensive bio-gas plants, restructuring postgraduate courses conducive to rural development and devising an indigeneous type of rural home science course for village girls as a major subject. An exercise for introducing grading system for evaluation of examinations and question bank has also been undertaken.

(d) Gurukul Kangri Vishwavidyalaya, Hardwar

(i) The Vishwavidyalaya has continued to give emphasis to inter-disciplinary topics in research. The Vishwavidyalaya also undertook a number of innovative programmes for the benefit of villages.

(ii) The Vishwavidyalaya has adopted three villages under its rural development scheme and N.S.S. for interaction with the society and neighbourhood besides adopting one village under community services and extension programme.

(iii) The Vishwavidyalaya organised a National Vedic Workshop, installed gober gas plants in Kangri Village, provided loans, shelters and other facilities to villagers, worked for expansion of Vedic and ancient Indian

culture and has taken up Ganga Basin Project under environmental research programme with a view to stopping pollution.

(e) Indian School of Mines, Dhanbad

(i) The School has introduced one year M.Tech. course in petroleum exploration during the year and action has also been taken for finalising the new structure of the B.Tech. programme on surface mining. The one year M.Tech. course in petroleum exploration has been designed in such a way that the additional units are offered besides basic knowledge of subjects common to students of applied geology and applied geophysics.

(ii) The exercise of reviewing academic programmes which relate to field-oriented subjects is continuously in hand so that they become relevant to the fast-changing technology level of the mineral industry.

(iii) In order to maintain the industry-orientation, so very necessary, for a field-based industry such as mining, the School's two-year M.Tech. programme comprises one-year formal institutional instruction and the second year of field project or laboratory research. This has brought about flexibility into the system and enabled postgraduate students to leave the institution at the end of the first year, or to complete the M.Tech. work at a later date at the School or even while working.

(iv) The School is also offering an evening/part-time version of its DISM programme in three disciplines: viz. mining engineering, mining machinery and industrial engineering and management. Besides introducing a Remote Sensing Course as an elective subject in the VI Semester M.Sc. Technology (applied geo-physics) course, the School has also re-structured the B.Tech. (mining engineering) programme to enable the introduction of a course on marine mining in the final semester. New topics on mine workshop and layout, hydraulic and pneumatics in mining, and mining electro-technology in the IX and X Semester were introduced while restructuring the B.Tech. (mining machinery) course.

(v) During the period under report, inter-disciplinary programmes of research were undertaken in the School in various areas, some of which were executed jointly with outside agencies. Besides this, the School is actively involved in carrying out other research projects sponsored by agencies like the Department of Coal, Department of Science and Technology etc.

(vi) The School organised a national seminar on 'surface mining' which was co-sponsored by various government departments and public as well as private undertakings.

(vii) Faculty members of the School also made a significant contribution by way of research publications. There were 130 research publications from different departments during the year.

(viii) The School maintained its inter-action with the industry and neighbourhood through the media of continuing education programmes, consultancy and testing services. The School also contributed towards community services and extension programmes besides offering other innovative programmes.

(f) Gandhigram Rural Institute, Gandhigram

(i) All the courses offered in the Institute are inter-disciplinary in nature and content, with an integrated approach to teaching programmes being the main feature. A postgraduate course in Cooperative Management and a certificate course in Tamil for non-Tamil students were introduced and certain courses were also restructured.

(ii) The Institute has a service area of 26 villages and a complex of 10 villages have been identified and selected for intensive rural development programmes. The Village Communities and Academic Society of the Institute work hand in hand in a number of developmental activities, involving road repair, relaying of short link roads, repair of public buildings in the villages, tree plantation, sewage disposal etc.

(iii) As part of community service, three major student camps were organised and with the active support of the villagers, students laid a link road, helped the villagers to raise the community vegetable garden, besides educating the people against the evils of drinking, dowry system and untouchability.

(iv) The Institute also has an extension service programme, which includes free pre-school centres for children in the age group of 2½—5 years drawn mostly from economically and socially backward homes, provision for cheap, functional and acceptable tiled houses for the weaker sections, drinking water facility in far off villages, implementation of the laboratory to land programme, running of adult education centres, formation of farmers' clubs and youth clubs, free distribution of seedlings to marginal and small farmers and identification of physically handicapped persons and destitutes for helping them to get governmental support.

(v) The Institute conducted a base-line survey and was entrusted with research, monitoring and evaluation of social forestry schemes by the Government of Tamil Nadu. The evaluation of farm forestry programme was

also carried out in 16 villages besides offering rural development and extension training to 305 village-level social forestry workers.

(vi) A number of agencies both voluntary and governmental seek the help of the Institute to start their rural development programmes. "Earn while you Learn" scheme has been introduced for needy students during their leisure time on the farms, library, canteen and bakery. The Institute has also created a Cell known as Information Development and Resource Agency which apart from providing guidance and counselling to Nehru Yuvak Kendra organisers, conducts periodical, short-term leadership training programmes for panchayat members and rural youths. The Shanti-Sena of the Institute conducts programmes of manual labour in agriculture and sanitation and inculcates moral value, discipline and tolerance.

(vii) The Institute also runs adult education centres for women in which participation of women in development activities is being encouraged. Both ante-natal and pre-natal care and nutrition education besides economic programmes like spinning centres have been started in villages for women from the weaker sections.

(viii) During the period under report seven research projects including three for the Forest Department, Government of Tamil Nadu have been completed. The faculty members of the Institute participated in four seminars and three training programmes during the year and brought out a number of publications, monographs and books.

(g) Central Institute of English and Foreign Languages, Hyderabad

(i) The Institute has developed into a national centre for improving the professional competence of teachers of English and foreign languages at all levels, research, materials production and extension services. Its attempt has been to devise ways and means of bringing about improvement in the standards of the teaching of the language and its literature. In this context, while working out the strategies and priorities for implementation during the Sixth plan period, the following target populations have been identified for training and/or orientations:

School teachers

Teachers at training establishments for School teachers

College and university teachers

Teachers in specialist/professional institutions

Educational administrators

Supervisory staff

Agencies such as Boards of Secondary Education.

SCERTS, State Institutes of Education, Text book
Bureaus
Boards of Studies in English at the universities

(ii) The Institute offers courses in French, German, Russian and Arabic. In order to provide training to serving and potential teachers in these languages, the Institute has been conducting postgraduate certificate and diploma courses. The Departments of French, German and Russian are conducting M.A. courses by correspondence-cum-contact. Research courses leading to M.Litt. and Ph.D. degree are also organized in these languages. One distinguishing and popular programme of the departments has been the part-time Certificate of proficiency, Diploma and Advanced Diploma Course in Arabic, French, German and Russian.

(iii) The Departments of French and German are also conducting high-level courses leading to Diploma in Translation and Interpretation. The foreign languages departments have also launched projects for the preparation of suitable instructional materials for the Indian learners of these languages. Seminars and Workshops on various foreign and Indian languages and their literatures are organised at the Institute.

(iv) The Institute has laid special emphasis on the orientation of lecturers in college of education through regional workshops, and on specialised training through workshop for the staff of ELTIS. (English language teaching institutions).

(v) With a view to imparting training to the teachers without taking them away from their place of duty, the Institute is running correspondence courses leading to postgraduate certificate and postgraduate diploma in the teaching of English. Short training and/or orientation courses were also conducted for the secondary teachers. Necessary steps are being taken for the setting up of District Centres for the effective implementation of these programmes. These centres beside conducting the correspondence-cum-contact programmes for teachers, will also organise specific purpose courses, including training of teachers in question paper setting and materials production. They will also serve as Resource Centres for reference books, Cassette library, Test-items Bank and consultancy services. Another major function of these Centres will be the conduct of non-formal, need based courses in English for adult teachers from rural areas and specially economically weaker sections.

(vi) The major areas in which research has been carried out at the Institute are as under :—

Contrastive analysis and bilingual education
Methodology of teaching English as a second language
English for special purpose
The use of Mass media

Evaluation and testing
 The teaching of English literature
 Indian English
 Stylistics

Several new research projects have been identified in the fields mentioned above and work is being carried out on them, in several cases in collaboration with the English language teaching institutions.

(vii) Several projects for preparation of text books were taken up in collaboration with national agencies like the National Council of Educational Research and Training and the Central Board of Secondary Education. Priority is also being given to the preparation of materials for the special needs of students of science and technology and vocational and professional courses materials for use through mass media, self instruction through cassettes and materials for testing and evaluation. The institute has also launched a project for the production of a series of grade readers to serve as supplementary and extensive reading materials for young learners of English. A series of graded anthologies of poems for school children is also being produced by the Institute.

(viii) Extension and consultancy services provided by the Institute have over the years made institutions and educational authorities more receptive to modern ideas on English language teaching. In order to strengthen the pre-service training, the Institute has been organising a series of workshops for B.Ed. college lecturers in English. Teaching/training courses were organised by the Institute for 16 college/university teachers from Vietnam.

(ix) Consultancy Services are made available by the Institute to various educational institutions for finalising suitable syllabuses, identifying and training resource persons for teacher training, adapting/preparing suitable text books, devising texts and ensuring that the present pre-service and in-service teacher training programmes are suited to the current needs and are based on sound linguistic and pedagogic principles.

(x) In order to supplement the class room teaching of English and to provide a national standard in spoken English, the Institute has designed a five year course of 'English by Air' consisting of 150 programmes, which are being broadcast by 25 stations of All India Radio. A 22 programme radio course prepared by the Institute for secondary school teachers of English is being broadcast by All India Radio, Hyderabad. Notes and exercises accompanying the programmes are mailed to the teachers on request. Several experimental programmes in teaching English through television and experimental film for language teaching have been produced at the Institute. These are being used for the diploma course as well as for teacher training. A one-semester postgraduate certificate course in Oral Communication in English is also being run by the Institute.

5.05 A Statement indicating the grants paid to institutions deemed to be universities during 1982-83 under Non-plan and Plan is given below.

Table 5.3

(Rupees in lakhs)

	<i>Non-Plan</i>	<i>Plan</i>	<i>Total</i>
1. Birla Institute of Technology & Science, Pilani	0.07	1.98	2.05
2. Central Institute of English & Foreign Languages, Hyderabad.	48.67	37.10	85.77
3. Dayalbagh Educational Institute, Agra	—	14.62 0.02*	14.62 0.02*
4. Gandhigram Rural Institute, Gandhigram, Madurai.	32.78	12.70	45.48
5. Gujarat Vidyapith, Ahmedabad.	43.77	20.70	64.67
6. Gurukul Kangri Vishwavidyalaya, Haridwar.	19.80	2.80	22.60
7. Indian Agricultural Research Institute, New Delhi.	0.16	0.09	0.25
8. Indian Institute of Science, Bangalore	436.09	154.14 0.71*	590.23 0.71*
9. Indian School of Mines, Dhanbad	147.87	49.12	196.99
10. Jamia Millia Islamia, New Delhi.	100.95	89.54 0.32*	190.49 0.32*
11. School of Planning & Architecture, New Delhi.	—	0.40	0.40
12. Sri Sathya Sai Institute of Higher Learning, Prasanthi Nilayam	—	12.09	12.09
13. Tata Institute of Social Science, Bombay.	38.10	11.93	50.03
	868.46	407.21 *1.05	1275.67 1.05*

*By adjustment

SECTION 6

Non-Plan Grants to Universities

6.01 The Commission continued to provide maintenance grants to the central universities in terms of the statutory provisions 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 employees. While paying the maintenance grants to

Table 6.1

(Amount in lakhs of Rupees)

	1978-79	1979-80	1980-81	1981-82	1982-83
(i) Block grants to central universities	2144.36	2842.50 0.50*	3207.00 0.50*	3651.00	4493.58
(ii) Grants paid to ¹ universities/institutions for specific purposes	(a) 9.00	(a) 9.00	(a) 9.00	(b) 11.50	(c) 30.47
(iii) Maintenance ² grants to constituent/affiliated colleges of Delhi University	977.90 61.83*	1051.98 76.88*	1159.89 53.60*	1380.01 60.69*	1629.01 24.68*
(iv) Schemes not covered under block grants**	5.15	32.56	58.00	60.92	150.00
(v) Scholarships and fellowships	—	583.72	385.37	493.49 0.04*	368.47 0.01*
Total ³	3136.41 61.83*	4519.76 77.38*	4819.26 54.10*	5600.92 60.73*	6671.53 24.69*

- (a) For Roorkee University for the maintenance of Water Resources Development Training centre and (b) for Roorkee University for the maintenance of Water Resources Development Training Centre and School of Research and Training in Earthquake Engineering, (c) for Roorkee University as stated in (b) and for Anna University.
- 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 per cent of the approved deficit for affiliated/constituent colleges and cent per cent of the approved deficit for university maintained colleges. The items of expenditure, inter-alia, include pay and allowances of the teaching and non-teaching staff, books and journals, retirement benefits and other charges. The Commission also pays grants for the mess staff of the hostels attached to some of the Delhi Colleges on sharing basis of 75:25.
- The figures do not include the administration charges of UGC amounting to Rs. 76.31, 77.41, 90.51, 105.11 and 120.80 lakhs during the years 1978-79, 1979-80, 1980-81, 1981-82 and 1982-83 respectively.

* By adjustment.

** These include health service scheme and house building advance to central universities and institutions deemed to be universities.

the central universities, institutions of professional education were also taken into account, i.e., Aligarh Muslim University—technical and medical; Banaras Hindu University—technical, medical and agriculture; Visva Bharati—Agriculture. In addition, the maintenance of the hospitals attached to the medical colleges at the Aligarh Muslim University and Banaras Hindu University was also met out of the maintenance grants.

6.02 Grants were also paid to the central universities including Delhi colleges for their health service schemes as also for house building advance to their staff.

6.03 Table 6.1 shows the break-up of non-plan grants paid to the universities during the years 1978-79 to 1982-83. It may be mentioned that from 1st April, 1979 non-plan grants include scholarships and fellowships under engineering and technology, teacher fellowships, national fellowships, national associateships, national lectures, utilization of services of retired teachers, research fellowships and grants payable to non-university institutions for fellowships and awards as decided by the Government of India. These grants are for central as well as the state universities, subject to the agreed level of expenditure.

6.04 Grants to Central Universities: Grants paid by the Commission towards the maintenance of central universities* for the year 1978-79 to 1982-83 are indicated in Table 6.2.

Table 6.2

(Amount in lakhs of rupees)

S.No.	University	1978-79	1979-80	1980-81	1981-82	1982-83
1.	Aligarh Muslim University	629.79	730.00	813.00	915.00	1162.83
2.	Banaras Hindu University	783.31	976.00	1065.00	1212.00	1602.75
3.	Delhi University	367.00	503.00	585.00	657.00	785.71
4.	Hyderabad University*	—	97.00	116.00	133.50	137.51
5.	Jawaharlal Nehru University	194.56	267.50	313.50	358.00	407.82
6.	North Eastern Hill University *	—	79.00	90.00	104.00	118.00
7.	Visva Bharati	169.70	190.00	224.50	271.50	278.96
Total**		2144.36	2842.50	3207.00	3651.00	4493.58
				0.50@		

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

** The increase in non-plan grants paid during 1979-80 to 1981-82 as compared to the earlier years is mainly due to (a) taking over of the Fifth 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) payment of advance on account grant during 1981-82 for 1982-83 and during 1982-83 for 1983-84.

@ By adjustment.

6.05 Maintenance Grants to Central Universities and Institutions deemed to be Universities: On the recommendations of a committee the Commission has agreed that block grant for central universities and institutions deemed to be universities be determined on the basis of the examination of the budget estimates received from the universities, duly approved by the appropriate authorities, and the budget so accepted should be the basis for determining the annual block grant. The opening balance of a university out of the block grant fixed for a particular year would be carried forward to the succeeding year and the same would normally be adjusted by the end of the third year. To ensure that the expenditure is incurred by a university within the total resources available in the best interest of its academic functioning necessary guidelines have also been prescribed for reappropriation of funds.

In view of the very nature of budgetary provisions under plan and non-plan of the Government of India and the University Grants Commission no diversion of funds can be made from plan to non-plan and vice-versa.

6.06 The Commission had appointed a committee on Disparities in Scales of Pay and Avenues of Promotion of non-teaching staff in the central universities. The Commission has accepted the recommendation of the committee that the scales of pay, designations, duties, and recruitment qualifications of the posts of non-teaching staff in the central universities be the same as applicable to corresponding posts in the Government of India. It has also been agreed that each central university may constitute a Work-Study-cum-Cadre Review Unit to study the work-load, work method, work organisation and needs of the work in each branch of the university and suggest work structures that would provide for adequate cadres for employees with definite skills, and ensure efficient functioning of the universities.

6.07 Housing Facilities in Central Universities: The provision of staff quarters and teachers hostels is considered to be a priority area by the Commission in view of its impact on the development of corporate life in the university campuses. It is a matter of great importance that university teachers and others have suitable living accommodation, a quiet corner for study and the possibility of close interaction between students and teachers. This has assumed much greater significance in urban and metropolitan areas in view of the exorbitant rise in house rents in recent years.

In view of the above considerations, the Commission continued to provide funds to the central universities for providing housing facilities to their staff and for giving loans to staff members for the construction of houses. The Commission, in consultation with the Government of India, has also agreed to the utilisation of part of provident fund investment for

construction of staff quarters for the employees of the central universities as also of Delhi Colleges.

6.08 Committee on the working of Central Universities: The Commission had constituted a committee to enquire into the working of the central universities with the following terms of reference (i) to examine whether the central universities are fulfilling the objectives set for them in their Acts and Statutes; (ii) to examine the general state of discipline in the central universities, causes of periodic disturbances in the campuses and remedial action; (iii) to examine the adequacy of the machinery in the central universities to deal with the grievances of students, teachers and the administrative staff and suggest measures for strengthening corporate life in these universities; (iv) to examine the desirability of evolving a code of conduct for political parties and to set limits to their involvement in the university affairs; and (v) to suggest such other measures of reform as are necessary for the efficient functioning of central universities and for promoting an academic atmosphere conducive to study and scholarship on the campuses. The committee is about to submit its report.

SECTION 7

Faculty Improvement Programmes

7.01 It is generally accepted and widely recognised that the teacher has an important and vital role to play in all programmes having a bearing on national development and social change and progress. In the present socio-economic milieu, the job of the teacher cannot remain confined to delivering a set of lectures in a listless manner or to impart routine information or mere 'coverage of syllabus'. The teacher has to be a charter for change and has to bring about necessary changes in the system of education to make it responsive to the needs of the society. Concerned efforts have to be made by him to bring about "changes in objectives, in content, in teaching methods and in programmes." The primary objective should be to treat each individual student as an end in himself and to give him the widest possible opportunity to develop his skills, abilities and potentialities to the full.

7.02 The teacher has also an important role to play in the acceptance and adoption of various educational innovations e.g. restructuring of courses, autonomous colleges, examination reforms, practical orientation to courses, making studies relevant and so on. In the past many of the reforms reached a deadend because of the apathy of the teacher.

7.03 The teacher should also accept his responsibility in the realization of the social objectives, which implies that education should be related to the 'life needs and aspirations of the people'. From this point of view, it becomes important that the teacher becomes an active participant in (i) programmes of community development, (ii) adult education and extension, (iii) social and national services, (iv) co-curricular and extra-curricular activities, (v) programmes of non-formal education and (vi) social and national integration.

7.04 Participation by teachers has two aspects—firstly in bringing about interaction with the community on a continuing basis, and secondly, in becoming fully involved in the functioning of the department.

7.05 An essential component of education is the interaction of teachers with the community. For this purpose, teachers have to interpret recent trends in their respective fields, to create scientific awareness and to participate in the programme of adult education and non-formal education of youth, women and the weaker sections of the society. Teachers should also help in the preparation of development projects for the community in their neighbourhood, especially the rural community.

7.06 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 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 1982-83 is given below:

Table 7.1

<i>S.No.</i>	<i>Programmes</i>	<i>Humanities & Social Sciences</i>	<i>Sciences</i>	<i>Total</i>
1.	Seminars	81	31	112
2.	Symposia	24	6	30
3.	Workshops	16	5	21
4.	Refresher Courses	10	5	15
5.	Summer Institutes	35	27	62
	Total	166	74	240

7.07 English Literature Seminars: On the recommendations of the UGC Advisory Committee on English Literature Seminars, two programmes during the year 1982-83 were organised—one at the Panjab University, Chandigarh and another at Madurai Kamraj University, Madurai. These seminars were organised during August/September, 1982. These two seminars covered various aspects of poetry and drama (post-1945) and were organised on all-India basis.

7.08 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, regional

all-India or international level. During the year 1982-83, the Commission provided assistance for 156 conferences as detailed below:

State Level	33
Regional Level	15
All India Level	97
International Level	
Conferences in India	11
<hr/>	
Total	156

7.09 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 result of their study.

Teachers selected under the programme receive their normal salary and allowance and a fellowship allowance of Rs. 250 p.m. in addition to a grant of Rs. 5,000 a year for secretarial assistance, travel and contingent expenditure.

During the year 1982, six awards were made under the scheme. Thirteen awardees including those elected earlier were working under the scheme at the end of the year. One awardee had, however, relinquished the award.

7.10 National Associateships Scheme: The scheme of national associateships was started in 1971-72. The following two categories of awards were made under the scheme:

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

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

Total positions available under the five year scheme were 300 against which 107 were filled at the end of March, 1982. Total positions available under the one year scheme were 100 out of which 13 were filled at the end of March, 1982.

During 1982-83, the scheme was reviewed and another category of three year award was introduced.

7.11 National Lectures: The scheme of national lectures was initiated in 1970-71 to enable outstanding academics and scholars to visit universities/colleges for delivering a series of lectures in their special fields and to partici-

pate in academic programmes of host institutes. The Commission provides to the invited participants an honorium of Rs. 1500 and a grant of Rs. 250 for preparation of lectures, in addition to travel expenses. During 1982-83, 30 teachers drawn from several major subjects and disciplines participated in the programme.

7.12 Faculty Improvement Programme: Teacher Fellowships: The main thrust of the programme is towards improving the competence of college teachers concerned with undergraduate teaching particularly the younger faculty members so that not only their subject matter competence would be increased but also efforts could be made to improve the methodology of teaching. The deputation of college teachers for acquiring research degrees M.Phil./Ph.D. is considered to be one of the important programmes of faculty improvement.

The teacher fellowship scheme has been under implementation since 1975. Initially, the teachers were selected by the Commission for the award of teacher fellowship*. Subsequently, the scheme was decentralised (partially) by identifying 338 departments of Universities/Institutions of higher learning authorising them to make selection of teachers for the awards with the provision that the number of such awards should not exceed ten fellowships at any given time in an identified department.

Teacher fellowships are meant for teachers from affiliated colleges offering undergraduate instruction in humanities, social sciences and science subjects to work towards either an M.Phil., or Ph.D. degree from one to threeyear period in an institution having necessary facilities for such advanced study and research within the country. Proposals for extension could be considered in special cases upto a period of six months for M.Phil. and one year beyond the period for Ph.D. permissible under the rule, but the total period of fellowship both for M.Phil. and Ph.D. should not exceed four years. Professional colleges offering courses of medicine, agriculture and engineering are not covered under the scheme. However, teachers in basic sciences and social sciences working in professional colleges of the categories referred to above, are eligible for award of teacher fellowships.

A teacher selected under the award receives a living expense allowance of Rs. 250 per month from the Commission in case the place of research is more than 40 kilometers from his normal place of duty (in addition to his salary and all allowances being provided by the college authorities) from the date of his joining research along with a contingent grant of Rs. 1,500 per annum. The college concerned is entitled to the salary of the substitute who may be appointed by the state government/college in accordance with the rules framed by the government or the university concerned under the present salary revision of teachers.

The direct selection was discontinued from June, 1970.

The numerical position of the awards/identified departments is as under:—

(a) Department Identified

<i>Sl. No.</i>	<i>Purpose</i>	<i>Identified Department</i>	<i>Remarks</i>
1.	Number of Departments identified under Faculty Improvement Programme.	338 (255 in Science subjects & 83 in Humanities & Social Sciences).	Number of teacher fellowships in the Department should not exceed ten at any given time.
2.	Number of Departments identified under Department of Special Assistance Programme.	52 (32 in Science subjects & 20 in Humanities & Social Sciences).	Number of teacher fellowships in the Department should not exceed ten at any given time. The University could select as many teachers as possible from colleges not affiliated to them.
3.	Number of Departments identified under Centre of Advanced Study.	23 (14 in Science subjects & 9 in Humanities & Social Sciences).	-do- Additional teacher fellowships of one year duration meant for university teachers where no substitute lecturer's salary is paid are also provided in CAS/DSA.

(b) Teacher Fellowships allocated

<i>Sl. No.</i>	<i>Purpose</i>	<i>Identified Department</i>	<i>Remarks</i>
1.	Number of teacher fellowships allocated to Delhi University.	50 (for all Departments other than Centres of Advanced Study/Deptt. of Special Assistance).	Number of fellowships should not exceed 50 at any given time.
2.	Number of teacher fellowships allocated to Jawahar Lal Nehru University.	31 (for all subjects).	Number of fellowships should not exceed 31 at any given time.
3.	Number of teacher fellowships allocated to Government college, Andaman Nicobar Island, Port Blair.	5 Yearly	

(c) Fellowship Awards under centrally administered scheme

Teacher fellows selected directly (Scheme discontinued in 1978). 976

The teacher fellowship scheme had been under review for some time. The Commission in October, 1982 has decided as under on the basis of the review of the scheme:

(i) In view of the fact that provision for teacher fellowships has since been made under the Sixth Plan scheme of assistance to colleges as part of the basic grants and also as part of the developmental assistance available to the colleges, the existing scheme of teacher fellowships allocated to identified departments in the universities may not be continued but those teachers who have already been awarded teacher fellowships may continue for the period of their awards. The teacher fellowships would however continue in the departments recognised as Centres of Advanced Study/Departments of Special Assistance.

(ii) Only additional teacher fellowships of one year duration made available to the departments participating as centres of advanced study and departments of special assistance may be continued to be utilised by both university and college teachers on the existing basis.

(iii) The outstation living allowance may be increased from Rs. 250 to Rs. 500 p.m. with effect from 1st November, 1982. The contingency grant for teacher fellows registered for Ph.D. may be increased from Rs. 1,500 to Rs. 3,000 per annum. There would be no increase in the contingency grant for teacher fellowships for M.Phil.

The Commission's assistance for teacher fellowships for both the substitutes salary as well as contingent grant etc. would be available only for one year for M.Phil. and for a period not exceeding four years for Ph.D. including M.Phil., wherever provided. Teachers who may have done considerable work towards Ph.D. could also utilise one year fellowship to complete their work.

7.13 Career Awards: 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.

Originally, career awards are offered for a period of three years to lecturers or readers in universities who are not more than 35 years of age 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 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 scheme was extended to cover social scientists and teachers from the humanities also during the year 1979-80 by allocating 15 positions for the purpose.

7.14 Visiting Professor/Fellows: The Commission has continued the scheme of visiting professorships and visiting fellowships during the Sixth Plan period. An amount of Rs. 1 lakh each has been allocated to the universities for this purpose.

The Commission has revised the guidelines for the appointment of visiting professors/visiting fellows as detailed below:--

Visiting Professors

- (i) A visiting professor should be an eminent scholar in his field. Generally a person who has held or is holding the post of professor should be considered for appointment as visiting professor. In case a university desires to appoint any other person under the scheme, should send the necessary bio-data etc. and obtain the prior concurrence of the Commission.
- (ii) The maximum tenure of appointment of a visiting professor should be one year and the minimum not less than three months, provided that a person who has been appointed and acted once as a visiting professor for a period not less than three months or upto one year should not be reappointed by the same university.
- (iii) A professor should not be appointed as a visiting professor in the same university in which he held a post immediately before or after superannuation.
- (iv) A person appointed as a visiting professor from outside the country may be paid an honorarium of upto Rs. 3,000 p.m. In case a person already serving in any Indian University or an Institution is appointed as a visiting professor, the honorarium payable should be determined on the basis of the salary plus 20% of the basic pay plus the dearness allowance and other allowances, if any admissible (except conveyance allowance, if any) according to the rates of his parent University. The receiving University would also contribute towards his pensionary benefits/CPF as per usual rules.
- (v) If a superannuated person is appointed as a visiting professor, the honorarium payable to him should not exceed Rs. 2,000 p.m. excluding any superannuation benefits.
- (vi) If a university purposes to appoint a person who has attained the age of 62 years or more as visiting professor, it should send the necessary bio-data and obtain the prior concurrence of the Commission.

- (vii) If a person working abroad on a permanent basis is invited as a visiting professor, a university may meet the cost of international air travel by economy class by the direct routes. This will not be applicable to a person who is returning to India at the end of his foreign appointment to take up the visiting professorship. Visiting professors appointed from within the country may be paid travel expenses in accordance with the rules of the university.
- (viii) It is expected that when a serving person is appointed as visiting professor, the parent university would give him academic leave without pay.

Visiting Fellows

- (i) A visiting fellow should be a scholar of eminence in his subject. Superannuated persons upto the age of 65 years may also be considered for appointment as Visiting Fellows. The minimum tenure of a visiting fellow be not less than two weeks and the maximum upto eight weeks. The following expenditure be met out of the grant placed at the disposal of a university for appointment of visiting fellows.
 - (a) Payment of daily allowance not exceeding Rs. 100 per day for visits upto one month. For visits beyond one month, the rate may be as in the case of visiting professors.
 - (b) Travel expenses in accordance with the rules of the university.
- (ii) It is expected that the parent institution will grant to the visiting fellow academic leave with pay and allowances as usual for the duration of the appointment as visiting fellows.
- (iii) It is expected that the host university would provide accommodation to the visiting fellow in the university guest house free of charge.
- (iv) The same person may not be invited as visiting fellow more than once in a year in the same university.

7.15 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 discussion. 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 allowances, provided the other 50 per cent is met by the university/state government. The colleges can also propose the participation of teachers working with them in international conferences, provided the college/state govern-

ment/ university/INSA/DST/UNDP or any other recognised association or organisation meets 50 per cent of the international travel and airport tax. 50 per cent of the maintenance and registration charges could be met by the college or the teacher himself. 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 such conferences.

The Commission has recently revised the existing scheme as follows:

(i) Teachers who are not more than 35 years of age (in the case of women 45 years) may send their papers to be presented at such conferences and the present procedure of evaluation through referees may be continued. Such teachers who are selected for assistance may spend 2-4 weeks in the country where the conference is held and they should utilise the period outside the conference days for visiting institutions in the subject field and the work plan for such visits should be submitted along with the proposal for travel grant to the UGC. This procedure would also apply in the case of university teachers assisted under the "unassigned grant", directly by the university.

(ii) Senior teachers who are invited to chair a session or give a keynote address or lead a seminar discussion group at the International Conferences may be assisted on 100% basis by the UGC to attend such conferences not more than once in a two year period. The Commission also agreed that the present system of providing 50% assistance in cases where teachers obtain 50% expenditure from other agencies already identified, may however continue.

7.16 Merit Promotion Scheme: A scheme of merit promotion has been introduced from 1st January, 1983, with a view to providing suitable opportunities to teachers working in universities and colleges for career advancement in recognition of their significant contributions in the field of teaching, research and allied educational activities. The scheme is intended to be in the nature of a flexible, complementing scheme where a teacher after critical assessment of his work at the end of a specified period can be promoted to the next higher level and the position thus held by him is treated as personal to the incumbent and no resultant vacancy is required to be filled. It is felt that such a scheme would go a long way in encouraging the teachers to engage in teaching, research and other academic activities and make a distinct contribution to the teaching profession and thus help to improve the quality and standards of higher education.

The basic features of the scheme for university teachers are as given here:

(i) It is a merit promotion scheme where no automatic time-bound promotion based on a fixed number of years of service rendered by a university teacher is involved. The merit for such promotion will be determined by a selection committee as required to be constituted under the Act/Statutes of the university for normal recruitment to the posts of Readers/Professor.

(ii) The number of teachers promoted will not exceed one third of the positions available in the next lower cadre i.e. lecturers/readers.

(iii) Only those teachers will be eligible for promotion to the next higher grade who have completed eight years of continuous service in the normal cadre, out of which at least four years should be in the institution where a teacher is being considered for such assessment and merit promotion. The minimum number of years laid down as one of the eligibility conditions for consideration for the merit promotion scheme would relate to the period spent as a regular lecturer and would not take into account the experience, if any, as temporary/ad-hoc/assistant lecturers/demonstrators/instructor/research assistants etc. The Commission has, however, agreed that if any university desires to prescribe higher limit of years of service for eligibility for consideration under merit promotion scheme, it can do so.

(iv) While the final selections of university teachers to be promoted have to be made by the university in accordance with the Act/Statutes, it would be necessary to assess the work including research, publications, book reviews, curriculum development, teaching aids, innovations in teaching methods, and equipment development etc. presented by the eligible teachers.

(v) Teachers interested in such assessment consideration of merit promotion should present their work to the University through their department latest by 31st December each year or a date stipulated by the university and the university should generally take a decision before the beginning of the next academic year so that such promotions can become effective from the date of the beginning of the next academic session.

(vi) While calculating the number of positions for purposes of merit promotion, wherever more than point five (0.5) fraction arises it may be rounded up as one (1.0) for the purposes of merit promotion.

(vii) In case of language department if the number of teachers is less than three but persons are senior, the university can combine two language groups viz Hindi and Sanskrit and create a promotion Channel for the seniormost reader eligible for promotion.

The main features of the merit promotion scheme for college teachers are outlined below:

(i) Teachers working in colleges affiliated to a university and included under Section 2(f) and which come within the purview of Section 12(a) of the UGC Act, who have made significant contribution and achievement in the field of teaching and research may be considered for merit promotion, if they have put in a minimum of eight years of permanent ser-

vice as a teacher of which at least four years have been in the institution where he/she is being considered for such assessment for merit promotion.

(ii) The number of teachers promoted under the scheme will not exceed 33 $\frac{1}{3}$ of the total number of permanent posts in the college, spread over a period of three years.

(iii) In the case of lecturers in the government colleges the minimum period of eight years service for being eligible for consideration for merit promotion may cover continuous service in more than one college. The Commission would make a contribution of Rs. 600 per annum for each person promoted under the above scheme. Assistance indicated would be upto 31st March, 1985. Thereafter, it has to be treated as committed expenditure to be taken over by the State Government concerned/or to be met out of the colleges own resources as the case may be.

7.17 Qualifications of Teachers: The Commission has prescribed by Regulation the minimum qualifications for appointment to various teaching posts in universities and affiliated colleges in exercise of powers under section 26(i)(e) of the UGC Act, 1956. The Commission has also written to the universities that these qualifications would come into effect from July 1, 1983 and if any university fails or contravenes in complying with these qualifications, the Commission may withhold from such university, under section 14 of UGC Act, 1956, the grants proposed to be made out of the fund of the Commission.

These are the minimum qualifications prescribed by the Commission in the sense that anyone with lower qualifications is not eligible to be appointed. But if any university intends to raise the qualifications, it may do so.

The Commission has also prescribed separate minimum qualifications for appointment to the posts of lecturers in education, in the departments of journalism and mass communication, in the faculties of management, music and fine arts, in physical education, in law, in English and in foreign languages..

(Details are given in Appendix XXII)

7.18 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 construction works approved during the Fourth plan period and those taken up on the recommendations made by the Fifth plan visiting committees.

At the meeting of the Committee of Vice-Chancellors of Central Universities held in December, 1981, it was observed that in view of the rising cost of construction, the areas as at present provided for different types of houses for teachers may be reviewed. With this object in view, the Commission constituted a committee to review the areas at present provided for

different types of houses for teachers in universities on the basis of latest norms laid down for different categories of houses for Central Government employees.

The Commission in March, 1983 accepted the recommendations of the committee and agreed that the norms for accommodation for staff quarters for teachers and for teachers hostels may be revised as under:—

<i>Staff Quarters</i>	<i>Plinth Area</i>
<i>Accommodation</i>	
(a) Type I : Professor/Readers houses/ Flats.	Basic Structure 155 sq. meters.
Notes (1) 50% of the houses/flats may be built with servants quarter and garage.	40 sq. meters.
(2) 50% of the houses/flats may be built with scooter shed.	5 sq. meters.
(3) These facilities (servants quarters, garage and scooter shed) could be provided in a separate block so that anyone having a car or a servant with family could be assigned the same.	
(b) Type II : Lecturers Quarters	100 sq. meters.
(c) <i>Teachers' Hostel</i> (up to 4 storeyed)	(a) 610 sq. feet (for single) (b) 739 sq. feet (for married couple) In addition common facilities in different floors may be provided.

The Commission's assistance in future for construction of such residences would be limited to the areas indicated above.

During 1982-83, grants amounting to Rs. 72.72 lakhs were paid towards the construction of staff quarters and Rs. 10.75 lakhs for the construction of teachers hostels.

SECTION 8

Students

8.01 The complex problems facing students in the country need to be analysed in detail in the context of the need for emotional, cultural and national integration. Universities and colleges with their national and cosmopolitan character and with their concern for the development of a rational, scientific and objective outlook in all matters have a special role and responsibility in this regard.

8.02 While the world over, young men are angry and exasperated, their frustration seems to have become somewhat pervasive and persistent in a number of universities in India during the last two decades or so. Some students are also becoming alienated from the mainstream of national life and contemporary problems facing the society. In this context, one must take note of the general socio-economic set up in the country, and of the gradual decline in intellectual and moral standards. However, the education system cannot escape its share of blame for the prevailing situation for it shows that over the decades it has failed to inculcate those values which are vital for the sustenance and uplift of society.

8.03 The provision of general amenities for students in the universities and colleges is not merely a welfare activity but also constitutes an integral part of education and contributes substantially to maintenance as well as improvement of standards. These include the provision of scholarships and fellowships, hostel facilities etc. It may be mentioned in this connection that all development programmes of the Commission including appointment of staff, construction of academic buildings, libraries and laboratories, purchase of equipment and books and journals etc. have a direct or indirect bearing on the well-being of the students and on the promotion of a congenial environment and conditions for studies and research. However, the main focus of the Commission's programme in relation to student welfare is on the creation of conditions conducive to study, learning and research. Accordingly, the Commission has initiated a number of programmes for needy and poor students on the one hand and meritorious students on the other.

8.04 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. The Commission provides assistance towards junior research fellowships, research

associateships in science, humanities and social sciences and research fellowships in engineering and technology.

8.05 Junior Research Fellowships: Universities are awarding junior research fellowships out of the fellowships allocated to them on any one given time basis. In all, 2801 junior research fellowships have been allocated to 96 universities including institutions deemed to be universities at the end of 1982-83. The value of fellowship is Rs. 600 per month for the first two years. The fellowship amount could be enhanced to Rs. 700 per month during third year after assessment. A contingency grant of Rs. 3,000 per annum is also provided to the research fellows.

8.06 Research Associateships: The Commission awards 150 research associateships every year in science, humanities and social sciences to provide an opportunity to research scholars and teachers to undertake advanced study and research. Fellowships are intended for students and teachers preferably below the age of 45 (for women candidates upto the age of 55 years) who have obtained a doctorate degree. The value of the research associateship has been fixed in four categories i.e. category A-Rs. 900 p.m., category B-Rs. 1100 p.m., category C-Rs. 1300 p.m. and category D-Rs. 1500 p.m. In addition to this, a contingent grant of Rs. 4,000 p.a. is also provided to the students. During the period under review, the Commission awarded 184 research associateships in science, humanities and social sciences. In addition to this, four research associateships had also been awarded in Gandhian studies.

8.07 Research Fellowships for Scheduled Caste/Scheduled Tribe Students: Ten per cent of the total number of junior research fellowships available with the universities are reserved for students belonging to Scheduled Castes and Scheduled Tribes category. The universities have been requested to award such fellowships to these reserved categories, failing which they would be surrendered to the Commission for direct award to Scheduled Caste/Scheduled Tribe students. In addition, the Commission also directly awards annually 50 Junior research fellowships exclusively to Scheduled Caste/Scheduled Tribe candidates. Nearly 100 junior research fellowships were awarded to Scheduled Caste/Scheduled Tribe candidates during 1982-83. As candidates for research associateship from Scheduled Castes/Scheduled Tribes were not available the research associateships were temporarily converted to junior research fellowships and the total number of awards for the year was raised.

8.08 Research Associateships for Scheduled Caste/Scheduled Tribe Students: The Commission in addition to the above junior research fellowships is also awarding 40 research associateships to the Scheduled Caste/Scheduled Tribe

students. During the year under review the number of applications was rather low and only 17 students could be selected for research associateships.

8.09 Research Fellowships in Engineering and Technology: The Commission has been awarding 60 research fellowships in engineering and technology to enable students to undertake advanced study and research in their fields of specialisation. The research fellows are given Rs. 700 p.m. towards fellowships and a contingent grant of Rs. 3,000 p.a. The value of fellowship can be enhanced to Rs. 800 after a period of two years on the basis of recommendations of the supervisors. During the year 1982-83, the Commission awarded 42 research fellowships in engineering and technology.

8.10 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 intended to pursue studies in subjects of relevance to the problems of border hill areas. 25 postgraduate scholarships were awarded by the Commission under this programme in the humanities, social sciences and science subjects for 1982-83.

8.11 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, 50 scholarships to LL.M. students were awarded during the year 1982-83. It has been decided to discontinue the scheme from the year 1983-84.

8.12 Award of Junior Research Fellowships/Research Associateships for Students from Developing Countries: The Commission also has a scheme under which five associateships and ten junior research fellowships in science, humanities and social sciences are available to foreign students from the developing countries. Awards for 1982-83 have been finalised.

8.13 Research Associateships for Physically Handicapped Students: The Commission is also awarding 30 research associateships to the physically handicapped students. During the year under review, the Commission could only award 10 research associateships under this category.

8.14 Contingent Grants to Research Scholars: In October, 1982, the Commission agreed to provide a lump sum annual grant to the universities for meeting contingent needs of research scholars, who are not in receipt

of any fellowship/scholarship. The assistance for this purpose is given at two levels viz. Rs. 25,000 for universities which have, on average, during the last three years on rolls upto 100 full-time research scholars who have not been awarded any fellowship and Rs. 50,000 for universities which have more than 100 such scholars.

8.15 Studentships/Scholarships in Applied Geology/Applied Geophysics :

In June 1983, the Commission decided that assistance for studentship/scholarship to students of applied geology/geophysics at the rate of Rs. 400 p.m. may be continued to universities/institutions where the state government has given the assurance to continue the studentship/scholarship to the students of applied geology/geophysics at the rate of Rs. 400 p.m. after the commission's assistance ceases in 1983-84.

8.16 Revised Guidelines for Junior Research Fellowships/Research Associateships: A sub-committee was constituted to consider the working paper on research fellowships and associateships awarded by the Commission.

The Commission in June, 1982 considered the recommendations of the sub-committee and accepted the revised terms and conditions for the award of junior/senior research fellowships. The Commission also agreed that award of post-doctoral fellowships may be discontinued and merged with the scheme of award of research associateship. The total tenure of research associateship would be limited to five years only. In this connection, the Commission further desired as follows:

(i) The age limit prescribed for award of fellowships and research associateships for women candidates may be raised by ten years.

(ii) The minimum academic record for eligibility for applying for junior research fellowship/senior research fellowship be the same as prescribed for recruitment to the post of Lecturer in that particular discipline.

(iii) The universities be advised that the minimum conditions of academic performance for eligibility for registration to M.Phil. and Ph.D. courses should be the same as prescribed for recruitment to the post of lecturers irrespective of the fact whether a student has been awarded a fellowship or otherwise.

8.17 Criteria to be adopted for the award of UGC Scholarships/Fellowships:

While it may not be possible to lay down detailed guidelines for the selection committees making recommendations for the award of fellowships/scholarships, the Commission has suggested that the selection committees constituted for such awards may be requested to indicate the criteria followed by them in making recommendations for the award of such fellowships/scholarships.

8.18 Award of Postgraduate Scholarships to Engineering/Technology students through Graduate Aptitude Test for Engineering (GATE): It has

been decided that assistance to universities for the award of scholarships for postgraduate courses in engineering and technology may be made available only for such students who are admitted to these courses after qualifying through the Graduate Aptitude Test in Engineering (GATE). This would be effective for admissions to be made during the academic year 1984-85. This may not be applicable in cases where scholarships are available in the last three semesters of the four-year integrated M.Tech. or M.E. courses started with the approval of the Commission.

8.19 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 all universities 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 others 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 1982-83, a grant of Rs. 203.45 lakhs was paid to universities and colleges towards the construction of hostels. During the year under report, the Commission has been able to provide 1,848 additional hostel seats in 17 universities. Of these, 1,141 are for Men and 707 for Women.

SECTION 9

Cultural Exchange Programmes and International Collaboration

9.01 Indo-Foreign Cultural Exchange Programme: The Commission continued to implement such items of the cultural exchange programme as are assigned to it by the Government of India. These programmes involve exchange of teachers, development of bilateral academic links between institutions of higher education, joint seminars, scholarships and fellowships and visits by foreign language teachers to universities in India.

During the current year 51 Indian teachers were deputed abroad under these programmes. The corresponding number of scholars coming to India under these programmes during the same period was 49. The Commission also selected over 85 teachers from universities and colleges in India during the year under report for visit to various foreign countries for lecture-cum-study, exchange of views and developing contacts. The Commission feels that such visits are very useful to the Indian teachers in keeping them abreast of latest developments in teaching and research and also enables them to project the progress made by our universities in various fields.

The Commission has been emphasising on the development of bilateral links in specified fields between institutions of higher education in India and foreign countries, covered under the cultural exchange programmes. The Commission feels that such discipline based links in identified fields between institutions of higher education in India and foreign countries are academically more sound. The areas for bilateral collaboration have been identified under some of the cultural exchange programmes with the Union of Soviet Socialist Republics, Federal Republic of Germany, German Democratic Republic, Czechoslovakia, Hungary, Poland, France, Yugoslavia etc. and efforts are being made to identify areas for collaboration with other countries also. These bilateral collaborative programmes may involve exchange of faculty, joint research, seminars and exchange of literature.

A joint seminar on "Socio-Economic Determinants of Agricultural Productivity" was held in USSR in May, 1982 in which five senior Indian scholars participated. It has also been agreed that a joint Indo-USSR seminar on "Problems of Migration in the process of Urbanisation" be organised by Osmania University at Hyderabad in February, 1984. The themes to be discussed in the seminar have been agreed to.

A joint collaborative programme in the field of "Archaeology and Ethno-Linguistic Studies" between Allahabad University and the Institute of Archaeology, USSR has been finalised. A seminar on "Bronze Age Culture" has been organised in Allahabad University in which 10 Soviet scholars participated. The Soviet side have proposed another joint seminar on "Iron Age and State Formation upto 300 B.C." to be organised in India in 1983 under this programme. This proposal is under consideration in

addition to the exchange of scholars, exchange of literature and translation of material as provided in the programme.

For the implementation of Indo-French Programme of Cooperation in Social Sciences, the Commission has constituted a joint committee with the Indian Council of Social Science Research. This committee reviewed the areas of cooperation already agreed to with the French side and has recommended the following two areas for developing programmes of collaboration in addition to 13 areas, already identified: (i) Regional Economic Cooperation and (ii) Economics of Public Health. For the three postdoctoral fellowships under the Indo-French cultural exchange programme, the Committee has recommended the following areas: (i) Health Administration, (ii) Public Administration and (iii) Sociology of Education. As a follow-up of the Indo-French Seminar on "Systems of Urban Settlement and the Regional Economy—Indian and French Experience" organised in France in 1981, the joint UGC-ICSSR committee recommended a joint research project on "Agricultural and the Agro-Industrial Development and the Urban Process". The Commission has appointed a Steering Committee to work out details of this joint research project with French institutions. The Committee is likely to finalise its recommendations shortly. Thereafter, the French side would be approached for their acceptance of the project.

During the period under review, the Commission nominated Indian scholars for participation in the following programmes:

- (i) Two Indian scholars in the international seminar "University Today" held in Dubrovnik (Yugoslavia).
- (ii) Three Indian Scholars for participation in the economic seminar, held in Berlin (GDR).
- (iii) Three scholars for participation in the philosophy courses organised by GDR universities.

Under the Indo-Bulgarian cultural exchange programme, it has been decided to undertake joint studies on Indo-Bulgarian relations. Fields of joint studies have been identified. The Commission has also identified Indian universities which have been approached to indicate their willingness to take these joint studies.

An Indo-Australian seminar on "Australian Literature" was organised at the Central Institute of English and Foreign Languages, Hyderabad, in which four Australian scholars participated.

For the development of Canadian Studies in India, the Commission has set up an Advisory Committee. To start with, the Commission has identified five areas and Indian institutions which could take up the programmes of Canadian Studies. Two of these universities have sent a scholar each to Canada to explore the possibility of developing programmes of Canadian studies in their universities in the identified areas. Apart from this,

the Commission recommended the names of a few scholars to the Government of India, Ministry of Education & Culture for a lecture tour to Canada under the Shastri Indo-Canadian Institute Lectureship Programme. The Commission also hosted the visit of a number of Canadian scholars to India, who during their visit, visited a number of universities and delivered lectures.

The Commission has agreed to host the visit of a delegation each from the Arab Republic of Egypt and Vietnam for identifying areas of collaboration between institutions in India and these countries. The Commission also hosted the visit of the Vice-Chancellor and Director of International Relations, University of Paris. During their stay in Delhi, the delegation visited Jawaharlal Nehru University and the Indian Institute of Technology and some other institutions and had detailed discussions with the Vice-Chairman, University Grants Commission and academics in these institutions.

9.02 Foreign Language Teachers: Foreign language teachers were provided to the universities in Russian, French, German, Polish, Serbo-Croatian, Romanian, Bulgarian and Hungarian languages under the cultural exchange programme. In the case of Russian language teachers, the Commission reviewed the criteria for assignment of these teachers to universities and recommended the number of Russian language teachers to be assigned to each university to the Ministry of Education (in the case of Russian Language Teachers, unlike other foreign language teachers, assignment is done by the Ministry of Education & Culture themselves in the light of the agreement with the Government of USSR).

9.03 Indo-British Universities Collaboration Programme: The British Council proposed a new programme "Academic Links Interchange Scheme" for collaboration between universities/institutions in India and the United Kingdom in the identified areas. The Council also suggested some areas and institutions for collaboration. The programme would involve exchange of faculty not exceeding 20 weeks per year from each side in an individual link. The programme does not involve book and equipment components. The committee, constituted by the Commission, examined the proposal and suggested 18 areas in which the possibility of developing collaboration between institutions in the two countries may be explored. This list suggested by the Committee includes some of the areas identified by the British Council. The British Council were approached for their views with regard to the areas as also for identification of British institutions to be involved in this programme.

9.04 Fellowship Programme: The Commission availed of the following fellowships/scholarships under the cultural exchange programmes:

- (i) 10 fellowships for teachers and 15 scholarships for students/

teachers in French language, literature and civilisation under the Indo-French Cultural Exchange Programme.

- (ii) 12 DAAD fellowships under the Indo-FRG Cultural Exchange Programme for advanced research in science subjects and German language and literature.
- (iii) Four fellowships for post-doctoral research work under the Indo-Polish Cultural Exchange Programme.
- (iv) Six fellowships for post-doctoral research work under the Indo-Hungarian Cultural Exchange Programme.
- (v) 12 fellowships for post-doctoral research work under the Indo-GDR Cultural Exchange Programme.

The Commission also invited nominations, as in earlier years, for the Japan Foundation Fellowships (professional and dissertation) and recommended scholars to the Foundation on the recommendation of an expert committee.

9.05 Indo-U.S. Fellowships Programme: The Government of India allocated nine fellowships out of a total of 15 to the Commission for the visit of Indian scholars to the United States of America for post-doctoral research work during 1983-84. The Commission converted three of these fellowships into nine visitorships of 13 weeks each and nominated six scholars for full-term fellowships of 10 months and nine scholars for visitorships of 13 weeks each. The American side decided to utilise all 15 fellowships offered by the Indian side under this programme for post-doctoral research work. The nominations received from the American side were processed in consultation with various agencies.

9.06 Indo-US Exchange of Scientists Programme: The Commission also nominated five Indian teachers for a visit to U.S.A. for one month each under the Indo-US Exchange of Scientists Programme which is co-ordinated by the CSIR in India and the National Science Foundation in U.S.A.

Under the programme of the Indo-U.S. sub-Commission on Education and Culture, it was decided that a joint seminar on "Law and Social Change" be held in U.S.A. in 1983 in which five Indian scholars would participate. Four of these Indian scholars would be from the university system. The Commission has agreed to meet their travel expenses for participation in the seminar. Similarly, it had also been agreed that another joint seminar on "Education of Disabled" be organised in India. The Commission identified the S.N.D.T. Women's University for organising the seminar. The University has agreed to do it. An American scholar visited India and held exploratory talks with the Co-ordinator of the seminar from the Indian side.

9.07 Commonwealth Academic Staff Fellowships and Scholarships: The Commission has been coordinating with the Commonwealth scholarship Commission in U.K. 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 institution in the United Kingdom. A beginning in this direction was made in the year 1969-70. 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 fields of medicine and surgery have been excluded as facilities are available under the Commonwealth Medical awards for the purpose. For the year 1983-84, out of 204 nominations, the Commission recommended 28 candidates for fellowships and 22 for scholarship. The Commonwealth Scholarship Commission in U.K. has yet to convey the list of the finally selected candidates.

9.08 Technical Cooperation Training Awards: The British Council had offered eight slots to the Commission for awards for the teachers in universities /colleges. The Commission invited nominations for the year 1982-83 but the Ministry of Finance and/or the Ministry of Education & Culture did not approve the same due to various reasons. For the year 1983-84, the Commission has again invited nominations under this programme.

Under the above scheme, teachers in universities and colleges in the age groups of 25-35 are eligible for consideration. The international travel of the selected candidates would be borne by the British Council and the Commission would pay them first class rail fare from their place of duty to the nearest international airport and back. The duration of such awards would be from three months to 12 months depending upon the plan of work.

9.09 Unesco Programme: The information material regarding various programmes of the courses received from the Ministry of Education & Culture, Ministry of Finance, Ministry of External Affairs etc. is circulated to Universities/Institutions for their information and for the submission of applications of suitable candidates direct to the organisers of the course. The Commission does not have any financial liability in the matter. As regards courses conducted by the International Centre for Theoretical Physics, Trieste (Italy) the nomination of candidates/scholars is done by them. The Commission supports the participation of upto 15-20 teachers and/or research fellows in universities to the extent of 50% to and fro air fare, subject to the condition that the I.C.T.P. and/or the organising agency meets the other half of the air fare plus the living expenses. The Commission has also decided to provide one way air fare in case the other half is paid by the concerned university and/or state government and the living expenses by the I.C.T.P.

9.10 UNESCO/UNDP Assistance for Special Assistance Departments:

The UNESCO/UNDP Assistance Programme was approved in 1979 to be implemented w.e.f. October, 1979 for 39 months i.e. upto 31.12.1982 with an input of \$2,491,575 for assisting 9 selected science departments for developing their Research and Development (R & D) potential. A mid term review of the programme was undertaken in September/October, 1981. The review mission, after discussing with individual departments and the university authorities and going through all available documentation, came to the conclusion that the UNDP/UNESCO/UGC inputs so far have enabled these departments to strengthen their infrastructure facilities, upgrade their teaching and training programmes and take up sophisticated research on carefully identified topics of R and D value in most cases. The departments have generally attained that critical stage of development where programmes which would yield the results commensurate with the objectives of the programmes are in motion. The self-assessment reports made by the departments at the conclusion of the discussions with the mission also elucidate progress achieved, further needs, and provide the basis for overall assessment of the results at the end of Phase-II of the project after December, 1982.

The UNDP/UNESCO/UGC inputs and particularly the specialised training made available to the faculty members and interaction with the consultants have helped in the qualitative improvement of their graduate and postgraduate training programmes. Students and faculty members were given an intense exposure to recent development trends. Special attention was given to newly emerging inter-disciplinary areas and the role of sophisticated instrumentation and modern techniques in understanding the basic principles as well as the application aspect of the subjects concerned. The consultants' services and the training abroad of the fellows helped in identification of research programmes of high quality and contemporary international interest which at the same time relate to national needs. The consultants also significantly improved group research cohesion and initiate interaction between different research groups, both within the departments as well as within the university and in other institutions.

On the basis of suggestions made by the review mission, the project costs have been revised upwards. The UNESCO/UNDP have revised the total input to \$ 2,918,853 and allowed the project to continue during 1983 in order to bring it to completion. Assistance made available is for purposes of the following three components:

- (i) Services of UNESCO consultants;
- (ii) Study tour/training fellowships abroad, and
- (iii) Supply of sophisticated scientific equipment not available in India.

The utilisation of UNESCO/UNDP funds made upto 1982 is indicated below component-wise:

<i>Component</i>	<i>Utilisation 1980-82</i>			<i>Utilisation during 1982</i>		
	<i>No.</i>	<i>m/m</i>	<i>Cost in \$</i>	<i>No.</i>	<i>m/m</i>	<i>Cost in \$</i>
(i) Consultants including Technicians and Technical Adviser	33	44.1	259,853	15	16.4	105,923
(ii) Study Tour/ Training fellowships	61	287.5	748,594	34	139.0	304,856
(iii) Equipment			1,355,194			289,391
(iv) Admn. Support personnel			21,718			5,592
(v) Miscellaneous			5,266			583
Total			2,390,625			706,345

SECTION 10

Adult, Continuing and Extension Education and Distance Learning

10.01 Adult and Continuing Education and Extension: Commission's efforts towards adult and continuing education started in 1969 when adult and continuing education departments were created in a number of universities. Later in 1977, the Policy Frame recognised the importance of adult education and extension work in the following words:

“If the university system has to discharge adequately its responsibilities to the entire educational system and to the society as a whole, it must assume extension as the third important responsibility and give it the same status as research and teaching. This is a new and extremely significant area which should be developed on the basis of high priority”.

10.02 The programmes of continuing and adult education and extension work as per revised guidelines would have *inter-alia* the following objectives:

(i) To enable universities to establish the necessary linkage with the community with a view to fostering social change through meaningful relationships and inter-actions, which are mutually beneficial by offering need-based and relevant educational programmes that may ultimately promote self-reliance.

(ii) To provide opportunities for disseminating knowledge in all walks of life of different segments of population to enable individuals and groups to fill the gaps in their intellectual growth, professional and technical competence and understanding of contemporary issues.

(iii) To cater to the felt needs of all sections of society, specially the under-privileged sections in order to secure their effective participation in the development process.

(iv) To enrich higher education by integrating continuing and adult education programmes and extension work in the system and thus provide opportunities to remove its isolation.

(v) To provide an opportunity to the faculty and the students to an exposition of field experiences and to sensitize them to societal problems and realities.

(vi) Faculty and student participation in extension research and action research in selected areas in relation to major problems of development in cooperation with the Government.

10.03 A number of target groups belonging to the underprivileged sections of the society have been identified under the programme such as—women,

in particular women in rural and slum areas: Scheduled Castes and Scheduled Tribes; drop-outs; unemployed and out-of-school youth; handicapped workers in the organized and unorganised sectors; teachers teaching primary and secondary classes and handicapped children, university students from under-privileged rural groups and slums.

10.04 Proposals of 20 universities were approved for assistance by the Commission as per revised guidelines on adult and continuing education and extension during the year under report (Appendix XXIII). Assistance would be provided up to 31st March, 1987. Universities have been requested to take up the matter with their State Governments for meeting the expenditure on staff and programme after the UGC assistance ceases.

10.05 Universities were advised to organize core programmes in areas which should reflect their concern for the weaker sections of the society and for women. Programmes like removal of illiteracy, family welfare and child care, national integration, and environmental protection should receive specific attention. Certain thrust areas were also suggested to the universities for the organisation of these programmes.

10.06 Adult Education and Extension (Functional Literacy): The Commission continued to provide assistance to universities and colleges during the year under report for participation in the programme of adult education and extension as per guidelines of the scheme. The programme has been implemented by 68 universities and 705 colleges for which a total number of 8790 centres were sanctioned. The universities and colleges were requested to ensure that special care is taken to organise programmes for women, Scheduled Castes/Tribes and people from the rural/backward areas and slums. They were also requested to ensure that the programme is monitored as per guidelines formulated by the Commission in consultation with the Directorate of Adult Education, Government of India, from time to time.

10.07 The Commission also assisted universities/colleges to implement post-literacy and follow-up programmes as per model approved by the Government of India in this regard as also programmes of action research on different aspects of adult education and extension.

10.08 Point No. 16 of the New 20 Point Programme: The Commission constituted a Working Group to review the ongoing programme of adult education and extension and to suggest a comprehensive programme on Point No. 16 of the new 20 Point Programme of the Government of India. Point No. 16 relates to the spread of universal elementary education for the age group 6 to 14 with special emphasis on girls and to simultaneously

involve students and voluntary agencies in programmes for the removal of adult illiteracy.

10.09 The Working Group has *inter-alia* recommended that the adult literacy programme through universities may be implemented in two phases; the first phase to cover the period ending 31st March, 1985 and the second ending 31st March, 1990. In the first phase, all affiliating type of universities and at least 1,500 colleges will be involved and they will organise 15,000 to 20,000 centres. In the second phase, the number of centres will be raised to at least 50,000 by involving all the universities/colleges in the country. Universities/colleges in the districts having literacy level below the national average, colleges for women, and rural/backward/tribal areas will be given priority under the programme, particularly in the first phase.

10.10 The Group has also recommended that university/college students from the NSS and other students could be helpful in locating the non-school going children and getting them admitted in other primary schools or non-formal education centres. They could also organise remedial coaching classes for the needy and academically under-privileged children of the society. This would be another dimension to the participation of students in the implementation of Point No. 16.

10.11 Continuing Education: The Commission continued to provide assistance to the universities under the scheme of continuing education. Assistance under the scheme is available upto 31st March, 1985. Universities have been advised to take up the question of meeting the expenditure on staff and programmes after the Commission's assistance ceases with their state governments. 13 universities and one institution deemed to be university are participating in this programme (Appendix XXIV).

10.12 A committee was constituted to review the work of the departments of continuing education in some universities receiving assistance from the Commission.

10.13 State Resource Centres: The Commission continued to provide assistance to the State Resource Centres established at Osmania University and Kashmir University; the Regional Resource Centre located at Panjab University and the Resource Unit at Sri Venkateswara University for Rayalaseema region of Andhra Pradesh. A committee has been constituted to review the work of these centres.

10.14 Population Education: The Commission has agreed that in view of the rising trend in population as revealed by the 1981 census, universities and colleges be advised and encouraged to set up population education cells

and/or population education clubs in their respective institutions; introduce population education as one of the foundation courses under the new pattern of education; and organise short-term courses and extension work on population education as part of the continuing education programme. These programmes are to be organised for students as well as the community.

10.15 The Commission has circulated a set of 15 lectures prepared by the Department of Family Welfare, on various aspects of population education, for use by the universities with such modifications as may be considered necessary. Some universities have proposed to get these lectures translated into regional languages for circulation to colleges.

10.16 The Commission is of the view that the possibility of having a television series on population education may be explored with the agencies concerned. This matter has been taken up with the Ministry of Information and Broadcasting.

10.17 The Commission is of the view that effective linkages be established between adult education and population education and towards this end, population education should be given an important place in the training of adult education functionaries as also in the material used at the adult education centres. Population education should also find an important place in the scheme of restructuring of courses at the first degree level. Research on population education is also being supported by the Commission and a note has been prepared on important areas of investigation apart from KAP (Knowledge, attitude and practice) studies.

10.18 Planning Forums: The Commission continued to provide assistance to universities and colleges for setting up of planning forums and increased its share from 75% to 100%. The main purpose of the scheme is to create an awareness of the need for planned development of the country amongst the student community and involve them in national development efforts right from the planning stage. The scheme also aims to develop plan consciousness among the general public.

Three universities and 38 colleges were participating in the scheme during 1982-83.

10.19 Film Clubs: The Commission has agreed "in principle" to revive the scheme of film clubs in universities and colleges. A committee has been constituted to work out the details of the scheme. The committee has finalised its report which is under the consideration of the Commission.

10.20 Training and Orientation Centres: The Commission continued to provide assistance to selected centres for the training and orientation

of NSS personnel in the universities. It provided assistance to these centres for their activities out of the earmarked funds made available by the Government of India. A list of such centres is given at Appendix XXV.

10.21 Distance Education: The Commission has been supporting the programmes of distance education with a view to providing a new stream of education to enable a large number of persons with necessary aptitude to acquire further knowledge and improve their professional competence. Distance education is essentially based on the supply of instructional material for home study, but has to be supported and supplemented by personal contact programmes, student responses, library facilities, study centres, radio programmes, and audio-visual aids etc.

10.22 A Standing Committee on Part-time and Own-time education had been constituted to advise the Commission from time to time regarding various steps to be taken for the successful implementation of the programme of correspondence education in the universities. The Committee drew up a set of guidelines to improve the functioning of distance education institutes. These guidelines were approved by the Commission and circulated to the universities. The guidelines deal with the following aspects of distance education:

- (i) Objectives of correspondence courses
- (ii) Setting up of Schools/Institutes of correspondence courses
- (iii) Criterion for admission
- (iv) Duration
- (v) Preparation of instructional material
- (vi) Despatch of lessons/reading material
- (vii) Students response sheets
- (viii) Study centres
- (ix) Personal contact programme
- (x) Staff
- (xi) Norms of work
- (xii) Library services
- (xiii) Financial Assistance by the UGC.

Under the guidelines certain flexibility has been recommended for students regarding their enrolment to a particular subject or subjects in the sense that students can, if they so desire, enrol themselves for a particular subject or subjects without taking a degree, in which case they will be given certificates of successful completion of their studies.

10.23 The Commission is providing assistance towards staff, personal contact programmes, study centres, preparation of lessons and library facilities under the programme to 22 universities and one institution deemed

to be university. These are Allahabad, Andhra, Annamalai, Bhopal, Bombay, Delhi, Himachal Pradesh, Jammu, Kashmir, Kerala, Madurai Kamraj, Meerut, Mysore, Panjab, Patna, Punjabi, Rajasthan, S.N.D.T. Women's, Sri Venkateswara, Utkal, Osmania, Udaipur and Central Institute of English and Foreign Languages, Hyderabad. A statement giving the present position of universities offering correspondence courses, their enrolment etc. is at Appendix XXVI.

10.24 The proposal of the Calcutta University for institution of distance education courses leading to B.A. and B.Com. degrees has been accepted 'in principle' by the Commission. The proposals of Gauhati, Poona and Kurukshetra Universities for financial assistance towards institution of distance education at the undergraduate level are under consideration.

10.25 The Commission has enhanced the grant for distance education at the undergraduate level from Rs. one lakh to Rs. 1.5 lakhs per annum for a period of five years. At the postgraduate level the grant has been increased from Rs. one lakh to Rs. 1.5 lakh per annum per subject for a period of five years.

10.26 Keeping in view the problems and difficulties faced by the school/institutions of distance education in regard to their day-to-day functioning, the Commission has assigned a project for the appraisal of distance education in India. The report is expected to become available shortly.

SECTION 11

Facilities for Scheduled Castes and Scheduled Tribes

11.01 During the period under report, the University Grants Commission continued its efforts to oversee the progress of implementation of the Government of India's orders regarding reservation for Scheduled Caste/Tribe students for admission to various courses of study; their appointment to teaching and non-teaching posts and other incentives/programmes launched by the Commission from time to time for the educational advancement of students belonging to these communities. The Commission brought to the notice of all the universities the Government of India's instructions issued from time to time regarding reservation for Scheduled Castes/Tribes in respect of posts to be filled by promotion and also the views of the Commissioner for Scheduled Castes and Scheduled Tribes thereon. Universities were requested to ensure immediate coverage of Scheduled Castes/Tribes upto reservation percentages prescribed by the Government of India. After discussing the question of monitoring the actual admission of students and appointment/promotion of staff in respect of Scheduled Castes/Tribes, it was impressed upon the universities that the guidelines issued by the Government of India/UGC for admission and recruitment as well as promotion of Scheduled Castes/Tribes should be adopted by the universities and action taken thereon reported to the Commission immediately.

The position with regard to percentages of reservation for Scheduled Castes/Tribes was reviewed in the Ministry of Education in the context of the population percentages for these communities and it was decided that reservation percentages for admission and appointments would be 15% for Scheduled Castes and 7.5% for Scheduled Tribes candidates. Universities were informed accordingly.

11.02 Sub-Plan and Special Component Plan: The Commission accepted the recommendations of the Standing Committee regarding sub-plan for Scheduled Tribes and special component plan for Scheduled Castes drawn up by a Working Group constituted by the Commission as part of its Sixth Five Year Plan programme. The main objective is to intensify efforts and to improve the position of actual admissions and appointments in respect of Scheduled Castes/Tribes during the current plan period. A plan outlay of Rs. 2,467.75 lakhs for Scheduled Tribes and Rs. 4,625.50 lakhs for Scheduled Castes had been provided in the original proposal of the Sixth Plan.

11.03 Special Cells in Universities: In view of the importance of educational programmes for Scheduled Castes/Tribes and the need to accelerate these in the context of the 20-point programme announced by the Government of India, the Commission accepted the recommendations made by

the Standing Committee and decided to provide financial assistance to the universities during the current plan period for the creation of special cells (on cent per cent basis) for strengthening the implementation machinery for planning, evaluation and monitoring the programmes for Scheduled Castes/Tribes.

11.04 Restructuring of Courses: The Standing Committee felt that courses should be designed on the basis of identified needs of Scheduled Castes/Tribes. The colleges catering to students belonging to these communities may be advised to restructure the contents of courses taking into account the individual and social needs of such students. The Commission accordingly requested universities/colleges that while submitting proposals for restructuring of courses they may give special emphasis for courses that would be relevant to Scheduled Caste/Tribe students and the region concerned.

11.05 Reservation of Seats in Hostels: The Commission requested universities to allot seats in hostels for Scheduled Caste/Tribe students upto the revised reservation percentages of 15% for Scheduled Castes and 7.5% for Scheduled Tribes. In case sufficient number of Scheduled Caste/Tribe students did not seek hostel accommodation, seats might be made available to other students but the number of those Scheduled Caste/Tribe students, who applied for hostel seats may be intimated to the Commission. The universities have also been asked to keep a record of Scheduled Caste/Tribe students who apply for hostel accommodation.

11.06 Reservation of Fellowships/Scholarships:

(i) Junior Research Fellowships: Out of 2801 junior research fellowships allotted to the universities, 10% are reserved for Scheduled Caste/Tribe candidates. In addition to this, 108 junior research fellowships have been awarded directly by the Commission exclusively for Scheduled Caste/Tribe candidates in science, humanities and social sciences during the period under review. This was possible as lesser number of applications were received for the award of research associateships reserved for Scheduled Caste/Tribe candidates.

(ii) Research Associateships: Out of 150 research associateships awarded by the Commission on all-India basis, 10% are reserved for Scheduled Castes/Tribes. In addition to this, the Commission has awarded 17 research associateships out of 40 research associateships exclusively available for direct award to Scheduled Caste/Tribe students.

(iii) Postgraduate Scholarships for candidates belonging to Scheduled Tribes of Border Hill Areas: The Commission has instituted and awarded 25 scholarships during the period under review to students belonging to

the Scheduled Tribes of border hill areas for undertaking post-graduate studies in science, humanities and social sciences.

(iv) **Research Fellowships in Engineering and Technology:** 10% of 60 research fellowships are reserved for award to Scheduled Caste/Tribe candidates in engineering and technology. Similar reservation has been made for Scheduled Caste/Tribe candidates under the scheme for the award of postgraduate scholarships for full-time LL.M. courses.

11.07 Reservation in the UGC Office: Efforts were continued during the year to give due representation to the reserved categories of Scheduled Castes and Scheduled Tribes and to make good the short-fall, wherever existing, in the office of the Commission in accordance with the order issued by the Government of India on the subject.

The following officials belonging to the reserved categories of Scheduled Castes and Scheduled Tribes were appointed/promoted during the year under report:

Sl. No.	Cadre	Appointment made by direct recruitment		Post filled by promotion	
		Scheduled Castes	Scheduled Tribes	Scheduled Castes	Scheduled Tribes
1.	L.D.C.	6	5	—	—
2.	Chowkidar	1	1	—	—
3.	Peon	1	—	—	—
4.	Farash	—	1	—	—
5.	Sweeper	—	1	—	—

'De-reservation was resorted to in the following cases due to non-availability of eligible qualified candidates:

Sl. No.	Cadre	Appointment made by direct recruitment		Post filled by promotion	
		Scheduled Castes	Scheduled Tribes	Scheduled Castes	Scheduled Tribes
1.	Under Secretary	—	—	1	—
2.	Junior Stenographer	—	—	1	1

Necessary action has been initiated to fill the carried forward posts in various cadres to the extent possible by candidates belonging to the respective reserved categories as per Government of India orders on the subject.

SECTION 12

Higher Education and Women

12.01 Education is a particularly appropriate sector in which to seek evidence of change in society; the changes reflect themselves in educational decisions, attitudes and social behaviour. The old maxim, “when you educate a man, you educate an individual, but when you educate a woman, you educate a family and a nation” is firmly getting accepted in the country today. It is now well recognized that women merit an education, in their own right.

12.02 Changes in female access to higher education is one indicator of social transformation and the state of development and also serves as an index of likely changes in family status, norms of behaviour and equality of sexes. The low female enrolments in post-secondary courses, which were the norm until a few years ago, were a result of social and economic obstacles and the attitudes of people in rural as well as urban areas. As such, women students in colleges and universities were in the past drawn from a small pool, often on the basis of strong competition and sometimes in the face of prejudices and opposition from the family members. This is no longer so now and women can pursue their higher studies not only in co-educational institutions but in other institutions as well. They can also participate fully in all educational and cultural activities. ✓

12.03 It is also a matter of gratification that educational opportunities for women in the sphere of general and professional education at the university level have expanded appreciably in recent years. This is in keeping with the general trend the world over but it seems to be more pronounced in India at least in contrast to the situation prevailing in pre-independence India. The three decades since 1950 have witnessed an accelerated growth of women in absolute terms as well as in proportion to total university enrolments. This seems to be particularly important in a predominantly agricultural economy like ours.

12.04 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.

12.05 It is the considered view of the Commission that the plan for educational development of women should take into account the existing

imbalances and variations in regional/sectional attitudes towards women's education. The Commission has also held the view that opportunities of vocational training and employment should all be open to women, as they are to men. Further, it would be necessary to undertake special programmes and to provide special assistance for women's institutions in order to bring about equality of educational opportunities to benefit the majority of women.

12.06 Growth of Enrolment: There has been a spectacular growth in the number of women in institutions of higher education as shown by the following table:

Table 12.1

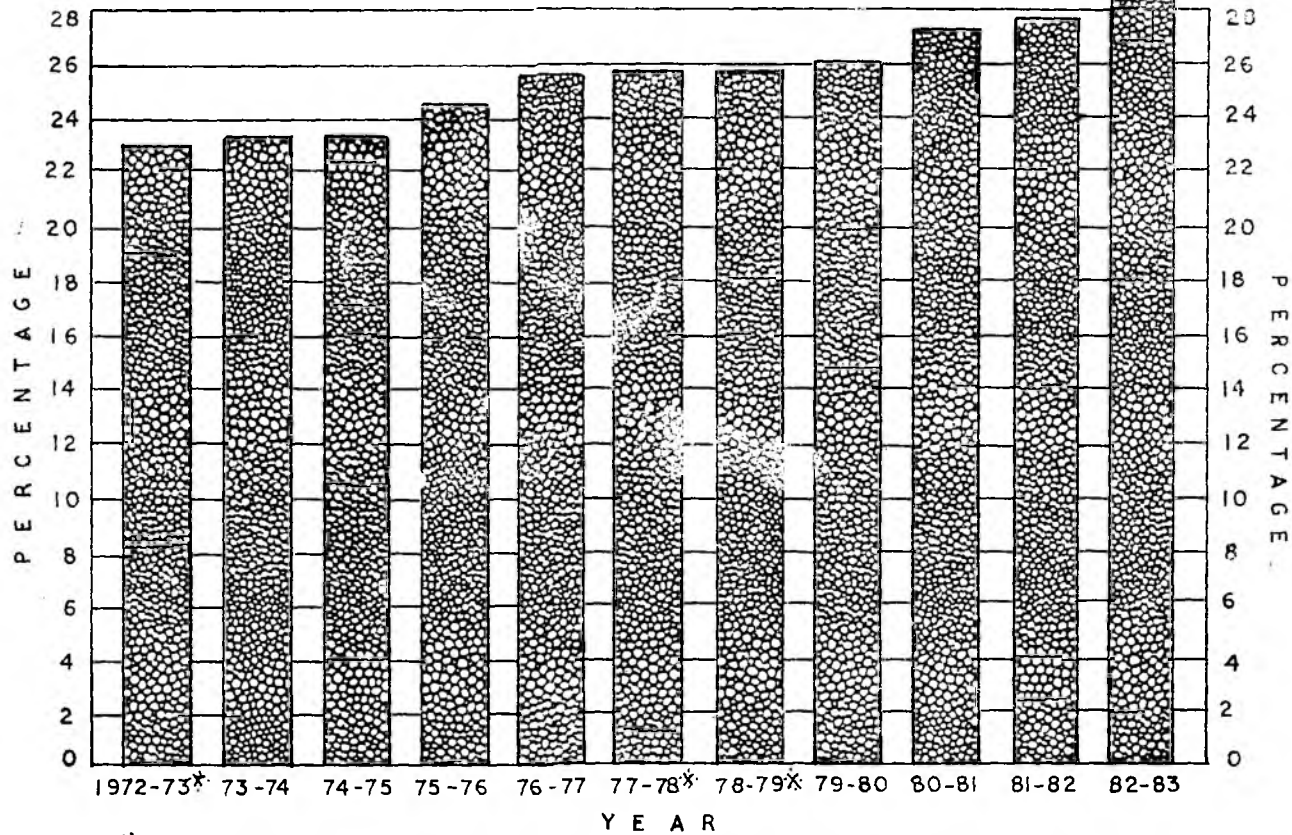
	1950- 51	1955- 56	1960- 61	1965- 66	1975- 76	1980- 81	1981- 82	1982- 83*
Total Enrolment (in thousands)	40	84	150	271	595	749	817	893
No. of women per hundred men	14	17	23	24	33	37	38	40

*Estimated

It will be seen from the above table that during the past thirty years or so, the enrolment of women has gone up by more than twenty times while the proportion of women to men has increased about threefold during this period.

12.07 Table 12.2 shows the enrolment of women as a proportion of total enrolment during the period 1971-72 to 1982-83. It will be seen that enrolment of women as a percentage of total enrolment has increased progressively from 22.7 per cent in 1971-72 to 24.5 per cent in 1975-76, 27.2 per cent in 1980-81 and 28.5 per cent in 1982-83.

12.08 Women's Colleges: Table 12.3 shows the number of colleges meant exclusively for women. This number has gone up by nearly 27 per cent over the period 1974-75 to 1982-83. In absolute terms, the number increased from 506 in 1974-75 to 643 in 1982-83.



*FIGURES INTERPOLATED

Percentage of Women Enrolled: 1972-73 to 1982-83

Table 12.2

Total enrolment and enrolment of women

<i>Year</i>	<i>Total Enrolment</i>	<i>Women Enrolled</i>	<i>Percentage of Women</i>
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	7,89,042	26.0
1980-81	27,52,437	7,48,525	27.2
1981-82	29,52,066	8,16,704	27.7
1982-83*	31,36,986	8,92,637	28.5

*Estimated

Table 12.3

<i>Year</i>	<i>Number of Colleges for Women only</i>
1974-75	506
1975-76	528
1976-77	543
1979-80	577
1980-81	609
1981-82	624
1982-83	643*

*Provisional

12.09 State-wise distribution: State-wise distribution of the enrolment of women for the years 1976-80 to 1981-82 is given in Appendix XXVII. The enrolment of women as a percentage of total enrolment has gone up in 1982-83 as compared to 1981-82 in all the states, except Assam, Haryana, Manipur and Rajasthan. During the year, the proportion of women to total enrolment was 48.2 per cent in Kerala followed by the Union Territory

of Delhi (47.7), Punjab (41.9) and Jammu & Kashmir (41.8). The proportion was less than 20 per cent in Bihar, Orissa, Rajasthan and Uttar Pradesh.

12.10 Stage-wise distribution: Stage-wise enrolment of women is given in Appendix XXVIII. During 1971-72 to 1982-83, the enrolment of women at the undergraduate level showed a consistent upward trend. Women enrolment at the research level as a percentage of total research enrolment also increased upto 1981-82 but declined in 1982-83 though not in absolute terms. The enrolment of women at the postgraduate level, which had been declining in the earlier years, showed a perceptible improvement after 1974-75. The percentage of women enrolled at the diploma/certificate level, which was constantly on the decline since 1975-76 picked up substantially in 1982-83. The percentage of women enrolment at the graduate, postgraduate and research levels was 28.4, 29.8 and 26.6 respectively during 1982-83.

12.11 Faculty-wise distribution: Faculty-wise distribution of the enrolment of women is given in Appendix XXIX. There was an increase in women enrolment as a percentage of total enrolment in the faculties of arts, science, education, medicine, agriculture and law during the period 1971-72 to 1982-83. However, in the faculties of commerce, engineering, technology and veterinary sciences, the percentage of women enrolled to total enrolment showed a decline in 1982-83 although upto 1981-82 the percentage had been consistently going up. Nevertheless, in terms of overall increase in women enrolment as a percentage of total enrolment during 1971-72—1982-83, the faculty of commerce registered the maximum increase from 3.6 per cent in 1971-72 to 15.0 in 1982-83. In the year 1982-83, it was the faculty of education which recorded the maximum percentage increase to total enrolment. Women enrolment as a percentage of total enrolment maintained a steady trend in all the faculties during 1971-72 to 1982-83 except the faculty of medicine in which it showed a decline upto 1975-76 and thereafter picked up to maintain its upward trend to date. The enrolment of women as a percentage of total enrolment during 1982-83 was 56.3 in education, followed by arts (40.5), science (29.4), medicine (27.5) and commerce (15.0).

12.12 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 for award of research fellowships, research associateships, national associateships and other faculty awards of the UGC has also increased in the past few years.

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 has been relaxed for women's colleges which become eligible for assistance upto a ceiling of Rs. 4 lakhs with a student enrolment of 200 to 600 in the three-year degree course. The corresponding eligibility condition for other colleges is student enrolment of 300 to 600.*

Women's colleges, starting computer science courses, can be assisted to obtain computer facility needed for training besides support available by way of basic and developmental grants.

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 Commission during the year 1982-83 is given in Appendix XXX.

Dr. D. Shankar Narayan
Secretary

Dr. (Smt.) Madhuri R. Shah
Chairman

Professor Rais Ahmed
Vice-Chairman

Members

Mrs. Serla Grewal
Shri C.G. Somiah
Professor C.N.R. Rao
Dr. Ramesh Mohan
Professor Anita Banerji
Professor R.C. Mehrotra
Mr. Justice P.N. Shinghal
Shri Kireet Joshi
Professor B.C. Parekh
Dr. V.C. Kulandaiswamy

*The Commission has since decided to relax the maximum age-limit for women candidates by ten years for the award of research fellowships, teacher fellowships and research associateships. At least 30 per cent of research fellowships are to be awarded to women candidates.

APPENDIX I

List of Universities and Institutions Deemed to be Universities in India
1982-83

<i>Sl. No.</i>	<i>Name of the University/ Institution</i>	<i>Year of establishment</i>
1.	Calcutta	1857
2.	Bombay	1857
3.	Madras	1857
4.	Allahabad	1887
5.	Banaras	1916
6.	Mysore	1916
7.	Patna	1917
8.	Osmania	1918
9.	Aligarh	1921
10.	Lucknow	1921
11.	Delhi	1922
12.	Nagpur	1923
13.	Andhra	1926
14.	Agra	1927
15.	Annamalai	1929
16.	Kerala	1937
17.	Utkal	1943
18.	Dr. Hari Singh Gour	1946
19.	Rajasthan	1947
20.	Panjab	1947
21.	Gauhati	1948
22.	Kashmir	1949
23.	Roorkee	1949
24.	Poona	1949
25.	M.S. University of Baroda	1949
26.	Karnatak	1949
27.	Gujarat	1950
28.	S.N.D.T. Women	1951
29.	Visva-Bharati	1951
30.	Bihar	1952
31.	Sri Venkateswara	1954
32.	Sardar Patel	1955
33.	Jadavpur	1955
34.	Kurukshetra	1956
35.	Indira Kala Sangeet	1956
36.	Vikram	1957
37.	Gorakhpur	1957
38.	Rani Durgavati	1957
39.	Sampurnanand Sanskrit	1958
40.	Marathwada	1958
41.	G.B. Pant	1960
42.	Burdwan	1960

APPENDIX I (Contd.)

<i>Sl. No.</i>	<i>Name of the University/ Institution</i>	<i>Year of establishment</i>
43.	Kalyani	1960
44.	Bhagalpur	1960
45.	Ranchi	1960
46.	K.S. Darbhanga Sanskrit	1961
47.	Punjab Agricultural	1962
48.	Punjabi	1962
49.	Orissa Agriculture & Technology	1962
50.	North Bengal	1962
51.	Rabindra Bharati	1962
52.	Magadh	1962
53.	Jodhpur	1962
54.	Mohan Lal Sukhadia	1962
55.	Shivaji	1962
56.	Devi Ahilya	1964
57.	Jiwaji	1964
58.	Ravi Shankar	1964
59.	University of Agricultural Sciences	1964
60.	Andhra Pradesh Agricultural	1964
61.	Bangalore	1964
62.	Jawaharlal Nehru Krishi	1964
63.	Dibrugarh	1965
64.	Kanpur	1965
65.	Meerut	1965
66.	Madurai Kamraj	1965
67.	Saurashtra	1965
68.	South Gujarat	1965
69.	Berhampur	1967
70.	Sambalpur	1967
71.	Gujarat Ayurveda	1968
72.	Jawaharlal Nehru	1968
73.	Mahatma Phule Krishi Vidyapith	1968
74.	Calicut	1968
75.	Awadesh Pratap Singh	1968
76.	Assam Agricultural	1968
77.	Guru Nanak Dev	1969
78.	Jammu	1969
79.	Panjabrao Krishi	1969
80.	Haryana Agril.	1970
81.	Himachal Pradesh	1970
82.	Bhopal	1970
83.	Rajendra Agril.	1970
84.	Tamil Nadu Agril.	1971
85.	Cochin	1971
86.	Kerala Agricultural	1972
87.	Gujarat Agricultural	1972
88.	Konkan Krishi Vidyapith	1972

APPENDIX I (Contd.)

<i>Sl. No.</i>	<i>Name of the University/ Institution</i>	<i>Year of establishment</i>
89.	L.N. Mithila	1972
90.	Marathwada Krishi Vidyapith	1972
91.	Jawaharlal Nehru Technological	1972
92.	North Eastern Hill	1973
93.	Kumaon	1973
94.	Garhwal	1973
95.	Kashi Vidyapith	1974
96.	Bidhan Chandra Krishi	1974
97.	Hyderabad	1974
98.	Narendra Deo Agriculture and Technology	1974
99.	Chandrasekhar Azad Agri. & Tech.	1974
100.	Avadh	1975
101.	Bundelkhand	1975
102.	Rohilkhand	1975
103.	Maharishi Dayanand	1976
104.	Kakatiya	1976
105.	Nagarjuna	1976
106.	Bhavnagar	1978
107.	Perarignar Anna Technology	1978
108.	Himachal Pradesh Krishi	1978
109.	Manipur	1980
110.	Gulbarga	1980
111.	Mangalore	1980
112.	Birsa Agricultural	1980
113.	Vidyasagar	1981
114.	Sri Jagannath Sanskrit	1981
115.	Sri Krishnadevaraya	1981
116.	Tamil	1981
117.	Bharathiar	1982
118.	Bharathidasan	1982
119.	Sher-e-Kashmir University of Agricultural Science & Technology	1982
120.	Andhra Pradesh Open University	1982

APPENDIX I (Contd.)

<i>Sl. No.</i>	<i>Name of the University/ Institution</i>	<i>Year of establishment</i>
Institutions deemed to be Universities		
1.	Indian Instt. of Science, Bangalore	1958
2.	Indian Agricultural Research Instt.	1958
3.	Gurukul Kangri Vishvavidyalaya, Hardwar	1962
4.	Jamia Millia Islamia, New Delhi	1962
5.	Gujarat Vidyapith, Ahmedabad	1963
6.	Tata Institute of Social Sciences, Bombay	1964
7.	Birla Institute of Technology & Science, Pilani	1964
8.	Indian School of Mines, Dhanbad	1967
9.	Central Institute of English & Foreign Languages, Hyderabad	1973
10.	Gandhigram Rural Instt. Gandhigram	1976
11.	School of Planning & Architecture, New Delhi	1979
12.	Dayalbagh Educational Institute, Agra	1981
13.	Sri Sathya Sai Institute of Higher Learning, Prasanthi Nilayam	1981

APPENDIX II

**Growth of Student Enrolment
(1963-64 to 1972-73 and 1972-73 to 1982-83)**

<i>Year</i>	<i>Total Enrolment</i>	<i>Increase over the preceding year</i>	<i>Percentage increase</i>
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
1980-81	27,52,437	1,03,858	3.9
1981-82	29,52,066	1,99,629	7.3
1982-83*	31,36,986	1,84,920	6.3

**Estimated*

APPENDIX III

**Growth of Enrolment (excluding P.U.C./Inter/P.P.) during the period
1978-79 to 1982-83**

Sl. No.	State/Union Territory	Enrolment	1978-79		Enrolment	1979-80	
			Increase over the preceding year	Percentage increase		Increase over the preceding year	Percentage increase
1.	Andhra Pradesh	1,43,595	1,632	1.1	1,65,037	21,442	14.9
2.	Assam	47,217	4,903	11.5	52,021	4,804	10.2
3.	Bihar	1,25,902	8,748	6.9	1,25,035	— 867	— 0.7
4.	Gujarat	1,74,769	— 5,606	— 3.1	1,69,878	— 4,891	— 2.8
5.	Haryana	60,480	— 530	— 0.9	62,582	2,102	3.5
6.	Himachal Pradesh	11,296	430	4.0	11,849	553	4.9
7.	Jammu & Kashmir	18,757	364	2.0	17,993	— 764	— 4.1
8.	Karnataka	1,74,998	14,841	9.3	11,82,675	7,677	4.4
9.	Kerala	99,975	8,066	8.8	1,06,297	6,322	6.3
10.	Madhya Pradesh	1,99,138	10,608	5.6	2,00,134	996	0.5
11.	Maharashtra	3,44,103	6,703	2.0	3,34,211	— 9,892	— 2.9
12.	Manipur	6,140	497	8.8	7,691	1,551	25.3
13.	Meghalaya/ Nagaland	6,644	529	8.7	7,170	526	7.9
14.	Orissa	46,917	4,578	10.8	50,412	3,459	7.4
15.	Punjab	1,12,774	9,429	9.1	1,12,139	— 635	— 0.6
16.	Rajasthan	1,37,432	17,146	14.3	1,44,441	7,009	5.1
17.	Tamil Nadu	1,70,530	4,782	2.9	1,84,295	13,765	8.1
18.	Uttar Pradesh	4,17,568	14,506	3.6	4,31,584	14,016	3.4
19.	West Bengal/ Tripura/Sikkim	2,36,449	— 36,637	— 13.4	2,08,274	— 28,175	— 11.9
20.	Delhi	83,544	— 11,133	— 11.8	74,861	— 8,683	— 10.4
All India		26,18,228	53,256	2.0	26,48,579	30,351	1.2

APPENDIX III (Contd)

Sl. No.	State/Union Territory	1980-81		
		Enrolment	Increase over the preceding year	Percentage increase
1.	Andhra Pradesh	1,93,416	28,379	17.2
2.	Assam	47,517	—4,504	—8.7
3.	Bihar	1,39,341	14,306	11.4
4.	Gujarat	1,74,786	4,908	2.9
5.	Haryana	58,900	—3,682	—5.9
6.	Himachal Pradesh	12,986	1,137	9.6
7.	Jammu & Kashmir	21,968	3,975	22.1
8.	Karnataka	2,00,829	18,154	9.9
9.	Kerala	1,13,352	7,055	6.6
10.	Madhya Pradesh	2,12,823	12,689	6.3
11.	Maharashtra	3,35,312	1,101	0.3
12.	Manipur	6,601	—1,090	—14.2
13.	Meghalaya/Nagaland	7,416	246	3.4
14.	Orissa	57,194	6,782	13.5
15.	Punjab	1,12,103	—36	—
16.	Rajasthan	1,44,130	311	0.2
17.	Tamil Nadu	2,05,382	21,087	11.4
18.	Uttar Pradesh	4,45,677	14,093	3.3
19.	West Bengal/Tripura/Sikkim	1,89,849	—18,425	—8.8
20.	Delhi	72,855	—2,006	—2.7
All India		27,52,437	1,03,858	3.9

APPENDIX III (Contd.)

Sl. No.	State/Union Territory	1981-82		
		Enrolment	Increase over the preceding year	Percentage increase
1.	Andhra Pradesh	2,18,441	25,025	12.9
2.	Assam	58,781	11,264	23.7
3.	Bihar	1,66,473	27,132	19.5
4.	Gujarat	1,95,179	20,393	11.7
5.	Haryana	59,534	634	1.1
6.	Himachal Pradesh	14,771	1,785	13.7
7.	Jammu & Kashmir	20,286	—1,682	—7.7
8.	Karnataka	2,15,861	15,032	7.5
9.	Kerala	1,19,551	6,199	5.5
10.	Madhya Pradesh	2,18,931	6,108	2.9
11.	Maharashtra	3,48,814	13,502	4.0
12.	Manipur	8,098	1,497	22.7
13.	Meghalaya/Nagaland	8,628	1,212	16.3
14.	Orissa	61,666	4,472	7.8
15.	Punjab	1,12,788	685	0.6
16.	Rajasthan	1,53,312	9,182	6.4
17.	Tamil Nadu	2,19,286	13,904	6.8
18.	Uttar Pradesh	4,55,949	10,272	2.3
19.	West Bengal/Tripura/Sikkim	2,09,494	19,645	10.3
20.	Delhi	86,223	13,368	18.3
All India		29,52,066	1,99,629	7.3

APPENDIX III (Contd.)

Sl. No.	State/Union Territory	1982-83		Percentage increase	Average Annual Compound Rate of Growth during the period 1978-79 to 1982-83
		Enrolment (Estimated)	Increase over the preceding year		
1.	Andhra Pradesh	2,43,877	25,436	11.6	14.1
2.	Assam	64,135	5,354	9.1	11.1
3.	Bihar	1,92,151	25,678	15.4	11.1
4.	Gujarat	2,06,180	11,001	5.6	3.9
5.	Haryana	61,990	2,456	4.1	0.6
6.	Himachal Pradesh	16,432	1,661	11.3	9.8
7.	Jammu & Kashmir	21,259	973	4.8	3.1
8.	Karnataka	2,36,494	20,633	9.6	7.7
9.	Kerala	1,29,423	9,872	8.3	6.7
10.	Madhya Pradesh	2,34,192	15,261	6.9	4.1
11.	Maharashtra	3,69,626	20,812	5.9	1.8
12.	Manipur	9,068	970	11.9	10.3
13.	Meghalaya	9,416	788	9.1	9.1
14.	Orissa	66,868	5,202	8.4	9.2
15.	Punjab	1,16,386	2,598	2.3	0.6
16.	Rajasthan	1,70,242	16,930	11.0	5.4
17.	Tamilnadu	2,34,785	15,499	7.1	8.3
18.	Uttar Pradesh	4,79,034	23,085	5.1	3.5
19.	West Bengal	1,95,327	-14,167	-6.8	-4.6
20.	Delhi	81,101	-5,122	-5.9	-0.7
Total		31,36,986	1,84,920	6.3	4.6

Note:—The enrolments relating to the Union Territories of Andaman and Nicobar Islands, Arunachal Pradesh, Mizoram, Pondicherry, Goa, Daman and 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
(1978-79 to 1982-83)

<i>Stage</i>	<i>1978-79</i>		<i>1979-80</i>		<i>1980-81</i>		<i>1981-82</i>		<i>1982-83 (Estimated)</i>	
	<i>Enrol- ment</i>	<i>Percentage of total</i>	<i>Enrol- ment</i>	<i>Percentage of total</i>	<i>Enrolment</i>	<i>Percentage of total</i>	<i>Enrolment</i>	<i>Percentage of total</i>	<i>Enrol- ment</i>	<i>Percentage of total</i>
Graduate	22,94,785	87.7	23,07,924	87.1	24,01,485	87.2	25,88,759	87.7	27,45,381	87.5
Postgraduate	2,49,528	9.5	2,65,251	10.0	2,73,337	9.9	2,85,892	9.7	3,07,084	9.8
Research	30,078	1.1	29,570	1.1	32,171	1.2	34,588	1.2	38,181	1.2
Diploma/Certificate	43,837	1.7	45,834	1.8	45,444	1.7	42,827	1.4	46,340	1.5
Total	26,18,228	100.0	26,48,579	100.0	27,52,437	100.0	29,52,066	100.0	31,36,986	100.0

APPENDIX V

Stagewise Enrolment: Universities & Affiliated Colleges 1982-83 (Estimated)

<i>Stage</i>	<i>University Departments/ University Colleges</i>	<i>Affiliated Colleges</i>	<i>Total</i>	<i>Percentage in Affiliated Colleges</i>			
				<i>1982-83</i>	<i>1981-82</i>	<i>1980-81</i>	<i>1979-80</i>
Graduate	3,53,038	23,92,343	27,45,381	87.1	87.9	88.6	88.5
Postgraduate	1,36,246	1,70,838	3,07,084	55.6	55.3	54.2	53.1
Research	33,098	5,083	38,181	13.3	15.1	13.9	14.0
Diploma/Certificate	27,461	18,879	46,340	40.7	40.3	43.6	47.3
Total	5,49,843	25,87,143	31,36,986	82.5	83.2	83.5	83.4

APPENDIX VI

Student Enrolment in Universities: Facultywise
(1978-79 to 1982-83)

	1978-79		1979-80		1980-81		1981-82		1982-83	
	<i>Enrol- ment</i>	<i>Percentage of total</i>	<i>Enrol- ment</i>	<i>Percentage of total</i>	<i>Enrol- ment</i>	<i>Percentage of total</i>	<i>Enrol- ment</i>	<i>Percentage of total</i>	<i>Enrol- ment</i>	<i>Percentage of total</i>
Arts (including Oriental Learning)	11,07,407	42.3	10,76,076	40.6	11,14,417	40.5	11,90,177	40.3	12,45,548	39.7
Science	4,92,143	18.8	5,08,763	19.2	5,33,859	19.4	5,78,766	19.6	6,19,100	19.7
Commerce	4,93,449	18.8	5,16,170	19.5	5,54,253	20.1	6,28,031	21.3	6,84,216	21.8
Education	71,213	2.7	72,981	2.8	71,204	2.6	71,168	2.4	72,474	2.3
Engineering/Technology	1,11,659	4.3	1,18,607	4.5	1,28,937	4.7	1,30,189	4.4	1,42,583	4.5
Medicine	1,11,655	4.3	1,12,194	4.2	1,10,020	4.0	1,13,794	3.9	1,16,893	3.7
Agriculture	39,109	1.5	39,962	1.5	39,231	1.4	39,318	1.3	40,139	1.3
Veterinary Science	6,949	0.2	7,435	0.3	7,648	0.3	8,173	0.3	8,732	0.3
Law	1,66,897	6.4	1,77,448	6.7	1,74,374	6.3	1,74,445	5.9	1,86,988	6.0
Others	17,837	0.7	18,843	0.7	18,494	0.7	18,005	0.6	20,313	0.7
Total	26,18,228	100.0	26,48,579	100.0	27,52,437	100.0	29,52,066	100.0	31,36,986	100.0

APPENDIX VII

Distribution of Colleges According to Courses of Study 1978-79 to 1982-83 (Number of Colleges)

<i>Courses of study</i>	<i>Number of Colleges*</i>				
	<i>1978-79</i>	<i>1979-80</i>	<i>1980-81</i>	<i>1981-82</i>	<i>1982-83</i>
Arts, Science & Commerce	3,240	3,306	3,393	3,504	3,617
Technical/Professional	433	448	490	510	522
<i>Break up</i>					
(a) <i>Engineering/Technology</i>	117	124	149	155	158
(b) <i>Medicine/Pharmacy/Ayurveda Nursing/Dentistry/Homeopathy</i>	240	247	262	272	279
(c) <i>Agriculture</i>	52	52	54	56	57
(d) <i>Veterinary Science</i>	24	25	25	27	28
Law	143	152	163	168	179
Physical Education and Education	340	332	350	364	377
Oriental Learning	259	271	274	282	283
Music/Fine Arts	45	49	52	58	61
Total	4,460	4,558	4,722	4,886	5,039

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

APPENDIX VIII

Increase in Number of Colleges during the period from 1978-79 to 1982-83 (Statewise)

Sl. No.	State/Union Territory	No. of colleges UC+AC	No. of colleges UC+AC	Increase over the previous year	No. of colleges UC+AC	Increase over the previous year	No. of colleges UC+AC	Increase over the previous year	No. of colleges UC+AC	Increase over the previous year	Increase during the period 1978-79 to 1982-83
1	2	3	4	5	6	7	8	9	10	11	12
1.	Andhra Pradesh	326	337	11	363	26	399	36	409	10	83
2.	Assam	141	150	9	141	-9	148	7	153	5	12
3.	Bihar	329	332	3	386	54	417	31	428	11	99
4.	Gujarat	275	272	-3	271	-1	279	8	283	4	8
5.	Haryana	132	129	-3	131	-2	137	6	139	2	7
6.	Himachal Pradesh	26	27	1	27	---	27	---	27	---	1
7.	Jammu & Kashmir	39	37	-2	38	1	40	2	39	-1	---
8.	Karnataka	361	382	21	435	54	440	4	465	25	104
9.	Kerala	168	173	5	179	-6	180	1	182	2	14
10.	Madhya Pradesh	342	345	3	344	-1	360	16	375	15	33
11.	Maharashtra	589	596	7	600	4	611	11	626	15	37
12.	Manipur	16	24	8	22	-2	22	---	22	---	6
13.	Meghalaya/Nagaland	24	29	5	30	1	32	2	33	1	9
14.	Orissa	115	118	3	119	1	137	18	150	13	35

**Increase in Number of Affiliated Colleges (Arts, Science & Commerce only) during the period from 1978-79 to 1982-83
(Statewise)**

Sl. No.	State/Union Territory	1978-79			1979-80		1980-82		1981-82		1982-83**		Increase during the period 1978-79 to 82-83
		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	No. of colleges	Increase over the preceding year	
1	2	3	4	5	6	7	8	9	10	11	12		
1.	Andhra Pradesh	221	229	8	242	13	273	31	280	7	59		
2.	Assam	115	123	8	114	-9	119	5	124	5	9		
3.	Bihar*	236	229	-7	264	35	279	15	286	7	50		
4.	Gujarat	186	183	-3	183	—	188	5	190	2	4		
5.	Haryana	95	94	-1	93	-1	99	6	101	2	6		
6.	Himachal Pradesh	22	22	—	22	—	22	—	22	—	—		
7.	Jammu & Kashmir	23	22	-1	22	—	23	1	23	—	—		
8.	Karnataka	240	251	11	273	22	272	-1	290	18	50		
9.	Kerala	119	122	3	127	5	128	1	128	—	19		
10.	Madhya Pradesh	239	240	1	242	2	253	11	267	14	28		
11.	Maharashtra	419	427	8	427	—	432	5	442	10	23		
12.	Manipur	13	21	8	18	-3	18	—	18	—	5		
13.	Meghalaya/Nagaland	18	22	4	22	—	25	3	25	—	7		
14.	Orissa	91	92	1	90	-2	97	7	104	7	13		
15.	Punjab	166	168	2	170	2	171	1	176	5	10		
16.	Rajasthan	111	114	3	119	5	122	3	125	3	14		
17.	Tamil Nadu	195	197	2	206	9	206	—	206	—	11		
18.	Uttar Pradesh	353	367	14	372	5	376	4	387	11	34		
19.	West Bengal/Tripura												
	Sikkim	252	257	5	258	1	272	14	273	1	21		
20.	Delhi	37	37	—	37	—	37	—	37	—	—		
Total		3,151	3,217	66	3,301	84	3,412	111	3,504	92	353		

Note: College situated in the Union Territories of Andaman & Nicobar Islands, Arunachal Pradesh, Mizoram, Pondicherry, Goa, Daman & Diu have been merged with the colleges of Punjab, Assam, Meghalaya, Tamil Nadu, Maharashtra and Gujarat respectively. Colleges in Chandigarh have also been merged with colleges in Punjab. * Also includes constituent colleges. ** Provisional.

APPENDIX X

**Number and Distribution of Teaching Staff in the University Departments/
University Colleges according to Designation: (1978-79 to 1982-83)**

<i>Year</i>	<i>Professors</i>	<i>Readers</i>	<i>Lecturers*</i>	<i>Tutors/ Demonstrators</i>	<i>Total</i>
1978-79	3,678 (9.5)	7,146 (18.4)	25,268 (65.0)	2,743 (7.1)	38,835 (100.0)
1979-80	3,942 (9.9)	7,690 (19.3)	25,610 (64.3)	2,596 (6.5)	39,838 (100.0)
1980-81	4,123 (10.3)	7,900 (19.8)	25,758 (64.4)	2,183 (5.5)	39,964 (100.0)
1981-82	4,170 (9.9)	9,299 (22.0)	26,648 (63.2)	2,069 (4.9)	42,186 (100.0)
1982-83**	4,616 (10.0)	10,294 (22.2)	29,499 (63.6)	1,934 (4.2)	46,343 (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.

** Estimated.

APPENDIX XI

**Number and Distribution of Teaching Staff in the Affiliated Colleges
according to Designation: (1978-79 to 1982-83)**

<i>Year</i>	<i>Senior Teachers*</i>	<i>Lecturers**</i>	<i>Tutors/ Demonstrators</i>	<i>Total</i>
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 (83.7)	10,007 (6.8)	1,48,664 (100.0)
1980-81	16,343 (10.7)	1,27,952 (83.4)	9,082 (5.9)	1,53,377 (100.0)
1981-82	15,599 (9.9)	1,34,019 (85.0)	8,100 (5.1)	1,57,718 (100.0)
1982-83***	16,436 (9.9)	1,41,211 (85.4)	7,761 (4.7)	1,65,408 (100.0)

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

* Including Principals/Senior Lecturers/Readers

** Including Assistant Professors & Assistant Lecturers

*** Estimated.

APPENDIX XII

**Number of Doctorate Degrees Awarded: Facultywise
(1977-78 to 1981-82)**

<i>Faculty</i>	<i>1977-78</i>	<i>1978-79</i>	<i>1979-80</i>	<i>1980-81</i>	<i>1981-82*</i>
Arts	1,677	1,811	1,831	2,246	2,267
Science	1,901	2,044	2,261	2,792	2,868
Commerce	96	87	118	105	151
Education	92	105	120	173	162
Engineering/Technology	168	134	176	139	186
Medicine	51	48	56	44	53
Agriculture	329	364	422	466	470
Veterinary Science	81	58	58	60	92
Law	5	10	13	13	13
Others	44	14	21	42	27
Total	4,444	4,675	5,076	6,080	6,289

* Provisional

APPENDIX XIII

List of Centres of Advanced Study in Science Subjects

<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, University of Delhi	1963
5.	Botany	Plant Pathology 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 & Endocrinology	Department of Zoology, University of Delhi	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)	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 XIII (Contd.)

1	2	3	4	5
13.	Astronomy	Experimental Astronomy	Department of Astronomy and Nizamia 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	1969
17.	Inorganic & Physical Chemistry	Inorganic and Physical Chemistry	Indian Institute of Science, Bangalore	1979
18.	Metallurgical Engineering	Physical and Mechanical Metallurgy	Banaras Hindu University	1979
19.	Biophysics	Molecular Biophysics	Indian Institute of Science, Bangalore	1982

APPENDIX XIV

List of Centres of Advanced Study in Humanities an Social Sciences

<i>S.No.</i>	<i>Name of Centre</i>	<i>Subject</i>	<i>Area of Specialisation</i>	<i>Year of recognition</i>
1.	Department of Economics Bombay University Bombay	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 Poona	Economics	Agricultural Economics	1963
4.	Deptt. of Linguistics Annamalai University	Linguistics	Dravidian Linguistics	1963
5.	Deptt. of Education M.S. University of Baroda	Education	Educational Research	1963
6.	Deptt. of Philosophy Madras University, Madras	Philosophy	Advaita and Allied Systems of Philosophy	1964
7.	Deptt. of Sanskrit Poona University, Pune	Sanskrit	Sanskrit Literature	1964
8.	Deptt. of History Aligarh Muslim University	History	Medieval Indian History	1968
9.	Deptt. of Sociology Delhi University	Sociology	Sociology	1968
10.	Deptt. of Psychology Utkal University Bhubaneswar	Psychology	Educational and Social Psychology	1979

APPENDIX XV

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 Establishment</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.	Panjab	Sociology	1977
12.	Saugar	Anthropology	1972
13.	Deccan College Postgraduate & Research Institute, Poona	Archaeology	1972
14.	Ranchi	Anthropology	1977
15.	Allahabad	Psychology	1977
16.	Osmania	Linguistics	1977
17.	Jadavpur	Philosophy	1977
18.	Rajasthan	Philosophy	1977

APPENDIX XVI

**List of Departments approved under Special Assistance Programme
in Science Subjects**

<i>Sl. No.</i>	<i>Department</i>	<i>University/Institution deemed to be university</i>	<i>Year of Establishment</i>
1.	Biochemistry	Lucknow University	1972
2.	Biochemistry	M.S. University of Baroda	1972
3.	Biological Science	Madurai Kamaraj University	1977
4.	Botany	Andhra University	1972
5.	Botany	Lucknow University	1977
6.	Botany	Patna University	1977
7.	Chemistry	Allahabad University	1977
8.	Solid State Structural Chemistry	Indian Instt. of Science, Bangalore	1980
9.	Pure Chemistry	Calcutta University	1972
10.	Chemistry	Osmania University	1972
11.	Chemistry	Panjab University	1972
12.	Chemistry	Poona University	1972
13.	Chemistry	Rajasthan University	1972
14.	Chemistry	Sardar Patel University	1977
15.	Geography	Aligarh Muslim University	1977
16.	Geography	Osmania University	1977
17.	Geology	Andhra University	1972
18.	Geology	Jadavpur University	1972
19.	Geology	Mysore University	1977
20.	Geology & Geophysics	Roorkee University	1977
21.	Physics	Andhra University	1972
22.	Physics	Roorkee University	1977
23.	Physics	Panjab University	1980
24.	Physics	Poona University	1980
25.	Physics	Indian Institute of Science, Bangalore	1980
26.	Mathematics (Applied Mathematics)	University of Bangalore	1980
27.	Statistics	Poona University	1972
28.	Zoology	Banaras Hindu University	1972
29.	Zoology	Calcutta University	1977
30.	Zoology	Marathwada University	1977

APPENDIX XVII (a)

Annexure-I

Priority Areas of Research : An Illustrative List

Given below is a list of priority areas of research in the Humanities and Social Sciences. These areas have been identified by the UGC Panels in different disciplines. This list is not exhaustive; it is merely illustrative and will be under constant revision.

A. English and Foreign Languages

1. Use of Educational Technology.
2. Language Teaching and Testing.
3. Stylistics.
4. Comparative Literature.
5. Literary Criticism and Literary Theory.

B. Linguistics

1. Describing Languages or dialects that have not been described so far—especially that have very few speakers left and are likely to disappear in a few years.
2. Socio-linguistic surveys—especially of areas poorly described or undescribed so far.
3. Ancient Indian Grammatical and other Linguistic thought.
4. Historical study of the major Indian languages.
5. Comparative Indo-Aryan, Tibeto-Burman etc.
6. Instrumental phonetic studies.
7. The study of informal second language learning on the part of migrants through marriage, search for job opportunities, job transfers or the like from one language area to another.
8. Indian languages outside India.
9. Computational and statistical studies in Indian languages.
10. Problems of first language teachings.
11. Problems of the choice of language as a medium of education.
12. Language policy and language planning.
13. Problems of linguistic theory arising out of the study of Indian languages.

C. Law

1. Agricultural labour.
2. Land reforms.
3. Motor Vehicle accidents and claims.
4. Workmen's compensation—the working of Employees State Insurance Scheme.
5. Civil Rights Act.
6. Reservation policy.

D. Economics

1. Development of Indian economy since independence.
2. Inter-regional planning problems.
3. Export promotion and import substitution in India.
4. Economics of energy.

APPENDIX XVII (a) (*Contd.*)

5. Poverty in India.
6. Unemployment and employment of India.
7. Area Planning.
8. Working of the mixed economy.
9. Mobilisation of fiscal and physical resources.
10. Economics of distributive justice.
11. Public distribution system.
12. Economics of Scale.
13. Manpower Planning.
14. Cost benefit analysis of Public expenditure.
15. Prices and production in agriculture.
16. Technological change and agricultural development: income distribution.
17. Economics of education.
18. Transport economics: modes of transport, cost pricing and allocation of resources between different modes of transport, traffic flow, cost benefit appraisal, fare and freight policy and existing deficiencies in transport planning.

E. Commerce

1. Commercial viability of public enterprises.
2. Public distribution system and consumerism.
3. Industrial policy including licensing and control.
4. Technology transfer and collaboration.
5. Project Planning and appraisal.
6. Managerial and supervisory effectiveness.
7. Depreciation theory and practices.
8. Inflation Accounting.
9. Working capital management.
10. Trade policy including import substitution and export promotion.
11. Agro-Industry.
12. Human Resource Accounting.
13. Problems of Corporate Sector.
14. Problems of small business.
15. Transport economics.
16. Industrial relations and personnel management.

F. Political Science

1. A comparative study of political parties and party system.
2. A study of political leadership; its history and reactive and proactive aspect.
3. Rise and manifestation of interest and pressure groups in Indian Politics.
4. Study of violence: its political aspects.
5. Legislative élites: their behaviour.
6. The political process.
7. Corruption.
8. History of political thought since the Vedic period.
9. Inter-relationship between the policy formulation and the implementation processes.
10. Socio-economic legislation and the response of the judiciary.
11. Student unrest.
12. Grievances of citizens.
13. Theory and practice of socialism with special reference to India.

APPENDIX XVII (a) (*Contd.*)

14. Study of coalitional politics and President's rule.
15. Rural and urban politics.
16. Political and bureaucratic culture.
17. Federation and national building.
18. National survey of district elites.
19. Politics of land reform.
20. Regionalism in India.
21. India's foreign policy.
22. Comparative State Politics.
23. India's Political Culture/Political Cultures.
24. Aspects of Indian Political Economy.
25. Patterns of interaction between national and international Political systems.
26. Administrative Culture in India and its impact on development.
27. Study of Social Movements (Peasants, workers etc.).
28. Poverty and process of socio-economic transformation.

G. History

1. Social and economic history—rural and urban life, crafts, social stratification and social mobility.
2. History of ideas including social, religious and political ideas.
3. History of science and technology with collaboration of historians and scientists.
4. Cultural history, including growth of art and architecture, music etc.
5. Comparative studies, including regional studies and micro studies at the village/ sub-regional levels.
6. Historical geography, including movements of people.
7. Tribal societies and their interaction with agrarian societies.
8. India's relations with other countries specially with the neighbouring countries.
9. Popular movements.
10. Economics and Social aspects of industrialisation.
11. Rise of Indian national movement---its background, intra-communal, intra-regional relations etc.
12. Pre-history—Economic systems and Ethnography.
13. Proto Historic period.
14. Transition from the Harappan to the Vedic period.
15. Transition from Bronze age to Iron age.
16. Emergence of cities and their Excavation in Ganga Valley.
17. Excavation of a few zones of the 16th Century.
18. Under-water Archaeology.
19. Urban history and historical records.
20. Survey of records with individuals, their editing etc.

H. Art History*H.1. (a) Micro-Studies and Intrinsic Historical Problems in Styles and Periods of Painting, Sculptures, Architecture*

1. Relationship between Jain (or Western Indian) and Rajasthani Painting:
2. Different schools of Rajasthani Painting and their inter-relationship. (Less explored schools). Similarly on Pahari Painting and Deccani Painting.
3. Comparative study of realism in Rajasthani and Mughal Painting.
4. Individual styles and Later Phases of Mughal Painting.

APPENDIX XVII (a) (Contd.)

5. Most Malwa Painting in central India.
 6. Orissan Palm-leaf Painting.
 7. Stylistic studies of Phases, transitions and regionalization in architecture and Sculptural monuments.
 8. Continuity of the Mural Painting tradition in South India.
- (b) *Studies in Social-Cultural Context*
1. Art and Ritual both in tribal and folk cults; e.g. Bhuta Cults of Karnataka, Srinathji Cults of Rajasthan etc.
 2. Mythological and religious contents of Indian painting and sculpture.
 3. Patrons, Patronage and the Arts.
 4. Tradition and Innovation.
 5. Tradition and Modernity.
 6. Relation between "High Tradition" and the "Little Tradition" using the examples from 'Visual' and 'Performing' arts.
 7. Transition from Mahayana to vajrayana Buddhist art.
- (c) *Silpa Texts and Texts on Natya*
1. Translations of Silpa texts and texts on Natya.
 2. Silpa texts and their relation with art practice.
 3. References to visual arts in Sanskrit and other regional languages.
- (d) *Studies in interrelationship among the arts.*
1. Relationship between Kathakali Dance-drama, and Kerala Murals and Wood-carving.
 2. Leather puppets: performance and pictorial traditions.
 3. Relation between Sculpture and temple architecture.
 4. Relation between clay Sculpture, Bronze Sculpture, and stone sculpture.
- (e) *Documentation Projects*
1. Documentation of extent and surviving art monuments based on field work, e.g. Mural Painting Civic architecture, monuments unprotected by the relevant Act.
 2. Catalogues Raisonne of Museum collections in Sculpture, painting and textiles etc.
 3. Documentation of various indigenous art and craft techniques based on work with living artists.
 4. Painters and Sculptures' records, geneologies and guild movements.
- H.2 *Cultural and Social Anthropology including Ethnography.*
1. Process of cultural transmission, both traditional and emergent, and inter-action between the great, regional and the little traditions.
 2. Process, of secularisation and counter-processes in daily life in rituals and in the value system.
 3. Determination of cultural regions and sub-regions in India.
 4. Process of enculturation and the study of typical or model personality structure of the persons reared in each of them.
 5. Cultural areas of the world outside India including languages and dialects of these areas.
 6. Himalayan tribes and communities which have not been studied.
 7. Tribal complexes of Andhra and Mysore.
 8. Ethnographic study of tribal communities which are threatened with demographic extinction.

APPENDIX XVII (a) (*Contd.*)

9. Tribal-dynamics-process of transformation from primitivism to civilisation.
10. Tribalisation, detribalisation, tribe-caste continuum, sanskritization, revitalization movements in terms of long, middle and short range history.
11. Study of the tribes like the Naga, the Garo, the Khasi, the Andi, the Munda etc.
12. Role of women in selected tribes of different cultural types.
13. Study of the hunters, the shifting cultivators and the nomads on all-India basis, which are fast dying out.
14. Tribal aesthetics, arts and crafts.

H.2.

1. Studies on the requirements of physically and mentally handicapped children.
2. Case studies on child labour, child abuse, institutionalised children, delinquents and children under foster care etc.
3. Preparation of in-depth social profile of children in deprived ecologies such as urban slums, tribal pockets, drought prone areas, coastal areas, hilly tracks, deserts areas etc.
4. Survey of children's reading habits and compilation of bibliography of childrens literature.

I. Anthropology

1. Problems of land alienation in tribal areas.
2. Changes in the religious institutions of the tribals.
3. Studies of minor tribes.
4. Study of education among scheduled castes/tribes.

J. Sociology

1. Ethnic groups and relations.
2. Economic systems-control and Management.
3. Sociology of Food and Nutrition in the context of poverty.
4. Demography, migration, organisation and quality of life.
5. Dynamics of elite and folk traditions.
6. Elite political processes and nation building.

K. Philosophy

1. Philosophy of social sciences.
2. Philosophical methods.
3. Metaphysics and Philosophy of religion.
4. Socio-political Philosophy.
5. Indian Logic and philosophy of language.
6. Current trends in Indian philosophy.
7. Indian philosophical classics.

L. Psychology

1. Dimensions, processes, and management of change.
2. Psychological dimensions of modernization and social change: correlates of modernization and rapid socio-economic development, and their impact including studies of resultant tensions, changes in organisation, leadership and mental health problems.

APPENDIX XVII (a) (*Contd.*)

3. Studies on cultural and rural development, including psychological stimulants and blocks to development.
4. Motivational and attitudinal dimensions of development: motivation and training of motivation conducive to development and attitude change.
5. Psychological problems of disadvantaged groups and some important sectors of population such as the scheduled castes, scheduled tribes, important minorities, youth and so on; psychological impact of social and economic deprivation.
6. Problems of youth and identity.
7. Psychological studies of aggression and violence, both individual and group, in different setting, perception of violence.
8. Social perception: perception of people, regions and occupations and problem of modifying social perception to bring about more conducive and harmonious inter-relationships between groups and regions.
9. Analysis of organisational behaviour in Indian setting: business, Government and universities.
10. Social architecture: understanding of process required in building institutions; development of tests and a scale standardized on the national sample.
11. Identification and nurturing creativity; climate for nursing creativity.
12. Studies on socialization.
13. Clinical psychology—standardization of psycho-diagnostic tools suited to local conditions; the role of socio-economic, ecological, genetic and cultural factors in mental disorders; suicide and homicide; education and training of the handicapped, effects of induced abortion; attitudes to mental illness and hospitals; behaviour modification techniques; taxonomic approach to behaviour disorder through a syndromes model; multivariate analysis and a level of consciousness model.
14. Educational psychology—physical education, mentally, socially and physically handicapped children, studies on teachers, head masters, and other personnel in education, programmed learning and television adjustment of students to social change; and dynamics of the teaching-learning process.
15. Experimental psychology—perception, information theory; learning theory; thinking and cognitive processes; and verbal behaviour.
16. Industrial psychology—attitudinal differences in the private and public sector undertakings; mental health of workers in the context of accelerated industrialisation urbanization and social change; devising of tests for use in industry; absenteeism; job attitudes; factors affecting vocational preference and choice; organisational factors in productivity; and supervisory pattern.
17. Military psychology—the choice of a military career; longitudinal and cross-sectional studies of interest profiles; values, orientations and religious identities; variations in beliefs and ideological convictions of candidates from different parts of the country; military management and organisation; and leadership training programmes for military personnel.
18. Personality studies—neurosis and psychosis, the structure of personality and the effects of nutritive, social and cultural deprivations on personality and especially on the personality of delinquents, Neuro-physiological co-relates of behaviour.
19. Social psychology—social change; inter-generation conflict; youth studies and student unrest; social tension—the social implications of technological change the Psycho-social barriers to economic development; socialization, intra-group relations, and behavioural aspects of political participation of unemployment and poverty.

APPENDIX XVII (a) (*Contd.*)**M. Teacher Education**

1. Case studies on child labour, child abuse, industrialised children, delinquents, children under foster care.
2. Studies of school drop out, wastage and stagnation.
3. Preparation of in-depth social profiles of children in deprived ecologies such as urban slums, tribal pockets, drought prone areas, coastal areas, hill tracks, desert areas etc.
4. Survey of children reading habits and compilation of bibliography on children literature.
5. Problems of nutrition and health of children.
6. Phenomenon of begging in India.
7. Personality of disorders.
8. Management of Education.
9. Economics of Education.
10. Educational Technology.

N. Library and Information Science

1. A comprehensive Bibliography of library and information Science Literature published in India.
2. Bibliography of Higher Education in India (1850-1947).
3. Bibliography of Higher Education in India (1947 onwards).
4. India's relations with neighbouring countries.
5. Investigation into Library support for non-formal education in the country.

O. Classical Languages

1. Evaluation of Classical Languages.
2. Inter-relation and mutual influence of Classical languages.
3. Development of literature in Classical Languages with special reference to each history, culture and regional contribution.
4. Literary personalities in classical languages and their impact on society.
5. Critical studies and editing of manuscripts and important works in Classical Languages.
6. Principles of literary criticism—A comparative study.
7. Study of Ancient Indian Legal institutions in the context of Modern jurisprudence.
8. Technical Literature in Classical Languages.
9. Avidhamman Philosophy—comparative study.
10. Studies in Post-canonical Exegetical literature in Prakrit.
11. Indian logical tradition.

I. State/University-wise Break up of Major Research Projects in

State/University	MIL			Classical Language			English		
	A	C	O	A	C	O	A	C	O
Andhra Pradesh									
Andhra	2	—	2	—	—	—	—	—	—
Hyderabad	1	—	1	—	—	—	1	—	1
Osmania	—	—	—	—	—	—	—	—	—
Sri. Venketaswra	5	1	4	1	—	1	—	—	—
C.I.E.F.L.	—	—	—	—	—	—	2	—	2
Total	8	1	7	1	—	1	3	—	3
Assam									
Gauhati	1	—	1	—	—	—	—	—	—
Total	1	—	1	—	—	—	—	—	—
Bihar									
Bhagalpur	1	—	1	—	—	—	—	—	—
Bihar	—	—	—	—	—	—	—	—	—
Magadh	2	—	2	—	—	—	—	—	—
L.N. Mithila	—	—	—	—	—	—	—	—	—
Ranchi	1	—	1	—	—	—	—	—	—
Patna	—	—	—	—	—	—	—	—	—
Total	4	—	4	—	—	—	—	—	—
Gujarat									
Gujarat	—	—	—	—	—	—	—	—	—
M.S. Baroda	—	—	—	—	—	—	—	—	—
Sardar Patel	1	—	1	—	—	—	—	—	—
Saurashtra	—	—	—	—	—	—	—	—	—
South Gujarat	—	—	—	—	—	—	—	—	—
Gujarat Vidyapith	1	1	—	—	—	—	—	—	—
Total	2	1	1	—	—	—	—	—	—

Note: A — Project Approved
 C — Project Completed
 O — On-going Project

XVII (b) I

Humanities for the period from 1974-75 to 1981-82

<i>Linguistics</i>			<i>Philosophy</i>			<i>History</i>			<i>Art-History</i>			<i>Total</i>		
<i>A</i>	<i>C</i>	<i>O</i>	<i>A</i>	<i>C</i>	<i>O</i>	<i>A</i>	<i>C</i>	<i>O</i>	<i>A</i>	<i>C</i>	<i>O</i>	<i>A</i>	<i>C</i>	<i>O</i>
—	—	—	—	—	—	1	—	1	—	—	—	3	—	3
—	—	—	—	—	—	—	—	—	—	—	—	2	—	2
1	—	1	—	—	—	1	—	1	—	—	—	2	—	2
3	—	3	—	—	—	—	—	—	—	—	—	9	1	8
—	—	—	—	—	—	—	—	—	—	—	—	2	—	2
4	—	4	—	—	—	2	—	2	—	—	—	18	1	17
—	—	—	—	—	—	1	1	—	—	—	—	2	1	1
—	—	—	—	—	—	1	1	—	—	—	—	2	1	1
—	—	—	2	—	2	—	—	—	—	—	—	3	—	3
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
1	—	1	—	—	—	—	—	—	—	—	—	3	—	3
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	—	—	—	1	—	1
—	—	—	2	—	2	2	1	1	—	—	—	4	1	3
1	—	1	4	—	4	2	1	1	—	—	—	11	1	10
—	—	—	—	—	—	1	—	1	—	—	—	1	—	1
—	—	—	—	—	—	1	—	1	—	—	—	1	—	1
—	—	—	—	—	—	—	—	—	—	—	—	1	—	1
—	—	—	—	—	—	1	1	—	—	—	—	1	1	—
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
1	1	—	—	—	—	—	—	—	—	—	—	2	2	—
1	1	—	—	—	—	3	1	2	—	—	—	6	3	3

Humanities

<i>Linguistics</i>			<i>Philosophy</i>			<i>History</i>			<i>Art-History</i>			<i>Total</i>		
<i>A</i>	<i>C</i>	<i>O</i>	<i>A</i>	<i>C</i>	<i>O</i>	<i>A</i>	<i>C</i>	<i>O</i>	<i>A</i>	<i>C</i>	<i>O</i>	<i>A</i>	<i>C</i>	<i>O</i>
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	1	—	1	—	—	—	1	—	1
—	—	—	—	—	—	1	—	1	—	—	—	1	—	1
—	—	—	—	—	—	—	—	—	—	—	—	2	—	2
—	—	—	—	—	—	—	—	—	—	—	—	2	—	2
—	—	—	—	—	—	—	—	—	—	—	—	1	—	1
1	1	—	—	—	—	2	1	1	—	—	—	7	3	4
—	—	—	—	—	—	1	1	—	—	—	—	3	1	2
1	1	—	—	—	—	3	2	1	—	—	—	11	4	7
—	—	—	—	—	—	—	—	—	—	—	—	2	—	2
3	1	2	—	—	—	—	—	—	—	—	—	5	1	4
3	1	2	—	—	—	—	—	—	—	—	—	7	1	6
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	1	—	1	—	—	—	1	—	1
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	1	—	1	—	—	—	1	—	1

APPENDIX XVII (b)1 (Contd.).

State/University	MIL			Classical Language			English		
	A	C	O	A	C	O	A	C	O
Maharashtra									
Bombay	1	—	1	2	1	1	1	1	—
Marthwada	—	—	—	—	—	—	—	—	—
Nagpur	—	—	—	—	—	—	1	1	—
Poona	3	2	1	2	—	2	—	—	—
S.N.D.T. Women's	1	1	—	1	—	1	—	—	—
Shivaji	—	—	—	—	—	—	2	—	2
Total	5	3	2	5	1	4	4	2	2
Manipur									
Manipur	—	—	—	—	—	—	—	—	—
Meghalaya									
N.E.H.U.	—	—	—	—	—	—	—	—	—
Orissa									
Berhampur	1	1	—	—	—	—	—	—	—
Sambalpur	1	1	—	—	—	—	1	—	1
Utkal	—	—	—	—	—	—	—	—	—
Total	2	2	—	—	—	—	1	—	1
Punjab									
Guru Nanak Dev	1	—	1	—	—	—	—	—	—
Punjab Agricultural	—	—	—	—	—	—	—	—	—
Punjabi	—	—	—	—	—	—	—	—	—
Panjab	—	—	—	1	—	1	—	—	—
Total	1	—	1	1	—	1	—	—	—
Rajasthan									
Rajasthan	1	—	1	—	—	—	—	—	—
Jodhpur	1	—	1	—	—	—	—	—	—
Udaipur	—	—	—	1	—	1	—	—	—
Total	2	—	2	1	—	1	—	—	—

Humanities

<i>Linguistics</i>			<i>Philosophy</i>			<i>History</i>			<i>Art-History</i>			<i>Total</i>		
<i>A</i>	<i>C</i>	<i>O</i>	<i>A</i>	<i>C</i>	<i>O</i>	<i>A</i>	<i>C</i>	<i>O</i>	<i>A</i>	<i>C</i>	<i>O</i>	<i>A</i>	<i>C</i>	<i>O</i>
—	—	—	—	—	—	1	—	1	—	—	—	5	2	—
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	3	2	1	—	—	—	4	3	—
—	—	—	3	2	1	9	5	4	—	—	—	17	9	—
—	—	—	—	—	—	—	—	—	—	—	—	2	1	1
—	—	—	—	—	—	—	—	—	—	—	—	2	—	2
—	—	—	3	2	1	13	7	6	—	—	—	30	15	16
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	—	—	—	1	1	—
—	—	—	—	—	—	—	—	—	—	—	—	2	1	1
1	1	—	1	—	1	1	1	—	—	—	—	3	2	1
1	1	—	1	—	1	1	1	—	—	—	—	6	4	2
—	—	—	—	—	—	2	1	1	—	—	—	3	1	2
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
2	1	1	—	—	—	1	—	1	—	—	—	3	1	2
1	—	1	—	—	—	2	1	1	—	—	—	4	1	3
3	1	2	—	—	—	5	2	3	—	—	—	10	3	7
—	—	—	1	—	1	2	—	2	—	—	—	4	—	4
—	—	—	—	—	—	—	—	—	—	—	—	1	—	1
—	—	—	—	—	—	—	—	—	—	—	—	1	—	1
—	—	—	1	—	1	2	—	2	—	—	—	6	—	6

APPENDIX XVII (b)I (Contd.)

State-University	MIL			Classical Language			English		
	A	C	O	A	C	O	A	C	O
Tamil Nadu									
Annamalai	—	—	—	—	—	—	—	—	—
Madras	6	4	2	—	—	—	—	—	—
Madurai Kamraj	2	—	2	—	—	—	—	—	—
T.A.U.	—	—	—	—	—	—	1	1	—
Total	8	4	4	—	—	—	1	1	—
Uttar Pradesh									
Agra	2	—	2	—	—	—	1	—	1
Aligarh Muslim	3	—	3	—	—	—	—	—	—
Avadh	—	—	—	—	—	—	—	—	—
Banaras Hindu	1	—	1	—	—	—	2	1	1
Garhwal	—	—	—	—	—	—	—	—	—
G.B. Pant	—	—	—	—	—	—	—	—	—
Gorakhpur	1	—	1	—	—	—	—	—	—
Kashi Vidyapith	—	—	—	—	—	—	—	—	—
Kumaon	—	—	—	—	—	—	—	—	—
Allahabad	1	—	1	—	—	—	—	—	—
Lucknow	—	—	—	—	—	—	—	—	—
Meerut	1	—	1	—	—	—	—	—	—
Sampurnanand Sanskrit	—	—	—	1	—	1	—	—	—
Total	9	—	9	1	—	1	3	1	2
West Bengal									
Calcutta	—	—	—	—	—	—	—	—	—
Jadavpur	—	—	—	1	—	1	—	—	—
Visva-Bharati	—	—	—	—	—	—	—	—	—
Total	—	—	—	1	—	1	—	—	—
Delhi									
Delhi	4	1	3	3	—	3	1	1	—
Jawaharlal Nehru	1	1	—	—	—	—	—	—	—
Jamia Millia	1	—	1	—	—	—	—	—	—
Total	6	2	4	3	—	3	1	1	—
All India									
Total	52	14	38	19	1	18	17	6	11

Humanities

<i>Linguistics</i>			<i>Philosophy</i>			<i>History</i>			<i>Art-History</i>			<i>Total</i>		
<i>A</i>	<i>C</i>	<i>O</i>	<i>A</i>	<i>C</i>	<i>O</i>	<i>A</i>	<i>C</i>	<i>O</i>	<i>A</i>	<i>C</i>	<i>O</i>	<i>A</i>	<i>C</i>	<i>O</i>
3	1	2	—	—	—	—	—	—	—	—	—	3	1	2
2	—	2	1	—	1	—	—	—	—	—	—	9	4	5
2	1	1	—	—	—	—	—	—	—	—	—	4	1	3
1	1	—	—	—	—	—	—	—	—	—	—	2	2	—
8	3	5	1	—	1	—	—	—	—	—	—	18	8	10
—	—	—	—	—	—	—	—	—	—	—	—	3	—	3
—	—	—	1	1	—	—	—	—	—	—	—	4	1	3
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
1	—	1	1	1	—	1	—	1	—	—	—	6	2	4
1	—	1	—	—	—	1	—	1	—	—	—	2	—	2
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	—	—	—	1	—	1
—	—	—	1	—	1	—	—	—	—	—	—	1	—	1
—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	1	—	1	3	—	3	—	—	—	5	—	5
1	—	1	—	—	—	—	—	—	—	—	—	1	—	1
—	—	—	—	—	—	—	—	—	—	—	—	1	—	1
—	—	—	—	—	—	—	—	—	—	—	—	1	—	1
3	—	3	4	2	2	5	—	5	—	—	—	25	3	22
1	—	1	—	—	—	3	—	3	—	—	—	4	—	4
—	—	—	—	—	—	2	1	1	—	—	—	3	1	2
—	—	—	1	—	1	2	—	—	—	—	—	3	—	3
1	—	1	1	—	1	7	1	6	—	—	—	10	1	9
2	1	1	1	—	1	2	2	—	—	—	—	13	5	8
—	—	—	—	—	—	1	—	1	—	—	—	2	1	1
—	—	—	—	—	—	1	—	1	—	—	—	2	—	2
2	1	1	1	—	1	4	2	2	—	—	—	17	6	11
31	10	21	16	4	12	50	18	32	—	—	—	185	53	238

APPENDIX XVII (b) (Contd.)

II. State/University-wise Break up of Major Research Projects in

<i>State/University</i>	<i>Pol. Science</i>			<i>Economics</i>		
	<i>A</i>	<i>C</i>	<i>O</i>	<i>A</i>	<i>C</i>	<i>O</i>
Andhra Pradesh						
Andhra	—	—	—	—	—	—
Hyderabad	—	—	—	—	—	—
Osmania	1	—	1	—	—	—
Sri Venkateswara	1	—	1	—	—	—
C.I.E.F.L.	—	—	—	—	—	—
Total	2	—	2	—	—	—
Assam						
Gauhati	—	—	—	—	—	—
Bihar						
Bhagalpur	—	—	—	1	—	1
Bihar	1	1	—	—	—	—
Magadh	1	—	1	—	—	—
L.N. Mithila	—	—	—	—	—	—
Ranchi	—	—	—	1	—	1
Patna	—	—	—	—	—	—
Total	2	1	1	2	—	2
Gujarat						
Gujarat	1	—	1	—	—	—
M.S. Baroda	—	—	—	—	—	—
Sardar Patel	—	—	—	—	—	—
Saurashtra	—	—	—	—	—	—
South Gujarat	—	—	—	—	—	—
Gujarat Vidyapith	—	—	—	—	—	—
Total	1	—	1	—	—	—
Haryana						
Kurukshetra	2	1	1	—	—	—
Maharishi Dayanand	—	—	—	—	—	—
Total	2	1	1	—	—	—

Social Sciences for the period from 1974-75 to 1981-82

<i>Sociology & Social Anthropology</i>			<i>Anthropology</i>			<i>Psychology</i>			<i>Total</i>		
<i>A</i>	<i>C</i>	<i>O</i>	<i>A</i>	<i>C</i>	<i>O</i>	<i>A</i>	<i>C</i>	<i>O</i>	<i>A</i>	<i>C</i>	<i>O</i>
1	1	—	—	—	—	—	—	—	1	1	—
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	1	—	1
2	2	—	—	—	—	1	—	1	4	2	2
—	—	—	—	—	—	—	—	—	—	—	—
3	3	—	—	—	—	1	—	1	6	3	3
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	—	—	—
1	1	—	—	—	—	—	—	—	2	1	1
—	—	—	—	—	—	1	—	1	2	1	1
—	—	—	—	—	—	1	—	1	2	—	2
—	—	—	—	—	—	—	—	—	—	—	—
1	—	1	—	—	—	—	—	—	2	—	2
—	—	—	—	—	—	—	—	—	—	—	—
2	1	1	—	—	—	2	—	2	8	2	6
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	1	—	1
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	1	—	1
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	2	1	1
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	2	1	1

APPENDIX XVII (b)II (Contd.)

State/University	Pol. Science			Economics		
	A	C	O	A	C	O
Himachal Pradesh						
Himachal Pradesh	—	—	—	—	—	—
Jammu & Kashmir						
Jammu	1	—	1	—	—	—
Kashmir	—	—	—	—	—	—
Total	1	—	1	—	—	—
Karnataka						
Bangalore	—	—	—	—	—	—
Karnatak	—	—	—	—	—	—
Mysore	2	—	2	1	—	1
Total	2	—	2	1	—	1
Kerala						
Calicut	—	—	—	—	—	—
Cochin	—	—	—	—	—	—
Kerala	1	—	1	—	—	—
Total	1	—	1	—	—	—
Madhya Pradesh						
Indore	—	—	—	—	—	—
Jabalpur	—	—	—	1	—	1
Jiwaji	—	—	—	—	—	—
Saugar	—	—	—	1	—	1
Vikram	—	—	—	—	—	—
Total	—	—	—	2	—	2
Maharashtra						
Bombay	—	—	—	1	—	1
Marthwada	1	1	—	2	—	2
Nagpur	—	—	—	—	—	—
Poona	1	—	1	—	—	—
S.N.D.T. Women's	—	—	—	—	—	—
Shivaji	1	—	1	—	—	—
Total	3	1	2	3	—	3

Social Sciences

<i>Sociology & Social Anthropology</i>			<i>Anthropology</i>			<i>Psychology</i>			<i>Total</i>		
<i>A</i>	<i>C</i>	<i>O</i>	<i>A</i>	<i>C</i>	<i>O</i>	<i>A</i>	<i>C</i>	<i>O</i>	<i>A</i>	<i>C</i>	<i>O</i>
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	1	—	1
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	1	—	1
1	1	—	—	—	—	1	—	1	2	1	1
1	1	—	1	—	1	—	—	—	2	1	1
—	—	—	—	—	—	—	—	—	3	—	3
2	2	—	1	—	1	1	—	1	7	2	5
—	—	—	—	—	—	1	—	1	1	—	1
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	1	—	1
—	—	—	—	—	—	1	—	1	2	—	2
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	1	—	1
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	1	—	1
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	1	—	1
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	1	—	1
—	—	—	—	—	—	—	—	—	4	1	3
1	—	1	—	—	—	—	—	—	1	—	1
1	1	—	1	—	1	—	—	—	3	1	2
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	1	—	1
3	1	2	1	—	1	—	—	—	10	2	8

APPENDIX XVII (b)II (Contd.)

<i>State/University</i>	<i>Pol. Science</i>			<i>Economics</i>		
	<i>A</i>	<i>C</i>	<i>O</i>	<i>A</i>	<i>C</i>	<i>O</i>
Manipur Manipur	1	—	1	—	—	—
Meghalaya N.E.H.U.	—	—	—	—	—	—
Orissa Berhampur Sambalpur Utkal	— 3 —	— — —	— 3 —	1 — 2	— — 1	1 — 1
Total	3	—	3	3	1	2
Punjab Guru Nanak Dev Punjab Agri. Punjabi Panjab	— — 1 1	— — — —	— — 1 1	— — 1 —	— — — —	— — 1 —
Total	2	—	2	1	—	1
Rajasthan Rajasthan Jodhpur Udaipur	6 — —	— — —	6 — —	1 — —	— — —	1 — —
Total	6	—	6	1	—	1
Tamil Nadu Annamalai Madras Madurai Kamraj Tamil Nadu Agri.	— 1 — —	— — — —	— 1 — —	— 4 2 1	— 2 1 —	— 2 1 1
Total	1	—	1	7	3	4

Social Sciences

<i>Sociology & Social Anthropology</i>			<i>Anthropology</i>			<i>Psychology</i>			<i>Total</i>		
<i>A</i>	<i>C</i>	<i>O</i>	<i>A</i>	<i>C</i>	<i>O</i>	<i>A</i>	<i>C</i>	<i>O</i>	<i>A</i>	<i>C</i>	<i>O</i>
—	—	—	—	—	—	—	—	—	1	—	1
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	1	—	1
—	—	—	—	—	—	—	—	—	3	—	3
—	—	—	—	—	—	4	1	3	6	2	4
—	—	—	—	—	—	4	1	3	10	2	8
—	—	—	—	—	—	—	—	—	—	—	—
1	—	1	—	—	—	—	—	—	1	—	1
—	—	—	—	—	—	—	—	—	2	—	2
—	—	—	—	—	—	1	1	—	2	1	2
1	—	1	—	—	—	1	1	—	5	1	5
1	—	1	—	—	—	—	—	—	8	—	8
1	—	1	—	—	—	—	—	—	1	—	1
2	—	2	—	—	—	—	—	—	9	—	9
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	5	2	3
2	1	1	—	—	—	—	—	—	4	2	2
—	—	—	—	—	—	—	—	—	1	—	1
2	1	1	—	—	—	—	—	—	10	4	6

APPENDIX XVII (b) II (Contd.)

State/University	Pol. Science			Economics		
	A	C	O	A	C	O
Uttar Pradesh						
Agra	—	—	—	—	—	—
Aligarh Muslim	1	—	1	—	—	—
Avadh	—	—	—	—	—	—
Banaras Hindu	—	—	—	—	—	—
Garhwal	—	—	—	—	—	—
G.B. Pant	—	—	—	—	—	—
Gorakhpur	—	—	—	—	—	—
Kashi Vidyapith	—	—	—	—	—	—
Kumaon	—	—	—	—	—	—
Allahabad	—	—	—	—	—	—
Lucknow	—	—	—	—	—	—
Meerut	1	1	—	—	—	—
Sampurnanand Sanskrit	—	—	—	—	—	—
Kanpur	—	—	—	1	—	1
Total	2	1	1	1	—	1
West Bengal						
Burdwan	1	—	1	—	—	—
Calcutta	4	1	3	1	—	1
Jadavpur	—	—	—	1	1	—
Viswa-Bharati	—	—	—	1	1	—
Total	5	1	4	3	2	1
Delhi						
Delhi	1	—	1	1	—	1
Jawaharlal Nehru	—	—	—	1	—	1
Jamia Millia	1	1	—	—	—	—
Total	2	1	1	2	—	2
All India						
Total	36	6	30	26	6	20

Social Sciences

<i>Sociology & Social Anthropology</i>			<i>Anthropology</i>			<i>Psychology</i>			<i>Total</i>		
<i>A</i>	<i>C</i>	<i>O</i>	<i>A</i>	<i>C</i>	<i>O</i>	<i>A</i>	<i>C</i>	<i>O</i>	<i>A</i>	<i>C</i>	<i>O</i>
2	1	1	—	—	—	—	—	—	2	1	1
—	—	—	—	—	—	—	—	—	1	—	1
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	1	1	—	1	1	—
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	1	—	1	1	—	1
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	1	—	1	1	—	1
2	1	1	—	—	—	—	—	—	2	1	1
—	—	—	—	—	—	—	—	—	1	1	—
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	1	—	1
4	2	2	—	—	—	3	1	2	10	4	6
—	—	—	—	—	—	—	—	—	1	—	1
—	—	—	1	—	1	1	—	1	7	1	6
—	—	—	—	—	—	—	—	—	1	1	—
—	—	—	1	—	1	1	—	1	10	3	7
4	2	2	2	2	—	1	—	1	9	4	5
1	—	—	—	—	—	—	—	—	2	—	2
—	—	—	—	—	—	—	—	—	1	1	—
5	2	2	2	2	—	1	—	1	12	5	7
24	13	11	5	2	3	15	3	12	106	30	70

APPENDIX XVII (b) (Contd.)

III. State/University-wise Break of up Major Research Projects in

State/University	Commerce & Business Mkt.			Law			Teacher Education		
	A	C	O	A	C	O	A	C	O
Andhra Pradesh									
Andhra	—	—	—	—	—	—	1	—	1
Hyderabad	—	—	—	—	—	—	—	—	—
Osmania	4	1	3	—	—	—	—	—	—
Sri Venketaswra	—	—	—	1	—	1	1	—	1
C.I.E.F.L.	—	—	—	—	—	—	—	—	—
Total	4	1	3	1	—	1	2	—	2
Assam									
Gauhati	1	—	1	—	—	—	1	—	1
Bihar									
Bhagalpur	2	1	1	—	—	—	—	—	—
Bihar	—	—	—	—	—	—	—	—	—
Magadh	—	—	—	—	—	—	—	—	—
L.N. Mithila	1	—	1	—	—	—	—	—	—
Ranchi	—	—	—	—	—	—	—	—	—
Patna	—	—	—	—	—	—	—	—	—
Total	3	1	2	—	—	—	—	—	—
Gujarat									
Gujarat	1	—	1	1	—	1	—	—	—
M.S. Baroda	4	—	4	—	—	—	2	—	2
Sardar Patel	—	—	—	—	—	—	—	—	—
Saurashtra	—	—	—	—	—	—	—	—	—
South Gujarat	—	—	—	—	—	—	—	—	—
Gujarat Vidyapith	—	—	—	—	—	—	—	—	—
Total	5	—	5	1	—	1	2	—	2
Haryana									
Kurukshetra	—	—	—	—	—	—	1	—	1
Maharishi Dayanand	—	—	—	—	—	—	—	—	—
Total	—	—	—	—	—	—	1	—	1

Professional subjects for the period from 1974-75 to 1982-83

<i>Library & Information Science</i>			<i>Mass Communication</i>			<i>Social Work Education</i>			<i>Total</i>		
<i>A</i>	<i>C</i>	<i>O</i>	<i>A</i>	<i>C</i>	<i>O</i>	<i>A</i>	<i>C</i>	<i>O</i>	<i>A</i>	<i>C</i>	<i>O</i>
—	—	—	—	—	—	—	—	—	1	—	1
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	4	1	3
—	—	—	—	—	—	—	—	—	2	—	2
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	7	1	6
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	1	1	—	—	—	—	3	1	2
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	2	1	1
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	1	—	1
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	3	1	2
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	1	—	1	—	—	—	3	—	3
—	—	—	—	—	—	—	—	—	6	—	6
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	1	—	1	—	—	—	1	—	1
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	2	—	2	—	—	—	10	—	10
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	1	—	1
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	1	—	1

APPENDIX XVII (b) III (Contd.)

State/University	Commerce & Business Mkt.			Law			Teacher Education		
	A	C	O	A	C	O	A	C	O
Himachal Pradesh									
Himachal Pradesh	—	—	—	—	—	—	2	1	1
Jammu & Kashmir									
Jammu	—	—	—	—	—	—	—	—	—
Kashmir	—	—	—	—	—	—	—	—	—
Total	—	—	—	—	—	—	—	—	—
Karnataka									
Bangalore	—	—	—	—	—	—	1	—	1
Karnatak	—	—	—	—	—	—	2	—	2
Mysore	—	—	—	—	—	—	—	—	—
Total	—	—	—	—	—	—	3	—	3
Kerala									
Calicut	—	—	—	—	—	—	—	—	—
Cochin	1	—	1	—	—	—	—	—	—
Kerala	—	—	—	—	—	—	1	—	1
Total	1	—	1	—	—	—	1	—	1
Madhya Pradesh									
Indore	—	—	—	—	—	—	1	—	1
Jabalpur	—	—	—	—	—	—	—	—	—
Jiwaji	—	—	—	—	—	—	—	—	—
Saugar	—	—	—	—	—	—	—	—	—
Vikram	—	—	—	—	—	—	—	—	—
Total	—	—	—	—	—	—	1	—	1
Maharashtra									
Bombay	—	—	—	—	—	—	2	1	1
Marathwada	—	—	—	—	—	—	—	—	—
Nagpur	—	—	—	—	—	—	—	—	—
Poona	1	—	1	—	—	—	—	—	—
S.N.D.T. Women's	—	—	—	—	—	—	—	—	—
Shivaji	—	—	—	—	—	—	—	—	—
Total	1	—	1	—	—	—	2	1	1

Professional Subjects

<i>Library & Information Science</i>			<i>Mass Communication</i>			<i>Social Work Education</i>			<i>Total</i>		
<i>A</i>	<i>C</i>	<i>O</i>	<i>A</i>	<i>C</i>	<i>O</i>	<i>A</i>	<i>C</i>	<i>O</i>	<i>A</i>	<i>C</i>	<i>O</i>
—	—	—	—	—	—	—	—	—	2	1	1
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	2	1	1	—	—	—	3	1	2
—	—	—	—	—	—	—	—	—	2	—	2
1	—	1	—	—	—	—	—	—	1	—	1
1	—	1	2	1	1	—	—	—	6	1	5
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	1	—	1
—	—	—	1	1	—	—	—	—	2	1	1
—	—	—	1	1	—	—	—	—	3	1	2
—	—	—	—	—	—	—	—	—	1	—	1
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	1	—	1
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	3	1	2

APPENDIX XVII (b) III (Contd.)

State/University	Commerce & Business Mkt.			Law			Teacher Education		
	A	C	O	A	C	O	A	C	O
Manipur Manipur	—	—	—	—	—	—	—	—	—
Meghalaya N.E.H.U.	—	—	—	—	—	—	—	—	—
Orissa Berhampur Sambalpur Utkal	—	—	—	—	—	—	—	—	—
Total	—	—	—	—	—	—	—	—	—
Punjab Guru Nanak Dev Punjab Agri. Punjabi Panjab	—	—	—	—	—	—	—	—	—
Total	1	—	1	—	—	—	—	—	—
Rajasthan Rajasthan Jodhpur Udaipur	—	—	—	—	—	—	—	—	—
Total	—	—	—	—	—	—	—	—	—
Tamil Nadu Annamalai Madras Madurai Kamraj Tamil Nndu Agri.	—	—	—	—	—	—	—	—	—
Total	—	—	—	1	—	1	3	—	3

Professional Subjects

<i>Library & Information Science</i>			<i>Mass Communication</i>			<i>Social Work Education</i>			<i>Total</i>		
<i>A</i>	<i>C</i>	<i>O</i>	<i>A</i>	<i>C</i>	<i>O</i>	<i>A</i>	<i>C</i>	<i>O</i>	<i>A</i>	<i>C</i>	<i>O</i>
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	1	—	1	—	—	—	1	—	1
—	—	—	2	1	1	—	—	—	2	1	1
—	—	—	3	1	2	—	—	—	3	1	2
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	1	—	1
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	1	—	1
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	3	—	3
—	—	—	2	—	2	—	—	—	3	—	3
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	2	—	2	—	—	—	6	—	6

APPENDIX XVII (b) III (Contd.)

State/University	Commerce & Business Mkt.			Law			Teacher Education		
	A	C	O	A	C	O	A	C	O
Uttar Pradesh									
Agra	—	—	—	—	—	—	—	—	—
A.M.U.	—	—	—	1	—	1	—	—	—
Avadh	—	—	—	—	—	—	—	—	—
B.H.U.	—	—	—	—	—	—	—	—	—
Garhwal	—	—	—	—	—	—	—	—	—
G.B. Pant	—	—	—	—	—	—	—	—	—
Gorakhpur	—	—	—	—	—	—	1	1	—
Kashi Vidyapith	—	—	—	—	—	—	—	—	—
Kumaon	—	—	—	—	—	—	—	—	—
Allahabad	—	—	—	—	—	—	1	—	1
Lucknow	—	—	—	—	—	—	—	—	—
Meerut	—	—	—	—	—	—	—	—	—
Sampurnanand Sanskrit	—	—	—	—	—	—	—	—	—
Total	—	—	4	1	—	1	2	1	1
West Bengal									
Calcutta	—	—	—	—	—	—	2	1	1
Jadavpur	—	—	—	—	—	—	—	—	—
Viswa-Bharati	—	—	—	—	—	—	—	—	—
Total	—	—	—	—	—	—	2	1	1
Delhi									
Delhi	3	—	3	—	—	—	1	—	1
J.N.U.	—	—	—	1	1	—	—	—	—
Jamia Millia	—	—	—	—	—	—	—	—	—
Total	3	—	3	1	1	—	1	—	1
All India									
Total	19	2	17	5	1	4	23	4	19

Professional Subjects

<i>Library & Information Science</i>			<i>Mass Communication</i>			<i>Social Work Education</i>			<i>Total</i>		
<i>A</i>	<i>C</i>	<i>O</i>	<i>A</i>	<i>C</i>	<i>O</i>	<i>A</i>	<i>C</i>	<i>O</i>	<i>A</i>	<i>C</i>	<i>O</i>
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	1	—	1
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	1	1	—	—	—	—	1	1	—
—	—	—	—	—	—	—	—	—	1	1	—
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	1	—	1
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	1	1	—	—	—	—	4	2	2
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	2	1	1
—	—	—	—	—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—	—	2	1	1
—	—	—	—	—	—	—	—	—	—	—	—
1	—	1	—	—	—	—	—	—	5	—	5
—	—	—	—	—	—	—	—	—	1	1	—
—	—	—	1	1	—	—	—	—	1	1	—
1	—	1	1	1	—	—	—	—	7	2	5
—	—	—	—	—	—	—	—	—	—	—	—
2	—	2	13	7	6	—	—	—	62	14	48

APPENDIX XVII (c) IV

Major Research Projects in

University/Institution deemed to be University (including Affiliated Colleges)	Physics			Chemistry			Bio-Sciences		
	A	C	O	A	C	O	A	C	O
Andhra Pradesh									
Andhra	19	9	10	4	2	2	13	7	6
Hyderabad	6	1	5	5	3	2	6	1	5
Jawaharlal Nehru Tech.	—	—	—	1	1	—	—	—	—
Kakatiya	5	3	2	1	—	1	3	3	—
Nagarjuna	—	—	—	1	1	—	1	1	—
Osmania	13	9	4	7	6	1	26	12	14
Sri Venkateswara	7	4	3	7	2	5	11	5	6
Total	50	26	24	26	15	11	60	29	31
Assam									
Assam Agricultural	—	—	—	1	1	—	—	—	—
Dibrugarh	—	—	—	2	2	—	1	—	1
Gauhati	4	1	3	—	—	—	2	1	1
Total	4	1	3	3	3	—	3	1	2
Bihar									
Bhagalpur	1	—	1	1	1	—	11	4	7
Bihar	—	—	—	1	1	—	6	4	2
L.N. Mithila	—	—	—	—	—	—	2	1	1
Patna	2	1	1	2	1	1	2	2	—
Ranchi	1	—	1	1	1	—	—	—	—
Indian School of Mines†	—	—	—	—	—	—	—	—	—
Total	4	1	3	5	4	1	21	11	10
Gujarat									
Gujarat	3	1	2	—	—	—	6	5	1
M.S. Univ. of Baroda	3	1	2	—	—	—	15	9	6
Sardar Patel	7	3	4	8	8	—	8	5	3
Saurashtra	1	—	1	—	—	—	3	2	1
South Gujarat	2	2	—	—	—	—	—	—	—
Total	16	7	9	8	8	—	32	21	11

Sciences (1974-75 to 1981-82)

<i>Geophysics, Geology</i>			<i>Geography</i>			<i>Mathematics</i>			<i>Total</i>		
<i>A</i>	<i>C</i>	<i>O</i>	<i>A</i>	<i>C</i>	<i>O</i>	<i>A</i>	<i>C</i>	<i>O</i>	<i>A</i>	<i>C</i>	<i>O</i>
2	1	1	2	1	1	1	1	—	41	21	20
—	—	—	—	—	—	—	—	—	17	5	12
—	—	—	—	—	—	—	—	—	1	1	—
—	—	—	—	—	—	4	2	2	13	8	5
—	—	—	—	—	—	—	—	—	2	2	—
5	4	1	3	1	2	2	2	—	56	34	22
3	2	1	—	—	—	—	—	—	28	13	15
10	7	3	5	2	3	7	5	2	158	84	74
—	—	—	—	—	—	—	—	—	1	1	—
—	—	—	—	—	—	—	—	—	3	2	1
—	—	—	1	1	—	—	—	—	7	3	4
—	—	—	1	1	—	—	—	—	11	6	5
—	—	—	1	—	1	—	—	—	14	5	9
—	—	—	—	—	—	—	—	—	7	5	2
—	—	—	—	—	—	—	—	—	2	1	1
1	—	1	—	—	—	—	—	—	7	4	3
—	—	—	—	—	—	—	—	—	2	1	1
1	—	1	—	—	—	—	—	—	1	—	1
2	—	2	1	—	1	—	—	—	33	16	17
—	—	—	1	1	—	—	—	—	10	7	3
2	1	1	1	—	1	—	—	—	21	11	10
—	—	—	—	—	—	—	—	—	23	16	7
—	—	—	—	—	—	1	1	—	5	3	2
—	—	—	—	—	—	1	1	—	3	3	—
2	1	1	2	1	1	2	2	—	62	40	22

APPENDIX XVII (c) IV (Contd.)

	<i>Physics</i>			<i>Chemistry</i>			<i>Bio-Sciences</i>		
	<i>A</i>	<i>C</i>	<i>O</i>	<i>A</i>	<i>C</i>	<i>O</i>	<i>A</i>	<i>C</i>	<i>O</i>
Haryana									
Kurukshetra	4	4	—	16	13	3	9	5	4
Maharishi Dayanand	1	1	—	1	1	—	—	—	—
Total	5	5	—	17	14	3	9	5	4
Himachal Pradesh									
Himachal Pradesh	1	—	1	5	2	3	3	3	—
Jammu & Kashmir									
Jammu	—	—	—	2	2	—	4	3	1
Kashmir	4	2	2	2	—	2	6	4	2
Total	4	2	2	4	2	2	10	7	3
Karnataka									
Bangalore	9	4	5	5	2	3	15	12	3
Karnatak	5	5	—	3	2	1	12	6	6
Mysore	6	4	2	2	2	—	1	1	—
University of Agricultural Sciences	—	—	—	—	—	—	1	1	—
Indian Institute of Science†	7	6	1	17	10	7	18	12	6
Total	27	19	8	27	16	11	47	32	15
Kerala									
Calicut	3	3	—	2	1	1	4	2	2
Cochin	3	2	1	—	—	—	6	5	1
Kerala	1	—	1	1	1	—	6	4	2
Total	7	5	2	3	2	1	16	11	5
Madhya Pradesh									
Bhopal	—	—	—	1	1	—	6	5	1
Indore	5	3	2	1	1	—	5	2	3
Jabalpur	3	1	2	2	2	—	1	1	—
Jiwaji	—	—	—	—	—	—	3	1	2
Ravi Shankar	—	—	—	—	—	—	1	—	1
Saugar	1	1	—	4	3	1	2	2	—
Vikram	5	3	2	4	2	2	12	7	5
Total	14	8	6	12	9	3	30	18	12

<i>Geophysics/Geology</i>			<i>Geography</i>			<i>Mathematics</i>			<i>Total</i>		
<i>A</i>	<i>C</i>	<i>O</i>	<i>A</i>	<i>C</i>	<i>O</i>	<i>A</i>	<i>C</i>	<i>O</i>	<i>A</i>	<i>C</i>	<i>O</i>
2	—	2	3	1	2	1	1	—	35	24	11
—	—	—	—	—	—	—	—	—	2	2	—
2	—	2	3	1	2	1	1	—	37	26	11
—	—	—	—	—	—	—	—	—	9	5	4
1	1	—	—	—	—	1	1	—	8	7	1
—	—	—	—	—	—	—	—	—	12	6	6
1	1	—	—	—	—	1	1	—	20	13	7
1	1	—	—	—	—	1	1	—	31	20	11
1	1	—	—	—	—	—	—	—	21	14	7
3	2	1	3	2	1	—	—	—	15	11	4
—	—	—	—	—	—	—	—	—	1	1	—
—	—	—	—	—	—	1	1	—	43	29	14
5	4	1	3	2	1	2	2	—	111	75	36
—	—	—	—	—	—	—	—	—	9	6	3
1	1	—	—	—	—	—	—	—	10	8	2
—	—	—	—	—	—	1	1	—	9	6	3
1	1	—	—	—	—	1	1	—	28	20	8
—	—	—	—	—	—	2	2	—	9	8	—
—	—	—	—	—	—	—	—	—	11	6	5
—	—	—	—	—	—	1	1	—	7	5	2
—	—	—	—	—	—	—	—	—	3	1	2
—	—	—	—	—	—	—	—	—	1	—	1
4	2	2	1	—	1	1	1	—	13	9	4
3	3	—	—	—	—	—	—	—	24	15	9
7	5	2	1	—	1	4	4	—	68	44	24

APPENDIX XVII (c) IV (Contd.)

University/Institution deemed to be University (including Affiliated Colleges)	Physics			Chemistry			Bio-Sciences		
	A	C	O	A	C	O	A	C	O
Maharashtra									
Bombay	4	3	1	6	4	2	4	4	—
Marathwada	1	—	1	1	1	—	14	9	5
Nagpur	4	2	2	10	8	2	4	1	3
Poona	10	5	5	10	6	4	8	5	3
Shivaji	1	—	1	—	—	—	2	2	—
Total	20	10	10	27	19	8	32	21	11
Manipur									
Manipur	2	—	2	—	—	—	—	—	—
Meghalaya									
North Eastern Hill	1	—	1	4	—	4	3	2	1
Orissa									
Berhampur	3	2	1	12	6	6	6	5	1
Sambalpur	3	1	2	3	3	—	2	1	1
Utkal	3	2	1	3	2	1	7	5	2
Total	9	5	4	18	11	7	15	11	4
Punjab									
Guru Nanak Dev	—	—	—	3	1	2	1	—	—
Punjab	12	4	8	3	2	1	8	4	4
Punjab Agricultural	—	—	—	—	—	—	7	2	5
Punjabi	9	2	7	1	1	—	9	4	5
Total	21	6	15	7	4	3	25	10	15
Rajasthan									
Jodhpur	2	1	1	32	29	3	28	18	10
Rajasthan	4	2	2	27	15	12	31	16	15
Udaipur	9	4	5	9	6	3	13	11	2
Birla Institute of Tech. & Science†	—	—	—	8	5	3	—	—	—
Total	15	7	8	76	55	21	72	45	27

<i>Geophysics/Geology</i>			<i>Geography</i>			<i>Mathematics</i>			<i>Total</i>		
<i>A</i>	<i>C</i>	<i>O</i>	<i>A</i>	<i>C</i>	<i>O</i>	<i>A</i>	<i>C</i>	<i>O</i>	<i>A</i>	<i>C</i>	<i>O</i>
1	1	—	1	—	1	—	—	—	16	12	4
—	—	—	—	—	—	—	—	—	16	10	6
1	—	1	—	—	—	1	—	1	20	11	9
5	3	2	3	2	1	1	—	1	37	21	16
—	—	—	—	—	—	—	—	—	3	2	1
7	4	3	4	2	2	2	—	2	92	56	36
—	—	—	—	—	—	—	—	—	2	—	2
—	—	—	1	1	—	—	—	—	9	3	6
—	—	—	—	—	—	3	3	—	24	16	8
1	1	—	—	—	—	—	—	—	9	6	3
—	—	—	2	1	1	—	—	—	15	10	5
1	1	—	2	1	1	3	3	—	48	32	16
—	—	—	—	—	—	—	—	—	4	1	3
1	1	—	2	1	1	—	—	—	26	12	14
—	—	—	—	—	—	—	—	—	7	2	5
—	—	—	—	—	—	—	—	—	19	7	12
1	1	—	2	1	1	—	—	—	56	22	34
1	—	1	1	—	1	1	—	1	65	48	17
1	—	1	2	1	1	1	—	1	66	34	32
—	—	—	—	—	—	—	—	—	31	21	10
—	—	—	—	—	—	1	1	—	9	6	3
2	—	2	3	1	2	3	1	2	171	109	62

APPENDIX XVII (c) IV (Contd.)

University/Institution deemed to be University (including Affiliated Colleges)	Physics			Chemistry			Bio-Sciences		
	A	C	O	A	C	O	A	C	O
Tamilnadu									
Annamalai	3	3	—	—	—	—	8	7	1
Madras	11	8	3	15	12	3	34	18	16
Madurai Kamraj	5	1	4	2	1	1	21	16	5
Perarignar Anna Univ. of Tech.	2	—	2	—	—	—	—	—	—
Total	21	12	9	17	13	4	63	41	22
Uttar Pradesh									
Agra	7	7	—	3	1	2	6	2	4
Aligarh Muslim	5	2	3	15	9	6	4	3	1
Allahabad	7	6	1	29	21	8	13	5	8
Avadh	1	—	1	1	—	1	2	1	1
Banaras Hindu	8	3	5	28	20	8	53	38	15
Bundelkhand	—	—	—	1	—	1	—	—	—
Garhwal	6	2	4	1	1	—	9	3	6
G.B. Pant Univ. of Agri. & Tech.	1	—	1	1	—	1	—	—	—
Gorakhpur	—	—	—	16	12	4	17	5	12
Kanpur	5	4	1	1	—	1	4	2	2
Kumaon	2	1	1	2	—	2	1	1	—
Lucknow	5	2	3	19	12	7	9	6	3
Meerut	5	2	3	5	3	2	15	8	7
Rohilkhand	—	—	—	3	1	2	3	—	3
Roorkee	8	7	1	3	3	—	—	—	—
Total	60	36	24	128	83	45	136	74	62
West Bengal									
Bidhan Chandra Krishi	—	—	—	1	—	1	3	2	1
Burdwan	9	5	4	6	4	2	14	11	3
Calcutta	28	14	14	32	18	14	48	35	13
Jadavpur	3	—	3	16	13	3	1	—	1
Kalyani	3	1	2	2	1	1	7	2	5
North Bengal	4	3	1	10	8	2	5	3	2
Viswa-Bharati	3	3	—	14	9	5	10	5	6
Total	50	26	24	81	53	28	88	57	31
Delhi									
Delhi	19	11	8	33	25	8	27	17	10
Jawaharlal Nehru	—	—	—	1	—	1	14	9	5
Jamia Millia Islamia†	—	—	—	1	—	1	—	—	—
Total	19	11	8	35	25	10	41	26	15
All India Total	350	187	163	503	338	165	706	425	281

†Institution deemed to be University.

<i>Geophysics/Geology</i>			<i>Geography</i>			<i>Mathematics</i>			<i>Total</i>		
<i>A</i>	<i>C</i>	<i>O</i>	<i>A</i>	<i>C</i>	<i>O</i>	<i>A</i>	<i>C</i>	<i>O</i>	<i>A</i>	<i>C</i>	<i>O</i>
—	—	—	—	—	—	1	—	1	12	10	2
—	—	—	2	2	—	—	—	—	62	40	22
—	—	—	—	—	—	—	—	—	28	18	10
—	—	—	—	—	—	1	—	1	3	—	3
—	—	—	2	2	—	2	—	2	105	68	37
—	—	—	1	1	—	—	—	—	17	11	6
4	3	1	1	1	—	—	—	—	29	18	11
—	—	—	1	1	—	—	—	—	50	33	17
—	—	—	1	1	—	1	—	1	6	2	4
6	3	3	1	6	1	7	3	4	103	67	36
—	—	—	—	—	—	—	—	—	1	—	1
2	2	—	1	—	1	—	—	—	19	8	11
—	—	—	—	—	—	—	—	—	2	—	2
—	—	—	1	—	1	5	4	1	39	21	18
—	—	—	1	—	1	1	—	1	12	6	6
1	1	—	—	—	—	—	—	—	6	3	3
—	—	—	—	—	—	1	—	1	34	20	14
—	—	—	1	—	1	—	—	—	26	13	13
—	—	—	—	—	—	—	—	—	6	1	5
2	1	1	—	—	—	2	1	1	15	12	3
15	10	5	9	4	5	17	8	9	365	215	150
—	—	—	—	—	—	—	—	—	4	2	2
—	—	—	1	—	1	4	2	2	34	22	12
12	7	5	2	2	—	5	4	1	127	80	47
11	8	3	—	—	—	3	2	1	34	23	11
—	—	—	—	—	—	—	—	—	12	4	8
—	—	—	—	—	—	2	—	2	21	14	7
—	—	—	—	—	—	—	—	—	27	16	11
23	15	8	3	2	1	14	8	6	259	161	98
2	1	1	1	—	1	1	—	1	83	54	29
1	1	—	1	—	1	1	—	1	18	11	7
—	—	—	—	—	—	—	—	—	1	—	1
3	2	1	2	1	1	2	—	2	102	65	37
82	52	30	44	22	22	61	36	25	1746	1060	686

Statement showing the grants paid to universities during the

<i>Sl. No.</i>	<i>Name of the University/ Institution deemed to be University</i>	<i>A Humanities</i>	<i>B Science</i>	<i>C Engineering & Technology</i>
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
Central Universities				
1.	Aligarh Muslim	11.13	10.55	67.61
2.	Banaras Hindu	19.67	32.67	69.30
3.	Delhi	12.10	31.93	3.09
4.	Hyderabad	20.10	0.15*	—
5.	Jawaharlal Nehru	12.74	28.22	—
6.	North Eastern Hill	14.00	23.80	—
7.	Visva-Bharati	6.48	61.53	—
	Total	96.22	197.31	140.00
			0.15*	
Institutions deemed to be Universities				
1.	Birla Instt. of Technology and Science	0.03	0.63	—
2.	C.I.E.F.L. Hyderabad	4.42	—	—
3.	Dayalbagh Educational Instt. Agra	4.60	4.60	3.00
4.	Gandhigram Rural Institute	2.00	0.40	—
5.	Gujarat Vidyapith	5.89	2.12	—
6.	Gurukul Kangri	2.42	0.13	—
7.	Indian Agricultural Research Institute	—	—	—
8.	Indian Institute of Science	—	40.53	99.67
9.	Indian School of Mines	—	0.71*	—
10.	Jamia Millia Islamia	2.80	0.19	22.24
11.	School of Planning & Architecture	—	0.18	—
10.	Sri Satya Sai Instt. of Higher Learning	1.50	—	—
13.	Tata Instt. of Social Sciences	0.40	10.00	—
	Total	24.06	62.78	124.91
			0.71*	

*By adjustment.

XVIII

year 1982-83 (Major Head-wise) under Plan Section III

(Rs. in Lakhs)

<i>D</i> <i>Development</i> <i>of colleges</i>	<i>E</i> <i>Miscellaneous</i> <i>schemes</i>	<i>F</i> <i>Miscellaneous</i> <i>expenditure</i>	<i>Total</i>	<i>Section III</i> <i>specific</i> <i>purposes</i>	<i>Grand</i> <i>Total</i>
6	7	8	9	10	11
0.11	158.60	—	248.00	—	248.00
0.28	98.72	0.04	220.68	—	220.68
1.02	67.48	0.18	115.80	0.90	116.70
	0.28*		0.43*		0.43*
0.05	46.66	0.05	95.08	—	95.08
0.55	39.37	—	76.46	—	76.46
0.07	32.66	—	108.26	—	108.26
0.03	8.23	0.01	23.36	0.12	23.48
	1.84*		1.84*		1.84*
2.11	451.72	0.28	887.64	1.02	888.66
	2.12*		2.27*		2.27*
—	0.96	0.06	1.68	0.30	1.98
—	32.68	—	37.10	—	37.10
—	2.42	—	14.62	—	14.62
	0.02*		0.02*		0.02*
—	10.30	—	12.70	—	12.70
—	12.59	0.10	20.70	—	20.70
—	0.25	—	2.80	—	2.80
—	0.07	0.02	0.09	—	0.09
—	13.82	0.12	154.14	—	154.14
					0.71*
—	26.68	0.01	49.12	—	49.12
0.07	86.33	0.16	89.54	—	89.54
	0.32*		0.32*		0.32*
—	0.40	—	0.40	—	0.40
0.50	0.09	—	12.09	—	12.09
—	7.05	0.08	11.53	0.40	11.93
0.57	193.64	0.55	406.51	0.70	407.21
	0.34*		1.05*		1.05*

APPENDIX XVIII (Contd.)

State Universities 1982-83 (Plan Exp.)

1	2	3	4	5
Andhra Pradesh				
1.	Andhra Pradesh	10.96	42.41 0.09*	38.50
2.	Andhra Pradesh Agricultural	—	0.25	—
3.	Jawaharlal Nehru Krishi	—	—	7.00
4.	Kakatiya	0.32	0.31	—
5.	Nagarjuna	0.79	0.40	—
6.	Osmania	13.69	22.59 0.02*	13.48
7.	Sri Venkateswara	1.90	9.02	10.69
Total		27.66	75.48 0.11*	69.67
Assam				
1.	Dibrugarh	16.32	6.42	—
2.	Gauhati	0.69 0.23*	1.89	—
3.	Manipur	—	1.32	—
Total		17.01 0.23*	9.63	—
Bihar				
1.	Bhagalpur	0.91	4.78	—
2.	Bihar	2.67	2.40	—
3.	K.S. Dharbhanga Sanskrit	1.50	—	—
4.	Magadh	5.31	7.26	—
5.	Mithila	—	1.50	—
6.	Patna	4.02	9.98 0.04*	2.40
7.	Rajendra Agricultural	—	0.04	—
8.	Ranchi	2.79	1.75	—
Total		17.20	27.71 0.04*	2.40

* By adjustment.

6	7	8	9	10	11
0.62	21.97	0.20	114.66	0.50	115.16
—	0.03	—	0.09*	—	0.09*
—	0.23	—	0.28	—	0.28
			7.23	3.00(NP)	12.02
				1.79(P)	
0.15	3.38	0.02	4.68	—	4.68
0.30	1.06	—	2.55	—	2.55
4.55	11.72	0.08	66.11	—	66.11
			0.02*		0.02*
0.61	33.94	0.16	56.32	—	56.32
	0.09*		0.09*		0.09*
6.23	72.33	0.46	251.83	0.50	257.12
	0.09*		0.20*	3.00(NP)	0.20*
				1.79(P)	
0.39	11.21	0.03	34.37	—	34.37
0.60	5.47	0.07	8.72	—	8.72
			0.23*		0.23*
—	0.24	—	1.56	—	1.56
0.99	16.92	0.10	44.65	—	44.65
			0.23*		0.23*
0.19	3.34	0.04	9.26	—	9.26
0.11	6.28	—	11.46	—	11.46
—	5.50	—	7.00	—	7.00
0.20	—	—	12.77	—	12.77
—	0.67	—	2.17	—	2.17
0.39	4.67	0.02	21.48	—	21.48
			0.04*		0.04*
—	—	0.02	0.06	—	0.76
0.87	1.07	0.02	6.50	—	6.50
1.76	21.53	0.10	70.70	—	70.70
			0.04*		0.04*

APPENDIX XVIII (Contd.)

1	2	3	4	5
Gujarat				
1.	Gujarat	1.17	10.14	—
2.	M.S. University of Baroda	9.94	15.47	13.29
3.	Sardar Patel	2.36	11.61	—
			0.70*	
4.	Saurashtra	1.05	12.16	—
			0.01*	
5.	South Gujarat	0.51	0.66	—
Total		15.03	50.04 0.71*	13.29
Haryana				
1.	Haryana Agricultural	—	0.10	—
2.	Kurukshetra	9.47	11.23	0.15
Total		9.47	11.33	0.15
Himachal Pradesh				
1.	Himachal Pradesh	2.11	3.54	—
Total		2.11	3.54	—
Jammu & Kashmir				
1.	Jammu	2.01	1.46	—
2.	Kashmir	2.40	7.25	—
Total		4.41	8.71	—
Karnataka				
1.	Bangalore	1.18	12.91	8.76
2.	Karnatak	5.30	10.69	—
3.	Mysore	3.29	14.88	—
			0.38*	
4.	University of Agricultural Sciences	—	0.32	—
Total		9.77	38.80 0.38*	8.76

* By adjustment

6	7	8	9	10	11
0.04	3.40	—	14.75	—	14.75
—	4.67	0.04	43.41	—	43.41
	0.07*				0.07*
0.05	6.47	—	20.49	—	20.49
			0.70*		0.70*
—	3.11	—	16.32	—	16.32
			0.01*		0.01*
—	4.38	—	5.55	—	5.55
	0.03*		0.03*		0.03*
0.09	22.03	0.04	100.52	—	100.52
	0.10*		0.81*		0.81*
—	0.26	0.02	0.38	—	0.38
1.11	7.74	0.38	30.08	—	30.08
	0.29*		0.29*		0.29*
1.11	8.00	0.40	30.46	—	30.46
	0.29*		0.29*		0.29*
—	12.48	0.04	18.17	—	18.17
—	12.48	0.04	18.17	—	18.17
—	2.74	0.05	6.26	—	6.26
0.15	22.92	—	32.72	—	32.72
	0.44*		0.44*		0.44*
0.15	25.66	0.05	38.98	—	38.98
	0.44*		0.44*		0.44*
1.05	3.34	0.02	27.26	—	27.26
	0.04*		0.04*		0.04*
1.00	16.45	0.03	33.47	—	33.47
0.11	6.79	0.05	25.12	—	25.12
	0.22*		0.60*		0.60*
—	—	—	0.32	—	0.32
2.16	26.58	0.10	86.17	—	86.17
	0.26*		0.64*		0.64*

APPENDIX XVIII (Contd.)

1	2	3	4	5
Kerala				
1. Calicut		3.47	2.63	—
2. Cochin		—	0.13	4.28
3. Kerala		—	17.41	—
4. Kerala Agricultural		—	0.57	—
Total		3.47	20.74	4.28
Madhya Pradesh				
1. Awadesh Pratap Singh		0.50	0.57	—
2. Bhopal		—	—	—
3. Indira Kala Sangeet		5.00	—	—
4. Indore		1.27	6.60	—
5. Jabalpur		3.78	8.83	—
6. Jawaharlal Nehru Krishi		—	0.10	—
7. Jiwaji		2.26	3.33	—
8. Ravi Shankar		1.96	6.03	—
9. Saugar		5.75	8.18	2.70
10. Vikram		2.01	9.63	—
Total		22.53	44.07	2.70
Maharashtra				
1. Bombay		10.43	6.27	10.70
2. Mahatama Phule Krishi		—	—	—
3. Marathwada		1.63	6.84	—
4. Marathwada Krishi		—	0.61*	—
5. Nagpur		2.45	9.09	6.41
6. Poona		6.27	24.91	—
7. S.N.D.T. Women's		4.56	4.75	7.11
8. Shivaji		0.31	1.36	—
Total		25.65	53.27 0.61*	24.22

*By Adjustment.

6	7	8	9	10	11
0.13	1.93	0.02	8.18	—	8.18
0.07	5.05	—	9.53	—	9.53
0.37	5.60	0.08	23.46	—	23.46
—	—	—	0.57	—	0.57
0.57	12.58	0.10	41.74	—	41.74
—	0.71	—	1.78	—	1.78
0.04	1.84	—	1.88	—	1.88
—	0.91	—	5.91	—	5.91
—	2.77	—	10.64	—	10.64
—	3.89	—	16.50	—	16.50
—	0.03*	—	0.03*	—	0.03*
—	—	—	0.10	—	0.10
0.04	4.66	—	10.29	—	10.29
—	0.50*	—	0.50*	—	0.50*
0.01	0.44	—	9.24	—	9.24
0.58	9.36	0.13	26.70	—	26.70
0.08	5.21	—	16.93	—	16.93
—	0.17*	—	0.17*	—	0.17*
0.75	29.79	0.13	99.97	—	99.97
—	0.70*	—	0.70*	—	0.70*
1.93	23.96	—	53.29	0.07	53.36
—	0.07	—	0.07	—	0.07
1.14	5.58	0.01	15.20	—	15.20
—	—	—	0.61*	—	0.61*
—	—	—	0.05	—	0.05
—	4.55	—	22.50	—	22.50
1.90	7.48	—	40.56	—	40.56
—	4.05	—	20.47	—	20.47
—	4.64	—	6.31	—	6.31
—	—	—	0.01*	—	0.01*
4.97	50.33	0.01	158.45	0.07	158.52
—	0.01*	—	0.62*	—	0.62*

APPENDIX XVIII (Contd.)

1	2	3	4	5
Orissa				
1.	Berhampur	3.99	11.30	—
2.	Orissa University of Agriculture & Tech.	—	—	—
3.	Sambalpur	5.35	9.45	6.89
4.	Utkal	7.60	1.36	—
Total		16.94	22.11	6.89
Punjab				
1.	Guru Nanak Dev	5.74	7.57	—
		0.64*		
2.	Panjab	8.70	22.53	5.29
			0.60*	
3.	Punjab Agricultural	—	0.92	—
4.	Punjabi	6.23	9.36	—
Total		20.67	40.88	5.29
		0.64*	0.60*	
Rajasthan				
1.	Jodhpur	3.26	11.76	0.47
2.	Rajasthan	8.01	24.75	—
3.	Udaipur	2.00	5.93	—
Total		13.27	42.44	0.47
Tamilnadu				
1.	Annamalai	1.04	1.82	2.63
			0.93*	
2.	Madras	4.88	8.25	—
			0.01*	
3.	Madurai Kamraj	3.44	9.71	—
4.	Anna	—	1.99	16.36
Total		9.36	21.77	18.99
			0.94*	

*By adjustment

6	7	8	9	10	11
1.04	1.53	—	17.86	—	17.86
0.07	—	—	0.07	0.60	0.67
0.18	4.47	—	26.34	—	26.34
1.28	4.68	0.12	15.04	—	15.04
2.57	10.68	0.12	59.31	0.60	59.91
0.18	8.92	—	22.41	—	22.41
	0.44*		1.08*		1.08*
0.93	16.10	0.08	53.63	0.07	53.70
	0.18*		0.78*		0.78*
0.06	—	—	0.98	—	0.98
—	3.44	0.22	19.75	0.03	19.78
1.17	28.46	0.30	96.77	0.10	96.87
	0.62*		1.86*		1.86*
—	6.05	0.06	21.60	—	21.60
1.83	11.73	0.11	46.43	—	46.43
—	2.45	0.09	10.47	—	10.47
1.83	20.23	0.26	78.50	—	78.50
0.32	3.04	—	8.85	—	8.85
	0.20*		1.13*		1.13*
3.98	9.12	0.03	26.26	—	26.26
			0.01*		0.01*
4.09	5.92	—	23.16	—	23.16
0.06	3.78	—	22.19	0.94	23.13
8.45	21.86	0.03	80.46	0.94	81.40
	0.20*		1.14*		1.14*

APPENDIX XVIII (Contd.)

1	2	3	4	5
Uttar Pradesh				
1.	Agra	0.57	4.60	—
2.	Allahabad	25.27	9.07	3.65
3.	Chandra Sekhar Azad University of Agri. & Tech.	—	0.03	—
4.	Garhwal	1.31	2.10	—
5.	G.B. Pant University of Agri. & Tech.	—	0.52	10.02
6.	Gorakhpur	5.81	5.20	—
7.	Kanpur	4.52	2.81	—
8.	Kashi Vidyapith	5.19	—	—
9.	Kumaon	0.30	1.06	—
10.	Lucknow	1.46	8.20	—
11.	Meerut	0.44	1.82	—
12.	Roorkee	—	24.38 0.12*	49.18
13.	Sampurnanand Sanskrit	2.39	—	—
Total		47.26	59.87 0.69*	62.85
West Bengal				
1.	Bidhan Chandra Krishi	—	0.41	—
2.	Burdwan	2.41	16.86 0.01*	—
3.	Calcutta	7.40	26.30	3.77 3.00*
4.	Jadavpur	4.34	12.85	20.43
5.	Kalyani	1.54	0.35 0.14*	—
6.	North Bengal	3.54	6.99	—
7.	Rabindra Bharati	13.25	—	—
Total		32.48	71.76 0.15*	24.20 3.00*

* By adjustment.

6	7	8	9	10	11
—	6.01	—	11.18	—	11.18
	0.08*		0.08*		0.08*
0.08	6.81	—	44.88	—	44.88
	0.05*		0.05*		0.05*
—	—	—	0.03	—	0.03
—	3.07	0.02	6.58	—	6.58
—	0.32	0.02	10.88	—	10.88
0.86	3.63	0.10	15.60	—	15.60
—	2.55	—	9.88	—	9.88
0.29	0.91	0.02	6.41	0.17	6.58
—	1.53	0.05	2.94	—	2.94
0.34	7.89	0.06	17.95	—	17.95
			0.57*		0.57*
1.99	1.53	—	5.78	—	5.78
	0.22*		0.22*		0.22*
0.07	4.67	0.03	78.33	—	78.33
			0.12*		0.12
—	1.87	0.11	4.37	—	4.37
	0.14*		0.14*		0.14*
3.63	40.79	0.41	214.81	0.17	214.98
	0.49*		1.18*		1.18*
—	—	—	0.41	—	0.41
0.23	6.31	0.04	25.85	—	25.85
			0.01*		0.01*
2.63	5.64	0.03	45.77	—	45.77
			3.00*		3.00*
2.60	3.77	0.05	44.04	—	44.04
0.18	3.02	—	13.09	0.04	13.13
			0.14*		0.14*
0.07	6.15	—	16.75	0.01	16.76
0.01	7.07	—	20.33	—	20.33
5.72	31.96	0.12	166.24	0.05	166.29
			3.15*		3.15*

APPENDIX—XIX

List of Engineering & Technological Universities and Institutions being assisted by the Commission

<i>S.No. Name of the University</i>	<i>S.No. Name of the University</i>
1. Aligarh Muslim University, Aligarh-202001.	16. Osmania University, Hyderabad-600007.
2. Allahabad University, Allahabad-211002.	17. P.A. University of Technology, Guindy, Madras-6000025.
3. Annamalai University, Annamalai Nagar-608101.	18. Panjab University, Chandigarh-160014.
4. Andhra University, Waltair-Visakhapatnam-530003.	19. Patna University, Patna-800005.
5. Banaras Hindu University, Varanasi-221005.	20. Roorkee University, Roorkee.
6. Bangalore University, Bangalore-560056.	21. S.N.D.T. Women's University, Bombay-400020.
7. Bombay University, Bombay-400032.	22. Saugar University, Sagar-470063.
8. Calcutta University, Calcutta-700073.	23. Sambalpur University, Jyoti Vihar, Burla, Sambalpur-768017
9. Cochin University, Cochin-682301.	24. S.V. University, Tirupati-517502.
10. G.B. Pant University, Pantnagar, Nainital-263145.	25. Birla Institute of Technology & Science Pilani-333031.
11. Jodhpur University, Jodhpur-342003.	26. Indian School of Mines, Dhanbad.
12. Jadavpur University, Calcutta-700032.	27. Indian Institute of Science, Bangalore-560012.
13. Jawaharlal Nehru Technological University, Hyderabad-500028.	28. Kakatiya University, Warangal-500609 (A.P.)
14. M.S. University of Baroda, Baroda.	29. Dayalbagh Educational Institute, Dayal Bagh, Agra-282005.
15. Nagpur University, Nagpur.	30. Dibrugarh University, Dibrugarh, Assam.

APPENDIX XX

Computer Facilities Available in Universities

<i>S.No.</i>	<i>Name of the University</i>	<i>Type of Computer</i>	<i>Remarks</i>
1.	Aligarh Muslim University	YAX/11/780	--
2.	Andhra (Waltair)	IBM-1130	
3.	Annamalai	TDC-316	
4.	Banaras Hindu University	ICL-1904	
5.	Bombay	i) IBM-1620 ii) TDC-316	
6.	Calcutta	IBM-1130	--
7.	Delhi	IBM-360-44	
8.	Dibrugarh	TDC-312	--
9.	Gauhati	TDC-316	--
10.	Gujarat (Ahmedabad)	IBM-1620	
11.	Jadavpur	B-6700	Eastern Regional Computer Centre
12.	Jammu	TDC-316	
13.	Jawaharlal Nehru University (New Delhi)	R-1020	
14.	Jodhpur	TDC 12	
15.	Karnatak (Dharwar)	TDC-12	
16.	Kerala (Trivendrum)	TDC-316	
17.	Kurukshetra	i) TDC-12 ii) TDC-316	
18.	Madras	IBM-1130	
19.	M.S. University of Baroda	IBM-360-44	
20.	Mysore	TDC-1130	
21.	Osmania (Hyderabad)	TDC-12	
22.	Panjab (Chandigarh)	i) IBM-1620 ii) Regional Computer Centre	VDU Terminals from DEC 2050 Computer system has been provided.
23.	Poona	ICL-1904S	
24.	Roorkee	i) TDC-12(two) ii) DEC-20	
25.	Ranchi	TDC-316	
26.	Sardar Patel (Vallabhvidyanagar)	IBM-1620	
27.	Birla Institute of Technology & Science, Pilani	IBM-1130	
28.	Utkal (Bhubaneswar)	IBM-1130	
29.	Indian Institute of Science, Bangalore	DEC-1090	System
30.	Madurai University	IBM-1130	On transfer from Aligarh Muslim University

Statement Showing the Grants paid to colleges during the

<i>Name of State & Univs.</i>	<i>A</i>	<i>B</i>	<i>C</i>
Andhra Pradesh			
Andhra	0.36	1.08	—
Kakatiya	0.02	0.54	0.02
Nagarjuna	0.15	0.27	—
Osmania University	0.08	0.30	—
Sri Venkateswara	0.24	0.14	—
Total	0.85	2.33	0.02
Assam State			
Dibrugarh	0.05	0.10	—
Gauhati	0.50	0.52	—
Manipur	—	0.06	—
Total	0.55	0.68	—
Bihar State			
Bhagalpur	0.19	1.00	—
Bihar	0.22	0.12	—
Magadh	0.24	0.05	—
L.N. Mithila	0.16	0.04	—
Patna	—	0.05	—
Ranchi	0.12	—	—
Total	0.93	1.26	—
Gujarat State			
Bhavnagar	—	0.05	—
Gujarat	0.07	0.06	—
Sardar Patel	—	0.04	—
Saurashtra	0.05	—	—
South Gujarat	0.04	0.52	—
Total	0.16	0.67	—
Haryana State			
Kurukshetra	0.02	1.18	—
Maharshi Dayanand	0.59	0.40	—
Total	0.61	1.58	—

XXI

year 1982-83 (Major Head-wise) under Plan and Section III

(Rs. in Lakhs)

<i>D</i>	<i>E</i>	<i>F</i>	<i>Total</i>	<i>Section-III</i>	<i>Grand Total</i>
8.17	1.14	—	10.75	—	10.75
1.06	—	—	1.64	—	1.64
4.41	0.12	0.02	4.97	—	4.97
11.90	3.66	—	15.94	—	15.94
5.61	1.26	—	7.25	—	7.25
31.15	6.18	0.02	40.55	—	40.55
3.68	0.47	—	4.30	—	4.30
9.08	0.73	—	10.83	—	10.83
0.33	—	—	0.39	—	0.39
13.09	1.20	—	15.52	—	15.52
4.07	0.44	0.07	5.77	—	5.77
2.97	0.22	—	3.53	—	3.53
3.85	0.10	0.08	4.32	—	4.32
6.41	0.40	—	7.01	—	7.01
1.78	0.42	—	2.25	—	2.25
12.47	0.95	—	13.54	—	13.54
31.55	2.53	0.15	36.42	—	36.42
0.08	—	—	0.13	—	0.13
8.60	1.02	—	9.75	0.02	9.77
1.71	0.10	—	1.85	—	1.85
2.99	1.09	—	4.13	—	4.13
1.89	0.08	—	2.53	—	2.53
15.27	2.29	—	18.39	0.02	18.41
3.59	2.64	0.02	7.45	0.03	7.48
2.53	0.03	0.03	3.58	0.01	3.59
6.12	2.67	0.05	11.03	0.04	11.07

APPENDIX XXI (Contd.)

<i>Name of the State & Univs.</i>	<i>A</i>	<i>B</i>	<i>C</i>
Himachal Pradesh			
Himachal Pradesh	0.09	0.13	—
Total	0.09	0.13	—
Jammu & Kashmir			
Jammu	—	0.03	—
Kashmir	0.07	0.47	—
Total	0.07	0.50	—
Karnataka			
Bangalore	0.11	0.02	—
Gulbarga	0.02	0.10	—
Karnataka	0.27	0.11	—
Mangalore	—	0.11	—
Mysore	0.12	0.04	—
Total	0.52	0.38	—
Kerala			
Calicut	0.29	0.01	—
Kerala	0.09	0.09	—
Total	0.38	0.10	—
Madhya Pradesh			
Awadesh Pratap Singh	—	0.05	—
Bhopal	0.04	0.01	—
Indore	0.01	0.03	—
Jabalpur	—	0.06	—
Jiwaji	0.12	0.32	—
Ravi Shankar	0.01	0.05	—
Saugar	—	0.05	—
Vikram	—	1.09	—
Total	0.18	1.66	—

* By Adjustment

<i>D</i>	<i>E</i>	<i>F</i>	<i>Total</i>	<i>Section-III</i>	<i>Grand Total</i>
0.75	0.20	—	1.17	—	1.17
0.75	0.20	—	1.17	—	1.17
0.79	0.40	0.02	1.24	—	1.24
1.79	0.05	—	2.38	—	2.38
2.58	0.45	0.02	3.62	—	3.62
3.72	0.15	—	4.00	—	4.00
1.29	—	—	1.41	—	1.41
5.88	0.76	0.10	7.12	—	7.12
2.67	0.23	—	3.01	—	3.01
2.55	0.38	—	3.09	—	3.09
16.11	1.52	0.10	18.63	—	18.63
10.56	0.89	0.04	11.79	0.15	11.94
0.10*	—	—	0.10*	—	0.10*
19.67	1.65	0.01	21.51	1.73	23.24
30.23	2.54	0.05	33.30	1.88	35.18
0.10*	—	—	0.10*	—	0.10*
3.15	—	—	3.20	—	3.20
2.80	0.83	—	3.68	—	3.68
2.35	0.20	—	2.59	—	2.59
0.77	0.10	0.02	0.95	0.02	0.97
2.78	0.12	—	3.34	—	3.34
4.04	0.40	—	4.50	—	4.50
3.19	—	—	3.24	—	3.24
4.10	0.04	—	5.23	—	5.23
23.18	1.69	0.02	26.73	0.02	26.75

APPENDIX XXI (Contd.)

<i>Name of State & Univs.</i>	<i>A</i>	<i>B</i>	<i>C</i>
Maharashtra			
Bombay	0.31	0.96	—
Marathwada	0.31	0.60	—
Nagpur	0.06	0.78	—
Poona	8.18	3.06	—
S.N.D.T. Women's Shivaji	0.14	—	—
	0.19	0.30	—
Total	9.19	5.70	—
Orissa			
Berhampur	0.33	0.58	—
Sambalpur	0.16	0.27	—
Utkal	0.90	1.39	0.60
Total	1.39	2.24	0.60
Punjab			
Guru Nanak Dev	0.08	0.06	—
Punjab	0.14	0.78	—
Punjabi	0.07	0.21	—
Total	0.29	1.05	—
Rajasthan			
Jodhpur	—	—	—
Rajasthan	0.79	1.66	—
Udaipur	0.11	—	—
Total	0.90	1.66	—
Tamilnadu			
Madras	0.51	4.78	—
Madurai Kamraj	0.89	2.49	—
Total	1.40	7.27	—

* By Adjustment

<i>D</i>	<i>E</i>	<i>F</i>	<i>Total</i>	<i>Section-III</i>	<i>Grand Total</i>
30.05	0.37	0.12	31.81	—	31.81
0.01*			0.01*		0.01*
9.79	2.81	0.04	13.55	0.55	14.10
16.25	1.38	0.02	18.49	—	18.49
17.66	5.33	0.01	34.24	0.33	34.57
0.40	—	—	0.54	—	0.54
6.33	1.20	—	8.02	—	8.02
80.48	11.09	0.19	106.65	0.88	107.53
0.01*			0.01*		0.01*
3.22	—	—	4.13	—	4.13
2.91	0.46	—	3.80	—	3.80
14.11	0.68	0.11	17.79	—	17.79
20.24	1.14	0.11	25.72	—	25.72
5.88	—	—	6.02	—	6.02
7.86	0.10	—	8.88	—	8.88
2.27	—	—	2.55	—	2.55
16.01	0.10	—	17.45	—	17.45
0.25	—	—	0.25	—	0.25
13.31	0.92	0.02	16.70	—	16.70
0.46	0.05	—	0.62	—	0.62
14.02	0.97	0.02	17.57	—	17.57
36.90	2.55	0.02	44.76	0.24	45.00
40.85	5.16	—	49.39	0.03	49.42
77.75	7.71	0.02	94.15	0.27	94.42

APPENDIX XXI (Contd.)

<i>Name of State & Univ.</i>	<i>A</i>	<i>B</i>	<i>C</i>
Uttar Pradesh			
Agra	0.77	2.90	—
Allahabad	0.10	0.22	—
Avadh	0.09	1.27	—
Bundelkhand	0.02	0.15	—
Garhwal	0.03	0.90	—
Gorakhpur	0.86	1.75	—
Kanpur	0.25	1.66	0.54
Kumaon	0.28	0.05	—
Lucknow	0.07	0.11	—
Meerut	0.97	4.67	—
Rohilkhand	0.63	1.78	—
Total	4.07	15.46	0.54
West Bengal			
Burdwan	0.13	1.12	—
Calcutta	1.87	5.12	—
Kalyani	—	—	—
North Bengal	0.10	0.19	—
Total	2.10	6.43	—
Central Universities			
Delhi	0.89	1.61	7.09
Banaras Hindu	—	—	—
North Eastern Hill	0.10	0.12	—
Total	0.99	1.73	7.09
Total Colleges	24.67	50.83	8.25
Total Universities	414.57 0.87*	862.24 5.09*	509.07 3.00*
Grand Total Plan & Section-III Colleges/ Universities	439.24 0.87*	913.07 5.09*	517.32 3.00*

* By adjustment

<i>D</i>	<i>E</i>	<i>F</i>	<i>Total</i>	<i>Section-III</i>	<i>Grand Total</i>
14.36	0.71	—	18.74	—	18.74
2.05	0.07	—	2.44	—	2.44
5.84	0.65	—	7.85	—	7.85
2.70	0.22	0.01	3.10	—	3.10
1.31	0.25	—	2.49	—	2.49
21.78	2.65	0.03	27.07	0.02	27.09
11.85	1.56	—	15.86	—	15.86
0.57	0.05	—	0.95	—	0.95
3.22	0.15	—	3.55	—	3.55
17.63	2.02	0.11	25.40	—	25.40
2.21	0.11	—	4.73	—	4.73
83.52	8.44	0.15	112.18	0.02	112.20
10.54	0.90	—	12.69	—	12.69
16.36	0.37	—	23.72	—	23.72
0.54	—	—	0.54	—	0.54
4.23	0.24	0.04	4.80	—	4.80
31.67	1.51	0.04	41.75	—	41.75
50.34	2.95	0.14	63.02	—	63.02
0.82	—	—	0.82	—	0.82
1.89	—	—	2.11	—	2.11
53.05	2.95	0.14	65.95	—	65.95
545.27	55.18	1.08	685.28	3.13	688.41
0.11*	—	—	0.11*	—	0.11*
44.83	1097.57	3.60	2931.88	8.94	2940.82
	5.66*		14.62*		14.62*
590.10	1152.75	4.68	3617.16	12.07	3629.23
0.11*	5.66*		14.73*		14.73*

APPENDIX XXI (Contd.)

Summary of

<i>Sl. No.</i>	<i>Central Univ.</i>	<i>A Humanities</i>	<i>B Science</i>	<i>C Engg. & Tech.</i>
1.	Central Universities	96.22	197.31 0.15*	140.00
2.	Institutions deemed to be universities	24.06	62.78 0.71*	124.91
3.	State Universities	294.29 0.87*	602.15 4.23*	244.16 3.00*
	Total	414.57 0.87*	862.24 5.09*	509.07 3.00*
4.	College	24.67	50.83	8.25
5.	Non-University Institutions	—	—	—
	Total	439.24 0.87*	913.07 5.09*	517.32 3.00*
6.	Other Misc. Exp. (i.e. CEP-TA/DA/ Publication Capital expenditure	—	—	—
	Grand Total Plan & Section-III	439.24 0.87*	913.07 5.09*	517.32 3.00*

Plan Expenditure 1982-83

<i>D</i> <i>Dev. of</i> <i>Colleges</i>	<i>E</i> <i>Misc.</i> <i>Schemes</i>	<i>F</i> <i>Misc.</i> <i>Exp.</i>	<i>Total</i> <i>Misc.</i>	<i>Section-III</i> <i>specific</i> <i>purpose</i>	<i>Grand Total</i>
2.11	451.72 2.12*	0.28	887.64 2.27*	1.02	888.66 2.27*
0.57	193.64 0.34*	0.55	406.51 1.05*	0.70	407.21 1.05*
42.15	452.21 3.20*	2.77	1637.73 11.30*	7.22	1644.95 11.30*
44.83	1097.57 5.66*	3.60	2931.88 14.62*	8.94	2940.82 14.62*
545.27 0.11*	55.18	1.08	685.28 0.11*	3.13	688.41 0.11*
—	—	1.79	1.79	—	1.79
590.10 0.11*	1152.75 5.66*	6.47	3618.95 14.73*	12.07	3631.02 14.73*
—	—	58.43	58.43	2.49	60.92
590.10 0.11*	1152.75 5.66*	64.90	3677.38 14.73*	14.56	3691.94 14.73*

APPENDIX—XXII

SCHEDULE-I

Minimum qualifications for appointment to the posts of Professors and Readers in the Faculties of Arts, Science, Social Sciences, Commerce and Management Studies

Professor

An eminent scholar with published work of high quality actively engaged in research. *About* ten years experience of teaching and/or research. Experience of guiding research at doctoral level.

OR

An outstanding scholar with established reputation who has made significant contribution to knowledge.

Reader

Good academic record with a doctoral degree or equivalent published work. Evidence of being actively engaged in (i) research or (ii) innovation in teaching methods or (iii) production of teaching materials.

About five years' experience of teaching and/or research provided that at least three of these years were as Lecturer or in an equivalent position.

This condition may be relaxed in the case of candidates with outstanding record of Teaching/Research.

EXPLANATION

For determining good academic record the following criteria shall be adopted:

UNIVERSITY READER

- (i) A candidate holding a Ph.D. degree should possess atleast second class Master's Degree; or
- (ii) A candidate without a Ph.D. degree should possess a high second class Master's Degree and second class in the Bachelor's Degree; or
- (iii) A candidate not possessing Ph.D. degree but possessing second class Master's Degree should have obtained first class in the Bachelor's degree.

APPENDIX XXII (Contd.)

SCHEDULE-II

Minimum qualifications prescribed for appointment to the post of Lecturers

University Lecturers

- (a) A Doctorate degree or research work of an equally high standard; and
- (b) Good academic record with atleast second class (C in the seven point scale) Master's degree in a relevant subject from an Indian University or an equivalent degree from a foreign university.
Having regard to the need for developing interdisciplinary programmes, the degrees in (a) and (b) above may be in relevant subjects.

Provided that if the selection committee is of the view that the research work of a candidate as evident either from his thesis or from his published work is of very high standard, it may relax any of qualifications prescribed in (b) above.

Provided further that if a candidate possessing a Doctor's degree or equivalent, research work is not available or is not considered suitable, a person possessing a good academic record, (weightage being given to M.Phil. or equivalent degree or research work for quality may be appointed provided he has done research work for atleast two years or has practical experience in a research laboratory/organisation on the condition that he will have to obtain a Doctor's degree or give evidence of research of high standard within eight years or his appointment, failing which he will not be able to earn future increment until he fulfils these requirements.

College Lecturers

- (a) An M. Phil. degree or a recognised degree *beyond* the Master's level or published work indicating the capacity of a candidate for independent research work; and
- (b) Good academic record with atleast second class (C in the seven point scale) Master's degree in a relevant subject from an Indian University or equivalent degree from a foreign university.

Provided that if the Selection Committee is of the view that the research work of a candidate as evident either from his thesis or from his published work is of a very high standards, it may relax any of the qualifications prescribed in (b) above.

Provided further that if a candidate possessing the qualifications as at (a) above is not available or not considered suitable, the college on the recommendation of the Selection Committee may appoint a person possessing a good academic record on the condition that he will have to obtain an M.Phil. degree or a recognised degree beyond the Master's level within eight years of his appointment failing which he will not be able to earn future increments till he obtains that degree or gives evidence of equivalent published work of high standard.

APPENDIX XXII (Contd.)

EXPLANATION

For determining "good academic record" the following criteria *shall* be adopted.

UNIVERSITY LECTURES

- (i) A candidate holding a Ph.D. degree should possess atleast a second class Master's degree; or
- (ii) A candidate without a Ph.D. degree should possess a high second class Master's degree and second class in the Bachelor's degree; or
- (iii) A candidate not possessing Ph.D. degree but possessing second class Master's degree should have obtained first class in the Bachelor's degree.

COLLEGE LECTURERS

- (i) A candidate holding an M.Phil. degree *or a recognised degree beyond the Master's level* should possess at least a second class Master's degree; or
- (ii) A candidate not holding an M.Phil. degree *or a recognised degree beyond the Master's level* but possessing a second class Master's degree should have obtained a first class in the first degree (BA/B.Sc./B.Com.) examination.

2. *Persons having secured marks more than the mid point of the prescribed minimum marks for passing an examination in the second division and the prescribed minimum marks for passing an examination in the first division by a university shall be deemed to have passed that examination in the high second class.*

APPENDIX XXII (Contd.)

SCHEDULE-III
(See Regulation-2)

**Minimum qualifications prescribed for appointment to the post of Lecturers
in Education**

University Lecturers

- (a) A Doctor's degree in Education or research work of an equally high standard; and
- (b) Good academic record with atleast second class (C in the seven point scale) Master's degree in a relevant subject from an Indian University or an equivalent degree from a foreign university.

OR

- (a) A Doctor's degree in any university discipline or research work of an equally high standard; and
- (b) Good academic record with an M.Phil. degree in Education (which may be acquired while in service) from an Indian University or an equivalent degree from foreign universities.

Having regard to the need for developed interdisciplinary programmes, one of the degrees in (a) and (b) above may be in relevant subjects, the other being in Education.

Provided that if the Selection Committee is of the view that the Research work of a candidate as evident either from his thesis or from his published work is of very high standard it may relax any of qualifications prescribed in (b) above.

Provided further that if a candidate possessing a Doctor's degree or equivalent research work is not available or is not considered suitable a person possessing a good academic record (weightage being given to M.Phil. or equivalent degree or research work of quality) may be appointed provided he had done research work for at least two years or has practical experience in research laboratory/organisation on the condition that he will have to obtain a Doctor's degree or give evidence of research work of equivalent high standard within eight years of his appointment failing which he will not be able to earn future increments until he fulfils these requirements.

College Lecturers

- (i) A candidate holding an M.Phil. degree or a recognised degree beyond the Master's level should possess atleast a second class Master's degree; or
- (ii) A candidate not holding an M.Phil. degree or a recognised degree beyond the Master's level should possess a high second class Master's degree and a second class in first degree (B.A./B.Sc./B.Com.) examination; or
- (iii) A candidate not holding an M.Phil. or a recognised degree beyond a Master's level, but possessing a second class Master's degree should have obtained a first class in the first degree (B.A./B.Sc./B.Com.) examination.

2. Persons having secured marks more than the mid point of the prescribed minimum marks for passing an examination in the second division and the prescribed minimum marks for passing an examination in the first division by a university shall be deemed to have passed that examination in the high second class.

*APPENDIX XXII (Contd.)***SCHEDULE-IV****Minimum qualifications prescribed for appointment to the posts of Lecturers in Journalism and Mass Communication in Universities****Lecturer***Essential*

- (i) Good academic record with atleast second class Master's degree in the subject (Communication/Mass Communication/Journalism, etc.) from an Indian university or an equivalent degree from a foreign university*.

OR

At least second class (C in the seven point scale) Master's degree in Social Sciences/Science/Humanities with at least a second class Bachelors degree or Diploma in Journalism from a recognised Indian University/Postgraduate diploma from a recognised National Institute.

Desirable

- (i) Teaching experience at college or university level.
- (ii) Work experience in any area of Mass Communication (Newspaper/Magazine, News Agency, Public Relations, Advertising, Radio or TV Journalism etc.)

EXPLANATION

For determining "good academic record" the following criteria shall be adopted:

- (i) A candidate holding a Ph.D. degree should possess at least a second class Master's degree; or
- (ii) A candidate without a Ph.D. degree should possess a high second class Master's degree and second class in the Bachelor's degree; or
- (iii) A candidate not possessing Ph.D. degree but possessing second class Master's degree should have obtained first class in the Bachelor's degree.

* Where specialists are to be recruited, Master's degree in Agricultural Journalism, Creative Writing, Extension, Family Planning Communication, Public Health Communication, Public Relations, Speech Communication and the like (but not straight Anthropology, Psychology, Sociology etc.) may be entertained.

APPENDIX XXII (Contd.)

SCHEDULE-V
(See Regulation No. 2)

**Minimum qualifications prescribed for appointment to the posts of Lecturers
in the faculties of Music and Fine Arts**

University and College Lecturers

- (a) Good academic record with at least second class (C in the seven point scale) Master's degree in a relevant subject or an equivalent degree or diploma recognised by the University; and
- (b) Two years research or professional experience or evidence of creative work and achievement in his field of specialisation or a combined research and professional experience of three years in the field as an artist of outstanding talent.

OR

A traditional or a professional artist with highly commendable professional achievement in the subject concerned.

EXPLANATION

For determining "good academic record" the following criteria *shall* be adopted.

- (i) A candidate holding a Ph.D. degree should possess atleast a second class Master's degree; or
- (ii) A candidate without a Ph.D. degree should possess a high second class Master's degree and second class in the Bachelor's degree; or
- (iii) A candidate not possessing Ph.D. degree but possessing second class Master's degree should have obtained first class in the Bachelor's degree.

APPENDIX XXII (Contd.)

SCHEDULE-VI*(See Regulation No. 2)***Minimum qualifications prescribed for appointment to the posts of
Lecturers in Physical Education****University Lecturers**

- (a) An M.Phil. degree or a recognised degree beyond Master's level or published work indicating the capacity of the candidate for independent/research work; and
- (b) Good academic record with atleast second class (C in the seven point scale) Master's degree in Physical Education from an Indian University or an equivalent degree from a foreign university.

DESIRABLE

A Doctor's degree in a relevant subject or research work of an equally high standard.

Provided that if the Selection Committee is of the view that the research work of a candidate as evident either from his thesis or from his published work is of very high standard, it may relax any of the qualifications prescribed in (b) above.

Provided further that if a lecturer in a discipline other than physical education is required to be appointed in the faculty of physical education, the qualifications prescribed for recruitment to the post of lecturer in the parent discipline may be insisted upon.

Provided further that if a candidate possessing an M.Phil. degree or equivalent research work is not considered suitable, a person possessing a good academic record may be appointed provided he has done research work for atleast one year or has practical experience in a research laboratory/organisation on the condition that he will have to obtain M.Phil. degree or recognised degree beyond Master's degree or give evidence of research work of equivalent high standard within eight years of his appointment failing which he will not be able to earn future increments until he fulfils these requirements.

College Lecturers

- (a) An M.Phil. degree or a recognised degree beyond Master's level or published work indicating the capacity of the candidate for independent research work; and
- (b) Good academic record with at least second class (C in the seven point scale) Master's degree in Physical Education from an Indian University or an equivalent degree from a foreign university.

Provided that if the Selection Committee is of the view that the research work of a candidate as evident either from his thesis or from his published work is of very high, standard, it may relax any of qualifications prescribed in (b) above.

Provided further that if a lecturer in discipline other than physical education is

APPENDIX XXII (Contd.)

required to be appointed in the faculty of physical education, the qualifications prescribed for recruitment to the post of lecturer in the parent discipline may be insisted upon.

Provided *also* that if a candidate possessing *qualifications* as at (a) above, is not available or is not considered suitable, the college on the recommendation of the Selection Committee may appoint a person possessing a good academic record on the condition that he will have to obtain an M.Phil. degree or recognised degree beyond the Master's degree within eight years of his appointment, failing which he will not be able to earn future increments till he obtains that degree or gives evidence of equivalent published work of high standard.

EXPLANATION

For determining "good academic record" the following criteria *shall* be adopted.

UNIVERSITY LECTURERS

- (i) A candidate holding a Ph.D. degree should possess at least a second class Master's degree; or
- (ii) A candidate without a Ph.D. degree should possess a high second class Master's degree and second class in the Bachelor's degree; or
- (iii) A candidate not possessing Ph.D. degree but possessing second class Master's degree should have obtained first class in the Bachelor's degree.

COLLEGE LECTURERS

- (i) A candidate holding an M.Phil. degree or a *recognised degree beyond the Master's level* should possess at least a second class Master's degree; or
- (ii) A candidate not holding an M.Phil. degree or a *recognised degree beyond the Master's level* should possess a high second class Master's degree and a second class in first degree (B.A./B.Sc./B.Com.) examination.
- (iii) A candidate not holding an M.Phil. or a *recognised degree beyond a Master's level*, but possessing second class Master's degree should have obtained a first class in the first degree (B.A./B.Sc./B.Com.) examination.

2. *Persons having secured marks more than the mid point of the prescribed minimum marks for passing an examination in the second division and the prescribed minimum marks for passing an examination in the first division by a university shall be deemed to having passed that examination in the high second class.*

APPENDIX XXII (Contd.)

SCHEDULE-VII
(See Regulation No. 2)

**Minimum qualifications prescribed for appointment to the posts
of Lecturers in English**

University Lecturers

- (a) A Doctor's degree or research work of an equally high standard; and
- (b) Good academic record with at least second class (C in the seven point scale) Master's degree in a relevant subject from an Indian University or an equivalent degree from a foreign university.
Having regard to the need for developing interdisciplinary programmes, the degrees in (a) and (b) above may be in relevant subjects.

Provided that if the Selection Commission, is of the view that the research work of a candidate as evident either from his thesis or from his published work is of a very high standard, it may relax any of the qualifications prescribed in (b) above.

Provided further that if a candidate possessing a Doctor's degree or equivalent research work is not available or is not considered suitable, a person possessing a good academic record (weightage being given to M.Phil. or equivalent degree or research work of quality) may be appointed provided he has done research work for at least two years on the condition that he will have to obtain a Doctorate's degree or give evidence or research work of equivalent high standard within eight years of his appointment, failing which he will not be able to earn future increments until he fulfils these requirements.

College Lecturers

- (a) An M.Phil. degree or a recognised degree or diploma in the teaching of English/English Studies beyond the Master's level or published work indicating the capacity of a candidate for independent research work; and
- (b) Good academic record with at least second class (C in the seven point scale) Master's degree from an Indian University or an equivalent degree from a foreign university.

Provided that if the Selection Committee is of the view that the research work of a candidate as evident either from his thesis or from his published work is of a very high standard, it may relax any of the qualifications prescribed in (b) above.

Provided further that if a candidate possessing the qualifications as at (a) above is not available or not considered suitable, the college, on the recommendations of the selection committee, may appoint a person possessing a good academic record on the condition that he will have to obtain an M.Phil. degree or a recognised degree or Diploma in the teaching of English/English Studies beyond the Master's level within eight years of his appointment, failing which he will not be able to earn future increments till he obtains that degree or given evidence of equivalent published work of high standard.

APPENDIX XXII Schedule VII (Contd.)

EXPLANATION

For determining "good academic record" the following criteria *shall* be adopted.

UNIVERSITY LECTURERS

- (i) A candidate holding a Ph.D. degree should possess at least second class Master's degree; or
- (ii) A candidate without a Ph.D. degree should possess a high second class Master's degree and second class in the Bachelor's degree; or
- (iii) A candidate not possessing Ph.D. degree but possessing second class Master's degree should have obtained first class in the Bachelor's degree.

COLLEGE LECTURERS

- (i) A candidate holding an M.Phil. degree *or a recognised degree beyond the Master's level* should possess at least a second class Master's degree; or
- (ii) A candidate not holding an M.Phil. degree *or a recognised degree beyond the Master's level* should possess a high second class Master's degree and a second class in first degree (B.A./B.Sc./B.Com.) examination; or
- (iii) A candidate not holding an M.Phil. *or a recognised degree beyond a Master's level* but possessing a second class Master's degree should have obtained a first class in the first degree (B.A./B.Sc./B.Com.) examination.

2. *Persons having secured marks more than the mid point of the prescribed minimum marks for passing an examination in the second division and the prescribed minimum marks for passing in the first division by a university shall be deemed to have passed that examination in the high second class.*

APPENDIX XXII (Contd.)

SCHEDULE-VIII
(See Regulation No. 2)

**Minimum qualifications prescribed for appointment to the posts
of Lecturers in Foreign Languages**

University Lecturers

- (a) A Doctor's degree or research work of an equally high standard; and
- (b) Good academic record with atleast second class (C in the seven point scale) Master's degree from an Indian University or an equivalent degree from a foreign university.

Having regard to the need for developing interdisciplinary programmes, the degrees in (a) and (b) above may be in relevant subjects.

Provided that if the Selection Committee is of the view that the research work of a candidate as evident either from his thesis or from his published work is of very high standard. It may relax any of the qualifications prescribed in (b) above.

Provided further that if a candidate possessing a Doctor's degree or equivalent research work is not available or is not considered suitable a person possessing a good academic record may be appointed provided he has done one year post-M.A. diploma course in the teaching of foreign language concerned from a university on the condition that he will have to obtain a Doctor's degree or give evidence of research work of equivalent high standard within eight years of his appointment failing which he will not be able to earn future increments until he fulfils these requirements.

College Lecturers

- (a) An M.Phil. degree or a recognised degree/diploma of one year duration in the teaching of the language concerned beyond the Master's level or published work indicating the capacity of a candidate for independent research work; and
- (b) Good academic record with atleast second class (C in the seven point scale) Master's degree from an Indian University or an equivalent degree from a foreign university.

Provided that if the Selection Committee is of the view that the research work of a candidate as evident either from his thesis or from his published work is of a very high standard, it may relax any of the qualifications prescribed in (b) above.

Provided further that if a candidate possessing the qualifications as at (a) above is not available or not considered suitable the college on the recommendation of the Selection Committee may appoint a person possessing a good academic record on the condition that he will have to obtain an M.Phil. degree or a recognised degree-diploma of one year duration beyond the Master's level within eight years of his appointment, failing which he will not be able to earn future increments till he obtains that degree or given evidence of equivalent published work of high standard.

APPENDIX XXVII Schedule VIII (Contd.)

EXPLANATION

For determining “good academic record” the following criteria *shall* be adopted.

UNIVERSITY LECTURERS

- (i) A candidate holding a Ph.D. degree should possess atleast a second class Master’s degree; or
- (ii) A candidate without a Ph.D. degree should possess a high second class master’s degree and second class in the Bachelor’s degree; or
- (iii) A candidate not possessing Ph.D. degree but possessing second class Master’s degree should have obtained first class in the Bachelor’s degree.

COLLEGE LECTURERS

- (i) A candidate holding an M.Phil. degree *or a recognised degree beyond the Master’s level* should possess at least a second Master’s degree; or
- (ii) A candidate not holding an M.Phil. degree *or a recognised degree beyond the Master’s level* should possess a high second class Master’s degree and a second class in first degree (B.A./B.Sc./B.Com.) examination; or
- (iii) A candidate not holding an M.Phil. *or a recognised degree beyond the Master’s level* but possessing a second class Master’s degree should have obtained a first class in the first degree (B.A./B.Sc./B.Com.) examination.

2. *Persons having secured marks more than the mid point of the prescribed minimum marks for passing an examination in the second division and the prescribed minimum marks for passing an examination in the first division by a university shall be deemed to have passed that examination in the high second class.*

APPENDIX XXII (Contd.)

SCHEDULE-IX
(See Regulation No. 2)

**Minimum qualifications for Lecturers in the Departments/Faculties
of Management Studies**

Lecturers

A Master's degree in Business Administration or M.Tech. in Engineering with first class with the provision that the incumbent would acquire a doctorate degree within a period of eight years.

In the case of allied subjects like Industrial Psychology, Personnel Management, Business Statistics, Cost Accountancy etc. where Lecturers *are required* to be recruited with qualifications other than MBA or M.Tech. the minimum qualification *shall* be the same as prescribed *under Schedule-I* for the Faculties of Arts, Social Sciences including Commerce and Sciences.

*APPENDIX XXII (Contd.)***SCHEDULE-X**
(See Regulation No. 2)**Minimum qualifications for appointment to the posts of Lecturers in
Departments/Faculties in Law in the Universities and Colleges**

LL.M. Degree with Good Academic record.

Note: These qualifications may not be insisted upon where a university appoints practicing advocate as part-time lecturer.

EXPLANATION

For determining "good academic record" the following criteria *shall* be adopted.

- (i) A candidate holding a Ph.D. degree should possess atleast a second class Master's degree; or
- (ii) A candidate without a Ph.D. degree should possess a high second class Master's degree and second class in the Bachelor's degree; or
- (iii) A candidate not possessing Ph.D. degree but possessing second class Master's degree should have obtained first class in the Bachelor's degree.

APPENDIX XXIII

Adult/Continuing Education and Extension Programmes

<i>Sl. No.</i>	<i>University</i>	<i>Major Thrust Areas</i>
1	2	3
1.	Andhra	1. Programme for fishermen. 2. Courses on oceanography. 3. Orientation of tribals to facilitate their assimilation for the non-tribal society. 4. Development of Artesan in brick making, machinery & water management. 5. Small business management and management of rural industries.
2.	Banaras Hindu	1. Programme for rural community, land laws credit system, cooperatives. 2. Professional courses in Medicines, Agricultural and Engineering.
3.	Bombay	1. Public Hygiene, vocational skills leading to self-employment.
4.	Delhi	1. Technical and professional competency courses. 2. Diet and Nutrition. 3. National and Social integration. 4. Courses on credit system.
5.	Gorakhpur	1. Use and repair of agricultural. 2. Courses on rural credit system.
6.	Jammu	1. Farm Management including Crop management. 2. Home Management, Health and Sanitation. 3. Bio-Sciences and Horticulture. 4. Transport Management.
7.	Jadavpur	1. Technical Training Programmes for weaker sections. 2. Rural sanitation & Health care. 3. Technology for Rural Development.
8.	Jawaharlal Nehru University	1. Artisan Education, Pottery, Handicrafts.
9.	Kashmir	1. Food Technology. 2. Home Science & Social Hygiene 3. Fishermen Programme. 4. Tourism. 5. Wood Craft.

APPENDIX XXIII (Contd.)

1	2	3
10. M.S. University of Baroda		<ol style="list-style-type: none"> 1. Training in crafts, food tech. and dying techniques. 2. Commercial laws and Marketing. 3. Artisan & Handicrafts. 4. Improvement of Science & Mathematics teaching for school teachers.
11. Marathwada		<ol style="list-style-type: none"> 1. Cooperative movement. 2. Public Hygiene. 3. Naturopathy medicinal Botany.
12. Nagpur		<ol style="list-style-type: none"> 1. Vocational courses leading to self-employment. 2. Interview techniques.
13. Punjab		<ol style="list-style-type: none"> 1. Improvement in professional & vocational competence for those already employed. 2. Special Craft Orientation for handicapped and disabled towards their self reliance. 3. Training in integrated rural development services. 4. Social forestry and afforestation. 5. Botanical plants, medicinal herbs.
14. Poona		<ol style="list-style-type: none"> 1. Use of Audio-Visual aids. 2. Rural Development services. 3. Courses for extension organisation.
15. Saurashtra		<ol style="list-style-type: none"> 1. Public Sanitation & Hygiene. 2. Handicrafts.
16. Shivaji		<ol style="list-style-type: none"> 1. Rural enterprenurship and management of small industries. 2. Botanical plants & gardening.
17. S.N.D.T. Women's		<ol style="list-style-type: none"> 1. Self employment skills for women. 2. Creative Home Management. 3. Professional courses. 4. Educational for families of Handicapped. 5. Weaker Sections women development. 6. Food Adultration.
18. South Gujarat		<ol style="list-style-type: none"> 1. Rural and Tribal.
19. Gujarat Vidyapith		<ol style="list-style-type: none"> 1. Rural Hostels Management for Ashrams and Schools. 2. Refresher courses for teachers in social re-construction Grih Vigyan and Craft teachers. 3. Population and Health Education in tribal areas.
20. Jamia Millia Islamia		<ol style="list-style-type: none"> 1. Refresher course for science teachers. 2. Teachers for handicapped children. 3. Electronics & tele-communications. 4. Health education and mother crafts.

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

Sl. No. *Universities*

1. Aligarh Muslim University
 2. Andhra University
 3. Jabalpur University
 4. Jadavpur University
 5. Jammu University
 6. Kashmir University
 7. Madras University
 8. M.S. University of Baroda
 9. Panjab University
 10. Poona University
 11. Saurashtra University
 12. S.N.D.T. Women's University
 13. Sri Venkateswara University
 14. Gujarat Vidyapith
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APPENDIX XXV

The List of N.S.S. Cells in Institutions/Colleges Functioning as Orientation Training Centres Functioning

-
1. Deptt. of Social Work, Andhra University, Waltair.
 2. Deptt. of Social Work, Viswa-Bharati, Shantiniketan.
 3. School of Social Work, Kashi Vidyapith, Varanasi.
 4. Delhi School of Social Work, Delhi University, Delhi taken over by the Govt. of India from 1983-84.
 5. M.S. University of Baroda, Baroda *upto 31.5.79 only.*
 6. Post graduate Institute of Social Work, Kalamassery, Allwaye-4 (Kerala).
 7. Ahmednagar College, Ahmednagar.
 8. Tata Institute of Social Science, Bombay.
 9. Sri Avinashilingam College of Home Science for Women, Coimbatore.
 10. Birla Institute of Science & Technology, Pilani.
 11. Punjabi University, Patiala.
 12. Roorkee University, Roorkee (w.e.f. 1.4.1979).
 13. Orissa University of Agriculture & Technology, Bhubaneshwar.
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APPENDIX XXVI

Universities offering Correspondence Courses

Sl. No.	Name of the University	Courses offered	Year of Starting	Duration of courses	Total No. of students enrolled		
					1980-81	1981-82	1982-83
1	2	3	4	5	6	7	8
1.	Delhi	B.A.	1962	3 years	2488	2920	4695
		B.Com.	1971	-do-	2810	2656	3986
		B.Com. (Hons)	1971	-do-	535	691	803
		M.A. (Hindi)	1977	2 years	296	275	204
		M.A. (Pol. Sc.)	1977	-do-	307	229	134
2.	Meerut	B.A.	1969	2 years	350	543	NA
3.	Bhopal	B.A.	1975	3 years	2200	1925	NA
		B. Com.	1975	-do-			
4.	Sri Venkateswara	B.A.	1972-73	3 years	231	227	178
		B.Com.	1972-73	-do-	360	269	155
		M.A. (English)	1982-83	2 years			144
		M.A. (Eco.) } M.Com. }					63
5.	Utkal	I.A.	1975	2 years	598	403	NA
		I.Com.	1976	-do-	120	83	
		B.A.	1975	-do-	307	228	
		B.Com.	1979	-do-	145	82	
6.	Jammu	B.A.	1976	2 years)	274	169	
		B.Com.		-do-)			
		B.Ed.		14 months	348	413	
		LL.B.		2 years	628	571	

APPENDIX XXVI (Contd.)

1	2	3	4	5	6	7	8
7. Madurai Kamraj	B.A.			3 years	8808	11253	12266
	B.Com.			-do-	13850	15076	14340
	B.Sc.		1979	-do-	1201	1453	1449
	M.A. (Hist.)		1976-77	2 years	3558	3008	2960
	M.A. (Eco.)			-do-	3946	2328	2292
	M.A. (Tamil)			-do-	2957	1958	1484
	M.A. (Eng.)			-do-	5372	3653	2566
	M.Com.			-do-	5383	3788	4869
	B.G.L. (Professional)			-do-	2767	NA	NA
M.A. (Pol. Sc.)		1979	-do-	4320	4133	3661	
8. Panjab	Pre. Univ.		1971-72	1 year	1170	1037	1007
	B.A.		1971-72	3 years	3807	3927	3756
	B.Com.		1973-74	-do-	851	918	930
	M.A. (Eng.)		1976-77	2 years	889	903	721
	M.A. (Eco.)			-do-	630	508	571
	M.A. (Hist.)			-do-	330	255	198
	M.A. (Pol. Sc.)			-do-	330	265	274
	M.A. (Pub. Admn.)			-do-	812	777	798
	M.A. (Hindi)		1979-80	-do-	211	228	209
M.A. (Punjabi)			-do-	152	127	111	
9. Punjabi	Pre-Univ.		1968	1 year	991	718	379
	B.A.		1968-69	3 years	2240	1979	1021
	M.A. (Punjabi)		1974-75	2 years	360	318	246
	M.A. (Eng)		1976-77	-do-	291	302	227
	M.A. (Pol. Sc.)		-do-	-do-	304	229	156
	M.A. (Hist.)		-do-	-do-	277	196	165
	M.A. (Eco.)		1980	-do-	367	325	247

APPENDIX XXVI (Contd.)

1	2	3	4	5	6	7	8		
10.	Mysore	B.A.	1969-70	3 years	7962	8790	9104		
		B.Com.	1972-73	-do-	2548	2203	2726		
		B.Ed.	1975-76	18 months	492	—	428		
		B.G.L.	1974-75	2 years	352	264	177		
		M.A. (Kannada)	1973-74	-do-	435	428	345		
		M.A. (Eng.)	-do-	-do-	501	416	355		
		M.A. (History)	1974-75	-do-	875	764	605		
		M.A. (Pol. Sc.)	1975-76	-do-	966	765	617		
		M.A. (Sociology)	-do-	-do-	905	526	379		
11.	Bombay	F.Y. Arts	1979-80	1 years	699	844	1016		
		F.Y. Commerce	1979-80	-do-	372	571	759		
		S.Y.B.A.	1980-81	2 years	221	308	477		
		S.Y.B. Com.	-do-	-do-	299	161	312		
		B.A.	1975-76	-do-	1068	1167	1089		
		M.Com.	-do-	-do-	2226	1976	2341		
		Diploma in Financial Management	-do-	1 year	298	420	496		
		Diploma in Operations Research for Management	-do-	-do-	97	84	113		
		12.	C.I.E.F.L. Hyderabad	P.G.C.T.E.	1973	1 year	490	528	} NA
				P.G.D.T.E.	1978	-do-	150	128	
M.A. in French	1977			3 years	13	23			
German	1977			-do-	5	6			
Russian	1976			-do-	11	35			

APPENDIX XXVI (Contd.)

1	2	3	4	5	6	7	8
13.	Osmania	B.A.	1977-78	3 years	225	553	745
		B.Com.		-do-	399	794	1106
14.	Annamalai	B.Com.	1979	3 years	177	361	430
		B.Ed.	-do-	1 year	6000	6000	7851
		Diploman In Law	-do-	-do-	937	1672	1802
		B.A.	1980-81	3 years	160	187	280
		B.Lit.	-do-	-do-	177	361	430
		B.A.L.	1981-82	-do-	—	576	173
		M.A.	1980-81	2 years	1882	2637	2305
		M.Sc.	-do-	-do-	1781	1902	1748
		M.Com.	-do-	-do-	205	473	410
M.Ed.	-do-	1 year	1546	2193	2959		
15.	Kerala	Pre-Degree	1977-78	2 years	1480	1363	1086
		B.A.	1979-80	3 years	407	602	444
		B.Com.			300	372	265
16.	Allahabad	B.A.	1978-79	2 years	256	473	603
		B.Com.		-do-	85	183	221
17.	Kashmir	B.A.	1976	3 years	333	197	186
		B.Com.		-do-	192	201	286
		LL.B.		14 months	243	252	250
		B.Ed.		2 years			
18.	Andhra	B.A.	1972-73	3 years	4620	7336	10328
		B.Com.		-do-	1780	2378	2828
		M.A. (Eco.)	1978-79	2 years	370	315	299
		M.Com.		-do-	750	590	543

APPENDIX XXVI (Contd.)

1	2	3	4	5	6	7	8
19.	Himachal Pradesh	B.A.	1971-72	3 years	1431	1436	} NA
		M.Ed.		1 year	3112	4566	
		M.Com.		2 years	2131	1380	
		M.A. (Eng.)		-do-	721	737	
		M.A. (History)		-do-	443	422	
		M.A. (Eco.)		-do-	1101	1075	
		M.A. (Pol. Sc.)		-do-	763	704	
		M.A. (Hindi)		-do-	461	472	
		M.A. (Sanskrit)		-do-	92	121	
	P.U.C.	-do-	787	788			
20.	Udaipur	B.A./B.Com.	1979-80	3 years	213	347	369
21.	Rajasthan	B.A.	1976	3 years	565	448	259
		B.Com.	1968	-do-	416	305	166
		M.Com.	1976	2 years	1839	1910	1702
		M.A. (Hindi)	1976	-do-	386	409	381
		M.A. (History)	1968	-do-	531	454	358
		M.A. (Sociology)	1976	-do-	676	687	631
		M.A. (Pol. Sc.)	1968	-do-	649	621	547
		M.A. (Pub. Admn.)	1976	-do-	649	689	695
		M.A. (Eco.)	1976	-do-	1038	1227	732
	B.Ed.	1976	14 months	239	296	296	
22.	S.N.D.T. Women's University	B.A.	1978-79	2 years	5329	5309	6087
		B.Com.					
23.	Patna	I.A.	1974	2 years	208	766	504
		I. Com.			227	560	351
		B.A.			166	351	371
		B Com.			86	281	341

APPENDIX XXVII

Percentage of Women Enrolment to Total Enrolment: Statewise 1979-80,
1980-81, 1981-82 and 1982-83

<i>1979-80</i>				
<i>Sl. No.</i>	<i>State/Union Territory</i>	<i>Total Enrolment</i>	<i>Women Enrolment</i>	<i>Percentage of Women</i>
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
1.	Andhra Pradesh	1,65,037	41,394	25.1
2.	Assam	59,712	15,857	26.6
3.	Bihar	1,25,035	15,123	12.1
4.	Gujarat	1,69,878	47,009	27.7
5.	Haryana	62,582	19,075	30.5
6.	Himachal Pradesh	11,849	3,147	26.6
7.	Jammu & Kashmir	17,993	5,710	31.7
8.	Karnataka	1,82,675	41,164	22.5
9.	Kerala	1,06,297	48,654	45.8
10.	Madhya Pradesh	2,00,134	48,914	24.4
11.	Maharashtra	3,34,211	97,904	29.3
12.	Manipur	*	*	*
13.	Meghalaya/Nagaland	7,170	2,272	31.7
14.	Orissa	50,412	8,072	16.0
15.	Punjab	1,12,139	43,330	38.6
16.	Rajasthan	1,44,441	26,765	18.5
17.	Tamil Nadu	1,84,295	54,505	29.6
18.	Uttar Pradesh	4,31,584	79,322	18.4
19.	West Bengal/Tripura/ Sikkim	2,08,274	62,072	29.8
20.	Delhi	74,861	28,753	38.4
Total		26,48,579	6,89,042	26.0

* Included in Assam.

APPENDIX XXVII (Contd.)

1980-81				
1	2	3	4	5
1.	Andhra Pradesh	1,93,416	50,931	26.3
2.	Assam	47,517	11,945	25.1
3.	Bihar	1,39,341	18,221	13.1
4.	Gujarat	1,74,786	50,535	28.9
5.	Haryana	58,900	18,864	32.0
6.	Himachal Pradesh	12,986	3,676	28.3
7.	Jammu & Kashmir	21,968	7,641	34.8
8.	Karnataka	2,00,829	49,866	24.8
9.	Kerala	1,13,352	53,211	46.9
10.	Madhya Pradesh	2,12,823	54,277	25.5
11.	Maharashtra	3,35,312	1,04,085	31.0
12.	Manipur	6,601	2,229	33.8
13.	Meghalaya/Nagaland	7,416	2,248	30.3
14.	Orissa	57,194	10,177	17.8
15.	Punjab	1,12,103	44,566	39.8
16.	Rajasthan	1,44,130	29,446	20.4
17.	Tamil Nadu	2,05,382	63,630	31.0
18.	Uttar Pradesh	4,45,677	84,824	19.0
19.	West Bengal/Tripura/ Sikkim	1,89,849	59,473	31.3
20.	Delhi	72,855	28,680	39.4
Total		27,52,437	7,48,525	27.2

APPENDIX XXVII (Contd.)

1981-82

1	2	3	4	5
1.	Andhra Pradesh	2,18,441	54,481	24.9
2.	Assam	58,781	14,583	24.8
3.	Bihar	1,66,473	23,608	14.2
4.	Gujarat	1,95,179	57,202	29.3
5.	Haryana	59,534	19,952	33.5
6.	Himachal Pradesh	14,771	3,985	27.0
7.	Jammu & Kashmir	20,286	7,609	37.5
8.	Karnataka	2,15,861	53,967	25.0
9.	Kerala	1,19,551	57,448	48.1
10.	Madhya Pradesh	2,18,931	57,385	26.2
11.	Maharashtra	3,48,814	1,12,039	32.1
12.	Manipur	8,098	2,909	35.9
13.	Meghalaya/Nagaland	8,628	2,798	32.4
14.	Orissa	61,666	10,949	17.8
15.	Punjab	1,12,788	46,651	41.4
16.	Rajasthan	1,53,312	31,047	20.3
17.	Tamil Nadu	2,19,286	69,817	31.8
18.	Uttar Pradesh	4,55,949	89,541	19.6
19.	West Bengal/Tripura/ Sikkim	2,09,494	65,818	31.4
20.	Delhi	86,223	34,915	40.5
	Total	29,52,066	8,16,704	27.7

APPENDIX XXVII (Contd.)

1982-83*				
1	2	3	4	5
1.	Andhra Pradesh	2,43,877	62,659	25.7
2.	Assam	64,135	15,493	24.1
3.	Bihar	1,92,151	29,515	15.4
4.	Gujarat	2,06,180	63,122	30.6
5.	Haryana	61,990	20,417	32.9
6.	Himachal Pradesh	16,432	4,488	27.3
7.	Jammu & Kashmir	21,259	8,880	41.8
8.	Karnataka	2,36,494	61,889	26.1
9.	Kerala	1,29,423	62,429	48.2
10.	Madhya Pradesh	2,34,192	62,177	26.5
11.	Maharashtra	3,69,626	1,19,859	32.4
12.	Manipur	9,068	3,125	34.5
13.	Meghalaya/Nagaland	9,416	3,126	33.2
14.	Orissa	66,868	12,792	19.1
15.	Punjab	1,15,386	48,410	41.9
16.	Rajasthan	1,70,242	33,447	19.6
17.	Tamil Nadu	2,34,785	79,054	33.7
18.	Uttar Pradesh	4,79,034	95,137	19.9
19.	West Bengal/Tripura/ Sikkim	1,95,327	67,950	34.8
20.	Delhi	81,101	38,668	47.5
Total		31,36,986	8,92,637	28.5

* Estimated

APPENDIX—XXVIII

Sexwise Distribution of Enrolment: Stagewise 1971-72 to 1982-83

<i>Year</i>	<i>Graduate</i>			<i>Post graduate</i>			<i>Research</i>		
	<i>T</i>	<i>W</i>	<i>%</i>	<i>T</i>	<i>W</i>	<i>%</i>	<i>T</i>	<i>W</i>	<i>%</i>
1971-72	18,35,077	4,11,037	22.2	1,80,343	45,952	25.5	14,995	3,097	20.7
1972-73	19,20,364	NA	NA	1,95,307	NA	NA	16,443	NA	NA
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	21,65,919	5,26,260	24.5	2,19,826	54,824	24.9	18,381	4,477	24.4
1976-77	21,41,542	NA	NA	2,18,128	NA	NA	21,910	NA	NA
1979-80	23,07,924	5,99,493	26.0	2,65,251	71,963	27.1	29,570	7,331	24.8
1980-81	24,01,485	6,52,808	27.2	2,73,337	77,001	28.2	32,171	8,780	27.3
1981-82	25,88,759	7,16,249	27.7	2,85,892	81,645	28.6	34,588	9,581	27.7
1982-83*	27,45,381	7,79,272	28.4	3,07,084	91,495	29.8	38,181	10,176	26.6

<i>Year</i>	<i>Diploma Certificate</i>			<i>Total</i>		
	<i>T</i>	<i>W</i>	<i>%</i>	<i>T</i>	<i>W</i>	<i>%</i>
1971-72	34,626	8,340	24.1	20,65,041	4,68,696	22.7
1972-73	35,993	NA	NA	21,68,197	NA	NA
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	NA	NA	24,31,563	6,27,346	25.8
1979-80	45,834	10,255	22.4	26,48,579	6,19,042	26.0
1980-81	45,444	9,936	21.9	27,52,437	7,48,525	27.2
1981-82	42,827	9,229	21.5	29,52,066	8,16,704	27.7
1982-83*	46,340	11,694	25.2	31,36,986	8,92,637	28.5

*Estimated

T=Total Enrolment,

W=Women Enrolment,

N.A.=Not Available

APPENDIX—XXIX
Distribution of Student Enrolment: Sexwise and Facultywise: 1971-72 to 1982-83

<i>Year</i>	<i>Arts</i>			<i>Science</i>			<i>Commerce</i>		
	<i>T</i>	<i>W</i>	<i>%</i>	<i>T</i>	<i>W</i>	<i>%</i>	<i>T</i>	<i>W</i>	<i>%</i>
1971-72	9,06,068	3,03,063	33.4	5,05,925	1,01,215	20.0	2,89,946	10,459	3.6
1972-73	9,63,044	NA	NA	4,94,599	NA	NA	3,18,888	NA	NA
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	34.0	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	4,63,441	1,11,714	24.1	4,14,946	27,551	6.6
1976-77	10,78,967	NA	NA	4,43,013	NA	NA	4,30,387	NA	NA
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
1980-81	11,14,417	4,20,276	37.7	5,35,199	1,53,868	28.7	5,52,913	88,607	15.9
1981-82	11,90,177	4,54,990	38.2	5,78,766	1,65,666	28.6	6,28,031	1,04,964	16.7
1982-83*	12,45,548	5,04,697	40.5	6,19,100	1,82,009	29.4	6,84,216	1,02,564	15.0
FACULTY									
<i>Year</i>	<i>Education</i>			<i>Engg./Tech.</i>			<i>Medicine</i>		
	<i>T</i>	<i>W</i>	<i>%</i>	<i>T</i>	<i>W</i>	<i>%</i>	<i>T</i>	<i>W</i>	<i>%</i>
1971-72	63,658	24,003	37.7	82,804	958	1.2	89,921	19,919	22.2
1972-73	67,848	NA	NA	82,674	NA	NA	99,643	NA	NA
1973-74	76,680	27,571	39.0	86,665	1,026	1.2	1,02,242	21,314	20.8
1974-75	77,179	29,055	37.6	90,685	1,341	1.5	1,06,340	20,992	19.7
1975-76	76,641	30,110	39.3	96,067	2,061	2.1	1,05,140	19,208	18.3
1976-77	75,512	NA	NA	1,00,040	NA	NA	1,13,151	NA	NA
1979-80	72,981	34,497	47.3	1,18,607	4,428	3.7	1,12,194	24,426	21.8
1980-81	71,204	33,708	47.3	1,28,937	4,949	3.8	1,10,020	26,997	24.4
1981-82	71,168	34,383	48.3	1,30,189	5,866	4.5	1,13,794	29,792	26.2
1982-83*	72,474	40,793	56.3	1,42,583	5,980	4.2	1,16,983	32,135	27.5

*Estimated.

T=Total Enrolment

W=Women Enrolment

N.A.=Not available.

Year	Agriculture			Vet. Science			Law		
	T	W	%	T	W	%	T	W	%
1971-72	25,971	274	1.1	6,086	59	1.0	84,433	4,551	5.3
1972-73	25,882	NA	NA	5,954	NA	NA	98,855	NA	NA
1973-74	26,520	233	0.8	6,334	50	0.8	1,13,230	5,769	5.1
1974-75	25,293	272	0.9	6,736	80	1.2	1,34,811	5,888	4.4
1975-76	30,160	432	1.4	6,377	91	1.4	1,41,298	7,053	5.0
1976-77	31,660	NA	NA	6,700	NA	NA	1,40,660	NA	NA
1979-80	39,962	1,101	2.8	7,435	202	2.7	1,77,448	10,975	6.2
1980-81	39,231	1,311	3.3	7,648	249	3.3	1,74,374	11,948	6.9
1981-82	39,318	1,390	3.5	8,173	352	4.3	1,74,445	12,309	7.1
1982-83*	40,139	1,517	3.8	8,732	268	3.1	1,86,938	14,015	7.5

FACULTY

Year	Others			Total		
	T	W	%	T	W	%
1971-72	10,219	4,105	40.2	20,65,041	4,68,696	22.7
1972-73	10,720	NA	NA	21,68,107	NA	NA
1973-74	11,262	6,269	55.7	22,34,385	5,20,825	23.3
1974-75	12,475	4,072	32.6	23,66,541	5,53,009	23.4
1975-76	11,649	4,205	36.1	24,26,109	5,95,162	24.5
1976-77	14,253	NA	NA	24,31,563	6,37,346	25.8
1979-80	18,943	7,350	38.8	26,48,579	6,89,042	26.0
1980-81	18,494	7,352	39.8	27,52,437	7,48,525	27.2
1981-82	18,005	6,992	38.8	29,52,066	8,16,704	27.7
1982-83*	20,313	8,659	42.6	31,36,986	8,92,637	28.5

*Estimated

T=Total Enrolment,

W=Women Enrolment.

N.A.=Not Available

APPENDIX—XXX

Details of tours undertaken by the Chairman/Vice-Chairman and officers of the Commission during the year 1982-83

<i>Sl. No.</i>	<i>Name and 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	5	6	7
1.	Dr. (Mrs.) Madhuri R. Shah Chairman, UGC	(a) London	10.7.82	21.7.82	Inaugurate meeting of Commonwealth Govts. on the question of students mobility within the Commonwealth.	Air Ticket provided by the Commonwealth Sectt.
		(b) Bangkok, Seoul, Tokyo Jakarta & Singapore	5.8.82	23.8.82	To attend World Education Fellowship Meeting at Seoul. At Jakarta & Tokyo, Chairman, went on an official work of NCERT (Chairman UGC, being the Chairman of the Committee on Restructuring of NCERT).	Air ticket was provided by the UGC.
		(c) Paris	22.11.82	5.12.82	To attend the meeting of UNESCO	Air ticket was provided by UNESCO.

APPENDIX XXX (Contd.)

1	2	3	4	5	6	7
2. Prof. Rais Ahmed, Vice-Chairman, UGC	(a) Bangkok	30.8.82	7.9.82	To attend UNESCO meeting.	Air ticket and local hospitality was provided by the UNESCO.	
	(b) USA	24.11.82	3.12.82	To attend the Eleventh International Conference on the Unity of the Sciences in Philadelphia.	Air ticket and local hospitality was provided by the inviting Agency.	
	(c) Bangkok	22.2.83	6.3.83	To attend UNESCO meeting.	Air ticket and local hospitality was provided by the UNESCO.	
	(d) U.K.	22.3.83	25.3.83	To attend the meeting of Committee on the Teaching of Science (CTS) in Malvern (UK).	Air ticket and local hospitality was provided by the CTS.	
3. Shri R.K. Chhabra, Secretary	Moscow	18.5.82	25.5.82	As a Member of an Indian Delegation to attend the meeting of the Joint Indo-Soviet Text Books Board for implementation joint Indo-Soviet Text Book Programme.	Air ticket and expenditure on excess baggage and provisions for gifts, entertainment, contingencies and embarkation charges met by the UGC. Hospitality was provided by USSR.	
4. Dr. L.S. Mehra Education Officer	U.K.	For 9 months w.e.f. 6.10.82 but returned early on 6.12.82 after completing the project.		Training under Queen Elizabeth House Visiting Fellowship for 1982-83 at Oxford University, U.K.	British Council.	

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